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CUPRINS:

ON JOHN DEWEY`S PHILOSOPHY OF EDUCATION AND ITS IMPACT ON CONTEMPORARY EDUCATION

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Abstract: *As revealed by the title, the study presents the pedagogic personality of John Dewey, who – in the author`s opinion – is the first great pedagogue after Comenius, and who changes both a vision and a mentality about the meaning of institutionalized education. The pragmatic character of J. Dewey`s pedagogic paradigm has brought restructuring in the American and European educational systems. Thus, they have switched from a mainly intellectualized (and theoretical) character to revaluing its applicative and practical aspects.*

Keywords: *John Dewey, pragmatism, curriculum and child, experimental pedagogy.*

1. Who is John Dewey?
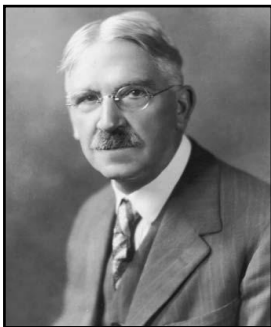
JOHN DEWEY (born 20 October 1859, Burlington, Vermont, SUA – died 1 June 1952, New York) is one of the most valuable representatives of experimental pedagogy. After graduating the University of Vermont in 1884, he gets a PhD in Philosophy with a thesis entitled „***Kant`s Psychology***". His academic career is registered at the Universities of Michigan, Ann Arbor, Minnesota, Chicago, California, Columbia. His research career begins with the volume „***Psychology***" (1887), followed by other volumes: „***Applied psychology. An introduction into the Principles and Practice of Education.***" (1889), „***My pedagogic creed***" (1897), „***School and Society***" (1900), „***School and the child***" (1906), „***Moral Principles in Education***" (1909), „***The School of tomorrow***" (1915), „***Democracy and education. An Introduction into the Philosophy of Education***" (1916). He is an important exponent of universal pedagogy, being placed among the most important opinionated of education.

2. Pedagogue of experience

In the Romanian translation of the volume[1], prefaced by V. Nicolescu, he calls him „*a philosopher of experience*", with precursors such as C. S. Peirce şi W. James. All three are followers of **pragmatism**, of basing any concept on experience („*any hypothesis can be admitted if it capable of undergoing an experimental checkout*", C. S. Pierce). **Pragmatism** is defined as follows: „*to determine the meaning of an intellectual concept, one needs to examine the practical consequences that could necessarily emerge from the truth of that concept; the sum of these concepts would build the complex meaning of that particular concept*"[2]. Any concept is valuable only through its practical usefulness.

Consequently, *pragmatism* is a philosophical concept. A **pedagogical trend** – based on experience[3] emerges from it. John Dewey will be the head of the *School of Education* at the University of Chicago since 1902. Here, he applies his theories mentioned in his essays „**Child and the Curriculum**" and „**School and Society**". It is the beginning of a transition in the American philosopher`s concerns from *psychology towards education.*

When analysing educational facts, Dewey uses the Method of Hegel`s Triad (thesis-antithesis-synthesis). The titles of his studies suggest antinomic educational realities in an attempt to determine „*the golden mean*" (i.e. a synthetic conception of reconciliation between contradictions): child vs. curriculum; school vs. society; experience vs. education; democracy vs. society. By applying Hegel`s Triad, Dewey believes that there is a contradiction between *"a child centred school*" and a *"o\curriculum centred school*" (study matters). According to Dewey, the entire educational experience aims the child`s growth (**thesis**); the curriculum is important because it presents the reality in an organized, classified and selected manner according to values through subject matters (**antithesis**); giving up on the predominance of child peculiarities in education as well as on the curriculum`s authority in education are important aspects that need to be considered: „***the child and the curriculum are just two limits which define only one process***). *Dewey thinks that just as two points define a straight line, this point of view on the child and the facts and truths of studies define instruction*"[4] (**synthesis**).

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[1] John Dewey, *Trei scrieri despre educaţie: Copilul şi curriculum-ul, Şcoala şi societatea, experienţa şi educaţia*, Editura Didactică şi Pedagogică, Bucureşti, 1977.

[2] V. Nicolescu, *John Dewey – un filosof al experienţei*, Prefaţă la volumul J. Dewey, *Op. cit., p.8.*

[3] Ion Albulescu, în **Doctrine pedagogice** (EDP, Bucureşti, 2007) believes that J.D. places *"education in the middle of his philosophical concepts*" (p. 366), and *"philosophy and education are two sides of the same coin*".

[4] J. Dewey, *Op. cit.,* p.71.

Any major issue – states J. Dewey – „*involves certain conditions that become contradictory at a certain point*”. Two factors are engaged in education: **the child** (as immature being) and the **adult** (as experimented being). The interaction between these factors ensures the coherence of the educational process. Before the interaction takes place, the „conflict” emerges between the *child* (as individual entity) and the *curriculum* (as social experience), the adults` consequence and creation. The child has only his/her broad life and family experience, dominated by affection and affinity. The curriculum presents a broad reality, not delimited in space and time but divided into subject matters according to learning areas. Knowledge is sorted, classified and systematized in the curriculum in an independent manner, totally different from the child`s emotional experience. The contradiction takes place between the „*the child`s narrow but personal world and the impersonal but broad space and time” (1); the divergence occurs between the sincerity and the unity of a child`s life and the breach-type of presenting knowledge in the syllabi (2); there are conflicts between interactive, concrete, emotional connections of a child`s activity and the curricular abstract presentation, classification and order* (3)[5].

3. The Relationship between the child and the curriculum

A child`s (personal) study programme has other motivations than the learning projections suggested by adults in the *curriculum*. The child`s experiences as well as his reactive bias do not comply with the curricular contents. The adult suggest a manner of maturing the children while they have the chance to shape and develop their personality in other ways. The man`s "making" project („*paideia*") focuses on sharing desirable cognitive experiences, placed outside the values accepted by a generation. Knowledge suggested (by the Curriculum) has ensured the progress of humanity and has „shaped” individuals with authentic values. However, each human being, each child has characteristics that make him/her different from the others, just like every generation has its own peculiarities. The curriculum should therefore be as dynamic as to satisfy the self-training needs and to ensure a development that would support a child`s positive experiences. The harmony between a child and the curriculum is about „*two limits that define a single process*", that of „*continuous reconstruction, which starts from the child`s present experience and reaches organized elements of truth which we call studies*"[6]. The goal of this process „*can be translated into the pedagogical concept of* **development**"[7].

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[5] *Ibidem*, p.69.

[6] *Ibidem*, p.71.

[7] „*Development*, stated J. Dewey, *is a process with its own laws, which can be achieved only under proper and normal conditions*" (p.75).

To be efficient, the educational process which means educating the child into being autonomous, needs stimuli and emotional pathogens. The teacher is not concerned with improving the curriculum but with supporting the child into turning the curriculum into his/her life experience. For this purpose, teachers should be familiar with the ”child`s environment”, namely his/her talents and predispositions: „*What interests us the most is the progress made by each child that we know, his/her normal physical development, the development of his/her reading, writing, calculating skills, knowledge of geography and history, shaping their behaviour, development of order, punctuality and work skills*[8]. “We have listed above some sides of a child`s personality which can be determined by the application of curriculum; they are fundamental criteria for an efficient didactic activity in an educational institution. They are made of basic abilities, behaviours and social skills.

4. School and society

Viorel Nicolescu was concerned in the 1977s with making J. Dewey`s writings available in the Romanian pedagogic literature and thus translated ”***Three Writings on Education***” (***The Child and the Curriculum, School and Society; Experience and Education***)[9]. V. Nicolescu`s preface is a micro-monograph (64 pages) and it is entitled ”***JOHN DEWEY – A PHILOSOPHER OF EXPERIENCE***”. It deals with three basic issues: *John Dewey`s pragmatic naturalism* (precursori and influences, cultural patterns), mentioning Charles Sanders Peirce`s, William James`s and Hegel`s formative thesis; *The concept of experience* and *The Concept of education.* Viorel Nicolescu`s preface is a model of professional initiation into the proper understanding and knowledge of the meaning of institutionalized education. His discourse is determined by the significance of an illustrative quotation, selected from J. Dewey`s scientific writings: ”…*it is definitely true that problems are solved only where they occur … namely in action, in behavioural adaptation. But, good or bad, they can be solved only through a method and eventually, the method is intelligence and the intelligence is method*”. The Romanian pedagogues text on John Dewey is an authentic intellectual and highly philosophical discourse on the meaning of education, human development and roots that generated this new vision on contemporary education.

The measurement of the quality of personality development and training in school is contextualized by the society. The society behaviour is the only element

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[8] J. Dewey, *Şcoala şi societatea*, Editura Didactică şi Pedagogică, Bucureşti, 1977, p.87.

[9] John Dewey, *Trei scrieri despre educaţie*. Studiu introductiv, note şi comentarii, bibliografie critică de Viorel Nicolescu; translation: Ioana Herşeni, Viorel Nicolescu şi Octavian Oprică, Editura didactică şi pedagogică, Bucureşti, 1977.

which validates the value of a didactic exercise. The above statement – as well as the subtitle of this article – are inspired by the essay "**School and society**", elaborated by J. Dewey[10]. We are tempted to judge the activity of a school according to some inherited though incomplete criteria: " *normal physical development, the development of reading, writing, calculating skills, knowledge of geography and history, shaping their behaviour, development of order, punctuality and work skills*"[11]. But we also need something else and that "something" will support "*the new movement in education*": school will become "*part of the entire social evolution*". Unfortunately, social changes are not reflected in school changes. School activities are designed as "*methods of life and learning*"[12]. Without "*mutual and productive activity*", school remains vicious in ethical terms because it struggles to "*train future members of social order in an environment where social spirit totally lacks*"[13]. A restructure of the way schools function, namely turning it into a "*miniature community*" is an essential requirement for "*the renewal of the entire school spirit*". Society functions based on experience as form of individual`s active participation in constant positive remodelling. Experience is knowledge, namely the student learns by acting, thinking and working.

The prior considerations regarding the school-society relationship and school remodelling according to the organization of a society have been issued a century ago. J. Dewey`s pledge for a liberal and democratic education were based on the concept of experience, of organizing the entire school activity on the involvement of pupils in real-life experiences, as they occur in the society. School is part of the society; its mission is to ensure each child`s integration through education[14] in the demands of a society. The fundamental mission of education is *social integration.* It ensures the individuals` participation in the social development and if favours their responsible involvement in the improvement of social consciousness[15]. Organized as it is nowadays, school – as learning institution – stresses out "the waste of education" by the child`s impossibility of revaluing his life experiences in school and using in life what s/he has learnt in school.

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[10] Ibidem, p. 84.
[11] Ibidem, p. 87.
[12] Ibidem, p. 91.
[13] Ibidem, p. 92.
[14] "**Education**, *in its broad meaning is the means of maintaining the social continuity of life*" (J. Dewey, **Democrație și educație** - trad. N. Sacaliș, V. Nicolescu -, Editura didactică și pedagogică, București, 1972, p. 4)
[15] In **My Pedagogical Creed** J. Dewey states that: "*I believe that education … is a process of life and not a preparation for life*" (1971, p. 86).

5. John Dewey`s Topicality

In terms of time and the influence played by the philosophy of experience on the European and American educational systems, we believe that the ideas of the pedagogue John Dewey are still timely: some ''national schools'' have assimilated them, other have overcome them, and others continue to ignore them. The current tendency of levelling the curricular organization and functioning could not overcome deeply rooted mentalities in the "classical" school systems. Topics such as ''Theoretical education'', ''traditional methods'', ''teaching and instruction'', fracture between ''school and life'', school`s inability of adjusting to new society demands are still under discussion. Sometimes, the novelty of American philosopher`s ideas is acknowledged as a project which delays to become a reality. We mention here some of them:

• The education of children can be achieved through experience, ensuring their participation in their own development;

• School has to be organized as an educative environment, so as to function according to the demands and rigours of a democratic society;

• School Curriculum should have a mainly practical character which brings child education closer to real life and the environment the child lives in;

• Youth should be trained through education to participate dynamically in the life of their community.

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Dewey`s pedagogical writings have influenced an important direction in contemporary pedagogy and have cleared out a set of educational issues. The American pedagogue`s considerations aimed the overcome of Comenius`s paradigm, namely a scientific education structured and ordered according to strict principles. If J. A. Comenius, the first opinionated on school structures generated ä theory of organizing'' and functioning of educational institutions, J. Dewey theorizes, by issuing principles and ideas of educational philosophy. The essence of his theory aims the harmonization between ''*individual nature and social culture*'' as core of educational acts and process of growth and development. Bringing the school closer to the social community, bringing the curriculum closer to practical issues as well as the pledge for a society-oriented education are the core of students` activism and participation in their own training. John Dewey suggested his followers that education is the harmonization of a child`s individual (mental) peculiarities with the mental peculiarities of a society, commonly known as ***development of personality.*** He is considered ''one of the great thinkers of the 20th century'' (V. Nicolescu), ''psychologist, pedagogue and philosopher of education'' (N. Sillamy), ''one of the greatest theoreticians of education'' (I. Albulescu) etc. J. Dewey`s pedagogical writings remain a source of

reconsideration in terms of positive changes in contemporary education, his suggestions being able to provide a different kind of answer to the blend of education with the evolution of contemporary society.

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INITIAL TEACHER TRAINING TODAY. BUT TOMORROW?

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Abstract: *This work appeared after the "initial teacher training" has become a national public consultation theme, with the belief of improving this component of national academic study. One hopes to get to a conclusion on the quality of the future teachers' training, by the Psycho-pedagogic Module or the Didactic Master study program, through the specialists' debates. At present, both systems of initial teacher training function, and this work presents various points of view on this fact.*

Key words: *Initial training, psycho-pedagogic module, didactic master's study program, educational policies, financing.*

Introduction

"… the greatest catastrophe of a society, especially the modern one, is a mind little trained… Who can train a mind well?" (*Mircea Flonta*)

The teachers - this would probably be the implied answer any reader had in mind!!! But who trains them to train "others" mind? Other teachers! So, is the concern for the initial teacher training natural? Obviously, yes!

Nowadays, there are three ways to achieve the initial teacher training. For preschool and primary school through *Pedagogy of primary school and preschool* specialization, for special school – *Special psycho-pedagogy* specialization, both of them within the Faculty of Educational Sciences, while for teachers of all other specialties, through the study programs of their faculties (Romanian language, Mathematics,…Sports and Physical Education) together with the *Psycho-pedagogic Training Program to Certify Competences for Teaching Profession*, organized by the Departments for Teacher Training Staff or the accredited Psycho-pedagogic Specialized Departments, of state or private universities.

Content

Since 1989, within the dynamics of the Romanian society and somewhat correlated to the European systems, the initial teacher training has come through many stages and changes, but hasn't formed by a substantiation of value even until today.

Taking onto account the evolution of the decisions on educational policies for the domain of initial teacher training, we can see that:

• In 1995, by Law no. 84 was decided the Departments for Teacher Training Staff as academic specialized structures for psycho-pedagogic teacher training by a 290 hours Module, having courses and applications;

• In 2004, by Law no. 288, art.9, para 5th and 6th differentiated the psycho-pedagogic training of future secondary school teachers who studied Module I – 30 credits, by that of future high school teachers, who had to study Module II – 30 credits;

• In 2008, by OM no. 4316, completed with OM 3158/2010, this progression was stressed and it was clearly postulated that the Psycho-pedagogic study program for initial teacher training was realized on two levels – 1st level, with 30+5 credits for future secondary school teachers and 2 level, with other 30+5 credits for future high school teachers;

• In 2011, by Law no.1 and then OM 3841/April 2012, was decided the introduction of didactic master study program with 120 credits, and by 2014, moving on liquidation of the study programs of Departments for Teacher Training Staff;

• In September 2012, by OM 5745, the decisions previously determined were extended the Psycho-pedagogic Training Program to Certify Competences for Teaching Profession (level I and II)

• In 2014, by OUG no.49, both methods of teacher training, either by psycho-pedagogic program 1st and 2nd level or by didactic master program were validated. [1]

So here are a succession of too many major changes which seriously influenced the system of initial teacher training.

Taking into account the evolution of our educational system, I can say that the method of initial teacher training depends on a few key factors:

- *the will of policy-makers, especially in educational policies.*

- *Academics' respect and responsibility for young teacher training, but also for self-training/transformation in order to build up trained minds (not full heads),*

- *the students' selection system through admission for professorship, and*

- *the financing of education system.*

The will of policy-makers would be seen in their obvious desire to make a teacher's status become a socially very respectful one and financially quite attractive. I am sure that, in this way, the quality of the education would rapidly increase, as the people from the system work with enthusiasm, creativity and initiative to accomplish the "trainees' journey" on the path of knowledge and its appliance in everyday life, having a positive attitude.

The academics' respect and responsibility, within the academic autonomy, *to train minds* (the students' ones*) to reflect, to introspect and to have an applied external reflective speech*, is the next key factor. Within the same respect and responsibility lies, *the professors' path to perfection/excellency, according to the dynamics of real world, to develop their capabilities* (competences, resources, desire to apply) *to stimulate the student* not only to explain or demonstrate.

The students' admission system by a *thorough exam*, to select the candidates with a vocation for education, would be very useful, although the existing admission system for certain specializations, including the psycho-pedagogic study program, comprises at least an interview besides the baccalaureate exam results.

Eventually, the financing of education is at the basis of decision making in educational policies. If a transformation an education paradigm is really wanted, *the politicians have to seriously follow their own decisions (6 % of PIB) for the financing of education.*

Dotted issues above, lead to detect the nuances of how the initial training of teachers can be done and how quality is reflected in "their body".

Now, in a flexible, dynamic world, with various options according to necessities, both methods for initial teacher training are useful in the Romanian education system – *Psycho-pedagogic Training Program to Certify Competences for Teaching Profession (psycho-pedagogic module) 1st and 2nd level, studied together with the main specialization (Bachelor's degree, Master's degree)* and *Didactic Master study program, studied after the Bachelor's degree, with the possibility for Doctor's degree in educational sciences.*

For the time being*, the parallel system is more useful*, in my opinion. Why?
- It is done together with the student's "development" in specialization;
- It is gradually done;
- The students' progress can be adjusted during three years (1st level) and then consolidated during the next period (2nd level, together with the scientific or professional master study);
- It implies lower costs/student;
- The universities have already gained a valuable expertise in the field.

On the other hand, the initial teacher training would comply with the legal regulations, but it gives the possibility, at a national level, to modify, to refine the actual curriculum. If I were to suggest some amendments to the current curriculum for psycho-pedagogic module, 1st level, to increase its applicability and quality, I suggest introducing:

- *1 h/week of observation internship for the 1st year;*
- *2h/week of applicative internship for the 2nd year and the 1st semester of the 3rd year* (unlike only 3h/week in the 3rd year);
- *1 week of applicative internship (24 hours), in the 2nd semester of the 3rd year,* instead of 3h/week (2nd semester of the 3rd year has only 12 week of didactic activity).

This suggestion determines - for the 1st year only 1 hour plus/week (28 h/year); for 2nd year 2h/week (56h/year). The students of the 3rd year would have only 2h/week (28 hours) for the 1st semester and 24 hours one week in the 2nd semester, versus 3 hours/week (78 hours/year). The total hours of internship would increase from 78 (level I at present) to 136, which would be a growth in quantity but also an improvement of the quality of students' knowledge and it would be beneficial for the 1st level graduate.

The number of hours/student/week is not exaggerated (the older generations had even 41 hours/week) if we want to build up trained minds. The training can be achieved within the education reality, not only in academic agora or ivory towers.

On the other hand, the financial effort to cover the costs of internship during the years of study wouldn't be too high, but it will bring added value to the initial training of the future teacher and his personal development. It is obvious that this suggestion implies dedicated mentors, who also, have to be paid. But I am sure that all the costs would fit in the 6% of PIB financing of education.

As *many graduates (Bachelor's degree) want to study a scientific or professional Master study program in their domain*, we cannot forget about *their right to become teachers, especially if they have graduated from the level I of psycho-pedagogic module.* That's why I think that *the alternative level II of the module, postgraduate system, should be kept.*

During a recent workshop in Paris for the "Consumer Classroom" European Project (www.consumerclassroom.eu), I had the opportunity to talk to almost all the national coordinators present at the workshop, from the 28 EU countries. The method of training the future teachers was one on the themes. I described to them our method of parallel training, both for the domain of specialization and the psycho-pedagogic domain (module, level I+II) for future teachers, and the colleagues from Denmark, Malta, Finland, Germany, Latvia, Poland and Ireland considered it very good, taking into consideration what a didactic Master program is supposed to be.

The didactic Master program is an elaborated form of study (a form of deepening studies), but the decisions on educational policies haven't observed it. It is still considered to be a part of the initial which can replace the module. This Master program is a part of initial training, but an elaborated/deepened one, so, it may replace only the level II of the module. So, ***for the initial teacher training we can accept convergence between level I of the psycho-pedagogic module – studied during the bachelors studies – and the post graduate didactic Master program and level I of the module***, but not full replacement of the psycho-pedagogic study program with the didactic Master program.

The didactic Master program, as it is now, is an elaborated/deepened study both in the main domain and in the psycho-pedagogy domain. But what elaborated/deepened study can a MA do, when he hasn't studied level I of the module?

Maybe the didactic Master program will be the path for the "elite" of future teachers, as it offers them the access to Doctor's studies but not necessarily needed now in secondary education system.

From another perspective, the initial teacher training needs a ***good psycho-pedagogic training of the students***, but also, ***a good training in their main specialization*** too. The one who cannot master his specialization cannot teach his future trainees.

So, we need a system of ***teachers who "wisely seed and patiently harvest"*** (A. Cury) [2], and they can be trained if they have ***inspiring trainers (professors) who share values of knowledge and not only transfer knowledge, trainers to guide them in and through "true stories" of culture,*** no matter its form. Trainers (professors) who ***stimulate students to apply knowledge in a diversity of situations***. Trainers (professors) who ***engage students in various educational projects***. In order to achieve this it is absolutely necessary for ***policies makers to bend over the two human resources implied in initial teacher training - trainers and trainees -, especially by financing.***

Conclusions

In a democratic educational system, with clear regulations, one can propose alternative methods for initial teacher training, on different levels of candidates abilities:

• Specialization by bachelor's degree + psycho-pedagogic module level I – for secondary school;

• Elaborated/deepened study by scientific or professional master's degree + psycho-pedagogic module level II – for high school, vocational school and university;

• Specialization by bachelor's degree + psycho-pedagogic module level I, followed by didactic Master's degree (elaborated/deepened studies in specialization and in psycho-pedagogy) – for all levels of teaching.

• All these situations require that the psycho-pedagogic studies (level I and II) as well as the Master studies (either scientific, professional or didactic) to be accredited by ARACIS.

• There are, also, specialists (F. Voiculescu, Ş. Iosifescu) [3], [4], who, on medium and long term, have a different view for initial teacher training, - a university structure of the type "Faculty for Teacher training" (or "School for teachers"). "Generalist teacher for early childhood education, primary and lower secondary education - at undergraduate level - and specialist teachers for upper secondary education, tertiary education and adult education – at master level" [4]. This would mean organizing faculties within the accredited universities, which would have the whole cycle of study: bachelor's, master's and doctor's degrees for teachers training.

I think that a serious (strict) selection of candidates for initial teacher training system is absolutely necessary for either of the alternatives, because, there is the general idea, that everybody is dissatisfied in school, its way and methods, that it is behind the socio-economic evolution.

That is why *we need both good students*, selected by their vocation and motivation for becoming teachers, *as well as good teachers* (trainers) who would train them.

In other words *we are asked to train reflective, flexible teachers, willing of transformation not only changing, adaptable to the world they live in, but mostly to the world they will live in*. If we truly want our nation's value revival not only the spoliation of the political class, we all feel *the necessity to keep in the educational system "the most valuable minds".* In order to achieve all this, *we need political will*, *proper financing* and a *constructive attitude*. *Romania needs competent, motivated, independent, respected teachers and who are encouraged to learn!*

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ROMANIAN EDUCATION REFORM BETWEEN POLICY AND ACTION

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Abstract: *The article presents an overview of the Romanian educational system reforms after 1989 to the present. Analysis of educational reform over 25 years was carried out in relation to educational policy documents. Also, I delimited the previous reforms accession Romania at the EU and of the reforms post-accession Romania at the EU. The problem we face is translating these policies into educational practices. The purpose of this article is to highlight of the educational policy from this period, and the reasons why a lot of this policies have failed. The main cause that makes difficult the road from solutions developed on paper to the classroom is excessive politicization of education. Keeping the centralizing policies and the inability of assuming governance model is a severe barrier to the evolution of Romania. The education reform must be a political action of conjugation of the effort of the experts and long-term political commitment.*

Key words: *reform, educational policy, politics, action, governance*

Democratization of the educational system Romanian, improving education quality, valuing the social role of education, development of Romanian cultural values, promotion of the identity of Romanian culture in the world culture, training people responsible, active and which able to contribute to the development of a democratic society are priority objectives of the educational policy that seeks ways of achieving practical.

1. Conceptual Clarifications

The term of reform refers to a type of higher change of the education/of the teaching being associated with „a new frame, based on new structures, new programs, new methods" (Clausse, A, 1972); "a general recovery through the system perspective of lifelong learning" which redistributes education levels in time and space, extending them, „after needs and for the benefit of everyone" (Faure, Ed. et al, 1974); „an ample change of system in orientation, structure and content". (*Dictionary of Pedagogy*, 1979); a restructuring which has as „starting point reconsideration the substantial of the aims of education and training" (Cerghit, I., Vlasceanu, L., 1988); „a global and relevant transformation of the education system and applied according to the requirements of today and tomorrow, but also by the aspirations of learners" based on a „philosophical-pedagogical project", developed by specialists and assumed at level of educational policy (Vaideanu, G., 1988); an educational innovation a projected long-term, which aims „the intentional and profound transformation of the social product of the process of education" which fit of finalities determined according to the level of education policy (*Dix annees de reformes au niveau de l'enseignement obligatoire dans l'Union europeenne*, 1996); „a major change deliberate, which targeting the transition from a present state to a projected state that trigger changes in depth". (*Dictionnaire encyclopedique de l'education et de la formation*, 2005); „a redesign of education" which refers to the structural system innovations and which occurs at hierarchical relationships between the levels of education, in opening the school to society (Vlăsceanu, L., 2008); „an experience which aims to change the fundamentals of the educational system, the political-ideological, technical and pedagogical level of organization on cycles and delivering the content - not just improve it" (Aguerrondo, I., 2010); a profound change directed to the objectives and structures of the system and directed to the contents and methods of education. (*Perspectives des politiques de l'éducation: les réformes en marche*, 2015).

J.J. Brunner has identified four „revolutions" in the evolution of educational policies and practices (2000, apud Aguerrondo, I., 2010). The author believes that the first revolution in education occurred during his J.A. Comenius, with the advent of the famous work *Didactica Magna* (1657). Now, are put the foundations of organized classes and lessons in schools. A second revolution in education is the emergence of national school systems. The school is no longer just a private Institute, but becomes a public good. This may be located in developed countries in the XVII-XVIII century and

for Romania in the second half of the nineteenth century (school reform of 1864). These reforms were only politically. They do not produce changes in teaching because teaching is still with classical methods. The third revolution aimed massification of education. This revolution refers to the extension of school systems since the mid-twentieth century, after the Second World War. School systems, incorporating more population, but the author states, there is only an extension of social rights without a revolution in education, the purpose of redefining the classic educational model. Fourth, the social, economic and cultural changes, give rise to a revolution. For the first time, what is questioned is the traditional method. This is a much bigger challenge than any previous because there is not enough to increase the number of people receiving education, as in previous cases, it is necessary to find a new way to "make" education, adequate and according to the new school contexts (Brunner, J.J., 2000, apud Aguerrondo, I., 2010).

In summary, all these definitions have as central axis the changes inside the existing system. A relatively new approach is the reform by introducing governance as a new form of administrative and financial management of education. Governance is a space of political action, of the reforms which directly promotes the political interests of citizens and who can participate through active representation in decision-making.

The school governance can become an alternative to the traditional approach to educational reforms. The school governance is between the intentions of education policies and the realities in schools. The key to a real reform comes from understanding and applying in institutions, namely in schools, of the triad: self-government - responsibility - participation, regarded as the essence of school governance.

2. Characteristics of Educational Reforms in Romania Prior to Accession to the EU

In Romania, education reform until 2000 comprised in main of the curriculum and management components, considered priorities in education policies of the time. The focusing of the reform on areas punctual of the education system, as I stated above, it is grounded on numerous publications of the Ministry of Education and other competent bodies. The analyses on innovations in education show that until 1997 they were less relevant (Chiş, V., 1998).

The first five years after the 1989's revolution are characterized by delaying or blocking education reform. The topics about education reform begins to regain profile and to become again the subject of a systematically

debate since 1995, with the advent Education Law No 84/1995. Now is set up the National Council for Curriculum. Since 1996 they have organized numerous pedagogical and non-pedagogical debates about the kind of education reform which is necessary in the new period of transition. The results of these debates culminated in the development and implementation of the National Curriculum in schools in 1998. This document has guided the Romanian education until 2012, when a new wave of reforms comprised the education system.

Vasile Chiş makes the synthesis of the following types of reforms, but their validation in the school field always remain a controversial topic with many hesitations: (1) reform by extension, the generalization of local experiences; (2) reform of innovation, to accelerate the changes started and (3) reform the system, specifically the structure of the educational system.

Analysis of the acknowledged models in the contemporary reform of educational systems, demonstrates no limitations on the reform of the system. Modern educational systems are today in the advanced reform. Transitional education reform means the transition from hierarchical structure, on vertical, to a flexible structure, in network. The reform of the system is built on the coherent educational policy and is a prerequisite to all other innovations. For example, the vertical organization of education on the Comenius's principles, assumes the paradigm: adaptating the student to school. The innovations of system change the traditional paradigm terms: adapting the school to the student. So reform of the system is a comprehensive reform and a reform of the pedagogic conception. From this, derive naturally all other innovations. Without the reform of the system, the other steps, however well would be designed, may remain a simple „makeup".

Subsequently, it was opted for a comprehensive reform, a comprehensive education, conceived as an assembly of six measures as follows:

- curricular reform (curriculum, programs, textbooks) and the European compatibility of the national curriculum;
- transition from the reproductive learning to the creative learning through problem solving and restart the scientific research in universities;
- new connection between schools, high schools and universities, on the one hand and their environment, economic, administrative and cultural, on the other hand;
- improving infrastructure and connection to electronic communications of the today's world;
- the reform of the school and of the academic management through decentralization and the creation of institutional autonomy of schools;
- initiating advanced forms of international cooperation.

The pedagogical analysis of the six areas assumed in the reform, reveals the emergence of a reconstruction in education, necessary and imperative for the late twentieth century. The educational policies are aimed at developing Pre-University education (basic education, vocational education and upper secondary education), modernizing higher education and national qualifications levels compatible with European ones. The strategic documents of the education policy that realize a harmonization between national priorities and of the European level are: post-accession Strategy 2007-2013 (Ministry of Education and Research, January 2007), the National Development Plan 2007-2013 (Government of Romania, December 2005) and Strategy Development Pre-University education in the period 2001-2010 (Korka, M., 2000).

The diagnostic studies on education in Romania provide a coherent picture of the realities of the Romanian education. Among of these studies there should be remembered: *The Romanian Education Today* (1998), coordinated by Adrian Miroiu; *Educational Policy: Expertise, Discussion, Decision* (2003) - colloquium conducted on the initiative "Education 2000+ Centre" and the Reflection Group and Initiative „Focus Education"; *Romania of Education, Romania of Research* (2007) by Mircea Miclea.

This latter document is the Presidential Commission Report, which presents solution, besides the main problems of the education and research in Romania, and solutions. „We consider that Romania today - it's said in the preamble - is a country facing major risks because the systems of education and research do not meet the minimum requirements of a society and the European economy where knowledge is the most precious and important source of economic, social and personal development. We risk that cultural gap as against European Union countries to grow, we risk that our grown-up children to be increasingly less competitive on the European labour market, and less skilled in managing privacy; there is the risk that the economy to stagnate and us to become dependent on innovations from abroad, and democracy to operate with syncope. "(Miclea, M., 2007, p. 5)

The diagnosis made by the Presidential Commission, headed by Mircea Miclea, assumes that maintaining the education system in effect in Romania endangers the country's competitiveness and prosperity. Thus were identified four major shortcomings of the education system: ineffective, irrelevant, inequitable and poor quality.

The solutions proposed by the Presidential Commission were summarized as follows: "In education, structural changes take time and commitments must going beyond the horizon of an election cycle or the life of a government. If we really want a profound change, it is essential to achieve a memorandum for a national pact for education and research, a

commitment signed by all responsible forces of the civic and political society (Miclea, M., 2007, p. 10).

Regarding measures to modernize the higher education and research (Miclea, M., 2007, pp. 21-29), same document proposed: the differentiation universities and the concentration of resources; the differentiation of the universities and flexible financing; the establishment of the National Qualifications Framework and a system of benchmarks for higher education; reorganization of the research.

In the same year, following a consistent radiography of the Romanian education system, there was a new warning by the World Bank Report: *Romania. Note on educational policies* (Sandi, A-M. and Moarcăş M., 2007). The main conclusions of the report were summarized as follows: „The educational system in Romania is at crossroads. The important reforms that were initiated, in the education sector, after the fall of the communism (changing curriculum, students assessment, teachers training, financing and the management) must continue so as to improve the education outcomes. But integration into the European Union of Romania will put new requirements on the country's human capital, creating new challenges in this sector. The demand for skilled labour will increase, as with the share increasing of value-added production and services in the economy. These changes will require a more competitive workforce, with new skills and qualifications. To meet these demands, the government will must: (1) increase the efficiency and equity of education, in the context of decentralization, by introducing per pupil funding formula, the school network optimization and training of managers in education; (2) raise the quality of education, firstly through better management of human resources; (3) create more opportunities for training and continuing education; and (4) increase effectiveness by developing a coherent strategic program of reform, planning, administration and management of the sector. This note is summarizing the findings and conclusions of the latest analysis of the World Bank in the education sector" (Sandi, A.-M., Moarcăş, M., 2007, p. 1). The document was divided into two large parts, each one summarizing the major problems faced by the Romanian education: (1) the learning outcomes in Romania, compared to those in other countries, and (2) the main challenges in the education sector (ibid, p. 1 -10)

The diagnostic studies on Romanian education have prepared to rebuild institutional capacity, necessary to support reform after accession to the European Union.

3. The Education Reform in Romania Post Accession to the EU

In nearly a decade after access the Romania in the social, economic and cultural space of Europe (1 January 2007), the education remains a national priority at political level, and a great unsolved problem at practical level.

All these years have signified new and new changes. The work coordinated by Alexandru Crişan, *Five exercises of education policy in Romania* (2008), begins with the question: What is new and old in Romanian educational system after the 1st of January 2007? The answer was: „Entering the European Union was (...) a missed opportunity. Two years after the accession into the Union, Romanian education is - essentially - the same as a few years ago" (2008, p. 10).

In a project of the Institute of Education Sciences, in 2010, "The training of managers in secondary education using new systems of governance" tried a clarification on school governance term. Governance can be an alternative to the reformation of classical education system. It also initiated training modules for the school managers for the transition from the system governing to the system of governance. But as long as the legal framework does not allow insertion of elements of governance nor the triad authority-responsibility-participation cannot be achieved. The phenomenon of excessive politicization of education continues with modern forms of management and use of capital, through specific techniques and tools of *corporate governance* (2011, p. 21) are not being understood, and much less applied.

Long-awaited „the switching of the paradigm" still not has place in the life of schools. A confusion that persists for years in education is related to the transition from the objective-based pedagogy (the behaviourist perspective) to the competency-based pedagogy (cognitive-constructivist perspective). Since 2009 in the curriculum, the educational finalities have been changed. The programs are structured on general and specific skills. Exist overlapping terms: knowledge and competencies, and explications missing. The mission of the school as formal education is the transmission of knowledge. The training of competencies it is realized in combined contexts (formal, non-formal, informal) and a long term (school years, cycles). There are confusions between the educational finalities at the level of teaching process and the educational finalities at the level of the educational system (profile of the student's personality).

Curriculum policies are a constant problem in all Romanian education system reforms. The cause of most failures is determined by the overloading content of the school programs and textbooks, and their discrepancy with national evaluation. It also requires of a rational regime of work at school, where the students learn, but also have the necessary time to rest, play sport,

entertain, and body reconditioning. In the current overload of curriculum, a responsible student has no time for extracurricular activities, unless he is neglecting the school activities, and there is the neglecting! The question arises if not appears, involuntary to students as a sense of doubt in their own ability, a tendency towards superficiality in the learning process. If happens increasingly rarely for students, as a result of carrying out the responsibilities of school, to have the satisfaction of work well done; or, the students need experiences for their training, they need their personal victories to develop self respect, self confidence. Never a teacher will cannot talk about his professional successes, apart from the students achievements, as no one will notice the success or failure of the students without leading the thought to their teacher.

Not at least, parents reclaim that their children are overloading, and they ask more explicit standards, better defined, more quantifiable for student's assessment. Such a school environment permanently shapes its component elements (students, teachers, etc.). The changes in education are rather rejected, than accepted, but formally, most teachers are for the change.

The latest public debate proposed by the Ministry of Education, in 2015, is linked to secondary school curriculum framework. This debate has generated reactions like: „a much and pointless content, which shows the authors' desire to astound”; the school operates as a real *bed of Procrustes*, where students can not develop their own inclinations and they are viewed as learning robots etc ...”; „it is necessary to adequate the curricular content at the specific community, economic, geographic, social, cultural, at the tradition where the students live and work.” So far, there isn't a common solution for the curriculum framework of the secondary school.

The main document of educational policy post accession Romania's EU is: *The strategy for Education and Research in the Knowledge Society* (2009-2015). An analysis of the objectives to which the experts of education and the policy makers committed to achieve by 2015, shows the following situation:

Specific Objectives	Outcomes
1. Placing the Romanian students' performance on international tests (PISA, PIRLS, TIMSS) in the top 10 countries.	Last PISA cycle occurred in 2012, and the results were made public in 2013. Romania ranks 45 out of 65 participating countries and economies[16].

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[16] http://www.oecd.org/pisa/keyfindings/, accessed on March 4, 2016
[2] http://www.topuniversities.com/universities/region/europe/country/romania, accessed on March 4, 2016

Specific Objectives	Outcomes
2. Placement of at least 3 Romanian universities in the top 500 universities in the world.	University of Bucharest has rankings between 651-700, and the following three universities are: „Babeş-Bolyai" University of Cluj-Napoca, Timisoara West University and "Alexandru Ioan Cuza" University of Iaşi; their ranking is $701^{+\ 17}$ of the 1672 universities assessed in 2015.
3. Five times increase of scientific production and tripling the global innovation index, which would allow us to reach the current EU average of these indicators.	The National Strategy for Research, Development and Innovation (2014-2020) shows that Romania is better rated compared to the previous cycle. But, reporting to international standards and to internal needs, points that Romania does not have enough researchers. Missing the critical mass of human resources for the development of promising areas and, in particular, for interdisciplinary research and innovation. Intra- and intersectoral mobility is limited, having an undesirable impact on the movement of technical knowledge and innovation. Private sector access to public research infrastructure is difficult, the services offered are limited, and therefore, the use of these facilities is low (RDI Strategy, p. 6).
4. Reducing the rate of premature abandonment of the education system under 5% (in 2008 it was 23.6%).	A new strategy on reducing early school leaving proposes, for 2020, a rate of 11.3%, from 17.3% as it was in 2013.
5. Elimination of essential differences between rural and urban education, the learning	"The differences between rural and urban education are major and emphasized", says Professor Mircea

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[3] http://www.hotnews.ro/stiri-esential-20173550-rezultate-socante-evaluarea-elevilor-din-clasele-elevii-nu-invata-aplice-analizeze-cunostintele-din-scoala-mircea-miclea.htm, accessed on March 4, 2016

Specific Objectives	Outcomes
opportunities offered to disadvantaged groups (minority groups, children with special needs, etc.) and those offered to the majority.	Miclea, after analyzing the results of the national assessments in 2014.[18] „The conditions offered in Romanian rural schools are appalling. In many villages, schools completely lack health permits or are barely entitled to possess them, as they are only partially finished, lack running water or have external washrooms. At the same time, rural children are often forced to sit in classrooms with broken desks and chairs and no heating during winter, while rarely having access to the technically free state-provided school materials. Around 23 percent of rural children spend more than one hour each day commuting to school, either because they have to go there on foot, or because the bus transporting them there has to make numerous stops before reaching their destination. As a result of this lengthy commute, rural Romanian parents prefer to keep their children out of school, thus encouraging illiteracy, which is the highest in Europe at the moment.[19]
Transformation of the continuing education into a current social practice of each institution, public or private for to increasing to 20% the rate of participation of adults in	The objective of the National Strategy of Lifelong Learning[20] for Romania is to increase the participation rate of adults (aged 25 and 64) to 10% by 2020. In 2007-2013, Romania has not made progress significant about this

[19] https://www.opendemocracy.net/can-europe-make-it/raluca-besliu/tragedy-of-education-in-rural-romania
accessed on March 4, 2016
[20] http://www.edu.ro/index.php/articles/23305, p. 27, accessed on March 4, 2016

Specific Objectives	Outcomes
lifelong learning.	rate, which rose only from 1.3% to only 1.8%.
The transforming the teaching staff in a professional elite of the nation	The current conditions of initial and continuous training of teachers, and the teachers' salaries do not allow to raising this profession to the rank of national elite.

The essential educational policy documents for post-accession period are substantial, but the effects in classroom are yet not visible. We mention only a few of these documents, proving that the educational experts are working, but their work does not meet political interests. In the period of 2010-2012 there were published six studied educational policy. These studies have focused on the important issues of the education system: school environment, curriculum, competencies, learning outcomes, motivation of learning, alternative programs and textbooks, and the need for a new national curriculum framework. The realities described and the interpreted by education experts present real problems of the Romanian educational system. Unfortunately, we are at the point where most education policies crash: implementation and monitoring. The transition from "paper" to "the educational fact" occurs with difficulty.

The latest approach to education belongs to the Presidential Administration and proposes a schedule divided into three stages. The strategy will show its effects for the period 2018-2030. Again we witness the sterile discussions that start with rethinking, rebuilding, restructuring the education system and education. Beyond statistics and forecasts, the announcement related to a possible new reform of education generates tensions among students, parents and teachers. In the previous years many changes have occurred, but none of these changes have solved the underlying problems of the school system. The frequent changes limited to matters of "surface" and have adversely affected the Romanian school system.

Conclusions

In conclusion, the educational reform involves the replacement of structures, the durability over time, the significantly better achieving results than the ones of the previous practices and the absence of interference with other fields. Also, education reform is a political action undertaken by the entire society, in convergence with reforms of the other sectors. Since the current school system is one based on hierarchy, the changes propagate from top to bottom, for to be considered. If we want to achieve a significant

change, we must work on our basic paradigms. This paradigms are the place where to born our mentality and our conduct of teaching.

The path to a quality change involves a synergistic direction of three vectors: a comprehensive program of training and retraining of teachers, focusing on current educational needs; a program to motivate teachers who work effectively and a rethinking of the programs and textbooks.

The teachers and the teaching profession seem to matter less and less in Romania, not only for students, parents, and young university graduates, but also for those who run education. Although teachers are the most important factor for development of human resources required for a knowledge-based society, the respect according for teachers by politicians, society, family, students, and even self-esteem of most teachers, it is deteriorating steadily. Lack of consistency in introducing elements of reform and pursuing their effects are major shortcomings of the Romanian education system.

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WAYS TO FACILITATE THE DEVELOPMENT OF META-COGNITIVE SKILLS IN SEN (SPECIAL EDUCATIONAL NEEDS)

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Abstract: *Learning is central to the modern student-centered pedagogy, focusing on skills, not on content, which implies didactical reflections aspects such as analysis of the ways in which students learn and how they study or identifying strategies leading towards a more profound, systematic study. Self-regulated learning and meta-cognitive control are fundamental prerequisites in terms of achieving an active, authentic and effective learning. Planning, organizing, monitoring and evaluation of learning are meta-cognitive processes that develop from and through the experience and the one who is learning, but current research demonstrates that this process can be accelerated. The present research focuses on the ways of development of meta-cognitive skills in SEN pupils. And the objectives formulated aim at assessing the level of knowledge and meta-cognitive awareness of learners with SEN; developing and implementing techniques to meta-cognitively facilitate learning in the context of educational counseling; the development and implementation of a working algorithm\draft aimed at meta-cognitively developing and making aware the one who learns. The resources involved are: curricular resources specific to the investigated discipline (Biology); cognitive and meta-cognitive resources necessary to optimize learning and self-assessment; social, instrumental support resources, (cognitive and meta-cognitive) by promoting interaction, student-student, student-advisor cooperation, meta-cognitively optimizing learning; declarative and procedural resources relating to implementation of meta-cognitive strategies of planning, monitoring and evaluation aiming at optimizing the student's learning; methodological and procedural resources, material post-it resources, meta-cognitive quizzes and self-questioning cards, check list of*

I. Field literature

Cognitive psychology's progress in deciphering the cognitive and non-cognitive mechanisms of learning, of motivational processes, has provided a fundamental contribution in understanding the process of teaching-learning-evaluation. On the other hand, the scale of the social-school phenomena, including student leaving school, the increase in the frequency of learning difficulties, as well as the issue of education of pupils with SEN have become additional grounds for selecting, promoting methodological approaches centered on specific characteristics of the beneficiaries of education. The learning process is central in modern pedagogy focused on students not on the teacher, on skills not on contents, which involves reflections on issues such as: analysis on how learning is carried out by students and how they study; identifying strategies which lead to a more profound, systematic learning.

In the field's literature, meta-cognition especially, benefits from a series of conceptual boundaries more or less crystallized. Thus, after Flavell (1979) meta-cognition involves active monitoring and subsequent adjustment of cognitive processes in order to achieve the proposed goals. Monitoring and adjusting may take the form of the following behaviors: (Hacker 1998): checking, planning, selection and realization of inferences, self-query and introspection, interpreting current experience.

Paris and Winograd (1990, quoted by Hacker, 1998), believe that most researchers adhere to a definition that includes two fundamental components of meta-cognition: self-assessment and self-control.

Self-assessment refers to reflections upon one's own knowledge and cognitive states and abilities. These reflections are responding to questions about what we know, how we think, when and in what manner we use knowledge or cognitive strategies. In the literature on meta-cognition, monitoring the learning progress was turned into operation in the form of metacognitive judgements ("judgement of learning"-JOL, Nelson and Narens, 1990). The calculation JOL implies the correlation between JOL and remembering and acts as prediction of reviewing performance of the learned material. The situation where the predictions refer to reviewing what has been learnt over at least a few hours after Maki (1998), is the most common in educational practice.

A common situation is also familiarity with the material to be learned. It has been shown, over and over again (Epstein, Glenberg and 1987; Begg and others, 1989; Maki and Serra, 1992), that familiarity can create a fertile land for the development of metacognitive illusions (FOK). In conclusion, we can say that,

learning how to learn becomes an essential aspect of school education, and the issue of development of metacognitive capacity can constitute the hard core of these purchases. Different conceptual approaches, such as: the self-regulated learning model, self-guided learning, and anticipates the issue of meta-memorating and metacognitive skills. Therefore, the capacities of analysis, planning, monitoring and evaluation may be the subjects of direct teaching in the context of the class, the teacher providing models, prerequisites of efficient metacognitive control. All "theories" about attention, memory, and learning abilities are crystallized in personal experience the context of the classroom.

Starting from these premises, we focus throughout this work, on the issue of effective learning, the impact of metacognitive skills on the effectiveness of learning and the problem of the development of these skills in order to improve the pupils' school performance.

II.Research methodology

This research encompasses the achievement of an educational intervention at the level of school counseling office within the Deva Middle School, aimed at achievement of the development of metacognitive behavior associated with learning and problem solving techniques through prompting and metacognitive quiz\self-questioning (planning, monitoring/adjustment and self-evaluation of the cognitive process) towards the optimization of making learning more effective. The stages of research were: the selection of the students who were going to participate in the program; initial testing of students from the two batches (control and experimental); application of assessment tools (meta-cognition, self-efficiency); implementation of the intervention program; monitoring the implementation of the project.

Specific objectives formulated target: assessing the level of knowledge and metacognitive awareness of learners with SEN; developing and implementing techniques to facilitate metacognitive learning in the context of educational counseling; the development and implementation of an algorithm working drafts/aimed at metacognitive development and metacognitive awareness of what is learned.

Resources involved: human resources: the school counselor and form teachers; methodological and procedural resources: online tests and questionnaires applied through opensource platform "Limesurvey"; material resources: computer labs; time resources.

The sample was made up of students of an inclusive education center for all who participate in the program proposed in the activities of the Internal Commission's Internal for Continuous Evaluation. The experimental batch consists of 35 pupils with SEN and the control batch of 30 pupils with SEN, all in gymnasium (n = 65, and N = 74). The batches are independent, but similar in terms of structure and the distribution of the educational results.

Specific strategies relating to initial assessment: reflective strategies concerning metacognitive awareness of the pupils; reflexive strategies, namely the development of cognitive and metacognitive reflections in connection with ways of learning; learning-teaching strategies; metacognitive design teaching strategies.

Teaching activities: systematic assessment/self-assessment of behavior (cognitive, metacognitive, and self-efficiency in learning) of the pupil; group conversations with students; analysis of the students' learning strategies.

III. Analysis of obtained data

Within this research we have encountered a number of difficulties with regard to evaluating metacognitive skills, difficulties that focused on understanding the items, which is why we used an adaptation of the task, a tool for checking metacognitive behavior: Metacognitive Rating Scale (MRS). In situations where we've found huge discrepancies between teacher evaluation and self-evaluation, we decided the student's removal from the experimental batch or assuming control thinking that, self-assessment of the particular students is not to be trusted, and can lead to distortion of the results.
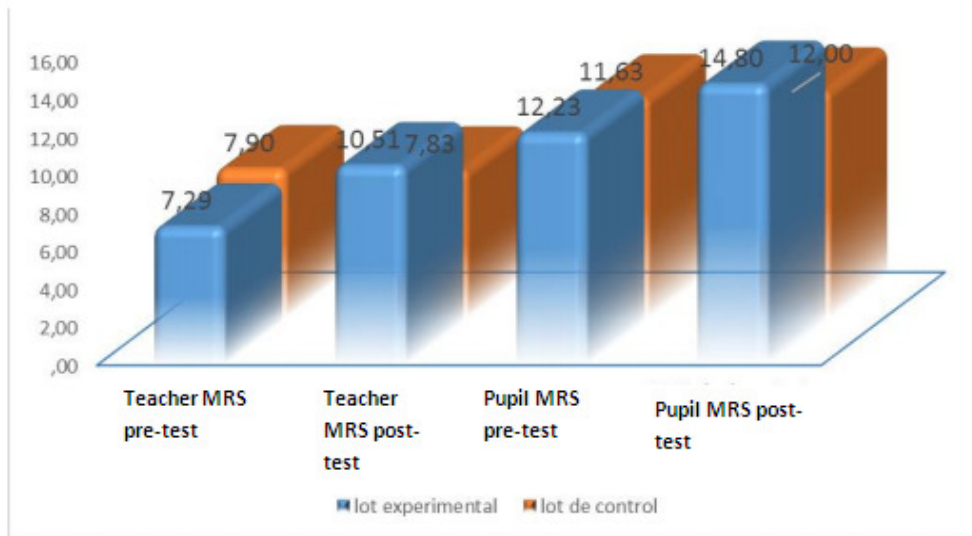
Figure 1 Comparison chart of the two groups at pre-test and post-test: metacognitive skills of pupils with SEN in the assessment of teachers and pupils.

In Figure 1 are presented comparatively the average scores from the two lots of MRS students investigated in the pre-active and post-active stages. We can note, from this g raph that in the pre-active stage the groups do not differ greatly in terms MRS regarding both teacher evaluation and self-evaluation. Another aspect revealed by this chart refers to the notable differences between the teacher's evaluation and the self-evaluation carried out by the student.

One aspect which should be mentioned relates to the differences between the two categories of assessments: the one carried out by the teacher and the other from

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the student's self-evaluation. The source of these differences may come from: the error in self-assessment specific to children with SEN (with mental deficiencies) who, due to reduced criticism overestimate their metacognitive abilities; the higher objectivity of the evaluation carried out by the teachers.
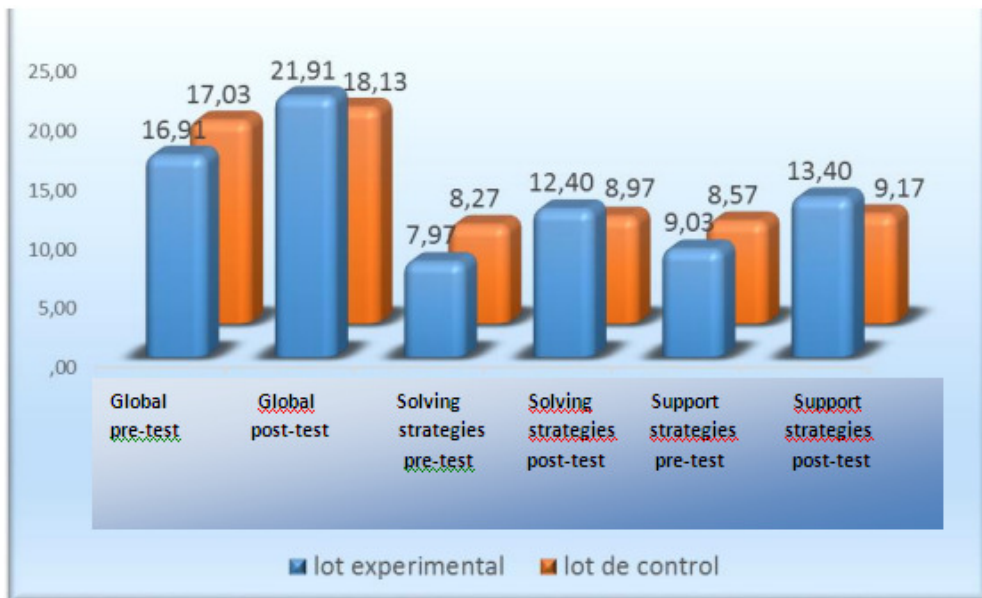
Figure. 2. Comparative chart of the two groups at pre-test and post-test stages regarding meta-cognitive reading strategies in the case of pupils with SEN.

In Figure 2.we present comparatively the average results of the two batches of pupils with SEN in evaluating meta-cognitive reading strategies, strategies involved in comprehension of texts to be learned as well as that of texts expressing the requirements of problems from different disciplines within the curricular area "Mathematics and Sciences". We can find out by analyzing the chart mentioned above that in the pre-active phase differences between the two lots are small, which is why we can assume equivalence of the lots in terms of reading strategies. In the post-active stage, however, it can be seen, on average, an increase in scores in the experimental batch, an aspect which is not highlighted in the case of the control batch.

In Figure 3. we present in comparison the results of the assessment of the level of knowledge at the pre-active and post-active stages. Figure analysis reveals that the in the pre-active phase differences are minimal between the investigated lots, an aspect which allows us to assume that these lots are equivalent with regard to the characteristics measured. However, differences in the post-active stage become notable, meaning that pupils from the experimental lot have obtained higher average grades than those in the control batch.
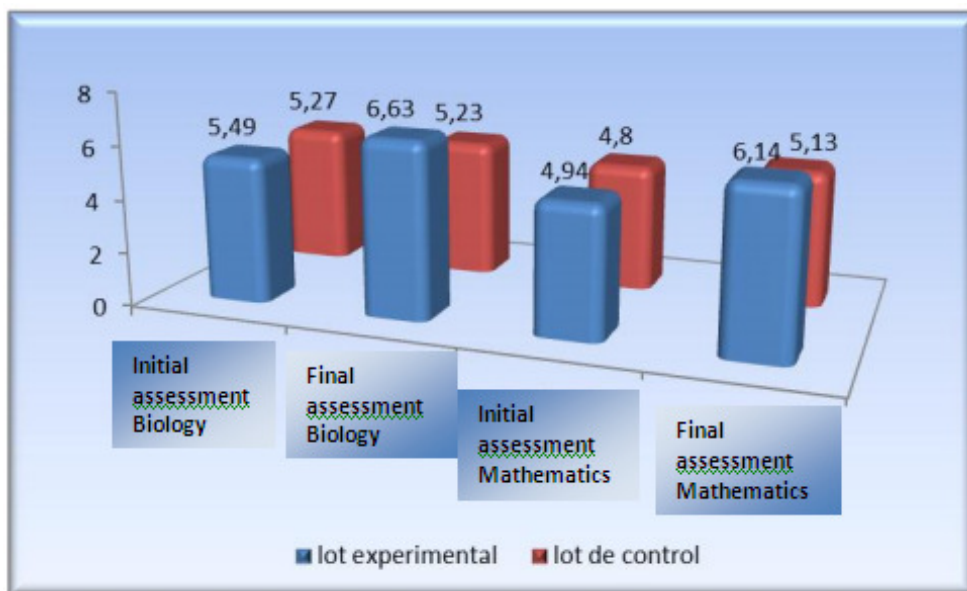
Figure 3. Comparative chart of the two groups at pre-test and post-test stages in terms of school results of pupils with SEN.

This data reveals that the intervention carried out resulted mainly in an increase of the performance of pupils with SEN in the disciplines Mathematics and Biology, an aspect revealed in the experimental batch (which had benefited from the intervention). Based on the data obtained we can reject the null hypothesis and to assign the differences of the effects of our intervention.

IV.Conclusions

During data analysis the conclusions have revealed that the proposed program had resulted in an increase in the levels of use of metacognitive strategies of understanding texts by pupils with SEN. Thus we noted an increase in scores using: metacognitive, global strategies linked to : the formulation of goals and objectives, the search of strategies that improve understanding, reflections related to the lesson contents, browsing the lesson to see the volume and organization, etc.; strategies for solving problems in the event of difficulties in understanding text or tasks, for example reducing the pace of reading in more difficult portions, reviewing more demanding portions, etc.; as well as strategies to support comprehension, summarizing and reflection concerning the more important information, underlining or highlighting some text portions, use of support material, etc.

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MODERN ROMANIAN UNIVERSITIES. THE TEACHER AND THE STUDENT

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Abstract: *The aim of this article is to illustrate some of the fundamental ideas that were central to the development of XIX century Romanian higher education; in doing so, it relies on discourses related to the academia. In the context of studies dedicated to Romanian education in general and higher education in particular, this paper offers a critical account of the ideas that animated the creation of the first Romanian universities, subordinating them to the central research topic of the article: the teacher and the student.*

Key words: *modern university, ideal, educational model, science.*

In a sense, educational theories can be construed as normative accounts that underline educational policies. This article discusses education in a very particular sense of the concept, looking at the inaugural discourses of the first national modern universities in order to derive the key features of the teacher – student image. The reason behind this approach lies in the fact that these (i.e. inaugural) discourses go beyond the established, synthetized, information specific to scientific approaches (articles or volumes) in addressing a larger, national educational, vision.

In this context, the Romanian modern university model is discussed around the emergence of the first three Romanian universities, namely the University of Iassy (1860), Bucharest (1864) and Cluj (1920[21]). The educational history these universities forward allow for a much more personal view on what determined the need for a specialized kind of educational institution within an era that witnessed great changes both nationally and internationally. The discourses analyzed here offer an account of the university as a place for reimagining the role and the relationship between student and teacher.

First, a few preliminary notes. The modern Romanian university is not a singular event; it is inscribed in a more general European history where

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[21] When the university established in 1872 became a Romanian institution of higher education.

"the modern university is essentially a product of the nineteenth century. In nearly all Western nations, institutions of higher education evolved in that century, at different rates and in reaction to different stimuli, into something approaching our contemporary universities (with all the variations the term implies)" (Weisz, 1983: 3).

In this geographic and temporal context "on the fringes of Europe, Romania, Greece and Bulgaria afford examples of the simultaneous emergence of universities and nation states under powerful foreign influences, in the first case French and in the others German" (Charle, 2003: 42)[22].

Amidst the grand theoretical and practical divide between the two educational models of the period, the French and the German (Humboldtian model of higher education), Romania, though considered to be part of the former[23], inscribed a highly applied vision to what higher education should stand for.

However, generalized information is not sufficient for expressing the vision behind the modern Romanian university; though Spiru Haret synthetized the role of the university as an ideal place for knowledge: "a university should be the highest cultural institution of a country, able to focus all the scientific and cultural manifestation of that country" (Haret, 2009: 56) and, generally speaking, the modern university's characteristics are "the presence of knowledge professionals, the right to formal certification, the instruction in a variety of disciplines, research production, and the training of social and political elites" (Dmitrishin, 2013: 2), the historical reasoning is more complex.

The academic perspective

The inaugural discourses discussed here are Simion Bărnuțiu`s *Inaugural speech given on the 1st of November 1860* (University of Iassy), Gheorghe Costaforu`s *Speech given on the occasion of inaugurating the University Palace in Bucharest on the 14th of December 1869* (University of Bucharest) and Vasile Pârvan`s *Duty of our Lives* – lecture material for the first History

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[22] Though, the idea that the university as a concept is a European invention is heavily disputed (see, for example, Alatas, 2006).

[23] The basic distinction between the two models could be reduced to the role played by a centralized form of government in the aim of education: for practical reasons (the French model) and an idealized approach to scientific research in all its forms without any intervention from the state (German model). For a mode in depth discussion see Richard Crouter, *Friedrich Schleiermacher: Between Enlightenment and Romanticism*. Also see Ben-David, 1977 and Shin & Teicler, 2013.

and History of Art course (1919, University of Cluj)[24]. As one can notice, the timespan these discourses cover is of almost 60 years; in spite of this fact I regard them as unitary in vision and scope, and since the article does not concern itself with the historical/political events that shaped the country between 1860 and 1919, there will be no implied differentiation from this standpoint.

The salient ideas these discourses advance can be divided into two main groups: the role of the university and what the university should be, on one hand, and the competences it should forward, on the other. Within these broad categories there are certain, well defined, sub-categories. Of direct interest for this paper is the view pertaining to the image of the teacher and student. The paragraphs discussed here represent previously untranslated materials, offering direct insight into XIX century Romanian educational ideals.

The teacher and the student

XIX century higher education and the establishment of national, modern universities address a deficit. We can find direct evidence towards this in Gheorghe Costaforu`s speech; it indicates the precarious state of national higher education (and also the general enthusiasm for the role of the institution) when referring to the position of the University of Bucharest in comparison to other European institutions of higher education:

We are still few and young, for we have just started, but we will endeavor, and we solemnly swear to you to increase our strengths tenfold; with faith in God we will suppress distances in time and steadily close in on our elder sisters, so that we will soon establish an intellectual council and a literary senate within this institution. We can take note of the traditions and of the experience of other peoples; we do have a feel for this century we live in and we will not commit scholastic mistakes wasting time on abstract speculations void of any practical worth. The scientific field is large enough to satisfy any ambition and life is too short to waste energy on anything but humankind's best interest[25] (Costaforu, 1869: f.p).

In this general state of facts, Vasile Pârvan`s text is the most direct in addressing the teacher's and student's profile. On a primary level, the author

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[24] For a complete version see the forthcoming volume, Toma Sava, *Ideea de Universitate*, UVT Press.
[25] All translations belong to the author, unless otherwise noted.

indicates the need for reformulating the basic relationship in student - teacher model. On one hand

We have today art connoisseurs, we have wine and race horse experts; but we have no one to value new souls. You see nobody rejoicing, delighted that amongst the multitudes of school bag carriers there is an anarchist of the present laws of thought, a restless, weary seeker of new laws. On the contrary, the best loved amongst the youngsters who rise towards an individual conscience is the most docile memorizer of the established wisdom (Pârvan, 1920:13).

And on the other, in order to placate this situation:
The professor himself must turn into a mere schoolboy, running together with the children and adolescents in search of the wonderful spark of thought that shines its light through the darkness of daily utilitarian triteness (Părvan, 1921: 14).

The fragments above indicate a critical position towards the general state of education and are in quite a stark contrast compared to the general idealization of the teacher's image characteristic for the period's usual tone:

Schoolmaster Nicu Căprioară was of medium height, black unruly curls covered his broad forehead, had a small, turned up nose and his piercing eyes were proof of a sparkling intelligence and a harmonious, kind soul. As a whole he had a pleasant face perpetually lit by a compassionate smile. His communicative, sincere and jolly nature brought him lots of friend as well as enemies. […] With a quivering voice - he was addressing a crowd for the first time - he solemnly promised that if the villagers will support him in his endeavor he will gladly sacrifice his life to elevate the village. (Învățătorul, 1920: 23).

The main idea of Pârvan`s two paragraphs quoted above serve a dual function: they highlight a state of facts characteristic for education in general (in the author's vision) and they also allow for the advancement of a more direct insight into the specifics of the national psychological traits characteristic to the domestic student. Pârvan subordinates all the features of a successful educational endeavor to the characteristics of a national soul, which:

First and foremost it certainly belongs to the Daco-Roman peasant. Yet, what are the strengths of that soul?

There is a certain natural selection process of national aptitudes, derived from the struggle for existence peoples must go through in order to overcome natural or artificial difficulties. In order to overcome those obstacles more easily, the mind sharpens from generation to generation (Pârvan, 1920: 22).

More to the point, the specifics of a national soul are the result of two interrelated factors: historical
Nations that are tested too hard by historical adversities - such as ours, martyrized by every assailant on earth - develop a kind of spiritual shell in which the soul seeks refuge in order to maintain its integrity. A superficial observer will only notice some features of that rough and inert shell: fatalism, indifference towards the need for a more humane life, traditionalism, distrust of anyone and anything new, harshness and rudeness in various socio-personal interactions (Pârvan, 1920: 22).

And a national psychological fundamental trait:
However, an observer patient enough to wait for the true organism to exit its rugged shell is rewarded with the sight of an intricate and gracefully built being with countless, varied and strong organs for the perception of the world, a being whose existence no one would have suspected based on the appearance of the shell alone. Cosmic fatalism is counterbalanced by a splendid Christo-Pagan ethical optimism which provides a wronged person with the certainty that an evil deed will not go unpunished; therefore, he awaits with philosophical resignation for this immanent punishment of the wrongdoing to be fulfilled. Detachment from the hardships and trivialities of material life is compensated for such beings by an enthusiastic desire to bedeck themselves, at least on some special occasions; this, in turn, fosters their propensity towards various forms of art. Rural traditionalism is compensated by an amazingly multilateral curiosity even for things completely alien to its fundamental experience. Distrust for everything that is new is counterbalanced by a desire to fathom and master its secret: hence, the exceptionally sharp observational and critical spirit that often surpasses that of the cultivated man, who is used only to formulas readily available in books. A certain harshness of manners is counterbalanced by a sense of spiritual temperance and politeness that can exteriorize itself only in a rather clumsy manner, hence to be appreciated even more. The greater this brotherly yearning for the ideal, in all its forms in a school, the greater the freedom of thought, and thus, the greater the ability of souls will be to bloom in that fellowship of future generations (Pârvan, 1920: 23).

The theme of the Romanian peasant and the national is not particular to Vasile Pârvan. Several decades prior, Simion Bărnuțiu, in addressing the role

of the Faculty of Medicine, talks about the same issue, i.e. the specific national soul and its needs:

No Romanian who believes that the government also exists for the benefit of the peasants, that the Romanian government not only has the duty, but also a natural disposition to provide a sufficient number of doctors for the countryside, will dispute the need for the Faculty of Medicine. There are sufficient cases in the countryside where a nearby doctor could be extremely helpful, since contagious and various other types of diseases affect entire generations wiping out so many people from a country whose population is already scarce. Romanians are decreasing in numbers and doctors could prevent this adversity; however doctors cannot be commissioned from abroad the way shoemakers, tailors or confectioners are, because hired doctors would not be able do understand Romanian peasants and the latter would not trust them the way they would trust their own sons and brothers who have learned the trade not only for its innermost function, but also to help their parents and brothers. Moreover, foreign doctors would have to study the locals, their way of life and habits, the climate and other aspects so as not to experiment on Romanians who could otherwise have been saved by wise and knowledgeable doctors. Therefore if the government cannot be indifferent towards the life and health of its people and towards the issue of increasing the number of the population, if the national economy imperiously claims for a sufficient number of learned men who could also tend to the health of the livestock, then all Romanians must welcome this school that will train men to look after the health of the people and of the nation's sons (Bărnuțiu, 1860:103).

Relying exclusively on direct sources and using them to explain a complex phenomenon like that of the teacher and student profile in a specific historical and social context, has certain drawbacks, especially from the perspective of a scientific article: the conclusions to be drawn have a rather limited critical basis. However, in this case, an approach based on the direct account forwarded by these previously mostly inaccessible materials constitutes a more than pertinent answer.

The reason is twofold. First of all, the fragments are explicit in forwarding a *direct answer* to the question at hand: the university professor`s role is to enthusiastically support innovative thinking in an environment of general social fervor simultaneous with the creation of the first national, modern universities. What makes these answers more interesting is the very context they sprung from (XIX century national higher education) and the very form through which they are expressed. The student, defined here through the features of the nation he belongs to, itself needs to serve, scientifically, both the needs of the people and of the country.

Secondly, the very examples given here can serve as direct sources for furthering studies dedicated to education in general and to modern higher education in particular. Depending on the reader`s epistemic culture and scientific needs, the information can serve as a valuable source for furthering any study with a similar interest.

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EDUCATION FOR MENTAL HEALTH

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Abstract: *In this article we want to depict aspects of mental health as integrating part of human and social health. We would also like to have an insight into the freshman students` knowledge so as to find out their level of knowledge, attitude and mentality towards mental disorders and people suffering from a mental condition. Stigmatization towards people with mental disorders is still common in the social mentality. These attitudes contradict social orientations towards human beings and their interests. Social distance brings about serious consequences upon the professional rehabilitation and reinsertion of this social category. They are regarded as a category facing serious restrictions in terms of human rights. In our study we are trying to identify the freshman students` opinion, attitude, mentality and orientation towards the understanding of such a complex issue like mental disorders. We wish that the future professionals in the field of psychology, psycho-pedagogy, social work and pedagogy became supporters of open and compassionate attitudes towards people with mental disorders. They should turn into*

advocates that would change the social perception and reduce stigmata.

Key words: *mental health, social distance, prevention, support, assistance;*

1.Introduction

Mental health has certain dimensions both for specialists in the field and for each individual. It represents not only the absence of a disorder but above all it involves the state of well-being, of inner peace, inner balance, harmony with the social environment and the existence of all mental dimensions required by social and professional integration. We ask ourselves what is the basis of a man`s well-being, more specifically, what are the traits of inner balance. Firstly, it`s the human being`s ability of handling reasonably and objectively inner and outer conflicts, the ability of controlling emotions properly so as not to cause an inner imbalance and lastly, the individuals` ability of making peace with themselves, of understanding and accepting experiences and interpreting them in a proper manner. When individuals are at peace with themselves, they accept the way they are, manage to control their personal lives, accept the others and fulfil the responsibilities of their personal, professional and social lives. Mental disorder is mainly about a disorder of the brain`s activity caused by an abnormal exchange of substances in neural cells and it is manifested as a disturbance of the individual`s behaviour. It can take different forms from depression to psychosis and other severe mental disorders. The aim of education for mental health is to maintain that well-being. The Canadian Mental Health Association Care has identified 10 tips for mental health:

1) Build a healthy self-esteem
2) Receive as well as give
3) Create positive parenting and family relationships
4) Make friends who count
5) Figure out your priorities
6) Get involved
7) Learn to manage stress effectively
8) Cope with changes that affect you
9) Deal with your emotions
10) Have a spirituality to call your own (Kutcher Stan and Yifeng Wei 2015, p.129)

2. What can we do?

2.1.Prevention

According to World Health Organization (WHO), one in four people suffers from a mental disorder and mental health is defined as *"a state of well-being in which the individual uses his abilities, faces normal stress factors, works productively and successfully and is capable of making a contribution to his society"*. (WHO) The best method of maintaining mental health is its prevention. Prevention is one of the methods mentioned by all researchers in this field. The question that arises is what can be done to prevent mental disorders. It is known that mental conditions can be developed at any age, even with babies. Prevention involves taking into consideration the determining causes of mental disorders. Family, close friends are the first to identify signs of mental imbalance. Each individual needs to be informed on the symptoms of mental disorders, in order to be able to identify such signs. Thus, observing one`s sight, mimicry, walk and body language can help us identify certain disorders in an individual. Such disorders involve:

-no need to socialize;
-no need to communicate, especially on more or less personal topics;
-inability to respond properly to events;
-lack of joy of living;
-the person`s inability of manifesting positive emotional experiences;
-inability to manage properly their own needs;
-detachment from events, the individuals become distant, cold;

2.2.Information

Insufficient information leads in most cases to situations where family or close friends do not take any measures when they notice certain misbehaviours in the patient's attitude. Sometimes, they even refuse to accept that the carer suffers from a mental disorder. They`d rather believe that these symptoms are moodiness, temporary hysterical moods, which cause such inappropriate behaviour. This aspect brings about pressure on the individual and deepens the consequences. The sick person feels mostly abandoned, neglected and misunderstood. It is said that once a problem is admitted, is half solved! Sustained family effort in handling such situations requires knowledge, information and specialized help. MihaelaMinulescu: "*A mentally healthy person shows a unitary personality structure, where all*

complementary components function in an integrated way, not disruptive; the person is aware of its limitations and can handle them; it also includes the ability to learn from one`s own life experience." (M. Minulescu, 2016)

2.3. Psychological counselling

The first step that needs to be taken by all families is addressing the general physician, if they notice anything unusual in the behaviour of a family member. The GP will send them to counselling, psychologist or psychiatrist. These are the specialists who are familiar with the mental pathology and can offer specialized help to anyone with an unstable mental condition. Behavioural changes, changes in the attitude and lower mental performance are obvious signs of mental disorders. The biggest mistake that can be done is to neglect the first symptoms, considering them minor and letting the sick person dealing with them alone. It is important to organize proactive campaigns in the mass mediaand help people understand better the mentally disordered ones.

2.4. Social assistance

Significant steps have been taken in Romania in the past years in the care and assistance of the mentally disordered patients. The role played by the social workers is very important in the process of socio-professional reintegration of someone with a mental condition. The social worker will help the mentally disordered person to become autonomous, to regain independence and the ability of family reintegration. Social discrimination caused by distorted mentality leads to stigmatization and they are the most frequent cause of isolation. The social worker, who cares for the mentally disordered person will help her/him to regain self-confidence, will teach her/him how to regain independence and how to rebound with friends and family. Besides these aspects, the social worker will also care for the patients` social activity. The social worker will team with the specialist, the psychologist and the counsellor to help patients complete their social reinsertion.

3. Research Methodology

3.1. Awareness and education

The aim of our research is making the students of our faculty aware of issues related to mental health. But mostly importantly, we try to develop a proactive attitude concerning people with mental disorder issues. For this purpose, we have performed a quality and quantity research on identifying

the level of knowledge and understanding of attitudes, stereotypes, beliefs about mental health among the students of the *Faculty of Education Sciences, Psychology and Social Work* within *"AurelVlaicu"*University of Arad. We would also like to find out whether educational training influences the attitude of future professionals in the field of psychology, social work, Psychopedagogy and pedagogy towards mental disorders and the mentally disordered people. The study is part of an activity performed during ERASMUS+ Project, *Employability and Mental Health in Europe: urgent training, social integration and employability needs,* conducted by 5 countries: Luxemburg, Belgium-Liege, France-Lyon, Switzerland-Geneva, Romania-Arad between 2014 and 2017. The general objective of this project is *to increase access and provision of social services –basic and specialized for vulnerable groups consisting of people with mental disorders and their families.* (Kelemen Gabriela, Laurence Fond-Harmant, Michel Pluss, Jean Michel Stassen, CatalinNache, 2015).Our project aims *to highlight the factors that block the mentally disordered people`s access to the labour market and also to elaborate a model programme of cognitive and social rehabilitation for the social reintegration of the mentally disordered.* (Kelemen Gabriela, Laurence Fond-Harmant, Michel Pluss, Jean Michel Stassen, CatalinNache, 2015).

3.2.Data collection

We have used as model the study conducted by M.S. Stănculescu, D. Niţulescu, M. Preotesi, M. Ciumăgeanu, R. Sfetcuwithin the PHARE Project*Trust their minds!* in 2007. We developed a questionnaire that would help us in our investigational endeavour and we applied it on a sample of 200 students, 50 students for each field of study:Psychology, Special Psychopedagogy, Social Work, Pedagogy of Preschool and Primary School Education. We called the questionnaire *Mental Health, a Critical Response*, and structured it around 27open-answer items:

1. What do you know about mental disorders? How can a mental disorder affect a person`s life?
2. List the disorders that are ranked as mental disorders.
3. Have you encountered people suffering from mental disorders?
4. How have you found out about these disorders?
5. Did or do you have in your family someone suffering from a mental disorder?
6. If you suffered from such a disorder, would you tell your close acquaintances about it?

7. Whom would you ask for help, if you noticed that there is something wrong with you?

8. At what age can one develop a mental condition?

9. Can a mental disorder be cured?

10. What steps need to be taken in curing a mental disorder?

11. What are the most appropriate ways of caring for a mentally disordered person?

12. Which are the determinants of mental disorders?

13. How is a mentally disordered person viewed by the society?

14. What are the most common stigmata?

15. What other cases of stigmatization do you know?

16. How does stigmatization affect the lives of people with mental disorders?

17. How open are entrepreneurs towards hiring a person with mental disorder?

18. If you were an entrepreneur, would you hire a mentally disorder person at your form?

19. If you answered yes, what would your reasons be? If you answered no, what are the reasons of unemployment?

20. Do you consider mental disorders incurable? Bring arguments.

21. Do you think that the mentally disordered are a threat for the society?

22. What experts/professionals do you know in the field of mental health?

23. Who do you thinks notices first that a person suffers from a mental disorder?

24. What are the signs of a mental disorder?

25. Do you know what services are available to people suffering from a mental disorder?

26. What other factors can contribute to changing the stigmatizing attitude towards the mentally disordered?

27. How can the community be made aware of the possibility of helping the mentally disordered?

Questionaire *Mental Health, a Critical Response*
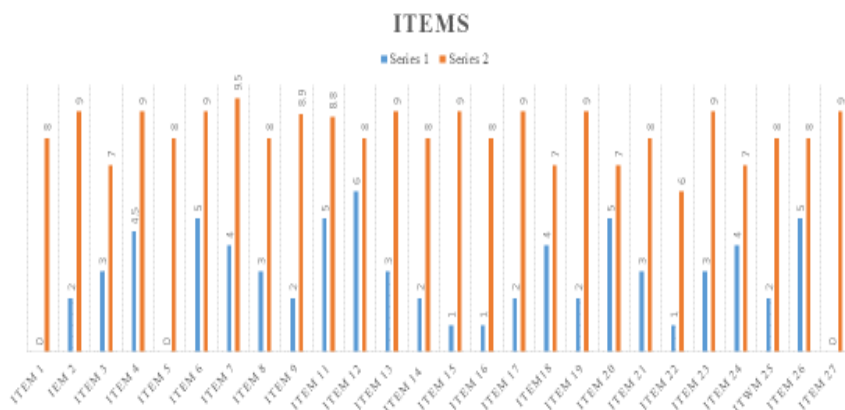
Fig no 1.: *Questionaire Mental Health, a Critical Response*

Changes in attitudes
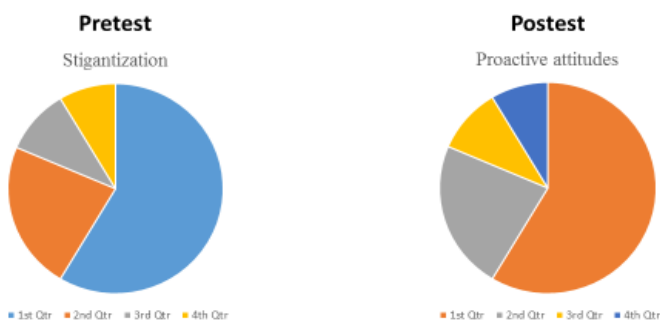
Fig no 2.: students` attitudes

3.3.Participants

The participants in our investigation are students, mostly female students (80%) and male students (20%). Their age ranges from 18 to 25 years. Their training level is differentiated by the type of courses they attend. 50% are Bachelor students and 50% are freshman year master students. The responders have been selected on a voluntary basis. The study was applied in October 2014. The post-testing stage took place at the end of 2015.

3.4.Procedure

After the volunteers` selection, we have applied the questionnaires. The students have been asked to answer the questions honestly, without prior research and without revealing their identity.

3.5.Vocational/educational attainment

In the next stage of our research, the st
udents attended 10 courses, conducted for this purpose by the student circle of our faculty *A plus for your education!*

The course covered the following topics:

1. Mental health, mental hygiene and the concept of sanogenesis.
2. The bio-psycho-social parameters of mental health.
3. The group of somatoforms disorders – risk factors.
4. Stigmatization and mental health-functions of social support.
5. Mental health, adaptation, coping,resilience –rules of mental hygiene.
6. The evaluation of patient oriented needs - rehabilitation methods for mentally disabled people.
7. Multidisciplinary teams in specialized community services– rehabilitation programmes
8. Life-age-health relationship.
9. Good practices– Work procedures–the model of affirmative community therapy. .
10. Legislation in the field of mental health and protection of people with mental disorders.

Besides the courses attended by the students, they were also asked to go through the following bibliography in their spare time:

• Enachescu Constantin, (2004), *Tratat de igienă mintală*, Editura Polirom, Iaşi.

• Daniel Goleman, (2013), *Emotiiledistructive*, Ediţiaa III-a, Editura: CurteaVeche.

• Minulescu Mihaela, *Manual-Psihologie-Clinica*

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• Minulescu Mihaela, (2006), *Teorie şi practică în psihodiagnoză. Fundamente în măsurarea psihologică. Testarea intelectului*, Ediţia a III-a, Bucureşti, Editura Fundaţiei România de Mâine. https://www.academia.edu

• *** (2013), *Tulburările de sănătate mintală la copii şi adolescenţi, Screening şi intervenţie,* Editura: Liga Română pentru sănătate mintală, Bucureşti.

3.6.Data collection and interpretation

After the formative stage, the questionnaire entitled *Mental Health, a Critical Response*was applied again. We interpreted the data by comparison. Our findings were the following:

-in the first stage, many questions remained unanswered; 59% of the respondents stated that they don`t know what to answer in most questions. After the experimental stage, no question remained unanswered;

-in the first stage, many answers contained gaps, were incomplete and showed the students` inability of providing viable answers. After the formative stage, we observed a serious improvement of students` answers; 89% of the students provided predictable answers;

- in terms of students`attitude and mentality towards the stigmatization of the mentally disordered,we notice that they gave contradictory answers in terms of social distance; 28% state that mental disorders are incurable, and they consider the mentally disordered incapable of professional and social reinsertion. After the formative stage, the students` attitude changed significantly. 90% have now a proactive attitude towards the mentally disordered people, considering them capable of professional and social reinsertion.

4.Conclusions

After concluding the study we can state that the distorted interpretations of mental disorders and mentally disordered people are the consequence of insufficient information and educational gaps. The findings reveal that stigmatizing attitudes are still common in our society, and that education is the path to reformed attitudes, stereotypes and beliefs in mental health issues and people suffering from a mental condition. Moreover, a properly informed person can become a good advocate for promoting proactive and anti-stigmatizing attitudes in a society.

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CONTEMPORARY LEARNING APPROACHES FEATURING PUPILS' ACTIVITIES

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Abstract: *The activities that pupils are assigned with in class have a significant and meaningful role in the learning[26] process, thus the selection the teacher makes is essentially important for the advancement of the said process. In line with that, and by means of the analysis of the types of pupils' activities featuring the modern approaches like Learning via Research and Learning via Observing – when teaching the natural science courses content of the curriculum for primary education, the objective of this research paper is to point out that these activities are the core of the educational process and that it is their quality plan and structure upon which successful realization of the course objectives and the in-class learning effects depend. Further on, types of activities feasible to effectuate pupils' learning will be pointed out as well.*

Keywords: *pupils' activities, learning process.*

1. Introduction

Over the past two decades, the educational process in Republic of Macedonia has been marked with a trend of improvements in all segments of its realization in practice. Thus, the mid of the nineties was marked with the introduction of the concept of interactive instruction and in-class active learning, and the following fifteen years – with significant reforms in all

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[26]Taking into consideration the fact that the cognitive processes such as memorizing, comprehension, motivation, interest, attention, etc., are psychological categories, their interpretation and detailed analysis are not necessary for the aims of this study. In this study, we only touch upon the real, visible, manifestational changes in the learning process in class resulting from the application of quality and structured activities of pupils.

segments of education. With regard to the educational process realization, over the past five to six years there has been a more intensive approach to working out curricula and strategies for promotion of pupils' researchful, creative, and critical thinking; instructions in accordance with the a/s curricula and strategies should make pupils entirely active participants in the learning process.

Therefore, it is the teacher who has a very important and prevailing task set in front of him/her today – the selection of quality[27] types of pupils' activities in accordance with the objectives and course content, yielding with realization of those objectives with the optimum conditions for pupils' active participation in class. Thus, pupils' activities in the learning process, including those developing the cognitive competences with pupils in the natural sciences – i.e., the ones in our research focus, can be numerous: observing, receptive, responsive, assessing, creative, evaluative, etc. Further on, with the essence of the nature sciences courses content in mind, in the center of our analysis we place the approaches *Learning via Research* and *Learning via Observing* as ones offering the optimum for active participation of pupils in the learning process, as well as the types of pupils' activities feasible within the frameworks of these two approaches.

Thereby, the main objective of this paper is to analyze the types of pupils' activities within the frameworks of contemporary learning approaches in accordance with the realization of the primary education curriculum for nature sciences courses content (*Becoming Familiar with the Environment*[28]) in order to highlight the fact that pupils' activities are the very core of the educational process and that it is the quality of those activities upon which pupils' active participation in the learning process depends (Havelka, 2000: 67), which also conditions the successful realization of the instruction objectives as well as the learning process results.

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[27]Adequately selected and well organized activities, which should be compatible with the lesson objectives and with the course content.

[28] As of the school year 2014 – 2015, Cambridge Elementary School Syllabi for pupils from first to third grade – i.e., natural sciences subjects with contents from the areas of scientific research, biology, chemistry and physics, were introduced. In this study, we refrain from considering the new Syllabi, as the focus of our research is on students' activities and their significance for enhancing/effectuating their learning process – an important issue at the time when this research was being conducted.

2. Analysis of the activities in *Learning via Research* (LR)

The theoretical grounds and findings regarding the concept of the instruction featuring Learning via Research (LR) emerge from the constructivist theories of learning and from the stands of Piaget and Bruner (Pejchinovska, 2015: 109 – 112), who primarily accentuate the applicability of knowledge acquired by active inclusion of the pupils in the learning process. The actual LR in class encompasses the elements of scientific research and the laws of the process of thinking.

In the teaching methods literaure the design of LR class is directed to the relation *problem –solution*, and the frequent use of the concepts research, research process, learning via solving problems, etc. In this section analysis of all those concepts are not included, and the term i.e. abbreviation LR used in this paper refers to the organization of the instruction to be performed in gradual methodological steps – designed by the teacher, for the pupils to encounter a problem situation the solution of which requires their sharp thinking and active involvement in activities such as study of resources, individual research work towards finding solution to the set problem situation by applying (simple) scientific methods, research procedures (observation, experiments, case study, survey, etc.), instruments, didactic tools, etc. Thus, LR embodies logical thinking operations on collected data (analysis, synthesis, generalization, abstraction, induction, deduction and alike) which are proceeded by drawing conclusions and balanced viewpoints regarding the research, as well as by interpretation of the results obtained in the course of the logical thinking operations, and finally the statistical processing of the set problem situation. From the aspect of the issue of our research it is important to state that LR activities enable pupils experience hypothetical situations and their problem solving in order to become capable of successful coping with them in real life. It is the cognitive dimension of LR which activates pupils' intellectual capacities to learn to think critically, to discern the essence of the research problem, to search for answers to their questions, and to cooperate when learning via LR. In the instructions of *Becoming Familiar with the Environment*, and *Nature* (BFWE, N), LR is a largely corresponding approach for promotion and development of team work, leadership, entrepreneurship spirit, open-mindedness to changes, communicative skills, critical thinking, etc.

When training the pupils to apply LR in class, and to acquire the basic skills necessary for research and learning via research, the teacher should generally pay attention to the following dimensions of LR: *introducing the pupils with the core of the problem to be researched* and *with the research process* and *training them to do a research*, (Kolondzhovski, 2001: 38 – 39).

In order to achieve the desired effect in class in which LR is applied, it is necessary that the tasks are performed highly responsibly by both the teacher and the pupils. For instance, the teacher *plans what cognitive, affective, and societal skills to develop* with the pupils practicing LR (for example, ability to make clear comparisons between phenomena, processes, and the objects of the geographical surrounding; capability for team work, etc.); *selects which metacognitive skills* are to be developed with pupils (motivating them to take into consideration LR, and navigating them in the evaluation of efficacy of methods which would improve LR); *contemplates the type of the problem he will set for the pupils to solve* (to train them to research; to apply simple research methods); and *decides on the concepts and principle he/she would offer to pupils to apply* (the basic principles of ecology and environment protection in their life and to discern the relations between causes and effects), Herman, Aschbacher, Winters (*Select or Design Assessments that Elicit Established Outcomes*, 1992).

In line with this, when planning pupils' activities for a class with an LR approach, the teacher relies upon the following questions: *Which objectives do I want to achieve with the LR approach* (knowledge acquisition, skills development)?; *Which criteria should I use when making the research groups*?; *Which questions should I use to induce the pupils to research activities*?; *Which resources will they need*?; *How to prepare them to embark on the research activities*?; *How shall I navigate their work?*

The types of pupils' activities within LR are primarily perceptual-motor activities, observing, receptive, resoning, discovering, researching, assessing and evaluating, or more specifically formulated – pupils taught via LR approach can perform the following activities: *researching; perceiving; comparing; contemplating and coming up with ideas; searching for and offering solutions; cooperating with one another and with the teacher; analyzing; applying previous knowledge to new situations; learning from experience; using a variety of resources; evaluating their own work; solving problems, etc.*

3. Analysis of the activities in *Learning via Observation*

The activities of a planned and systematically organized observation – either direct or indirect, (the latter of which – by means of visual tools) are an exceptionally appropriate classroom instructional mode of learning the natural sciences course content.

Observation is an activity which involves a sense-based experience and theoretical reasoning by drawing one's attention to the objects and phenomena to be cognized. When an organized cognition activity is in progress via observation, the one observing should precisely know *what to observe* (a single object, phenomenon, process, or a series of related objects, phenomena, processes), *the reasons for observation* (for example, finding the relative features of the objects, phenomena, and processes), as well as *which of the characteristics of the objects, phenomena, and processes are relevant for the results of the observation to be regarded as valid and applicable.* With these aspects in mind, the teacher has a highly responsible task – to make the observation an *active*, *intentional* and *organized* activity. Before beginning the observation, the pupil should know *what*, *where* and *how long* he/she will observe, (Adamchevska, 1996: 173). The first question refers to the object of observation and the purpose of observing the object which can be anything that can offer cognition: geographical object, relief and relief forms, climate, climate phenomena and changes, other phenomena and relations, etc.

The observation of the objects, phenomena, and processes is best when organized and performed *in field*, where the natural environment would be the source of cognition; this could be a nearby grove, meadow, or pool and the fish in the pool, industrial objects, etc. If there are no conditions for observational activities in field, the visual method is applied (demonstration and illustration) by means of classroom visual tools – sketches, charts, photographs, movies, models, maps and alike, accompanied with the verbal method (oral presentation and exposition by the teacher, discussion, text reading, etc.).

The observation of phenomena and changes in the environment frequently entails certain activities such as *drawing*, *sketching* and *making notes*. The drawing activity has a positive influence on the development of conceptual thinking (conceptualization) because the one drawing has to analyze the object of drawing and see its component parts, and combine them into a coherent whole. By *making notes* in the course of observation, which most often have the form of descriptions or a report, pupils express their understanding of the objects, phenomena, and processes, their characteristics, states and forms, as well as the cause-and-effect relations among those objects, phenomena, and processes.

When organizing the observational activities, the teacher has to draw pupils' attention to the aspects of the purpose of observation. Adamchevska points out the aspects which characterize the object of observation:

appearances – colour, size, form, height; *function* – role, effects, action performing and alike; *location* – site, site relation to other objects; *connection* – dependence on other objects; *structure* – construction, component parts, their connection; *purpose* – use, usefulness for people; *human factor* – role, conditionality, influence, and etc., (Adamchevska, 1996: 175).

Activities when observing pictures, sketches, and charts (diagrams) **–** Visual objects are the items, pictures, charts, slides, and all the things that can be observed by the sight sensory organs. The importance of the pictures, sketches, charts, and the other visual objects is huge.

Pictures are the most utilized visual objects in junior classes. The principle of visual aids in instruction, which is most necessary in the natural sciences course, makes the pictures essential and the most significant of all the visual aids, and highly important in the process of becoming familiar with the environment. In line with this, the thematic pictures are most convinient when the objective is forming correct ideas: pictures of relief forms, water flows and elements, seasons of the year and their features, etc.).

Some of the more significant characteristics of thematic pictures in the process of learning are the following ones: they provide the sense of a direct experience; they emphasize the elements important for the content being taught; they give the opportunity for a variety of activities such as describing, comparing, distinguishing, evaluating, etc.; they serve as an aid for checking the accuracy of the ideas and concepts formed (Itković, 1997: 131).

Photographs are pictures always relating to facts. They accurately present the objects, phenomena and the relations as they used to be or still are in the reality. Photographs offer numerous activities convenient for junior pupils, especially for the first-grade pupils. Junior pupils can grasp the point more easily by means of photographs and thus form clear ideas and concepts. Some of the activities that photographs aid are: describing, discussing and vocabulary development by labeling those photos in which objects, phenomena, and processes have been identified; giving titles to the photos for their easier generalization of concept; observing the photo under the instructions of the teacher to differentiate the elements of location in the front, in the centre, in the background, on the left and on the right, by using the verbal formulations such as *close to*, *far from*, etc.; placing the titles of the photos next to the corresponding photos; describing the black-and-white photos regarding the colours of the objects presented (on the grounds of their experience, pupils can tell the colour relying upon the facts and features of the objects in the photo).

Having seeing the photos, the pupils have a more difficult series of activities to do – collecting information and interpreting it, which imposes discrimination of essential elements and their categorization and comparison. At this stage, the teacher is supposed to help the pupils in grouping the photos in classified collections successfully (local/non-local, likes/dislikes, animal/not an animal, etc.) as well as in their argumentation in support of the classification they have made. For instance, the teacher points at postcards depicting certain objects or plants or animals and asks the pupils to classify them by placing them under the titles of the corresponding category written on the board or on a poster; further on, under the surveylance of the teacher, the pupils line the pictures in a logical sequence by which a certain story is told; they also line the photos of local shops according to the distance of the shops from the school – they begin with the closest one and end the series of photos with the one of the most distant; they make sequenced set of photos of a river from its spring through the mouth of the body of water that it flows into, etc.; they group the photographs again and again, creating a panorama of the relief of the surrounding terrain or of the town (determining the key objects in the photos, writing a subtitle underneath to tell the essence of the photo, etc.); grouping the photos of the same objects and commenting them (for example when a building is photographed from different angles and height or when the countryside is photographed in different seasons of the year; they converse and make judgments on the size and distance of the photographed objects; they use comparison and generalization to cope with photos of complex or unfamiliar theme; they create a legend for identification of the key objects; they name, mark and colour elements in the photo or in the draft of the photo so that they can read it; they try to take photographs on their own and use them in the practical activities, etc.

In the course of instruction with these visual aids, the teacher should initiate pupils activities with the requests: *Describe…!*; *Research…!*; *Explain…!*; *Classify…!*; *Make a judgment…!*; *Evaluate…!*; *Apply…!*; etc.

Illustrational maps are a kind of combination of ordinary photographs and classical maps of certain places. The illustrated maps should help pupils to understand the content more easily – that is to say, to make pupils' reading and interpretation of the maps easier. With these maps various pupils' activities can be planned for their easier perception and understanding of the two-dimensional illustrations presenting three-dimensional objects from the geographical surrounding. There is a wide choice of most different types of illustrated maps – from ordinary drawings, with photos of objects inserted, to 3-D animations of the main objects and landmarks. In many countries illustrated atlases are made and offered as important and useful visual aids for learning.

Signs, symbols and labels are also components of numerous activities designed to help pupils in orienting themselves in the local environment and farther away. Thus, at the teacher's initiative, pupils make and place road signs, marks, and symbols displaying or denoting certain directions or distance to objects in the school campus, or sign posts on the playground indicating direction and distance from the closest objects of importance (center of the town, neigbouring schools, etc.), or they simply invent symbols by which to label and mark the equipment kept in the classroom, and collect newspaper weather figures and information from the TV weather forecast in order to design their own weather forecast symbols and charts and make their own weather forecast. *The schemes (graphs)* are different graphic pieces of information and drawings combined together in a visual and logical presentation of various relations and comparisons necessary for classification of phenomena and monitoring the development of a process (for example, the circular movement of the water in the nature and alike). Pupils' skills of *observing* and *reading* the schemes and graphs have to be developed and be as good as their skills for photograph reading. The best way for developing these skills of reading the two-dimensional representations of three-dimensional constructions and objects is via games, by assembling toys out of paper or cardboard.

A type of scheme very significant in coaching pupils to read, use, and make maps by themselves is the *sketch.* It is a highly concise content of the aspects of the environment presented with rough drawings and notes. The sketch making largely depends on the ability to generalize and discriminate the key objects.

From what we have stated above, we can conclude that natural sciences instruction cannot be imagined without pupils' activities of systematic observation in both the classroom/school campus and in the local environment as it is the very mode in which the optimum of cognitive, psychomotor, and socio-emotional development with pupils is achieved (Pejchinovska, 2015: 129 – 136)

4. Research Methodology

The research conducted is a part of an action research realized with the objective of advancing pupils' learning process in the primary education instructional classes of the BFWE and N by applying quality activities for the pupils. The objective of the subject researched is a survey conducted to investigate pupils and teachers' stands and opinions regarding the specific

types of observational learning activities and research learning activities applied in the course instruction; the visual and other teaching aids applied in the course instruction and their significance and role in the realisation of pupils' active participation in the course classes. The sample of interviewees was selected from 9 elementary schools in the urban and rural area of the t. Bitola, R. Macedonia, and it numbered 315 third and fourth grade pupils and 35 teachers of third and fourth grade.

In order to access data on the type and quality of pupils' activities within the framework of planned and systematically organized courses instruction and pupils' learning via observation and research, systematic observation and observation protocol have been applied in the experimental groups[29] (Pejchinovska, 2010: 143 – 145) and in the control groups in order to note down the extent to which teachers stick to the planned activities of learning via observation and research; how much pupils following this type of organized learning and instruction understand the specific objectives of observation/research; the place/location where the activities are to be performed; time length/duration of the activities; how interested and motivated pupils are; and the meaningfulness of the questions posed by the teachers to navigate the pupils toward the right aspects of the objective of observation/research.

The obtained data are quantitatively and qualitatively analyzed whereas the quantitative outline is made upon determining the percentage and the mean value.

5. Interpretation, analysis and discussion over the research results

5.1. Interpretation of the results of the questionnaire for the pupils

Regarding the question of the extent to which the specific types of audio-visual teaching aids are used in the BFWE and N courses when the instruction is realized via observational activities, the answers obtained with the questionnaire show that pictures are used most often – 74%, then realias –

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[29]The sub-sample, with 12 class models and an experimental factor in the form of specific types of activities introduced in each class model, consisted of 80 pupils and 6 teachers from elementary schools from the urban area of the town of Bitola. Within the experimental groups, the dependent variables were measured prior to, in the course of, and after the application/use of the experimental factor, whereas in the control group the customary teaching procedures were applied.

57%, object models – 36%, diagrams – 15%, photographs – 8% and movies – 7%. It is striking that film clips/movies are least used as an activity in class when instructing these two subjects – 55% of the interviewees have never watched an instructional movie, next are photographs – 34%, diagrams – 28%, object models – 15%, realias – 3% and 2% of the interviewees have never used pictures.

The answers to the question regarding the extent to which drawing activities or the activities of making pictures, graphical presentations, object models, posters, and sketches are practised, show that in the BFWE and N courses instruction the most frequent activities are drawing pictures – 75%, poster making – 39%, sketching – 39%, making models – 30% and making graphical presentations – 17%.

The answers to the question regarding the extent to which observational activities are perforemd outdoors show that in the BFWE and N courses instruction observation in field is frequently performed – 51% (Figure1).
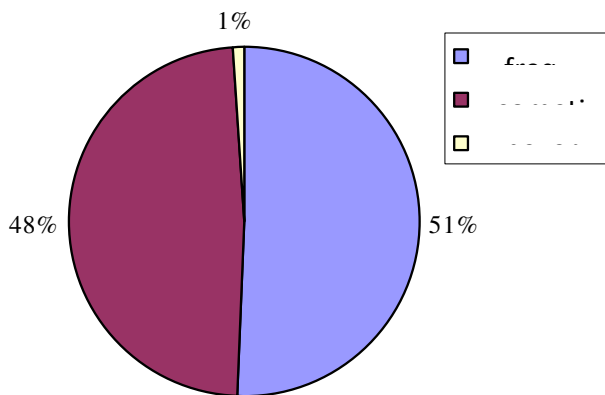
The answers to the question show how content pupils are, and to what extent the classes of learning via observational and research activities performed outdoors hold their attention, 64% of the interviewees – i.e., 226 pupils answered that those classes were always interesting.

With regard to the questions whether there are resources in terms of stationery and equipment for successful performance of the observational and

research activities in BFWE and N courses instruction, 40% of the interviwees – i.e., 116 pupils answered that they frequently used the measuring rod, magnifying glass, ruler, watch, compass, thermometer, geografical maps, etc., 53% of the interviwees – i.e., 156 pupils answered that they used the stationery from time to time, and 7% - i.e., 21 pupils answered that they never used the stationery in the organized BFWE and N instructional activities of obsevation and research because they couldn't afford none of the devices.

With regard to the questions about the priorities of the pupils when in BFWE and N classes and what they found interesting, the answers of 47% of the interviwed pupils show that they found most interesting the observation of pictures or objects in the Nature; accordingly, that way of learning most successful; 18% – drawing the objects of the envronment; 18% – the activity of making models; 17% – the research activities outdoors.

5.2. Interpretation of the results of the questionnaire for the teachers

With regard to the question about the extent to which observational activities are performed outdoors, a larger percent of the interviewed teachers answered that BFWE and N classes were sometimes held in the school yard or in the neighbouring surrounding for the purpose of observation.

With regard to the open-ended questions posed to the teachers as to whether they thought BFWE and N classess could be more frequently held outdoors – i.e., in the neighbouring surrounding, and to list both the benefits of frequent outdoor systematic observational activities in BFWE and N instruction and the obstacles to their realisation, the answers suggest that the direct visual contact with the environment, and with the Nature around, the increased interest and motivation of the pupils are the benefits due to which frequent outdoor observational and research classes are desirable. The serious obstacles to the realisation of the a/s outdoor classes listed in the teachers' answers are: weather conditions, funds, the distance from the object to be observed or researched, overloaded syllabuses, and lack of time for performing the activities of observation and research.

With regard to the question about the importance of the visual teaching aids in learning the taught course lessons, 77% of the interviewed teachers find them highly contributing to the learning process.

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The question regarding the facilities such as stationery and equipment for successful performance of observational and reasearch learning activities in the BFWE and N courses instruction, 34% of the interviewed teachers stated that they frequently used the measuring rod, magnifying glass, ruler, watch, compass, thermometer, geografical maps, etc., 60% of the interviewed teachers – from time to time, and 6% of the interviewed teachers said that in the BFWE and N courses instruction they never used the listed stationery pieces because they had none.

The question about the extent to which the research procedures applied in the BFWE and N courses instruction contribute to the successfulness of the cognitive process – i.e., make the learning process more effective, 60% of the interviewed teachers find these procedures highly contributing to the learning process.

The answers to the question about the activities which prove best for pupils' learning in the BFWE and N classes show that 22% of the interviewed teachers thought pupils learnt best when following techers' demonstration; 21% – when doing research activities; 21% – when observing; 15% – when being given explanations; 13% – when there are organized activities in field; and 8% – when there are organized illustrational activities.

With regard to the question as to whether the illustrations in pupils' textbooks were covering the needs for observational learning of notions about objects, phenomena, and processes in the Nature and in the society, the largest percent of the interviewed teachers – i.e., 57% of them answered that those could do but with some additional illustrations used in class, and 37% of them answered that the illustrations given in the textbooks were definitely insufficient.

5.3. Interpretation of the results of the systamatic monitoring of the instruction activities in Learning via Research and in Learning via Observation

The data obtained with the monitoring protocole show efficacy of the activities in planned and systematically organized *Learning via Research* and *Learning via Observation* approaches.

The results of the systematic monitoring also show larger efficacy of the planned and systematically organized research in the natural environment, and a more effective cognitive process in class due to quality activities in the research procedures. Thus, the results derived from the monitoring show that organized research procedures – with quality activities designed for the pupils to take part in in the nearby natural environment, improve the quality of the acquirred knowledge (of notions and concepts of objects, phenomena, and processes).

Table 1. Results of the systematic monitoring of pupils' and teachers' activities in Learning via Research

Groups		E	C	E	C	E	C	E	C	E	C	E	C
Categories	Grades	1		2		3		4		5		$\overline{X}$	$\overline{X}$
1. In class teacher sticks to the protocol/plan for research realization					1		4	2	1	6	2	4.75	3.50
2. The research subject is clearly defined								1	4	7	4	4.88	4.50
3. Time and location for the research activities is precisely set (the research is conducted in field)			1			1	1		3	7	3	4.75	3.88
4. The teaching aids serve thepurpose of the research (visual aids and other)			2	1	1		2	1	1	6	2	4.50	3.00
5. Teacher's questions are clear and navigating towards realisation of tasks						1			3	7	5	4.75	4.63
6. Pupils are happy with the research in field			1		1		2	3	2	5	2	4.63	3.38
7. Pupils are active (showing interest, asking questions, feel motivated, etc.)			1			2	2	1	3	5	1	4.38	3.43

Table 2. Results of the systematic monitoring of pupils' and teachers' activities in Learning via Obsrevation

Groups		E	C	E	C	E	C	E	C	E	C	E	C
Categories	Grades	1		2		3		4		5		$\overline{X}$	$\overline{X}$

No.	Category											Mean	Mean
1.	In class teacher sticks to the protocol/plan for realization of observational activities				1	2	10	6	11	23	9	4.68	3.90
2.	Pupils' tasks are clearly defined						4	8	10	23	17	4.74	4.42
3.	Pupils have clear idea of the object to be observed **– they know what is to be observed**					1	4	5	5	26	21	4.84	4.48
4.	It is clearly determined where the observation will be performed (its realisation is in field)	1					2	4	6	27	22	4.87	4.55
5.	Teacher's questions are clear and navigating towards realisation of the specific objectives					3	3	2	12	26	16	4.74	4.42
6.	Observation time-length is within the planned time frame (15-20 min.)				7	1	7	9	6	21	11	4.65	3.68
7.	Pupils are active (showing interest, asking questions, feel motivated, etc.)				5	3	7	6	8	22	11	4.61	3.81

As the results displayed in the field *cathegories* in Table 2. show, in the realization of planned and systematically organized activities of observational instruction for BFWE and N courses, the experimental group produced higher means than the control group.

The results of the survey questionnaire and those of the systematic monitoring, as well as the ones of the theoretical analysis of the problem in focus of pupils' learning via observation and research activities in the natural sciences course instruction, assert the importance that quality *research* and *observation* learning activities have in the learning process, (Pejchinovska, 2010: 148 – 161). In this sense, the identified states can be defined as four key points concluded about the cognitive process and the learning process with these learning approaches applied in instruction: *1. The quality, systematic, and structured observational activities of pupils of an intelligently selected subject of observance yield with pupils' successful discrimination of the essential elements of objects, phenomena, and processes observed and, accordingly, better achievements in learning*; *2. The courses in natural sciences with the instruction designed to apply quality and structured pupils' research activities aiming at identification, comparison, analysis, synthesis, and conclusion, make the notions and concepts formation more effective; 3. The courses in natural sciences with the instruction designed to apply quality and structured pupils' learning activities in field (the real natural and*

societal surrounding) yield with higher quality of acquired knowledge; *4. When quality, systematic, and structured activities are applied in the observation of visual aids (pictures, sketches, schemes, illustrated maps), the notion and concepts formed are clear and serve as foundation for further generalizations.* In that sense, the general conclusion that can be drawn is that the selection and application of quality and structured pupils' activities improves the quality of the acquired knowledge, and, accordingly, the pupils' overall and general achievements in the said courses.

According to the analysis results of the protocols for systematic monitoring of the activities, pupils improved achievements result from the strong relations between the research in field on the one side, and the pleasure, interestedness, and motivation with pupils initiated in the contact with the objects, phenomena, and processes, on the other side, as well as with the application of visual aids and other teaching aids for successful realization of the course syllabus. Further on, the data obtained from the monitoring protocols show that pupils achievements depend on their interestedness, activities and motivation (Pejchinovska, 2011). Moreover, all the efforts put into organization of activities for pupils to be instructed via these learning approaches result from the need for high level of efficacy in the teaching-and-learning process, which would be – as the results show, reached by active pupils' participation ensured via these learning approaches in everyday learning.

One more point to add in regard with this research is that in the classes monitored for the learning process and activities there were qualitative types of activities included among which the perceptual motor activities, the receptive, the observational, the discovering, and the researching activities of pupils.

Conclusion

At the end of the instructional class or of the series of instructional classes, pupils' quality activities indicate both the quality of the realization of the set lesson objectives and the success/failure of the learning process designed for in-class instruction of pupils. As the results of the survey and the systematic monitoring show, pupils' activities such as drawing, discerning, underlining, comparing, labeling, classifying, etc. – organized in the *Learning via Research* and *Learning via Observation* approaches, improve pupils' school achievements, that is to say, the quality, structured, and systematic activities along with the didactic-methodological solutions to

successful realization of pupils research and observational activities yield with pupils' successful achievements in the realization of their assignments. The quality activities of these modern approaches provide the motivational atmosphere which ignites pupils' interest and pin their attention onto the researched/observed issue, which largely conditions the extent to which problem situations will make the process of cognizing objects, phenomena, and processes in a natural surrounding effective, and accordingly, will induce the improvement of pupils' achievements.

Thus, a significant bond is confirmed to exist between the quality types of pupils' learning and the learning process effects – i.e., the types of the natural sciences course activities to be performed by pupils when learning via research or via observation lead to successful realization of the instruction/ lesson objectives and to better learning process effects only if activities accord with the course objectives and syllabuses.

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RECONSIDERATION OF THE TEACHING STRATEGIES FROM THE PERSPECTIVE OF LEARNING AND INTEGRATED TRAINING/ SKILL CENTERED PARADIGMS - FORMATIVE STRATEGIES AND OPEN RESOURCES STRATEGIES

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Abstract. *The necessity imposed by the reorganization of the dynamics and functioning of the educational process in the vision proposed by the curricular orientation focused on skills training, by the integrated approach of teaching and by the harnessing of the paradigms of learning, which we have tried to highlight in the earlier analysis, enrolls on the directions of increasing the active /interactive character of teaching strategies in implementing some strategies with a strong formative character, in harnessing the new instructional technologies (e-learning and open resources) in the development of educational authentic settings.*
The results of the study consist in the development of three models of integrated teaching approaches that can be used in training and development of student skills, and of some examples of some predominant formative strategic combinations that can be used to optimize these actions.

Keywords: *formative strategies, open resources, integrated teaching approach*

1. Theoretical Background

Redefining the educational process from the perspective of learning paradigms (the cognitivism, the socio/ constructivism, the multiple intelligences theory, the differentiation and personalization, the skills centered learning)

It is necessary to redefine the components of the educational process in the context of the development of curricular dimension and educational paradigms. The development of the teaching pattern focused on skills determined and seeks solutions to revive the strategic framework with

formative strategies in the idea of easing them and for the skills training. It is also natural the reorganization of the educational resources by inserting in the education process the new categories of open resources and finding optimum and effective ways of combining, by the principles of complementarity and compensation.

Addressing the educational process from the perspective of learning paradigms aims to build knowledge as a result of the interaction between man and the environment, the of the developing *authentic learning* (Ciolan, 2008, p. 134), of the *situational learning*, characterized by stimulative learning environments, settings as customized ways of the learning space and learning cultures based on communication and social respect. (Siebert, 2001, p. 165), representing the favorable frame for developing the multiple intelligences Flueraş, 2005), "the realization of analysis, modeling, additions and developments of concepts and paradigms related to the educational process, from the informational perspective." (Ionescu, Bocoş, 2009, p. 89)

In the new vision of the educational process is important how, why and what is learned and the curriculum content focuses on learning techniques to build ideas, concepts in an contextual way (Elgedawys, 2001, in Joiţa, 2006, p. 53), to form the search skills. The learning gains an problematised character, and the teacher's role is to create problem situations, to encourage the contact with diverse information, to motivate students to go through learning experiences, to discover, to search. They create the necessary conditions of knowledge, facilitates the process of knowledge by structuring and systematizing the content. The teacher harnesses the viewpoints of the students, stimulating their self-confidence to issue new ideas and make decisions etc. (Tudor, 2015, p. 43)

The teacher's role is "guide and organizer of favorable conditions for building and rebuilding personal knowledge" (Cerghit, 2008, p. 120), mediation of student action, organization of the teaching situation, support and guidance of student action. It should provide for the students typical examples, but also atypical, which provides knowledge, generalization, abstraction (Frumos, 2008), the knowledge is built situational, has long-lasting effects and is active (Siebert, 2001, p. 109). Analyzing the teacher position in front of the teaching and learning problems, Ioan Neacsu states that, the educators are asked today, continuously, to promote the effective learning. And not any effective learning, but a participatory, active and creative one. (Neacşu, 1990, p.12)

The centered on skills training produces the reorientation on the following elements to be evaluated (J. B. Black and R. O. McClintock in

Joiţa, 2002, p. 205), emphasizing the role of formative and/ or forming evaluation. (Manolescu, 2005) The evaluation is performed predominantly formative, continuous, is an process evaluation aimed at identifying and overcoming the difficulties, focuses on the learning way, on the level of understanding, on the expected performances of the individual/ group. The evaluation will examine all the measurable products (theoretical and applied knowledge, mental abilities, cognitive structures, concepts and conceptual networks, representations, schemes of action, procedural knowledge) and also the processes involved in obtaining these products (skills and abilities of information processing, mechanisms of memory, comprehension operations, strategies to combine and apply knowledge, creativity processes). (Tudor, 2015, p. 40) Evaluation indicators will be focused on students' capabilities: the way of involvement and building the interpretations and arguments, how the knowledge is transferred to other contexts, the appreciation of the group colleagues, effects on the cognitive, individual development, the level of metacognition etc.

Given that "in the classroom, we don't have to do with the transmission of a given and prefabricated curriculum, but especially with the development and daily negotiated construction of it" (Păun, Potolea, 2002, p. 21), we note the efforts of some theoreticians to reflect the consequences of the new paradigmatic approaches in the educational plan (Oprea, 2007, p. 99): the learning becomes an act which is liked and which motivates the students, because it actively involve them; the results are better, because learning is centered on the work of thinking, understanding and active knowledge, less on memorization; the knowledge are transferable and applicable to other learning situations; the student becomes aware of their own purchases, because they discovered them, they sought them, they made investigations on them; learning starts from authentic, concrete situations; interactionism is promoted, enabling the development of social skills, of communication skills; it is promoted the group work, which facilitates the continuous development of knowledge through debates, arguments etc.

Class work under these conditions will be designed and build on the basis of some fundamental principles (Murphy, 1997; Boudourides, 1998; Wilson, 2000; Elgedawy, Summer, 2001, in Joiţa, 2006, pp. 87 - 91):
   - promoting the independent learning;
   - replacing standardized assessment/ evaluation with formative assessment, based on observations, analysis, interpretation, portfolios, projects, etc .;
   - adapting teaching strategies to the individual characteristics of students;
   - affirmation of the teacher as facilitator, mentor, manager;

- the teacher provides the material support, the learning context, and the students work independently and build their own knowledge.

The teaching strategies under the impact of the new paradigms of curriculum and learning

This manner of analysis develops the spectrum of teaching strategies with their approach of formative perspective. The educational approaches will encompass the cognitive strategies, aimed at the organization, direction and management of cognitive processes of information processing, and also metacognitive strategies, of knowledge of their own information processing processes and its autoregulation (Tudor, 2015, p.32). The student is the constructor who builds ideas, projects, resources, solutions, products, artifacts, their own mental structures". (Joiţa, 2006, p. 39) It supports the development of cognitive structures that influence the thinking and the way people behave.

The formative strategies are "the manner in which the learner manages the process of learning", "the assembly of procedures and rules used by a student to learn, to develop a task, to achieve a goal, to manage the processes of information processing" (Gagne, 1974, in Cerghit, 2008, p. 193)

Focusing on the transformation of information at mentally level, the formative aspect of teaching strategies is determined by the activeness character, they activate, stimulate and support Internal processing of information. To achieve such a learning process, Lebrun (in Joiţa, 2002, p. 140) say, as a methodological suggestion, that in the design phase of work, after the teacher with the student established the learning context, to establish "an prototype (as a processing technique, organization of information) of the application way of active methods". The author suggests implementing a customized approach to ensure the transformation of the taught information and the progressive building of the new information. In this way, each student uses cognitive resources and operates with teaching duties variously, to develop them, combine them, recombine, to apply them, correct them, under the guidance of the teacher.

The development of formative strategies offers many advantages (Ionescu, Bocoş, 2009, p. 154 - 155):
- improves thinking discipline, the child/ student must explicit the propositions;
- ensure early acquisition of some general concepts and hypothetical-deductive reasoning;

- use heuristic methods in handling information;

- the children/ students plan their work and constantly evaluates it to correct errors;

- ensure the development of combinatorial notions and easier transition from the stage of the concrete operations to the one of propositional operations.

From the standpoint of strategic buildings will be developed optimal strategic combinations after compensation criteria, complementarity and effectiveness (Tudor, 2011, p. 241), centered on the following coordinates:

- the diversification of the support materials, of the means of education (diversification and modernization of educational strategies induce the necessity of combining traditional strategies with the technologized ones);

- create conditions for independent individual and group work (the need to combine individual and group strategies);

- the realization of changes, interpretations, constructions and reconstructions; it is developed the need of the reception based strategies combination/ the traditional ones with the ones based on search, discovery based on action, on problem solving;

- the diversification of expression and communication ways, this reflects the combination of strategies based on unidirectional communication with the interactive and modern communication strategies through information technologies.

The appearance of internet has generated new forms of education, teachers recognizing its role and its implications for the teaching process. Pedagogical literature in recent years indicates different pedagogical models that have introduced effective learning strategies in electronic training as resource-based learning, collaborative learning, learning by problems or learning by projects, intelligent and flexible training/ teaching systems. Intelligent training environments, interactive hypermedia systems, biomedical and intelligent technologies, communications infrastructure that allow access to knowledge anytime and anywhere represent the four key components of hyper-instruction technology. (Perelman, 1996)

Current trends of development of the educational framework evokes support [...] of the innovative methods of integrating educational resources of type Web 2.0 and of the open educational resources in learning process (Voicu, in MEN, 2014, p. 1).The open resources are learning materials, educational and research materials that are present in any environment, digital or otherwise, which is in the public domain or were made available under a free license, allowing free access, use, adaptation and redistribution by others without restrictions or with limited restrictions (Voicu, in MEN,

2014, p. 2). Integrating open resources is welcomed in any learning context, not just the non-formal or informal, by harnessing the information and formative potential of the digital textbooks, educational films, open trainings etc., especially by supporting educational institutions, teachers and students into skills training and digital learning methods. In this respect, developing strategic approaches will consider the possibilities for capitalizing on open resources in the formal process of education by connecting classrooms and the use of digital devices and digital contents.

The need to develop ways of developing and implementing integrated strategic approaches is one of the solutions invoked currently by the theorists, but mostly, by the practitioners who are in front of some diverse approaches, models more or less uniform. Because of the multiplicity and diversity of theoretical and applicative contexts treating this phenomenon, experts are challenged by "What does integrated design, integrated teaching, strategy and integrated curriculum mean? (Venville and Dawson, 2004, p. 148) Integrated design approach focuses on procedural vision, respectively on active and interactive process, to the interactions between teacher, student and knowledge, in terms of studying a significant problem of the real world, relevant to everyday life. (Bocoș, Chiș, 2012, p. 37).

The principles underlying the building and combining teaching strategies used by integrated teaching model are:
    - preparing and promoting some student-centered strategies;
    - harnessing interactivity and formative valences of the group;
    - team teaching;
    - promoting the partnerships between teacher and student in the educational process.
    - are promoted some methodological alternatives of teaching - learning - evaluation.
    - learning tasks will require transdisciplinary information and multi-dimensional analysis of reality.
    - the evaluation it will be less criteria and more reflective, integrating alternative assessment methods.
    - are promoted the discovery learning and the problem solving

The new strategic options will facilitate and favor the cognitive objectives achievement (the stimulation of higher cognitive processes, developing the ability to link knowledge between them, the development of multiple intelligences etc.), as well as socio-affective objectives (the development of the capacity to relate with others, for intrapersonal and interpersonal dialogue, boosting self-confidence, boosting the capacity to

reflect on their own learning approaches and on human relationships, etc.). The option for certain strategic combinations will respect some principles generated by the integrated approaches specifics:

- the use of nonverbal for intuiting concepts - learning will be facilitated if the students are stimulated to combine verbal (what they perceived they express) with body language, visual or musical;

- the ludic approach - by building learning activities based on game, toys presence in the area of learning;

- context learning - building learning situations based on real life experience of the students, , knowing that the student learns better if understands what they are learning what they are learning;

- interactive learning – the effective intervention of the student in the teaching activity, his effort of personal reflection, of thinking, achieving some mental and practical actions of search, research, development and reconstruction of knowledge; an active student is co-participant and co-responsible in the learning activity (Tudor, 2011, p. 93);

- experiential learning - the most effective learning is the one you can control, experiencing (Kolb, 1984, in Tudor, 2015, p. 62); the learning process is conducted starting from our own experience - an action, an issue or an event that creates the need for better understanding; the learning process takes place in an informal, relaxed setting, where activities are organized as some games;

- cooperative learning - researches show that students who performe group cooperative tasks tend to have better school results, are developing positive social skills, show a better understanding of the contents and skills that they form (Tudor, 2015, p. 59). The cooperation has positive effects on child thinking development; when he participates in discussions, is reasoning better, because he tries to avoid conflicts with other colleagues (Piaget). Contacts with others, due to cooperation, facilitates the intellectual development, because, through cooperative effort, the child exceeds his age-specific egocentric intentions. Another argument, also from Piaget, refers to the development of thinking operations; communicating with others, exchanging opinions, the students succeed to solve operations, and implicitly the thinking development occurs. Cooperative learning enables the development of interpersonal communication, of interactions, of skills and social behavior of students. At the base of cooperative learning stands the thesis according to which through the learning process, being a social-cognitive process, the child develops intellectually through interaction with others (Albulescu, 2008, p. 75).

Pedagogical and methodological literature recommends some sizes in developing strategic combinations in achieving integrated approaches, with a strong formative aspect and referential for forming and training of students skills (MEN, 2014, pp. 38 – 41):

- learning through debate – consist in presenting some questions, issues, problems, etc., which are subject to review and resolve by a class, a group, etc.; in this category are promoted the teaching strategies based on debate, questioning, strategies by trial and error, social learning;

- learning through research - involving direct and active participation of the student and the teacher at the science research, in uncovering the truth, to restore the scientific process for the formation of knowledge; the research gives rise to a train of thought, that leads at building a new concept, operations or a new law, surpassing, by its composition, the previous schemes; this fact favors the development of intellectual skills, which in the school curricula are identified as capacities, as elements of specific skills developed on curricular areas/ experiential domains.

- learning through problem solving - involves creating some situations for solving problems/ obstacles or cognitive difficulties involving one/ more unknown and from which the repertoire of responses gained on previous experience appears insufficient or inadequate (I. Radu, 1991; S.L.Finkle & L.L.Thorp, 1995).

- discovery learning - appeals to heuristic teaching methods, involving a series of operations relating to the planning and organization of the lesson, in which the student, supported by professor, discovers with its own intellectual forces the explanation and significance of a phenomenon. The focus is on ways the product is reached, on the knowledge and registration methods, rather than on assimilated knowledge.

- project-based learning method - involves information gathering, processing and synthesizing them, interpretation and personal reflection, cooperation in resolving tasks; project methods (William Heard Kilpatrick, *The Project Method,* 1918; B. Campbell, 1994) it is an interactive method of teaching and learning which typically involves a micro-research or a systematic investigation of a topic of interest to students.

- the expeditionary/adventure learning- using non-formal learning experiences that bring students in front of some challenges, most often in natural contexts; the focus is on creating contexts and relevant learning experiences, on direct contact with the social, cultural and natural environment.

2. Design of Research

2.1. The Purpose and objectives of research

The purpose of research is to develop some actional models of design and implementation of integrated teaching approaches from the perspective of normative coordinates of preschool curriculum (2008) and primary curriculum (2013, 2014)

Research objectives:
- the analysis of specific concepts in pedagogical literature to identify their operational dimensions;
- the analysis of preschool and primary education curriculum in order to identify specified dimensions of curriculum design and curriculum integration levels for each level of schooling;
- the development of three models of curriculum integration, specific for the of design approaches at preschool and primary levels;
- the identification of some optimal strategic combinations from the perspective of the three modalities of curriculum integration.

2.2. The Methodology of Research

To prepare the products of research were required the following steps in developing an integrated approach for primary and pre-school education:
➢ The analysis of specific concepts present in the pedagogical literature to identify their operational dimensions.
Procedure: Group of three experts, academic professionals makes an analysis of specific concepts: integration, integrated curriculum, learning/ teaching/ integrated assessment, integrated teaching approach, school skills
Working method: scientific documentation
➢ The analysis of preschool and primary education curriculum in order to identify specified dimensions of curriculum design and curriculum integration levels for each level of schooling
Procedure: Group of five experts specialists in preschool and primary education and academic experts and the three academic professionals analyzes specific integration variants, levels of integration for preschool and primary, concrete ways to achieve integration in the conditions of the Romanian education organization

Working method: scientific debate
➢ The development of three models of curriculum integration specific for design approaches at preschool and primary levels of education

and

➢ The identification of some optimal strategic combinations from the perspective of the three modalities of curriculum integration

Procedure: Group of ten experts, methodologists of preschool and primary education identify and analyze optimal strategic combinations for each variant of integration, review the conditions of formative strategies implementation and open resources strategies in the formal learning activities

Working method: focus groups

2.3. The Analysis and Interpretation of Results

By quantifying opinions, summarizing the responses after the completion of the focus groups, we propose three ways of developing integrated teaching approach and strategic combination that can be used:

2.3.1. Teaching independent activity, with integrated contents, which harmoniously articulates contents related on two or more experiential domains/ curricular areas:

➢ *Are built integrated didactic situations centered on specific skills of an development domain: Physical development, health and personal hygiene, Socio-emotional development, Language and communication development, Cognitive development, Capacities and attitudes in learning*

Conditions for implementing this approach:

- The duration of such an activity will be that of a teaching (teaching activity for 30-35 minutes at preschool, 40-50 minute lesson in primary education), according to children's age and legislative rules;

- It will be named the embodiment of the activity of: story, talk (preschool), Romanian language communication lesson, play and movement lesson (primary education);

- It will be defined the operational objectives in the experiential domain/ curricular area;

- It will be used specific strategies for the categories skills targeted by the experiential domain/ curricular area, for example: strategies based on practical action, strategies based on problem solving, discovery strategies etc.

- Can be used strategies like open-resources strategies by using digital textbooks, educational software, and connecting the classes at online system.

For exemplification, we present the following integrated teaching approach and the strategic choices:

➢ The theme of the week is *People and houses*, can be conducted in one day an integrated activity that can connect contents from two domains: Aesthetic and creative and Sciences.

➢ Embodiment: practical work

➢ So, this activity can be organized around a practical activities of construction of some houses from various materials, which implies solving mathematical problems (to measure, divide into halves or quarters, group the given items/ materials by shape, size and color, to use a given number of items in various geometric forms, etc., which are mathematical skills)

➢ Formative teaching strategies: exercise, discovery, experiment, practice work

2.3.2. Integrated activity that includes several teaching sequences - learning situations whose contents (of two or more experiential domains/ curricular areas or activity categories) is built around a core of curriculum integration.

➢ *ADE 1 (activity on a experiential domain) + Routine + Transition + ADE 2 (another activity on a experiential domain)- preschool education, also named integrated activity for one day*

➢ *A lesson from the first curricular area + a lesson from the second curricular area (primary education)*

Conditions for the implementation of this approach:

- Such an integrated teaching activities will be held throughout the duration of time devoted to common activities: 2 teaching activities/ 2 different lessons

- The duration of such an activity will be that of a teaching activity (teaching activity for 30-35 minutes at preschool, 40-50 minute lesson in primary education), according to children's age and legal norms for each of the two designed activities;

- It will be respected the theme of the day in the design of each teaching activity/ lessons, with specific to the experiential domain/ curricular area;

- It will be mentioned the embodiment of activity: story, talk, memorization (preschool), Romanian language lesson, play and movement lesson (primary education);

- It will be defined operational objectives for each category of activity /lesson of the experiential domain/ curricular area;

- It will be used specific strategies for the targeted skills categories by the experiential domain/curricular area, independently for each teaching

activity/ lesson (for communication activities will prevail the formative strategies for the development of communication, for play and movement activities will prevail formative playful strategies etc.);

- It can be used open resources strategies by using digital textbooks, educational software, and by connecting the classes in the online system.

For illustration, we present the following integrated teaching approach and strategic options:
➢ The project theme is *The rabbit*
➢ Experiential domains involved: DLC (communication and language domain) – the narration *„The rabbit's cottage"* + DS (science domain) – *We count rabbits – didactic game*
➢ Formative teaching strategies*: the narration, the didactic game*

2.3.3.Integrated activity program with contents articulated around a core of curriculum integration, which includes all or a part of the common activities of the day and some or all of the chosen activities.

➢ *Are built teaching situations specific to each categories of activity*
➢ *ALA 1 (free chosen activities) + ADE (activity on a experiential domain) + ALA2 (free chosen activity) + Routines + Transitions (preschool education)*
➢ *Lesson from the first curricular area + lesson from the second curricular area (primary education) + counseling activities+ optional activities etc.*

Conditions for implementation of this approach:
- Such an integrated teaching activity will be held throughout the duration of time devoted to each activity - freely chosen, optional, routine, transition, personal development etc.;
- The duration of such an activity will be that of a teaching activity (teaching activity for 30-35 minutes at preschool, 40-50 minute lesson in primary education), according to children's age and legal norms for each designed activity;
- It will be respected the theme of the day in the design of each teaching activity, of the thematic centers, of the self-chosen activities, of the activities for personal development, of optional etc. with specific to the experiential domain/ curricular area;
- It will be created a scenario of the day, the news of the day;
- It will be defined the thematic arias ALA 1 (free chosen activities), the embodiment of the activity on experiential domains ADE, the ALA 2 activities (free chosen activities), the routines, the transitions, the personal development activities;

- It will be defined operational objectives for each category of activity/ lesson of the experiential domain/ curricular area for the activities for which the curriculum provides general skills/ framework skills and specific skills (not for the activities from the category of free chosen activities, personal development, non-formal activities etc.);

- It will be used specific strategies for the targeted skills categories by the experiential domain/ curricular area, independently for each teaching activity/ lesson (for communication activities will prevail the formative strategies for the development of communication, for play and movement activities will prevail formative playful strategies etc.);

- For the non-formal and optional activities will prevail the formative, playful and expeditionary strategies;

- It can be used open-resources strategies by using the digital textbooks, educational software, and connecting the classes on the online system; use of digital means in non-formal and informal learning contexts (e-mail, search engines, as Wikipedia, virtual library, etc.)

For illustration, we present the following integrated teaching approach and strategic choices:

➢ THE WEEK THEME is *The forest*
➢ THE DAY THEME *is In the trip*
➢ THE DAY SCENARIO: *imagining the itinerary of a trip in the woods*
➢ THE INVENTORY OF PROBLEMS: *What children want to learn, what they know, what they do not know about making a trip into the woods*
➢ THEMATIC CENTRES: ALA 1: *preparing the packages for the trip, supplying with the necessary materials (compass, garbage bags, cameras etc.)*
➢ FREE CHOSEN ACTIVITIES ALA2: *songs, dances, sports competitions*
➢ ROUTINES*: having lunch*
➢ TRANSITIONS: *games of movement, breathing exercises*
➢ PERSONAL DEVELOPMENT EXERCISES: *I'm a flower, I'm an animal (exercise games with onomatopoeias)*
➢ ACTIVITY ON A EXPERIENTIAL DOMAIN- SPECIFIC TEACHING APPROACH FOR EACH CATEGORY OF ACTIVITY (COMMUNICATION, MATHEMATICS AND SCIENCE, GAME AND MOVEMENT, MUSIC AND MOVEMENT, ETC.)
➢ OPTIONAL ACTIVITIES (in formal or non-formal context)

3. Conclusions

The development and flexibilization of the teaching strategies cannot be achieved without a proper suitability to specific learning activities, to the curricular approaches specifics, to the skills that must be formed. The openness of teaching strategies to the new trends and curricular innovations and to the educational process technologization make to especially develop those formative-interactive strategic combinations that stimulates an authentic educational environment.

The conducted research developed possible models for the construction of integrated teaching approaches and strategies focused on formative and open-resources, as functional elements, active in the skills training of students.

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IMPLICATIONS OF SELF-ESTEEM IN ADOLESCENCE

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Abstract: *Adolescence is a time of many changes, and psychologically, we can speak of self-definition, shaping and strengthening of the self-image. Outlining the new identity and shaping the self-image requireevaluation againstthe image of an adult, along with acceptance of a set of social and group norms retrieved from other teenagers. In the present study we wanted to find a link between self-esteem in adolescents and their educational profile, and last but not least, the correlation between self-esteem and emotional intelligence within the same age period.*

Keywords: *adolescents, self-esteem, emotional intelligence, real field, humanities field*

1. Theoretical Framework

Self-esteem refers to how we relate to our own image. We cannot talk of self-esteem without regard to self-image. There is a very close relationship between the two concepts. *"Self-esteem is an important dimension for any human being, whether child, adult or elderly person, regardless of culture, personality, interests, social status, abilities. Self-esteem shows how "good" we consider ourselves in relation to our own expectations or with others."* (Băban, A., eds., 2001, p. 72). In other words, self-esteem includes our sense of worthiness as a person, our life objectives, our relationship with others, our social status, our emotional autonomy.

Scientific research in the field notes that self-esteem is based on the following elements: self-knowledge, sense of security, sense of belonging (belonging to a family, a group of friends etc.), senseof competence. Self-knowledge refers to several dimensions. Rogers identifies *the Real Self* which includes the real capacities available to the person (way of thinking, reactions, skills, competences etc.), and the *Ideal Self*, involving the same capabilities available to the individual, this time projected on an ideal level

(as a person would like to be, or would like to react etc.). "*Self is not a given biological element (even if it includes some elements relating to the somatic self) but shapes and develops in the ontogenesis of an individual, throughout social experience and activity. The mechanism of self-formation and development consists of individual interaction with others in a social, interpersonal and group setting.*"(Dumitru, I. Al., 2000, p. 65)

In order to be able to shape our self-esteem we must have self-confidence, and family and educators play a key role in this respect. However, *"when it comes to regulating specific learning activities, the concept of self-confidence does not tell us much about individual perceptions regarding his/her capabilities specific to the activity concerned."* (Boncu, Del., Ceobanu, C., 2013 pages 154). The feeling of belonging in adolescence is exacerbated, not in relation to the family, but to the environment, as social relations hold increasing importance in the period under discussion.

Self-esteem, especially in adolescence, has many influences, from socializing with others to the results achieved by a person.

Numerous studies in Psychology emphasize that in view of helping adolescents developpositive self-esteem, it is desirable that various aspects and situations of life should be discussed (in an optimistic approach) within the family, but also the control of parents on teenagers should be lessened, stimulating the emergence of new experiences, and even decisions. All these things increase self-confidence, while determining a positive self-image and deeper self-esteem.

Specialized literature presents numerous studies related to self-esteem, related to many variables (consumption of drugs, success / failure in school, responsiveness to evaluative events, frustration, depression, hostility, etc.)

In what follows, we want to establish a relationship between self-esteem and educational profile, and between it and emotional intelligence, in adolescence. The methodological approach is outlined below.

2. Methodology

2.1. Research Objectives

This paper has the following objectives:
• Measuring the level of self-esteem;
• Identification of a link between low self-esteem and high school profile;
• Determining the level of emotional intelligence;
• Establishing a relationship between self-esteem to emotional intelligence

2.2. Research Hypotheses

Hypothesis no. 1 There are statistically significant differences between teenagers from different specializations in terms of self-esteem level.

Hypothesis no. 2 There is a significant correlation between adolescents' emotional intelligence and self-esteem.

2.3. Sample description

To investigate the abovementioned hypotheses we selected a sample consisting of 68 adolescents (students XIth andXIIth grades) from high schools in Timisoara, divided as follows:
• 34 adolescents (students in XIth andXIIth grades) who follow high school courses in real science;
• 34 adolescents (students in XIth andXIIth grades) who follow high school courses in the field of humanities ;

Students between 16 and 19 years old participated willingly, without receiving any reward as a result of their cooperation.

2.4. Overview of tools

In this study, we employed the following instruments: **Scale of self-esteem assessment in adolescents**, known as the Self-Esteem Scale ETES (Echelled'estimated Soi Toulousain),which was calibrated to our population by psychologist Adriana Crăciun in 1998. It was first published the European Journal of Applied Psychology in 1994 by N. Oubrayrie, M. Léonardis şi C. Safont, based on the Coopersmith, Rosenbergscales already available to assess self-esteem. The scales involve the existence of a global score which in turn is composed of five partial scores, corresponding to partial aspects of the self that they measure.

It consists of 60 items grouped into five dimensions, 12 for each, and the subjects must answer yes or no. The subcomponents of the self which are measured are: physical self, emotional self, academic self, social self and prospective self. By analyzing these subcomponents,fragility areas of global self are highlighted, namely the factor with the major impact on the adolescent's self-esteem. The grid includes both *partial scores*, corresponding to the five dimensions of self-esteem, and the *overall self-esteem score.*

The second tool used is the ***Emotional Intelligence Test*** (version for teens) developed by Reuven Bar-On & Daniel Goleman, and adapted for the Romanian population by Mihaela Rocco. The test places a person in different situations (scenarios), and involves the transposition of the individualin those situations, along with the selection of one choice from the response options. Test may be taken individually or in groupsno larger than 15 participants.

Scoring and interpretation of responses to the emotional intelligence test involves the sum of points corresponding to the 10 items, reported to standard results.

2.5. Quantitative and qualitativeInterpretation of results - Hypothesis no. 1

In order to ensure the validity of proposed hypotheses data is processed using SPSS 10.0. Statistical processing results are presented for each assumption in turn as follows:
• Tables No. 1 - No. 6 present descriptive statistics Rating Scalefor *global self-esteem*, *physical self, emotional self, school self, social self, prospective self.*

Table no. 1   Descriptive statistics for global self-esteem

Sample	N	m	σ	Minimum	Maximum
Real science	34	35,50	6,92	12	46
Human science	34	42,85	7,36	23	54
Unified samples	68	39,17	7,20	12	54

Table no. 2   Descriptive statistics for self-esteem- physical self

Sample	N	m	σ	Minimum	Maximum
Real science	34	7,53	2,65	2	12
Human science	34	8,88	2,00	5	12
Unified samples	68	8,20	2,60	2	12

Table no. 3   Descriptive statistics for self-esteem- emotional self

Sample	N	m	σ	Minim	Maxim
Real science	34	7,29	2,46	1	12
Human science	34	8,15	2,92	1	12
Unified samples	68	7,72	2,68	1	12

Table no. 4   Descriptive statistics for self-esteem- school self

Sample	N	m	σ	Minimum	Maximum
Real science	34	5,26	1,64	2	7
Human science	34	8,00	2,06	2	11
Unified samples	68	6,63	1,83	2	11

Table no. 5   Descriptive statistics for self-esteem- social self

Sample	N	m	Σ	Minimum	Maximum
Real science	34	8,24	1,92	4	12
Human science	34	9,44	1,69	3	12
Unified samples	68	8,84	1,82	3	12

Table no. 6 Descriptive statistics for self-esteem- prospective self

Sample	N	m	Σ	Minimum	Maximum
Real science	34	7,09	1,86	1	10
Human science	34	8,41	1,65	4	11
Unified samples	68	7,75	1,73	1	11

According to reported results adjusted to our country's population *a moderate global self-esteem*, physicalself-esteem, emotional, academic, social and prospective self-esteem are evident as group trend for both specializations.

However, **within each** sample (real or humanities specialization) **variations** from one student to another were noticeable, in relation to the level of self-esteem - overall and across subcomponents. In order to verify the first hypothesis we used the t test. Thus:

The comparison between the values of the two specializations, concerning physical, emotional and social esteemregister a significance threshold higher than $p = 0.05$, which shows that these differences are statistically insignificant across these dimensions.

For global self-esteem at school level and at prospective level the values have a significance threshold lower than $p = 0.05$, which indicates that there are significant differences between the two specializations.
• *Self-esteem at school level* requires self-perception of skills, school performance and relationships in schools, which is modeled by specific educational training.

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• *Prospective self-esteem*entails the self-perception of one's capacity to integrate into the adult world, to value the self and one's role in building the future. The way one values one's skills sketches the image of one's career development. **In conclusion, hypothesis 1 is partially confirmed.**

2.6. Quantitative and qualitative Interpretation of results - Hypothesis no. 2

Hypothesis no. 2 There is a strong correlation between emotional intelligence and self-esteem, in adolescents.

In order to test the connection between emotional intelligence and self-esteem we used correlation analysis as a testing technique- the Pearson correlation coefficient.

Table no 7 The correlation between *emotional intelligence* and *self-esteem*

		Emotional intelligence	Self-esteem
Emotional intelligence	Pearson correlation coefficient	**1**	**.373(**)**
	Significant (bidirectional hypothesis)		**.003**
	Number of subjects	**68**	**68**
Self-esteem	Pearson correlation coefficient	**.373(**)**	**1**
	Significant (bidirectional hypothesis)	**.003**	
	Number of subjects	**68**	**68**

** Correlation significant at a significance level p <.01

As shown in Table 7, the correlation between *emotional intelligence* and *self-esteem* has a value equal to: r (60) = .373, where p <.01. The value of .373 is the result noted at the meeting point between *emotional intelligence* and *self-esteem*,. The fact that we have a p <.01 indicates the probability of obtaining the data where there is no association between *emotional intelligence* and *self-esteem*.

To evaluate the association between the two variables in graphic terms of graphics we used *the dotted cloud*. It provides information concerning: the shape of the relationship between two variables, the direction and intensity of the relationship between variables. As can be seen in Fig. 1 in relation to the shape of the relationship we are dealing with a linear shape, as the dotted cloud has one direction, represented by a straight "line". Regarding the direction of the relationship, we notice the cloud has a positive direction, as confirmed by the positive value of the coefficient of relationship (.373).

Figure no 1 Diagram of correlation between variable emotional intelligence and variable self-esteem
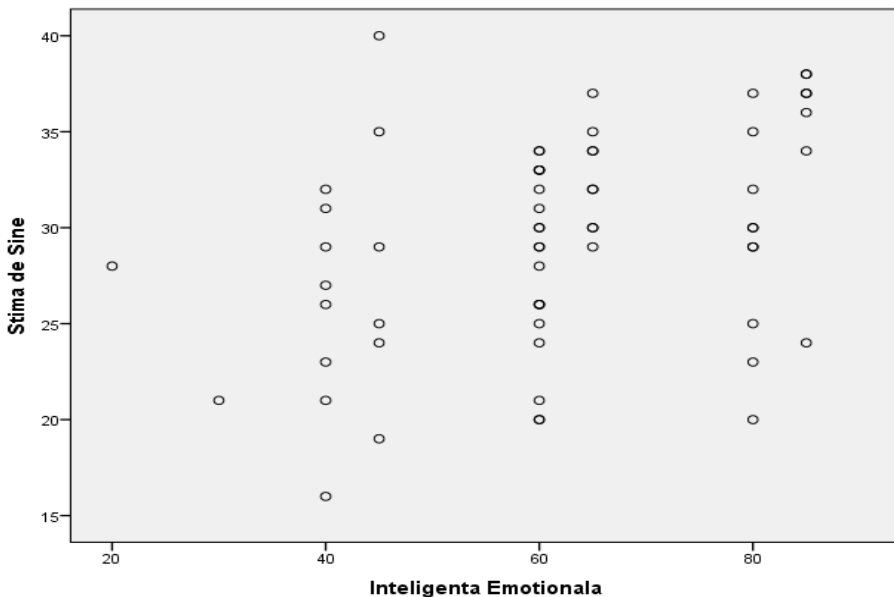
Thus there is a significant correlationbetween *emotional intelligence* and *self-esteem*, confirming the second hypothesis advanced. As to the existing correlation between *emotional intelligence* and *self-esteem*, we can appreciate that *self-esteem* is a central factor of emotional competence. The way we perceive our own skills (self-knowledge), the skills we have, will remarkably influence self-perception about our own *self-esteem*, which also serves as a barometer of *emotional intelligence*.

3. Conclusions

As we reported earlier, the first hypothesis, according to which there are significant differences in self-esteem in teenagers who come from different secondary educational specializations, was partly verified.

• **Overall self-esteem, with its sub-components: school self-esteem andprospective self-esteem** *registers significant variations* depending on the specialization followed by teenagers. This can be explained by the fact that the real specialization is more oriented towards jobs with a much more practical application, while those from the humanities are not. The various specializations in the educational system fail to shape the adolescents' perception of their identity in their developing personalities.

• **Self-esteem at school level** can be linked to **prospective self-esteem**, so that differences found between groups can be explained by the link between the two subcomponents of self-esteem. Not all subcomponents of self-esteem are related to the educational profile, which is only relevant for school self-esteem and prospectiveself-esteem. The other subcomponents of self-esteem are formed and developed predominantly under the influence of other factors such as family, media, cultural and economic context of our contemporary society.

In contrast, the second hypothesis, assuming the existence of a correlation between emotional intelligence and self-esteem has been confirmed.

• *Emotional intelligence* is a central factor involved in building a positive self-image which generates *high self-esteem,* with positive effect on performance and adaptation;

The topic of self-esteem, especially related to teens, is one of paramount importance, precisely because the transition from puberty to adulthood takes place, a period which will influence the further development of future adults, so that the way they perceive themselves will determine the choice of their path in life.

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SKILLS-CENTERED DESIGN - A MODEL DESIGN CENTERED ON SKILLS OF TRAINING ACTIVITIES /DEVELOPMENT OF COMMUNICATIVE SKILL IN INTEGRATED PERSPECTIVE

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Abstract: *The restructuring of the educational curriculum at primary level is marked in particular by the reconfiguration of educational outcomes through introducing general skills curricular variables. The aim of this study is to analyze concepts system on skills-centered design by translating the results of actual analyzes conducted on skills-based curriculum encountered in literature. The study design proposes to develop a skills–centred design model of training activities/ development of communicative skill in integrated perspective in primary schooll. In defining the model is taken into account the cross-cutting approachof the communicative skill in primary school by specifying its development modaliy through the study of historical content. The study conclusions highlight the dynamic procedural character of the skills – centered design, involving various stages and recovered in a systemic manner, and also the importance of correlating the curricular design for teaching activity of general skills of an curriculum area with transversal skills.*

Keywords: *skill, skill-centered teaching, skill-based curriculum model, curriculum design centered on skills, communicative skill*

1. Theoretical Background

European introduction of the eight key skills and implicitly, the educational curriculum restructure at primary level by redefining educational outcomes and the introduction of the general and specific skills, led to the development in the Romanian educational system of the educational policy focused on skills training. **The training based on skills** has as premise the focus of the teaching on the finalities and on student, assuming the shift in emphasis from the transmission of content to skills training by identifying the learning basic elements and the elements which ensure the student's academic

progress; also involves designing and building customized training routes individualized learning.

Over the time, international educational policies have been marked by the evolution (Niculescu, 2005): from the *content centered curriculum* (Bestor, A., 1956; Phenix, P., 1962; Oliva, P., 1977; Hutchins, R., 1980), *curriculum as learning experience* (Bobitt, F., 1918; Taba, H., 1962; Dewey, J., 1938; Tanner, D., 1995), *objectives centered curriculum* (Bloom, B. 1956; Tyler, R., 1949; Burke, B., 2009, Marzano, R., 2010), *curriculum as a trening plan* (Valerien, J., 1991; Goodlad, J., 1998), *to the curriculum as non-technical approach* (Einser, E., 1994; Apple, W., 2001; Greene, M.. 2008; Gilligan, C., 2010; Pinar, W., 2012).

The aplication in teaching trening of the **skills-based curricular model** it is prospective in relation to current social and professional demands not only in the Romanian education system, involving students in lifelong learning and self-assessment of their skills and facilitating exploitation of the whole educational experience in curriculum development. The curriculum focused on skills has a constructivist approach, facing professional practice. The teacher's role is to guide learning, responsible for creating learning situations focusing on basic skills training and the development of transversal skills (Kouwenhoven, 2010).

The skills-based curricular design it's a highly promoted dimension in Romanian pedagogical literature underlying current teaching design changes at the operational level of its realization (curriculum area level design, design of teaching activity). In practice design at these levels, it will be taken into account the complementarity of three approaches: **design centered on results** (Burns, R.; Squires, D., 1987; Seels, B., 1990; Ramsden, P., 1992; Brown, A.S, 1998; Killen, R., 1998 in Niculescu, 2005) – within which prevails the results /targets that students must achieve and which are defined in the practice of teaching design as *operational objectives; standards centered design* (Sahlberg, 2010) – defined by standards that the student must achieve at a discipline level/ curriculum area, known as performance indicators or curricular performance standards or performance descriptors; **process centred design** (Knight, P.T, 2001; Hussey, T. şi Smith, P., 2003; Maher, A., 2004 in Niculescu, 2005) – which analyzes the student's learning specific to train skills. In this regard, the didactic design for curricular area level involves some sequential stages formed in a chain unit for training/ development of skills: determining educational outcomes formulated in terms of pedagogic skills (by their identifying in educational programs), identifying the sub-competences (Meyer, 2000), namely their structural components -

knowledge, skills, pedagogical attitudes (through the analysis and derivation of specific skills components presented in curricula), establishing sub-competences descriptors,namely the level of performance that is accepted in the assessment of competence (by the operationalization of the competence)and which are targeted results in the design of teaching (Landsheere, Landsheere, 1979; Mager, 1984; Potolea, Toma, 2010)

From this perspective, skills-based design is a way of showing actual interactions and interdependencies between provided skills, teaching contents,teaching-learning principles and strategies, assessment principles and strategy in formal context (Singer, Ciolan, 2008; Bocoş, 2007).

Defining **the skill** was and remains a problematic approach, conceptual boundaries identified in pedagogical literature are not only different, but also contradictory. In the restricted sense, the skill is the ability of a person to select, combine and appropriate use knowledge, abilities and other acquisitions consisting of values and attitudes for successful resolution of certain categories of learning situations and personal or professional development or in terms of effectiveness and efficiency (Dictionnaire de la Psychologie – PUF, Paris, 1995, p.162; Rosencrantz, H.A., Biddler, B. J. 1964, în Marcus, S., 1999; Potolea, Toma, 2010). In cognitive vision, a skill involves simultaneously three dimensions juxtaposed which merge into a whole that ensures performance: declarative knowledge, procedural knowledge and attitudes (Mitrofan, N., 1988; Salade, D., 1990; Gherghinescu, R., 1999).

From skills design perspective, we consider appropriate, at least in relation with the development of educational paradigms, the constructivist interpretations of the skill (Eraut, 1995; Dall'Alba şi Sandberg, 1996; Stoof et al, 2002; Sandberg şi Pinnington, 2009, apud. Ripamoti, S., Scaratti, G., 2011 in Jinga, I., Istrate, E., 1998) which have in regard its qualitative manifestation directly influenced and dependent of the context and contextualized subjective experiences that individuals live.

From the perspective of educational approach, stands out the predominant transdisciplinary character of **the skil** and the close relation between skills and educational content. The curriculum design approach to the operational level, namely the development of learning situations is carried out following the training and development of students skills through coherent integration of knowledge, skills and attitudes and their proper relationship with cognitive , acting and attitudinal contents transmitted through the curricular areas/ disciplines of education contents.

The design based on skills focuses on the active role of students to select alone, or guided, according to their own interests and needs, different topics/ contents, and deepen certain contents or to recover any difficulties encountered in learning.It is carried aut the premises of developing an educational trail accessible to all students, respecting individual characteristics, age, cognitive and affective-emotional characteristics. The realization of skills-based design has the role to facilitate students' independent and effective learning, developing critical - reflective thinking, their organizational skills to their learning and problem solving.

In the current undergraduate curriculum,the curricula for primary school (OM 3371/ 2013, OM 5003/ 2014) has a new structure which allows the introduction into one of the three programs - preparatory class, I-st grade and II-nd grade respectively the III-rd and IV-th grade, for a better viewing and tracking of the continuity and the progress on the skills and teaching contents level. They provide the skill as an structured system of educational finalities for primary school curricula. Their critical analysis of evolutionary level and on complexity increase of the content level in relation to the tracked skills allows the known of the academic progressof the student on a curricular cycle, from the cycle of fundamental acquisitions (preparatory, I-st grade, and II-nd grade) to the development cycle (II-rd grade, Iv-th grade, and so on the V-th and VI-th grade).

The design at the curriculum area /teaching activity level will consider the specific of the skill and the staggered definition of it to the operationalization level.

The components of communicative skill in mother language, as the reference framework for key competences for lifelong learning or the levels established in the literature reference framework are elaborated in accordance with the eight key skills, in the idea of developing a single framework in the students acquisition progression regardless of the language they speak (http://www.coe.int/t/dg4/linguistic/Portfolio_EN.asp.)

Approached in terms of targeted results, the comunication in mother language skill reflects the student's ability to express and interpret concepts, beliefs, feelings and opinions, both orally and in writing; the availability to interact with others in an appropriate and creative way; efficient and proper use of codes, of languages and conventions of terminology belonging to different fields of knowledge; verbal and nonverbal messages used to receive and transmit ideas, experiences and feelings; adapting the communication to different social and cultural contexts (Recommendation of the European

Parliament and of the Council, of 18 December 2006, on key competences for lifelong learning, (2006/962/EC)

Essential knowledge, skills and attitudes related to this competence presented in the same document are: individual's cognitive ability to interpret the world and relate to others (knowledge of vocabulary, functional grammar and the functions of language); an awareness of the main types of verbal interaction, a range of literary and non-literary texts, the main features of different styles and registers of language, and the variability of language and communication in different contexts (skills to communicate both orally and in writing in a variety of communicative); the abilities to distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context; a positive attitude towards communication in the mother tongue (disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, interest in interaction with others).

2. Design of Research

2.1. The premises of the research

Analyzed at the educational design level, **the comunication in the mother language skill /** Romanian is composed of a a number of factors relating to the use of language as a tool for oral and written communication; the representation, interpretation and tunderstanding of the reality using language as a tool; perception and sharing knowledge; the organization and orientation of or the shaping of thinking and behavior (OM 3371/ 2013, OM 5003/ 2014)

From the analysis of the primary curriculum documents,we identify relevant issues on the curricula for the new school programs. The establishment of the general skills for the Communication in Romanian language field envisages the communicative-functional model, focusing on communication as a complex field that includes processes and perceive written andoral messages and the oral and written expression. Students must learn to communicate in specific contexts for the learning to produce his effect in other similar situations, real or simulated. This explains the introduction in the curriculum of some functional elements such as writing the ticket, invitation, letter and diary made with text and drawings and within the themes or projects available to small pupil, transcripts - necessary for reading and writing skills training, the imaginative writing starting from the

lived experience (texts of 3-5 sentences I-st grade), greeting card, poster, book, newspaper or classroom magazine, elements of communication building, words that have the same shape but different meaning II-nd grade).

Comparing them to the curicula of school programs for preparatory –IV-th grades, the components of the communicative skill identified in the study program curricula, so in all curricular areas are:
- Knowledge of new terms, the specific language assimilation
- Understanding the specific language of a science,of the messages transmitted oral/ written
- Arguing some situations/ facts by issuing different opinions, ways of solving etc.
- Expressing a decision, solutions, benefits/ limitations of a situation
- Solving problems by using specific terminology, wording appropriate assumptions, camunicating the situation, the issue of generalizations etc.
- Critical assessment by arguing his own opinions, making judgments, communication of ideas, development of customized texts about the given situation

2.2. The Purpose of study

The purpose of research is to develop a skill-centered model design of training activities/ development of communicative skill in integrated perspective/ transdisciplinary in primary education (II-nd- IV-th grade).

2.3. The Methodology of Research

The experimental research has been effected during a school year, at primary school level, including 131 subjects – pupils from the IV-th grade. Thus: 27,2% boys and 72,8% girls; 55% from the urban background, 45% from the rural one.

The asses and the evaluation of communication skill from a transdisciplinary perspective was performed in the curricular areas *Language and Comunication* (IV-th grades) and *Man and Society* (IV-th grade). For this experiment was organized an psiho-pedagogical experiment conducted over a period of 8 months, being used docimology evaluation tests, case study, pshiho-pedagogical observation.

I opted for the discipline Romanian language and literature because over the three years are studied texts with historical content. The following texts are studied: *Condeiele lui Vodă, Stajarul din Borzeşti* (II-nd grade), *Ocaua*

lui Cuza, După steag, băieți, Moș Ion Roată și Vodă Cuza (III-th grades), *Carol I, Alexandru Ioan Cuza, Unirea Principatelor Române, Ștefan cel Mare, Ecaterina Teodorescu* (IV-th grades).

I chose the discipline of History, because the curriculum involves the analysis of historical content. The communication skill in history curricula in primary school is reflected through the efficient utilization of the communication and the specialized language.

The evaluation of results and academic progress of students is realised based on curricular competencies and curricular standards set for the end of the primary cycle. Three of curricular standards of achievement in the discipline of history education aims to develop communicative competence, as follows: S2 - Identify information from a given historical source, S3 – Relating an studied historical event, using terms, S4 - Presenting an historically fact based on a simple plan of ideas.

The measurement of the communicative skill targeted: identifying data based on texts of events, personalities, aspects of everyday life in different times of history (will be measured the ability to detach the meaning/ message of a text), presentation and argumentation information from Romanian history (will be measured the ability to interpret/ argue), presenting an event spent in the family some time before (will be measured the ability to tell/ report).

2.4. The Analysis and Interpretation of Results

Designing teaching activities in terms of focusing on skills provides the design of the following elements of educational approach:
- designing teaching strategies and ways of learning in relation with the oprational objectives / delimited competence units
- design methods, teaching methods and forms of organization used to support student - student, student - content interactivity;
- design methods and assessing tools for communication skill

For the training /development of students' ability to detach meaning /message of an historical text, at the lessons of history (Alexandru Ioan Cuza, IV-th grade) is projected conversation strategies (based on conversation, explanation, debate) in combination with multimedia strategy, in which the teacher uses multimedia resources (interactive game, PowerPoint slides, films with historical content, audio and video). The approach is heuristic learning, asking the students to solve complex tasks, search and information discovery.

For training /development of students' ability to argue historical events, the lessons of history (Carol I, IV-th grade) are combined the multimedia strategies with the interactive group ones. At the time of attention capture, uses the interplay of educational software that is accessed individual by students and groups worksheet. The informations presented in the game from the software are factual data, and the answers are completed by thinking tasks based on the texts of the worksheet. As a source of information are presented PowerPoint slides containing texts depicting historical and representative images (historic figures, battles sequences, illustration of documents). The students work in groups, being involved one at a time in solving tasks , support each other and complement each other, by generalizations and associations of ideas. In this way, it is provided a double interactivity: with the informational content, which raises to searches, ideas association, generalizations and an interactivity between students, between which occurs cooperation for the development of the correct answer.

For training /development of students' ability to tell /report, to the lessons of history (Union of the Romanian Principalities, IV-th grade) are used as teaching aids educational software, audio and videorecords, historical content films and also traditional aids as textbook and worksheets for students. It is presented successively during the activity sequences with historical content recorded from a TV show to lead students to discover new information, which are supplemented by information from texts in the manual. It works in groups, students search, select information, compare and synthesize, the multimedia strategies beeing information sources which exploit the volume of students information, promotes and favors the development of pupils ability to relate /narrate events.

On the base of an film with historical content (with transmitting information role) the students solve based on group work collaboratively complex tasks: characterization of Carol I, describing the Battle of Smârdan, identifying moral qualities of Carol I. Also relevant are the effects that presenting a black and white recording testimonies of old people had on students making them sensitive and thereby creating a strong emotional climate to assimilate the informations. Using multimedia strategies is relevant in this case in terms of the emotionally – motivational effect. The teacher designs an inductive learning approach, asking students solving thinking tasks and interdisciplinary correlations, the clarification of some expressions occurring in the characters testimony (people wore on holidays the drift clothes), create descriptions (description of the folk costumes), make comparisons between folk costumes.

The design of learning organization approaches is considering the formative informative valueof the strategic combinations. Multimedia strategies are used to transmit new information, awakening the students interest to discover knowledge, determination of emotional experiences by their contact with the voice and image of characters that belong to the past. The design strategies based on conversation (conversation, explanation, debate) favors the solving of complex tasks which require thinking operations (characterization, description, identification of qualities, search and discovery of information, association of ideas, synthesis and generalizations, argument some phenomenas, actions). The interactive strategies come to "supplement", through group work, students' „work" the discovered informations, make associations, comparisons, descriptions, classifications of data, ordering them on the basis of some criteria, synthesis, generalizations (complex thinking tasks). Learning activity is supported by discussions, group debates which favors the development of essential ideas, conclusions, clarifying certain concepts, phrases, ideas, their interpretation, by finding alternatives, pros and cons etc.

The results due to the teaching organization of the lessons of history presented respecting the elements of the skill-centered design model highlights significant increases in average skills in each of the skills measured.

Group		N	Minimum	Maximum	Mean
Experimental group	to tell the story _pretest	131	1,00	4,00	2,7061
	identify message _pretest	131	1,00	4,00	2,3740
	argues _pretest	131	1,00	2,00	1,3874
	Total score_pretest	131	3,00	10,00	6,4523

Table. 1 scores obtained for each indicator in the pretest stage

Group		N	Minimum	Maximum	Mean
Experimental group	To tell the story_posttest	131	1,25	4,00	2,9160
	Identify message_posttest	131	2,00	4,00	3,3378
	argues_posttest	131	1,00	2,00	1,6622
	Total score_posttest	131	5,25	10,00	7,9065

Table. 2 scores obtained for each indicator in the posttest stage

Design and implementation of educational activities in the set manner is supported by model efficiency in terms of the measured sub-skills. There is an increasing ability *to identify a text message*, with significant differences

between pre- and posttest, which means progress of subjects in the experimental group (the significant difference value is huge t = -9.8). As regards the ability to *argumentation /interpretation* and ability *to relate /narrate* a text using specialized language the progress is relatively small, but obvious to the coordinates of this experiment

3. Conclusions and discussion

In the development of a possible skills-centered design model that can be addressed at primary level was considered the theoretical model of building and achieving transversal skills (proposed by Ion Negret Dobridor in the volume The design of skills-centered curriculum). According to him, the most important element of the system of key-skills, and also the general and specific skills presented in school curricula *is the possibility for them to be formed in time*, along schooling the student. Level I) I-st – Iv-th grade) for skills training it is defined by:

(a) Knowledge (perception of specific elements, elements of historical space/folk /geographical etc., characteristics of the local community/historical etc. direct data observation, knowledge of specific poems and songs appropriate to their age etc.)

(b) skills (skills, abilities) (description and location of events, explaining the succession of recent historical events, individual artistic expression: drawing, songs, poems, watching some historical elements: performances, images, activities)

(c) Attitudes (respect for the heritage elements previously existing individual experience initiative in the field of artistic expression)

Developing a possible model for skills-centered design of the activity focused on skills training /development of communicative skill in primary school in terms of training communicative skill by teaching /learning historical content is defined by the following elements

➢ the formulation of sub-skills, by pedagogical derivation of the curricular area general skills;

➢ the operational formulation of sub-skills descriptors in terms of observable and measurable behaviors based on historical text;

➢ determining the types of curriculum content directly related to internal components of sub-skills /skills and ways of combining them;

➢ designing their own learning approach and optimal strategic combinations, that are centered on the active learning, experiential learning, inter- learning:

Designing a heuristic learning approach is supported by optimal combination between traditional strategies (based on conversation, explanation, debate), multimedia strategies (based on interactive game, PowerPoint slides, films with historical content, audio and video records)

Designing an inductive learning approach is supported by optimal combination between multimedia strategy (based on interactive game, PowerPoint slides, films with historical content, audio and video) with interactive strategies (cooperation/ collaboration/ competition group)

The design of an formative assessment approach, enabling continuous evaluation of the skill during activity and summative through the construction and application of some evaluation items for the subunits of the skill. Each specific competence can be assessed by different types of items, and even by different assessment tools. The assesment action starting from the skills asses is an effective way to determine whether students skills have passed from theoretical plan, of the specialized language knowledge, to the implementation plan, of the transversal skills development, extrapolation of communication in various contexts.

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THE CONSEQUENCES OF LABELLING ON PERSONALITY DEVELOPMENT

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Abstract: *People generally tend to assign a word to every type of behaviour or attitude, for instance: beautiful, ugly, good, bad, well-behaved, naughty, etc. All of these are actually labels, either positive or negative ones that are addressed to us by those with whom we interact, and which we assume and even get to identify with them. On the other hand, 'others' expect us to act and behave according to these labels. According to the theory of labelling, when a particular person is assigned a particular label, in time they come to identify themselves with the label that has been attached to them. The research puts forth a qualitative approach that has been used with a target group of students from the West University of Timisoara.*

Keywords: *labelling, education, teachers, parents.*

Introduction

Why this theme? Because as a parent and as a teacher, I am interested in studying to what degree positive or negative labels have an affect upon the development of personality, if any. Among the famous authors in specialty literature who have studied the impact of labels on personality development, we can mention: Lemert, Edwin (1951), Becker, S. Howard (1963), Rosenthal, Robert & Jacobson, Lenore (1968), Robert, Merton (1968), D. H. Hargreaves, (1975) etc.

The theory of labelling was developed on the ground of sociology of deviance and criminology. According to labelling theory, if a person is labelled in a certain way, over time this person starts to conform to that label. In other words, if you keep telling a person that s/he has a problem or that s/he is a problem, then in time he will prove you right! Labelling theory mainly focuses, on the one hand, on the evaluation of persons that administer the labels and, on the other hand, on the people that are being labelled. It deals with people that have the social power and the authority to operate with various suppositions about other persons or social groups and to establish definitions.

On an educational level, several studies have confirmed the influence of projection of a self-fulfilling prophecy. One of the best known studies was conducted by R. Rosenthal & L. Jacobson in 1968 – Pygmalion in class. According to this study, it was proved that teachers can mould the behaviour of their students and influence their performance or failure in school depending on the level of teachers' expectations. Reality matters less than the significance we attribute to it.

There is a famous quote by Professor W. I. Thomas, expert in social sciences: "If men define situations as real, they are real in their consequences". R. Merton (1968, p. 477) has developed this idea by saying: "The self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behaviour which makes the originally false conception come true. The specious validity of the self-fulfilling prophecy perpetuates a reign of error. For the prophet will cite the actual course of events as proof that he was right from the very beginning."

Methodology

The theoretical aspects of labelling were also comprised in the research we have conducted during January-May 2015 period. The representative panel was made up of 50 students from almost all faculties and years I, II, III and master from W. U. T. (West University of Timisoara). The research method was qualitative, namely the semi-structured interview with the following key questions: have you ever been labelled; who labelled you (family, school or friends); what was the context of the labelling situation; how often did labelling happen; how important was the label (positive or negative); how did you feel when you were labelled; did you take the label on or not; did the label influence your personality or not, etc.

The objectives of the research:
1. Identify the concept of positive / negative labelling;
2. Identify the persons that play a crucial role in developing labels;
3. Explain the way labels are formed and consolidated;
4. Analyse the way in which negative / positive labels influence and affect the development of personality;
5. Discover the ways in which labelling can be prevented.

Hypothesis of the research:

Children / pupils conform to positive or negative labels attributed to them by other people that are significant to them.

Results

Next, I will present a selection of results from the interviews. In order to preserve their anonymity, the students that took part in the interviews will not be mentioned by name and the faculty where they study will not be specified.

I. J. P.

J. P. is an only child. Labels such as intelligent, creative, tenacious have been given to her by her teachers and parents, but the situations were very different.

"Teachers have labelled me like this after I have demonstrated my knowledge in a certain field time and again or when I was evaluated in most subjects with a maximum mark. The projects I submitted were always very well documented and their presentation was very creative (all presentations were artistic and I used various images and forms; the design of the presentation was very original; mottoes were always used and also the "theatrical" presence). I always tried to make the project presentation an experience for my colleagues. Sometimes I succeded and sometimes I did not. It all depended on my perseverance, which was fluctuating. For this reason the label of "tenacious" has stuck with me during the V-VIII classes and now during faculty; during high-school I "made space" for other labels."

Her parents also labelled her like this but the difference is that the "place" where they shared this opinion was "the society". In front of society she was presented by her parents as intelligent, tenacious and creative. At home unfortunately there were some other labels, most of them negative.

"I was intelligent, tenacious and creative at home as well (but not all the time: there were days when I was "intelligent" at 18.00 h and "stupid" at 20.00 h and this happened on several occasions and thus became a label). My mother thought I was intelligent when I came home with high grades, good results, praises and appreciation from the teachers or when I answered correctly to questions from exact sciences. I was also recognized as creative when I arranged objects in the house for holidays or on special occasions, when I was interpreting characters from favourite books or books we studied at school, when I was writing a new poem or book. My father thought I was intelligent when talking about mathematics or trying to prove certain theorems. In society I was an intelligent and tenacious child for my father. At home he rarely told me this. I really had to impress him. Today I think this thing changed. His opinion has improved because I have learned in time how to "penetrate" his soul and his mind or because the fact that he is missing from our life makes him more tolerant."

How did she feel? How was she influenced?

"I must admit that these labels have stimulated my confidence in my own "ego" but when other opposing labels started to appear from the same persons I started to doubt myself or worse! In time I have fought to keep these positive labels not so much for me but for others – people who come in contact with me or who want to learn something from me. I sometimes feel that it is my responsibility to value my intelligence and creativity because I want to become a teacher. And I will become one! My pupils need me to be prepared as well as possible and be opened to new things in order to mould myself on the changes brought by a new generation. They need a champion. And I want to be that championor to remain a "champion"! This was a label that followed me around for 10 years and which fortunately seems to apply again. It was first used by my sport teachers. I was the captain of the town sport team for many years. I have fought together with my team to bring the best results to this town. And thus I was labelled a "champion". The dedication and passion when I played in each game were impressive. I was vibrating on the filed and I helped the curious spectators feel vibrant as well. I was the best sport player in school. I was selected for all categories of sport: handball, volleyball, basketball and several others. The praises were significant as well. I was praised as a "champion" by all my teachers: the sports teachers but all the teachers of mathematics, Romanian language or phisics. They repeated this on every occasion they got. In high-school this label started to come from a smaller number of people."

How was she influenced?

"I think that this label had a real influence on my personality. Even today I tend to believe it, but not as much as I used to, because time has proved that even the greatest champions can lose their shine – the seconds do not wait. Another label that I have heard many times is that of 'strong'. And still I doubt that I can identify myself with it. Even so, other peope identify me with it: friends, relatives, teachers, my mother, my father, neighbours or doctors. What is the context? I will offer several examples: when I managed to get over the trauma of my parents' divorce; when I had to accept that I will not be able to do performance in sports; when I found the power to care for an old man suffering from a very complicated disease; when I managed by myself to get rid of the thing that tried to derail me from my path – drugs; when I managed to educate a large number of drug addicted children, abandoned by family and homeless and to motivate them to give up drugs and make a progress; when I fought against a nasty disease that tried to take me away from my loved ones."

What am I feeling? How was I influenced?"I consider myself a weak and vulnerable person. Sometimes I get angry when somebody else labels me like this because I feel I am not baluable enough. Sometimes this works like the

Pygmalion effect, sometimes to the contrary. It seems I try to prove exactly the contrary (in an unconscious way)."

Other labels that were given to J. P. by her best friends were: patient, generous, empathetic, "the best listener"."I have always found myself in situations where patience was the only 'survival' method: the problems I have with my grandmother, with my mother, the depression of some friends etc. Generosity and empathy have come from the relations with my best friends, probably because I have gone through some experiences earlier than other people from my generation or close to my age. Thus I can understand every action or thought of people around me without being judgemental. Even more so, I try to face other people's problems without getting involved too much. I try to direct them, but the decision belongs to them. I believe this is what they like the most. Still, before directing them, I listen to them very carefuly without interrupting and changing their beliefs. The fact that I have been labelled like this by people coming from various social groups or of different ages has convinced me to trust it. Sometimes I felt like a hero. I have also learned one thing from the people I listened to: don't have expectations! Not having expectations is very liberating."

Another label she was given was messy – her mother and some of her colleagues labeled her like this. What was the situation? "There was always a mess in my room – even if I always find what I need in my own chaos. My writing is messy. My papers and my notebooks were messy. You can find all my office in my bag. I always leave something behind: a pen, a wallet, a notebook, an umbrella etc. How did this make me feel? Sometimes ashamed but sometimes unjustified. Today I think they are right. I don't think this has influenced me in any way. I have just become aware of this and I'm trying to correct it. Anyway, I identify myself with this label."

Irresponsible – label coming from her mother. "She has called me irresponsible my whole life. What was the context? When I would forget the task she gave me; if I would oversleep in the morning and be late for school; if by mistake I would brake an object in the house or one that belonged to her; if I go out once every two weeks she thinks I am irresponsible because I don't stay at home to help her with grandma; if I want to invite a friend over I am irresponsible because I would not give my grandma enough attention while trying to make the guest confortable etc. How did this make me feel? Unjustified, and sometimes humiliated and frustrated. I have gone through several periods when I would not have the capacity to take decisions or act in a certain way because I was afraid that an irresponsible person would not be able to face a challenge."

Stupid – J. P. was labeled like this by both her parents. "Just like I mentioned before, it is very strange that they call me a very intelligent person in front of society. I was called stupid in the following context: if I would not

answer promptly whn asked questions from physics, mathematics or chemistry; if we had contradictory discussions about education; if I take personal decisions that my mother does not agree with; if I do not find the address where she sent me to solve a problem; if I drop a cup or a plate; if she calls me from the next room and I do not hear etc. How did this make me feel? How did this influence me? When I was a child I would cry. Throughout the years I started to feel anger and discontent because I could not achieve my mother's high standards. Then I thought I was part of a very sick family environment and I wanted to leave home. Now I believe she needs me and I have become detached from this label that she keeps repeting. Sometimes I did not know who I was. It was a mystery. Teachers praised me and at home my mother called me stupid. Who should I believe? My mother bore much more credibility because she was supposed to know me better. Then who am I? This is a question that has been puzzling me for a very long time!"

II. J. A.

She was given the following labels:

-Smart and talented – by the music instrument teacher from the primary school who always encouraged her when she had a problem. "Her label motivated me to study in order to prove her right, but the same label coming from other teachers, like the maths or languages teacher would force me to do things I did not want. I was always seen as a very good student who studies for all subjects in school and I was somehow compelled to keep this image alive, because otherwise I would have disappointed a lot of people. Thus I got to the point where I was going to the national competitions for three different subjects without being coached by any of the teachers. When I did not manage to pass to the next stage I was reprimanded and called 'insensitive, stupid and lacking interest'".

-Hassle-free – "this was the way my teacher of music instrument labelled me when I would go to class without studying enough. I was always bothered when he called me like this but it somehow also motivated me to prove him wrong so I was always studying harder for the next class."

III.　　A. N.

- "Before going to vocational school I was helped by the so-called labels from my teacher and various professors from the alternative teaching school: 'musical talent', 'beautiful voice', 'musical sense' or just roles in scenes that involved music, conducting my colleagues when the group was playing the blackflut. These labels were very important back then, but they really mattered when I took the exam at the vocational high-school because they gave me confidence."

- The constant mention of the specialty teachers that "she still has a lot to catch up" because she decided pretty late to go to vocational school managed to "give her the ambition to work harder, but it also gave her a tendency to underappreciate herself, which she still does to this day". Even if she does not have that label anymore and she has got awards and has given concerts with positive feedback she admits she "still has moments when she feels she has a lot of catching up to do in order to get to a utopic level".

-It is important to mention that A. N. was always encouraged by her family, whenever needed, and her parents have always shown her the value of her qualities when she felt discouraged or lacking confidence.

IV.   P. S.
She was given the following labels:
-"Thin" – by her colleagues, parents and friends – this started a complex of frustration which is still around today.
-"Rapunzel" – she was labelled like this by her colleagues because she had very long hair. This was discouraging at first, but then she learned to use it as an advantage.
-"Silent" – label given by her teachers, colleagues and parents because she was an introvert. This label gave her an inferiority complex which discouraged her from speaking her mind.
-"Geek" – label given by her colleagues and friends because she spent a lot if time studying. This led to her exclusion from the groups of friends and colleagues.
-"Coward" – this label was given to her by her colleagues and friends because she would not give into tentation, did not start doing drugs – because she saw the effects of drugs and was also afraid of her parents. Her refusal to adhere to certain behavioural patterns led to her exclusion from the friends group. Even so, she preferred to keep her moral values and the principles she inherited from her family.
-"Stupid" and "incapable" – labels given to her by her parents. They have never praised her and have given her these labels as a result of her comparison to her colleagues. "I always preferred to learn in a logical way and I did not have high grades like my colleagues who learned in a mechanical way – they were just cramming."

V. M. B.
She lived with her grandparents because her mother has remarried.
-"Quiet child" – the children in kindergarden called her like this because she was very quiet, she barely spoke. She was very different from the others in this respect and it made her very hard to fit in. Because of this she was afraid to go go kindergarden. The other children would laugh at her. "This

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situation made me meaner and in order to stand out in front of my colleagues I began to get high marks."

-"The good student" – label given to her by her teachers and relatives because of her high grades obtained in school. "I felt very good about this label and in time I got used to having only high marks. Because of the pressure from the others (relatives) I always wanted to do more and at present I am doing this. If something does not go well or as I imagine it I get very easily disappointed." What others think and say about M. B. becomes her reality!

-"You will not make anything of yourself", "Do not be like your mother" – her grandparents have always compared her to her mother, who in turn did not listen to her parents and was now on her third marriage. She used to be a very rebellious teenager.

-"Irresponsible", "not a good student", "muddle-headed", "theatrical" – labels given to her by her teachers in 9th grade. "I had a very hard time adapting to high-school. The requirements of the teachers in high-school were very high and I was very distracted because I just found a boyfriend. My family was very disappointed by this and they kept telling me I wil spoil my future because of my behaviour. It was my way of taking revenge on their carelessness towards me – I was skipping school, drinking, smoking, not studying and not talking to my family. I was doing everything to the contrary – I was telling them to their face that I understood and then went off and doing everything my way. This made me grow apart from my family and hate that high-school. In school we were actually devided in two large categoties: the ones going to national competitions and the "others", which were treated with indifference, ignored or at best called before the class in order to demonstrate that we don't know anything. The problems were very difficult so we were actually humiliated. Ever since the 9th grade we were already put into categories." During the 12th grade she realised she had to "wake up to reality" and tried to prove the contrary. Encouraged by her boyfriend, who was a "very special person", she started working very hard and managed to catch up on everything she had "lost" during the first three years of high-school. As a result and to the amazement of her teachers and family, she got a very good mark at the final exam and was admitted to the faculty she wanted. She had very good results during the following years.

VI.   F. R.

F. R. is an only child.

The label given to her by her parents was "a beautiful and good child". "I was stuck with this label since I was young because my birth was somewhat 'miraculous' and my parents felt really blessed to have me. This aspect had a positive influence on me but only after 16 years old I stopped feeling

inadequate (we did not have a very good financial situation, I knew my parents were making great efforts and knowing this I felt compelled to help them) like teenagers do and I started to feel beautiful and smart and to show it."

- Conscientious – label given to her by the teacher in her primary school because she always answered in class and was class leader; "it made me feel strong and made me want to stay this way".

- Ambitious and talented – label given to her by her Romanian language teacher who was also her mentor for 8 years. "I took part in the national contest in Romanian for 8 years and I was very motivated to give my best in order to keep this label. This influenced me in a positive way until this day."

-Responsible – label given to her by the headmaster of her high-school. "I have organised various events; I felt respected. This made me want to be respected even further and to stand out from this point of view."

-This – various members of the family, especially the parental grandparents, called her like this "because they did not agree to the marriage of my parents and to my birth; when I was young I was usually called 'this' in an ironical and mean way in order to prove I was not important and I don't have a name; I had to fight to prove I was not just any person (they would know if I succeeded or not, but I was influenced in a positive way by this life lesson)".

-Problem child – label given to her by the kindergarden teacher "because I was not able to write some lines. I was often told I will end up an illiterate. I felt discouraged but at the same time ambitious. This made me want to prove everybody wrong."

-Four-eyes and teacher's pet – labels given to her by her colleagues in secondary school "because I was wearing glasses and I was the most active in class at Romanian language. At the form master's class I was seen differently."

-Spaced out – label given to her by her parents and friends "because I do not pay attention to small stuff; I don't mind this because I know it's true".

VII.   M. N.

"Ever since I was 4-5 years old I was delighted every time I was appreciated by my parents or by my teacher and I tried to repeat the activities or actions that earned this appreciation and praise, trying to be ever more attentive and good. I was yearning for that 'very good', 'bravo', good girl'. I would repeat a certain action several times just to please my parents or my teacher and even today I think very highly of other people's opinion of me. Once I started school and I had very good results I was considered intelligent by my parents and relatives and this attracted certain learning standards

imposed by my mother. Thus I always felt obligated to be "at the top", just like my teacher said. Even if I felt special, because of the appreciations I also felt responsible to have good results. Sometimes I was (and still are) labelled by my mother as lazy, hassle-free or indifferent when I was not conscientious enough to do my homework or I did not do the things I was asked to do. These labels, even if they bothered me, they did not make me ambitious enough to prove them wrong. Also at school I was perceived as 'conceited' and I was never very popular among the pupils because of my school marks but also because of my superior attitude. The fact that my colleagues excluded me made me feel different in a negative way and unconsciously I always tried to adapt to the group requirements. I always felt like a 'pariah' and I still have this feeling. Ever since my adolescence my mother called me 'fat' in front of my family but also in front of friends and acquaintances. Every time I felt offended and I became frustrated – I was especially annoyed when she called me like this in front of other people. This thing made me lose my confidence and I became very sensitive to remarks about my physical aspect, without gaining the motivation to lose weight. Some teachers called me talented at literature and music which gave me confidence; thus I decided to enroll in a singing class and my parents support, especially my mother's, helped me develop my vocal abilities. As far as the Romanian language is concerned, the positive praise of my teachers has given me confidence in my style of creation, helping me expand my horizon. On the other hand, the maths teacher in high-school labelled me lazy and spaced-out, which I have maintained throughout the years. Even if at first I was bothered by the fact that no matter how hard I would prepare for the class it was still not enough, in the end I started to have the subject. Thus, afraid of a new humiliation in front of the class, I would prefer to go to the reading room and skip these classes, until he told my parents about my absences. Since then they called me irresponsible and spaced-out. In faculty I was labelled by my colleagues as aggressive about my school results and difficult to relate to because of my sincerity that sometimes botheres the others."

Vicious remarks and judgement from her mother when she could not attain high standards made her lose confidence, have a defensive attitude and even show a lot of confidence as a barrier against frustrations. In the end she started to believe the things other people were saying about her – that she was 'mean', 'difficult' and 'bad-tempered'.

VIII.A. G.
-"During secondary school I was usually labelled by my parents as very 'shy' and 'too weak'". Her parents were very authoritative persons who did not allow her to speak her mind. This influenced her in a negative way because "I wanted to be more courageous and sociable; this did not happen;

to the contrary, I became more introverted and I was afraid to express my feelings and personal opinions." Eventually things have changed because she started to easily detach herself from her parents and she started to have more confidence in herself.

-A different label was that given to her by the teachers that encouraged and supported her, saying that she is a "very good student". "I started to believe this and to step over my boundaries. For every school contest I was the first one chosen, even if sometimes I did not like this and I was doing it against my own will." Also, in choosing my faculty, "I was influenced by my foreign languages teacher who was always telling me that it would suit me very well and I would do 'very well' in this school because I am intelligent and capable to learn very well."

-A. G. thinks that "being a good pupil" was her advantage in the fight to overcome her social condition (her parents were workers). The groups she belonged to, even her colleagues in kindergarden, have made her very ambitious by telling her "you can't do more than this". This is why she thinks she is very ambitious.

IX.   N. B.

The first label that comes to the mind of N. B. is that of "good child". This label was given to her by her parents. "In several situations since I was a child and up to the present they have treated me as a good, obeying child. This label has always been a guiding mark for me. When I was thinking about getting up to mischief I always remembered the faces of my parents who, with a very large smile, were praising me for being such a good child. I did not want to ruin it – I knew I was doing the right thing for my parents. I was seeing this as a reward for the way they were treating me. It was a compensation for them."

-   "A person you can count on, very responsible" – This label was given to her by her group of friends. "When we were organizing an outing with friends or when we decided to do something together they always thought they could count on me. They could trust me with their money and they knew the money was safe and they would get it back. This label has made me believe I was a trustworthy person, responsible in other situations as well, outside my friends' group."

-   "Intelligent child with a lot of potential" – In school the teachers praised her for learning very well but also for the connections between disciplines that she found. She was always curious to see "what is behind the curtain". "They were telling me that I have a 'shining' of which I was not always conscious. Many times I would think less of myself and appear modest because I considered that the level I was at was not high enough to be

content with myself. This label did not help me very much, except in my constant wish to progress in learning."

X.C. J.

-"Fat" – it was the first label that still pains her. She was addressed like this by a colleague in primary school in sports class. "What big belly you have!" "These were the words of my colleague Miky and they made me feel gloomy, suffering, because I did not see myself that way. That label would be on my mind for a very long time. My mother called me the same, sometime at the beginning of secondary school, although I have to admit that she somehow 'beautified' the facts a bit. My mother was very elegant and she wanted me to belong to the slim category as well. These things have influenced me deeply. For years I have seen myself like that. In high-school my problem became even more serious because I started to take all sorts of slimming pills which negative effects can still be felt today. In conclusion, my health was seriously affected together with my self-respect. Even after all these years if my normal weight rises by one or two kilograms I start to panic."

-"Very good and conscientious girl" – the Romanian teacher in high-school called her like this. "She always praised my talent in literature and grammar and advised me to go to a faculty in this direction. This label influenced me a great deal and I followed her advice."

-"You are a waste of space" – her mother told her this. "I became furious with her for this and when I started to respond to her the same way our relationship changed and we grew apart."

XI.F. A.

-"Resourceful", "daring" – her family called her this during secondary school in comparison to her brother. "This gave me the courage to try new things, to take part in school competitions."

-"Straight A student" – her teachers in secondary school and high-school called her like this. "Sometimes I felt the pressure to keep up studying and get good marks. I grew ambitious to maintain this label and not disappoint my parents and teachers."

-"Very involved student" - her teachers in high-school called her like this. "They all had high expectations from me, which I could not always fulfil and thus made me feel unconfortable. In a positive way I got involved in more projects and took on ever more important responsibilities."

-"The girl without any problems" – her colleagues thought this about her. "We really had family problems because the relationship between my parents was not a very happy one. My father was an alcoholic and they faught a lot.

Only my father had a job. For these reasons I always kept a distance from my colleagues because I did not want to give anything away."

-"The girl who gets along with the form master", "nosy", "thinks herself superior" – her colleagues thought these about her. "They always thought I was authoritative. I was also part of the students' council and always had something to say. In a way I think that I was superior to them because I was better than them."

XII.   K. D.

-"Resourceful" – her parents and relatives called her like this. "Ever since I was a child I was very daring, I would say what I wanted to say and do everything in my power to help others. Since I was young I shoped alone and I was much appreciated. I was very happy when people told me this and I started to believe I will be able to handle any situation."

-"Ugly" – her mother called her this. "She would always tell me 'as a joke' that I was uglier than my younger sister and that I had a big nose since I was born. I felt unappreciated and I would dwell on my defects. I don't have a high self-esteem as an adult either."

-"Incapable" – her sister called her this. "She always told me that everything I have done so far was the result of luck and not my qualities or my effort. I felt unappreciated and considered that all my efforts were to no avail because I would never come up to the standards of other people. This motivated me to do things to the best of my abilities for me and not prove anything to others."

-"Tidy" – her room mates called her this. "I always tidy things after myself because this is how I was educated as a child. Because they are messier than me they see this and praise me. I love to hear this and I never like to let them down."

XIII.   P. M.

-"I don't know anything" – "Because I was the youngest child and the only girl I was not really encouraged to express my opinions. My older brothers knew much more in various firlds and when I had to say something and I was wrong they were very ironic."

-"The class master and literature teacher kept praising me, encouraging me and giving me as an example to others because she saw that I was very good at grammar and literature. This made me want to study this further."

-"Nerd" – the colleagues called her like this. "All the time in class there was a 'battle' for good marks which made me ambitious and I started to learn for good marks and in order to be 'the first'. I wanted to prove that I can and will be at the top."

-"The most shy child in class". "During primary and secondary classes I was so shy that I would not reply to the teacher when she asked something, even if I knew the answer. When I would finally reply, I would do it in a very low voice, afraid not to make a mistake. On the other hand I had a lot of colleagues in class who criticized and gibed at anything and anyone – and this was another reason why I closed up."

XIV.   L. M.

-"Beautiful" – the parents called her like this in various situations, like ordinary days or on special events. "This has influenced me in a positive way and helped me develop a positive self image."

-"Messy" – the mother – "It has helped me pay more attention to the way in which I would keep my things."

-"Intelligent" – the parents and grandparents – "when I would get good marks in school I felt appreciated and I got more confidence in myself."

-"Tomboy" – the teacher in front of the class and to her parents in a year-end letter. "This made me feel ashamed, I would feel the others laughing at me and making fun of me. This label, even if it was not far from the truth, made me close up and behave unnaturally."

-"Good at mathematics" – the maths teacher in secondary school "because I would get good grades at tests or when I would solve a difficult problem. I felt appreciated and made me want to do better, to learn more and become more responsible."

-"The labels I got from the people around me had the power to influence my emotional and beahavioural state. Some of them, the negative ones, had a stronger impact on me (because they have hurt and insulted me and stayed with me for a long time). At the moment I felt very dejected but in the long term they have empowered me. The negative ones were fewer than the positive ones because I grew up in a balanced environment, without fights and disagreements."

XV.   E. R.

"In my family they always told me I am intelligent, beautiful and that I am a good student. This stimulated me to learn even more in order not to disappoint. I knew they had high expectations from me. In school the teacher always offered me as an example for the others because I was the best in class and always did my homework. The fact that she trusted me made me trust myself and at the same time I tried to keep myself at the level of expectations and never do anything wrong. If I ever made a mistake I remember I felt ashamed and disappointed."

-"Miser" – by everyone who knows her – "I prefer to say that I am thrifty – I was educated like this. My father is a big spender and my mother

taught me not to spend money on useless stuff but get only things that I need. When I was a child I tried to change in order to please others, but now I don't do that anymore."

XVI.   G. C.

-"You are not good at maths" – the maths teacher in primary school. "This label made me hit a plateau, stay where I was, but my salvation came from the semestrial exams where I got the highest marks in school. This confirmed to me that I knew what I was doing, that I was good at this subject and as a result I also went to a faculty based on mathematic studies."

-"Fat" and "ugly" – label given to her by her sister. Because of this until the final of secondary school she was very reserved and it was very hard for her to make any new friends.

-"Active all the time", "the one who knows all the answers" – the priest at church – "Because he recognized this in me I started to rise to his expectations. When somebody said something good about me, even if it was not 100% true, I would make it true in my life. When somebody said something bad, I would try to show that it was not true, that I am better than that and that I can do more, because I am defined through the relationship with the others."

XVII.   B. I.

-"Beautiful" – label given to her by her parents. "I started to believe as well that I am beautiful. As time went by, I became even more beautiful. I am a narcissist, I am afraid to admit. I love myself the most."

-"Castor" – the children and her colleagues. "I had my front teeth sticking out. Of course children make fun of every imperfection! They made me feel ugly, without self-confidence. I never talk about this subject because it is much too painful. I had several teeth straighteners in time; it is a long story … Now I have braces. Only after I will have perfect teeth will I be content with myself and it will not be so painful to talk about this subject."

- "Cold", "indifferent" – her mother kept telling her these things. "I think it has something to do with my narcissistic tendencies, but I don't mind. That's just the way I am."

-"Pretentious", "conceited" – her colleagues. "Probably because I am cold I appear to others as pretentious. I don't mind this because I don't seem vulnerable, sociable, and people think twice before talking to me. All my friends had this opinion of me but once they got to know me they realized I was not at all like that."

XVIII.   L. O.

-"The last in the classroom" – "I was labelled like this because I did not study very well, I did not do my homework and I did not answer in front of the class. In my 2nd grade I came from the country to town. I felt really behind in my studies and my colleagues would laugh at me. They called me the little country girl who does not know anything. I became very introverted and I did not hear the teacher unless she raised her voice to me."

-"Outdated girl" – in the 5th grade she changed schools and her colleagues would laugh at her for her outdated clothes. "I felt very frustrated and for a while I have accepted my faith – my highest marks were 7-8. At the end of 7th grade I got a very low mark and I started to feel ashamed with my results. Also, until then, I was living together with my sister and my parents in a one-room apartment and it was very hard for us all in that small space. After that we have moved in a two-room apartment. The thing is that starting from that moment I began to feel ashamed, I realised that only by learning I will be able to assert myself and surpass my condition. During the summer holiday I started to study again all the school manuals in maths and to fill in my gaps in education." During her 8th grade L.O. became conscious of the fact that she was a person that was stuck for the past 7 years in the same stage, with the label given to her by her colleagues and teachers. She came to the conclusion that only if she had good school results she will be able to be appreciated, useful, valued, integrated and accepted. The potential was already there.

-"Mathematician" – label given to her by her parents. "Because I was very good at maths and I liked to hear my parents praise me for this. I guess I had a very low self esteem."

XIX.   I. P.

-"Chatterbox" – the teacher always called her like this in front of the classroom. "This was very embarrassing for me, I felt marginalised and I really believed I had a problem. I couldn't say anything."

-"Inhibited" – the teacher in primary school. "I was very indifferent, detached, I did not get involved anymore. Nothing motivated me to be active. I felt really inferior in my expression style and I preferred to shut up than to make a fool of myself. I started writing with my left hand and to stutter when I wanted to say anything. When I was in 5th grade the human sciences teacher happened to notice me and believe in my potential." These teachers used their finesse and mastery to draw into the light her most beautiful and special characteristics.

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XX.   E. B.

"In a positive way the label that affected me the most was given to me by my mother – she called me 'responsible' and 'level headed'. This led me to believe that I was more responsible than I expected because I did not see myself that way at all. Another label that made me want to own it was that of 'beautiful boy'. I was called like this since I was a child and that is why I became a 'narcisistic' person. The most realistic label my mother gave me was 'lazy'. 'Your constant purpose in life should be to beat your laziness. If you do that you will be extraordinary!' That is what she constantly told me. And she was right, laziness is my biggest enemy. In school I was called an 'intelligent' and 'agitated' boy, but also 'lazy and superficial'. I was unruly but I had high grades. This is what made me study harder than others. At sports I was yearning for the smallest sign of appreciation from the coach. Because I never got it, I tried to become better in time. I was never satisfied with my level, in school or in sports."

Both positive labels ('intelligent', 'beautiful', 'smart', 'neat', 'resourceful', 'responsible', 'patient', 'empathetic', 'consciencious', 'talented', 'tenacious', 'good' at something etc.) and negative labels ('ugly', 'fat', 'lazy', 'superficial', 'pretentious', 'mean', 'difficult', 'messy', 'geek', 'coward', 'shy', 'incapable', 'stupid', 'weak', 'hassle-free', 'problem child', 'bad-tempered', 'last in class', 'outdated', 'chatterbox' etc.) represent verbal clichés which seem to encase the whole essence of the human being. Actually, labels send some messages on which further decisions will be based.

Conclusions

As can be seen from the interviews above, labels can "stick" to a person or not. It all depends on how important the person who gives the label is to the one receiving it. When labels are given by persons with authority – like reference / significant adults, relatives, teachers, friends, colleagues – the labels have the power to "stick" to the child, becoming general truths. This means that labels "stick" if they are consistent, consolidated and applied by persons with authority. Also, they do not "stick" to children when they are rejected, denied by parents or contradicted by other labels.

How is labelling formed?

If reference adults keep telling a child that he "is no good", that "that's all he can do", that he is "stupid", "bad", "intelligent", "beautiful" etc. then the child in time starts to assume the label, to internalize it and transform it in conviction and belief. For example, "what my mother says about me is true because she knows me best" or "what the teachers is saying about me is true because he knows my intellectual potential and he is the only one able to

make such evaluations." As a result of the internalization process of the label, the child starts to identify himself/herself with it and be defined by it.

The formation of labels represents a socio-cultural conditioning and is done through the educational process; it includes all three forms of education: informal, non-formal and formal. In effect, it is a cultural model that is transmitted from generation to generation through education. Through primary socializing in the socio-cultural environment of affiliation, children are taught how to act and react to certain situations, behaviours, attitudes etc. so that their personality thus formed can attract experiences that will confirm their convictions and beliefs – "that's just me" – "good", "bad", "smart" etc.

Starting from a very early age, children are educated in the family and at the kindergarden to focus upon the extrinsic value, not on the intrinsic one. This means that children are taught to relate to a value that is exterior, to the needs and reference of adults and to what adults feel without anyone taking into consideration the children's needs and their intrinsic value. Attributes given by the family or by the teacher such as: "you are a very good child", "that was very good", "perfect", "wonderful", "excellent", "bravo", when constantly repeated, all have the role to make the child yearn for praise. In time, this may lead to conditioning the child into dependence to an exterior authority. During school years, this dependence is consolidated so that the labels given by teachers to the student become undeniable truths. Even if there was a long time since somebody has given us a label, its effects are still activated in different contexts.

The personality of the child is in a continuous formation and development. Labels, whether they are negative or positive, have the effect of stopping evolution. How does this happen? When the parent / teacher assigns the child/ pupil a label, through it he obstructs the right to a choice from various opportunities. So many times, children bear the burden of their parents' failures. They always think: since I, as a parent, could not be a doctor, then my child will be! The child may display all the qualities required to go to a vocational school or go to medicine, but this is only the desire of the parents. The child may be intelligent, consciencious and tenacious in study but this may not be his dream. Once labelled, the child/ pupil cannot see what is behind the label anymore, what is his potential, his abilities, qualities, capacities, resources etc.

Through the labels they get, children / pupils remain closed, blocked, frozen inside themselves. The significant adults have the power to prescribe, project, program the future through the labels they assign to their children/ pupils.

According to the Pygmalion Effect, any expectation also has a prophetic character. Labelling is performed according to the impressions generated in the process of interhuman interaction. If a pupil makes a good impression on

a teacher, then the former can feel this and behave accordingly; the teacher in turn will come to the conclusion that the pupil is intelligent. If the impression the pupil makes on the teacher is that he is "stupid", then the pupil will feel this thing and act accordingly by confirming the initial opinion of the teacher. So, if the professor, based on his/her first impression, considers that the pupil under discussion is stupid, impertinent etc., then s/he will create the learning contexts accompanied by the messages associated to this projection. He will create pretexts to humiliate him, to prove him wrong, he will criticize, judge, demean him/her, etc. Thus, his/her expectations will be confirmed. During the educational process, negative labels certainly compromise the chances to education beyond recovery.

Furthermore, labels affect self esteem. If the label is positive and used in excess, the child will develop negative character traits or will be deterred from making any effort to learn – "I am smart, I don't have to exercise in maths because I understand very quickly". In the absence of exercise and constant effort, this may attract educational failure. In case the label is negative, the child does not develop self esteem, s/he does not feel valuable or important and will never know his/her interior resources. Regardless of their purpose, whether they are given with a view to raising awareness, to highlight or to correct certain behaviours, labels usualy determine the contrary. If you constantly call a child "lazy", this label will not make him/her be hard-working or tenacious, but will keep him/her lazy.

Labels are not real because they convey messages referring to the emotional state, the desires and needs of the person creating them. They express the frustration, discontent, lack of fulfilment or distrust of the parent or teacher towards some behaviour, attitudes of the child / pupil in an inadequate way. Labels convey messages not about the essence of the one that is labelled, but about the disposition of the one creating them.

Children / pupils are interested to know the opinion of the parents / teachers about their behaviour, attitudes, or actions, but this can only happen if a good feedback process exists. The resources that will allow an integral and harmonious development can be found in every child. All direct and indirect messages that we convey to the child should have the purpose to develop an atmosphere of encouragement. The child should have confidence in his/her potential and internal resources, and should certainly be given support and unconditional love. Most importantly, parents should be connected to their child's needs.

On the long term, labels can affect school performance, the personal, professional and social life of the individual. For all the reasons discussed above, labels should not be used in school or family. Even more, children should be educated so that labels will not stick to them, because labels are false and they only convey information about the person addressing them.

Parents and teachers should pay attention to what they think or imagine about their children / pupils. Various courses in parental education can show the negative effects that labels have on the development of personality.

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HOW DO TEACHERS USE THE NEW COMMUNICATION TECHNOLOGIES IN TEACHING ACTIVITY?

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Abstract. *The research aimed to investigate the teaching activities in terms of teaching resources used in teaching. The teaching resources were dividing into two categories: classical teaching resources and modern teaching resources belonging to the new informational technologies. The research objective concentrated on the investigation of teaching activities from the perspective of two categories of teaching resources (classic and modern teaching resources specific for a modern techno-centric educational system). The results show that: 22 of the subjects (10.5%) choose to use a combination of computer/ laptop – Internet, other 22 subjects (10.5%) choose computer – software, combination and 33 subjects (15.2%) choose computer-laptop – software-video projector – Internet combination, than 14 subjects (6.4%) computer/ laptop – software- internet and other 14 subjects (6.4%) vote for computer –sites – Internet. Therefore on top positions of the choosing list we find different combinations of teaching resources belonging to the new communication technologies (ITC). From 218 investigated subjects, 147 (67.3%) declare they use teaching resources belonging to the new technologies at least once a week. Of those, 21 subjects (9.6%) declare they use modern technologies once a day, 58 subjects (26.6%) say they use the ITC resources combinations once or even twice per day and 68 subjects (31.2%) declare they use ITC resources 1-2 times per week. Teachers were questioned if they followed or not training classes of ITC (143 subjects (65.69%) answered they followed ITC classes while the other 73 subjects (32.56%) declare they didn't participate at any ITC training).*

Key words: *teachers, pre-primary education, teaching methods, new information technologies*

New technologies bring into the spot light a large variety of technologies linked to computer and internet. Some specialists believe that new media can be considered such as blogs, video games, virtual worlds, encyclopedias and wikis, but also mobile, interactive televisions, chats and e-mails. Others argue that blogs and virtual worlds belong in the category of social media; it encourages the formation of virtual communities and social networked (N. Gane, D. Beer, 2008). The new means of communication duet o its interactivity, have a great impact on students' development, learning process,, communication skills or in the way the establish their own scale of values.

Bransford and Brown (2000) consider new technologies to be consistent with the principles of learning and they promise a better education, unlike conventional instructions. The use of new information technologies provides efficient and time effective access to the learning materials. Meta-analysis studies on media research shows that students obtain significant benefits in learning by using new information technologies. However, Bransford and Brown (2000) warn that the positive impact of technology does not come automatically; it depends highly on how teachers use these technologies in their classes. Other studies suggest that the use of these technologies depend on the medium of instruction, the instructional strategies, and especially on the learning materials (Clark, 1983, quoted by T. Anderson, 2008). R. B. Kozma (1991), on the other hand, argues that the particular attributes of the computer are necessary to bring real models and simulations in the learning process. No computer, itself, makes the students learn, but the design of real educational situations, simulations and interactions with these technologies are very important to students (RB Kozma, 1991).

The computer is the only machine that has processing capability and provides students with instructions. It maintains utility and positive characteristics, depending on the purpose and use of the time allotted virtual activities (Clark, 2001).

The constructivist model articulates an approach that considers how to incorporate new communication technologies (mobile and video) in the design of learning process (Smith, 2011). The teacher is not a fundamental element of the model, but still remains the planner, the designer and the facilitator of learning. Teacher designs the learning model need to anticipate the learning outcomes (Anderson et al, 2001), to stimulate the learning activity and to motivate students to set up learning objectives and to support and guide their learning experiences (Mayer, 2004). All these to so that the video communication to be used for much more than the transmission of information (Smyth & Bossu, 2006; Smyth & Zanetis, 2007).

More adaptable to the transformation under the impact of technology development in the last decades are children and young people – also called the "Net generation", "digital generations", "gamers` generation" or "M generation" (Carstens, Beck, 2005; Montgomery, 1996; Tapscott, 1999; Prensky, 2001; Oblinger, Oblinger, 2005; Pedró, 2006; Rideout et al, 2005; Prensky, 2001) – because of the increased capacity to adapt change and of the possibility of allocating a higher time interval compared to adults, to familiarize with means of information and communication and of testing the multiple functionalities and uses thereof. Most them being raised in families and schools where digital equipments are abundant, which forced them to learn from an early childhood how to these technologies- both because they were accessible and in order to align with the "digital inclusion" (Livingstone şi Helsper, 2007: 671). It is a generation that, in education, feels more comfortable with an adaptative, collaborative and interactive learning environment (Livingstone şi Helsper, 2007: 671). As for, their social attributes, pupils seem to use their free time access different mass - media channels generally and especially to use digital mass-media (Pedro, 2006; Prensky, 2001; Rideout et al, 2005).

There are arguments that computer games significantly contributed to the training of knowledge, skills and attitude and commitment improvement. (Passey et al, 2004; McFarlane et al, 2012; Sandford et al, 2006). The use of interactive simulations and of games brought higher and better cognitive earnings towards learning attitudes, compared with the use of traditional teaching methods (Vogel et al., 2006). The internet is associated with different learning opportunities, from access to educational and informational resources in various fields to active participation to civic participation, fostering creativity and communicational skills development, promoting artistic and economic environments, often easy spread of information regarding health issues of general interest. The criticism regarding the use of informational technologies in teaching activity concentrated in particular on the lack of groups' control, on the lack of statistical data, on omitting important demographic details and on interventions that have not been described in detail (Randel et al, 1992; Condie & Munro, 2007). The excessive use of new informational and communication technologies can generate personal and cultural changes, especially when the lack of supervision from parents combined with the temptations of virtual space – violent games, luck games, inappropriate images – can distract children attention from the educational and recreational opportunities.

In the last three decades, the digital technologies were introduces within and out the teaching classes. Digital technologies are still used inconsistently in education. From "radical optimism" (Inge, 2003) to pessimism (Dienstag,

2006), the use of new informational technologies in education is still an open subject.

The research aim concentrated on identifying and analyzing the didactical activities from the point of view of teaching resources used in the teaching process, teaching resources were split into traditional teaching resources and teaching resources referring to the new informational technologies, from the perspective of their frequent use and of their functions. Research hypothesis: 1. The teaching resources belonging to the new informational technologies are preferred to be used by the teachers, in different combinations. 2. Teachers use the new informational technologies at least once a week and they believe that their most important function is to facilitate or deepen the knowledge. In research, the main research method we used was the questionnaire based survey, the survey being created on 3 dimensions: types of teaching resources used in the teaching process, the use of teaching resources in teaching and the use of the new technologies in teaching activity. The survey was developed and validated especially for these research (Alpha Cronbach=0.7671).

The research lot consisted of 218 teachers from preprimary educational system in Romania. 97.2% (212 subjects) of teachers were women while only 2.8% (4 subjects) represented the men population. Depending on the environment were kindergarten lies we have as follows: 75.2% (164 of subjects) from urban areas and the rest of 24.3% (53) rural areas. If we look at the research lot from the age perspective we have 41.7% (91 subjects) aged between 30-39 years old, 21.1% (46 subjects) having between 20-29 years old, 18.8% (41 subjects) with ages over 50 years old and 18.3% (40 subjects) aged between 40-49 years old. Another distinguishing criterion used to analyze the research lot was the teaching degree: 37.6% (82 subjects) had junior position, 33% (72 subjects) of teachers had the first didactic degree, 15.6% (34 subjects) had second didactic degree and 13.8% (30 subjects) hold permanent teaching certification. Regarding teachers' working experience most of the subjects 69 (31.7%) of them have between 1 to 4 years teaching experience, 53 subjects (24.3%) have between 10 to 14 years of experience while other 42 subjects (19.3%) have over 20 years working experience, 28 teachers (12.8%) have a work experience variable between 5 to 9 years and 26 of them working for more than 15 years but less than 20 years. Another investigated indicator was the graduated studies: 111 of subjects (50.9) have BA, 85 of the researched population (39%) graduated MA studies and 22 of teachers (10.1%) graduated high school. Because of the research aim we also aimed to identify how many of them graduated ICT training course and the results show that 143 of teachers (65.6%) graduated a ICT training while the other 75 (34.4%) of subjects didn't participated in any training on ICT subject. Regarding

teachers' monthly income we found that 61 teachers (28%) earn 400 Euro, 9 teachers (4.2%) earn over 400 Euro, 88 subjects (40.3%) earn 350 Euro, 59 teachers (27.1%) have 300 Euro and 1 subject saying the earns 250 Euro.

First research hypothesis: teaching resources belonging new communication technologies are better used in different combinations by the teachers. The results for the item that assess this aspect show that 22 subjects (10.5%) choose a computer/ laptop – Internet combination, other 22 subjects (10.5%) choose computer – software combination, 33 teachers (15.2%) choose computer/ laptop – software – video projector – Internet option, 14 subjects (6.4%) choose a computer / laptop – software – Internet combination and other 14 teachers vote for a compute- sites – Internet combination. Teachers who use the singular means of new communication technologies are as follows: 12 subjects (5.6%) that choose computer / laptop, 12 subjects (5.6%) that choose video games and 4 subjects (1.8%) choosing educational software. We can easily observe that on the top positions that teachers aim for teaching resources belonging to the new communicational technologies. If you analyze the situation after taking into consideration the age criterion we see that: teachers aged between 20 to 29 years old choose a computer / laptop – video projector combination (5 choices), subject with a ages between 30 to 39 years old chose a computer / laptop – educational – software combination (12 choices) or a compute – laptop – software – video projector – Internet (14 choices), a computer / laptop – Internet combination (8 choices); subjects with ages between 20 to 49 years old chose as follows educational software – video projector (4 choices), video games – computer / laptop – video projector (4 choices) while the subjects from the last category aged over 50 years old choose: games – computer / laptop – video projector – Internet (4 choices).

The combinations of teaching resources belonging to the new communication technologies were viewed in terms of teaching degrees. Thus, the following results were recorded: debutant teachers chose educational software -projector combination (4 choices), computer /laptop – projector option (4 choices), computer / laptop – educational software (13 choices), computer / laptop – educational software – projector (6 choices), computer / laptop – video – projector - Internet (6 choices), educational software – Internet (2 choices), computer / laptop – video projector – video games (9 choices); subjects being in a junior position regarding the didactic degree chose: educational software – projector combination (4 choices) and teachers holding the second didactic degree chose computer / laptop – educational software – video projector – Internet (6 choices), video games – computer / laptop – video projector – Internet (2 choices) and choose subjects with didactic grade one computer / laptop – educational software – projector – Internet (7 elections), computer /laptop - Internet (9 choices), computer /

laptop – educational software – Internet (7 choices), video games – computer / laptop – video projector – Internet (4 choices), video games – computer / laptop – educational software – projector (6 choices).

The combinations regarding the teaching resources belonging to the new communicational technologies were also seen from the point of view of the teachers' experience in the teaching field. Subjects with an experience between 1 to 4 years in teaching chose educational software – video projector combination (4 choices), computer / laptop – video projector (3 choices), computer / laptop – educational software (3 choices), computer / laptop – educational software – video projector (9 choices), computer / laptop – video projector – Internet (5 choices), software – Internet (4 choices), computer / laptop – educational software – video projector – Internet (5 choices), video games- computer / laptop – video projector (4 choices); research subjects with a teaching experience between 5 to 9 years chose video games – computer / laptop – video projector – Internet (2 choices); subjects with a teaching experience between 10 to 14 years choose: educational software – Internet (2 choices); subjects with a teaching experience between 15 to 20 years choose computer / laptop - Internet (6 choices), video games – computer laptop – video projector (3 choices), computer – laptop – Internet (6 choices), video games – computer / laptop – video projector (3 choices), computer / laptop – educational software – Internet (8 choices) and teacher with more than 20 years in the teaching activity choose: video games – computer / laptop – educational software – video projector (4 choices), video games – computer /laptop – educational software- video projector – Internet (3 choices).

There were found correlations between: magnetic whiteboard and classic blackboard / markers whiteboard .559** (p-0.01), blackboard /flipchart and chalk / markers .646** (p-0.01), TV and video – games .696** (p-0.01), TV and educational sites .609** (p-0.01).

After applying ANOVA following results were found: $F_{(26)}=2.115$, $p<.002$ between audio recordings and ICT teaching resources, $F_{(26)}=2.033$, $p<.004$ between computer / laptop and ICT teaching resources.

Research hypotheses 2: . Teachers use the new informational technologies at least once a week and they believe that their most important function is to facilitate or deepen the knowledge. From 218 investigated subjects 147 (67.43) say they use teaching resources included in new communicational technologies at least once a week. Of those: 21 subjects (9.6%) say they use the resources 1 time a day, 58 subjects (26.6%) say they use the resources 1 – 2 times a day and 68 (31.2%) subjects say they use internet 1 time per week.

Teachers were also asked if they followed ICT training (143 subjects – 65.69% declared they participated at such trainings, and 73% said they

didn't take any training regarding ICT). Gratifying is that most teachers who said they had a ICT mostly use teaching resources indexed in the new communication technologies list (of the 143 subjects who completed training ICT, 98 of them - 68.53% use the new technologies as follows: 14 subjects say they use 1 time a day, 43 subjects say they even use 1-2 times a day and 41 subjects say they use 1-2 times per week). On the other hand it is sadly to see that the person who said it that completed ICT training doesn't use the new communicational technologies in the teaching activity. If we analyze the use of teaching aids belonging to the new communication technologies according to respondents ages we find that: 21 of the subjects aged 20-29 use them 1-2 / week; 23 subjects between the ages of 30-39 years old are use them for 1-2 / week, respectively, 22 of the subjects using them for 1-2 / day; 14 of the subjects over 50 years use them 1-2 / day and 11 subjects use them 1-2 / week; 14 subjects aged between 40-49 years use them 1-2 / day and 21 subjects use them 1 / day while 13 subjects 1-2 week. It seems that teachers over 50 years old adapted well and use the new communicational technologies in their teaching activity.

If we analyze the use of teaching resources belonging to the new communication technologies in terms of didactic degrees held by our respondents note that 38 of the debutant subjects use them 1-2 / week; 12 of the subject holding a permanent didactic degree use them 1-2 / week, respectively, 13 of the subjects with the second didactic degree use them 1-2 / day; 29 of the subjects with the first didactic degree use them 1-2 / day and 22 subjects 3-4 / week. It keeps the same ascending trend regarding the use new communication technologies means in teaching activities referring to the teachers holding the first didactic degree.

Analyzing the use of teaching resources belonging to the new communication technologies in education from the perspective of subjects' teaching experience we can see that 34 of the subjects with 1-4 years teaching experience use them 1-2 / week; 11 of the subjects with 5-9 years experience in educational field use them 1-2 / week, respectively, 21 of subjects teaching within a period of 10 to 14 years teaching experience uses 1-2 / day; 8 of subjects with 15-20 years in teaching use them 1-2 / day, 22 subjects use them 3-4 / week and 16 subjects use them 1-2 / day.

One of the items in the questionnaire investigated the perception of teachers that use the new communication technologies from the perspective of their main functions. Four functions were investigated: facilitation / deepening of knowledge, training / study skills and abilities, training / study of personality traits and the support function of the operations of thinking. This item was a multiple choice. We present further results: the function of facilitating / deepening of knowledge have recorded 122 selections (56%) for grade 10 (the highest grade of hierarchy); function training / study skills and

abilities were recorded 78 selections (35.8%) for grade 10; function training / study of personality traits were recorded 66 selections (30.3%) for grade 9; the support function of thinking operations there were 98 elections (45%) for grade 10.

The portrait of teachers that chose the facilitation / deepening of knowledge for the new technologies is as follows: are ITC graduates (79 subjects – 64.75%), have 1 to 4 years teaching experience (35 subjects 28.68%), hold the fist didactic degree (41 subjects – 33.6%) also hold a junior didactic degree (41 subjects – 33.6%) and have ages between 30 to 39 (47 subjects-38.52%).

The portrait of teachers that chose the training / study skills and abilities for the new communicational technologies is: they graduated ICT training (59 subjects – 75.64%), have between 1 to 4 years of teaching experience(28 subjects – 35.89%), hold the first teaching degree (34 subjects – 43.58%) and have a age between 30 to 39 (47 subjects – 43.58%).

The portrait of teachers that chose the training / study of personality traits for the new communicational technologies is: teachers that graduated ICT trainings (48 persons – 73.84%) and have a teaching experience between 1 to 4 years (25 subjects – 38.46%), hold a junior didactic degree (30 subjects-46.15%) and have ages between 30 to 39 (26 subjects- 40%).

The portrait of teachers that choose the support function of the operations of thinking for the new communicational technologies: teachers that have graduated ICT trainings (61 subjects – 42.65%), with an experience between 1 to 4 years in teaching (36 subjects – 36.73%), holding a junior didactic degree (39 subjects – 39.79%)

We found a correlation significant correlations between: the facilitation / deepening of knowledge, training / study skills and abilities .546** (p-0.01) and between the training / study skills and abilities and training / study of personality traits .839** (p-0.01), also between training / study skills and abilities and training / study of personality traits and the support function of the operations of thinking .768** (p-0.01).

After ANOVA analyses the results show that $F(4)=3.802$, $p<.005$ between boards use and the support function of the operations of thinking, $F(4)=3.961$, $p<.004$ between board and the function of training / study of personality traits.

Conclusion: The research aimed to investigate the teaching activities from the perspective of the teaching resources, resources that were split into: classical teaching resources and teaching resources belonging to the new communication technologies. The results confirm the first hypothesis of research: teaching resources belonging to the new communicational technologies are better used in different combinations by teachers: 22 subjects (10.5%) choose a computer / laptop combination – Internet, 22

subjects (10.5%) choose a computer –software combination, 33 subjects (15.2%) choose the computer / laptop – software –video projector– Internet combination, 14 subjects (6.4%) choose a computer / laptop –software – Internet combination, while other 14 subjects (6.4%) choose a computer / laptop –sites – Internet combination.   Right from the first choosing positions we identify a combination of teaching resources indexed as new communicational technologies.

The second research hypothesis: teachers use the new informational technologies at least once a week and they believe that their most important function is to facilitate or deepen the knowledge is also confirmed by the research results. From 218 investigated subjects 147 (67.43%) say they use teaching resources indexed as new communicational technologies at least once a week. Of those 21 subjects (9.6%) say they use them 1/day, 58 subjects (26.6%) say they use iit 1-2 /day and 68 subjects (31.2%) say they use 1-2/week.   Teachers were also questioned if they graduated any ICT training and 143 (65.60%) of subject answered positive while 73 (32.56) of subjects said they didn't followed any ICT training

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SPECIAL EDUCATIONAL NEEDS – FROM CONCEPT TO LABEL

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Abstract: *The purpose of this paper is to highlight that some parents and teachers tend to denigrate children with special educational needs (S.E.N.), because most of them think only of children with deficiencies. They can neglect the positive aspects of children with S.E.N. because they are 'blinded' by the negative ones: limitations, incapacities, deficiencies children may have, etc. Also, the discussions during inspections and the micro research conducted as part of the thesis for obtaining the first level of teacher certification, reveals that some teachers and parents use S.E.N. concept as a label. Unfortunately, the S.E.N. label was expanded from child to teacher and then to the school as a whole.*

Keywords: *Special Educational Needs, label, inclusive school*

1. Inclusive education – a controversial education policy

Although Romanian education policy on the inclusion of special education needs (S.E.N.) pupils in mainstream schools started to be implemented in the 1990s, there are still different understandings and perceptions of it among schools or even among teachers of the same school.

Unfortunately there is no connection between the values promoted by inclusive philosophy (tolerance, respect, empathy, cooperation), social values (competition, financial power, performance, individualism), and current practices (especially related to instruction and differentiated evaluation, positive discrimination, inclusive strategies). The different philosophical approaches to inclusion represent an important impediment in realizing this educational policy, leading to reluctance, detachment, ignorance and transfer of responsibility to specialists.

This educational policy derived from international experience occurred according to guaranteeing every child's right to education, providing education for all children, but also in agreement with the dynamics of school life, which is

increasingly confronted with pupils' diversity, more varied styles of learning, less homogeneity in classrooms in terms of educational qualifications and behavioural manifestation (and therefore differences in individual learning requirements).

Thus, mainstream school became an inclusive school (irrespective of the difficulties or intellectual, emotional, social, physical, linguistic, economical limits, etc.), which value cooperation and respect for human dignity, individual ability and authenticity in the context of diversity.

In this context we ask: „If every child in the class is unique, original, gifted, special, different from their colleagues, etc., should they not be treated individually by the teacher, in the sense of developing the potential of every student in the class?" Virtually all children have equal rights in relation to their peers. According to the principle of ensuring equal rights to education, all children can be integrated in mainstream schools and may benefit from the availability, training, skills and time of the teacher. In this respect, differentiated training and positive discrimination - key ways to achieve inclusive education - become the most controversial and sensitive issues, given that the parents of ordinary children criticize teachers for limiting their availability and taking time from their children in order to integrate/help those with S.E.N.

It's not easy for managers to identify the most appropriate and effective solutions for mainstream schools to be recognized by the entire community as inclusive (attract and provide an auspicious learning environment for students with special educational needs) as well as performing or "elite school" (achieve good results in the Olympics, school competitions and national exams) in the current climate, dominated as it is by competition between schools, fewer children (due to falling birth rate) and an increase in school dropout figures.

From the perspective of parents of children with S.E.N. integration into mainstream school is a significant guarantee of children's social integration. Networking with classmates, many of whom come from the same neighbourhood, from the same block even, is considered by parents an important dimension of their psychological development, useful to the recovery / rehabilitation of the child. In contrast, parents of ordinary children are threatening to withdraw if S.E.N. pupils do not leave the class / school.

The issue sprouts controversy among teachers as well. From my observations and the conversations had with teachers on the occasion of special inspections for the obtaining of first level teaching certification, I noticed that some of the teachers agree with the benefits of inclusion upon children with S.E.N., but become reluctant when implementing inclusive practices.

An effective inclusion cannot be achieved by forcing an educational policy because it depends primarily on understanding its philosophy and on the cooperation/support of parents and school - specialists. Inclusive practice shows how difficult this partnership is achieved in our schools. Or, "the most

important aspect of training a team is its functionality" (Dinnebeil, Spino, McInerney, 2011, p. 39).

2. Perception of the term 'special educational needs' as a label

Unfortunately, we frequently discover among parents and teachers a certain lack of information or a tendency to denigrate the issue of S.E.N. children, because most of them think only of children with severe deficiencies. However, the scope of this category of children / pupils with S.E.N. is much broader today: children / students with disabilities, learning difficulties, from vulnerable / marginalized minority groups, institutionalized children, offenders, even gifted students.

The phrase "special educational needs" aims to raise awareness and acceptance of specific difficulties of children as regarded by teachers and parents. It also provides all the professionals and teachers a framework/common language, enabling them the opportunity to effectively exchange information in the development and implementation of personalized intervention programs.

From the perspective of Alois Gherguţ, S.E.N. "refers to the educational requirements of certain categories of persons, that are consecutive to some dysfunctions or deficiencies of an intellectual, sensory, psychomotor, physiological nature, etc. or as a consequence of some psycho-emotional, socio-economic or other that places the person/ student in a difficult situation in relation to others, a situation that does not allow the existence or recovery of their intellectual or attitudinal potential under normal circumstances, and it induces a sense of inferiority that emphasizes his condition as a person with special needs" (2006, p. 244).

The integration of children with S.E.N. in mainstream schools aimed to facilitate their integration into the community and increase their social participation. If we see school as a community for teachers and students, then children should not only be provided education but also "care and support". In other words, educational - therapeutic intervention is the 'heart' of inclusion, focusing on the relationships between children and between children and adults. (Hick, Thomas, 2009, p. 129)

Even if this phrase was proposed in order to guide teachers on the need to provide special educational support, we cannot ignore the fact that some of them use the phrase as a label. In this case, students with S.E.N. may behave or learn according to the label they received and the teacher may react inappropriately. For example, teachers can generalize or excessively minimize children's difficulties; they can design repetitive, dull, easy tasks for the child; they can neglect the positive aspects because they are 'blinded' by the negative ones: limitations, incapacities, deficiencies children may have, etc.

Basically, this labelling can lead to a continued expectation of the child's limited or low potential and that they will not be able to learn or adapt to the school environment. The child may be excluded from intellectually, emotionally, socially, motivationally and volitionally engaging activities etc. on the grounds that they disrupt the educational climate of the school and be sent to a specialist (itinerant teacher, speech therapist, school counsellor) on their first behavioural misconduct.

Given the results of the micro-research conducted on a group of 20 teachers from three inclusive schools in Ploiesti (Mărgăriţoiu, 2012, pp. 124-134), we specify that the inclusion of pupils with special educational needs is considered by some teachers as "difficult and inefficient", "an obstacle to educational activities because of their behavioural disorders", "a drag in ensuring the education quality, effectiveness and performance", "a permanent controversy with ordinary children's parents, even direct rejection from them". The obstacles they face daily are numerous:

• Limited intervention from itinerant teachers;
• Rejecting children with special educational needs by the parents of ordinary children, on grounds that they would affect the overall classroom level of performance;
• The lack of a material base and some support instruments in achieving inclusive education;
• Socio-relational marginalizing of children with S.E.N by their classmates;
• Lack of communication and support between the members of the intervention team.

A small category of teachers, the majority enrolled in Master's or teacher training programs, perceive inclusive education as "provocative", "beneficial" and "useful". If in theory and legislation teachers are encouraged to accept that all challenges or issues arising from special educational requirements always enjoy several solutions, in practice the possibilities to implement these goals are limited.

3. Effects of labelling: from children with S.E.N. to inclusive school

One effect of labelling children with special educational needs may be the generalization of some deficiencies / problems / disorders, such as emotional disorders and behaviour, the inability to understand and solve a problem, short attention spans, school demotivation, low levels of aspiration, etc. and neglecting the strengths thereof (skills, qualities, interests).

Also, teachers' exaggerated focus on the cognitive development of students is considered a barrier to real practices of successful integration of children with S.E.N., of adaptation and networking with other colleagues.

Another effect of labelling refers to the fact that it can sometimes prevent children with S.E.N. to befriend ordinary children; labelling acts as a barrier to developing communication skills and social networking. This is reinforced by the negative attitude of some parents who rely on social stereotypes and prejudices (e.g. considering S.E.N. children as "incapable", "useless", "ineffective", "dependent on others", etc.).

The negative effects were not limited only to children with S.E.N., but were extended to the schools that were integrated into. Some parents and teachers have labelled inclusive schools as underperforming and less attractive because of S.E.N. students (often perceived as having mental and behavioural disorders), and hence of the low academic results achieved in this context.

In conclusion, the integration and stigmatization of pupils with special educational needs denigrate school as a whole, as labelling practically extends from child to school level. Sometimes this contagion is due to cases of children with severe or associated deficiencies integrated into mainstream schools at the insistence of their parents without considering the consequences for ordinary children.

Sometimes parents refuse to seek expertise to establish a diagnosis of their children's difficulties and hence of their special educational needs. Some of the managers also contribute to this situation by adopting inappropriate attitudes (lack of involvement, marginalization) or by addressing briefly, as an imposed requirement, the issue of integrating children with S.E.N. in mainstream schools. Janney et al. (1995, p. 432) believes that teachers show a higher tolerance for inclusion if the principal is supportive.

4. Conclusions and recommendations

The phrase 'special educational needs' had different meanings for teachers, parents and students. Although it was created to protect and support, the term S.E.N. can create a lasting stigma for the child, if teachers, parents and ordinary children understand and use it as a label.

Lani Florian (2008, p. 203) shows how difficult it is for children with S.E.N. because they experience two contradictory feelings simultaneously: acceptance and rejection. The child is both included and excluded from certain activities / games by some teachers or classmates.

"At school age, when students do not compare with themselves, but with others, including due to excessive interference from parents and teachers" (Şoitu, 1997, p. 193), labelling may only increase the distance between them.

Unfortunately, some of the teachers can develop stereotypes based on this label that violates the student's self-esteem and blocks their path to others. Centred on achieving academic performance, teachers forget that "we perceive ourselves and we know who we are through assessments and

evaluations made by others who become mirrors that reflect our behaviour. We depend so much on these images offered by others that we meet the world inclined to make selective perceptions" (Şoitu, 1997, p. 34).

The discussions during inspections and the micro research conducted as part of the thesis for obtaining the first level of teacher certification, reveals that the greatest difficulties faced by teachers in the integration of children with S.E.N. are generated mostly by the negative beliefs of ordinary children's parents; they do not accept the presence of children with S.E.N. in mainstream schools. Furthermore, the S.E.N. label was expanded from child to teacher ("not good/ non-performing") and then to the school as a whole.

In order to change the present situation in some of the inclusive schools, we propose the following lines of action:

- curricular and extracurricular activities centring on maximizing interactions between children with S.E.N. and their colleagues, so as to become friends. An analysis of studies conducted by Ruijs and Peetsma (2009, p. 76) shows that ordinary students develop a more open attitude towards students with S.E.N., but favourites remain their ordinary peers;

- increase the involvement of specialists in inclusive schools, in managing relationships between parents of ordinary children and parents of children with S.E.N.;

- identifying ways in which parents of children with S.E.N. to raise awareness and convince parents of ordinary children on the benefits of inclusive school, along with teachers. Parents are the first "teachers", of a child in terms of tolerance and acceptance of diversity. Also, parents of children with S.E.N. should understand that it is not only the teacher's duty to advocate for inclusive education; they can also achieve effective lobbying for inclusive school;

- revision and refinement of the S.E.N. coin phrase, in agreement with the new concepts proposed by some European countries and the USA. Traian Vrăşmaş mentions the evolution of the S.E.N. concept internationally to reduce the relative labelling which may happen due to the appellation "special", which is sometimes assumed that can damage human dignity:

• in Spain (2006): "specific educational support needs" (we notice how the term "special" is exchanged for "specific" and thus becomes connotative for support);

• in Scotland (2004): „additional support needs" (and thus, instead of being "special", the needs are assimilated to additional support besides what other children already receive in school);

• in French Canada: „besoins educatifs particuliers" (the adjective "particular" reveals the fact that each human being that learns has their own peculiarities);

• in Wales (2014): „additional learning needs" (Vrăşmaş, 2015, p. 28).

In fact, at the centre of the national educational policy advocating for inclusive schools is a set of moral and emotional issues related to the principle of positive discrimination for children with S.E.N. and they require deep analysis to identify viable solutions.

Out of their desire for social development, it is essential that school actors understand that the term S.E.N. used in our schools, as in other European countries, is not intended to categorize or to harm children's self-esteem, but to identify their real learning difficulties and school adjustment issues to ensure a personalized educational approach, thus providing personal autonomy and adequate socio-professional integration; in this way, we are challenging some people's bias in considering them an "economic burden" to society.

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STUDENTS' INVOLVEMENT IN VOLUNTEER ACTIVITIES

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Abstract: *Our paper aims to analyse our students' reasons to involve in a volunteer program meant to offer support (mentored activities – additional training) for children from social care institutions. In spite of general opinion expressed by media, which often describe young people as irresponsible, unable to adapt to labour market etc., we were impressed by the number of young students that offered to be volunteers, scarifying their spare time to help children from social care institutions to make homework, to develop their learning competences. Advantages, opportunities and future directions for volunteer programs, suggested by our subjects are also discussed here.*

Keywords: *volunteer activities, students.*

1. Introduction

Old concerns about young people psycho – social behaviour have been reborn through the light of recently events from Romania and around the world (tragedy from the rock concert, migrants' experience, terrorist attack from France etc.) – humanity feeling, union, empathy for others' suffering. As J.A. Marina (2006) said, if we only learn from our unhappy experiences, from history mistakes, we could consider ourselves genius…

Previous studies (see S. Eftimie, 2014) indicate that hidden feelings under the mask of indifference or aggressiveness have grown up to the young people these days. Young people, naturally, through a certain limit, are looking for company in an adults' world in which the last one seems to establish the rules and do not trust young people, inexperienced ones (considered socially and psychologically immature).

And still, these immature young people often give us lessons through their capacity to mobilize, to make decisions, to be empathic, to help others who are in need.

Specialists (evolutionary specialists) consider *pro-social behaviour* as a result of natural selection / conservatory instinct for the species. Often we have stereotype thoughts about young people: that they are irresponsible and indifferent, that they have no reference points and their behaviours are confused etc.

Sometimes, we consider, these stereotypes are the mask for our own irresponsibility towards young generation's education. We, as adults, demonstrate paradox behaviours toward them:

- We claim them to be responsible, but we do not let them to mature (we are afraid not to hart themselves, so we "protect them" to learn from their own experiences and mistakes);

- We claim them to demonstrate experience when comes to get a job, but do not offer them the possibility to work during school (Romanian legislation do not offer the framework / claim at least to high schools / universities to make partnerships with companies where students to practice their abilities and to develop competences requested by employers);

- When is convenient to us, we ask them to be altruist and demonstrate pro-social behaviour, but most educational practices (and we are not considering here theoretical ideas) and adults' models starting from families to schools tend to develop the *selfishness* (children learn, in a single child family – as most of the modern families are – that "the room is yours", "the toy is yours" and lately that "you have rights", "you have to succeed no matter how because is a competitive world" etc.). In a modern society, the adults do not always create the context so that the children to learn to share things with others (rooms and toys with brothers and friends, the joy of building things / learning together / from each other) and transmit to their children the message that "you deserve everything". And, lately, we reproach to younger generations their lack of respect for other people needs and their lack of gratitude for the adults' efforts (meant to create all the comfort to the children).

Specialists were also preoccupied to conceive programs that develop pro-social behaviours. For example, Feldman since 1992 (apud S. Eftimie, 2014) considered that, starting from the principle that pro-social attitude of individuals could influence deviant behaviours, it would be useful that deviant/ different children to be integrated in "normal" groups. The beliefs and behaviours of individuals determine behaviour change.

Others studies indicated that social support could reduce the level of exhaustion in the moment of high stress and contribute to health maintaining (see Taylor, 1999, apud P. Golu, F. Golu, 2012, pp. 111-113).

We think that, for the actual and mostly for the future society's health, we have to reconsider the *attitude toward work*. If in primitive societies, working is part of every society member's activity, without being separate from spare time and family life (P. Golu, F. Golu, 2012, p. 68), nowadays, modern family is un-empowering the child from domestic activities, the parents are substituting to these responsibilities of their children.

Initially, work activity was a part of family life; their members were working for survival, and lately for money. Today, depending on the scale of its own values, every person wants to win more or less money.

But, sometimes, peoples become intrinsic motivated and come to work because they like what they are doing, and come to work voluntarily, unpaid. And seems that the satisfaction they can get from unpaid work is higher than the one motivated by profit.

"Volunteering is generally considered an altruistic activity and is intended to promote welfare and to improve human quality of life. In return, this activity can produce a feeling of self-worth and respect to the individual involved, also contributing to skill development, socialization and fun. According to Romanian law, volunteering is an activity of public interest, undertaken out of free will by a person, aiming at helping others, without being motivated by financial or material gains (Legea voluntariatului, nr. 195/2001)." (E. C. Mihai, 2013).

In this context, we were interested to analyse the motivation for our students to involve in a volunteer program meant to provide mentoring services for children from social care system, children with learning difficulties or delays in their acquisitions. Considering *involvement to volunteer activities* a form of pro-social behaviour, our paper intend to analyse students' perception about the opportunities offered by this activity and the motivation for their implication.

2. Research Methodology

2.1. Research objectives and hypothesis

As we have mentioned above, our research objectives were:

a. to identify the reasons of our volunteer students to involve in this kind of activity;

b. to analyse the main obstacles overwhelmed during activities and advantages of their activity;

c. to identify the main areas that students considers as a priority to involve volunteer in.

2.2. Methods and instruments

In order to follow the objectives that we have proposed, we have involved in our study young students (with different specializations, aged between 20 and 38 years old), 42 non-involved and 24 students already involved in a volunteer program (meant to offer support / mentor for children from social care institutions). The methods we have used were focus group interview and questionnaire.

2.3. Results. Analyses and discussions

Motivation for volunteer activities

Previous studies (Clary et. al, 1998), considering the functions served by volunteerism mentioned:

- *Values* – "volunteerism provides for individuals to express values related to altruistic and humanitarian concerns for others";
- *Understanding* – "the opportunity for volunteerism to permit new learning experiences and the chance to exercise knowledge, skills, and abilities that might otherwise go unpracticed";
- *Social* – "interacting with others volunteering reflects motivations concerning relationships with others";
- *Career* – "career-related benefits that may be obtained from participation in volunteer work";
- *Protective* – "Related to ego defensive (Katz, 1960) or externalization (Smith et al., 1956) concerns, such motivations center on protecting the ego from negative features of the self and, in the case of volunteerism, may serve to reduce guilt over being more fortunate than others and to address one's own personal problems.";
- *Enhancement* – "when some respondents report that they volunteer for reasons of personal development (Anderson & Moore, 1978) or to obtain satisfactions related to personal growth and self-esteem (Jenner, 1982)".

Considering the answers of our investigated *subjects which are not involved in a volunteer program*, we have identified the follow reasons:

• First place in the reasons mentioned by our subjects was *career*: "to gain experience in the field", "an advantage for employment", "an opportunity to put in practice theoretic information";

• Second place in students' motivation was *values*: "to help somebody", "to help the needy ones"; "I like to help and my happiness means the happiness of others, of everybody. I like to be useful" (38 years old, female, economic sciences student);

• Third place was occupied by *social* motivation: "to learn how to work in a community, in a team", "to better communicate with others face to face".

Other reasons mentioned by our subjects were about *enhancement* ("for personal development", "to do something useful and pleasant", "this could train me to became a better man"), or *understanding* ("for new experiences that will help me in my career", "to develop skills in the field").

We also noticed that 10 of 42 subjects non-involved in a volunteer program mentioned that they wouldn't participate to such a program because of their limited time resources or, surprisingly, because "a real economist would say *No* to an unpaid activity" (male, 30 years old, economic sciences student).

Students that are already involved in a volunteer program for children from social care institutions (our students offer support to the children on Maths, Romanian and English for better performances in their learning activities in school) maintained the same hierarchy, but with some different nuances in their motivation:

• First place *career*: "this activity will help me in my career because I'll become a teacher and I enjoy working with children";

• Second place *values*: "being volunteer, I have the possibility to help others";

• Third place *social*: "I have the opportunity to develop my communication skills, to socialize and practice my teaching".

We can notice that a main constant motivation for involvement in volunteer activities for students is *career*. Why? Mainly, because, as our subjects indicated, school offer them mostly theoretical information and less develop their practical skills and because the employers request to the future employees *experience*.

Their involvement in a volunteer program offer the opportunity to develop practical skills, requested by profession, and their social skills also necessarily for a successful social and professional integration.

It's interesting that most of our subjects have demonstrated the maturity to notify that not only academic skills (theoretical and practical) are important to be a good professional, but also social skill (communication, cooperation as a team member for optimal relationships). Some of them even indicated that psycho – pedagogic module helps them to develop these transversal competences.

Obstacles / benefits for volunteer activities

Most of students involved in the volunteer program indicated that the only obstacles that they have expected were in their mind: "great expectations of centre's responsible", "difficulties of interacting with children because my lack of experience".

"Because I never been in a social care for children, I was expecting to find sad children, an overwhelming atmosphere, harsh supervisors. I didn't imagine finding so many children with good results on school, to receive help from centre personnel. I thought that the centre look like a hospital with many rooms, long halls. But I found out a place with pictures on the walls, with hand work of the children exposed everywhere. I thought that young people will be unopened and uncooperative, and will be had to communicate and connect with them, but I find normal children eager to learn and cooperate." (female, master student in Education Sciences, 23 years old)

It's interesting how such an experience could help society to accept institutionalised children and help to their social integration; as our volunteer mentioned sometimes we have stereotype thoughts and prejudices toward institutionalised persons and volunteer activity in these centres could remove or limit them form social perception.

But, all of investigated subjects have noticed a lot of *advantages*, not only for them as volunteers but also for the beneficiaries:
• Career: experience in working with children; volunteer diploma;
• Enhancement: "I do something that I like"; personal development;
• Values: "Working with children in social care institution make me feel that I am doing something to worth, and also make me realize that children and personal that is working in these centres are normal people, opened minded, eager to interact with someone from outside. I love doing that. Also, it's important for children to feel important, to feel no different from us, to trust again people, to develop human relationships." (female, licence student in Philology, 20 years old)

It's easy to notice our investigated subjects' maturity in thinking and their openness to identify the opportunity of volunteer activities.

Suggestions for future projects for volunteers

The suggestions for future / possible volunteer programs that our subjects would involve in were:

• Educative programs: programs for children, preventing school dropout, education for health, education for environment / animals' protection, cultural programs, reading skills development

• Social programs: programs for caring / entertaining old people / needy families, social and professional integration of children with disabilities or children from social care institutions.

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3. Conclusions

Starting from our findings, we have noticed our subjects' disappointment considering their expectations about what school / university could offer them and what they really learned during studies: "I was expected to learn how to manage in real life situations and school only teach me to memorize and reproduce" (female licence, Managerial Assistance student, 20 years old).

In this context, their involvement in volunteer activities could be a chance for reinventing school, to give a new sense for social life of our students, to offer them the possibility to practice skills that could help them to integrate socially and professionally.

From the results of our research we have developed a new "face" of our young people: they demonstrate opened minds, capacity to see some others' needs and help them, a social maturity that did not fit with society's image about them. But, these good traits could be valued only if society, school, community offer them the chance to involve.

Other interesting observation is that most of the students involved in our volunteer program came from rural areas, and this is contrary to the observation of Corduban et. al. (2014) that "although the number of volunteers enrolled in various programs has substantially increased in Romania in the latter years, only a small fraction of these come from the rural areas."

This could be explained by the fact that our students are not representative for rural area (they are a particular category of population which have had succeeded to higher education). Education is the solution for a larger category of population to develop their interest for volunteer

activities and, secondly, as a consequence, to change the attitude toward work.

So, to change this society and its future, not children have to change their way to be, but us, grown up people have to change, to change our attitude, to change the way we are looking and criticizing the young generation, to change the way we are trying to learn them to deal with their future.

We intend to continue to promote volunteerism for the students from our university and to make more profound studies considering the personality changes (especially their focus on pro-social behaviours).

In conclusion, it is impressing to see the openness of our students to involve in social programs as volunteers (they are aware of the benefices of involving in volunteer programs), attitude that makes us optimistic about their resources (with one condition: to let them and / or lead them to use these resources in the right direction).

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THE CHARACTERISTICS OF THE MODEL TEACHER IN THE PRESENT SOCIETY

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Abstract: *During the educational pathway students meet different types of teachers. Some are quickly forgotten, some are remembered because of their presence and just a small number have a decisive and positive effect on the students' lives. These are the model teachers – the standard every teacher should aspire to. There are teachers who have become models for students because they were admired for what they are and for what they stand. They are the teachers that establish lasting connections. These teachers were not just conveyors of information, but they managed to get to the hearts of their students, gaining their love and respect. The purpose of this study was to highlight the characteristics of the model teacher.*

Key words*: personality, teachers, students / pupils, education.*

Introduction

The teacher is first of all an educator and in order to form and develop the personality of the educated it is not enough to create the context, but they mainly influence through the example of their own personality.

According to Uşinski K. D., the personality of the teacher is very important in the educational process. "There is no status, syllabus, or mechanism of the educational institution – no matter how resourceful or wise it may be – that can replace the personality in the educational field" (1956, p. 47). The purpose of the teacher is "to elevate the soul; not only to teach it, but also to guide it towards a smart living and not towards barren science" (Clement A., 1939, p. 26).

The whole personality of the teacher is involved and engaged in the educational process. "A teacher is valued first of all according to his heart and spirit, according to his influence which radiates from the very person and without which the most perfected methods remain ineffective" (E. Planchard, 1992, p. 227).

The role of the teacher is to inspire, encourage and guide the child in order to become a valued member of the community. P. Ausubel (1981, pp. 532, 533) talks about the roles of the teacher as: "replacement of parents", "friend", "confident", "counsellor", "advisor", "representative of the adult society", "conveyor of society approved values", "facilitator of personality development", "leader of educational activities". According to A. E. Woolfolk quoted by Nicola (1996, pp. 474, 475) the roles of the teacher are: "expert of the teaching-learning process", "motivating agent", "leader", "counsellor", "model", "reflexive professional".

A. Cury (2005) talks about fascinating teachers and makes their description. They are very sensitive and understand the way in which the mind of the student works. They are preoccupied to educate the emotions of the students and they use information as a basis to practice their thinking. They deal effectively with the classroom conflicts and they educate for life. A. Cury makes a distinction between good teachers and fascinating teachers. "Good teachers have an academic culture and convey information in class with confidence and eloquence. (…) Fascinating teachers transform the information into knowledge and knowledge into experience" (2005, p. 54). T. Gordon considers that "the quality of the teacher-student relationship is crucial if teachers want to be effective in teaching anything – any subject, any 'content', any ability, any value or faith. (…) Even basketball, drawing, gymnastics or sexual education can be taught in such a way that the students get bored and become opposed to learning – if the teacher creates relations in which the students feel misunderstood, humiliated or wrongly evaluated" (2011, p. 25).

In his book *Didactica Magna* I. A. Comenius compares the human spirit to a seed that contains the germ of human development. This is where the educator and the education intervene. "It is not necessary to introduce in the person something from the outside, but only to discover what is hidden inside, to develop and show clearly the significance of every moment" (1921, p. 80). G. Steiner shows that "the living master holds in his palms the inner being of his apprentices, the fragile and inflammatory matter of their possibilities. He puts his hands on what we consider to be the soul and the roots of the being" (2005, p. 129). Kant thinks that the educator holds a crucial role in the educational process: "That is why the lack of discipline and instruction in some people makes them bad teachers for their students" (1992, pp. 10, 11).

According to E. Planchard, a very important rule of teaching is "to love and to become loved" (1992, p. 44). E. Planchard thinks that "without eagerness and personal values, whose roots can be found in the heart and not in the intelligence, there is a good chance that the most seductive discoveries of teaching will remain without effect" (1992, pp. 226, 227). According to

Piobetta quoted by V. Pavelcu, "it is not enough to work with method, but it is most important that you work with love. Love produces and maintains agility, eagerness, delight, clarity, tenacity, self confidence, which all lead to success" (1968, p. 135). Professor C. Cucoş brings into discussion the same idea of educational love: "Any educational activity is based on educational love, which means openness, generosity, emotional availability and not unhealthy and self-centred projection or a discharge of impulses" (2008, p. 20). V. Pavelcu also makes a distinction between educational and parental love: "The real educational love is different from the parental one, which is usually blind and exclusive; it is combined with requirements, balanced by the sense of justice and mutual respect, illuminated by the conscience of dignity and responsibility, devoid of the personal interest of the educator" (1967, p. 203). In his book *Profesorul de success* (*The successful teacher*), I. O. Pânişoară besides the three educational principles (knowledge, communication, creativity) and the 'traditional' principles of teaching (2009, pp. 9, 10) adds 59 more principles of practical teaching which determine reflection themes for teachers and aspiring teachers.

Methodology

Starting from the theoretical aspects of the model teacher found in the specialty literature we have made a study in April 2015 together with students from West University of Timisoara. The study follows the psycho-pedagogical studies syllabus. The panel was made up by 70 students from almost all majors, with an age group between 18-26 years old. The research was qualitative. The study intends to identify the characteristics of the model teacher. Students were asked to describe in 25-30 rows the teachers they have admired during their school years and who represented a model for them. They were asked to offer arguments for their opinions.

    <u>Objectives:</u>
        1. To identify the model teachers from their school years;
        2. To analyse the model teachers;
        3. To identify the characteristics of the model teachers.
    <u>Hypothesis</u>
If teachers are involved in the educational process then the students will have the same attitude.

Results

Next I will present a selection of results from the interviews. In order to preserve their anonymity, the students that took part in the interviews will not be mentioned by name and the faculty where they study will not be specified.

1. M. T.

"First of all I would like to talk about my mathematics teacher from primary and secondary school because he made me realize how much I like maths and that I had the capacity to cope in my future activity as student at the best maths high-school in the county. Beside the help in understanding mathematical concepts, he also offered me moral support and encouraged me any time I needed it. Another teacher that influenced me was my Romanian teacher in high-school who helped me during my 12th grade prepare for the final exam. She motivated me to surpass myself and she was very emotional when she told me that she was very proud of me. This makes me think about her very kindly. She used to talk to us about all the aspects of life and she was a real role model for me in life."

2. P. C.

"The first person that comes to mind is my former Romanian teacher and form-master. This woman, besides being an exceptional person, is also the best teacher I have had the honour to meet. I have always admired her passion for everything. We used to hang on her every word because of the passion and interest; she used to utter every word like she has discovered it herself. She had the power to lure us into a fantastic world even while talking about everyday experiences. She was the only teacher that managed to unite us and get the best out of us. Last but not least, the teacher of music instrument was an exceptional persona and an accomplished teacher who managed to draw from me abilities and experiences that I did not know I had. We had a very special relation because we were working not only with our mind, but also with our soul and that makes everything more profound."

3. D. E.

"The first teacher that I consider was a model for me was my form-master who was with us from the 5th grade until the end of high-school. We had the opportunity to get to know each other very well because she was also our Romanian teacher. I have always appreciated the love she showed for every student without discriminating anyone on any grounds. She was also an excellent teacher with exceptional teaching skills. Anyone could see that she lover her job very much, in spite of the difficulties that came with it. I also remember her dedication when she stood up for us in the face of some unfounded accusations."

4. S. C.

"I am a person with humanist inclinations. My parents' choice was for me to finish a mathematics-physics high-school. They always said that 'maths was good for everything, and without maths you cannot go the university you

want in four years' time'. I was the kind of student who excelled in all subjects. During my high-school years I felt like disconnected from the science subjects. I have studied them all but without passion. My meeting with the physics professor changed my destiny. He became my role model. He managed to present as a fairy-tale all the physics problems with dull text and no practicality. During the four years of high-school he managed to convey that physics is an art and he showed us how the results of physics experiments can be found in everyday life. This is why I chose to attend the physics faculty. Besides his very professional teaching style this man had a very deep sensibility for each of his students. Even if he seemed very severe, he knew every one of us. When you did not know a correct answer he would tell you with a serious face but on a very indulgent tone 'you are wrong'. At the same time my physics professor was also a very good person – he would not discriminate between the students and he was very attentive to those who had difficulties understanding the subject. He will always remain for me a model of human and professional behaviour.

Another model teacher that will keep inspiring me in life came up during faculty. I was at my first oral exam and I was very nervous. Before the exam I went up to him and asked him not to look at me while I was speaking during my examination. Very warmly he told me: 'During an oral exam the teacher cannot stand with his back to the student. Just think that I will be there to support you not to question you.' Since then I was never again scared during oral exams. I was somewhat nervous but I was not blocked up. I realize that if that teacher had rushed me I would have been afraid of oral exams all my life."

5.   F. A.

"During my secondary school I had as a role model my Romanian languages and literature teacher. I appreciated her very much for her dedication she showed at every class. We were a very diverse group – there were students that were very well prepared while others were more playful or disinterested – but when the teacher entered the classroom she made sure that every one would understand the lesson and we would all be going at the same rhythm. This was a very hard thing to do for most of our teachers, but she always made it seem easy. Her success was due to her love for teaching and her dedication. We were all her children, without differences, and we were all praised when we were good or scolded when we were bad. The thing that I learned from her and has become a principle in life for me is this: 'do what you like in life because that is when you are most content'."

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6. D. R.

"When I was in secondary school I had a physics teacher that I liked very much. I never liked physics, but I was learning because I di not want to disappoint her. I liked her because she was always calm and she would explain the lessons in such a way so that we all understood. She knew how to make the subject attractive. Her classes were a pleasure. Another person that I admired back then was the Romanian teacher – she was always in a good mood and lively and she contaminated us with her positive energy. I admired her for her intelligence, for the way she asserted herself and for her correctness. She always tried to use funny examples during teaching so that we could remember the information easily. She gave us advice about our future, other people and our behaviour. When I was in high-school I met two teachers that became very close to me and my colleagues. My form masters were married, and during the first two high-school years he was our form master and for the other two years she was. We loved them both very much and they have taught us a lot. I liked to listen to them teaching, telling us about life and trying to prepare us for the future. They knew how to become close to us and be our friends, but also be strict when the situation asked for it. On Christmas I visited them together with my colleagues. I admired them because they were intelligent and I wished I knew so many things. We learned from each one things that I still remember today and I try to put them into practice."

7. V.I.

"The first teacher that impressed me and that I can call a role model was my elementary school teacher. She is also a good teaching model because she was able to relate to every pupil without any discrimination. Also my 5th grade Romanian teacher represents a model for me, as a person and as a teacher. I was impressed by the 'lively' Romanian classes – for example, it was not very important to learn poems by heart as it was to be able to speak about the frame of mind that poem created for you. My teacher of musical instrument was also a model for me. I think the key to teaching is the way in which a teacher can impose discipline and desire to study – not by using fear of the teacher but by instilling in you the desire to evolve."

8. O. A.

"The teachers that have been a model for me are the English and History teachers from high-school. Their teaching style was special. I gladly attended their classes. They could very well combine usefulness with pleasure and managed to capture our attention and keep us active during their classes. Their classes were not dedicated only to teaching the syllabus as is usually the case. We were very close to these teachers, even closer than to

our form master. They were the persons that we asked advice from and to whom we told about the things that happened to us. Besides the knowledge in History and English we also got life experience and examples of 'do this, don't do that'. They have been more than teachers to us – they have been our friends, our parents and critics."

9. J. K.

"The first teacher that I admired was because he stood out in the way he was teaching his discipline. He would combine usefulness with pleasure and managed to structure the syllabus in such a way that it did not seem difficult. He used humour and motivation in order to stir our curiosity and interest. The main ingredient in this job was illustrated by a high-school teacher. Besides the obvious inclination she had for this field she was also preoccupied by us and our human nature. She created a special bond with the pupils and got really involved in this process so that she managed to prepare us for life's struggles and ensure us a huge motivation through her own example. This is one aspect that I think any real teacher should integrate in his activity."

10. O. V.

"Throughout time I was lucky enough to know three special teachers. They have showed me that it is essential to leave school with a nice character. I had the privilege to have a very young teacher – we were her first generation of pupils – and she showed us what gentleness means and how it can join discipline. This teacher was an example of devotion and love for children, just like any teacher should be. In high-school the geography teacher was very much liked because he was the first to stress how important it is to understand what we are studying and how irrelevant is to study something that will not help you in life. He was the only one that gave us a 10 not for how much we managed to memorize from the manual but for the answers we gave to his thinking questions, in which he demonstrated how logical the laws of nature and geography are. The third special teacher was the history teacher in high-school. He was highly intelligent and had a memory like I have never seen before. He was the man who seemed to know everything, who spoke with passion about history, music, inventions and everything else and who, if he didn't know and answer, would go home and search so that he could give us the information the next day. He was the teacher that made us all study and to whom we owe our good grades at the baccalaureate exam. Such love and respect! He always made us feel special and appreciated in his presence. Every time he entered the classroom he would ask: 'How are you today, champions?'"

11. S. L.

"The teacher that I admired most was my violin teacher. She managed to motivate me to study with pleasure. Besides the fact that she helped me evolve by finding different methods that would make my work easier, she also supported me and trusted me. I also saw a friend in her because she knew how to listen to me when I had problems and gave me good advice in how to solve them. My opinion is that a good teacher should know how to communicate with her pupils, should be understanding, should find useful methods to help the pupils study and open new horizons for gaining knowledge."

12. H. A.

"My French teacher from high-school was and will remain a role model for me. She has gained the respect of the class through the assertiveness of her presentation, the rigour she used when assigning tasks and the correctness she used in their evaluation. She has not stopped there – she used the subject she was teaching to give us life lessons and to become closer to us. She showed us she really cared about the situation of each pupil and she asked us questions that were meant to open our eyes to the truths in life. My French teacher not only filled me with information, like you fill an empty vessel, but she managed to stir in me a fire and thirst for knowledge. That is why she represents a role model for me."

13. N. S.

"The first person to have a positive influence on me, just like many others, was my elementary teacher. Some time after I finished elementary school I realized how much I appreciated my teacher because of her passion for teaching, her understanding and affection she showed us and for the fact that she was most important in our education and formation during our first years in school. She always gave us support and offered us the explanations that we needed, she helped us right our wrongs and she praised us. Another teacher that I admire very much is my form master I had during secondary school. He was always paying attention to our needs and he got involved in solving the problems that appeared in class. Besides the fact that he always conveyed the subject he was teaching in a pleasant and interesting way he also had qualities that gained the admiration of his pupils: calm, creativity, empathy and sense of humour. He had a great influence on me because he encouraged me to surpass myself and to improve my school performance. He has helped me prepare for a national contest in which I received one of the first prizes. This gave me a tremendous satisfaction."

14. B. B.

"One of the most important teachers that represented a model for me was my sociology teacher in high-school. I admired him because he was a very good man but also for the warmth that he brought in class relations. He was more than a teacher for me, he was a friend. No other teacher besides him had this approach towards the pupils. When he asked questions in class he always assured us that we are allowed to make mistakes. This made us gain confidence and dare to speak our mind. He always brought complementary materials for class besides the regular manual and he was preoccupied to animate the class and make it more interesting. His teaching was done with dedication and passion. There were no classes alike because of his creative teaching methods. He managed to transform this subject in the most interesting one I've ever studied!

Another teacher that stirred my admiration was my history teacher. For us, pupils, history was a boring and unattractive subject. There was nothing interesting in learning by heart years and events that took place a long time ago: uprisings, revolutions, kings, rulers etc. We were studying out of 'obligation', because we needed a good mark, but there was no pleasure in it. All this changed when this teacher was assigned to our class. He had a totally different approach in teaching history. He made us think and he made us step in the shoes of historical characters and personalities. We would watch various films about historical events, took part in competitions, create projects and posters etc. He managed to grab our attention in seconds. We started to take pleasure in studying history and be curious about it. We were not studying just because we were afraid of bad marks. I have admired my teacher for his speaking talent, his sense of humour and his teaching skills. He would get us involved in debates and encourage us to reflect and identify causes and effects, but also possible solutions. These teachers have been 'different', they had 'different' teaching skills and made us learn in a 'different' way."

15. D. P.

"My mathematics teacher from secondary school, at first sight very cold and harsh, managed to win us over through his information overload. His authoritative but also joking way always managed to grab my attention. He remains the teacher with the most complex personality, a very direct man, but also understanding and demanding. He was correct, imposing and respected by all pupils. He knew how to make us pay attention, to learn and discover the beautiful part of his subject. I have proved my respect and admiration for this teacher by obtaining very good results in mathematics."

16. U. P.

"In time I have met different types of teachers. Some of them were just conveyors of information or came to classes in order to gain the money for their bills. The other part of the teachers I had were the model teachers. They relate to their pupils, are preoccupied with their problems, listen to them, understand them and help them find solutions to their problems. My Romanian teacher from high-school belongs to this latter category. When she first came to class she was smiling and was very energetic. In spite of the bad things she heard about or class she was determined to give us a second chance and she told us: 'I'm sure we will get along very well'. And that is exactly what happened. She helped us prepare for the baccalaureate by encouraging us to read the books, teaching us how to create descriptions of the characters and make comments, by righting our wrongs but at the same time praising us for the correct things. She has earned our respect and love due to the trust she put in us, her passion for teaching and the humour she used to lighten our minds."

17. A. N.

"My Romanian teacher from the 5th to 8th grade was the embodiment of the qualities every teacher should have. First of all she showed the love for the subject she was teaching. She was never late for class, and she always encouraged us and thought of us as very able pupils. She motivated us and never reprimanded us or called us incapable, like other teachers did. We waited for the Romanian class relaxed but also impatient. She managed to be very close to us. She knew each one of us very well. She just had to look at you and realize when you had a problem; after class she would talk to you and try to help with advice. She had a great relationship with the parents as well and they liked her just as much as the pupils."

18. U. S.

"All throughout my academic pathway I only had one teacher that I viewed as a mentor and to whose values I have respected. My English teacher was my mentor and teacher for eight years. She is also a teacher that had a major influence on my school journey. This teacher has laid the foundations of English language for me but has also taught me how to structure my learning process and to develop my creative abilities. Taking into consideration my learning style she has always found new ways to motivate me. Also she has stimulated my love of reading by offering me books that are still among my favourites. She has also kept in touch with my parents and collaborated with them and understood all the activities that I was involved in."

19. K. D.

"I still remember my teacher of social-humanist sciences. Her confidence, calm and professionalism throughout the years have determined me to follow her example. She always offered you the chance to express yourself when you had something to say. She appreciated creativity a lot. Even the noisiest pupils became active in class and got involved in the debates generated by the socio-political events. This was the result of the lesson approach that she used and positive atmosphere in class."

In this study most of the students had a single model teacher during their educational period, and the cases with two or three model teachers were very rare. From the research we can draw the conclusion that a model represents a person who is admired, who inspires the student and determines him to surpass himself and reach his own maximum potential. A teacher by definition is a model worthy of following in life. A teacher is an educated, polite person, with select social behaviour, who abounds in empathy and wisdom. All these cultivated or acquired qualities are intended to be passed on to students. In many cases all the above mentioned qualities are closer to fiction. Indifference, the accent put only on passing on information, student labelling etc. replace the imaginary teacher and become reality.

The abilities, personality and professional competences of the teacher determine profound repercussions upon the students and will have an influence throughout their lives. "Education means confrontation. Each person lives it in a different way, as a 'personal experience' that still reflects – whether we are conscious or whether the happenings leave a trace on our behaviour in the deepest recesses of our being – a range of meetings, some short, others everlasting, with other beings of the human species who were responsible at some point for our development" (D. Hameline, 1978, pp. 3, 4).

Students in a conscious or involuntary way imitate the behaviour of their teachers because the teachers' personality is always in front of them, as something "perceptible". Teachers who are their students' models are those who get totally involved in the educational process, who convey the information and knowledge in a correct and adequate way to their students. They know how to involve the students in the teaching-learning process by using the most adequate strategy and thus stirring their curiosity. The teaching-learning process is accompanied by emotion and vibration. Good teachers cannot afford to be misunderstood. They make sure that even the least interested student in class learns something. A model teacher understands students and identifies their specific needs according to their development age. They stimulate creativity, imagination and use to the maximum the potential of each student. They form values, attitudes and

behaviours. Model teachers are authentic persons who adapt and do not judge.

In order to practice these characteristics the premise is represented by self-awareness and integration of all personal aspects and experiences. It is very important to highlight the importance of flexibility in teaching, of implication in the relation with the students and of self-disclosure – attitude, noble-mindedness and wisdom.

Conclusions

As observed from above study, to be a good teacher implies a multitude of personal characteristics beyond a perfect professionalism. There is a certain "investment" done by the teachers in their own students and these results may be seen but especially felt in time as an internal state. This investment in each student actually represents the sustained effort of the teacher to understand the student and to adapt the teaching style according to the psychological and developmental parameters of the child.

In order to be a good teacher and to be able to become a role model for your students you need to know when and in what way to act. A teacher must have patience, must be objective and not discriminate, must be open and available for his students, and must know how to teach his own subject in such a way to motivate them and to attract their attention.

Teachers become models because of their passion to teach and their dedication. These are the teachers that are close to their students and who support them, who prompt them to learn instead of reprimanding them for their mistakes, who help them identify their mistakes and correct them. A teacher who is admired by his students is the one who is no only preoccupied to convey some information, but the one who is actively involved in the formation and development of his students.

Besides the academic and psycho-pedagogical competences, computer skills, relational and communication competences, knowledge and self-awareness, reflexive and self-reflexive competences, the teacher must have skills and academic tact. Students need an understanding attitude from their teachers in order to have the courage to express their thoughts, sentiments, fears and aspirations.

In conclusion, it is very important to create a positive emotional climate in the classroom because this gives students a sense in life. The love of the teacher for his own profession and also for his students is the one that triggers the love of the students for the teacher and the subject he is teaching. In time the student will start to love the activity of the teacher and will regard it as a model. It will trigger, stimulate and consolidate the motivation of the students to learn.

In time students will become conscious that their own professional formation and personal development will have to be supported by perseverance and exercise. The confidence of the teacher in the internal resources of the students, the encouragement of the students to value their own internal resources, mutual respect, commitment, enthusiasm, passion and preparedness in the discipline should accompany the whole informative-formative-educational process. People who aspire to this profession as well as those who are already practising it should reflect on the fact that to be a teacher implies a great responsibility, a lot of patience and perseverance because the subject is human beings in full developmental process.

The teachers who have become models for their students have first of all created characters and built People and only then created mathematicians, chemists, engineers etc. It is true that in education the results of the work are not seen in the short term, it is necessary for a long time to pass in order to collect the fruits, but this is exactly what gives a greater satisfaction to this profession.

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WORK MEETING REPORT FROM ARAD, IN THE PROJECT
′SPSM – EMPLOYABILITY′

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Abstract: *In the first week of March, 2016, at a round table in the location 'Aurel Vlaicu' University of Arad, Romania, there was a conference of specialists involved in the project Insertion Employment of Persons with Mental Disorders (SPSM - Employabilité).Under this innovative research project, to improve the employability of people with mental disabilities, came together: researchers, professors, doctors, psychologists, responsible for public health and social workers from the five participating countries: Romania, Luxembourg, Switzerland, France and Belgium.During the three days of work, the next program was done:*
- The debriefing of the previous transnational meetings and the deepening of the competence referential, producted after previous meetings;
- Work of the Steering Committee and focus group with professionals and guests (collective and transversal needs).We have analyzed and have concluded the steps of the training program for employment specialists as they were set by the project team meeting in Arad. The training of specialists in employment of people with mental disorders will be run in the next stage of the project.

Keywords: *project, specialist meeting, training program, specialist in employment, people with mental disorders.*

In 7-9 March 2016, in Arad, the ′Aurel Vlaicu′ University of Arad, Romania, held the transnational meeting of specialists involved in the project: *Employability SPSM*. Under this innovative research project to improve the employability of people with mental disorders, came together: researchers, professors, doctors, psychologists, responsible for public health and social workers, from five European countries involved: Romania, Luxembourg, Switzerland, France and Belgium. They have analyzed and have concluded the program to the employment specialist tranning.

During the three days of work the next program was done:

- Monday: 07.03.2016 - The debriefing of previous transnational meeting and deepening of the competence referential, producted after previous meetings;

- Tuesday: 08.03.2016 - Work of the Steering Committee and focus group with professionals and guests (collective and transversal needs);

- Wednesday: 09.03.2016 - Informal exchanges and visits to micro-enterprises and other institutions.

The guests at the meeting on Tuesday were:

- General Direction of Social Assistance and Child Protection Arad, www.dgaspc-arad.ro;

- Psychiatric Hospital Mocrea, www.spitalmocrea.ro;

- Arad County Emergency Hospital, www.scjarad.ro;

- People Development Foundation, www.fdpsr.ro;

- Neuropsychiatric Recovery and Rehabilitation Center Cuveşdia, www.dgaspc-arad.ro/centre;

- Recovery and Rehabilitation Center Petriş, www.dgaspc-arad.ro/centre;

- Center for Integration through Ergotherapy Tabacovici, www.dgaspc-arad.ro/centre;

- Protected House Mierlei, www.dgaspc-arad.ro/centre;

- Protected House Ceahlăul, www.dgaspc-arad.ro/centre;

- Protected Atelier Creativ.

Organization of exchanges:

1. Brief Presentation of the project. Expose of 10-15 minutes to say what they do in Romania in their context and questions to complete our training needs approach by Gabriela Kelemen

2. Analyzing the Romanian context, the needs of users for their professional insertion on the first labor market:

– Professionals of the health system, with a central role in treating people with mental health problems: psychiatrists, psychologists, occupational physicians, social workers, entrepreneurs;

– Representatives of civil society: Non Governmental Organization (NOG), social workers;

– Local authorities, which play an important role in developing policies and strategies programs for people with mental health problems.

The general framework of issues

The World Health Organization shows this statistics: ′Between 1990 and 2013, the number of people suffering from depression and/or anxiety increased by nearly 50%, from 416 million to 615 million. Despite its enormous health, social and economic burden, mental disorders continue to be driven into the shadows by stigma, prejudice and fear′ (www.worldbank.org).

Gaston Harnois and Phyllis Gabriel show in their paper: *Nations for Mental Health, Mental health and work: Impact, issues and good practices*, that the right to work is a fundamental human right (Harnois, Gabriel, 2000). This is the right of all citizens, regardless of their health status. Mental Illness causes disability. The disability determinates handicap in inadequate social conditions.

The prevention of the handicap, which resuts from mental disorders, is trated in the article *Psycho-prophylaxis and Mental Health Education*, published in the Agora Psycho-Pragmatic Journal, in 2008. At the work place, it is very important to maintain the mental health of the company through prophylaxis mesures (Gavrilă, 2008).

The social support for integration into employment of psychiatric patients is achieved by involving all the people that come in contact with the patients: family, community, professionals (multidisciplinary team: physician, social worker, personal assistant, psychologist, team leader), (Honney, 2003). All labor market prospectors work together to find a suitable job available that outstands the patient's functional capacity, informing and educating the working staff to eliminate prejudice, stigma and discrimination against the psychiatric patients.

Research Objectives

The main research objective of the ′SPSM′ Project is to improve the employability of people with mental disabilities in the labor market. We are creating a curriculum for training specialists in professional integration. The employment specialist must improve their professional practice and skills in relation to the labor market. The curriculum will be applied in a training

course for specialists in all five partner countries of the project: Romania, Luxembourg, Switzerland, France and Belgium.

Research Methodology

There were analyzed the established needs of the beneficiaries with mental disorders; employers and employment specialists.

As working instruments, they used three sets of grids that have been applied to these categories in each of the five European countries involved in ′SPSM′ Project.

Research results

The results of the investigations on the research and the meeting of the ′SPSM′ Project were concluded by a program of training. This program will contain the steps that are presented in the table 1.

Table no.1. The program of the employement specialist′s trainning

Days	Program	Socio-economics factors
Monday	Welcome - presenting the country context	Labor Law
Tuesday	Notions of mental disorder and aspects of psychiatric psychopathology	Professional position - role play: employer - mediator
Wednesday	Modernization of the inclusion factors–avoiding of stigma	Commercial and enterprise marketing
Thursday	Overview of the system and the occupational risks	Training of beneficiaries Coaching and interacting between team specialists members
Friday	Grid of qualities required for employment	The categorization of tools

The report of the specialists in Romania, through the SWOT analysis phase of the project, has the following results, as shown in the *Working Meeting Report from Luxembourg, Specialists in Mental Health, The Project SPSM-Employability* (Gavrilă, 2015):
- Strong points:
- Adapt a flexible program concrete as the case of the person;
- Collaboration Development Strategy between various sectors (social - health employment);

- Internal communication based on many of casuistry.
- Weaknesses:
- Bureaucracy;
- Focus on the file and not on the person;
- The number of professionals' accompaniment is undersized.
- Opportunities:
  - Continuing training for employment counselors;
  - Develop a common vision (all actors included) on regional integration;
  - Creating a professional counseling service for people with a disability certificate;
  - Develop the business expert for this job;
  - Work in multidisciplinary teams.
- Threats:
- The legislation is incomplete and focused on providing psychiatric services and less on social and employment;
- The outdated and rigid mindset on social inclusion;
- The financial benefits to employers are not available in the case of certified handicaps.

Conclusion

Employment specialists have to be formed with a complex training curricula, through acquisition of medical, medico-social, social and labor law knowledge. These findings constitute the foundation for the next step in the project.

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STUDENTS' CONCEPTION OF LEARNING AND CAREER ORIENTATION. A STUDY ON HIGH SCHOOL STUDENTS FROM ARAD

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Abstract: *Within the Erasmus + project: ,,The suitcase, the map and the voyage of a youth worker" we have applied a questionnaire to 470 high school students from Arad, Romania, in order to identify their options in career choice. One of the objectives was to identify their conceptions of learning (as reproduction or as transformation) and to correlate them with their values, work motivation and learning style. The results have shown that students who obtained higher scores in learning as transformation preferred to obtain information about the jobs from specialized career counselling services, friends, jobs sites, movies, own preferences, Internet. They also value a working environment where they are challenged, their performance is recognized, they can find a balance between professional and personal life, they can manage their task in an autonomous manner, and they can have the feeling that they participate to a noble work. A paradigm shift is needed at Romanian education level, both at macro and micro level in paying more attention to counselling hours in schools and counselling service in general and in promoting different interactive, peer –facilitated learning situations*

Key words: *conception of learning, career counselling, work place values, non-formal education, peer-education*

1. Theoretical premises on students' conception of learning

The researches initiated by Saljo (1979), followed by Entwistle (1998), Dart, Burnett, Purdie, Boulton-Lewis, Campbell, (2000), Entwistle, Peterson, (2004) and others demonstrated a significant difference between students in terms of their conceptions about learning. It was observed the existence of a

contrast between students conceiving learning as accumulation and reproduction of information, and those who try to get past its own significance in order to transform the material provided. There are three stages of this development.

In the first stage, the students become aware of the influence of the context in which they learn, what they need to learn, and how they should proceed (Gibbs, G. 1981 cited Saljo 1979), but this awareness does not mandatorily apply to their own learning.

The second stage is related to a distinction between "learning for life" versus "learning for school". In this case it is recognized that the environment in which learning takes place is sometimes artificial and unrelated to the external environment.

The third stage of development involves making the distinction between "learning" and "learning for   real" or between learning and understanding. The existence of these stages in the conceptualisation of learning suggests that this is not a static process or consistently over time. (Bradford, K., 2004) According to Entwistle, N. (1998), the development of the students' conception of learning (from reproduction to transformation) and students' intellectual development (from dualism to relativism) are factors that influence their approach to learning and support the argument that a student does not deal with learning in only one way.

The authors differentiate between five conceptions of learning:

1**. Learning as accumulation of knowledge**. Learning means enriching, increasing one`s knowledge. "Start with a small bag in which there are not too many things and gradually fill it in more '.

2. **Learning as memorizing of information**. Learning means to transfer information from various sources in the student's memory.

3. **Learning as the acquisition of useful knowledge and skills**. Learning means to assimilate information and to form abilities, skills, abilities, competencies useful in everyday life.

4. **Learning as understanding of content**. Learning means to establish connections between ideas and information, to discover the meaning of content and appreciate its value.

5. **Learning as personal interpretation of knowledge**. Learning means giving a personal meaning to knowledge, to analyse it critically and constructively and to reconfigure it. Learning is about being transformed

These concepts can be divided into two categories of conceptions of learning:

☐ Learning seen as storage and reproduction, including the first three categories of conceptions;

 Learning seen as personal understanding and interpretation of knowledge. This category would include the last two conceptions of students' learning.

In the following study we have used the latter two categories.

2. The study methodology

The study was accomplished within the project: ,,The suitcase, the map and the voyage of a youth worker" project financed by The European Union through the program ERASMUS + ,,Aurel Vlaicu" as a partner, with responsibilities for the elaboration of a career guide and for some specific instruments of guidance and career direction for the universal youth. The main objectives of the project are: to prepare a full range of 3 necessary tools for youth workers, in 2 years; To build and test an online training course on 50 people interested to become youth workers in 2 years of the project; to allow 200 young people to test a full range of innovative, created tools in order to project their personal and professional life plan with the support of youth workers during 2 years of the project; to create and test an online training courses for one key competence from the Reference Framework, by 200 young people, during 2 years of the project; to certificate 42 people interested in becoming youth workers in the Romanian Occupational Standard; to build an international partnership network of 9 structures based on youth work during 2 years of the project - 1st September 2015- 31 August 2017.

The project is specially designed for the youth, at the end of it there will be envisioned the following results: at least 50 youth workers from the project's partners – participants in the online training course; at least 200 young people (13-30 year old) from 30 Programme countries – participants in the learning to learn – online training course and user of the SIMULATION BOX of JOBS and Career box; at least 50 youth workers from 25 Programme countries – participants in the online training course and multiplier event; at least 42 persons interested to become certified youth worker according to the Romanian National Qualification Standard; at least 30 European structures to integrate the products results in their regular activities.

To achieve these facts there was initiated an investigation according to the youth's needs to identify some specific elements of the professional exposure: important values for teenagers, influential factors in the career decision making, the professional options teenagers have, their perception towards the desirable profession and **their conception of learning.** In this article we will refer to students' conception of learning and their preference for different profession

3.The objectives of the study

- To identify high school students' conceptions on learning
- To identify students' learning style
- To identify students' interests in participation in online courses and non-formal education activities
- To identify the relation between students' conception of learning and their preference for different type of jobs
- To identify the relation between students' conception of learning and their professional values

Study hypothesis

1. If students understand learning as transformation than they are more likely to take control of their career orientation process by consulting different sources of information and participating in specialized counselling activities

2. If the students' perceive learning as transformation then they will mostly value a working environment that is focused on autonomy, creativity and continuous professional and personal development

3. If Students prefer online and peer learning they are more likely to perceive learning as transformation

4. Description of the Sample

For this study there were 470 participants, 10th grade students from 13 High Schools in Arad; at least one class from each High School was in the study, according to the number of 10th grades.

The access to classes has been insured by the employees of the County Centre for Resources and Educational Assistance Arad. The sample is one of intention, including 10th

grade students because we consider that these pupils can still perform professional career activities based on the results we have got after the investigation, while those in the 12th

grade have already decided for their future career.

Table 4.1. The different profiles of the 10th grade students included in the research sample

Total	Architecture	Service commerce	Philology	Maths-TIC	Music	Pedagogical Profile	Sciences	Technical Profile	Theology
470	25	26	56	50	26	25	142	97	23
100%	5%	5%	12%	11%	5%	5%	30%	22%	5%

5. Investigation tools

The method chosen is based on the investigation through **questionnaire** in order to get more results in a shorter period of time. The results we got through this investigation gave us the opportunity to get some information which can be analysed by quantity and its quality as well. The disadvantage of this method is the ambiguity or the lack of the answers to opened questions. (Rotariu, Ilut, 2001)

The main concept of the investigation is the decision in the future career. For this study there have been taken into account the following: factors which influence the decision, values of anchor type, which guide teenager in choosing a career, the professional option, if there is one, the option for a formation type, learning aspects as a transforming process including the career.

The indicators were formulated as dual choice items, with a Lickert scale, hierarchy items, and items with one option, and open items.

6. Data analysis and interpretation

In order to analyse students' conception about learning we have made a content analysis of their answers to the item no.13 of the questionnaire („Please define what learning means to you").

We have grouped the results under two categories:

a) **Learning as transformation**. We included here definitions containing the following words: change, transformation, development, improvement, evolution, teaching others, self-development, learning style, trying something new, listening to the others, learning by doing, learning from others, being interested, continuous development, learning from mistakes, lifelong learning, being independent, life style, knowing yourself etc

b) **Learning as reproduction**. We included here definitions containing the following words: assimilation, accumulation of information, memorising

information, retention, having general culture, finding new things, passing the information, documentation etc.
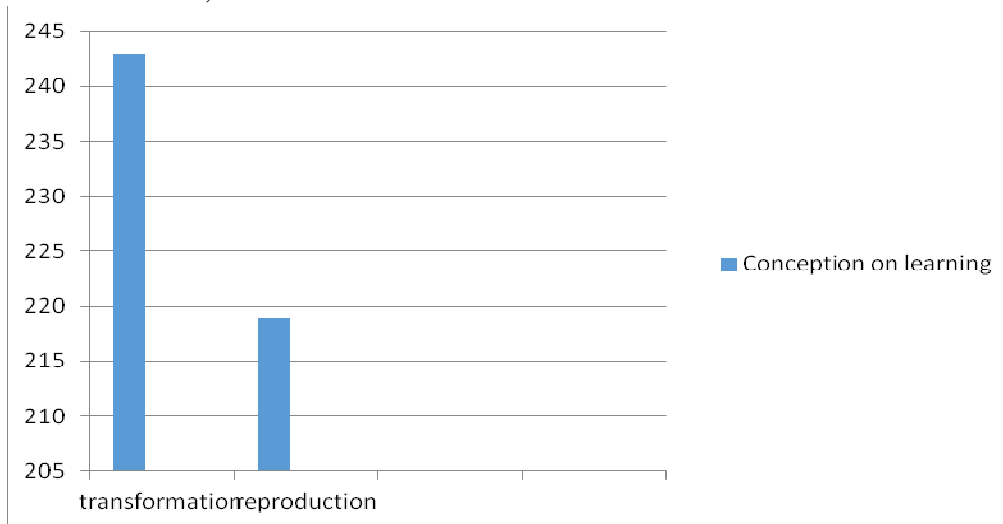

Chart no.4.1. Student's conception of learning

As we can see in the chart above, 243 subjects see learning as *transformation* and 219 as *reproduction.* The significant higher score for learning as reproduction of the reality is the reflection of the Romanian educational formal system promoting an evaluation of the memorised information instead of testing the understanding or practical skills of the students.

In order to test hypothesis no1*: If students understand learning as transformation then they are more likely to take control of their career orientation process by consulting different sources of information and participating to specialized counselling activities* we have implemented the non- parametric Mann-Whitney Test.

The results are presented in the table below:

Table 6.1. The relation between students' conception on learning and their source of career information

Source of career information	Students' conception of learning	N	Mean Rank
Parental advice	**Reproduction**	215	**238,50**
	Transformation	241	219,57
Parents' profession	**Reproduction**	215	**227,06**
	Transformation	240	228,85
Friends	Reproduction	215	220,88
	Transformation	240	**234,38**
Mass-media	Reproduction	214	**229,51**
	Transformation	239	224,75
Internet	Reproduction	214	227,00
	Transformation	241	**228,88**
Movies	Reproduction	215	226,04
	Transformation	241	**230,69**
Jobs' sites	Reproduction	215	**228,01**
	Transformation	240	227,99
Own preferences	Reproduction	214	226,05
	Transformation	241	**229,73**
Career counselling services	Reproduction	215	219,81
	Transformation	241	**236,26**

We can observe than students' obtaining higher scores for learning as transformation preferred to obtain information about the jobs from specialized career counselling services, friends, jobs sites, movies, own preferences, Internet.

Student's seeing learning as reproduction preferred to choose a career based on parental advice, parent's profession and mass-media information. These results, although not statistically significant tend to confirm our hypothesis. They show a specific trend: *students very dependent on the parental advice did not succeed to develop an active conception on learning.* On the contrary, students with investigative spirit, craving for independence and autonomy even in career orientation managed to integrate learning as a transformational process.

To test hypothesis no.2 *If the students' perceive learning as transformation then they will mostly value a working environment that is*

focused on autonomy, creativity and continuous professional and personal development we have implemented the non- parametric Mann-Whitney Test

Although the difference between the results is statistical significant (for a $p < .05$) only for variable *Independence* we acknowledge the fact *that in 5 out of 7 variables included in Hypothesis no. 2 students conceived learning as transformation* as it can be seen in the table 6.2.

Table 6.2. Synthetic comparison between students' conception of learning and their values in the context on working place

Students' values in the context of working environment	Transformation	Reproduction
To be challenged	**230,02**	227,15
Performance recognition	**229,44**	227,45
Equilibrium	**232,39**	224,13
Autonomy	**230,62**	226,13
Independence(having no boss)	222,48	**235,25**
Professional development	224,91	**232,53**
A sense of noble mission	**228,92**	**228,03**

Students having a clear conception of learning as a transformative process value a working environment where they are challenged, where their performance is recognized, where they can be in balance when referring to professional and personal life, where they can manage their task in an autonomous manner, where they can have the feeling that they participate in a noble work.

It is interesting to observe that students preferring to be independent at the working place (having no boss-as it was written in the questionnaire) manifest a significant understanding of learning as reproduction. This preference can be interpreted as „if I have no boss, I am free to accumulate whatever I feel necessary".

The same category of students would like to benefit from professional development at the working place. These options are logically congruent because the students value the working place where they accumulate more and more professional knowledge, in accordance with their conception of learning as reproduction of reality.

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Regarding Hypothesis 3 *If Students prefer online and peer learning they are more likely to perceive learning as transformation*, the non-parametric test applied validates it. Students who like to manage their own learning by accessing online courses and peer learning have a transformative conception of learning, as it can be seen in the table 6.3. below.

Table 6.3. The relation between students' conception of learning and their preference for online and peer learning

Students' preferred learning approach	Students' conception on learning	Mean ranks
Online	reproduction	226,96
	transformation	**228,93**
peer education	reproduction	218,95
	transformation	**234,09**

7.   Conclusions and discussion points

In this study we have identified the high schools students from Arad conceptions of learning. We found out that the majority of them understand learning as a system of data accumulation, as a reflection of an excessively informational education system. We have confirmed (even if not with statistically significant difference) that students perceiving learning as transformation have an active behaviour in collecting information about professions. They tend to give more credit to career counselling services than to their parents, because they feel they are more in control. Also, they prefer to learn for other youngsters or from the online environment rather than listen to a teacher or read a book. These results validate the importance of developing a space for interaction between the students in schools but also taking into account the benefits of online educational platform. Peer education is now regarded as a situation where everyone involved is both teacher and learner. As described in Peer Tutoring: Toward a New Model, this conception uses the tutoring process as a "central instructional strategy," in which tutoring itself is designed to facilitate learning, and in which everyone involved in a peer tutoring program is both tutor and learner.

A paradigm shift is needed at Romanian education level, both at macro and micro level by paying more attention to counselling hours in schools and counselling service in general and in promoting different interactive, peer – facilitated learning situations.

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IN WHAT WAYS DO IN-SERVICE SEMINARS HELP ENGLISH LANGUAGE TEACHING PRACTICE IN SERBIA?

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Abstract: *There is a belief that professional development constitutes an important part of being a teacher (Cirkovic-Miladinovic, 2014: 171). It is also believed that teacher professional development should provide an opportunity for in-service English teachers to explore their teaching practice and to critically evaluate themselves as professionals (Richards and Lockhart 1994; Wallace 1991). One of the ways to enhance teachers' professional development is to conduct in-service seminars where linguistic and pedagogical theory is connected with their individual teaching experience. Ideally, these seminars would need to incorporate an approach where teachers are encouraged to combine theoretical knowledge with practice and to be able to use that knowledge in their classroom. One of the focuses of the paper, firstly, is to discuss teacher autonomy, learner training and teacher training focusing here particularly on EFL teachers as learners. Secondly, the teaching context of the seminar will be explained with the highlight on the reasons for conducting it and the importance of the evaluation of its practicality. Thirdly, rationale for the seminar session will be considered as well as the activities, materials and interaction among trainees. As a way forward, the analysis and discussion of research data will be presented with the aim to answer the research question: In what ways do in-service seminars help EFL teaching practice in Serbia? On the other hand, we may discuss this issue as just an opportunity to broaden theoretical knowledge. Finally, some broader implications of the analyses will be pointed out. The main purpose of this paper is to discuss the usefulness of the seminars for the English language teaching practice in*

Serbia and its implications on the EFL learning/teaching quality.

Key words: *EFL teacher, professional development, teaching practice, seminar session.*

1. Teacher training

1.1 Teacher autonomy

In the field of teacher education *autonomy* is widely regarded as a 'capacity for potential self-directed learning behaviours' (Sinclair, 1999: 311). In his article, McGrath (2000) points out two perspectives of teacher autonomy: 1) *teacher autonomy as self-directed professional development* where the teacher is a learner himself and 2) *teacher autonomy as freedom from control by others* where subject teachers are expected to act within a triangular structure of syllabus, examination system and textbook. He then goes on to explain another aspect of teacher education which is *preparing teachers to facilitate learner autonomy.* Teachers facilitate learner autonomy while being learners at the same time. This aspect of teacher education through in-service programme is the focus of this paper.

Further, Brandt (2006: 362) suggest that teacher training concept need to move away from a 'being told' transfer approach, which is expert-directed, towards an 'exploratory approach', which allows for different teaching and learning styles and encourages autonomy as well as critical reflection for the teacher. Wright (1987) echoes Brandt's view by proposes that language teachers in a process of continual professional development should take the initiative themselves in pedagogic planning and put the emphasis on critical enquiry as a basis for effective action in their teaching practice (TP). Namely, teacher who is willing to explore his/her teaching practice in order to discover learners' needs and preferences may contribute to learner autonomy achievement. Thus, this point accounts for the fact that language teachers capable of exploring TP and helping their learners in the process of learning to focus on *how* to learn rather on *what* to learn are more likely to make learners' autonomy plausible (Dickinson, 1992). In this way, learners may become more motivated and independent in the process of learning while the teacher may become more motivated and willing for the exploration of the teaching practice.

Being an explorer in the language classroom is just one of the roles teachers adopt in their TP. According to Cohen (1998), teachers are actually

taking on a series of roles in the classroom such as: diagnostician, researcher, coordinator, coach, learner trainer and language learner. In-service programmes provide an opportunity for trainees to explore these roles and to be teachers and learners at the same time. In Lake's (1997) view one of the teacher training objectives is to enable a learner to become more independent in the process of learning and to accept additional responsibility for making decisions in terms of self-directed learning. In order to do so, subject matter must make it possible for the trainee to see clearly the connection between theory and practical teaching work (Waters, 1988). After all, learner and teacher autonomy are interconnected.

According to McGrath (1997: viii) "we learn because we choose to participate in planned educational experiences and because we create opportunities for learning in the course of our own work". "After being an English language teacher for 5 years in Serbia, I am again a language learner which I find very interesting and helpful. It is interesting on one hand, because as a learner, I do not feel the pressure that I have to know everything and, on the other hand, it is helpful because I am improving various skills: ability to present an argument, exploring theory, applying theoretical ideas and ability of being critical" (Teacher 1, participant in the research). In this sense, being in the role of a language learner during the seminar, the teacher experiences learning problems and in that way he or she becomes more sensitive to their learners' needs and difficulties in language learning.

Waters (1988) advocates that the subject matter in teacher training courses should not only be theoretically sound but should also be the kind of thing the trainees will readily identify with. In the same manner, Waters (ibid.) points out that these seminars should make it possible for the trainee to see clearly how different areas and levels of teaching interconnect. One of the possibilities to examine the usefulness of the seminar may be through feasibility of applying presented theory into teaching practice. A more subtle corollary may be also applied: in order to answer the question in what ways in-service seminars help TP is to raise this question and ask teachers who participated in the seminar by conducting a research.

1.2 Teachers as Learners

One 'leitmotiv' of recent papers in the field of teacher education is that learning constitutes an important part of being a teacher (e.g. Smith, 2000; McDonough, 2002). Therefore, long-term professional development is essential for every teacher and can be realised either through individual development or through seminars.

Laycock and Bunnang (1991) point out that in-service training (INSET) programmes intend to initiate a stage of personal development with the focus on classroom practice. They also suggest that those participants who are willing to explore different teaching and learning procedures will have to work out why these procedures may be useful for their learners and themselves. Apparently, the INSET tutor will do little to foster teachers' professional development unless they are eager to see and realise things for themselves (ibid.) In the same style, Cullen (1991) argues that one of the purposes of the TP analysis is to help trainees discover the methodological principles behind a particular practice and vice versa in order to facilitate a successful learning outcome. These conditions may or may not appear to be met in the in-service session so, for this reason, Wallace (1996) points out that professional development may be enhanced through reflection of one's own TP and by using theory intervened within teachers' continuing practice. Thus, reflective reports in teaching practice might foster teachers' analytical skills enabling them to critically assess educational theory and research (Pennington, 1990).

Furthermore, Bailey (1996: 261) states that *collaborative learning* ("learning organized around learners working and learning together through face-to-face interaction") may provide an opportunity for teachers to explore their own conceptions of teaching and learning. Face-to-face interaction with colleague teachers might provide a possibility for exchanging and negotiating ideas among teachers who actually already have well-established teaching styles (Cullen, 1991). Therefore, it may be said that teachers are individuals and their styles are different as well as their teaching skills (Cirkovic-Miladinovic, 2010). Teachers possess a mixture of skills, attitudes, values, beliefs and knowledge areas, yet this mixture should not be observed as a disadvantage in the seminar, on the contrary, this variety seems to be an advantage (Woodward, 1991). To sum up briefly, being open to variety of principles and able to think about, discuss and change them in the light of work experience is according to Woodward (ibid.) definition of a good learner, teacher or trainer.

2. Teaching context: seminar for English teachers of secondary schools in Serbia

One of the first important steps towards becoming a better teacher involves an increased awareness about the importance of professional development and openness to the possibility of change. Learning to teach is a desire to move forward, to keep learning from what happens, to reflect on

what happened and to believe that creativity, understanding and experience are continuing to grow throughout one's life (Scrivener, 1994). Supporting this idea, Ho (1995) notes that the teacher educators may consider helping both pre-service and in-service teachers to become reflective professionals by giving them chances to actively participate in the seminar sessions. This can be especially important when teachers are at an early stage of their TP without much experience so their teaching skills need to be developed. Hence, seminars may be considered as a good way to prepare teachers for what happens in real school situation.

The aim of the seminar (outline of the seminar is given in appendix 1) for secondary school teachers, conducted in January the 16th 2015 in Serbia, was to have participants experience critical thinking by producing their own definitions and lists as well as to explore how theory can be transformed into practical tasks ready to be applied in their own classrooms. Namely, secondary school teachers' learning problem was how to improve their own critical thinking in order to help their learners to develop it. In this case-study, the teacher trainer's intention was to motivate teachers to become active in questioning and analyzing and to require evidence rather than to take their own opinions as the only relevant ones (reflection of a teacher trainer is given in appendix 2). Another purpose of this seminar was to challenge secondary school teachers, cognitively and affectively, to discover ways in which they can help their learners to become better language learners as it would appear that criticality is an intrinsic aspect of teacher training.

2.1 Seminar Rationale

Seminars provide an opportunity for teachers' professional development which may be associated with the notion of a teacher as "independent problem-solver" who takes responsibility for personal development (Roberts, 1998: 222). Learner training seminars for secondary school English teachers in Serbia seem important in ELT practice both as a possibility of improving teachers' abilities for teaching and a way of helping teachers to prepare lessons on their own.

The presented seminar in January 2015 was created for the non-native teachers of English in Serbia. The topic: *Promoting critical thinking through discussion* was chosen for the purpose of experiencing and accepting new ideas through cooperation with fellow participants who "shared relevant experiences and ideas, maybe for the first time ever, with colleagues who were really interested to listen" (see Appendix 2). The aim of the topic was to raise awareness of the importance to think critically, to give relevance to

personal experience and to express personal points of view on group-work results (see Appendix 1). According to (Cotterall, 2000: 111) content is "the hallmark of courses" or seminars, so activities and materials, in the teacher training context, should provide more detailed explanations in terms of skill development, teaching strategies and self-assessment. Activities and materials would need to leave space for self-directed learning as well (Sinclair and Ells, 1992). Therefore, "releasing control to the teachers can be very productive if they are motivated and enthusiastic about the activities and materials" (see Appendix 2).

Let us now turn to the session plan and performed activities (Session plan is given in Appendix 3). In the first stage, as pre-lead-in activity, participants are made aware of their language learning needs by giving them slips of paper in order to make a list of their expectations (see Appendix 4). The aim of the second stage was to raise awareness of the importance to think critically, not on the surface. In the next stage the aim was to give participants an opportunity in order to experience critical thinking by producing own definitions and lists (see Appendix 3). By producing their own definitions (10 minutes' activity), participants develop metalinguistic knowledge about language and criticality. Then, in the fourth stage, participants share own experiences in using discussion in ELT. The aim of this activity was to give relevance to trainees' personal teaching experiences. In this stage trainees were given an instruction in learning strategies such as self-awareness. Further, in the fifth stage, participants organize resources, material and time by making a debate with the chosen topic which is the preparation for the next stage. In the sixth stage presentation of posters by group representatives and peer evaluation of discussion takes place. In this way, participants take charge of their own learning and become autonomous strategy users. Besides, thinking about teaching seemed to bring about a greater awareness of learning (Assinder, 1991). Finally, participants evaluate the relevance of the session activities and materials to their own circumstances by completing the evaluation form (see Appendix 5) and make plans for continued language study.

3. Analysis and discussion of results

3.1 Data Collation

On the basis of the question: *In what ways do in-service seminars help teaching practice in Serbia?* this paper intend to address, a piece of research was conducted in September 2015. The purpose of this research was to confirm or refute the hypothesis: In service seminars do not help teaching

practice in Serbia. For the reason of not having a real insight into seminar's success and its applicability into TP after a one-hour session, this research seemed to be significant. Since the seminar was conducted in January 2015, we tend to believe that teachers had plenty of time to try out blending some of the seminar content into their classroom activities. In order to find out the usefulness of the January seminar session for the TP in Serbia, participants were given a questionnaire to fill in. The questionnaire of eleven questions (see Appendix 6) was designed to elicit teachers' perceptions in terms of the seminar's usefulness for their TP after they have been teaching for five months. Another reason for choosing a questionnaire is that questionnaires are economical in terms of time (they are usually easy to complete) and they are convenient for the respondents because respondents receive the same questions (Dörnyei, 2003). A questionnaire for English teachers in Serbia is a rating scale called *The Likert's scale.* The sample for the research was chosen purposively (seven teachers out of 20 who participated in the January seminar session). Postal method of the questionnaire distribution was chosen for this purpose.

3.2 Data Analysis and Data Interpretation

Twenty secondary school English teachers participated in the seminar while seven (35%) participated in the final research. Data of age and years of teaching experience is presented in a Table 1 and as a Chart 1 below.

Table 1. Age and years of teaching experience

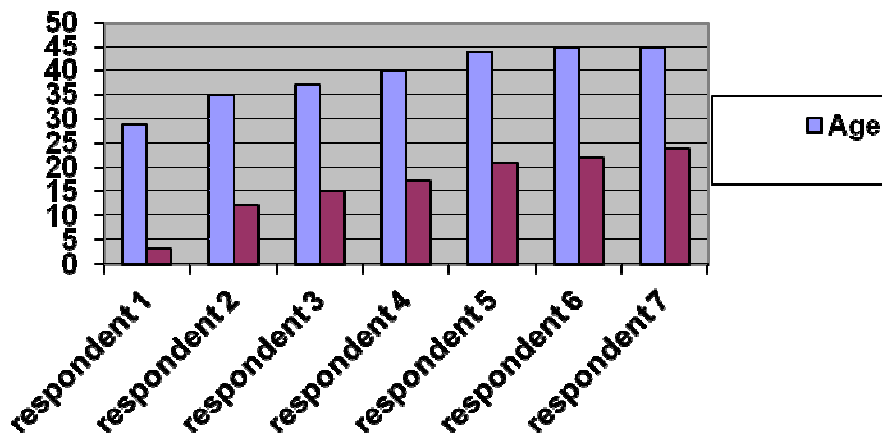| Number of question	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7
Age	29	35	37	40	44	45	45
Teaching experience	3	12	15	17	21	22	24

Chart 1: Age and years of teaching experience

Respondents' average age is 39.28 within the range of *max* 45 and *min* 29. Mode age, age that occurs most frequently, is 45. Median age is 40. Then, Mode age in terms of years of teaching experience is 21 while median age is 17. As a way forward, here is presented Table 2 which presents data in percentages. average teaching experience is 16.14 within the range of *max* 24 and *min* 3.

Table 2. Data given in percentages

Question number	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1	28.57	57.14	14.29	0.00	0.00
2	0.00	85.71	14.29	0.00	0.00
3	0.00	71.43	28.57	0.00	0.00
4	0.00	28.57	28.57	28.57	14.29
5	0.00	71.43	28.57	0.00	0.00
6	0.00	42.86	42.86	14.29	0.00
7	71.43	28.57	0.00	0.00	0.00
8	57.14	42.86	0.00	0.00	0.00
9	14.29	42.86	42.86	0.00	0.00
10	42.86	42.86	14.29	0.00	0.00
11	28.57	28.57	42.86	0.00	0.00

Then, analysis according to four categories (evaluation of: a) activities and the topic appropriateness; b) materials; c) interaction among trainees and d) implications) that were taken into account for the purpose of evaluating

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seminar session (see Appendix 7). Further, the purpose of the questions in part A, the first category, was to find out the appropriateness of the topic and the usefulness of the activities for the TP. According to the first question results (four respondents (57.14%) answered that they agree with the statement, 2 respondents answered that they strongly agree (28.57%) and one respondent was neutral (14.19%) (see Table 3).

Table 3. Participants' responses in terms of the seminar quality

Question number	strongly agree	agree	neutral	disagree	strongly disagree
1	2	4	1		
2		6	1		
3		5	2		
4		2	2	2	1
5		5	2		
6		3	3	1	
7	5	2			
8	4	3			
9	1	3	3		
10	3	3	1		
11	2	2	3		

So we may come to the conclusion that the topic was relevant for the level teacher trainees teach (see Appendix 8, Chart 1). In terms of the appropriateness of the activities presented in the seminar 6 respondents (85.71%) answered that they agree with the statement while one respondent was neutral (see Appendix 8, Chart 2). Discussion tasks were evaluated as useful for the TP: 5 respondents (71.43%) agreed with the statement while 2 were neutral (see Appendix 8, Chart 3). The aim of the fourth question was to find out whether teachers used some of the activities presented in the seminar in their TP (see Appendix 8, Chart 4). Younger teachers, with less teaching experience, tend to use some of the activities in the classroom while older and more experienced teachers tend to use already known activities that they have used before. The reason for this situation, in terms of more experienced teachers, may be not being open to new ideas in ELT practice and not being willing to change the teaching methods that they have already used. Younger teachers tend to, at least, try some of the activities in order to fresh up the classroom atmosphere. Overall, teachers rarely used activities presented in the seminar: 2 respondents used some of the activities, 2 were neutral while 2 respondents disagreed and 1 strongly disagreed with the statement in question 4.

As far as part B (materials evaluation) of the questionnaire is concerned, it is consisted of two questions: question number 5 and 6. When asked whether seminar materials are useful for the ELT practice 5 respondents answered that they agree (71.43%) while 2 were neutral (see Appendix 8, Chart 5). Nevertheless, when asked did they use some of the materials in their everyday TP, 3 respondents replied positively (42.85%), 3 were neutral and 1 respondent answered negatively (see Appendix 8, Chart 6). Again, younger teachers with less teaching experience answered that they used some of the handouts for the classes they teach while teachers who are more experienced tend to use materials that were already tried out and available.

Part C of the questionnaire was designed to elicit teachers' attitudes towards interaction with the fellow colleagues. According to the results (see Appendix 8, Chart 7 and 8) it may be argued that teachers enjoyed sharing experiences, teaching methods, problems and ideas with peers (Vacilotto and Cummings, 2007). Sharing experience was evaluated positively 71.43% - strongly agree with the statement saying that interaction was useful in terms of sharing teaching experience and 28.57% - agree that interaction was useful in terms of learning from each other. This category was the one that was evaluated with the highest scores (100% positively evaluated). Finally, Part D of the questionnaire was designed to elicit participants' attitudes towards future professional development and seminar participation. Results of the question number 9 are: only 1 respondent (14.29%) strongly agreed with the statement that presented theory can be applied into TP, 3 respondents (42.85%) agreed while 3 respondents (42.85%) were neutral (see Appendix 8, Chart 9). What can be deduced from the results of the question number 10 is that younger participants would like to participate in future seminars (42.85% - strongly agree and 42.85% - agree). Only one respondent was neutral (see Appendix 8, Chart 10). Last but not least, results of the question number 11, shows that four respondents replied positively by saying that the seminar helped them to encourage their students to think critically while three respondents were neutral (see Appendix 8, Chart 11). The results of this last question may account for the fact that younger teachers are more willing to develop their teaching skills being open to new ideas and being ready to participate in the seminars. It is interesting to consider at this point that activities and materials presented in the seminar were evaluated as useful but were not applied and implemented into the regular TP. Furthermore, greater elaboration is needed in terms of theory presented in the seminar sessions and its applicability into ELT practice in Serbia.

4. Implications and conclusions

This paper was intended to address issues about the usefulness of the seminars for the TP in Serbia, as well as to discuss main differences between presenting and applying theory into ELT practice. Outcomes from this research showed that teacher-training courses have to be designed to meet their participants' needs not only as teachers, but also as trainees in order to make seminar sessions more successful and functional for the TP (Waters, 1988). Research on the most effective ways to present useful theory and to motivate and train teachers in using this theory in their foreign language classrooms' is also needed (Chamot, O'Malley, 1995). Clearly, two classes are never the same so it is not feasible to create seminar's activities and materials that will suit all teacher trainees and their language classes.

In spite of the mentioned limitations, the results of this study may have several positive applications within the context of teacher training. Firstly, participating in the seminar sessions might provide teachers with the opportunity to experiment and implement novel ideas and activities in their classes by sharing responsibilities with colleagues of the same status (Vacilotto and Cummings, 2007). On a more positive note, it could be said that seminar sessions may not provide panaceas but may contribute to a continuous process of learning and improving teaching skills. Moreover, teaching/learning in the field of teacher education belongs to a life-long learning area and needs to become part of each teacher's professional development not only through obligatory seminars but also through continuous self-evaluation and reflection.

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Appendix 1
Outline of the seminar
Title: Promoting Critical Thinking through Discussion

Expected audience: 30 English teachers of local secondary schools.

The topic is relevant for two reasons: First, raising awareness of the need to equip students with both thinking and communication skills are necessary if we want to help them to become active learners responsible for their (language) learning. Merely reproducing knowledge is not an adequate preparation for living in the present-day world that is very complicated to understand. Teachers are responsible for developing thier students' thinking skills so that they can process information and produce knowledge. Secondly, discussion in the foreign language classroom is an activity that can contribute

greatly to practicing both thinking skills and language fluency, allowing full participation of all students (even the shy and introverted ones).

Time/Duration: 60 minutes

Place: Jagodina, Faculty of Education in Jagodina, University of Krgaujevac

Objectives:

• By the end of the session the participants will have got acquainted with the concept of critical thinking and its implications for the ELT

• By the end of the session the participants will have got acquainted with the elements of successful discussion/debate in ELT

• By the end of the session the participants will have produced discussion tasks promoting critical thinking, ready to be used in their own ELT

Expected challenges/difficulties/anticipated problems and how to deal with them:

- Teachers may not respond efficiently in the activities that require their reflection and sharing of experience and ideas, or choosing a task, and where control will be released to them (activities 1, 3 and 4). I will deal with this challenge by assuming more control and distributing specific tasks to groups.

- Flexible timing may become a problem endangering proper dynamics and achievement of objectives. I will deal with it by monitoring the progress of group-work and checking if any of them need suggestions how to complete the tasks. If necessary, I will shorten the discussion in the closing activity, ensuring only that all participants view posters produced by the other groups.

Appendix 2
Reflection on the Session
Promoting Critical Thinking through Discussion
Jagodina, 16/1/2015

Analyzing my previous session, I kept thinking not only of the effectiveness of each session stage, but also of my role in facilitating the activities and session outcomes. I was thus faced with the question of my progress in moving from teaching to training. How self-aware have I become? What are my strengths? And my weaknesses? How much did I contribute to deepening the awareness of the teachers, to their opening up to new ideas and to sharing personal experiences, to their learning from the session in general (from the session content and from interaction with each other)?

I must say that I am not quite sure about where I stand on the line between a teacher and a trainer, but I know very well that my January session

has brought me a few steps closer to the training position and to the vision of a trainer I am striving to become. How? My new insights are as follows:

❖ Flexibility is one of the key words in functioning as a trainer. When I included the concept in my action plan for the January session, deciding to allow teachers freedom of task choice and flexible timing for performing the tasks, I had not thoroughly thought of the implications, but rather used my intuition (I am pretty sure that having a vision is not completely a conscious state, but implies some intuition as well, since we cannot be aware of all implications of what we foresee for the future).

I am satisfied that I managed to keep flexibility in the course of the session. Moreover, I feel that such flexibility contributed very much to raising teachers' understanding and to allowing their learning. I did not interrupt teachers in the lead-in activity when they spoke longer than I had planned because they all wanted to share their understanding of different perceptions and critical thinking. Then, in all other activities I let the teachers give own comments and exchange views whenever it was relevant as I understood how important it was for their clarifying the new concepts. A trainer can never know in advance what individual understanding and learning needs teachers bring into the session; therefore, exchange of experiences, ideas and views should be seen as an ideal learning opportunity for all of them.

The teachers' feedback to the January session has made me more aware of the need for flexible approach to session planning, sequencing activities in particular. I realised that completely different sequencing (starting with a discussion, and going back to describing its elements and critical thought necessary for expressing own views) could have been more productive for achieving the session objectives. Improvising is easy with experienced teachers, so it must be easy with experienced trainers. Till then, detailed planning is a must.

Flexible control over the session activities is something that I regarded as a challenge in my January 2015session plan, but managed to use widely in the session itself. Compared to my October 2014 session, when I was holding too much control over most activities, in the January session teachers were in charge of most of the activities. I was there for scaffolding if they needed me, but most of the time pairs and groups worked under their own steam. I felt in control only during the introduction stage, when giving instructions or distributing task material. Releasing control to the teachers can be very productive if they are motivated and enthusiastic about the activities, but they must be first well-prepared and led by the trainer.

Paradoxically (or not?), January 2015 session has confirmed my belief that good planning is essential. Not only should the trainer plan the session in detail, but materials (handouts, slides, posters) should be fully appropriate to

the session. My January session materials were much better that the ones in the October 2014 session, I had thought them out very carefully, and so there was no misunderstanding or any surprises for me. My careful planning and good materials have become my real strength as a trainer.

❖ An important insight is that I still have to work hard to improve my instructions. Although I had no real problems in the January session related to this skill, I still feel that I sometimes checked understanding of instructions much later than I should have (I did it while monitoring pair or group work). I have thought of the reasons carefully and believe that one of them is that I feel uncomfortable asking teachers if they understand something as simple as instructions (this is not a problem with students), so I must get used to doing it in future.

Appendix 3

SESSION PLAN

Stage, timing, work	Procedure: what (explain shortly) and why (aim, in a few sentences)	Materials
Introduction 1 min CW	Brief outline of the session Aim: to focus participants' attention on the topic	Poster
Pre-Lead-in 1 min IW	Question: Do you find the topic relevant to the level you teach? Put down a few questions you want to be answered in this session or make a list of your expectations. Aim: again, to focus participants' attention on the topic from the standpoint of their needs and expectations; to make it easier for them to evaluate the session in the evaluation forms	
Lead-in 3 min PW	Different perceptions – optical illusion. Discussion on how our own perceptions (of the same picture) may differ from those of the others. Aim: to raise awareness of the importance to think critically, not on the surface	Power Point (Dali's picture of Gala / Lincoln)
Activity 1 10 min PW (Think-pair-share)	Defining critical thinking/critical thinker – in groups, participants produce a definition of critical thinking and a list of characteristics of critical/non-critical thinking/thinker. Definitions/lists are shared and pinned on the wall; lists are checked with Power Point slide.	Handout 1 Handout 2 Power Point

	Aim: to have participants experience critical thinking by producing own definitions and lists	
Activity 2 5 min PW	Discussion/debate in ELT – participants share own experiences in using discussion in ELT, focusing on its efficiency (when it worked – students' attitudes to this kind of activity) Aim: to personalize the topic and give relevance to personal experiences	
Activity 3 10 min GW	What makes a successful discussion/debate – in groups, participants discuss a chosen element of a successful discussion/debate by brainstorming ideas first and then produce a poster illustrating it. Participants are divided into groups on the basis of their own concerns/experiences regarding discussion as a communication activity. Aim: to have participants connect own experience to the theory and learn from each other	Power Point Handouts Poster
Activity 4 15 min GW	Preparing discussion tasks/five minute debates – in groups, participants prepare discussion tasks or five minute debates which promote critical thinking and can be used in their own ELT; each group produces a poster Aim: to explore how the theory can be transformed into practical tasks ready to be applied in their own classrooms	Poster
Closing 10 min CW	Presentation of posters by group representatives and peer evaluation or discussion Aim: to share the new knowledge, express personal points of view on group-work results and sum up the session activities	Poster
Feedback 5 min IW	Participants refer back to their notes in the Pre-lead-in activity (participants' needs and expectations) and fill in the evaluation form Aim: to evaluate the relevance of the session activities and materials to their own circumstances	Handout

Appendix 4

This slip of paper was given to teachers at the beginning of the seminar in order to focus their attention on the topic from the standpoint of their needs and expectations. Then, this would make it easier for them to evaluate the session in the evaluation forms. Moreover, this would be useful for the presenter to compare participants' expectations with the session plan that was carried out.

Promoting Critical Thinking through Discussion
Time/Duration: 60 minutes
Place: Jagodina, Faculty of Education
Date: xx/xx/xx

Answer these questions by writing full sentence on the given line.

1.   I have been preparing for this seminar through:
_____
_____
_____

2.   Out of this topic I expect to hear/learn this:
_____
_____
_____

Appendix 5

Date: _____

WORKSHOP EVALUATION FORM

Note: This is an evaluation form on this session. Please complete this form because your opinion will help us improve it in the future. You need to think what you have expected to hear/learn and what has been actually accomplished. It is anonymous. Thank you for taking the time to complete it.

1. I have expected to hear/learn during the session
_____
_____
_____

2. I liked

_____
_____
_____

3. I did not like

_____
_____
_____

4. I suggest

_____
_____
_____

5. This session actually accomplished something that I did not expect and that is

_____
_____
_____
_____
_____

Appendix 6

A Questionnaire for English Language Teachers

Directions:
This form of the QUESTIONNAIRE is for teachers of English as a foreign language.

You will find statements about the seminar session you attended on 16th January 2015. The topic of the seminar was *Promoting Critical Thinking through Discussion.*

Please read each statement and in the appropriate space mark your response (X) that tells how strongly you agree/disagree with the statement. This usually takes about 10 minutes to complete.

This questionnaire is anonymous.

                          Thank you for taking the time to complete it.

Date: _____
Country: _____

Mother tongue: _____

Age: _____

Teaching experience (circle the right answer or write on the line number of years)

less than 5 years   5 to 10 years   10-15 years
more_____

Part A

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I find the topic of the seminar relevant for the level I teach.					
2. Activities presented in the seminar are appropriate and useful for my teaching practice (TP).					
3. I find the discussion tasks/debates conducted in the seminar useful for my own TP.					
4. I used some of the activities in my own classroom.					

Part B

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5. I find materials (handouts, power point presentation) presented in the seminar useful for					

my TP.				
6. I used some of the handouts for the classes I teach.				

Part C

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. Interaction between my colleagues and me during the seminar session was helpful in terms of sharing our teaching experience.					
8. Interaction between my colleagues and me during the seminar session was helpful in terms of learning from each other.					

Part D

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9. A seminar was explicit in terms how theory can be transformed into practical tasks ready to be applied in my own TP.					
10. I would like to participate in another seminar relevant for my					

TP.					
11. The seminar helped me to encourage my students to think critically and to express their opinions in the class.					

Appendix 7
Part A

Number of question	respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7
1	4	4	3	4	5	4	5
2	4	4	4	4	4	3	4
3	3	4	4	4	4	4	3
4	3	4	4	2	2	3	1

Part B

Number of question	respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7
5	4	4	3	4	4	3	4
6	4	3	4	3	4	3	2

Part C

Number of question	respondent 1	respondent 2	respondent 3	respondent 4	respondent 5	respondent 6	respondent 7
7	5	5	4	4	5	5	5
8	4	5	5	5	5	4	4

Number of question	respondent 1	respondent 2	respondent 3	respondent 4	respondent 5	respondent 6	respondent 7	
7	5		5	4	4	5	5	5
8	4		5	5	5	5	4	4

Part D

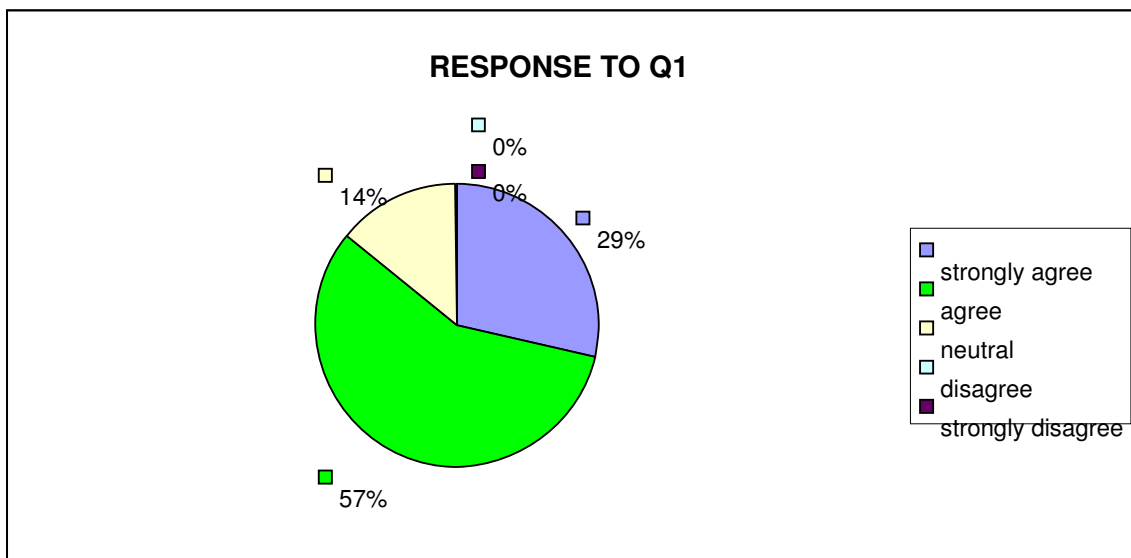| Number of question	responde nt 1	respond ent 2	respond ent 3	respond ent 4	respon dent 5	res po nd ent 6	respon dent 7
9	3	4	5	4	3	3	4
10	5	4	5	5	4	3	4
11	5	4	5	4	3	3	3

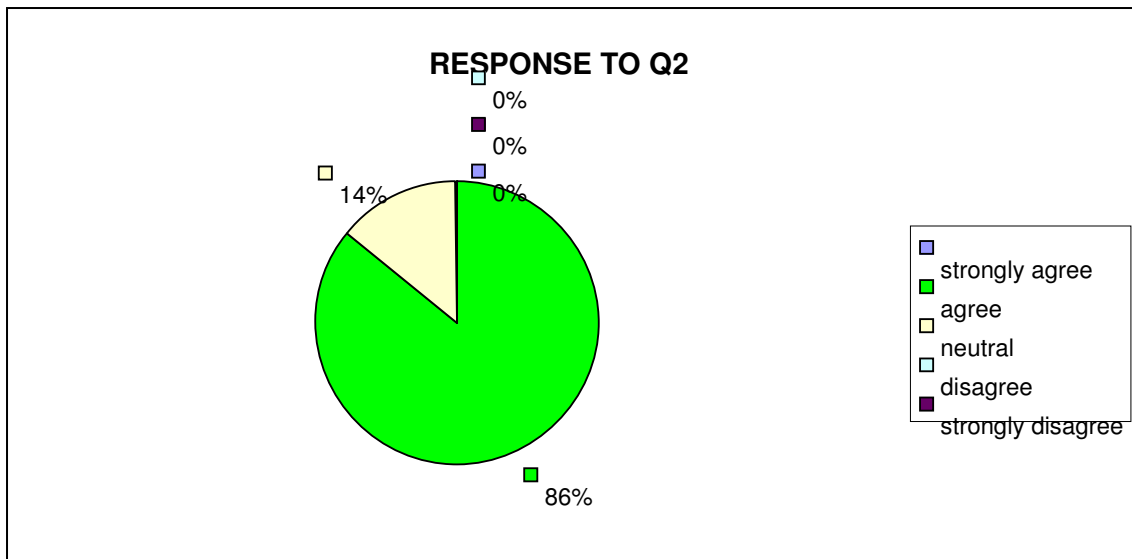## Appendix 8

Chart 1. Response to question number 1

RESPONSE TO Q2

0%

0%
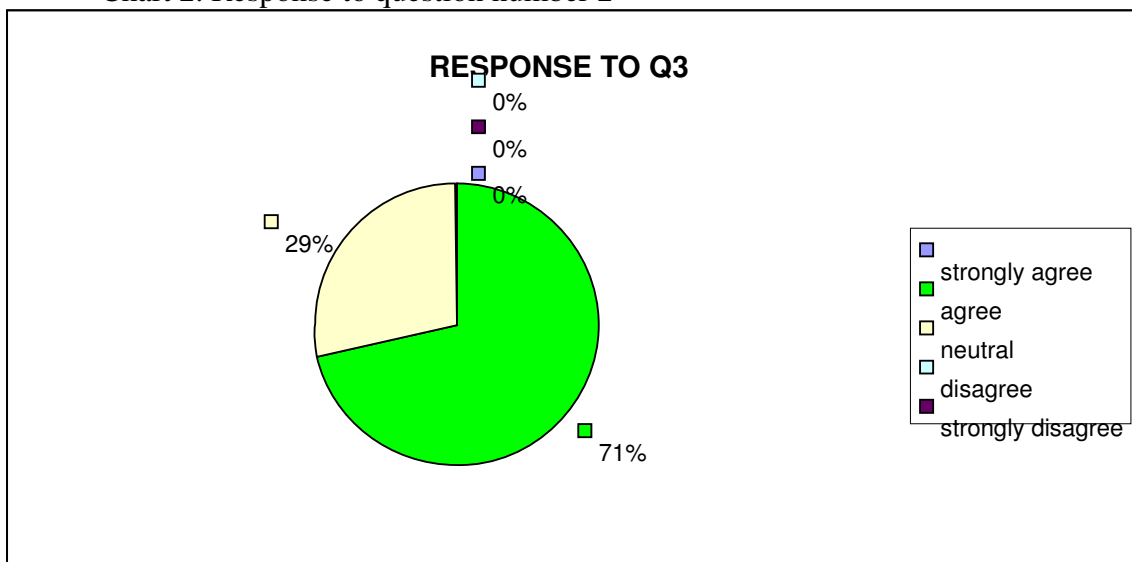
0%

14%

strongly agree

agree

neutral

disagree

strongly disagree

86%

Chart 2. Response to question number 2

RESPONSE TO Q3

0%

0%

0%

29%

strongly agree

agree

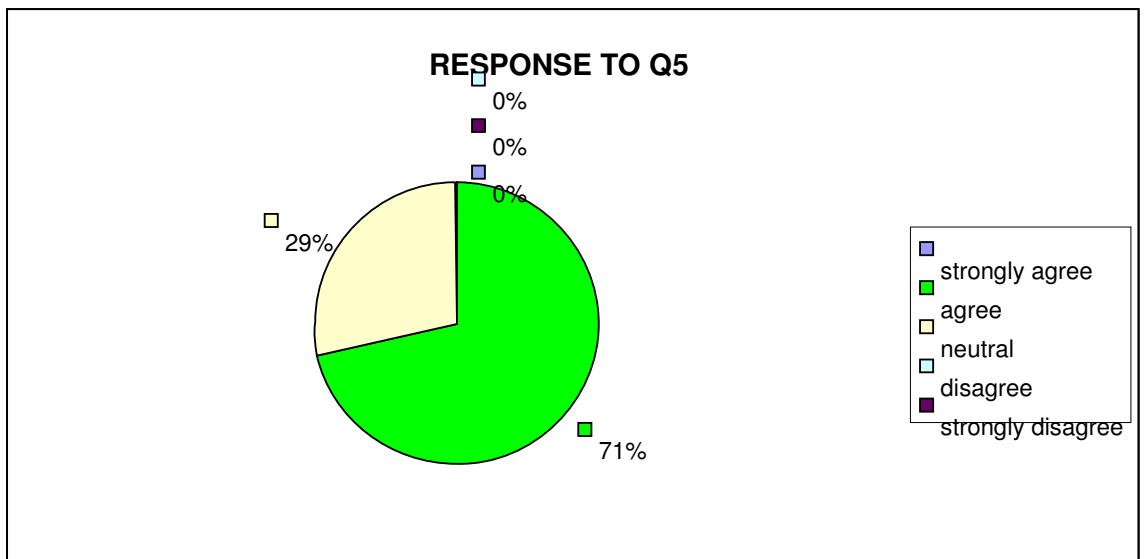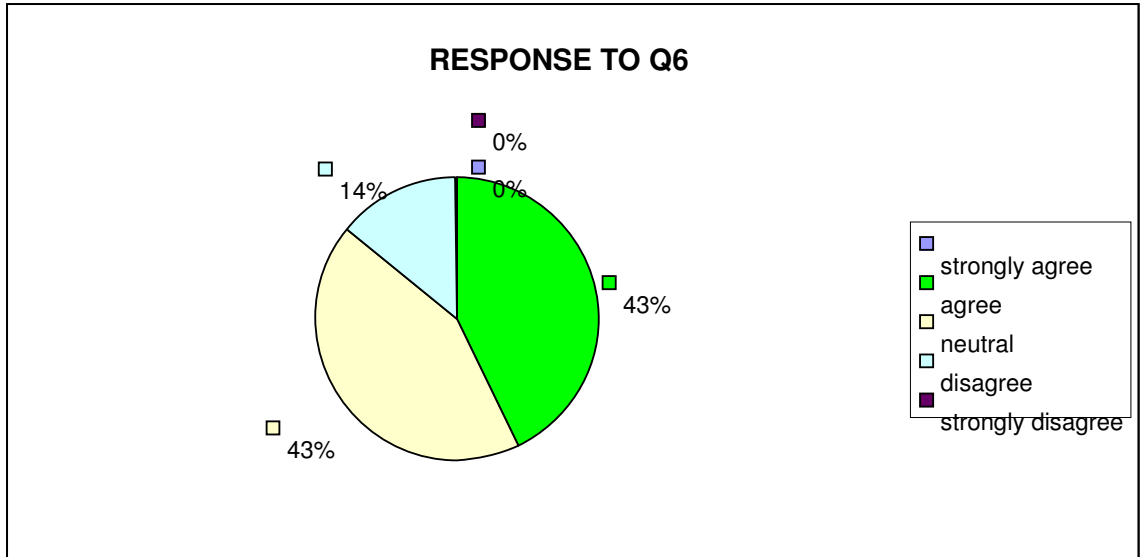neutral

disagree

strongly disagree

71%

Chart 3. Response to question number 3
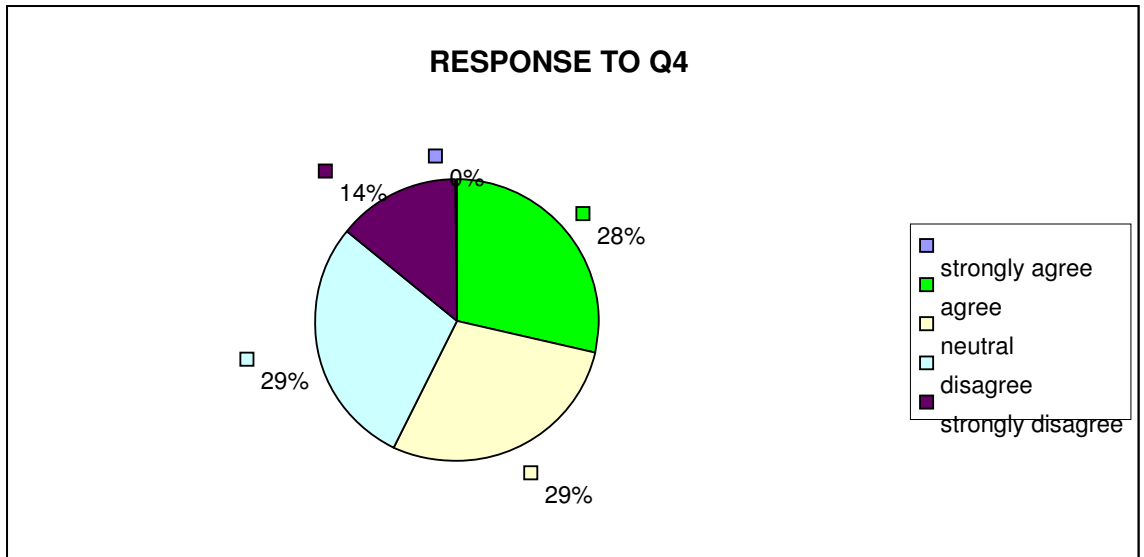
Chart 4. Response to question number 4

Chart 5. Response to question number 5

RESPONSE TO Q6

Chart 6. Response to question number 6
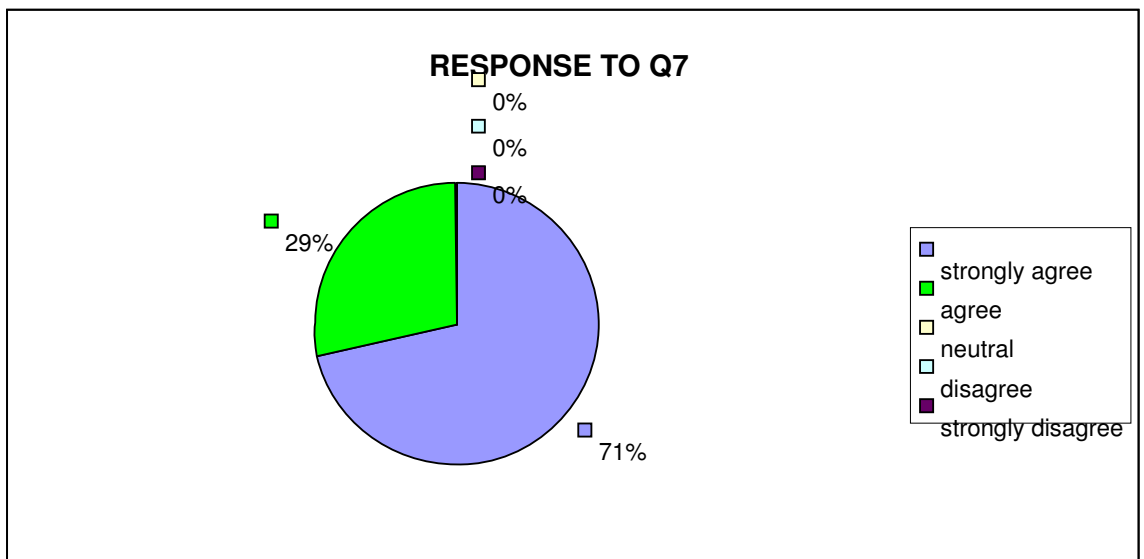
RESPONSE TO Q7
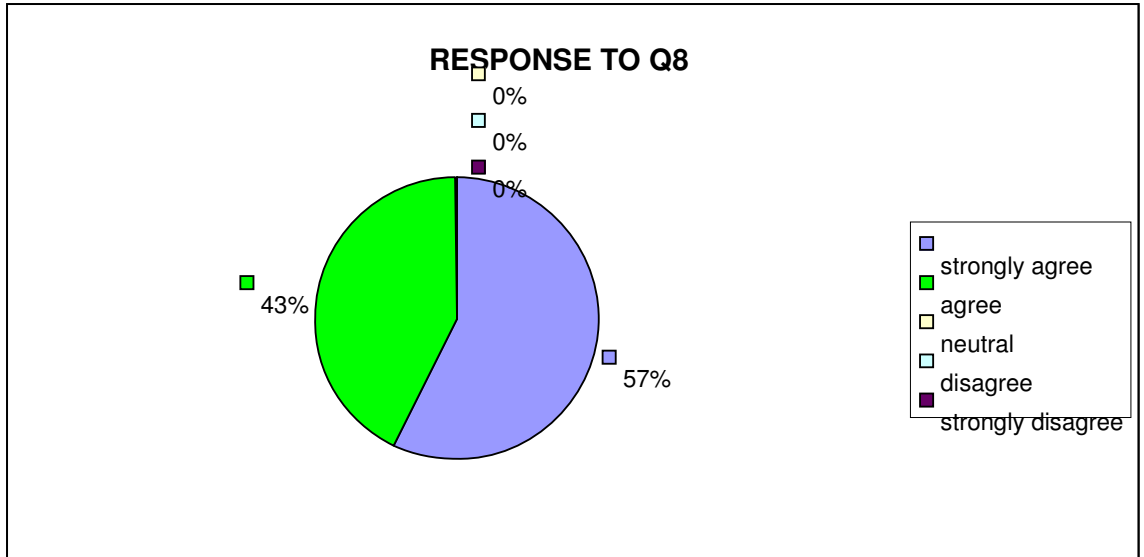

Chart 7. Response to question number 7

Chart 8. Response to question number 8

Chart 9. Response to question number 9

RESPONSE TO Q10

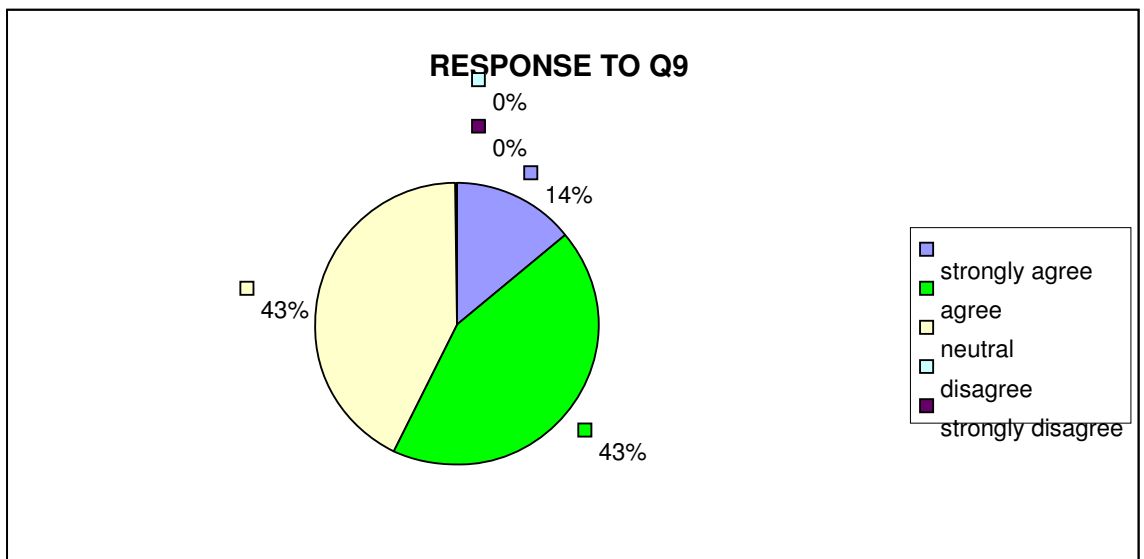

Chart 10. Response to question number 10
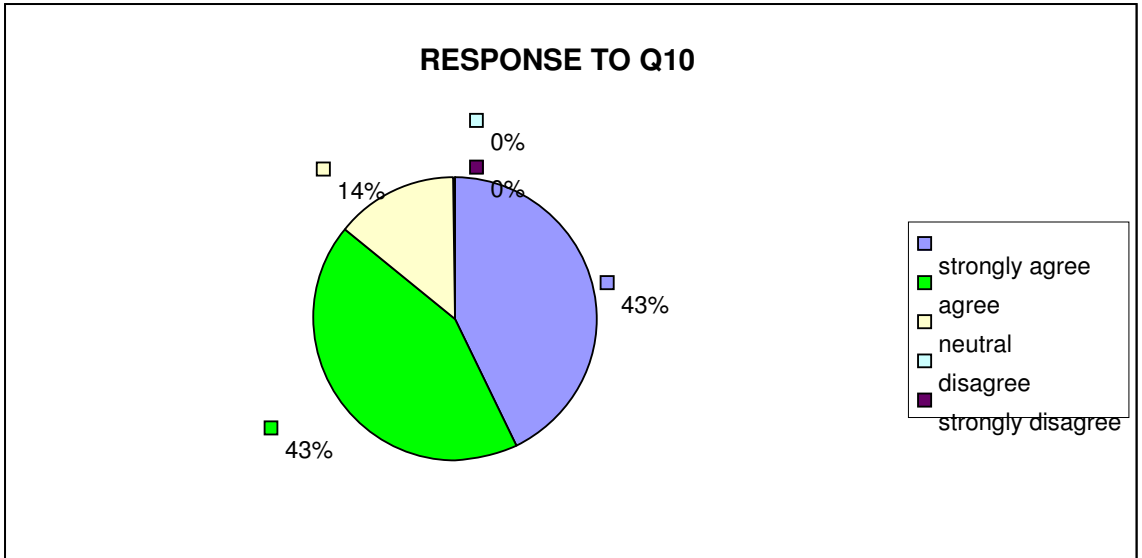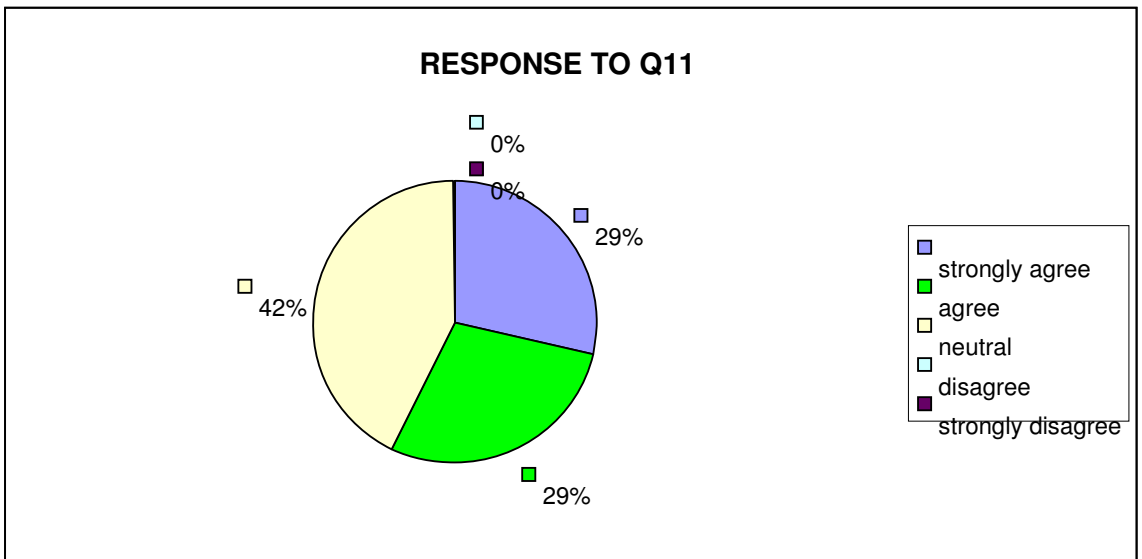
RESPONSE TO Q11

Chart 11. Response to question number 11

DEVELOPING SCENARIOS FOR THE VIRTUAL SIMULATION OF MORAL DILEMMAS

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Abstract: *The paper presents a preparatory phase of a more ample research project: designing an interactive educational software meant to support the development of the leadership competences of the military students. This software could be used by future military leaders for practicing different ways to approach and solve moral dilemmas. The first phase of the project refers to designing a set of scenarios of some professional situations with controversial moral potential. We were focused on the relationships in the military, the ways of exercising leadership in different contexts, and the decisions making process in case of ambiguous ethical conditions. In order to set some possible courses of action for the interactive virtual simulations, we conducted a qualitative research on the ground, applying structured interviews. At first we collected a lot of stories related to the leadership in Romanian Army, and then we made a qualitative analysis of them, using the Atlas.ti software. These led us toward several suggestions and clues concerning the moral values which should guide the virtual scenarios. Likewise, there were outlined some alternatives for splitting the possible course of action in the key points. In the next stage of the project, the scenarios shall be validated through the focus group method, in order to strengthen their veracity and their scientific basis, before converting them into an effective virtual simulation.*

Keywords: *moral values, moral dilemma, military leadership*

1. Introduction

In the social relationships, generally speaking, individuals can be often found in the hypostasis of moral subjects, no matter the activity they perform and the circumstances of their life. People act by mobilizing their moral forces, which were previously internalized due to the interaction with the set

of *moral values of the society* to which they belong. The contradictory aspects of the social morality and the distortions that occur in the process of its internalization generate a special psychological construct, named *the individual morality*.

This paper presents a part of a more ample research activity, developed in order to support teachers, officers and military instructors from the Land Forces Academy in their curricular and extra-curricular activities aimed at forming future professional officers. The main purpose of the broad research project is the implementation of effective strategies for military students' character development, in order to increase the quality of human resources in the Romanian Army.

The starting point of the study is the finding that, during the period of training in academy, military students are not fully aware of the ethical implications of some of their future decisions as officers, in a military context. Despite the fact that they are not yet perfectly aware of the requirements, military leaders will have to act like moral guides for their subordinates, taken as individual and as a military subunit.

It is known that the psychological mechanisms which support students' readiness for exercising the military leadership role cannot be entirely built within the formal curricular activities that are currently planned in the military academy. Therefore, topics that target the strengthening of the moral profile of military students should be addressed in different educational contexts, even outside the classes. This is desirable because the topics are very diverse and offer ongoing opportunities for discussions, for sharing experiences, for building positive attitudes and positive moral values, for anticipations of the decisions to be taken in challenging professional contexts. Through a research project in progress at the institution level it aims to create a database of consistent and coherent scenarios (cases) of some moral dilemmas involved in the decision making process in the military. This is a preparatory phase for a subsequent more ample demarche: designing an interactive educational software, meant to be used in educational activities based on virtual simulations, aiming at developing the moral profile and the leadership potential of the military students. The software application could be accessed by students both independently and during the educational activities led by teachers, officers or military instructors. This database will include a lot of scenarios of professional situations (cases, incidents) with controversial moral potential, focused on the relationships in the military, the exercise of leadership, or the decisions making process in case of moral ambiguity.

2. Aim

The purpose of this study is the developing of some courses of virtual actions, characterized by coherence, internal and external consistency, and representativeness for ethical dilemmas frequently faced by Romanian officers in their professional duties, in peacetime and during military missions. To develop the possible courses of action, it is necessary to collect a set of relevant data about Romanian Army, and then to process data and to set some logical connections between categories of outcomes (cause-effect, opposition, consequence, alternative, etc.). It has pursued that the possible scenarios of virtual simulations to describe typical professional situations, with a high incidence in the military leaders activity. Thus will be ensured the educational relevance of the interactive software application, inasmuch as will enable students an early confrontation, whilst are still in training, with the realities of life and activity in the Romanian military units. The topics of virtual simulations will be chosen based on the stories told by the professionals during the interviews. So, there is a high probability for future real confrontation of the students with this kind of situations, in their future career. Due to its interactivity, the application could be used both for early awareness of some professional situations with ethical implications as well as for practicing leadership and improving the decision-making skills.

3. Theoretical frame

A dilemma arises when a judgment contains two contrary or contradictory solutions for a problem, and only one of these can be chosen, despite the fact that both will produce almost the same result. This term indicates the situation where a person has to choose between two possible perspectives almost identical. The dilemma is a form of hypothetical syllogism.

A dilemma becomes *ethical (*or *moral*) when "two values or sets of ethical values come into conflict and when both alternatives can cause distress, irrespective of the chosen course of action" [1]. This idea belongs to the authors of a manual for officers' training to make "tough decisions" during the missions accomplishing, in the situations of risk and uncertainty.

An *ethical dilemma* could be defined as a conflict between:
- Personal and professional values;
- Two or more values or ethical principles;
- Various possible courses of action in a particular situation, each of them being supported by equally important reasons (whether favorable or unfavorable);
- Two unsatisfactory alternatives;

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- Moral values of a person and the social or professional role that is to perform.

The typology of ethical dilemmas is diverse, a relevant synthesis being carried out by the authors of the military manual mentioned above [2]:

- The *uncertainty dilemma* - represents the most common type of ethical dilemma, that refers to a problematic situation where "the right thing to do" is not clear. There is not a simple choice between right and wrong. There are equally valid reasons in support of two or more possible solutions to solve the dilemma. For example, in a military operational environment, taking action to stop corruption is not an obvious and simple solution because it may result more corruption.

- The *competing values dilemma* - involves a situation in which different ethical values support some competing courses of action. For example, an option involving loyalty to a superior may compete with an option involving the professional integrity.

- The *harm dilemma* - is a situation in which any possible solution will cause harm or injury to somebody. This type of dilemma is often described as a "lose-lose situation". For example, in military operations, the possibility of harming civilians trying to protect the own subordinates is sometimes an inevitable situation.

- In certain circumstances, dilemmas are deemed *personal* - the course of action (right or wrong) is clear, but the personal values (self-justice, friendship etc.) or self-interest contribute to the difficulty of acting in those circumstances. Despite the fact that a personal dilemma does not always becomes an ethical dilemma, that type of situation is nonetheless difficult. For example, the reporting to superiors about an inappropriate behavior of a colleague is ethically correct, but this will create tension in the work environment and even teasing from peers. However, on a personal level, it remains a difficult choice between action and non action, when both could have negative consequences.

One of the aims of the military education is to develop individual's ability to recognize a moral dilemma and to react promptly when facing it. In this context, the development of the skills for solving moral dilemmas can be done by considering different philosophical approaches of ethics, evaluating the historical consequences of certain decisions and moral issues, or discussing current moral dilemmas faced by different people.

A lot of studies have focused on identifying the steps of ethical decision process and some factors that influence it. They have pursued the providing of some effective tools for educators, leaders, institutions and communities, which can be successfully used in approaching and solving ethical matters. The current studies are built on the work of renowned researchers and

scholars, whose theories and models remain milestones in the field. Thus, Jean Piaget's [3] researches gave rise to the development of Lawrence Kohlberg's moral development theory, to which are related all explanatory models of the moral decision process.

We shall briefly present some of the most prevalent explanatory models that currently guide the training and the improvement of individuals' moral profile:

- *The theory of moral development*, elaborated by Lawrence Kohlberg [4] (people usually pass through a succession of levels, stages and sub-stages to build their moral profile: pre-conventional morality, conventional morality, post-conventional morality);

- *The model of the ethical decision,* elaborated by James Rest [5] (an ethical decision is based on four distinct psychological processes: moral sensibility (moral consciousness), moral judgment (moral reasoning), moral motivation (moral intention), moral courage (moral action). The failure of each of these components will lead to the failure to the whole process of ethical decision;

- *The model of moral intensity,* elaborated by Thomas Jones [6] (there are six dimensions of moral intensity: magnitude of the consequences, temporal rapidity, social consensus, proximity, probability of effect, concentration of effect);

- *The intuitionist model of moral conduct*, elaborated by Jonathan Haidt [7] (evidence suggests that most of human moral decisions and daily moral behaviors are intuitive; moral reasoning is an act of thinking that take place later, after the intuitive behavior).

4. Methods

The research was developed based on the qualitative methodology. The option for qualitative research could be justified using Alex Muchielli's statement: „The human behavior can be understood and explained only in relation with the meaning that people give to their things and actions" [8]. Thus, data collection was based on interview. The subjects' answers and narrations were recorded in digital format.

The subjects were asked to use their professional experience for recounting a story, a situation or a series of events to which they attended. The topic must be focused on a military leader which faced a moral dilemma and was in the situation to make a difficult decision. The main questions that guided the subjects throughout the interview were the following:

- *When, where, under what circumstances the event/story happened, who were the participants?*

- *What was the nature of the incident, how the facts evolved?*

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- *What was the moral dilemma faced by the leader and which were the alternatives of his decision?*
- *What decision he made?*
- *What were the consequences (positives and negatives) for the leader himself and for the subordinated, pairs or superiors?*

Research sample consisted of 26 subjects. We have chosen officers with at least 3 years of leadership experience at the helm of military detachments, belonging to different military branches and specializations from military units throughout the country. 24 of the subjects were male and 2 females, aged between 25 and 44 years, and 11 of them had military experience in the operational multinational theaters from abroad. The interviews were only audio recorded, so the subjects were kept anonymous.

In the literature and in the scholars' debates on the scientific character of qualitative research it is questioning the very existence of sampling in the qualitative research, and also the representativeness of the cases or the subjects. Uwe Flick [9], a specialist in qualitative research, argues that sampling really exists in these researches and different types of selection are done repeatedly: *to the data collection phase* (when the cases for investigation or the group of subjects are selected), *to the data interpretation phase* (when the material that will be analyzed, processed and interpreted is selected from all data collected; the selection inside the study material; the selection of the theory and the coding procedures; the selection of codes and categories of content) and *to the presentation of results phase* (from all the results of analysis and interpretation, some relevant and important ideas are selected to be presented). The above mentioned author specifies that the decisions of choosing and combining the empirical material (cases, groups etc.) are taken along the way, on the ground, in the process of data collection and interpretation.

The fact that the qualitative research is not working with the concept of statistical representativeness of the sample brought a vehement criticism. This leads some experts to the conclusion that the results of a qualitative research can never be generalized and therefore this type of research is not scientifically valuable. However, qualitative researchers provided a lot of counterarguments to this view, as are those given by Elisabeta Stănciulescu [10]: (1) the first counterargument is that the generalization is not always the target of knowledge in the social field. Sometimes the researcher is interested in a singular case, in a particular group or even in an individual. The subject is often studied for itself, for its exceptional status. Sometimes it is interested to find out if a particular practice or habit can be replicated or transferred to other social areas. Not representativeness is important, but exemplarity and the experience of success (or failure). (2) The second counter-argument could

be that, in fact, researchers can make generalizations even starting from qualitative research, because the qualitative sampling is linked to the concept of theoretical relevance. This means that one can choose a sampling unit or another depending on the size of the object of theoretical research. It is about the representativeness related to the purpose (not to the population) and about theoretical generalization.

Whether the arguments of specialists on sampling and representativeness can be considered convincing, a question arises: how big should be the sample in qualitative research? The answer is simple: there is not a rule, but the decision is taken according to the research purposes. During the demarche, the researcher may decide to stop collecting data in some particular situations: when he has no more time or resources; when the data begins to repeat itself or to be redundant; when he notes that no matter how various the cases are, not get any new data (empirical saturation); when he already obtained a coherent and consistent theoretical model of the issue (theoretical saturation). Some researchers believe that data saturation usually occurs after 30 cases investigated.

5. Results

During the investigation, 26 interviews audio records were collected, then they were divided according to the content of the stories and thus 65 *Primary documents* (PD) resulted. All those represented the row data of the research, and they were introduced in ATLAS.ti program (software specialized in processing qualitative data).

Later, the coding process was done for each audio record that was added to the application as primary document. From the 65 PD-s there were obtained 117 pieces of content (*Quotations*), which were bounded following, as far as possible, the logic of each story told by the research subjects: context, moral dilemma, decision, reasoning/argumentation, and consequences of the decision. At their turn, the quotations were grouped into families of fragments (*Quotations Families*), depending on the common topics of narrations.

Subsequently, all fragments of documents (*Quotations*) have been associated to *codes*, as semantic entities with suggestive and brief name. Overall there were established 115 codes. Regarding the coding procedure, we have to specify that for each fragment of material (*quotations)* can be assigned one or more *codes*, and also a code can be assigned to several fragments with a similar semantic content.

In the following print-screen it can be seen the configuration of the data in ATLAS.ti application:

Using semantic and logical criteria, the codes were grouped in 12 *Codes Families*, which were organized and named taking into consideration the essential *social* and *moral values* that govern the situations reported by research subjects:

- Altruism / Selfishness
- Honesty / Dishonesty
- Professional Competence /Incompetence
- Conformity / Nonconformity
- Courage / Cowardice
- Duty
- Dignity / Humiliation
- Discipline / Indiscipline
- Equality / Discrimination
- Trust / Distrust
- Loyalty / Betrayal
- Responsibility / Irresponsibility

For example, the family of codes called ***conformity/nonconformity*** resulted from the grouping of 15 codes. Some of these particular codes take part of other codes families too, at the same time, as follows:

After the developing and strengthening the research database using foregoing procedures, the collected data were processed.

We started with the identification of the issues with the highest incidence in the stories told by the subjects. Then, it was established their degree of association with the social or moral values that were previously declared relevant. Thus, the scenarios with the highest and the lowest scores of certain social and moral values became trackable, as can be seen in the following table:

Code-Filter: All [115]

PD-Filter: All [65]

Quotation-Filter: All [117]

PD FAMILIES CODES FAMILIES	Cumulating responsibilities	Woman leader	Military women	Jokes at working places	Insubordination	Popular leader	Chief protégé	TOTAL
Altruism / Selfishness	2	4	14	2	5	3	2	32
Honesty / Dishonesty	1	5	13	2	7	2	5	35
Professional Competence/ Incompetence	5	5	7	2	8	2	3	32

Conformity / Nonconformity	0	2	5	3	7	2	3	22
Courage / Cowardice	1	3	5	3	6	0	3	21
Duty	3	3	2	1	2	3	1	15
Dignity / Humiliation	2	5	9	3	7	0	3	29
Discipline / Indiscipline	1	3	5	3	6	0	1	19
Equality / Discrimination	2	2	10	2	2	0	2	20
Trust / Distrust	1	3	3	1	4	4	1	17
Loyalty / Betrayal	2	5	2	1	4	3	2	19
Responsibility / Irresponsibility	1	4	14	2	5	2	6	34
TOTAL	21	44	89	25	63	21	32	295

Same procedures were applied to identify the degree of association between *codes* and *quotations*, in order to determine different possibilities for future development of scenarios. These led as toward several suggestions concerning the main nodes for action ramification in the decisions points, and the possible ways of ramification of each scenario according to the scores. We applied the *codes co-occurrence* function, selected from the data analysis tools provided by Atlas.ti software. After that, the data could be outlined as graphic networks, depending on the index of significance, in order to support an easier perception of possible configurations of virtual simulation scenarios.

The next step was to establish the relations between the main network hubs (codes or families of codes). The categories of relationship were the following:

- *It is associated with ...*
- *It is part of ...*
- *It is cause of ...*
- *It contradicts ...*
- *It is equal to ...*
- *It is a property of ...*
- *No relation with ...*

To illustrate these relationships, we provide a visual representation of the pair of values named *conformity/nonconformity*, and their subordinated codes and relationships. We note that the color options were done by the softwere to indicate the intensity of the codes presence in relation to the chosen moral values:
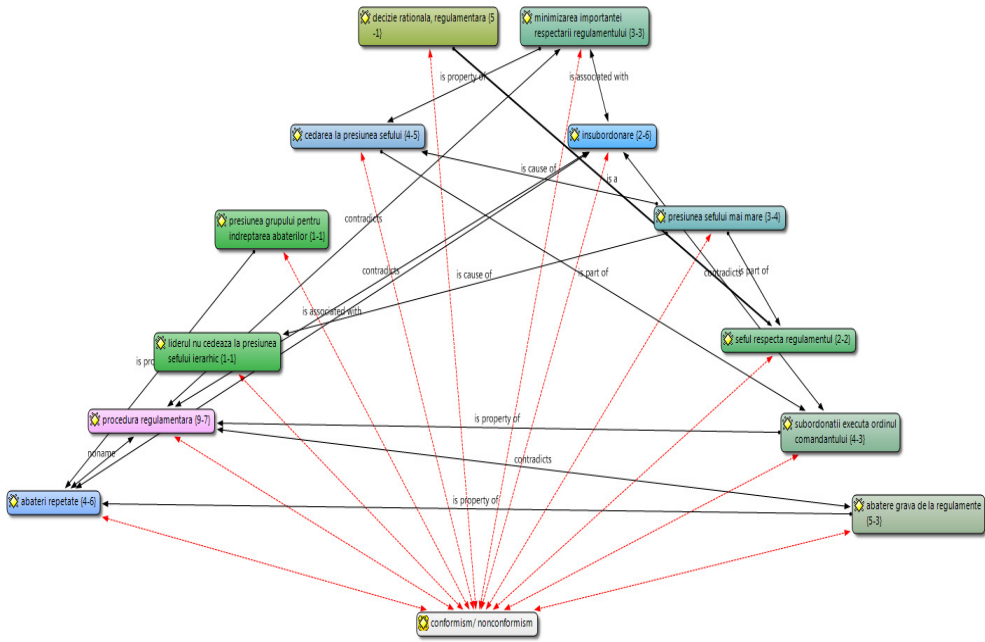
It was very useful to plot in the same scenario the potential interactions between two or many moral values. In the next figure are represented the interactions between the value named *professional competence* and the pair of values *honesty/dishonesty*:
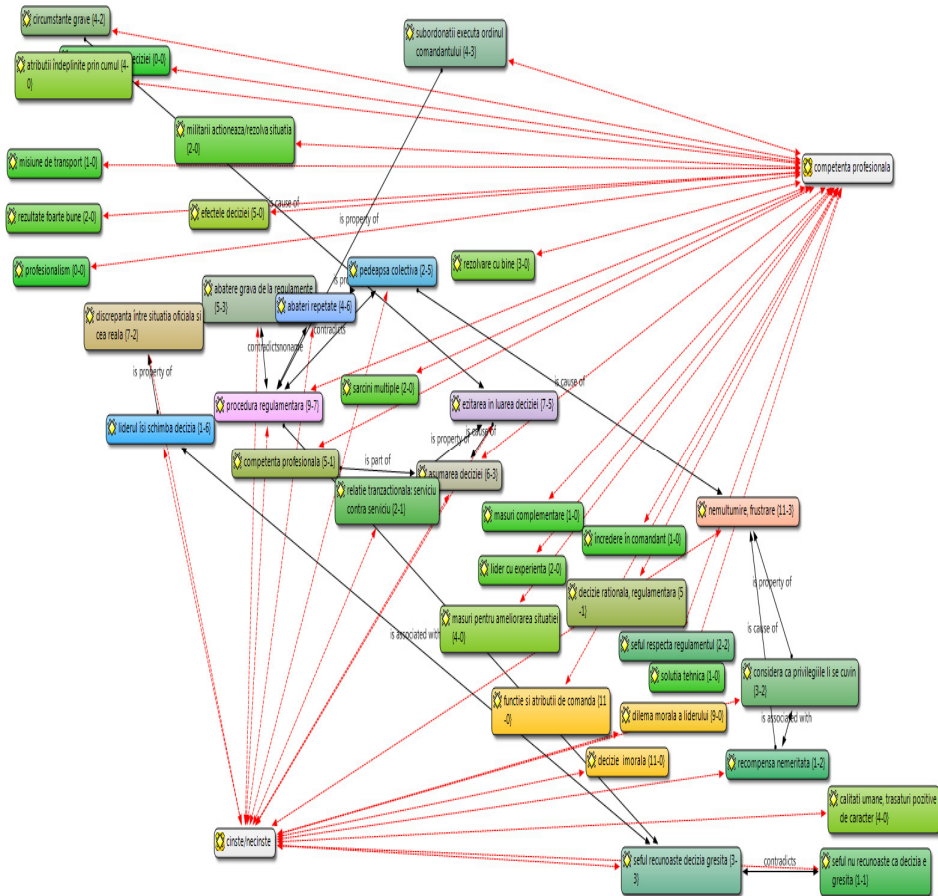
By entering more values on the same network, it was possible to create the increasingly complex scenarios, because life situations are never simple and linear, as could results from networks built around only one pair of values. Moreover, the combining of multiple values in a single network highlights the common codes.

6. Final remarks

The interviews revealed that conflicts between personal values and also moral dilemmas can occur any time in the professional life of any military leader. Some cases seem to be less difficult than others, when we read about them on a piece of paper, but the protagonists are deep involved in the provocative events on the ground. We must also take into account the fact that, in real situations, officers rarely have enough time to consider all the alternatives or to gather all necessary information. In case of ambiguity, the decisions are often made under pressure.

This study has suggested that the life difficulties result less from the moral values or moral norms that lead a particular community (the military organization, in our case), and more from the way they are implemented. The existence of values and the awareness of them generate duty, obligation and compliance for the militaries.

The ethical aspects of some decisions made by military leaders are given less by their content and more by the way they decide the behaviors. The ethical dilemmas and the ethical reflections of military leaders occur not only in crisis situations, when the circumstances are serious and the consequences of the decisions could be disastrous for those involved. Dilemmas arise also in daily situations, when the rules and procedures of action are questionable. The relationship between the decision-maker and the ethical issue is essential, and involves the relationship with self, the relationship with others (subordinates, colleagues or leaders) and the relationship with the military organization, customs and culture.

In this first phase of the research project, it was created a consistent database and multiple scenarios of action were analyzed, combined and enriched. This was a preparatory step for further development of the interactive educational software. In a later phase of the project, the scenarios must be validated using the focus group method, in order to strengthen their veracity and their scientific basis, before converting them into an effective virtual simulation. It is going to need the participation of other experienced officers and leaders, willing to examine the veracity of the scenarios, to intervene with critical comments, to indicate the unlikely courses of action or to verify the genuineness of the scenarios for the Romanian military organization.

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FINANCIAL ALLOCATION TO EDUCATION: TRENDS, ISSUES AND WAY FORWARD IN NIGERIA

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Abstract: *In spite of the importance of education in national development, education has not been enjoying commensurate financing in Nigeria. One of the approaches the government adopts in financing education in Nigeria is the annual budgetary provision to the sector which is distributed as subvention/grants to the different levels of the educational system. Over the years, financial allocation to education sector in Nigeria leaves much to be desired. The trends of financial allocation to the sector, right from the pre-independence to the present moment, reveals fluctuating and low allocation. This trend even fell short of the recommendation of the United Nations Educational Scientific and Cultural Organization (UNESCO) that the developing countries should allocate at least the 26 percent of their total annual budgets to the education sector. Aside this, issues such as political interference in the allocation to education; allocation in preference for higher education; poor accountability of funds allocated to education; as well as delay in the release of funds allocated to education, are examined in this paper. To achieve improved and adequate funding and move education forward in Nigeria from its present state, encouragement of participation of NGOs and private sector in education financing, mobilization of external sources through appropriate bilateral agreements, and effective monitoring of funds allocated to education, among others, are recommended.*

Keywords: *Finance, allocation, education, trend, issue, way forward, Nigeria*

Introduction

It needs not be overemphasized that education plays important role in individual's and national development. Education however needs a lot of

funds to achieve its objectives. For examples, money is needed to pay the salaries and allowances of teachers and non-teachers in schools/educational institutions, purchase equipment and facilities needed for the training of students in the institutions, construct blocks of classrooms for the teaching of students, and meet other overhead expenses, just to mention few. Funds for education development can come from various sources, the major source being government, which may be at national, state, or local government level. Such fund is at the prerogative of government in power and subject to the amount in coffers of government each year. For this kind of fund to be released to education, there needs to be legislation on it by politicians. In another vein, funds for education can come from non-government sources, such as the private sector, Non-Governmental Organizations (NGOs), and Philanthropists. In addition to these, are the donations from individuals, such as Alumni/Old Students Association members, and internally generated revenue through business ventures, fund raising, involving the school.

Education Concept: Structure and Purpose in Nigeria

A lot of definitions of the concept 'education' abound in literature. According to Adeyemo (2009), it is the acquisition of not only knowledge but societal rules and regulations. Omonkalo (2014) views it as a major tool for national socio-economic development and for individual's socio-economic empowerment and poverty reduction. Education is also a key development index and plays complementary role for overall individual, social and national development (Clignet and Foster, 1964). From whichever way it is viewed, it is a fact that education gives him room for an individual to contribute to the growth of society. It is thus seen as an economic investment that raises the quality of life, improves health, and productivity in market and non-market world, increase individual's access to paid employment, as well as facilitates social and political participation of an individual in the development of his/her nation..

Education can be categorized as formal and informal. The informal or indigenous education goes on in the society every time, everywhere, with every member of the society as student and learner. In this case, there is no syllabus, subject teachers, classroom, examination, certificate involved. It involves all the people and serves immediate needs and aspirations. Formal education or western education comes with the white men and it is based on a curriculum, clearly defined content or subject syllabus, a teaching-learning process with a classroom or school. The formal education in Nigeria consists of three main stages (primary, secondary and tertiary) although of recent, early childhood stage which was in the past not recognized, was officially recognized and supported by policy thrust (NPE, 2010)

Trends in the Financing of Education in Nigeria

Issue of financial allocation to education in Nigeria can be categorized into the pre-independence (i.e. before the attainment of independent status) and post-independent eras (i.e. after the attainment of independent). Worthy of note is the fact that Nigeria became an independent country in 1960 while western education was introduced into the country in 1842. It thus implies that the period from 1842 to 1959 is the pre-independence era while the period from 1960 till date is the independent and post- independence eras.

Financing of Education during Pre-Independence Era

Western education was introduced into Nigeria in 1842, through the effort of the Christian Missionaries, as weapon for converting the natives into Christianity. At the onset, the financing of this western education was the exclusive preserve of the different Christian Missions Reports (Adesina, 1977; Fafunwa, 1974; Adeyemi, 1998) however indicate that the Christian Missions funded this western education solely, through personal donations, Sunday school collections, including tithes, offerings, as well as donations from the overseas headquarters of the different Missions. At this period, the colonial government showed lukewarm attitude because they felt that it was outside their purview and interest to finance such. There was thus no involvement of the colonial government in the financing of western education at this period (Adesina, 1977).

As reported by Fafunwa (1974), the interest of colonial government in the financing of education in Nigeria, started in 1872 when a sum of &1000 was earmarked for primary education, which was later reduced to &330 and further to &30, but shared equally among the three Missions that operated schools in Lagos area then (i.e. Wesleyan Mission, Roman Catholic Mission and Church Missionary Society). In 1873, as further reported by Fafunwa, government allocated &300 for the Missions but failed to pay this money. Between 1874 and 1876, an annual grant of &300 was further released to the three Missions, to propagate education, which was also shared equally among the three leading missions then, while in 1887, this was increased to &600 per year.

The year 1882 marked the turning point in the development of western education in Nigeria, being the beginning of colonial government serious intervention in the financing of education. This really started with the release of the first Education Ordinance, which made provisions for the financing and maintenance of schools established by the colonial government and provision for assistance through a system of grants-in aid to schools

established by the Missions and private individuals. Also, schools established by voluntary agencies were maintained by school fees, voluntary subscriptions, grants from missionary societies and grants from government (Omoede, 2015). It must be pointed out that the period between 1842 and 1900 witnessed more of educational financing by the Missionaries and voluntary agencies than the colonial government.

The period between 1901 and 1952 also witnessed more of educational financing by the Missionaries and voluntary agencies than the colonial government. The 1926 Education Ordinance however laid the foundation for Nigeria educational system. In Table 1 below, statistics of government expenditures on education between 1925 and 1952 are shown.

Table 1: Expenditure on Education in Nigeria: 1925-1952

Year	Total Expenditure (E)	Expenditure on Education (E)	Expenditure on Education as % of Total Expenditure
1925	6,509,244	116,301	1.8
1929	6,045,621	263,457	4.3
1933	6,898,816	237,732	3.3
1936	6,585,458	231,983	3.5
1939	6,576,835	282,820	4.3
1951/52	49,131,000	8,325,000	16.9

Source: Central Bank of Nigeria (2013). Statistical Bulletin and Information

Significant landmark in the financing of education in Nigeria was achieved through the adoption of Macpherson's Constitution in 1951, which led to the division of the country into Western, Eastern and Northern regions and placed education in concurrent legislative list between the federal and regional governments. With this, Federal Government was responsible for educational development in the federal territory of Lagos while the regional governments were responsible for educational development at the regions. Discussions on this landmark cannot however be complete without discussing the impact of Universal Primary Education (UPE) Programme, which was first introduced in the Western region in 1955 and later in the Eastern region in 1957. The programme aimed at revolutionalising access to primary education then, which was achieved but could not be holistically achieved in the Eastern region due to its sudden collapse two years after introduction and implementation (Adesina, 1977). It is not a gainsaying that

stupendous fund was allocated to and expended on primary education through this programme, as corroborated by data in Table 2.

Table 2: Grants to Primary Education in Western Region of Nigeria: 1955-1966

Year	Total Education Grant (E)	Grant to Primary Education (E)	% of Total Education Grant
1955/56	5,342	2,767	52
1956/57	5,059	3,011	60
157/58	5,885	3,337	57
1958/59	5,569	3,867	69
1959/60	5,889	4,883	83
1960/61	7,400	6,205	84
1961/62	7,566	6,144	81
1962/63	7,850	5,944	76
1963/64	6,170	4,551	74
1964/65	6,178	4,791	78
1965/66	6,259	5,021	80

Source: Adesina S (1977). Planning and educational development in Nigeria

Financing of Education during Independence and Post-Independence Eras

Nigeria attained its independent status in 1960. This period was remarkable in the sense that the Federal and Regional Governments had constitutional roles for Educational development, a period of take-over of schools by the New Federal Government from Missionaries and voluntary agencies. First National Development Plan (1962-1966) was drawn which made Federal Government to be responsible for education in the capital tertiary, Lagos and in some institutions of higher learning while the Regional Government had primary responsibility of education in their areas. Although, Federal government still provided some financial assistance for education in their Regions Collins (1980).

Education in the first National Development plan accounted for 10 percent of the total planned public sector investment and ranked fifth in the sectorial allocation. In the Second Development Plan, (1970-1974), Education absorbed 13.5 percent of the total planned public sector investment. Attention of Federal Government as a result of civil war at this period was concentrated on reconciliation, reconstruction, and rehabilitation

which gulped huge financial resources. The school enrolment at all level of education was doubled. This made the financial resources allocated to education had little impact.

In the third National Development plan (1975-1980), the position of educational sector allocation dropped to fifty as the sector absorbed 7.5 percent out of the National Capital expenditure. The bulk of revenue from oil was used to provide such infrastructure and facilities as road network, electricity, water supply, and health services, low costing housing, delivery of welfare services was made possible more than ever before. 17.3 percent was expended in the education by fourth National Development Plan (1981-85).

Apart from the financial allocation to education like every other sector of the economy at each National Development Plan, annual budgetary allocation to education did not improve. The percentage which was being allocated to the education sector out of the total budget of each year was less than 8 percent between 1960 and 1995. Meanwhile, the percentage of allocation to the sector was not up to 13.5 since 1996 till date except only in 1997 with 17.5%. Between 1983 and 1999, military which dominated Nigerian democratic government dealt the greatest -blow on education like other sectors of the economy. During military era, there were incessant labour strikes, particularly in the education industry as a result of inadequate fund earmarked to the sector. On many occasions some of the meager fund allocated to the sector was not feasible due to down turn of the economy or greater percent of the share went to individual pocket (Nwadiani, 1999). There was infrastructural decay in the school, no adequate fund to cater for staff salary; this led to brain drawn.

In this fourth republic of a democratic dispensation beginning from 1999 to date, the situation could be described as old wine inside a new bottle. Although successive administration in this dispensation have being taking frantic efforts to take education sector into a greater height through funding, yet much still need to be done in this sector regarding resources mobilization Data in Table 3 below however revealed the amount allocated to education in the national budget by Federal Government only, from 1960 to 2015.

Table 3: Federal Government Budgetary Allocation to Education in Nigeria: 1960-2015

Year	Allocation as % of Total Budget	Year	Allocation as % of Total Budget
1960	6.02	1987	1.93
1961	6.15	1988	2.40
1962	5.19	1989	3.55
1963	3.45	1990	2.83
1964	3.65	1991	1.09
1965	3.57	1992	3.86
1966	4.23	1993	5.62
1967	4.88	1994	7.13
1968	2.84	1995	7.20
1969	2.20	1996	12.23
1970	0 .69	1997	17.59
1971	0.53	1998	10.27
1972	0.62	1999	11.12
1973	0.88	2000	8.36
1974	2.96	2001	7.00
1975	4.57	2002	5.9
1976	8.71	2003	1.83
1977	3.12	2004	10.5
1978	11.44	2005	9.3
1979	3.70	2006	11.00
1980	4.95	2007	8.09
1981	6.45	2008	13.0
1982	8.09	2009	6.54
1983	4.04	2010	6.40
1984	4.49	2011	1.69
1985	3.79	2012	10.0
1986	2.69	2013	8.70
		2014	10.6
		2015	9.5

Sources: Central Bank of Nigeria (2015) statistical bulletin and information. From www. nigeria.gov.com

Issues in Financial Allocation to Education in Nigeria

Many issues are at stake in as far as the financial allocation to education sector is concerned in Nigeria, such as:

Allocation to Education as Insignificant Percentage of Annual National Budget: It needs not be overemphasized that education occupies unique position among the sectors of the economy, such as the agriculture, manufacturing, finance, transportation, health, defense, housing, and banking, just to mention few. It is through education that the professionals in other sectors of the economy emerge. One would thus expect that government will allocate substantial fund to this sector that is laying the golden eggs, so as to be able to meet its challenges and needs. In a study on literacy rate and Gross National Product (GNP) in 63 countries, by Bowman Anderson (1993), it was revealed that a 40 percent literacy rate was a necessary condition for income per head to exceed \$300, or 90% literacy rate for the income per head to exceed \$500. This thus implies that any country striving to increase its GNP must first strive to raise its literacy level. Hence, the development of an educational system would very likely lead to rapid economic growth. In spite of this, not much attention is paid to education in Nigeria. According to UNESCO, the minimum standard for funding of education in every country in the world is at least 26% of the GDP or annual budget of each country, so as to be able to achieve its objectives. It is on record that Nigeria is yet to meet this minimum budgetary allocation to education as defined by UNESCO. Over the years, there is the belief that fund allocated to education is a waste as substantial part of it will not be recollected unlike in the case of other sectors of the economy. Government is thus skeptical of allocating much of its financial resources to education in Nigeria. It is even worrisome that except in the case of the recent 'Boko Haram' insurgency, there has not been major war in Nigeria since the end of the civil war in 1970. Federal Government has however been allocating substantial/heavy fund to defense sector while education that supposed to be accorded priority is relegated to the background. It is unfortunate that Nigeria is a country where a lot of fund is allocated for the payment of the coach of the country's football team, even in foreign currencies, compared to the education sector. A close look at the figures in the table above shows that the pattern of government budgetary allocation to education as a percentage of total budget was not consistent. Rather than maintaining an increasing proportion of the yearly budget, it has been fluctuating. The proportion has not even been more than 13% of the budget. What a sad development for a country that believes so much in the emancipation of her citizens from ignorance and aiming at achieving sustainable development and the millennium development goals within the limited time frame. It is even unfortunate that allocations to education in

Nigeria in comparison to many developed and developing countries in the world are grossly low, as reflected in Table 4 below:

Table 4: Allocation to Education as % of GNP in 20 Selected Countries in the World, including Nigeria, as at 2012

S/N	Country	% Budget Allocated Education	Rank
1	Ghana	31.0	1st
2	Cote d Iviore	30.0	2nd
3	Uganda	27.0	3rd
4	Morocco	26.4	4th
5	South Africa	25.8	5th
6	Swaziland	24.6	6th
7	Mexico	24.3	7th
8	Kenya	23.0	8th
9	United Arab Emirates	22.5	9th
10	Botswana	19.0	10th
11	Iran	17.7	11th
12	USA	17.1	12th
13	Tunisia	17.0	13th
14	Lesotho	17.0	14th
15	Burkina Faso	16.8	15th
16	Norway	16.2	16th
17	Colombia	15.6	17th
18	Nicaragua	15.0	18th
19	India	12.7	19th
20	**Nigeria**	**8.4**	**20th**

Source: World Bank (2012)

As indicated in Table 4, while Nigeria spent 8.4 % of its GNP on education during the period, Ghana spent 31.05 (the highest), followed by Cote d Ivoire (30.0%), Uganda (27.0%), and Morocco (26.4). It is unfortunate that the low allocation to education in Nigeria has not been enabling it to develop. At present, due to inadequate fund, educational institutions in Nigeria are crying for attention, just like a baby that do cry for the attention of his/her mother. Most of our educational institutions now parade dilapidated structures while infrastructures are grossly inadequate for the increasing population of pupils/students. While lamenting on this development, Nwadiani (2000) stressed that economic planners do pay much

attention to industrial and other sectors of the economy which they considered more productive.

As further posited by Nwadiani (2000), government hardly recognize education as an area of investment. To worsen situation, World Bank, established in 1940's has been making provisions for capital investment in areas as agriculture, transportation, industries, and ports development. Education is however considered as non-productive sector for investment that requires huge financial resources. It is even worthy of note that the persistent faceoff between Academic Staff Union of Universities (ASSU), Non Academic Staff Union (NASU), College of Education Academic Staff Union (COEASU), Nigerian Union of Teacher (NUT), among others and the Federal Government has been as a result of the issue of underfunding of education.

As a result of the lean budgetary allocation for education in Nigeria, infrastructural facilities in public schools have been grossly inadequate while most of those available are in a state of disrepair. Salaries and allowances of teachers are also owned thus encouraging strikes/industrial actions which are detrimental to the academic activities and provision of quality education for clients.

Allocations, in Preference for Higher Education: In Nigeria, funds allocated to education sector by Federal Government are usually distributed to the various tiers of education, such as the primary, secondary, and higher. It is a fact that out of the three levels of education, the tertiary level is favoured in terms of allocation of funds in Nigeria (Hirchliffe, 2002; Saint, Hartnett & Strassner, 2003). It is even worthy of note that the Education Tax Fund (generated by Federal Government from 2% tax imposed on profits of companies in Nigeria) favours higher education, being shared at the ratio: higher education (50%); primary education (40%); and secondary education (10%) (Nwagwu, 2015). The ETF had now been replaced by TET-FUND (i.e. Tertiary Education Trust Fund) where the share of primary education now goes to the Universal Basic Education Commission (UBEC). Data in Table 5 below corroborate this.

Table 5: Education Trust Fund Allocations to Educational Institutions in Nigeria: 2008-2011

Unit of Allocation	2008	2009	2010	2011
Universities	3,819,000	3,078,000,000	10,622,700,000	14,000,000,000
Polytechnics	2,160,000,000	1,878,660,000	6,303,000,000	8,495,000,000

Colleges of Education	2,666,000,000	2,303,920,000	7,210,880,000	8,000,000,000
Monotechnics	610,000,000	640,500,000	900,000,000	2,841,120,000
SSES	4,270,500,000	4,270,500,000	4,270,500,000	12,667,320,000
SPEBS (UBEC)	3,870,000,000	3,870,000,000	10,836,000,000	NA
SPEBS (JSS)	4,270,500,000	182,500,000	7,593,140,000	NA

Source: Education Trust Fund in Nigeria Annual Abstract of Statistics (2012 edition). NBS, Nigeria

As indicated in Table 5, majority of the funds were allocated to the different arms of tertiary institutions, such as the universities, polytechnics, monotechnics, and colleges of education during the period while little were allocated for primary education (as depicted by allocation to UBEC) and secondary education. It is noteworthy that Federal Government of Nigeria believes that because tertiary education occupies the apex position in the education ladder, it should enjoy much funds whereas primary education that serves as the foundation on which other education levels rest are less favoured in spite of the evidences of its marasmic funding in the country.

Less Attention to Non-Formal Education: Education is regarded globally as the right of every child. This is even supported by Article 26 of United Nations Human Rights Declaration of 1948:

Everyone has the right to education. Education shall be free at least at the elementary stage…

In reality, not everyone that seeks formal education do have access to it and even the opportunity to complete it up to the desired level in Nigeria (Adiukwu, 2009). The implication of this is that individuals that failed to access or complete formal education need to be exposed to non-formal education to get back what they missed. Evidences abound (Nigeria Education Sector Diagnosis, 2005), which confirm that non-formal education is not accorded the right priority in Nigeria. Today, the society is turgid of many adults who are illiterates and few semi illiterates. It is quite unfortunate that after many years of attainment of independent status, Adult Literacy rate is a little above average when many developed and developing countries are having higher rates.

Table 6: Adult Literacy Rates in selected Countries in the world, Nigeria inclusive, as at year 2013.

Country	Adult Literacy Rate (%)
Bulgaria	98.4
Spain	97.7
Malaysia	93.1
Turkey	90.8
Ecuador	91.9
Turkey	90.8
Algeria	72.6
Tunisia	77.6
Nigeria	**61.3**
Chile	98.6
Poland	99.5

Source: United Nations Development Programme (2013). Human Development Report

In Table 6, Adult Literacy Rate of Nigeria (61.3%) ranked the least among the selected countries from different regions of the world. This is an indication that education enjoys low patronage in Nigeria when compared to many countries in the world. It is unfortunate that while efforts are being geared towards achieving sustainable development goals in the world, Nigeria inclusive, many children are not enrolled in school in Nigeria. USAID report reveals that out of 30 million primary school-age children in Nigeria, an estimated 10 million children are not enrolled in school. Corroborating this is the report of the National Literacy Survey, conducted in Nigeria in year 2010, which indicates that close to 3 million children, aged 6-14 years i.e. 8.1% of the population of children of that age group had never attended school.

Political Interference in Allocations to Education: One of the critical issues in the budgetary allocation to education by the three tiers of government in Nigeria is politics of decision making in respect of the allocations. According to Nadine (1999), one of the major determinants of the direction of allocation is political inclination. Nwagwu (2015) opined that funding formula for education is a product of political considerations and machinations, while budgetary allocations to education by all the three tiers of government in Nigeria are greatly influenced by the political ideology and manifesto of the ruling political party more than the economic and financial

capability of the federal or state government. The political party in power do exerts much influence on the allocation of financial resources to the educational system. During the second republic, the political party that controlled the western states (i.e. Lagos, Oyo, Ogun, Ondo,) considered free education a priority and thus earmarked stupendous fund to its implementation. This was also the case in the case of the Universal Primary Education in the Western region in 1955. The same feat was repeated in 1999 when the part, tagged 'Alliance for Democracy' was in control of power in the south west states. This encouraged the governors of the affected states to allocate more funds for the implementation of free education policy in their respective States then where in the other states, controlled by federal government, the 'Free education policy' was not considered as feasible thus making government not to allocate much fund along this direction.

Poor Accountability of Funds Allocated to Education: Corruption is endemic in Nigeria. In fact, Nigeria now ranked very high among the list of corrupt countries in the world, going by the annual statistics from Transparency International**.** If there is any issue that is the toast in every nooks and crannies of Nigeria, it is the high-level corruption in every sector of the economy, education inclusive. It has been a canker worm that has eaten dip into every facet of the country's economic, socio-political, and educational fabrics. Unfortunately, the menace had crept into every aspect of human endeavor and organizations, such as educational institutions, business outfits, companies, churches, and mosques, just to mention few. Worried by the increasing trend of this menace, the current President of Nigeria lamented that if the country fails to kill corruption, the corruption will kill it. Many cases of corruption are often recorded in the educational system which makes one to wonder if there is future for education development in Nigeria. In Nigeria, Money meant for education development is viewed as 'national cake' where everybody wishes to cut his/her shares of it. In most cases, money earmarked for education development are mismanaged or misappropriated by those in charge. Quite disturbing is the fact that they do this and get away with it because of their powerful influence in the society. It is thus not surprising that in spite of the huge expenditure on education in Nigeria, there is less to show for it in terms of infrastructural facilities and performance of pupils/students in examinations.

Delay in the Release of Funds Allocated to Education: In spite of the low financial allocation to education in Nigeria, one issue that is noticeable is the fact that it has been very difficult for the funds allocated to education to be released as and when due. There have been situations where Federal Government will have to prepare and submit an appropriation budget to the National Assemblies due to non-release of education allocation. In most States in Nigeria, financial allocations to education sector only appears on

paper but proved difficult to be assessed thus making it difficult for development to be achieved in the sector.

Way Forward

Government should encourage the participation of the NGOs and the private sector education. The implication of government being the sole financier and administrator of education has its manifestation in under-funding of the institutions, moral decadence, poor quality education, brain drain, incessant strike actions, and closure of schools, ineffective control and management.

The Nigerian government should mobilize external resources through appropriate bilateral agreements to help contribute to the funding of education. Meanwhile government should partner with development agencies such as the World Bank, UNICEF.etc in the area of resources mobilization and the provision of other technical aids for the sector.

Financial resources allocated to the sector should be effectively monitored to ensure that the funds were appropriately and judiciously spent. Government should intensify population control through implementation of primary and secondary school curriculum in family life education and engage in mass education of Planned Parenthood. By controlling population growth, government will be able to reduce the long-term pressure on resources available for education.

Institutions should vigorously adopt the mechanism for internally generated funds. Institutions should establish and equip a unit in their campus solely for the purpose of generating funds internally e.g. mixed agriculture, catering services, consultancy services, printing and laundry services, transport, bookshops, publishing, sales, and machines production.

It is really doubtful if there is anything like partnership existing among educational institutions, the industry and the government in Nigeria. In many civilized nations, this partnership is the hallmark of national development and progress, especially in the field of science, technology, and military hardware. The partnership provides a forum for cross-fertilization of ideas among others.

Prudent and calculated spending is a general rule of good financial management and utilization. Hence, the government should spend financial resources allocated to the Education prudently

To increase its patronage and improve its status, government should allocate more fund for it, provide more infrastructures and facilities, teachers, instructional materials for the non-formal training centres. There should also be orientation of the masses towards enrolling in adult literacy centres.

Funds allocated should be disbursed on time in time in order to avoid the loss in real value arising from inflation. A number of uncompleted projects in education are as a result of depression in real value of the money.

Summary and Conclusion

It is not a gainsaying that the growth and development of educational system in a nation is tied to the financial allocation to it by government and other avenues where funds can be accrued to it. In this paper, the trend in the financing of education in Nigeria was discussed. In addition to this was the discussion of issues in the financial allocation to the education sector. In order for the issues to be resolved and for education to move to lofty height in Nigeria, a lot of recommendations were made in this paper. It thus behooves on education stakeholders, in particular, the government to strive to ensure that these recommendations are effected, which ultimately, will lead to a great development of the educational system.

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THE IMPACT OF TRAINING OF TYPICAL STUDENTS: KNOWLEDGE AND ATTITUDE TOWARDS STUDENTS WITH BLINDNESS AND VISUAL IMPAIRMENTS

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Abstract: *The purpose of this study was to evaluate the knowledge and attitudes of typical students towards students with blindness and visual impairment (BVI) and if the 4-day training for blindness and visual impairment will result in more positive attitudes about students with BVI. Attitudes of 30 participants (18 females, 12 males) were assessed by questionnaire. Effects of 4-day course were tested by comparing pre-training and post-training answer of typical students. After the course, students showed a significant increase in their knowledge about students with BVI (t =-5.794; p < .05). Median response at initial questionnaire was 15.5 ($\pm$8.46) and at finally questionnaire were 2 5.8 ($\pm$3.26). This finding is consistent with the increase in correct answers on the pre-post testing. We can conclude that many of the problems of inclusion of children with BVI can be avoided or reduced if the typical development children have prior information about visual impairment and blindness.*

Key words: *students with blindness and visual impairments, typical development students, knowing, attitudes*

Introduction

In view of the trend towards increased inclusion, the placement of children with blindness and visual impairments (BVI) into inclusive educational settings is likely to increase in Republic of Macedonia. Inclusive education provides opportunities for the development of appropriate knowledge and attitudes towards students with BVI. Blindness and visual

impairment should not limit the child's ability to compete with her/his peers. Full inclusion occurs when a child with BVI is accepted by her/his peers as a member of the regular class. To this end, regular classrooms should be provided with adequate support to effectively enhance inclusion (Dakwa, 2009; Stainback & Stainback, 2004). Dakwa (2009) discusses factors necessary for successful inclusion of the children with BVI: An acceptable and flexible general education classroom teacher; Peer acceptance and interaction; Available personal support; and Adequate supplies of equipment for the child who is blind and for the one with low vision.

Research has long established that changing attitudes towards students with disabilities requires, both, information about these disabilities and experience with people with disabilities (Bandy & Boyer 1994; Carroll et al., 2003; Cook et al., 2000; Lombard et al., 1998; Trump & Hange 1996; Westwood & Graham 2003; Wishart & Manning 1996). Inclusion facilitates both of these requirements.

Positive attitudes of typically developing students may lead to accepting students with BVI. As stated by Nowicki and Sandieson (2002), negative attitudes of peers are a barrier to making inclusive education happen. According to Gall, Borg and Gall (1996, p. 273): "an attitude is an individual's viewpoint or disposition toward a particular 'object' (a person, a thing, an idea, etc.)". Attitudes are furthermore considered to consist of three components: 1) cognitive, 2) affective and 3) behavioral (Eagly & Chaiken, 1993; Triandis, 1971). The cognitive component consists of an individual's beliefs or knowledge about the 'object'. Feelings about the 'object' refer to the affective component. With regard to the behavioral component, this reflects someone's predisposition to act towards the 'object' in a particular way (De Boer, 2012, p.). Beliefs, whether good or bad, appropriate or not, reflect the cognitive component of attitudes.

Previous research on typically developing students' attitudes did examine variables like gender, age, and experience with inclusive education (Nowicki & Sandieson, 2002). We can note that are not enough research about influence of training of typical students on positive attitudes towards students with BVI. Considering this, we defined two research questions: what are typical students' general knowledge and attitudes towards students with BVI, and can we change it with implementation of informative general course about students with BVI.

Methodology
Participants

The sample consisted of thirty (n = 30) typically developing students (randomly selected) who participated in the study of which 60% were

females and 40% male, aged eleven to twelve years. Regarding the level of parents 'education, 17 (56.7%) students had parents with a High School Diploma, and 13 (43.3%) had a Bachelor's degree. When asked if they had previous contact with a student with a BVI, 22 participants responded yes, while 8 participants answered no.

Settings

The sessions of the 6-hour course were held in the one regular classroom (V grade) at the Primary school "Kiril Pejcinovic" in Skopje, Republic of Macedonia. The participants had attended a 1.5-hour lecture every day (4 days a week). Each session consisted of a power point presentation and videos. In order to complete the research without disturbing the ethical issues, the school principal provides confirmation from the parents of their pupils for the participation in the study. Data were collected during the first (pre) and last (post) sessions of the 4-day course, with time allocated during these sessions to complete the questionnaire.

Instrument

Students were asked to complete a modified version of the Questionnaire from Hineck (1981) and 4 demographic items pertaining to personal details (age, gender, level of education of parents, contact with persons with BVI). The modified version of the Questionnaire was used as it was designed to measure level of students' knowledge about educations of BVI students and possible negative attitudes associated with discomfort that some students experience when interacting with a person with a BVI. The modified questionnaire was consisted of 16 items with *close* ended *questions*, requiring respondents to questions about: some characteristics, way of educations of students with blindness and interaction with those students (1-11 items); and way of educations of students with visual impairments (12-16 items).

Procedures

The 4-day training involved a one-hour lecture. The training content of the 4-day general course was divided into four themes: a) Overview of Eye Conditions, b) Literacy, c) Orientation and Mobility (O&M), and d) Methods and Tools. In the first theme, the major topics covered the different types of visual impairment, way of seeing of students with visual impairments (e.g. glaucoma, cataract, etc.), reasons of BVI, and the way how the students with BVI are getting information from their environment (tactile, auditive, olfactory, etc.). The second lecture was focused on the Braille alphabet, and a

reading and writing with this letters. In the third lecture, a few O&M techniques and devices were provided (e.g. white cane, human guide, etc.). Last one was focused on specific characteristics in education of students with visual impairment (large print, optical device, additional light, etc.).

Data Analysis

Gained data were presented in table and figures. Descriptive analysis, chi-square test, frequencies and percentages were used. A paired samples t-test compares the mean difference was used to identify any significant differences between the pre- and post- testing by determining the 95% confidence intervals for the differences in the means.

Results and discussion

The pre- and post- test results on thirteen items from questioner are presented in Table 1. On those questions, student could choose "yes-no" responses.

Table 1. Correct answer Pre- and Post-Training

Items	Pre-testing		Post-testing	
	N	%	N	%
1. Students with blindness do not hear better	1	3.3	22	73.3
2. Students with blindness can read and write	24	80	30	100
3. Students with blindness use letter with dots	17	56.7	30	100
4. Louis Braille invited letter for blind	2	6.7	26	86.7
5. Person with blindness can move independently by using a different devices	14	46.7	25	83.3
8. Students with blindness can achieve same school results as their sighted peers	7	23.3	21	70
9. I will fill comfortable when I meet students with BVI	19	63.3	25	83.3
10. I want to have a friend with BVI	26	86.7	28	93.3
12 Students with VI can achieve same school results as their sighted peers	15	50	24	80
13 Most of students with VI use books with large print	24	80	28	93.3
14 Most of students with VI read better with additional light	25	83.3	30	100
15 The picture in books for most of students with VI must be enlarged with more contrast	17	56.7	26	86.7
16 Most of students with VI use optical device	10	33.3	21	70

After the training of the study, students showed a significant increase in their knowledge and positive attitudes about students with BVI (t =-5.794; df=11; p < .05). Median response at initial questionnaire was 15.5 ($\pm$8.46) and at finally questionnaire were 25.8 ($\pm$3.26). This finding is consistent with the increase in correct answers that was indicated in the pre-post testing.
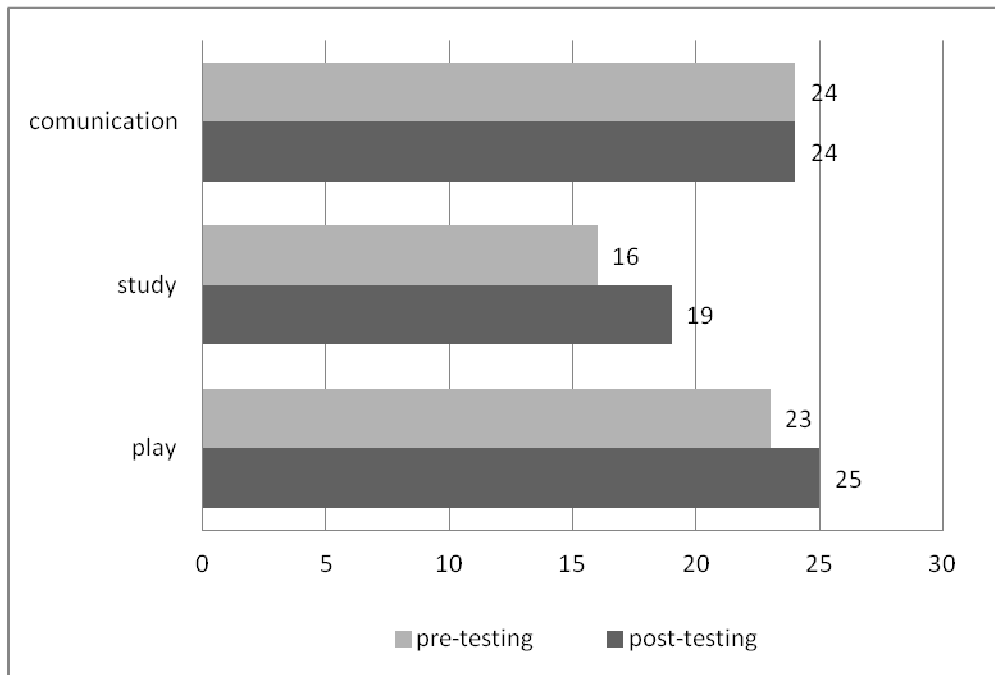
Figure 1. Interaction with students with blindness

Many students want to play together with students with blindness (pre- 76.6%; post- 83.3%), study (pre- 53.3%; post- 63.3%) and communicate (pre- and post- testing 80%). From Figure 1 we can conclude that results on item 11 at pre- and post-training are not significant changed. Namely, typical students have positive attitudes towards children with blindness.
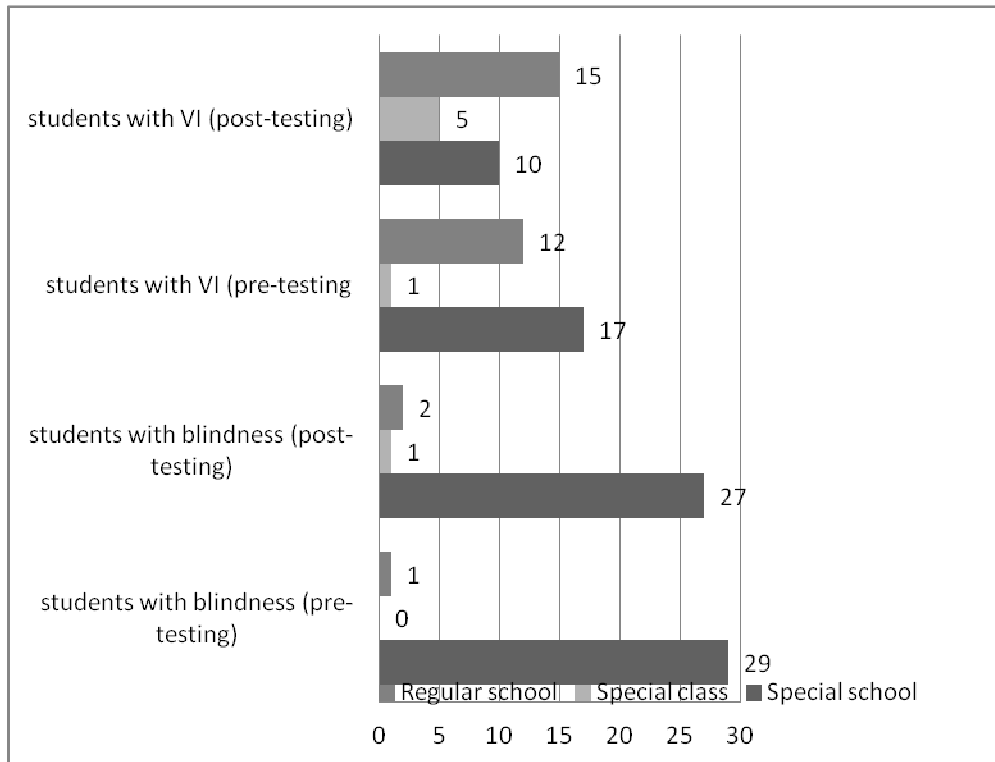
Figure 2. Pre- and Post-Training place of education
of students with BVI

On the 6 and 7 items, students were asked to answer where the students with BVI should be educated: special school, special class at regular school, or regular class. The results are presented in Figure 2. There was no significant difference in regard to students' opinion about the place of education of students with blindness (χ^2=1.404; df=2; p>.05) and students with visual impairments (VI) (χ^2=4.814; df=2; p>.05) from the pre- and post-training. It was also noted that the typically students in pre- and post- testing show greater willingness to accept the students with VI in regular classes than students with blindness.

Conclussion

In total, the data presented above show a very clear trend—typically students included in the 4-day training showed a significant improvement in knowledge about students with BVI.

Compared to typically developing peers, students with special educational needs (SEN) experience significant more difficulty in being

accepted (Frederickson, Simmonds, Evans & Soulsby, 2007; Nowicki, 2003; Pijl, Frostad & Flem, 2008) and have significant fewer friendships (Koster, Pijl, Nakken & Van Houten, 2010). Pijl et al. (2008) reported that 30% of students with SEN are rejected by their peer-group in class. Similarly, BVI children have been found to have fewer friends than their sighted peers (Keff, 1997). But, results in our research show that largest number of typically students will like to have friends with blindness (pre-testing 86.7%; post-testing 93.3%).

One of the personal factors that might influence a person's attitude is whether students have any previous or ongoing contact with a student with a SEN. In our simple, 73% of students have had contact with person with BVI. Maybe this is one of the reasons of their positive attitudes.

General, we can conclude that many of the problems of social inclusion of children with BVI can be avoided or reduced if the typical development children have prior training about visual impairment and blindness. Also, exposure to students of all types of visual impairment, on a daily basis allows typical students to see that, just like themselves, students with BVI have strengths and weakness. More fundamentally, participants in such training will need to be given structured opportunities to experience inclusive education in reality. It is our opinion that inclusion and previous general informing the school staff and peers about general characteristic of students with BVI is one of the essential components in the process of eliminating barriers and building positive attitudes.

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THE EDUCATION OF ETHNIC MINORITIES IN ROMANIA – THE CASE OF ROMA WOMEN

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Abstract: *The Roma ethnicity is consistently recognized as the poorest and most vulnerable from Romania. The main problems faced by the Roma ethnic people are insufficient incomes, the lack of vocational training, a low level of formal education, unemployment and limited access to public services. The most vulnerable group from this ethnicity is represented by women. The discrimination to which the roma women were subjected, from an historical point of view, within the family (low access to education and employment) has been extended in the society, in interaction with public institutions, with employers - partly due to poor vocational training or lack thereof. Access to formal qualification is subject to completion of compulsory education level (10 classes), and among women's rights, statistics show that school dropouts is very often in the early years of school.*

The present work contains an analysis of the existing potential of Roma women in Romania, as well as a series of actions and solutions of socio-educational inclusion transferable at European level. The investigation carried out at the registration of the following characteristics of the investigated group: demographic characteristics, environmental characteristics, knowledge concerning the training/education, opportunities for further development of education and vocational training. These data will be included in solutions designed to ensure equal access to education for roma women, integration in an active life and in the society and the best possible use of their potential, essential for a sustainable development in Europe.

Keywords: *Roma ethnic people, education, socio-educational inclusion*

1. Paper Rationale

The education of ethnic minorities in Romania is defined in two general frameworks: policies for minorities and polices regarding access to education for disadvantaged groups.

The main emphases of educational policies for Roma minority have resulted since 1990. The emphasis has shifted from Roma school mediators, Roma school inspectors, through "positive discrimination measures" aimed at ensuring special places for Roma students in the education system, or through the "Second chance" Program, to emphasize the importance of access to pre-school education. During the process of accession of Romania to the European Union, various European and international institutions have played a major role in defining the policies for Roma people. Multiannual Phare Programs had a special impact, mainly through the allocation of financial resources by the European Commission for social inclusion. Strictly monitored during the accession process, the Romanian Government has worked out a number of general policies for Roma people, which had important reference on education (Ligeois, 2008). The current Education Law, the No. 1 of 2011 includes and promotes education for persons belonging to national minorities. Among the principles set out in the law, it notices: principle of equity — in which access to learning is accomplished without discrimination; principle of recognition of the rights of persons belonging to minorities, the right to preservation, development and expression of their ethnic cultural, linguistic and religious identity; principle of ensuring equal opportunities and principle of social inclusion.

Disadvantaged group approach is a later development in the Romanian educational policy. From 2008, it continues the programs that promote real access to education for vulnerable groups (persons who are experiencing a high rate of poverty, persons subjected to discrimination, etc.), by registering in the educational system of Roma and non-Roma preschool and school children who do not attend, or never attended school and young people and adults from disadvantaged communities for the purpose of acquiring basic school skills andVor acquiring a crafts for the labor market. It has been allocated considerable financial resources for the development of human capital through education and training, mainly through The Sectoral Operational Programme Human Resources Development. One of the specific objectives of the program is to facilitate the access of vulnerable groups to education and the labor market, which in the period 2008-2014 developed a variety of projects for the Roma ethnicity (www.fseromania.ro).

2. The problem investigated and research methodology

The present research was carried out under the auspices of the project Barrabarripen-an interregional model for the inclusion of Roma women, project financed by the The Sectoral Operational Programme Human Resources Development. The general objective of the project was to promote an inclusive society that facilitate access to and integration in the labor market of Roma women. The project aims to contribute to achieving the European Union's objective of increasing the employment rate among women and the general objective POS DRU by facilitating the access of professionally inactive Roma women to education and employment. Through its activities the project has promoted an inclusive model of social inclusion for Roma women professionally inactive provided from three regions of the country through supporting institutions, qualifying programs, support and monitoring, awareness and information campaigns to labor market institutions, and indirectly to the Roma communities and of the whole society, all grounded in scientific studies and research at local, regional, and interregional area. These efforts were supported by a solid partnership between local authorities, research centers, employment institutions and non-governmental organizations specializing in the Roma issue.

The specific objective of the project - development and implementation of an interregional model including qualification, employment and social support for professionally inactive Roma women - was conducted to a series of researches:

- the information on Roma women's social group, inactive in the labor market: opinions, attitudes, behaviors, aspirations, motivations, knowledge, demographic characteristics, and characteristics of the social environment.

- the qualitative study of official documents and statistics to highlight economic and social situation of Roma women: Roma community history, the distribution of Roma communities in the city: areas and neighborhoods; the demographic structure of the population of Roma in the city, statistics relating to the degree of training, qualification of Roma women in the city, possibilities, opportunities for further development of education and vocational training of the Roma population- measures, local projects etc.

- analysis of the economic environment and the level of employment of the Roma population: analysis of the main economic indicators, jobs with high demand on the labor market in the city; statistics on the level of employment of the Roma people according to gender, age, potential income-generating activities and small business for families and communities of Roma, etc.

The research sample is made up on 860 inactive professional Roma women who do not have a qualification or hold a qualification, had not applied for the job market, it has the following characteristics:

- 51, 3 % women from urban areas and 47, 7 % women from rural areas,
- 30, 5 % unmarried women and 49, 9 % married women. It can be said that 63, 8% of the women have a stable relationship.
- 42, 9% women in the age category I: 16 – 25 years; 29, 4% women in the age category II: 26 – 35 years and 27, 7% women in the age category III: 36 – 46 years.

From the complexity of the data obtained, this paper examines the level of formal education of Roma women, in correlation with the relevant issues of the social inclusion process. In this case, it was examined:

a. representativeness of our sample with reference to the national level of education,

b. level of education correlated with the age of Roma women,

c. level of education correlated with the training field of Roma women,

d. level of education correlated with the level of knowledge of the Romanian language, foreign languages, Romani language and computer usage skills,

e. level of education correlated with family income,

f. level of education correlated with the size of the Roma family, including the number of children.

3. Results of the research

A first finding is supposed to be that the level of education of our sample is consistent with the level of education of Roma population nationwide, finding that it has been confirmed.

National statistics shows that 91360 over 6 years followed an educational level, 42148 (46,1%) were in the primary level, 43346 (46,1%) were in a secondary level, 2552 (2,8%) were in a vocational school and 2747 (3%) were in a high school. 0,6% are found in the higher education institutions of short or long duration. (Population of 6 years and over which are registered in an educational institution, statistical data available on the website of the National Agency for Roma - http://www.anr.gov.ro/html/Statistici.html).

According to studies published recently (November 2011) on the Association of Roma women in Romania website, most Roma women have primary education, complete or incomplete, or any kind of studies. (http://www.incluziuneafemeilorrome.ro/wp-ontent/uploads/2011/11/Raport_afrr_final_cccdc1.pdf). This situation is found also in our sample in terms of the level of education:

Table no. 1: Level of education

Level of education	Primary school	Secondary school	Compulsory education (10 classes)	High school (12 clase)	Vocational school	Higher education
Procent	50,9%	36,1%	9,6%	2,1%	0,7%	0,4%

Among the main reasons that led to the abandonment of education, we find: poor financial situation; the lack of interest in school; the marriage. The situation of Roma women is dramatic because 35 % of the married women began their life in the couple less than 16 years and 31 % at 17-18 years. Therefore, approximately 66 % of Roma women, through marriage, lost the opportunity to complete his studies and, further, the chance of obtaining a job. (Duminică, Preda, 2003, 25). There are cases of women who continued their studies at the age of 30-35 years through the "Second chance" Program. Although the percentages don't differ significantly on the residence environment, it can be observed a tendency of Roma women in the urban area to have high school level studies.

It was also desirable to identify whether there is any significant difference between Roma women of different ages (age category considered were: 16-25 years 26-35 years 36-46 years) and the level of education.

It went on the premise that older women (36-46 years) who had school age in the period of the communist regime could have a larger number of classes, that is, a higher level of education. This suggestion is based on the constant concern that the Communist regime had in terms of education in general, Roma people in particular. Using the χ2 test, it was observed that there are no significant differences between the level of education and the age category that fits what people responded to the questionnaire (χ2=5,862, df=6, p=0,439). In other words, it cannot be said that older women have a higher level of education. Initial assumption proved false. Regardless of age, at least at our sample, the Roma women have a relatively similar education level.

Most of the women in our sample have not any qualification since they don't have completed compulsory education. Among the majors, it can be mention the worker in an industrial-agricultural trade, textile-nonwovens or painter, technician in the food industry, the mechanical maintenance technician, technician in textile industry, tourism. Among the majors, with a certified degree it can be mention: law, accounting, public administration, philology or natural sciences.

It also examined the relationship between the level of knowledge of the Romani language, foreign language and the Romanian language and level of

education. It was expected that women with more education to speak foreign languages well, but we were surprise that these women talk worse Romanian language (significant correlation-0,118) and foreign languages (significant correlation of 0,279). Even more surprising is the fact that women with a higher level of education have lower skills of operating computer (significant correlation-0,354). Roma women in the sample, who have less education, know better the Romanian language and foreign languages and have better operating skills of the computer. A possible explanation may be the following: women with less education have developed a range of functional competencies in informal contexts, such as work abroad, social environment, etc.

Table no. 2 Level of schooling correlated with the level of knowledge of the Romanian language, foreign languages, and Romani language and computer usage skills

		Romani language	Romanian language	Foreign languages	Computer operating	Level of education
Romani language	Pearson Correlation	1	,061	-.124[*]	-.239[**]	.236[**]
	Sig. (2-tailed)		,264	,025	,000	,000
	N	338	337	327	327	338
Rumanian language	Pearson Correlation	,061	1	,035	,106	-.118[*]
	Sig. (2-tailed)	,264		,532	,056	,024
	N	337	364	328	326	364
Foreign languages	Pearson Correlation	-.124[*]	,035	1	.514[**]	-.279[**]
	Sig. (2-tailed)	,025	,532		,000	,000
	N	327	328	329	326	329
Computer operatin	Pearson Correlation	-.239[**]	,106	.514[**]	1	-.354[**]

g	Sig. (2-tailed)	,000	,056	,000		,000
	N	327	326	326	327	327
Level of education	Pearson Correlation	.236**	-.118*	-.279**	-.354**	1
	Sig. (2-tailed)	,000	,024	,000	,000	
	N	338	364	329	327	368

*. Significant correlation at 0.05 level (2-tailed).

**. Significant correlation at 0.01 level (2-tailed).

As expected there is a significant correlation (0,230) between the level of education and the level of family income. The women with higher levels of education have a higher level of income into the family.

Table no. 3 - Level of education correlated with family income

		The level of education	The level of family income
The level of education	Pearson Correlation	1	.230**
	Sig. (2-tailed)		,000
	N	368	361
The level of family income	Pearson Correlation	.230**	1
	Sig. (2-tailed)	,000	
	N	361	375

**. Significant correlation at 0.01 level (2-tailed).

The level of Roma women education is inversely correlated with the number of children in the family (significant negative correlation 0,253). As was expected the level of Roma women education has been inversely correlated with the number of family members (significant negative correlation 0,111).

Table no. 4 The level of schooling correlated with the size of the Roma family, including the number of children.

		The level of education	The number of children in the family
The level of education	Pearson Correlation	1	-.253[**]
	Sig. (2-tailed)		,000
	N	368	361
The number of children in the family	Pearson Correlation	-.253[**]	1
	Sig. (2-tailed)	,000	
	N	361	361

**. Significant correlation at 0.01 level (2-tailed).

		The level of education	The number of family members
The level of education	Pearson Correlation	1	-.111[*]
	Sig. (2-tailed)		,034
	N	368	363
The number of family members	Pearson Correlation	-.111[*]	1
	Sig. (2-tailed)	,034	
	N	363	363

*. Significant correlation at 0.05 level (2-tailed).

Conclusions

As we expected, the Roma woman surprises us. Correlation analysis of quantitative data is showing us that there are links out there where we would have expected less, and where it was assumed a correlation it does not exist. However, we map out important recommendations for the social inclusion of Roma women:

- The establishment of social centers must be a priority of the local social policy. Intervention of social mediators for roma people and experts from Centers will provide support and will also determine disadvantaged people to participate in the programs of social inclusion.

- The programs for social inclusion of Roma people should include in particular qualifying programs. Because of the low level of education, the majority of Roma people do not have a qualification.

- Qualification programs must address all categories of age. It was observed that the level of education is not correlated with the age of Roma women. Areas of qualifications must be different, in line with the demands of the labor market and skills of Roma women. There is not a single domain or area in which Roma women should have inclinations, as was charged by traditional trades.

- It is recommended that qualification trainings of Roma women to be in flexible way, with concrete type activities, learning by doing and experiential learning opportunities, non-formal and informal. It should no longer surprise us, that in the case of Roma women who come from a different culture, the formal education system does not give the expected results

- In any women's family the concern over the problems related to the increase of children conduct to a lower interest and time available for study. The women of Roma community do not make exception. Qualifying programs will have to be designed in such a way that Roma women should be able to allocate enough time for children and family

- Roma Women from better-off families will receive more support for attending classes for professional qualification. The problem that can occur is referring to women with a modest financial statement. These women will receive a lower family support in attending qualification courses and consequently must identify ways of support through Social Inclusion Centres. We recommend supporting the participation of Roma women at qualifying courses by providing scholarships. We can hope that in the future the extrinsic motivations would be converted to intrinsic motivations

We conclude with the observation that, although the majority of Roma women in our sample stated that they felt discriminated at least once (by hospital\/medical office, the Town Hall and at school), the fact of being of Roma origin does not affect negatively the access to education. We cannot hide lack of education under the umbrella of tradition and manners.

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EMPLOYMENT CRISIS IN PSYCHIATRY AND MENTAL HEALTH AND EUROPEAN TUTORING: INTERIM EVALUATION OF THE TUTO PROGRAMME

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Abstract: *Crises have effects on the qualifications and contents of training programmes. The vocational crisis in the mental health sector offers an opportunity to reactivate the European initiative in the form of cooperative exchanges. Financed by the European "Erasmus+, Strategic Projects" programme, TuTo (2014-2017) is a European tutoring programme addressed to young psychiatric and mental health professionals. It is widely recognised that, in Northern and Western Europe, the human resources of these activity sectors are facing a shortage of practitioners, nurses, psychologists and psychiatrists. In light of the age pyramid, which is narrow at the base and quite broad at its apex, there is no guarantee that experiences are being adequately passed on to the younger generation. The TuTo project is supported by the expertise of partners from 6 European countries: Germany,*

Belgium, Spain, France, Greece and Luxembourg. The partners are psychosocial facilities, psychiatric hospitals, training and research centres as well as university departments.

Methods: *Midway through, the project is being evaluated in both its qualitative and quantitative dimensions. Integrating the major health promotion principles of the Ottawa Charter (WHO-1986), the evaluation grid for tutoring actions makes it possible to jointly develop the six quality criteria and indicators: 1- the public, 2- the partnership, 3- the information, 4- the implementation, 5- the human resources, 6- the follow-up.*

Outcomes: *The interim evaluation of the project furnishes numerical and qualitative elements. The tutoring process mutualises university education and practical training (contacts between professionals and users). The Ottawa Charter advocates a global approach to health in the community.*

Discussion: *The mid-term evaluation highlights areas of adjustment in order to federate the partners around a common vision based on the principles of the Ottawa Charter; with the effects of the psychiatric reform in Europe, the "host institutions" must further develop the contacts with professionals outside the hospital, in order to construct a multisectoral approach that is open to the city and its realities. It is essential to train young professionals in the care and social sector so as to decompartmentalise therapeutic activities and those of mental health prevention and promotion for a modern public mental health system that can deal with the vocational crises in an increasingly complex economic context.*

Key words: *Psychiatry, Mental Health, Tutoring, Professionals, Continuous training, Ottawa Charter, WHO, crisis.*

European tutoring and employment crisis in psychiatry and mental health: Interim evaluation of the TuTo programme

Crises have effects on the qualifications and contents of professional training (Beaugé J-2015). The vocational crisis in the psychiatric and mental

health sector offers an opportunity to reactivate the European initiative in the form of cooperative exchanges. Professional training is a central element in the competency of young recruits, whatever their profession (http://www.psycom.org/Soins-accompagnements-et-entraide/Professionnels-de-la-psychiatrie). On the international level, since the major reforms in psychiatry, the reduction in the number of hospital beds and the advances in neuroleptics, patients and users can live with their families or in reception facilities and lead an autonomous life with the social activities of citizens. The professional practices of the medical sector (doctors, nurses, physical therapists, etc.) have been transformed (Abbatt F-1990). These changes increasingly require the networking of professionals outside and inside the hospital, in outpatient services and the monitoring of users alongside other professionals from the social and related sectors (psychologists, teachers, social workers, home health aides, etc.).

Despite considerable efforts to improve the initial training programmes, the sectors of psychiatry and mental health continue to have little appeal for the young generation. Poorly defined, between hospital-based psychiatric medicine and the social field which bring together facilities that are heterogeneous in terms of their size, status and core activity, it is difficult for young students to understand the stakes of a professional activity that corresponds less and less to the traditional frameworks and norms of the biomedical approach. The field of psychiatry and that of mental health suffer from a lack of clear contours, notably since the reforms of psychiatry. The necessary interaction between the actors in the field and the institutional actors complicates the legibility of the action of everyone: on the same territory, the intervention of the hospitals takes place next to that of the associative psychosocial facilities. Medical activities are moving into the social sector while retaining the intrinsic logic of their original profession, but the biosocial approach requires flexibility and multidisciplinarity. Work situations are becoming increasingly complex, and professional practices in a systemic world have to be increasingly multisectoral.

In this context, this paper proposes to present a form of response offered by the European TuTo programme to the vocational crisis in this evolving professional activity sector. It lays out the methodology of its evaluation and draws up an initial assessment of the TuTo project´s first year of activity.

Context of the TuTo project

Financed by the European "Erasmus+, Strategic Projects" programme, the TuTo programme (2014-2017) consists of a European tutoring process designed to develop the competencies of young psychiatric and mental health

professionals. It is widely recognised that, in Northern and Western Europe, the human resources of these activity sectors are facing a shortage of practitioners, nurses, psychologists and psychiatrists. In light of the inverted age pyramid - narrow at the base and quite broad at its apex - it is important to work on offsetting the massive retirement departures due to the ageing workforce by passing on experiences to the younger generation. This isn´t something that takes place automatically; instead, specific actions must be organised. This shortage of practitioners, nurses, nurse´s aides and psychiatrists in the Mental Health field is also caused by professionals who are tending to take early retirement.

1.1.   An ambitious task?

The TuTo project fits within an approach of prefiguration and reorganisation of the meaning, contents and conditions of initial and continuing education of psychiatric and mental health professionals. It touches on the changes necessary for lifting the qualifications of the young generation in Europe. TuTo proposes new forms of encounters and exchanges on the themes of complementarity, transmission and the development of multiple intelligence (Gardner Howard - 1998). The task may seem ambitious. Indeed, what does it mean to train the young generation of psychiatric and mental health professionals in a complex society whose work organisations are mutating at an ever-increasing rate? What educational actions should be promoted in order to meet the challenges posed by the acquisition of latest-generation skills? How can Human Resources managers participate in an eccentric vision of the qualifications with regard to clarifying all of the social and political fields of other European Community countries?

TuTo defends the vision of a young professional capable of responsibly and innovatively participating, getting involved, engaging in his professional life to the benefit of psychiatric and mental health users and not that of a docile young person subject to regulations and work procedures and dependent on the decisions of a controlling hierarchy. What value system is the TuTo project based on? It rests on the concept of enlightened and critical citizenship that defends the idea of shared values in the formation of a community of professionals. These values are of various natures: financial values, philosophical values, values of exchanges and respect. (IUFM - 2001). We know that these values are "*plural, diverse, changing*", it is important to exchange, to encounter the other without prejudices, without clichés (Coste D-1997).

The objective of the TuTo programme is to increase the level of competencies of young employees by developing the attractiveness of the psychiatric and Mental Health professions: the motivational dimension of young professionals is taken into account through a better participation in their personal development and their fulfilment at work. The establishment of an inter-generational link for transmitting formal and informal knowledge makes it possible to facilitate the socio-professional integration of young employees. The project smooths the way for young people in training to find flexible and high-quality jobs.

The TuTo project consists of proposing to young employees in the psychiatric and mental health sector to take part in a tutoring process that extends over a 3-year period. Inaugurated in January 2015, this programme concerns various psychiatric hospital centres and mental health facilities in Europe. The TuTo project is supported by the expertise of partners from 6 European countries: Germany, Belgium, Spain, France, Greece and the Grand Duchy of Luxembourg. It is composed of psychosocial facilities, psychiatric hospitals, training and research centres, university departments of Public Health and Social Psychiatry.

This initiative permits young professionals, who we will refer to as "the tutees", to expand their horizons in various European centres of excellence from the 6 European TuTo partners' countries - which are being joined by Sweden, Iceland and Switzerland with numerous host institutions. A total of 11 countries are cooperating in the TuTo programme.

Guided by an experienced tutor, the tutee benefits from the intergenerational transmission of expertise. In addition, a training sequence makes it possible to acquire knowledge and know-how through academic instruction, but also by being inserted into workplaces throughout Europe. In order to understand the specificity of the mental health sector and of the training of these professionals, the field experience of seasoned professionals is mutualised. It puts the tutees into contact with the users and enables the young professionals to meet people of other nationalities, to transmit knowledge and to enhance their own knowledge while expanding their career horizons and acquiring new work experiences. This project combines didactic training in a tutoring process: university instruction and courses linked to practical training, face-to-face contacts with professionals and users.

1.2.   *An open training cycle*

The project's main objective is to offer to young professionals an open training cycle in several European countries. This training is original in that it

simultaneously proposes more professional openness, exchange, sharing, encounters and mobilities.

Operationally, the one-week sequences are organised once a year over 3 years. The tutee chooses his host organisations in a file put together by the project team. A contract binds the European coordinator, the national coordinator, the tutee and the host institutions. Drafted in French and English, it describes the stakes of the project but also sets forth the obligations and constraints of the parties.

The week of travel abroad is a key moment in the system. The standard programme validated by the partners makes it possible to organise this week in successive sequences. One day is generally devoted to discovering the context and public policies that structure mental health in the host country. It is also important to present the host institution and situate it within the mental health network. Analogies are sometimes drawn up, a lexicon of basic terms is often required. This day permits the tutee to acquire an overview - political, economic and clinical - without which it would be difficult to understand the system(s) visited. Another day is often devoted to the network of partners with whom the system interacts. The goal here is to decompartmentalise and to understand the ecological functioning of the system. One half-day is devoted to cultural aspects, another to the evaluation of the week in terms proper to each facility. The remaining time is devoted to concrete work experiences and encounters with professionals and users in the field.

This programme is adapted in accordance with specific local, cultural, linguistic and sociological features. In other words, the wishes of the tutees and the geographical (but also daily work) specificities of the reception sites do have an impact on this standard programme and keep it flexible and open.

1.3. A conceptual anchoring of public mental health

The TuTo programme is fully in line with the determination of the WHO in its "Mental Health Action Plan 2013-2020", which emphasises the necessity of integrating and adapting care to the current needs of the population with qualified professionals. It also fits into an approach to physical and mental health promotion that is supported by the Ottawa Charter (WHO-1986). In 2005, it was followed, notably, by the work of the European Union and the publication of the Green Paper "Improving the mental health of the population: Towards a strategy on mental health for the European Union". "*The purpose of this Green Paper is to launch a debate with the*

European institutions, Governments, health professionals, stakeholders in other sectors, civil society including patient organisations, and the research community about the relevance of mental health for the EU, the need for a strategy at EU level and its possible priorities".

These advances in institutional awareness are important: they mark a major strategic step and demonstrate that progress is possible in the field, for the actors directly linked to persons suffering from psychiatric difficulties. They also demonstrate the necessity of training them properly.

But what are the major founding principles for improving professional practices so as to take better account of the users?

We propose to consider the evaluation of the TuTo project process and the reflection engaged in light of the recommendations of the Ottawa Charter, (WHO-1986 and Deschamps JP-2014) which is based on five major principles.

Each principle asks about the place and the role of the health actors, the professionals and their initial and continuing education.

I. CREATE ENVIRONMENTS THAT SUPPORT GOOD PHYSICAL AND MENTAL HEALTH

This principle engages the political institutions in macrosociological terms, in terms of a strategy to improve the living conditions of individuals and permits the professionals to encourage a supportive and beneficial framework. The TuTo programme encourages the elaboration of positive environments for the good physical and mental health of the professionals and the users: it is positive and favourable to exchange, to learn, to contribute one´s views and experience in culturally different European frameworks and policies, as the TuTo project proposes.

II. ELABORATE HEALTH POLICIES

Promoting mental health and preventing mental illness within a population means going far beyond the demand for care provision and services. The political and institutional actors must harmonise the framework and the public policies, notably by developing adequate training cycles in physical and mental health so as to intervene not solely in the world of the psychiatric hospital, but outside it in the urban setting. Innovation with regard to training of newcomers in the psychiatric and mental health sectors accords with this prescription of working out a policy for physical and mental health. Let us note that the Ottawa Charter is addressed to decision-makers and

funders. The European Erasmus+ Strategic Projects Fund adheres to this approach by financing the TuTo programme.

III.   STRENGTHEN COMMUNITY ACTION

The social fabric is disintegrating, a variety of factors are making vulnerable groups and individuals ever more fragile. The community participation movement is becoming increasingly powerful in democratic systems, and professionals need to know how to play a preponderant role by encouraging networking within the community and attempting to be effective so as to perceive and respect the values of each group. The importance of the associative sector attests to the reality of community approaches and professionals must be properly trained to play an interface role in the triptych: users/community/care and social professionals. The TuTo programme is designed in such a way that the links between professionals and community of users are interactive in terms of bringing in experiences.

IV.   DEVELOP PERSONAL SKILLS

This means strengthening the competencies of individuals and making them more autonomous (WHO-2012). Whatever the impact of biological, sociocultural and economic determinants on the degree of mental health of individuals, it remains important to help patients and professionals to acquire the knowledge and practices necessary to deal with and control their environment and make favourable choices. It is the professionals on the front line who must assume this knowledge transfer role so as to get users to adopt positive skills. The TuTo programme permits the participants to develop the individual psychosocial skills of young professionals by favouring European and intercultural exchanges.

V.   REORIENT HEALTH SERVICES

This is a matter of working upstream in order to reduce the flood of problems, reorienting health and social services in order to give more room to promotion and prevention activities. We are no longer in the biomedical logic where the all-powerful physician decides from his medical practice or his hospital ward; we are in an open, biosocial logic where each profession in the care and psychosocial accompaniment process is genuinely involved in the promotion of mental health. The networking of complementary professionals must be encouraged, and the professionals need to be trained for this. The TuTo programme is participating in the construction of a new professional culture and identity. It encourages a macro-vision of the profession and

integrates it into an updated approach that takes account of multiple and systemic elements.

A synthesis with regard to the mental health promotion concept of the Ottawa Charter and of the European Union's Green Paper is one way of saying that the reflection engaged in can only develop in order to give even greater meaning to the action of professionals to improve their practices.

Evaluation methods

Considering the fact that the evaluation is not merely a means to obtain valid information on the strengths and weaknesses of the project, the evaluation phase of the project measures the attainment of the objectives and the satisfaction level of the actors, with regard to the joint construction and implementation of the project. Evaluation takes place not just at the end of the project, but throughout its implementation. Indeed, the evaluative part of the TuTo project is designed to evaluate the project process. The methodological framework seeks, via a participatory approach, to federate the project's partners towards a common culture and a system of shared values on the fundamental objectives of the training project for new professionals.

At the end of the TuTo project, on the basis of an analysis of the project's internal documents and communication materials and interviews with the main actors, the project will be evaluated in both its qualitative and quantitative dimensions. Integrating the major health promotion principles of the Ottawa Charter (WHO-1986), an evaluation grid of the tutoring actions, already developed, makes it possible to jointly construct the quality criteria and targeted requirements. The evaluation is intended to become a methodological engine for building a network of European partners who share the same training reference systems and the same culture of mental health promotion as understood by the Ottawa Charter, within a context of vocational crisis.

The mid-term evaluation concerns the launch of the first exchanges of tutored professionals: first interviews and discussions were conducted with partner actors of the project. The work documents of the implementation are being studied, these are documents that present the project, the press kit, the reports on transnational meetings, the Portfolio and the completion of the evaluation grid.

This first mid-term evaluation can serve as a guide to the project´s actors and decision-makers, making it possible to review the objectives, to develop

the programmes in other places, to reduce, increase or redirect financial and/or personnel resources.

Meetings with the project manager made it possible to define the scope, objectives and methods of this mid-term evaluation phase.

This interim evaluation work doesn´t seek to be exhaustive. For Green et al., there are three levels of evaluation: the process, the impact and the outcomes. (Green LW et al., 1986). Our paper can only deal with level 1.

• **Level 1: The evaluation of the process** focuses on the professional practice: the technical quality, the organisation of the action, the relations established between the partners and the population of professional tutors and tutees. Our interim evaluation mission makes it possible to show a part of this process and to perceive the quality of the action, the professionalism of the actors and the achievements at this stage of the project.

• **Level 2:** With regard to **the evaluation of the impact** of the awareness-raising action, it appears difficult to measure the immediate impact of the TuTo programme on the knowledge, attitudes and behaviours of the targeted professionals. This type of evaluation can only be done long-term, in order to verify to what extent the tutoring actions have resulted in the hoped-for outcomes. What do the psychiatric and mental health users say about the new-generation professionals? This evaluation mission does not seek to encounter the users.

• **Level 3: The evaluation of the outcomes** of the project concerns the final intellectual productions foreseen in the project as well as the assessment of the whole. The outcomes cannot yet be evaluated at this stage in the project calendar.

2.1. The instruments used: approach registers, interview grid, selected indicators

The objective of this mid-term evaluation is to define the process and quality of the actions conducted by a macrosociological approach, based on three registers (Baba-Moussa A, Nache C-2010):
• **Adequacy register** based on the analysis of what is induced and built by the project: Reports, objectives, contents, interviews with the actors.

• **Effectiveness register** based on what is built and produced: Attainment of objectives, adequacy of fit, mode of intervention/beneficiaries.

- **Relevance register** based on what is induced and built: Satisfaction of the actors, transformations of practices, contribution of each. Do the objectives of the TuTo project really correspond to needs identified as having priority during the preliminary assessment?

The last register, that of relevance, corresponds to the evaluation of the outcomes in the model of Green et al. (op. cit.) and it cannot be fully evaluated. Indeed, it will be difficult to measure changes in behaviours at this stage of the project, notably because all of the tutoring actions are still ongoing. The effective implementation of all of the components of the project will make it possible to better know the relevance of the overall programme.

At the end of the project, to give it a comprehensive evaluation, discussions will be conducted using a grid developed around 6 operational elements for a micro-sociological approach (Nock F-2007). Each project actor interviewed may express his point of view, his assessment of the criteria and indicators selected for the evaluation. Interviews will be conducted, notably with the director of the TuTo programme.

The **6 assessment elements and the criteria** of the evaluation of the interview grid are the following:
- **The public, the population involved:** The objective is to define the mobilisation of the professionals, tutees and tutors and to determine, via the interviews of the individuals heard, the general level of satisfaction with the project.
- **The partnership:** The objective is to understand the composition and the adequacy of fit vis-à-vis the project. Are the members of the project team involved? What commitment to the project do they demonstrate? Is the satisfaction within the framework of this collaboration measurable? What link exists between this TuTo project and other projects that bring together some of the partners?
- **Information and communication:** A project´s entire success is built within a communication dynamic. We will observe:
  - The quality of the internal communication, between the partner actors of the TuTo project, between the actors receiving the young professionals and the actors external to the project, but involved in its operational implementation,
  - The quality of the communication aimed at the tutees, the professionals targeted by the intervention: the nurses, psychologists, teachers, doctors, etc.,
  - The quality of the external communication, meaning the communication aimed at actors external to the project, sector of psychiatry

professionals and education of the partners, and involved in its success, and notably the funder of the action: European Agency.

- • **The implementation:** We are interested in the quality
- - of the project´s methodology,
- - of the materials used,
- - of the material and organisational conditions in the implementation of the project,
- - of the event and conferences organised in partner countries, within the framework of this reflection on the practices and training of psychiatric and mental health professionals.
- • **Human resources:** This indicator makes it possible to define the distribution of the personnel allocated to this project, the adequacy of the fit between the human resources mobilised and the needs identified for the implementation of the project. We also explored the satisfaction of the actors, learning of their contentment and their involvement with regard to participation in this project.
- • **Follow-up of the project:** This indicator instructs us about the quality of the project´s coordination, as well as about the respect of the calendar and of the projected budget. It is also interested in the pedagogical dimension of the project with the formation of a jury to assess the courses held and evaluation of the written and oral productions of the tutees.

Quality indicator, assessment slider and interview grid

Our intention is to construct, for each indicator, a quality criterion in the form of a slider: by asking the persons heard, at the end of each response relating to the assessment elements and to the criteria, to measure the quality of this criterion on a scale from 1 to 5: i.e. 1 = very inadequate and 5 = excellent (Table 1).

2.2 Gathering data

Our mission of qualitative evaluation amounts to casting an ethnologist´s eye on the achievements of this project. From the perspective of gathering data, our work consists of field observation, encounters/discussions with various actors of the project (group meetings and individual interviews), readings of documents relating to the project (documents for constructing the project, communication plan of the project, Portfolio, etc.) in collaboration with the documents structuring the current Mental Health system (WHO-1986, WHO-2013 and European Commission 2005).

Following the first mobility week from 28 September to 3 October 2015, work was conducted in order to evaluate various aspects of this training

cycle. Semi-directive interviews were conducted, in focus groups, with the first class of tutees in order to define the items of a general questionnaire for evaluating the first period. The validated areas of evaluation correspond to the five major items of the assessment grid presented in table 1.

20 of the 27 tutees returned questionnaires that were then processed by a working group from the Haute Ecole en Ressources Humaines de Namur independent of the project. Most of those surveyed are nurses (45%) and there were also 4 teachers, 2 social workers, 2 therapists, 1 nurse´s aide, 1 psychologist and one researcher. A majority of the trainees are in the age bracket from 20 to 35 (65%). The other are between 35 and 50 years old.

Table 1

Interview grid

Assessment elements	Criteria - indicators	Quality indicators	Comments
Target public	Define Number of enrollees	1-2-3-4-5	
Tutees	Frequentation - Regularity	1-2-3-4-5	
Tutors	Involvement of the tutors	1-2-3-4-5	
	Involvement of the tutees	1-2-3-4-5	
	Satisfaction	1-2-3-4-5	
Partnership	Composition - Adequacy of fit	1-2-3-4-5	
	Involvement - Commitment	1-2-3-4-5	
	Satisfaction	1-2-3-4-5	
	Link with other European projects	1-2-3-4-5	
Information	Quality of information	1-2-3-4-5	
Communication	Communication between partners	1-2-3-4-5	
	Communication between actors	1-2-3-4-5	
	Communication education world	1-2-3-4-5	
	External communication	1-2-3-4-5	

	International scientific communication	1-2-3-4-5	

Human resources	Distribution of the human resources	1-2-3-4-5	
	Adequacy relative to needs	1-2-3-4-5	
	Satisfactions of the actors:		
	Tutors	1-2-3-4-5	
	Tutees	1-2-3-4-5	
	Satisfaction of the partners	1-2-3-4-5	

Follow-up	Quality of the coordination	1-2-3-4-5	
	Respect of the calendar	1-2-3-4-5	
	Respect of the budget	1-2-3-4-5	
	Quality of the productions of the project	1-2-3-4-5	
	Tutees	1-2-3-4-5	
	Events conferences	1-2-3-4-5	
	Intellectual productions	1-2-3-4-5	
	Scientific and professional articles	1-2-3-4-5	

The outcomes

3.1 Assessment elements and Indicator 1. The public, the population

The TuTo project is based on a participatory approach of the professionals: it consists of creating dynamics of didactic exchange between young professionals and more experienced professionals from a different European country.

Concerning the involvement of the actors of the programme, the professionals recognise their keen interest for this project which develops extremely positive relationships of trust and apprenticeship. Indeed, in addition to raising awareness about the problematic of the evolution of the

psychiatric and mental health professions, this project offers a genuine added value for the professionals: intercultural exchange. There is great "human and social" interest in this project which involves young professionals who often have had little contact with other Europeans, apart from during their studies or while on holidays.

However, all the tutees surveyed acknowledge that there were different levels of mobilisation amongst the tutors: on the whole, "*some are very cooperative, while others are less so*". This reality became particularly clear when it came to their commitment to preparing the visits or arrivals of the tutees.

Was the information sent out in time and were the informational meetings held? Were they prepared in advance with the actors of the project?

It turned out that the services were under great time pressure for finally receiving the young professional in good conditions: Wasn´t it possible, for the actors in the field supporting the project, to intervene directly by organising the consultation and by assisting the receiving service to define together a more favourable place for working with the tutee?

3.1.1 The tutees

The first class of young tutees is composed of 27 professionals. They will be joined shortly by over twenty new professionals eager to join the system in the second class.

The professions represented in the 1st class are varied and the geographical diversity of origin of the tutees is substantial. This distribution corresponds to area 4 of the Ottawa Charter, which advocates reorienting the health services. It highlights the necessity of openness vis-à-vis professions other than those of the medical. This multidisciplinarity of psychiatric services is salutary for building an open European vision of mental health and psychiatry (Table 2).

The tutors generally have the same profession as the tutored young professionals who are received. The criteria for selecting the latter bear on the experience and teaching abilities for transmitting knowledge and experience.

3.1.2 Satisfaction

When asking the tutees to describe their TuTo experience, their first words are all very positive: "Interesting", "enriching", "fantastic", "rich", "perfect", "strengthening", "excellent", "satisfactory". 95% of them wish to

repeat this experience in order to continue to learn, enrich themselves and discover new approaches. This project is regarded as a unique and very interesting experience. According to a majority of them, the two most important elements for the success of the tutoring traineeship are the reception and the preparation for the traineeship. Finally, the average level of satisfaction established by the trainees who participated in the Erasmus+ project is situated at 8 out of 10.

Table 2

Distributions of the tutees by professions, country and sex

Professions	Germany	Belgium	Spain	France	Greece	Total
Nurse		7	1	2		10
Teacher				4	2	6
Nurse´s aid				1		1
Pharmacist	1					1
Psychiatrist	1		1			2
Psychologist	2		1		2	5
Speech therapist					1	1
Social worker					1	1
Total	4	7	3	7	6	27
						18 women
						9 men

The tutors generally have the same profession as the tutored young professionals. The criteria for selecting the latter bear on the experience and teaching abilities for transmitting knowledge and experience.

3.1.3 The specificity of the project

Most of the trainees (60%) find that the tutoring system contributes an added value to the project. They consider that the tutoring system serves as a support and aid for the project, but also makes it possible to reassure the trainee. With regard to improving the tutoring system, one trainee proposed

creating a Facebook account for all of the participants in order to develop a prolonged exchange and a continuing apprenticeship.

3.1.4 The extra-traineeship activities

For most of the trainees (60%), cultural activities and/or outings were organised during the five days. A large number of them (85%) find that it is important to engage in activities outside of the traineeship. This is essential for establishing connections with the other professionals of the host institution. It is also enjoyable and relaxing to visit the city, especially when they have a bit of free time. Several people emphasised openness to culture of the host country so as to become better acquainted with the vision of the professionals on site and develop their general culture.

3.2 Assessment elements and Indicator 2: The partnership

The partnership brings together 6 partners from 6 European countries. These are professional actors in mental health or psychiatry: a psychiatric hospital, Belgium, a Federation of mental health support facilities, France, a private psychological Centre, Greece, an associative centre, Spain, a public research centre specialised in public mental health, Luxembourg and a university department of psychiatry, Germany.

The central role in this project is held by the team of the CNP Neuropsychiatric Hospital in Belgium which constitutes the mainspring in the project´s coordination. The tasks are well distributed, the staff is qualified, dynamic and appears to be close-knit, mutually supportive and federated.

The professions of the employees of the CNP involved in the project primarily include psychiatric medicine, nursing and international relations. Thus to lead such a project the CNP was joined by other disciplinary competencies, such as expertise in education and training with the Haute Ecole de la Province de Namur as local partner. Indeed, the macro vision of these combined forms of expertise makes it possible, upstream of the project, to list the actors and the possible alliances at such and such stage in the project and to negotiate as one advances for a more effective approach.

3.3 Assessment elements and Indicator 3: Information and communication

The internal communication between actors of the project appears to be satisfactory to the project team. One finds that there are many informal exchanges internally between the partners of the six countries, which do not hesitate to spontaneously contact one another via a LinkedIn account, Dropbox, Skype, telephone. The quality of the information is good and the project team is dynamic.

3.3.1 Transnational meetings

Transnational meetings play a decisive role in the good management of the project. They are essential moments for fine-tuning the process and making collegial decisions. Six meetings were organised midway through the project: three in Paris, two in Dave in Belgium and one in Athens. Three new meetings are already planned in Spain, Germany and the Grand Duchy of Luxembourg. These meetings bring together the members of the Steering Committee as well as experts in the fields of education, psychiatry and human resources. They also make it possible to meet on site the project's local players and thus to regulate the training actions by continuously adapting the system as a function of the specific cultural characteristics so as to take account of the initial evaluations and achievements.

3.3.2 Dissemination events

In addition to the transnational meetings that bring together members of the Steering Committee and experts, dissemination events are organised locally in order to spread the news about the project but also to propose a focus on a particular theme concomitant to the project.

Four dissemination events were organised over 2015:
- ✓ Press conference for launching the Erasmus+ TuTo project
- ✓ CNP Saint-Martin, Dave;
- ✓ Leave a trace, CNP Saint-Martin, Dave;
- ✓ Workshop: Burnout of Mental Health professionals
- ✓ Loft of Evangelismos Hospital, Athens;
- ✓ Professions and training courses in the mental health field

✓ Ministry of Social Affairs and Health, Paris.

These events brought together between 47 and 127 participants who largely came from the fields of psychiatry and mental health, although these events, which are open to a broad public, also attracted many actors from the political, educational and cultural worlds as well as mental health users.

These dissemination days make it possible to spread scientific knowledge relating to the theme of the project and to interact with young professionals who might benefit from this system. The objective, broadly conceived, is to raise awareness about the theme as well as to consolidate a network of exchanges. They correspond to the strengthening of community action advocated by the Ottawa Charter (WHO-1986).

Three other dissemination events are already planned, one for June 2016 in Spain, and the two others in 2017 in Germany and the Grand Duchy of Luxembourg.

3.3.3   Quality of the organisation

Preparation of the traineeship

All of the tutees were informed of the project via their employer establishment. For most of them (95%), the choice to participate in the tutoring traineeships was personal, not imposed. The motivations for participating in TuTo have to do with discovering other practices in their field of work and deepening their knowledge in their position. But there are also other reasons, such as meeting other professionals, exchanging knowledge and the appeal of travelling. Most of the trainees consider that the assistance from their establishment was appropriate. Indeed, thanks to meetings, and with the aid of their institution, the preparation went well. On the other hand, for 20% of the people the general information and the information on the financial level was inadequate. Before leaving, several participants (15%) had certain fears linked to the reception at the traineeship establishment, the difficulty of dealing with the foreign language, and anxiety about poorly performing the required tasks during the traineeship.

Sharing information

The materials received during the tutoring traineeship week were evaluated positively by a majority (85%) of the trainees, and deemed useful by most of them. These materials supplement the information received orally. They also make it possible to obtain the information necessary for doing the

Portfolio, but also to back up the information transmitted to colleagues of the trainees upon their return.

The Portfolio

Concerning the Portfolio, 60% of the people began to complete it and find it useful for the traineeship supervision. It makes it possible to improve knowledge and helps to organise oneself because it gives a great deal of valuable information. A majority of the tutees did not experience difficulties with completing it and find that the instructions are comprehensive. Nevertheless, 40% of the young professionals have not yet clearly understood the utility of this document. These individuals find that it is a very long and sizeable work with requirements that are too imposing for such a brief traineeship. 68% of the tutees would like to have the assistance of a tutor to do the Portfolio. This question must be discussed with the project's partners in order to make the work demanded more of a learning experience. Let us note that the requirement of the production of a written document forms part of the objective of following the evolution and the assimilation of the skills acquired by the young professional. The Portfolio serves to analyse the practice by coordinating the intervention of the tutors at each phase in order to do interim assessments and a final evaluation.

3.3.4. Implementation in terms of quality of the methods, supports, material and organisational conditions

All of the partners acknowledge the quality of the project management in the implementation of the project.

The quality of the work materials intended for the tutees and the tutors is good. Several of those surveyed nevertheless propose improvements, notably with respect to the Portfolio that we just mentioned.

3.4 Assessment element and indicator 4: human resources

The composition of the project team with the 6 multidisciplinary partners from 6 countries and the extension to other additional reception partners is an excellent initiative that further broadens the tutoring offer. This nevertheless demands greater organisation and multiplies the administrative, pedagogical steps and the logistical issues (transportation, places to stay, etc.).

The management of this project is open and participatory, which generates strong cohesion within this project team. One senses a good working atmosphere, the work organisation here is clear for all, everyone

knows what he has to do. The qualification level of the personnel is high, which encourages a good involvement and an understanding of the stakes of the project.

3.4.1 Reception and looking after

A majority (80%) of the trainees felt that they were warmly welcomed and well looked-after by the host establishment. Nevertheless, some (5%) had the feeling that the tutor did not know the project well enough or (5%) that, as tutees, they felt like a "fifth wheel" within the host institution. With respect to the preparation for the arrival of the trainees, most (85%) of the trainees had the feeling that the host establishment was ready for their arrival.

3.4.2. Logistics

For most of the trainees (95%), getting around on site did not pose any problems and they are satisfied with the means of transport. They appreciated the fact that the transports are organised by the establishment, when this was the case. With respect to the type of housing, half of the trainees were lodged within the establishment or in a hotel. The other half rented an apartment or had private accommodation. 70% of the trainees had chosen their own housing, versus 30% who did not have a choice. More than 90% of the participants were satisfied with their accommodations and were happy to have been able to choose it.

3.4.3. The exchange after the traineeship

Three-quarters of the trainees had the opportunity to give feedback on their first week of traineeship to their hierarchical superior.
Assessment elements and Indicator 5. Follow-up of the project

According to those surveyed, the work of coordination between the partners is satisfactory. It is the pedagogical question of the Portfolio that must be improved for the follow-up and improvement of the project.

Moreover, to respond to the spirit of the Ottawa Charter on the principle of multidisciplinarity and reorientation of health services, the bearer of the project must encourage the "partner host institutions" to further develop the contacts with professionals outside the hospital, in order to construct a multisectoral approach open to the city and its realities. The link between the hospital institutions and the city are now inevitable since the progressive introduction of psychiatric reform in Europe: it advocates

abandonment of "the asylum" in favour of a rehabilitation of patients in social life. To deal with this situation, the professionals must continue to develop new practices that link together the two fields of the medical and the psychosocial.

Discussion

Within a context of vocational crisis and reconfiguration of the psychiatric and mental health professions, with the TuTo programme we presented a type of modality. We have tried to show how TuTo is proving to be an answer that prefigures the necessity of regarding the exchanges and interactions with professionals from other European countries as an additional continuous training opportunity. Within the open framework of the Ottawa Charter for health promotion, the TuTo programme makes it possible to develop the qualifications of young psychiatric and mental health professionals. The mid-term evaluation highlights the areas of adjustment in order to federate the partners around a common vision based on the principles of the Ottawa Charter (WHO-1986): It is essential to train young care and social professionals so as to decompartmentalise therapeutic activities and those of mental health prevention and promotion for a modern and European public mental health system that can deal with vocational crises in an increasingly complex economic context.

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THE SOCIAL WORKER`S ROLE OF EDUCATOR

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Abstract: *A social worker`s profession is very complex if we take into account the variety of fields these specialists work in, namely: child care services, care for the elderly, protection of parole prisoners, human trafficking victims, probation services. The complexity of roles a social worker has to play is given by the integrated character of provided services, i.e. each client`s issues are approached from multiple perspectives so as to make full use of the client`s resources and potential as well as of the community resources. The topic of roles played by social workers alternatively during interventions is quite old and widely debated. In this paper I would strictly refer to the role of educator, trying to identify where exactly they play this role, the services this role is vital for and what is really involves.*

Key words: *social work, educator, professional roles, client system*

The social worker as educator

Starting from the definition of education as"*an assembly of systematically applied measures aiming to train and develop intellectual, moral or physical abilities of children and teenagers...*"(dexonline.ro) as well as by extrapolation, we can notice that this process is frequently conducted in social work activities. With no specific intention of training intellectual abilities, social work includes educational actions which ensure and even condition the success of most interventions. A simple argument underlines the interdependence of roles conducted by the social worker but places the role of educator immediately after the evaluation role when ranking the specialist`s interventions.

The role of educator or trainer as referred to in certain papers is thus completed by other states, the social worker has to experience. The role of broker, facilitator, mediator, advocate, etc. alternate in the social worker`s

interventions; they even overlap from time to time, as "there is no exact border between them" (Buzducea, 2009, p.67) .

Which are the situations when the social worker becomes an educator? The literature available in our country describes pretty vaguely the social worker`s pedagogical activities. However, they underline that they consist of any activity which provides information, knowledge and contributes to the development of proper life skills or problem solving skills. So, if educating means training someone through education, influencing deliberately, systematically and in an organized manner his/her development, then the social worker is intrinsically an educator. How would it be possible to integrate an ex-convict without educating certain behaviours, stimulating certain qualities required by life in freedom along with abatement of certain antisocial reactions/behaviours? Is it possible to convince a mother to keep her child if she lacks parental abilities? There are numerous examples and they can be applied to any intervention field, starting with child protection, occupancy, delinquency, human trafficking, drug abuse, social integration of Roma minority and persons with disabilities, more tolerance, etc.

According to Krogsrud Miley (2006, p.37) social work fulfils three main functions irrespective of the system level we refer to (individual, family, formal group/organizations or community, society), namely: the function of consultancy, resource management and education. In this context, the professional roles of advocate, consultant, broker, educator, etc. are played within these functions.

If we refer to providing information as a dimension of the role of educator, we can ask ourselves the following question: what are actually the information demanded by the beneficiaries and in what context can they be given? Depending on the status of the client`s issue (whether s/he began the procedure of solving them or is in an assistance process) the most frequent questions refer to:

- Which institution is responsible for..?
- Where is it placed?
- What are the necessary documents?
- What rights do I have as a (person with disabilities, refugee, ex-convict, single-parent family, etc.)?
- Where can I find material/financial support?
- What should a write a resume/an application form? How do I go to an interview?
- What are my obligations as a beneficiary (of social benefits, social services)?

Fig.1. The Social Worker`s Role as Educator

Supports the beneficiary in his/her personal, family, social role

Social Worker

Beneficia

❖ Corrects disruptive behaviour;

❖ Stimulates the development of abilities considered valuable resources in the rehabilitation process

❖ Provides valuable and relevant information for the clients` issue

❖ Helps the client to know him/herself better in order to adapt and identify his/her own resources that would help to overcome the difficulty

❖ Guides the client to a new attitude: towards a proper vision of life, an optimistic and creative attitude of his/her own life

❖ Help the clients in the process of reconstructing their own lives, in using internal resources and revaluing the external ones

Who provides these services?

Irrespective of the type of issue a person may face, the handiest location/institution on local level which can offer relevant information about their social rights is the Public Service of Social Work/SPAS. The beginning of the improvement process of a difficult or risky situation takes place within the SPAS; an easy analogy can be made between this public service and medical care services. The GP makes an evaluation and prescribes a prevention treatment or sends the patient to a specialist. Our client can find a solution to the problems at the social work service on local level if the situation is not very complicated or can be sent to specialized services provided by DGASPC and NGOs. Hence, the above questions can be solved by the social worker at SPAS, who also offers prevention services on local level. For more complicated cases, any details on each client`s particular situation are given by the social worker who took over the case, the case manager, case responsible or the team which instrumented the case, etc.

Thus education is the fundamental instrument that a social worker uses to link the system with the client and community/society with the goal of identifying the available opportunities which respond to the client`s needs.

The social worker presumes that the client does not know the opportunities, cannot use them or does not know whether s/he has the right to access them. According to Krogsrud (2006, p.416), exquisite specialists in information are the case managers who "offer technical support on the availability, benefits, eligibility, requirements, procedures and any other vital information on resources". The author shows that „by giving relevant information, the case managers guide the clients through the network maze of social services, helping them to benefit from proper resources". This knowledge transmission should not be regarded as a bland process: the client is not always willing to learn, to answer to demands, to make an effort or to correct some mistakes. Rooney (2009) suggests some client conscription/ participation strategies for clients who are unwilling to take part in their recovery process. He points out some factors which determine the clients` participative attitude. The artistry of influencing clients involves skilfulness, trustfulness and acceptance (Simons and Aigner, 1985, p.117 apud Krogsrud, 2006). Dean (2002), Serman and Fellenz (1989) cited by Galbraith, (2004, p.5) select a few essential qualities of a good educator for adults. We mention here some of them: self-confidence, information, enthusiasm , sensitivity/reaction manner and creativity. The success these qualities have in communication and in the persuasion act is already proven. Persuasion is often necessary in social interventions. However, numerous writings on the ideal and perfect educator do not refer to the social worker as educator. These qualities are perfectly valid for specialists in social work when they act as trainers or teachers.

Concerns for a classification of the most relevant social worker`s roles are justified by the variety of these roles. Authors such as Dominelli (2009), Asquith and colleagues (2005) apud Moriarty (2015.p.11) support the idea that all social worker`s roles/activities are equally important. This idea is strongly argued by other authors. Specialists use several classifications of the social worker`s types of roles. Payne (2005) and Dominelli (2009) include the role of educator but without literary mentioning it. Payne distinguishes the following roles: therapeutic role, transformational role, social order role. Dominelli divided social activity in three directions: protection, emancipation, therapy. The educational role is included in the *transformation* role. It involves cooperation and learning. Dominelli does not include this role in his classification.

The social worker functions as an educator when s/he has to provide the client some information. This is one of the most frequent aspects of the social work profession. Giving pertinent information on the services that could help the client, on the legislation etc. requires knowledge of these topics. Thus, the social worker has to be perfectly familiar with the services,

available resources, legislation, procedures that can be applied to access certain rights, etc.

Table no 1 *Correspondence between the specific occupations from the COR (Classification of Occupations in Romania) and the social worker`s attributions*

Occupations according to COR	Services provided by DGASPC where these roles are fulfilled	Attributions according to COR
Code: 2635. Specialist in social work and counselling The specialist offers guidance and counselling to physical entities, families, groups, communities and organizations in response to their personal and social difficulties. S/he ensures access to support resources and services arisen from issues emerged due to unemployment, poverty, disability, addiction, delinquent and criminal behaviour, domestic issues or of any other nature.		

Code: 263501 **Social worker higher level**	I. Service Case Management Adults	Provides adults with assistance and support in their freedom of speech rights
	II. Departments SPAS[30]	Provides free specialized counselling (information and assistance) on issues related to services and social work benefits
	III. Intervention in Cases of Trafficking, Migration and Remigration	**Provides the victims of human trafficking with psychological and social counselling as well as legal aid services aiming personal and social recovery**
	IV. Compartment for Prevention of Social Exclusion **1. Family Planning and Contraceptive Education**	Informs women who are unable to take up parental responsibilities on contraceptive measures and guides them to a proper assistance aiming to reduce child abandonment and to promote the right for a better health and life
	2. Monitoring, assistance and support for pregnant women	Counsels (socially, legally or any other type of counselling) pregnant women, facilitates their access to material support, medical and specialized services by offering them useful information
	3. Support and assistance for children in families with separation risk	Informs and counsels families in order to prevent the separation of children from their families
Code:263502 Social worker in the field of addictions	Evaluation, Prevention and Antidrug Counselling Service	Information on the effects of drug abuse, alcohol, smoking through prevention campaigns on consumption in schools

[30] SPAS Department within local public administration from villages

Code: 263505 Social worker with competence in mental health issues	Centre for Mental Health for Children and Teenagers	Informing the sick person`s family on other community services that support the sick person, on the use of social service network, supporting the relationship between family and the mentally disordered person
Code: 263507 Specialist in assisted employment Specialist		Assisting the disabled in the identification of a work place by informing and guiding them towards protected workshops.

Of all the definitions given to social work in time, Freynet (1995, p. 168) captured very clearly the way it should be understood": *social work … emerges in the centre of transactions between society and the outcasts …"* This definition refers to the mediation role of social work. This mediation implies information, namely provision of data and useful information to the beneficiaries, according to their individual needs: employment needs, psychological support needs, access to day care services, residential services, etc.

Methods used in client education process

Krogsrud (op.cit. p. 390) suggests some models/methods of client education. His aim is to extend the clients` knowledge and consequently identify new solutions to their problems.

Role play, used as a simulation method, gives the client the possibility of experimenting new situations, learn new behaviours "without risking the consequences of failure" (Jonson, 2003). This techniques allows the social worker to correct deficiencies in the communication by assuming certain roles and creating certain contexts which the client would handle with difficulty in real life situations. Role play is an ideal way of overcoming the client`s fears, of building a correct and optimal "path" which would lead to balance in the client`s life. The method is proper in several situations: preparing a job interview, developing parental abilities, developing emotion expression skills, skills of managing problem situations, budget management skills, etc. Generally, the method becomes an important and efficient tool for the development of interpersonal communication. Specialists have elaborated varied *structured training programmes*, organized around different communication issues such as: Dare to Discipline, Parent Effectiveness

Training (P.E.T.), Nonviolent Communication (N.V.C.), Systematic Training for Effective Parenting, S.T.E.P.), Positive Discipline, Active Parenting, Love and Logic.

The clients` resources can be activated through different other techniques adapted to their educational level and the problems that have to be overcome.

Conclusion

One of the principles of social work is the dignity of the person, considered as fundamental principle in any context of life by each of us. The beneficiary of social work services or the client as often referred to, often experiences situations when the personal dignity is not respected. The social worker by the multitude of roles s/he assumes aims exactly to gain personal respect for the clients and placing them in a secure environment, where the inner resources can be revalued.

The social work profession is considered complex because of the multiple skills required in the interventions made and the diversity of the situations that occur. Special qualities such as empathy are absolutely necessary, along with skillfulness, determination, humanism, etc. Depending on the purpose targeted, a role is assigned to the activity conducted by the social worker. The educational role is one of the most used and needed in the clients` rehabilitation.

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THE DEVELOPMENT OF THE CULTURE OF HUMAN SCIENCES IN EUROPE

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Abstract: *This essay is aimed at all researchers and operators of Human Sciences who are interested in the development of creativity, intelligence and psycho-cognitive abilities of people.*

The themes discussed in this essay want to make a constructive contribution to:

1) research in psychology and psychoeducational on the capabilities and potential of ideation and mental representation of the people;

2) provide precise methodological criteria for the application of Test and for the assessment of mental capacity expressed during the realization of the Test "Figure Nascoste" and "Figure Creative";

3) explicit the model and the professional skills that must be held who applies and evaluates Test "Figure Nascoste" and "Figure Creative", in a way that can be understood and developed:

- the psycho-cognitive abilities of people that realize the Test,

- a significant relationship between those who apply and those who does the Test.

Sintesi: *Questo trattato si rivolge a tutti gli studiosi ed agli operatori di Scienze Umane che sono interessati allo sviluppo della creatività, dell'intelligenza e delle capacità psico-cognitive delle persone.*

Le tematiche affrontate in questo trattato vogliono dare un contributo costruttivo per:

1) le ricerche in campo psicologico e psico-educativo sulle capacità e sulle potenzialità di ideazione e di rappresentazione mentale delle persone;

2) fornire precisi criteri metodologici per la applicazione di Test e per la valutazione delle capacità mentali espresse

> *durante la realizzazione dei Test "Figure Nascoste" e "Figure Creative";*
> *3) esplicitare il modello e le competenze professionali che devono essere possedute da chi applica e valuta i Test "Figure Nascoste" e "Figure Creative", in maniera che possano essere comprese e sviluppate :*
> *- le capacità psico-cognitive delle persone che realizzano i Test,*
> *- una relazione significativa tra chi applica e chi fa i Test.*

Keywords: *Human Sciences - European Humanistic Research – Creativity – Intelligence - Psycho-Cognitive Ability - Test*

Parole chiavi: *Scienze Umane – Ricerca Europea Umanistica - Creatività – Intelligenza – Capacità Psico-Cognitive - Test.*

This treaty is addressed to all scholars and operators of Human Sciences who are interested in the development of creativity, intelligence and psycho-cognitive abilities of people.

The issues addressed in this article want to make a constructive contribution to:

1) Research in the field of psychology and psycho-education on the capabilities and the potential of ideation and of mental representation of the people;

2) Provide precise methodological criteria for the application of test and valuation of mental capacity expressed during the implementation of "Hidden Figures" and "Creative Figures" tests;

3) Explain the model and professional competences that must be possessed by those who apply and evaluate the tests "Hidden Figures" and "Creative Figures" in a manner that can be understood and developed:

- psycho-cognitive abilities of the people who make the Tests,

- a significant relationship between those who apply, and those who create the test.

A. THE EUROPEAN CULTURE OF HUMAN SCIENCES

The topics and tools presented in this publication are to be connected to the studies carried out in this field in the last decades of the twentieth century, and are be placed in the context of **European Culture of Human Sciences**.

The European Culture and its prospects are exposed in a clear and defined manner since the publication of the "White Book" by Jacques Delors in 1985.

The European Culture of Human Sciences is characterized by three different types of cultures, which in turn take on specific aspects of the culture of the individual countries and regions where it is lived and implemented.

The European Culture of Human Sciences is characterized by the following macro cultures that have developed historically:

- the Culture of Mediterranean Europe (mainly French culture, Spanish and Italian),
- the Culture of Central and Northern Europe (mainly expressed by the Anglo-Saxon culture and German)
- the Culture of Eastern Europe (mainly expressed by the Russian and Slavic culture).

The **Culture of Mediterranean Europe on Human Sciences** (usually identified with the countries of Southern Europe: Greece, Italy, Portugal, Spain, Malta, Cyprus and the southern part of France), was characterized by stimuli from the Greek – Latin classical **philosophy** (in particular that of Socrates, Plato and Aristotle) and of the Christian Catholic **religion**.

In particular, until the first half of the twentieth century the studies and the research of Human Sciences in the Mediterranean Culture were:

- centered on the **personality** of the individuals,
- based on the **mental representation** of reality and the world.

The Culture of Human Sciences of the Central and Northern Europe (generally identified with the countries of Central and Northern Europe: Austria, Germany, Holland, Netherlands, Ireland, Poland, United Kingdom, Norway, Sweden, Finland, Hungary, Slovakia, the Czech Republic and the northern part of France), was characterized by studies and research in the **scientific field**.

In particular, until the first half of the twentieth century the studies and research of Human Sciences in the Central and Northern Europe Culture were:

- centered on the **planning** of the reality and of the activities,
- based on practical **capacities** and specific, useful and functional **behaviors** to the Society.

The Culture of Human Sciences of Eastern Europe (generally identified with the countries of Eastern Europe: Albania, the former Yugoslavia (Serbia, Bosnia, Slovenia, Montenegro, Croatia, Macedonia), Bulgaria,

Romania, Moldova, Ukraine, Belarus, Lithuania, Latvia, Estonia, Russia), was characterized by studies and research in the **socio – biological field**.

In particular, until the first half of the twentieth century the studies and research of Human Sciences in Eastern Europe Culture were:

- centered on the **social organization** of the world and of the groups of individuals

- based on **cultural dynamics** and **historic traditions**.

Scheme 1

THE EUROPEAN CULTURE

```
                    EUROPEAN
                 CULTURE OF THE
                 HUMAN SCIENCES


  HUMANISTIC CULTURE OF      SCIENTIFIC CULTURE OF CENTRAL -        SOCIAL
  MEDITERRANEAN EUROPE              NORTHERN EUROPE                CULTURE
                                      Planning                OF EASTERN EUROPE
Personality and Mental Representations
                                     Competencies         Social organization and historichal
                                                                   dynamics
```
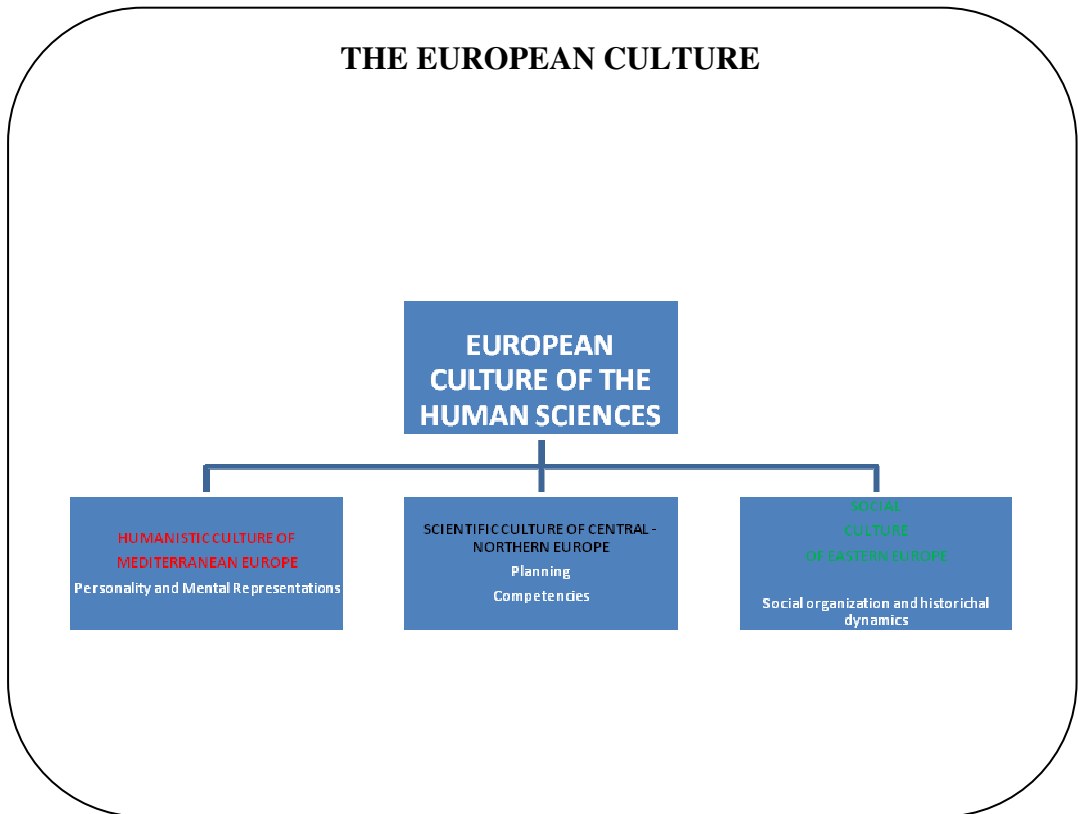
In the last century the **European Culture has been radically transformed under the influence of the Industrial Society of the twentieth century and the present Techno-Computerized Society of the twenty-first century.**

In the Lisbon Treaty of 2007 signed by member states of the European Community were laid the foundations to build a European citizenship, and because Europe could act as a world center of culture.

Unfortunately the Lisbon Treaty is having considerable difficulties to be implemented for the following reasons:

- Geopolitical and economic world view has changed radically shifting the axis towards the emerging Asian countries, Arab countries and Latin American countries;

- The New Culture of the current Techno-Computerized Society, hard to be acquired by the models of the old European culture is instead entirely governed by young people and managers of emerging cultures;

- Internal divisions between countries within the European Union.

For these reasons it is essential that the European Culture promptly find its own new identity either in Cultural models of references, either as a unit of cultural values to be pursued, or in the new way of life of the Techno-Computerized Society, which places the individual at being Citizen of the World in a Global Village that has no space and time limits (you can be in touch with anyone, anywhere in the world, at any time).

Therefore, in these decades of the twenty-first century, the main challenge for Europe is:

-Integrate the 3-European Cultures (Mediterranean, Central-Northern, and Eastern) into a single shared vision;

- To be able to create connections and contamination with other types of cultures different from those of Europe (such as the Arab Culture, African Culture, the Chinese Culture, the Indonesian Culture, the Indian Culture, the Latin – American Culture, the United States Culture, the Australian Culture), so as to build a true and real Global Village of Human Culture.

B. THE PSYCHOLOGY AND EDUCATIONALSCIENCES IN EUROPEAN CULTURE OF THE XXI CENTURY

In the previous section we have been exhibited the characteristics of Human Sciences in European Cultures. Human Sciences are a field of study of Culture.

The Psychology and the Educational Sciences are disciplines of study that are part of the Human Sciences.

The studies and researches on psycho-cognitive, intellectual and creative capacity of people are part of the Psychology and of the Human Sciences.

Scheme 2
FIELDS OF STUDY AND RESEARCH OF CULTURE

CULTURE

HUMAN SCIENCES

PSYCHOLOGY AND EDUCATIONAL SCIENCES
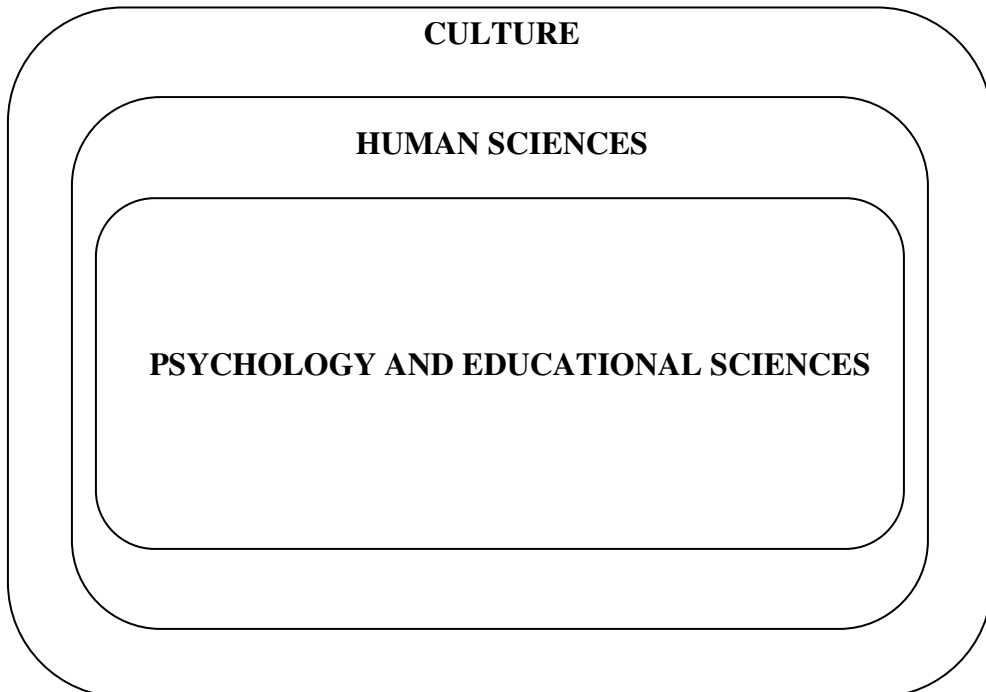
The studies and researches of Psychology and Educational Sciences developed in the Culture of Mediterranean Europe were more aimed at understanding the relationships and the development of the personality of individuals rather than of the organization and the use of specific technical skills as it happened instead in studies and research of the Centre-Northern European Culture.

For this reason there are substantial differences between these two Cultures, for example, in the conception of the teacher's role and the consequent educational models:

- in the Mediterranean Europe Culture: first the pedagogue and then the teachers have always been considered more of life masters and educators that stimulate the understanding of life experiences;

- in the Central and Northern Europe Culture: the teachers were considered disciplinary teachers and instructors who are assigned exclusively to acquire didactic skills.

In the Mediterranean Europe Culture the need for the teacher to become an instructor of operating learnings and specific competencies has arisen with the development of the Industrial Society, characterized by the need to acquire technical abilities and scientific knowledge to young people. With the Industrial Society it has also had the opportunity to unite the Mediterranean Europe with the Central and Northern Europe, allowing a de facto integration between these two types of Cultures that have influenced the construction of two different educational models in the educational institutions:

- on one side, the **humanistic culture** characterized by the study of artistic, literary and philosophical expressions;

- on the other side, the **scientific culture** characterized by the study of physical and natural environment, the use of technological materials and systematic organization of information.

In the twentieth century to these two Cultures of Human Sciences has joined the Culture of Eastern Europe whose main characteristic is to propose educational models characterized by social learning processes, where the teacher's main function is to stimulate experimenting in the social context and letting students socialize. The main feature of Eastern European Culture can be defined as **social culture**.

As was the case until the first half of the twentieth century, the intellectuals and European professionals were able to have a global view of the three European cultures (humanistic, scientific and social) so that, for example:

- a philosopher was also a connoisseur of mathematics and history,

- an engineer was also a connoisseur of arts and socio-cultural contexts,

- a politician was also a connoisseur of scientific knowledge and of psychological strategies.

From the second half of the twentieth century, with the separation and disciplinary specialization between the humanistic, science and social cultures, people have had greater difficulty to:

- develop a unique synthetic vision

- acquire a complete and holistic training.

Simultaneously in Europe education was to be extended to all citizens, as a process of progress and of social democratization.

The extension of the culture to the entire population is served by a social extension of the knowledge and of basic literacy, which led to a significant dissemination of studies and researches on the cultural and scientific level, resulting in the development on social, scientific and humanistic extents.

But this social extension of the culture did not lead to a qualitative improvement of the knowledge and to a diffusion of knowledge in people; this phenomenon has been called "scholastic massification."

The separation of Humanistic Culture, Scientific Culture and Social Culture, together with the school massification, functional for an Industrial Society, has determined the crisis of the educational institutions in recent decades, given the fact that the society has transformed its needs, its processes, its organization and its aims under the pressure of the enormous progress in the technological and informational field.

The transition from Industrial Society to Techno-Computerized Society involves a more careful education to the personal development of individuals, to their logical and creative skills, their intellectual and socialization abilities, their communication and operational autonomy competencies.

The internationalization of Culture in the Techno-Computerized Society and the construction of Cultural Networks in the Global Village of the communication between users, create a new vision and potential of the Human Sciences, which allows you to study and do research regarding new issues, such as, for example, could it be a shared model at the international level of:

- educational institution and educational levels from childhood to adulthood?
- teacher and teaching in different educational levels?
- planning of educational and didactic activities?
- construction of an Educating Community and an international Cultural Network?
- development of the capacities and of the psycho-cognitive, intellectual and creative processes?

C. THE PSYCHO – COGNITIVE, INTELLECTUAL AND CREATIVE ABILITIES IN THE EUROPEAN CULTURE OF XXI CENTURY

The psycho-cognitive abilities are determined by the mental structures of reasoning, of ideation, imagination and logic elaboration that allow individuals to be able to build intelligent answers, that is new or

different solutions from those that are commonly used to solve an experiential or conceptual problem.

Therefore, the development of psycho-cognitive abilities represents the essential basis for the formation and the evolution of intelligence. In the same mode, the development of intellectual skills necessary to design creative solutions that are original, personalized, multi-faceted, with global or eccentric visions.

The evolutionary scheme that follows:

psycho-cognitive capacity	⮕ intellectual ability	⮕ creative solutions

This diagram illustrates that to get the creative solutions it is necessary that they grow of intellectual abilities, which in turn are determined by the use of psycho-cognitive skills of a person.

This structuring of mental capacity is necessary, but not sufficient.

Because there is this development, it is also essential to consider the social, cultural, human and environmental context in which they develop the psycho-cognitive skills, the intelligence and the creativity. In fact, these mental processes are not static and unchanging in space and time, but depend on the context in which they are processed and used.

Changing society, changing culture, changing experience or changing people, therefore changing one or more variables that determine the social context in which are elaborated intelligent and creative solutions, also changes the meaning and value of the psycho-cognitive skills used.

Until the twentieth century in Europe the activities of development and evaluation of psycho-cognitive, intellectual and creative capacities of the people, have followed a different address on the basis of three types of previously defined European Culture:

- the Culture of Mediterranean Europe has highlighted the importance of personality characteristics, individual spontaneity and of play in carrying out experiences and during the resolving of problems, centering the studies and researches on **psychological processes** in human relationships;

- the Culture of Central and Northern Europe has highlighted the importance to structure and plan the activities and to verify the competencies used by tools and scientific processes, centering the studies and research on **organizational and functional processes** of the institutions;

- the Culture of Eastern Europe has emphasized the importance of individual autonomy, of identity, of social sharing and cultural socialization, centering the studies and research on the **socio-biological processes** of knowledge.

Scheme 3
FIELDS OF STUDY AND RESEARCH OF HUMAN SCIENCES
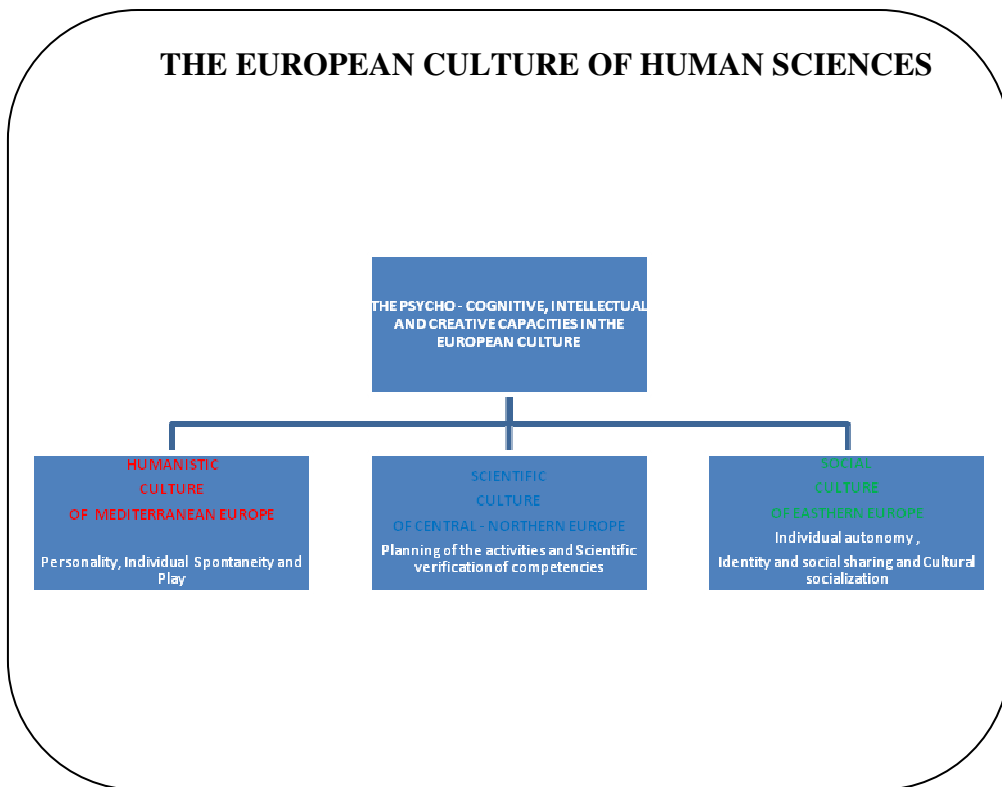
The integration and combination of the three types of European Culture of Human Sciences regarding the development and enhancement of psycho-cognitive, intellectual and creative capacities of the people, wishes to define the multi-dimensional and multi-faceted model of **European Citizen**, anticipated since the foundation of the European Union, first proposed in the first White Book of Delors in 1985 and outlined in the Lisbon Treaty of 2007.

In addition to the synthetic integration of the three Cultures in a unique European culture, as already expressed in the previous paragraph, it would be essential in the new kind of Techno-Computerized Society (characterized by technological tools, virtual reality and by a computerized communication which allows the man to overcome time and space and allows to live in a "Global Village") to be promoted and developed the entire Human Culture.

The Human Culture should be made in respect and esteem for all the peoples united in a Cultural Network (of ONU type, but with more fluid structure, partaking and directed by individuals) based on Community of

Practice formed of people and organizations which operate and live around the whole world.

In order to create a real understanding between different cultures (e.g. between the European culture and the techno-rational view of Japanese culture or the pragmatic view of the Chinese Culture.), I think it's not enough to start studies and research projects or even exchanges between young and / or researchers of different countries in different continents, however I believe it is more effective institutionalize the Networks of the Community of Practice that promotes within peoples the construction and development of being **World Citizens**.

D. TESTS FOR ASSESSMENT OF THE PSYCHO – COGNITIVE CAPACITIES, THE INTELLIGENNCE AND THE CREATIVITY OF PERSONS

To evaluate the psycho-cognitive, intellectual and creative capacities of individuals it is essential to consider the socio-cultural-environmental-human context, as explained in the previous paragraph.

This highlights the great difference between the model of Human Sciences on which are built the criteria of application and evaluation of the tests published by I.S.P.E.F. related to the Intelligence Quotient (IQ) developed in the twentieth century by Alfred Binet to measure the intelligence as if it was a skill that does not vary depending on the context, the stimulation, the motivation, the interests, previous experiences, subjective attitudes, the expectations, the usefulness and meaning that entails doing the Test, both for those who apply and for those who produce it.

The model of Human Sciences followed in the Tests of I.S.P.E.F., it is characterized by the consideration that psycho-cognitive skills, intelligence and creativity are dynamic mental processes that are to be evaluated also considering the variables of the socio-environmental context and the interaction between the person who applies and the people who make the Test.

Therefore, the Tests elaborated by I.S.P.E.F., are not measured by scales that give absolute and immutable quantifications, but the given results are valuated in qualitative and quantitative manner by calculating the psycho-cognitive, intellectual and creative levels of each person and then compare these levels with:
- the age of development,
- the context where it is realized,
- the dynamic situations that are created during application of the Test,
- the type of finality and proposal.

The measurement of the variables mentioned above is via a detailed written description of the conducted activities and communications exchanged during the application / production of the test.

In addition, the analysis and evaluation of the responses of an individual is based on comparison and correspondence between the results obtained:

- with the same test at successive times

- with different tests that evaluate the same fields of experience and / or conceptualization.

Thus, for the proposed model of Human Sciences, the psycho-cognitive, intellectual and creative capacities:

a) vary by socio-cultural-environmental context;

b) are determined by the subjective interests, the emotional conditions and personal expectations;

c) are not acquired once and for all and once learned remain immutable, because there are no strict psychogenetic stages at temporal level, but are developed according to the experiential and conceptual necessity that the individual lives and according to functional requirements that are used.

So it can happen that a 7 year old uses the psycho-cognitive skills more significantly, effective and more intense than a 30 year old person or that a 5 year old can give smarter and more creative responses than of her parents, her teacher or an individual of 50 years old.

It is true that an adult has more knowledge and information than a child, but it is also true that does not necessarily mean he's using the intellectual abilities (at the time and / or in that context) in a greater and better manner than a child.

The use of processes and intellectual and creative solutions depends on the interests, the attention and the personal involvement and, of course, by the psycho-cognitive skills that one possesses, and that could potentially enable their use.

The studies and researches, which, since the late 1970s were made with the "Hidden Figures" and "Creative Figures" Tests (discussed in the following paragraph) show unequivocally that, in general, the traditional school activities do not develop the enormous mental, intellectual and creative potential of the pupils, because they place their exclusive attention only on learning of knowledge and information.

Instead, a good academic performance should coincide with a good intellectual and creative development of the students, since according to European criteria on the quality of training given by the Lisbon Treaty, the teacher during teaching should develop the following psycho-cognitive processes:

- the acquisition of information (knowing)

- the strategies to seek and to elaborate the information (knowing how to know)

- the characteristics of those who acquire the information (know how),

- the skills to express the information that one owns (knowing how to communicate what you know).

- the procedures for implementing the knowledge that one possesses (knowledge),

The realization of psycho-cognitive processes outlined above form a continuous cycle of learning, as defined in the following scheme:

Scheme 4
THE CYCLE OF PSYCHO – COGNITIVE PROCESSES OF
KNOWLEDGE

KNOWING HOW TO DO

KNOWING

KNOWING HOW TO COMMUNICATE

KNOWING HOW TO KNOW

KNOWING HOW TO BE
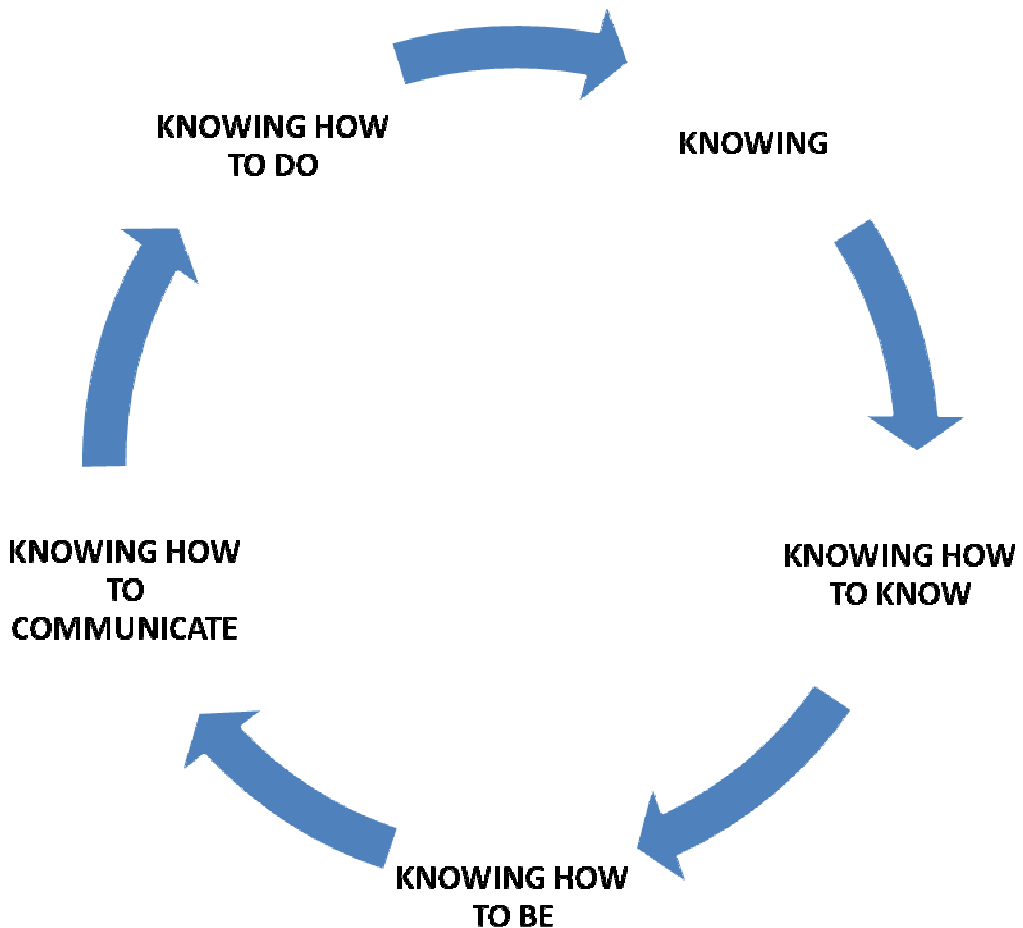
Each cycle is an experience of learning, subjective understanding, skills acquisition and communicative expression.

The subsequent cycles of the first cycle are used to extend and / or to deepen the amount known and to expand / improve the efficiency of processes and results that can be made.

Yet, the Educational Institutions continue to transmit knowledge without adequate preparation to implement the cycle of psycho-cognitive processes by teachers, without an improvement of communication tools and without an effective integration between the disciplinary learning processes and the productive needs of the Techno-Computerized Society, of making the Culture Networks, of building the Educating Community, of forming the Worlds's Citizens.

Scheme 5
THE FORMATION OF THE WORLD'S CITIZENS
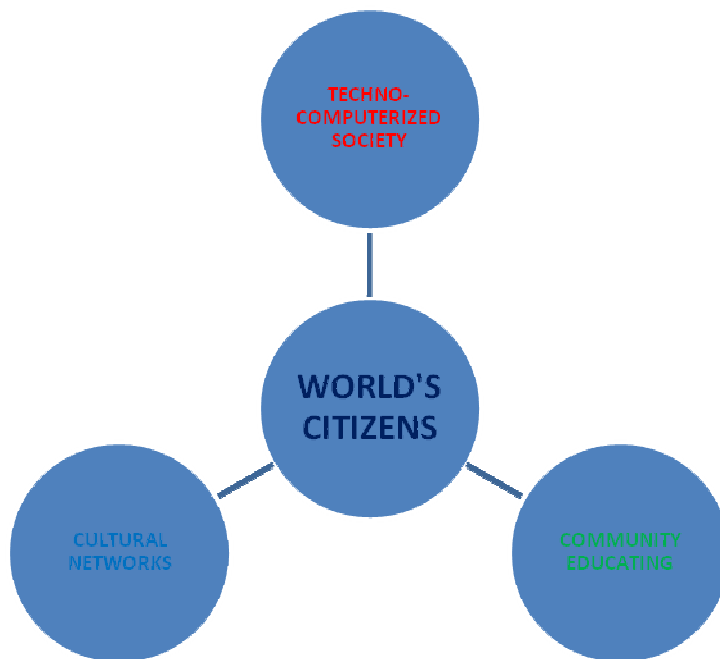
If the school and social Community do not educate to develop intelligence and creativity adequately, the new generations do not develop the psycho-cognitive skills necessary to enter and to accomplish in the world of work and in social life. This inadequacy stimulates the formation of psychological distress phenomena, social marginalization and conflictual relational.

On the contrary, it is important to promote lifelong education (= Lifelong learning) that, at any age and for any socio-cultural objective, allows people to continue to build intelligent (new or different behaviors) and creative (original activities or multiform) solutions by the significant development of processes and psycho-cognitive abilities.

If this is not done, individuals lose the capability of ideation, of reasoning and understanding that are indispensable to people for:
- feeling part of the socio-cultural experiences they're living,
- developing projects that help to express what one believes in,
- accomplish everyday tasks in an intelligent and creative approach.

For the understanding of the proposed model is important to point out that in order to be identified as an intelligent / creative person is not necessary that the individual is always intelligent and creative, because the habits and the repetition of behavior procedures are central during daily life, while the intellectual / creative activities occupy a short time and are to be implemented only in unforeseen situations or of choice (problem solving).

It is important that people know how to be clever and creative when needed, at the right time, otherwise these acts may be counterproductive.

Like when you learn to drive a car: first you must learn a variety of information, coordinating the movements according to the car mechanisms and the traffic rules; this necessarily involves the acquisition and use of many intellectual acts.

But, when you know how to drive the car, then the behavior will be automatically executed and the use of intelligence occurs if there are unexpected conditions or if you have to perform some unexpected decisions; normally it is enough only being focused, to coordinated making coordinated actions at the sensory-motor level and use the memory of previous experiences.

So, intelligence and creativity are not always necessary. But they are the fundamental processes of the individual when he has to make decisions, even daily, especially in the current ever-changing society and characterized by a strong organizational complexity.

In addition, the 'intelligence and creativity are the indispensable tools for democratic participation of the individual to society and to contribute to its functioning and its evolution.

E. "HIDDEN FIGURES" AND "CREATIVE FIGURES" TESTS FOR VALUATION THE PSHYCHO – COGNITIVE CAPACITIES, THE INTELLIGENCE AND CREATIVITY OF PERSONS

The tests that analyze and evaluate the psycho-cognitive, intellectual and creative capacities of individuals are the "Hidden Figures" and the "Creative Figures" tests.

Test "HIDDEN FIGURES"   Test "CREATIVEFIGURES"
Designed by Fausto Presutti, 1978 ©
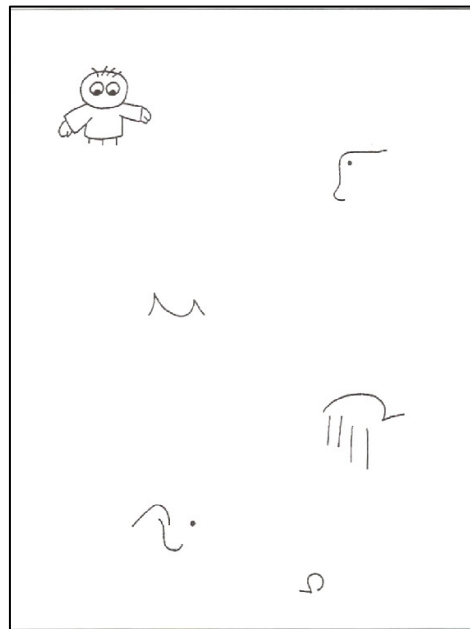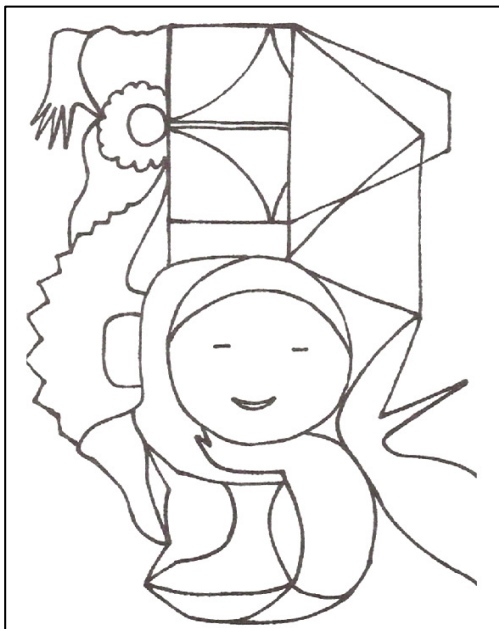
The theoretical-methodological model of the two Tests is shown in the following books published by I.S.P.E.F. (http://eshop.ispef.info):

- *Test Logico-Cognitivi*, ISBN 978-88-6624-162-1
- *Test "Figure Nascoste" e "Figure Creative". Intelligenza e Creatività*, ISBN 978-88-6624-084-6.
- *Test Artistico-Creativi*, ISBN 978-88-6624-154-6.

The tests "Hidden Figures" and "Creative Figures" allow to analyze and evaluate the fundamental dimensions of intelligence and creativity:
- the creative ideation,
- the mental fluidity,
- the ability of association and global vision,
- the flexibility in the development and building solutions,
- the cognitive originality,

- the intellectual multiformity
- the expressive personalization.

The two tests are not only used to evaluate, but also, at the same time, to enhance and promote the psycho-cognitive, intellectual and creative capacities of the people.

Scheme 6
TESTS FOR THE VALUATION AND THE PROMOTION OF CULTURE

CULTURE

HUMAN SCIENCES

PSYCHOLOGY AND EDUCATIONAL SCIENCES

PSYCHO-COGNITIVE, INTELLECTUAL AND CREATIVECAPACITY

"HIDDEN FIGURES" AND "CREATIVEFIGURES"TEST
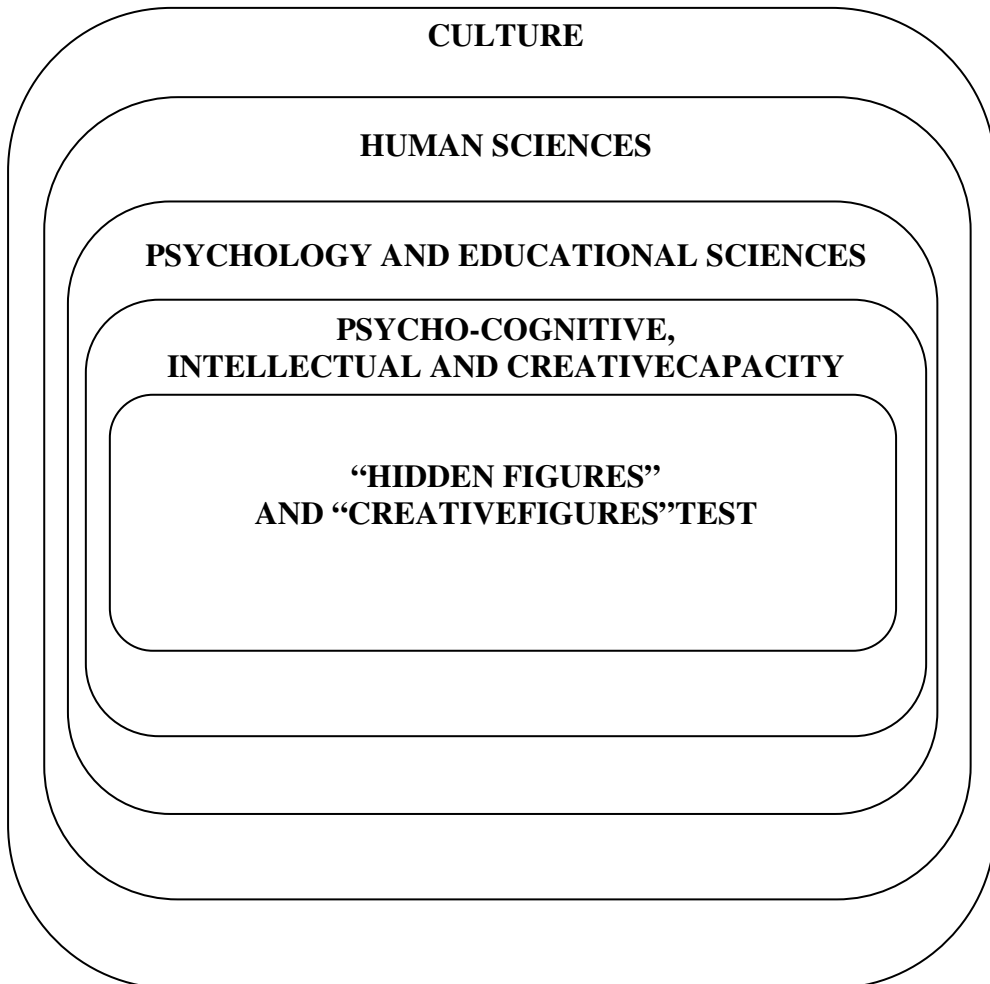
The tests "Hidden Figures" and "Creative Figures" are tools that are confined to the profound changes taking place in our culture and in the studies of Human Sciences, Psychology and Educational Sciences.

The two Tests want to promote the intellectual / creative development of the people in European Culture through the process of integrating the humanistic vision, scientific conception, social relationships and the use of

technical tools. This allows us to propose a complete model, effective and meaningful based on methodological criteria and rules of the Human Sciences of the European Culture.

The tests "Hidden Figures" and "Creative Figures" are designed with these reasons and with the aim to promote a contextual, interactive, efficient and profound relationship between those who apply, and those who create the two tests.

The theoretical model of the tests "Hidden Figures" and Creative Figures" is based on the fact that one can't evaluate the psycho-cognitive, intellectual and creative capacities of the people in the abstract, as absolute measurements, for example, it was assumed that one can measure the IQ (= Intelligence Quotient) of the people.

Depending on the model, the evaluation of the results of the tests "Hidden Figures" and "Creative Figures" is based, therefore, on the analysis of:

- quantitative / qualitative results obtained in the test,
- the socio-cultural context,
- the interaction between those who apply, and those who create the tests.

In addition, the evaluation of the results of the tests "Hidden Figures" and "Creative Figures" is characterized by the objective for which we make the test:

- sociological analysis, then the application can be made at group level or collectively:
- psychological analysis, then the application can be made at the individual level.

These two tests are powerful tools that, when used appropriately and competently, can help to know the mental potential and psycho-cognitive abilities of people.

It is therefore necessary that those who apply the two Tests knows and knows how to perform:

- the methodological criteria of the Tests application,
- the methodological capacity in observation-listening, transcription of the experience, data collection and communication during the final interview,
- a mentality capable of building interpretative hypothesis, which make it possible to grasp the psycho – cognitive evolution of the people and at the same time enable the development of intervention strategies.
-   the rules of the Human Sciences, of Psychology and Educational Sciences.

The application of the "Hidden Figures" and "Creative Figures" Tests made in the 1980s on more than 800 teachers, who then applied the Tests to their students, showed that, on average, many teachers have inadequate intellectual and creative ability related to their pupils!

The questions that since the 1980s this type of Test arises are:

- How does a teacher or parent to educate the intelligence and creativity of their students / children if they express a better (and sometimes greater) intellectual and creative ability?

- What is the role of teachers and parents in the education of intelligence and creativity?

- What is the role of socio-cultural context in this kind of education?

During the 1990s and 2000s, the tests "Hidden Figures" and "Creative Figures" were experienced in various regions, provinces and districts of Italy, producing impressive results of study and research in the fields of Human Sciences, Psychology and Educational Sciences.

Some results of the trials and of the research carried out have been presented in the following publications by I.S.P.E.F. (http://eshop.ispef.info):

* *Valutazione delle Capacità Psico-Cognitive con i Test "Figure Nascoste" e "Figure Creative*, due volumi, ISBN 978-88-6624-094-6 e ISBN 978-88-6624-095-2

* *I Livelli Psico-Cognitivi del Test "Figure Nascoste"*, ISBN 978-88-6624-094-5

* *Psicolinguistica, Creatività Linguistica e Metacomunicazione nelle Storie dei Test "Figure Nascoste" e "Figure Creative*", ISBN 978-88-6624-279-6

* *Creatività Linguistica nelle Storie con i Test "Figure Nascoste",*ISBN 978-88-6624-280-2

* *Creatività Linguistica nelle Storie con i Test "Figure Creative",*ISBN 978-88-6624-281-9

* *Creatività Linguistica nel confronto tra le Storie con i Test "Figure Nascoste" e "Figure Creative",*ISBN 978-88-6624-282-6

* *Creatività Visiva. Ideazioni con i Test "Figure Nascoste" e "Figure Creative*, ISBN 978-88-6624-284-0

* *Le Dimensioni Psico-Cognitive della Creatività Visiva con i Test "Figure Nascoste" e "Figure Creative"*, ISBN 978-88-6624-285-7

* *Test "Figure Nascoste" con bambini di 6 anni nelle Scuole di Aprilia*, ISBN 978-88-6624-283-3;

* *Test "Figure Creative" con bambini di 6 anni nelle Scuole di Aprilia*, ISBN 978-88-6624-292-5;

* *Test "Figure Nascoste" nelle Scuole Primarie della provincia di Pesaro-Urbino*, ISBN 978-88-6624-93-8 ;

* Test "Figure Nascoste" con bambini di 9-10 anni della provincia di Pesaro-Urbino, ISBN 978-88-6624-294-9;

* Test "Figure Nascoste" nelle Scuole Secondarie della provincia di Pesaro-Urbino, ISBN 978-88-6624-298-7.

* Tabulazione e Analisi delle Capacità Psico-Cognitive con i Test "Figure Nascoste" e "Figure Creative", ISBN 978-88-6624-291-8

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PROMOTING THE ACQUISITION OF INTERCULTURAL COMPETENCE IN ENGLISH THROUGH POP CULTURE

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Abstract: *Language and cultural abilities are at the forefront of our ever-shrinking world. Foreign language learning is composed of several components, or the defined "four language skills", including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. For scholars and laymen alike, cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. (Byram, Morgan et al., 1994: 4) One of the misconceptions that have permeated through foreign language teaching is the conviction that language is merely a code and, once mastered—mainly by dint of steeping oneself into grammatical rules and some aspects of the social context in which it is embedded—'one language is essentially (albeit not easily) translatable into another' (Kramsch, 1993: 1). Culture in language learning is not an expendable fifth skill "tacked on" to the teaching of speaking, listening, reading, and writing. It is always in the background, right from the beginning, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them. (Kramsch, 1993: 1) It has so far become evident that the role of teaching culture in a foreign language setting/classroom has been a concern to teachers, curriculum designers and both scholars and publishers. Two main perspectives can be said to have been developing on the issue of teaching culture: transmission of the factual, cultural information, mainly consisting of statistical information, i.e. data about the target civilization,*

like literature, arts, habits, customs, history and everyday life. The other perspective is the embedded culture in an interpretive framework, which is drawing connections between one's culture and the target culture. The aim of this research is to show how culture is being integrated into the teaching curricula for students in elementary schools in Bitola, Republic of Macedonia. The students' books in question "Dream Team" serve as a point for research and an example where elements of culture, in this case pop culture, are being used for language learning. The finding will serve as a basis for improvement of the teaching curricula with the sole purpose of getting better results with students.

Keywords: *culture, language skills, teaching, textbooks, pop culture*

1. Introduction

Living in a time when everything is constantly changing, we as teachers must adapt and adopt new methods and teaching aids in the teaching curricula. Modernization of society leads to modernization of the educational process, which leads to the modernization of the content of the teaching curricula. The content in every subject has been "updated" or enlarged with material that would be more familiar and relatable to the students. Today, the makers of curricula include intercultural objectives and teachers are faced with the challenge of promoting the acquisition of intercultural competence through the teaching.

In the teaching literature of the subject of foreign language teaching, English in this case, intercultural experience tends to be an uncomfortable one, because it requires revision of beliefs, concepts and attitudes that students have taken for granted. Teaching culture includes changes in attitudes, beliefs, identity and values. It also requires students to revise their social identity, to reconsider the ideas they have held etc. Students may experience a wide range of feelings when confronted with a foreign language, let alone the culture that it contains it. The source for these feelings can be numerous such as: fear of encountering something new, excitement at discovery of new and different ways of thinking, relief through self-expression, anger that a deeply held belief may have been changed. They may experience a high level of what is called acculturative stress and experience feeling of marginality and alienation as well identity confusion.

But for a successful intercultural process in the classroom, teachers in general need additional knowledge, attitudes, competence, skills, good techniques, professionalism and of course a good source materials for

teaching culture. Another positive characteristic of teachers in this "environment" is that they should be skilful creators of the learning environment that will promote students' acquisition of intercultural competence.

Today, the makers of curricula include intercultural objectives and teachers are faced with the challenge of promoting the acquisition of intercultural competence through the teaching. Foreign language education is by definition intercultural. Why? Because bringing English as a foreign language to the classroom means connecting students to a world that is culturally different from their own. The objective of language learning is no longer defined in terms of communicative competence in English (or any other foreign language). English teachers are now required to teach intercultural competence as well.

2. Textbooks and pop culture

In Macedonia, British dictionaries, as well as textbook, reading books, grammar books and teaching materials used in the English as a foreign language classes, are standard issue (most commonly *Longman* and *Oxford*), which are often written by British people, or by Macedonians schooled in the British fashion. Although we are seeing greater space in the textbooks being devoted to other varieties of the language – these activities are used as an example to show an individual with a British orientation encountering someone who is the *Other* in this culture-educational environment.

Pop culture in general is defined as the totality of ideas, perspectives, attitudes, memes, images and other phenomena that are deemed preferred for acquiring an informal consensus within the mainstream of a given culture (c. Wikipedia). Heavily influenced by mass media, this collection of ideas permeates the everyday lives of the society. Pop culture (popular culture) is often viewed as being trivial and "dumbed-down" in order to find consensual acceptance throughout the mainstream. As a result, it comes under heavy criticism from various scientific and non-mainstream sources (most notably religious groups and countercultural groups) which deem it superficial, consumerist, and sensationalist and corrupted.

The term "popular culture" itself is of 19th century coinage, in original usage referring to the "education and culture" of the lower classes. The term began to assume the meaning of a culture of the lower classes separate from the opposed to "true education" towards the end of the century. The current meaning of the term, culture for mass consumption, especially originating in the USA is established by the end of World War II. The abbreviated form "pop culture" dates back to the 1960s.

Textbooks that are used in the schools for students who learn EFL today, popular culture plays an important role in helping students to learn English more easily and more effectively. Pop music, films, television, TV soaps, magazines, internet etc. from English-speaking world are part of the everyday life in the most of non-speaking countries, partly as a part of the process of globalization partly because of the dominance of British or predominantly of American lifestyle.

The subject of interest of this paper is pop culture used as a tool for improving the communicative and intercultural competence of English for students who learn the English language as a foreign language. The "Dream Team" textbook series, which were chosen for this research, were chosen for the sake of the following reasons:

- They are widely used in Macedonian primary schools
- A great percentage of cultural topics covered in the textbooks
- Textbooks equally cover English and American culture
- Pop culture is used as a basis for language teaching
- Offers out of classroom projects about pop culture

3. Methodology

For the purpose of the research topic of this paper, an analysis has been made of the "Dream Team" book series being used in a primary school in Bitola, Macedonia.

"Dream Team" is a four part series designed to meet the needs of students continuing English as well as those starting English for the first time. The English level varies from beginner or elementary to pre-intermediate. The author of the series Norman Whitney describes "Dream Team" as a "communicative course that teaches students how to use language in real situations, while also paying careful attention to grammar, vocabulary and pronunciation". Probably one segment that is crucial for our interest are stimulating and engaging topics, and an amusing and lively presentation story involving the activities of teenagers, appeal directly to the age group. The course also offers another interesting segment – a range of flexible options to help teachers meet the needs of their particular teaching situation. These include an optional introductory section, an optional final "Bonus unit" and optional projects and stories. Each textbook is divided into 6 units and each unit is divided into four segments: the first segment is presentation of dialogues and communication practice, the second segment is grammar and study skills, the third segment is dedicated to vocabulary and cultural studies and the fourth segment is dedicated to skills work and progress review through an ear-catching pop song. This paper will pay

attention to the third and fourth segment, although the first and the second segment also contain some materials about the pop culture in English-speaking countries.

4. Research and Analysis
4.1. Television

The Worldwide Popularity of TV 'Soaps' – this is one of the few topics about television in "Dream Team" series. The topic is organised into 4 sections. The first section encourages students to talk about their favourite soap, why they or why not like soaps. After that there is a text for reading. The text is divided into three parts. Each part is represented with a photo. Students after reading the text should choose the correct photo for each part. Then the third section covers some grammatical topics. Students have to find what pronouns refer to in the selected lines. The last section is dedicated to out of classroom activity where students are encourage writing a paragraph and making a speech about their favourite TV soap.

My Favourite TV Program – this topic is organised into 3 sections. The first section is a reading comprehension about a girl's favourite TV program. After the reading, students have to complete the summary box about the basic facts of the girl's favourite TV program: the name of the program, type of the program, location, main characters etc. Then the second section is a listening comprehension where students are listening conversation about types of programs on TV. They have to find out which TV program is favourite to whom. The last section requires students to write about their favourite TV program using the summary box in the first section as an example.

Television plays a (almost) central part in our lives these days. Why shouldn't it play a larger part in the classroom, especially in foreign language instruction? Today's learners need to be stimulated in ways that they can relate to. The television offers authentic English in settings that attract our learners' attention and can expose them to elements which we, as teachers, could not ordinarily do. For example, the learners can be exposed to a wide range of accents, not only the one which their teacher happens to have.

Another aspect is an interesting story line. The television entertainment industry spends billions of dollars on each program they produce in order to bring popular entertainment to the public. At their disposal, they have famous actors, expensive sets, and story lines which top writers have researched and found attractive to a viewing audience. Often, the popular programs try to make educational points as well, especially regarding morals that are valued in western society. Not to say that EVERY program that is produced is relevant or appropriate for the classroom, but why not take

advantage of those that are? Usually in English textbooks, television programs that are covered are cartoons, soaps and sitcoms. The texts and exercises connected with television in English speaking countries are usually placed in the *Cultural studies* section in the textbook. Students are encouraged to talk about their favourite TV program, why some like a particular show, why others don't like it. Some of the texts are closely connected with some grammatical category of words, some encourage students to write a short essay about their favourite TV program, or to make summary of the most important facts about their favourite TV show.

Usually these topics have an intercultural background. Although some television programs are watched around the world, some countries prefer different types of television programs. For example the topic about TV soaps opens the question about the general fact that most people enjoy watching soaps on television. But British people like different types of soaps than Americans or Macedonians. Probably a British family wouldn't enjoy in a Latin soap as much as Macedonian family would but we all enjoy soaps. This statement can raise different opinions among students and their view on the particular matter. From this we can move to another topic about all-time favourite sitcom. Talking about favourite sitcom can be more effective if the teacher can provide an episode from that particular show with subtitles so that they can discuss about that episode. For example in the textbook there's a short text about Gemma's favourite TV program "Friends" and why she is a dedicated follower of this US sitcom and why Jennifer Aniston is her favourite actress from the show. Here students can raise different opinions about the show and their favourite characters.

We also have to point it out that topics concerning television are few compared to the topics about pop music in this series of textbooks – usually 1 – 2 per textbook, excluding the last textbook "Dream Team 3" where there isn't any text concerning television.

Although today computers and internet are taking the central place in our homes, television is still powerful media, which has a strong impact on our lifestyle. Television as a part of the teaching EFL is helpful not only for intercultural understanding but also for improving the communication skills. Of course, teachers should be very careful when they choose the topic and TV shows that would be subject of interest during their English class.

4.2. Movie

Although the topics connected with movie and the movie industry are not greater in number than topics about television, it is obvious that pop music is the dominant pop culture aspect in the "Dream Team" textbook series. In general each textbook has 1 – 2 texts connected to movies in

English-speaking countries, again excluding the textbook "Dream Team" 3 where there isn't any text about the film. Usually these texts are concerned with the history of the movie industry ("Hollywood" in the textbook "Dream Team" starter and " Cartoons and film animations" in "Dream Team" 1), going to the cinema and what teenagers want to watch ("Dream Team" 2), types of movies ("Dream Team" 1), discussing about student's favourite movie, with a given example of composition why one discussion should look like and stating the reasons why a particular movie is student's favourite ("Dream Team" 1).

Probably one of the best texts about film is the one in the textbook "Dream Team 1" where students are offered information about the history of making cartoons and how cartoons are made, as well giving them an information about the first cartoon. Since students enjoy watching cartoons and grew up watching cartoons they want to know more about the magic way how those moving pictures are created. They also learn some facts about history of cartoons (like who Walt Disney was or which was the first cartoon) but also they improve the competence of understanding English because the text is available on tape for listening, as well enriching their English vocabulary by completing the chart with information about what they heard before.

These texts are important for students because they enrich their vocabulary with some movie terminology, for example, what is a romantic movie, a science fiction movie, a war movie, a comedy movie or a cartoon, but also what kind of emotions and reactions these movies cause – a romantic movie can be really sad, a science fiction movie can be exciting, a comedy movie probably funny and some may find a war movie boring. Talking about movies can also be a useful tool for improving student's competence about telling their personal opinion about why they like or dislike certain types of movies? Why they do not like certain movie, like "Titanic" for example? These types of texts have intercultural background as well. Students learn that what's funny in the UK it might not be funny in Macedonia or in the USA. Just like some pop stars that are famous in the UK they are unknown in the USA and vice versa. **British humour** is a somewhat general term applied to certain comedic motifs that are often prevalent in comedic acts originating in the United Kingdom and its current or former colonies. Comedy acts and television programs typical of British humour include *Monty Python*, *Benny Hill*, and *Keeping Up Appearances* to name a few that have become quite popular outside of the United Kingdom. At times, however, such humour can seem puzzling to non-British speakers of English (for example, references to British slang terms or people who are not internationally known), while certain Commonwealth nations (such as Australia, Canada and South Africa) tend to find it more familiar. Many UK

comedy TV shows typical of British humour have been internationally popular, and have been a strong avenue for the export and representation of British culture to an international audience.

4.3.   *Projects concerning pop culture*

The "Dream Team" textbook series, at the end of each textbook, offers projects section and extra units which cover cultural issues such as pop culture, food and drink, sports, holidays etc. It's up to the teacher whether he or she will include these extra sections in the annual teaching curricula, but since are an integral part of the textbooks, they are covered in this paper as well.

Usually each textbook has six optional projects, each dedicated to different topic – "Our super group", "Fantasy films", "Hope Street – a soap opera", "Our favourite pop stars" etc. Each project requires classroom and out-of-classroom activities. Classroom activities are usually connected with group work, building vocabulary and teacher's help with students' out-of-class activities which requires doing a little research about people and themes the particular project covers (for example, searching for information about the lives of their favourite pop stars as well as photographs from them). Students have to make poster presentations and after they have finished, they present the poster in the classroom.

Some other projects also require defining the aim of the poster, like the project "Fantasy Films" where the project itself gives freedom to students to decide what kind of film poster they will make – according to their own preference. Or when they work on a project like "Hope Street – a soap opera", students have to write their own story for a single episode but also to draw pictures that illustrate the story. This again requires group work where every student can participate in making the poster, because not everyone is good in writing and drawing as well. Generally, these projects require active involvement of the teacher, as well as extra time spend on watching some films, music videos or an episode of an English-speaking soap with subtitles that can inspire students.

On the other side, there are three extra units in each textbook, but these extra units are not covered in this paper because there isn't any pop culture topic covered in them. These units can be subject of interest to other researches concerning topics such as holidays, sports or multiculturalism employed in the teaching curricula for acquisition language and intercultural competence.

5. Discussion

Textbooks are an important factor in teaching English as a foreign language, and therefore embedding culture in these textbooks is an important factor whether students will acquire the English culture successfully as well as English language in general. In a previously conducted research on a similar topic[31], two very distinct example books were given, where the presence of texts concerning culture was being questioned in relation to achieving better results with students. As a result form the research mentioned, it can be seen that the more present the culture texts and sections are in the books for foreign language learning, the bigger the understanding of the foreign language the students learn.

The "Dream Team" textbook series offer a wide range of texts and topics that cover British as well as American culture, especially texts that are connected to pop culture in English – speaking countries.

The most of the texts of pop culture are concerned with pop music, and even the revision segment of each unit is done through a pop song. This is a positive characteristic of these textbooks because the revision of the unit is interesting, fun and relaxing for the most of the students. This is not a usual way how a review of a unit usually functions in an ordinary classroom. The pop culture is part of the exercises and writing assignments as well in this series.

Texts about television and film are lesser in number than those about pop music but they are also equally fun and educational. "Dream Team 3" textbook doesn't cover any topic concerning film or television, but pays more attention to American culture in general. Film industry is part of American culture and American lifestyle so therefore this aspect should be covered but probably the writer of the textbook decided that some other aspects of American culture should be covered.

Culture texts should be available at every level of language study, since culture texts are a very good way for students to enhance their vocabulary and to learn new information about a foreign culture. As it was stated earlier in this paper, language and culture go hand in hand. It is important to have culture texts in the textbooks in use. The newest trend that emerges today is multiculturalism, and by putting culture texts in the textbooks, students not only learn new vocabulary through the text, but they also learn about a new culture. Cultural content (since firstly creates the motivation to learn a foreign language), also indirectly promotes interlingual competence. Culture

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[31] ***English across the curriculum,*** Bisera Kostadinovska, paper, presented at the 6TH ELTAM International conference:Empowering Teachers for new challenges in ELT, 30th / 31st , Skopje, Macedonia, October 2010

text are necessary not only for learning about foreign culture and language, but also for making the class more fun, more relaxed and creating more relaxed atmosphere in the classroom.

English Textbooks used for the research

Dream Team Starter - Norman Whitney, Oxford University Press 2008
Dream Team 1 - Norman Whitney, Oxford University Press 2008
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PROWEB, AN EXPERIENCE IN TEACHERS CONTINUING TRAINING

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Abstract: *The paper aims to make an analysis and an evaluation an the degree of pedagogical utility which had the programme The Web of Teachers Continuing Training for Using Multimedia, Virtual Tools and Web 2.0 in Mathematics and Sciences Curriculum (ProWeb), POSDRU 1.3/157/S/141587. The beneficiary of this project is „Valahia" University in Targoviste and the partners are: „Lucian Blaga" University in Sibiu, „Constantin Btancusi" University in Targu Jiu, „Stefan cel Mare" university in Suceava and „Tomis" University in Constanta.The aim of the research is to identify issues related to the design and content of the study program, what could be improved in order to resume and extend this type of course. We do not exclude the idea to expand it and at the university level.We used as investigation tools both methods used for quantity research: questionnaires addressed to all those 220 trainees, teaching staff, primary school treachers and teachers who teach subjects like Mathematics ans Sciences, to trainers and experts involved in the training activities, but also methods and instruments used for the qualitative research: sheets for evaluating the course activities, trainees discusions and direct observation.The paper represents the results obtained in Sibiu, Alba, Hunedoara, Harghita and Brasov, counties where the trening activity was implemented by „Lucian Blaga" University in Sibiu.*

Keywords: *TIC competences, teaching-learning-evaluation, improving, motivation*

1. Training programme description

One of the students identified needs is the increase of the motivation for the school activities.

A way through which we can respond to this need is integrating in the school activities the facilities which multimedia, Web 2 and hypermedia can offer for the activities of teaching-learning-evaluation.

The new technology can create in the students' classes' experience that that are part of younger generation's life; information and communication technology is part of our children and young people's life. The school has no right to deprive them of this normality. It's worth making an effort to bring the normality in their classrooms with a well-defined educational purpose.

The new technology facilitates the understanding of physical, chemical and biological phenomena providing a visible learning, the student feeling his effort rewarded by participating in class and thus motivated to participate.

The technology offers a support for an interdisciplinary approach to school learning, which is closer to learning for life.

Technology enhances motivation, through the satisfaction given by the success felt by each student.

The Project *The Web of Teachers Continuing Training for Using Multimedia, Virtual Instrumentation and Web 2.0 in Mathematics and Sciences Curriculum (ProWeb),* POSDRU 1.3/157/S/141587 aims to contribute to improving the training of the target group through quality and innovative aspect of training provided through the disciplines included in the program by involving the teachers in the target group in activities of piloting the products made as a result of training, exchanges of best practices through organised workshops, by strengthening the institutional capacity of the 5 partners- providers of continuous training.

As a whole the project aims: the development, accreditation and delivery of two programs of continuous training of teachers in secondary education, to develop the skills to use ICT in teaching, improving the level of professional training in information technologies and communications for a substantial number of teaching staff.

Project objectives:
- improving lifelong learning for secondary and high school teachers in mathematics and natural sciences curriculum (physics, chemistry, biology);
- improving the opportunities for career evolution and getting to a higher level of teachers' professional development by developing and providing training programs aiming the introducing ICT skills in teaching.

The project a part of its training face-to-face, courses and practical applications and another part of the training was, two modules, four disciplines:
- Fundamentals of pedagogical use of ICT in the curriculum area of Mathematics and Natural Sciences;
- Technologies and multimedia / hypermedia uses for modern education;

- Web 2.0 educational applications for the curriculum in Mathematics and Natural Sciences;
- Virtual Instrumentation and educational software.

The online activity continued the direct training and allowed remotely, a rich sharing exchange of views, experiences and best practices, resulting from the application of innovative proposed strategies in class. The activity of each group is performed under the guidance and counseling of the assistant trainer who conducted the direct work using practical examples.

The project activity has already taken several steps:
- Direct training of teachers through 13 hours of course for each subject, in groups of 40-50 students;
- Direct training of teachers through 14 hours of practical applications for each subject in each group of 20 to 25 trainees;
- Online training, 13 hours for each discipline;
- Subjects assessment, 3 hours, online activity.

The courses are on the platform , plus supporting materials offered by the trainer. They are designed and structured in such manner that even a novice computer user can access the information.

The special value of this tool lies in its ability to enable each user, whenever he wants and from any place of his existence, to enjoy the experience shared by hundreds of colleagues, on a common problem: the use of ICT in teaching and learning -evaluation of subjects in mathematics and sciences curriculum. You need only a computer, an Internet connection and... desire.

The project excels with a high degree of innovation with broad application. The innovation in the project is on one hand related to the type of the continuous training proposed (the contents of the two training programs were accredited and provided) and on the other hand it is related to the instruments and teaching methodology for their use in the training activities, piloting the products on the work in applied formation stage, but also as part of disseminating the benefits of the project, focusing on the real possibility of current implementing in class.

2. Research

The aim of the research is analyzing and evaluating the degree of the pedagogical utility which the programme *The Web of Teachers Continuing Training for Using Multimedia, Virtual Tools and Web 2.0 in Mathematics and Sciences Curriculum (ProWeb),* POSDRU 1.3/157/S/141587 had in

order to identify issues related to program design and the curriculum content, what could be improved in order to resume and extend this type of course.

2.1. The research results

The statistical interpretation of replies to questionnaires administered and the results of direct observation led to the following results:
- 100 out of the teachers surveyed said they would had appreciated course, in a large and very large extent;
- Disciplines 2.1. and 2.2, achieved the highest score in the applicability – on the discipline. The latter was deemed useful by each teacher on his specialty;
- Discipline 1.2, obtained the lowest score in the applicability.

In the disciplines, the highest score, they obtained the following chapters:
- Discipline 1.1., Chapter Fundamentals of pedagogical use of ICT in education;
- Discipline 1.2., Multimedia Technologies in Education;
- Discipline 2.1., Typology of web 2.0 tools Blogs and microblogging (Twitter);
- Discipline 2.2. Each chapter was appreciated by teachers on specialties.

Within disciplines, the lowest score was obtained by the chapters:
- Discipline 1.1., ICT and education in the context of the knowledge society;
- Discipline 1.2., Multimedia and Internet in the educational process;
- Discipline 2.1.,Typology of web 2.0 tools:
- o Media sharing (YouTube, Flickr, Slideshare);
- o Social networks (Facebook and LinkedIn);
- o Online web applications (Google Docs).

From the qualitative analysis upheld the following recommendations can be concluded:
- selection of trainees by level of competence skills of computer use;
- achieving the 2.2 discipline of groups of trainees on subjects taught: primary teachers group, the group of physics, chemistry, mathematics and biology teachers;
- decongestion of the content, taking into account the degree of applicability appreciated by the participating teachers;

- allotting a greater number of hours to direct practical activities;
- realization of courses for a whole year to have the time of application and sedimentation of what was learned.

3. Perspectives

The research findings determine several perspectives:
- integration of content in the curriculum ICT of students future teachers, both by teacher training for primary and pre-school and also in the psycho-pedagogical module;
- realization of such a course, where the trainees are university professors;
- achieving a pedagogical development laboratory, where there are resources for initial and continuous training of teachers on ICT in the ,,L .Blaga" University in Sibiu, The Department of Teacher Training.

As for the competences and contents of the four disciplines we think it would be useful a professional development program, as an obligation for all the teachers who teach in teacher training departments.

The same skills and content would be beneficial to provide at least an optional subject if at present it cannot be compulsory for the study program completed in the initial training of future teachers.

A platform would be useful in preparing future teachers, facilitating the access for all to practical experiences during the teaching practice. The virtual community would be composed of teachers coordinating the practice, didactic staff, mentors and student practitioners in a permanent collaboration, with the opportunity to bring each contribution to the practical training of future teachers.

Certainly, the value of the continuous training at the level of teachers in secondary education cannot be disputed, it is absolutely necessary, but doubling it through such a platform, used in initial training would have multiple positive values.

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THE EDUCATIVE VALUE OF VOLUNTEERING FROM THE PERSPECTIVE OF YOUNG PEOPLE'S OCCUPANCY

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Abstract: *Volunteering is one of the subjects that asks for an increased interest in the context of pursuing the insertion of the youth on the labor market. Volunteers are mostly free from marginalization, improving by practice their skills which eventually will be turned to account on the labor market. The Northern and Western European countries, which have a culture that encourages volunteering, tend to have lower percentages of young people that are not involved neither in education and training, nor in employment (NEET). Even more, these countries invest a higher percentage from GDP (PIB) in education compared to the other EU countries. Proving a high degree of responsibility toward the education and schooling of the youth is accompanied by a higher interest from youth in involving actively in the life of the society through volunteering and through an easier transition to a workplace.*

Key words: *volunteering, young people's occupancy, investment in education, NEET*

Introduction

Volunteering has been and still is an important index of values that are linked to the idea of European citizenship and to the idea of collective participation in the active support of the society, promoting solidarity and social inclusion. Giving to the the interested persons the possiblity to strenghten and develop their knowledge, abilities and social networks, volunteering stimulates development on a personal, social and profesional level (*European Union*, 2012).

Initially, the main advantages of volunteering were linked to the participation and social involvement in community service. During the last period of time, the concept has been enriched with new valences, having an new highlight on the personal benefits of the volunteers, not only the advantages of the individuals or of the communities that have been receivers

in volunteering projects. Young people who have been involved regularly in this kind of programs, beside the aquirement of new social skills and the improvement of proffesional experience, have been provided with enhanced chances to enrolment and improvement of entrepreneurial skills.

Even though it is considered that volunteering is part of the community service, and the persons involved do not expect any financial or other type of reward for their services, it is generally accepted that this is a win-win situation. Volunteers improve the level of their abilities, create new social contacts and gain new experiences propeling their personal developement. Those who feel socially isolated, experiment a new sense of belonging to the community (*European Foundation for the Improvement of Living and Working Conditions,* 2011a).

Volunteering has a strong educational dimension. The skills developed through involvement in practical situations that are part of the daily reality offer increased chances to the enrolment of young people and shortens the transition from school to work. Volunteering can be a good way to improve team work, internal cohesion of a group and to develop transversal skills. This opens the horizon of those involved, offers new perspectives on social problems, offers new experiences, skills, confidence and further enthusiasm in work. Even more, the conclusions of the studies made on european volunteers show that they think that the involvement in the community offers them a state of moral and personal fulfillment *(European Foundation for the Improvement of Living and Working Conditions,* 2011b).

In a study made upon students from twelve different nations (Haski-Leventhal et all, 2008) were discovered surprising information about the orientation of the youth who usually enlist in volunteering. Even though it was believed that the students from the social area are more inclined to volunteering than those who study Exact Sciences, the research proves that, in fact, the students of social sciences are less involved in volunteering than the other students. Students who study engineering are involved in this kind of activities much more than it was expected and most involved are those from humanities.

If it is accomplished in other countries than the country of origin, volunteering develop the capacity to understand life from multiple perspectives and has a powerful impact on the young individual. It improves the chances to have a good job, because the employers appreciate the capacity to work in team, communication in multicultural environment and the capacity to use a foreign language. When they work on the behalf of other, young people often discover unknown things about themselves and learn to achieve new performances. Most young people end voluntary

service with an improved self-esteem and a new and fresh life vision (*European Union*, 2012).

Many times volunteering is also seen as a kind of work that is not remunerated, carried out to the benefit of the family, in hosehold. Children's education and taking care of relatives who are old or sick are some examples of activities that fall in this category. Even though these activities are not regarded as genuine volunteering, their nature can be similar to that of volunteering. There are major differences between helping a person who is close to you and the service in the behalf of someone unknown. It is used the term of *formal volunteering* and *informal volunteering* to make the difference between the two forms that can be confused. The first term is a reference to the activities that unfold under the direction and coordination of an organization, while the second term is used to name the activities that are not remunerated and are carried out for the benefit of relatives, known persons or in your own household (*European Foundation for the Improvement of Living and Working Conditions*, 2011a).

Aguire and Bolton (2013) through a qualitative-interpretative meta-synthesis that selected the results of more qualitative studies from literature linked to the motivation of volunteers have selected six important themes which were researched and discussed in the chosen studies: internal motivation, volunteers' existentialism, life experience, feeling of personal fulfillment, lack of direction and lack of support. From all these themes, the one linked to existentialism, read as concern for understanding the meaning of life, is present in all the researched studies. Volunteers are usually persons preocupied to understand the meaning of life, focusing on its discovery through their actions and the assumed values.

Volunteering in Europe

There are evidence that show that in Europe there are significat differences between the member states regarding the traditional orientation of volunteering. There is a strong culture of volunteering in several countries from the Northern and Western part of Europe and a low level of participation in the most countries from South and Est of Europe. This situation can be the result of a faster growth of services that bring citizens' wellfare.

Citizens have the possibility to spend more time in volunteering in Northern states, more than in other member states, where people are traditionally involved in family responsibilities and in householding. Persons who are involved in informal volunteering (old people's nursing, and nursing of persons with disabilities), usually do not participate at formal types of

volunteering (*European Foundation for the Improvement of Living and Working Conditions,* 2011a).

Volunteering has a contribution of less than 0,5% from *GDB* for Poland and Slovakia and more than 3% from GDB in Sweden and Netherlands. During the last decade new areas of volunteering have been developed and volunteering has been promoted more and more widely. The economic crisis has increased the involvement in volunteering in Irland and Netherlands and has diminished this involvement in Italy, Poland and Baltic countries. Women integrate easier into the social and philantropic areas, while man participate in larger number in volunteering activities from the sports area and emergency services (Maget, 2013).

In former communist countries from Central and East Europe, volunteering is influenced by social and political traditions, these countries lacking a volunteering culture. There is a negative connotation for volunteering, because in these countries existed some systems of tying unpaid work for community service. In a great measure, Poland's and Hungary's experiences from this area are similar. In Poland, volunteering was traditionally strong linked to the Catholic Church (*European Foundation for the Improvement of Living and Working Conditions,* 2011c).

The member countries of European Union register a number of variations regarding the population's involvement in volunteering activities. Its level is higher (more than 30%) in countries like Austria, Netherlands, Slovenia, UK, Denmark, Finland, Germany and Luxembourg. Estonia, France and Lithuania register a percentage of 20-30% in population's involvement. Belgium, Sweden, Ireland, Poland, Portugal, Spain, Cyprus, Malta, Czech Republic and Romania register a percentage of 10-20% in population's involvement. The lowest level of population's involvement in volunteering has been registered in Bulgaria, Greece, Italy and Latvia (less than 10%) (Maquet, 2013).

Volunteering in Romania

Researches that have studied social involvement of Romanian students confirm that the participation in volunteering continues to be low (Blaj & Netedu, 2012). Compared to the other European countries, Romanians are less communicative, less engaged in civic activities and less trustful in individuals who belong to other social groups or in society's organisms or institutions (Neguț, 2013).

The youth and population from urban environment are more prone to volunteering, unlike the rest of population (Voicu, 2010), these being the main representatives of social capital *bridging* type, characterized by open relationships with individuals from outside the primary group, (by) trust in

institutions and (by) social participation through the medium (mediation) of associations or foundations (Neguț, 2013).

Blaj and Netedu in a research conducted by Al. I. Cuza University, show the fact that only 12% of the students had been involved in voluntary organisations. 27,4% of these had been involved in this type of activities with the purpose of gaining experience, 18,2% because of their need to help, 9,9% to improve their CV activities and to socialize and 5,3% for personal developement. The order of preference regarding the fields was: student activities, human rights, education, environment protection and social field.

In Romania, many universities were extremely open in embracing the volunteering model. For example, two of the projects organized by the University of Craiova are called „Volunteering = sure employed" or „Volunteer today, enterpriser tomorrow!", which proves a deep understanding of the relationship between students' volunteering and their increased capacity to integrate into the labor market.

Even before and after the admission of the Law of Volunteering of 2014, almost all the articles that analized the information brought in by the last version of this law, advert to the fact that the time spend in volunteering will be officially recognized as proffesional experience, based on a special certificate of aquired skills. On the ground of this new law, new expectations were framed, being anticipated a masive growth of the volume of volunteering in our country. Unfortunately, the growth did not meet the expectations, volunteering still not being definitively embraced in Romania. That can be proved by the low percentage of young and adult population involved in volunteering.

Volunteering, the investement in education and youth in NEET

One of the many concerns of European Quality of Life Survey (2012) is also the study of european population's way of involvement in volunteering. At the division of Social Exclusion and Community involvement, through the question number eleven, the studied population is classified in three main categories: persons who are regularly involved in volunteering, persons who are occasionally involved in volunteering and persons who are not involved in volunteering. Figure 1 shows the three categories of population for European citizens with age between 18 and 24.

As can be seen, Romania, along with Bulgaria, Estonia Greece, Poland and Slovakia, has a very low percentage of young people who are regularly involved in volunteerning. The volunteering culture is much better represented in Western countries. It seems that the communist memory of „obligatory volunteering" programs determine the population of the former communist countries to remain cautious regarding the involvement in

volunteering. The study mentioned above indicates a Romanian reality where the category of young population has the higher percentage of involvement in volunteering, compared to the categories of population at a higher age. These percentages represent a defining feature of our country, considering the fact that, in the other populations from European countries, adults and old citizens have higher percentages of involvement in volunteering compared to the youth.

Starting from this reality known through the medium of *European Quality Life Survey* (2012), in the present research, is hypothesized that the percentage of the European youth involved in volunteering, on the three mentioned categories, are related both with the GDP percentage (*Gross domestic product*) invested in education and with the NEET (percentage of the youth who are not involved neither in education or training, nor in employment – *Not in Education, Employment or Training*).

Figure 1. The three categories of young persons, function of the time spent in volunteering.

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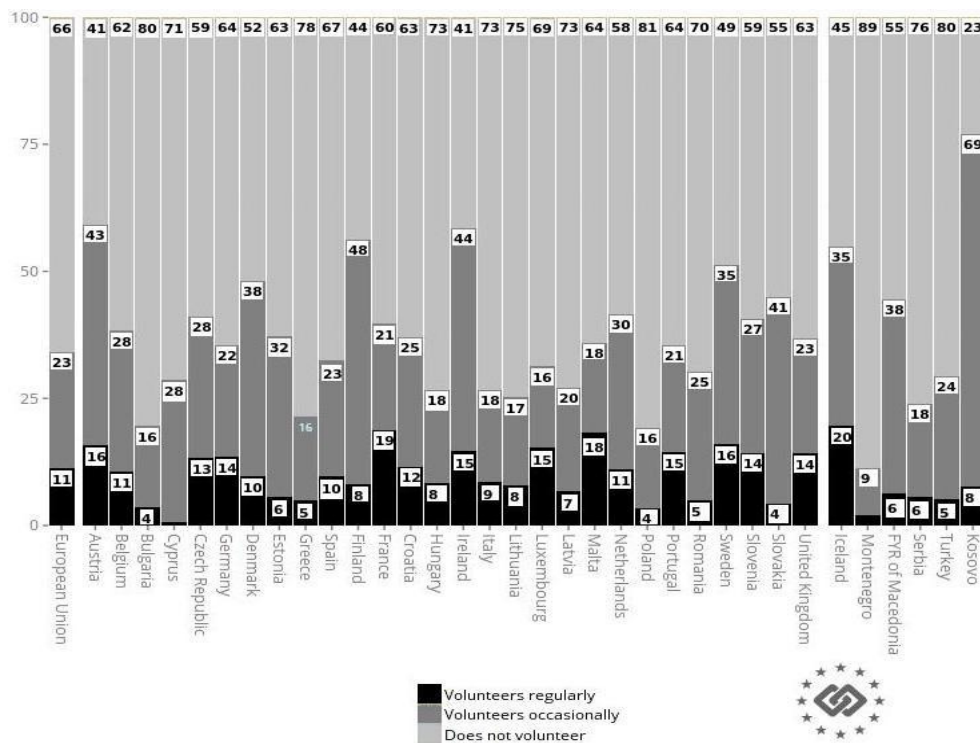
Based on the data obtained from the European Union agencies, *Eurofund* and *Eurostat*, it has been constituted a new database that has been analyzed by the instrumentality of PSPP program, a statistical analysis program which is offered free for the users of Linux system. Tabel 1 shows the results calculated with this program with *Pearson* correlation coefficient. The five variables which were taken into consideration were:

1. Percentage of the youth involved regularly in volunteering;
2. Percentage of the youth involved occasionally in volunteering;
3. Percentage of the youth who are not involved in volunteering activities;
4. Percentage of the youth in *NEET*.
5. Percentage of *GDB* assigned to education.

Tabel 1. Pearson Correlation for the five variables of the research

		Regularly	**Ocassionaly**	**Never**	*NEET*	**GDP Percentage**
		1	**2**	**3**	**4**	**5**
Regularly	*Pearson Correlation*	1,00	,14	**-,57**	**-,57**	,26
	Sig. (2-tailed)		,45	,00	,00	,16
	N	31	31	31	31	31
Occasionally	*Pearson Correlation*	,14	1,00	**-,89**	-,34	**,47**
	Sig. (2-tailed)	,45		,00	,06	,01
	N	31	31	31	31	31
Never	*Pearson Correlation*	-,57	**-,89**	1,00	**,54**	**-,50**
	Sig. (2-tailed)	,00	,00		,00	,00
	N	31	31	31	31	31
NEET	*Pearson Correlation*	-,57	-,34	**,54**	1,00	**-,32**
	Sig. (2-tailed)	,00	,06	,00		,08
	N	31	31	31	31	31
GDP Percentage	*Pearson Correlation*	,26	**,47**	**-,50**	-,32	1,00
	Sig. (2-tailed)	,16	,01	,00	,08	
	N	31	31	31	31	31

Source: Own processing of data obtained from Eurofound and Eurostat, 2012.

As expected, there is a negative correlation between the series registered by the youth regularly involved in volunteering and the

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uninvolved youth from European Union Countries.   The higher the percentage of the involved youth, the lower the percentage of those uninvolved tends to be. Even more, the percentage of the population occassionaly involved in volunteering is even more strongly negatively correlated with the population uninvolved in volunteering. Countries which have a low percentage of youth regularly involved in volunteering tend to have higher percentages of youth uninvolved. Likewise, the higher the percentage of the youth uninvolved in volunteering, the higher the tendency to be lower the percentage of the youth occassionaly involved in volunteering.

The tabel also indicates a powerful negative correlation between the percentage of youth regularly involved in volunteering activities and *NEET*. The lower the percentage of actively involved youth in volunteering, the higher the *NEET* rate tends to be.

The percentage of the youth occassionaly involved in volunteering is positively correlated with the percentage from GDB assigned to education. Countries that have a higher percentage of youth involved in volunteering also have a lower percentage from GDB assigned to education.

As expected, the high percentages of youth that are never involved in volunteering are positively associated with high values of *NEET*. Even more, high percentages of youth that are not involved in volunteering tend to be associated with low percentages from GDB assigned for education. Those countries that have high percentages of youth uninvolved, also have low percentages of GDB assigned for their education.

We cannot speak here about a causality, but rather about a variety of factors interconnected in a mentality that ignores the cumulative impact of individual decisions and the importance of civicism and social responsibility. In that place where the youth do not feel responsible for the good of society, neither the society has enough resources for their support and education. In other words, as long as the investment of the state in youth is minimal, it is also expected a minimal involvement from the youth in communitary service.

Therefore, the increased tenedency towards the inactivity of the youth from several european countries can be observed also at the level of their involvement in community aid projects as well as in their training, education and entering the labor market level. This can be a problem of mentality, education or training of the youth that are overprotected by the adult generations, without being encouraged to involve as early in social life or the labor market. Countries which have higher percentages of youth who do not involve in volunteering tend to also have higher *NEET* values. This phenomenon supports the conclusions of the previously studies that were

adverting the fact that volunteering increase the youth chances to find sooner and easier a job.

Countries that give a greater importance to education funding are exactly those countries were the volunteering culture already exist. The involvement in those countries comes from both ways: the government gives the youth increased funds for education, youth are involved in a larger number in activities of communitary aid and suport, thus engaging actively in comunity life through volunteering.

Conclusions

The involvement of youth in volunteering could be a first important step that young people could make to activate themselves, to create a real and healthy vision upon the needs of the society, to define themselves, to get experience and confidence in their own strenghts, to be able to think free and to broaden the horizons of their knowledge.

Education, social involvement and integration on the labor market are the three great challenges of each young person. These do not coexist separately, but are in a tight symbiosis, supporting each other, each of the three elements playing an important part in defining the others. Alongside with education, it is necessary to be recognized the formative value of social involvement and the huge contribution that each young person can bring through involvement in volunteering. When they will recognize the power from the proverb: ”helping others, you help yourself,” young people will hold one of the important keys to success in life.

To be able to educate the new generation in a culture open to volunteering, it is necessary to make significant changes of background in the work philosophy of all the factors involved in educating and training the youth and in creating projects, plans and strategies for their integration both in social and in economical life of a country.

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PRESENTATION OF THE INTERCULTURAL SCHOOLS IN GREECE: PROMOTING INTERCULTURAL AND CITIZENSHIP ISSUES?

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Abstract: *In the present paper intercultural and citizenship education is described in the Greek educational setting. More specifically, the presentation of the intercultural and citizenship education in Greece is organized around four axes; the organization of the educational system in Greece, the relative educational legislation, the National Curriculum as well as the reference to teaching approaches and practices that teacher use to implement intercultural and citizenship education based on research undertaken. The aforementioned axes are presented, discussed and compared both at a theoretical and practical level.*

Keywords: *intercultural, citizenship, legislation, teaching practices*

1. A description of the Greek educational system

Education in Greece is divided into three levels (Aiginitou-Panagiotidou, 1983). The first level includes primary school with a six-year attendance. Children enter primary school when they are six years old[32]. Thirteen of these primary schools, which are spread all over Greece, are designated as intercultural primary schools because more than 40 per cent of the pupil population consists of foreign pupils. Some of the primary schools, either mainstream or intercultural primary schools, work as 'All day schools'

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[32] However, pupils' school life in Greece may start when they are two and a half years old (pre-school education) in infant schools, either state or private, and continues in kindergarden, either state or private, when they are five years old.

(Ολοήμερα σχολεία > Oloimera sxoleia) and have an extended timetable and enriched curriculum[33].

Among these primary schools there are 221 primary schools situated in West Thrace in Greece designated as 'minority primary schools', which accommodate pupils of the Muslim minority. Minority primary schools operate as bilingual schools since the curriculum is divided into two languages; the Greek language and the Turkish language. Greek Language, History, We and the World (study of the environment), Geography, Social and Political Education are taught in the Greek language by Greek teachers. The study of the Turkish language, Mathematics, Physics, Art and PE are taught in Turkish by Turkish teachers[34]. The school principal comes from the minority group and the vice-principal from the majority. Unfortunately, pupils who attend minority primary schools do not have the chance to continue their attendance in a high school of the same pattern and this constitutes a reason for their abandoning school or for their poor performance in mainstream high schools because all subjects are taught in Greek. There are only two minority high schools founded in West Thrace, which obviously cannot accommodate all pupils of the minority (Cummins, 2002; Spyridakis, 2002; Magos, 2004; Katsikas, 2005; Askouni, 2006).

The second level is divided into the lower level which includes high school (lower high school) and the upper level which includes Likeio (Λύκειο > Likeio). High school demands a three-year attendance which is obligatory including attendance in primary school; that is education in Greece is obligatory for all children from 6 to 15 years old. Nine of these high schools are designated as intercultural high schools and they are situated all over Greece. The upper second level of education includes two types of schools; the unified Likeio (Ενιαίο Λύκειο > Eniaio Likeio) and the Technical Professional Schools (Τεχνικά επαγγελματικά εκπαιδευτήρια > Technika epaggelmatika ekpaideutiria) with a two-year or a three-year attendance. There are four intercultural Likeio all over Greece[35] (www.minedu.gov.gr).

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[33] Pupils stay in the school until 4.15 in the afternoon, where they eat their lunch and attend extra lessons, such as ICT, English foreign language, PE, Art.

[34] The school books for the subjects which belong to the Greek or the Turkish curriculum are produced with the responsibility of the Greek or the Turkish educational authorities respectively (Askouni, 2006).

[35] Parallel to mainstream schools in the first and the second level kindergarten, primary schools, high schools and lyceum of special education operate for pupils with special educational needs (SEN). Furthermore, there are both state and private kindergarten, primary schools, high schools and lyceum in the Greek educational system.

In relation to intercultural education at this point it should be mentioned that except from the intercultural primary schools and intercultural high schools in Greece there are foreign schools with a foreign curriculum, such as the Polish school, foreign schools with a Greek curriculum and schools with both a Greek and a foreign curriculum, such as the Armenian school (Nikolaou, 2000; Charalambous, 2005). The third level of education is divided into University and Technological Professional Institutions. Pupils' entrance in these institutions depends on their performance in national exams which take place on the second and third year of Lyceum (www.minedu.gov.gr). A general schematic presentation of the three levels of the Greek educational system is provided below.

1. A general schematic presentation of the Greek educational system

Primary school (6-12 years old) (state or private)
(mainstream or special or intercultural or minority or foreign primary schools)

↑

Kindergarten (5 years old) (state or private)
(mainstream or special kindergarten)

First level of education

Primary school (6-12 years old) (state or private)
(mainstream or special or intercultural or minority or foreign primary schools)

↑

Kindergarten (5 years old) (state or private)
(mainstream or special kindergarten)

First level of education

Primary school (6-12 years old) (state or private) (mainstream or special or intercultural or minority or foreign primary schools)
Kindergarten (5 years old) (state or private) (mainstream or special kindergarten)
First level of education

(Tsaliki, 2012)

2. The first steps towards migrant education

In 1983 both reception classes and intensive classes (Φροντιστηριακά τμήματα >frontistiriaka tmimata) were legislated for and the Ministerial Decision Φ2/378/Γ1/1124/1994 published in 1994 includes all the necessary information regarding the foundation and operation of reception classes and intensive classes. More specifically, the operation of reception classes demands a minimum of nine and a maximum of seventeen pupils. They operate as parallel classes which help pupils to adjust themselves to the mainstream class. Each student attends it for two hours at the most daily, mainly in language subjects. Reception classes are divided into those for newcomers and those for advanced learners. In reception classes for newcomers, Greek is taught intensively for one year. In reception classes for advanced learners a mixed programme of internal and external support in the Greek language is offered in the mainstream classes for two years. The ministerial decision makes also provision for the employment of teachers for teaching the language and the culture of the pupils' country of origin in reception classes. Intensive classes are additional classes, they operate after the end of the school for a maximum of eight hours weekly with minimum of three and maximum of eight pupils and they are attended by pupils who have previously attended the reception classes and still face difficulties with the Greek language. Parental consent for pupils' attendance of reception classes or intensive classes is necessary. Although in the beginning both types of classes were founded for repatriate pupils according to the ministerial decree in 1994 these classes can be attended by foreign pupils, as well. (Markou, 1997; Nikolaou, 2000; Kontogianni, 2002; Goupos, 2005; Palaiologou and

Evaggelou, 2005; Sfakakis, 2007). Reception classes and intensive classes operate as compensatory measures for the education of foreign and repatriate pupils. They constitute an assimilation educational policy as they focus on the intensive instruction of the Greek language.

In 1999, the Ministerial decision Φ10/20/Γ1/708/1999 modifies and enriches the operation of reception classes and intensive classes in order to be in keeping with the spirit of intercultural education. However, these alterations contradict the basic principles of intercultural education. They still aim to integrate pupils into the Greek educational system. Pupils are supported in order to learn the Greek language, whereas no provision was made for the preservation and teaching of their first language and culture (Kontogianni, 2002; Sfakakis, 2007).

2.1 Law 2413/1996
Greek education abroad, intercultural education and other regulations

Law 2413/1996 of 1996 titled 'Greek education abroad, intercultural education and other regulations' laid the foundations for intercultural education in Greece. More specifically four articles of the law (articles 34, 35, 36, 37) refer to the aim of intercultural education as well as the foundation, operation and administration of schools of intercultural education. Article 34 states that 'the aim of intercultural education is the organisation and the operation of primary schools and high schools for the provision of education to young people with special social, educational and cultural needs. Further to that, according to this law, schools of intercultural education can be founded either with the consent of the Minister of Education or the initiative of local administrative authorities, religious institutions and charities.

Additionally, the chance is provided to other state schools including 'Schools of Repatriates' to change into intercultural schools. In intercultural schools the curriculum of state schools is applied and it can be adjusted to the needs of pupils. Special curricula can also be applied with the addition of supplementary or alternative subjects validated by the National Ministry of Education. Moreover, the number of pupils in each class can be reduced. As regards the teaching staff they need to have the appropriate qualifications in order to work in intercultural schools and they are allowed to have reduced working hours due to the special circumstances existing in those schools. However, this is not the case for all teachers working in intercultural schools. As it will be further analysed below there are teachers who have qualifications relevant to intercultural education and who wished to work in those schools. Nonetheless, other teachers have been allocated to these schools by the National Ministry of Education according to their contractual

status and their length of service. These factors affect teachers' ability to state preferences or to remain in or leave a school and this is the process followed for teachers' allocation in schools in Greece in general. Finally, it is stated that intercultural education in Greece and related issues will be supervised by the Institute of Education of Greeks Abroad and of Intercultural Education which is found under the auspices of the National Ministry of Education. Nowadays, this institute has been closed and it has been replaced by the office of the Education of Expatriates and of Intercultural education which constitutes a part of the National Ministry of Education. Two years after the enactment of the law according to the Ministerial decision Φ10/35/Γ1/1058/1998 of 1998 six state primary schools transformed into intercultural schools (Law 2413/1996; Spyridakis, 2002; Sfakakis, 2007).

Law 1234/1996 constitutes a very important step towards the institutional recognition of the need of the implementation of intercultural education in Greece. The regulations regarding teachers' reduced working hours and their qualifications as well as the readjustment of the curriculum are moves in the right direction. However, some other points of the law regarding intercultural education seem to be vague and unclear (Spyridakis, 2002; Emmanuil, 2006). First of all, the law presents pupils attending intercultural schools as having a deficit. It does not define the educational, social and cultural needs of pupils, the presuppositions for the change of state schools into intercultural schools and the qualifications of the teachers working in the schools. Secondly, no mention is made regarding the teaching material used and the specific role of the Institute of the Education of Greeks Abroad and of Intercultural Education is not clarified (Kontogianni, 2002; Spyridakis, 2002; Sfakakis, 2007). It would be wiser if the regulations of this law regarding intercultural education constituted a common educational policy for all schools and for both native and foreign pupils. The establishment of separate intercultural schools constitutes a segregationist educational policy with the potential danger of the existence of separate minority schools, which in turn may reproduce/perpetuate the social exclusion of those pupils (Spyridakis, 2002; Emmanuil, 2006; Sfakakis, 2007). The Greek Government has designated certain schools as 'intercultural schools'. However, the key issue involves the implementation of intercultural education in multicultural schools, as the term 'intercultural education' is used to describe interactions between different and diverse groups in multicultural schools or societies; and policies and practices in public bodies, social institutions and schools. Such measures have the express purpose of enhancing intercultural understanding and to obviate intercultural conflicts which can occur in unequal multicultural societies.

3. The National Curriculum

According to the new National Curriculum for kindergarten, primary school and high school teaching design and teaching practices should ensure the maintenance of national identity and of cultural heritage, the cultivation of the European citizen identity as well as the equality of chances to education for all pupils regardless their gender, for pupils with special educational needs (SEN) and skills as well as for pupils with special educational and linguistic characteristics. It seems that the National Curriculum takes into consideration the needs of foreign and repatriates pupils accommodated in schools in Greece as well as the unique cultural identity of each pupils either she/he belongs to native pupils or other cultural groups. The New National Curriculum is accompanied by the Interdisciplinary Unified National Curriculum. According to its basic principles and taking into consideration the Greek educational reality knowledge can be offered by the separate school subjects. However, as its very same title denotes learning may take place by the use of an interdisciplinary approach, especially in linguistically and culturally diverse classrooms. According to this approach, a topic is selected which is approached from different aspects which draw on several areas of the curriculum (Morrison, 1994). Research undertaken in Greek educational settings reveals that teachers believe that this approach is appropriate to be used, especially with foreign and repatriated pupils (Nikolaou, 1999; Palaiologou & Evangelou, 2012; Tsaliki, 2012).

4. The intercultural schools in Greece

As the table below shows the intercultural schools of primary and secondary education are spread all over Greece. There is no official reference to explain why these particular schools were designated as intercultural schools. They were designated as intercultural primary schools after the enactment of Law 2413/1996 on intercultural education and after each headteacher's application to the local educational authority, as more than 40% of the pupil population in each of these school consisted of foreign pupils. However, during that period of time there were schools which accommodated a large number of foreign pupils, but the headteachers did not wish the schools to be renamed as intercultural schools. Table below provides the geographical position of the 13 intercultural primary schools as well as the geographical position of the 13 intercultural high schools (Lower

high school) and likeia[36] (Upper high schools) across Greece. In this part some important information regarding the composition of the pupil population and the history of the regions in which some of the intercultural primary schools are situated are going to be discussed, so that readers can have a more complete picture of the diversity of the pupil population in the schools which may inform their better understanding of intercultural education in Greece.

More specifically, in Komotini[37], northern Greece, there are two intercultural primary schools in the area. Except from native pupils, the schools accommodate a number of repatriate pupils, mainly from the ex-Soviet Union, and foreign pupils with a Turkish origin because the region adjoins Turkey. There are also a significant number of Roma and Pomaki pupils who are Muslim.

Also in the north of Greece, in Thessaloniki, there are five intercultural primary schools situated in the wider region, which except from native pupils, accommodate repatriate pupils from the ex-Soviet Union and foreign pupils mainly from Albania, Yugoslavia, Bulgaria, Romania, Syria and Armenia. It is notable that in four of the five primary schools there are Roma pupils. In two of those, which share the same play yard, the largest number of pupils is Roma and this has turned those schools into ghettos. In one of the intercultural primary schools situated in the centre of Thessaloniki, named previously 'School of children of Greek repatriates and foreigners', the second language spoken is German, although the composition of the pupil population has changed since when foreign pupils coming from Balkan countries were accommodated in the school (Kontogianni, 2002; Nikolaou, 2002).

As regards the three intercultural primary schools situated in Athens, they constitute two separate cases. Two of the schools consist mostly of foreign pupils coming from a lot of different countries (Egypt, Ethiopia, France, England, USA, Ghana, Canada, India, Jordan, Nigeria, Burundi, China, Thailand, Philippines etc.) and repatriates from the ex-Soviet Union. There are a very small number of native pupils in the schools, which leads to the question of how intercultural education can be implemented if there are almost no native pupils in the schools. It could also be said that these schools have evolved into disproportion between foreign and native pupils. As it has also been discussed above these two intercultural primary schools were previously named 'Schools of repatriates'. Due the composition of the pupil population at that time the second language taught was English and this has

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[36] Likeia (Likia > Λύκεια) is the plural number of Likeio (Likio> Λύκειο).
[37] The city of Komotini belongs to the wider region named Rodopi (Ροδόπη).

not changed since then, although the name of the school has changed (Kontogianni, 2002; Nikolaou, 2002). In the last of the three intercultural primary schools in Athens there are a very small number of foreign pupils coming from Albania, Romania and Poland as well as a small number of Christian orthodox natives. The vast majority of the pupil population is Muslim with a Turkish origin. About 10,000 Muslims of Turkish origin live in the region, where the school is situated. They moved from west Thrace, where they used to live, in the centre of Athens after the Government's suggestions in order to find better jobs (Lytra, 2007).

In western Greece, in the centre of the city of Ioannina, there is the one and only intercultural primary school in the region in which the research was conducted. There are a number of native pupils in the school. However, the largest part of the pupil population consists of foreign pupils from Albania, because the city is adjacent to Albania. Greek parents are negative about enrolling their children in the school due to the Albanian pupils attending the school, therefore, the school is tending to evolve into a disproportionate number of foreign and native pupils. Finally, in southern Greece, in the city of Chania (Crete), in the intercultural primary school there seems to be a balance in the pupil population, since it consists of native, foreign and repatriate pupils. However, there is no intercultural primary school of secondary education in the region. Similarly, there is no intercultural school to cover the educational needs of foreign or repatriate pupils in the wider region of Peloponnese and this raises questions on how systematic and organized the change of mainstream schools to intercultural schools was.

Summarizing, the repatriate pupils attending the intercultural primary schools come from the ex-Soviet Union (Georgia, Kazakstan, Moldavia, Russia, Armenia, Ukraine). Their ancestors were of Greek origin and when the Soviet Union collapsed they decided to return to their country of origin (Kokkinos, 1991; Palaiologou, 2000). The largest number of repatriate pupils from the ex-Soviet Union are gathered in the schools in northern Greece, in Komotini and Thessaloniki, because they were guided into those regions when they arrived in Greece[38]. The foreign pupils of the schools mainly

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[38] It is supported the view that Greek state intentionally guided repatriates into the northern part of Greece, because they wanted to reinforce the Greek population, especially in the region of Thrace. More specifically, 44% of the population in Ksanthi and 66% of the population in Rodopi are Muslims (Spyridakis, 2002).

come from countries which are adjacent to northern Greece and their parents decided to emigrate to Greece due to war as in the case of Yugoslavia or due to the political situation as in the case of Albania, Bulgaria and Romania (Markou, 1996, 1997; Charalambous, 2005). The exceptions are the two primary schools in Athens, which accommodate pupils from more countries, and where they were previously named 'Schools of children of Greek repatriates and foreigners', as mentioned above. Five of the schools accommodate Roma pupils and the schools in Komotini, in northern Greece, have the particular characteristic of accommodating Muslim pupils of Turkish origin and Pomak pupils who are also Muslim (Markou, 1997; Cummins, 2002; Askouni, 2004, Magos, 2004). One of the intercultural primary schools in Athens also accommodates mainly Muslim pupils of Turkish origin (Lytra, 2007).

The geographical position of the intercultural schools in Greece

5. Intercultural and citizenship education

Undoubtedly, we need to implement citizenship education in schools in order to build political participation, to counter prejudice and xenophobia, to challenge social exclusion and, to develop understanding of legal and human rights (www.citizenshipfoundation.org.uk; Gundara, 2015). Especially, after 1990 the massive influx of economic immigrants in Greece in combination with the return of Greek repatriates made the population of the country more diverse and this is reflected in the pupil population (Markou, 1996, 1997; Gotovos and Markou, 2003; Charalambous, 2005; Tsaliki, 2015). Therefore, both native and foreign pupils living as future citizens need to be educated on how to live peacefully (Miliou, 2011) and in cohesion in a multicultural society, developing empathy and flexibility towards other persons, mutual respect and appreciation of other cultural groups and of the cultural identity of each person separately (Olneck, 1990; Brislin and Yoshida, 1994; Cordeiro, 1997; Fennes and Hapgood, 1997; Zografou, 1997; Pantazi, 1998; Katevas, 1998; Batelaan and Gundara, 2000). However, the aforementioned goals among others also constitute the seeking outcome of the implementation of intercultural education in schools. In this sense, it could be argued that citizenship and intercultural education share some goals which can be fulfilled by their implementation in schools.

Taking into account that intercultural education is based on dialogue, interaction (Fennes and Hapgood, 1997) as well as on the discovery of similarities and differences (Monasta, 1997) recent research has shown that teachers working in the intercultural primary schools in Greece use a number of teaching approaches and techniques towards the establishment of an intercultural and citizenship dimension in education (Tsaliki, 2012). First and foremost, they argue that the appropriate psychological climate and ethos should be cultivated in the classroom and in the school, in general. According to them this is imperative if we want foreign and repatriate pupils to feel comfortable and happy to come to the school. They add that great importance needs to be attributed to the development of interpersonal relationships which take place within the framework of the hidden curriculum, which must not be underestimated and overlooked (Dreeben, 1969; Jackson as cited in Gordon, 1982; Apple, 2004). Therefore, one of the teachers underlines that the socialisation of those children needs to constitute a priority. Besides, speaking in pedagogical terms it is commonly accepted that a child needs to feel comfortable enough in the school before any formal learning starts taking place. Teachers also stress the importance of their behaving equally to all pupils irrespective of their origin and their special personal characteristics as well as the importance of their establishing trust between themselves and their pupils. As Shinn (1972) indicates the

establishment of a strong positive teacher–pupil relationship influences the performance of pupils, especially those with cultural differences.

Some of the teachers make reference to the importance of having effective cooperation with pupils' parents (Tsaliki, 2002; Antonopoulou, 2011) in order to be able to implement intercultural education. It has been proved that the strong parent–child relationship influences the latter. Therefore, teachers could use this strong relationship positively towards pupils' learning (Education and Culture, 1986; McGee Banks, 2004). According to teachers the empowerment of all pupils' and especially of foreign and repatriate pupils' cultural identity is at the centre of intercultural education. If pupils feel that their cultural identities are accepted and collaborative teacher-pupil and pupil to pupil relationship is developed, then they will work harder in order to progress (Cummins, 2000; Scheter and Cummins, 2003). As teachers state they use a number of teaching approaches in order to empower their pupils. They encourage pupils to use their first language in the classroom (Fotopoulos, 2010). They also encourage the parents to speak with their children in their first language at home and in the neighbourhood for psychological reasons. They believe that pupils' first language constitutes a part of their personality and by not allowing them to use it feels like rejecting the children themselves (Dimitroff, 1972). Additionally, some other teachers also underline that the comparison of pupils' cultures, aiming at raising awareness of similarities and differences between different cultures or different cultural identities, is sought with every chance provided during teaching (Hoffman, 1996; Holquist, 1981; Corbett, 2003).

Furthermore, teachers suggest that arranging pupils working in groups is beneficial for all pupils (Leung and Franson, 1989; Markou, 1999; Nikolaou, 1999; Verikaki, 2003; Miliou, 2011; Tsaliki, 2012). Cooperation is developed between the members of the group and children acquire autonomy at the same time by the assignment of a specific task in their group (Allport, 1954 as cited in Slavin, 1985; Hallinan and Teixeira, 1987). Additianally, foreign and repatriate pupils may feel more comfortable to expose their weaknesses within the group instead of in front of the whole class. Working in groups constitutes a great chance for pupils to get to know each other better. It is also an opportunity for native pupils to reduce their possible prejudice towards pupils coming from other countries (Houlton, 1996; Monasta, 1997; Kaldi, 1999; Nikolaou, 1999), especially if the members of each group change from time to time. Group work may be more effective by the use of the interdisciplinary approach, as teachers denote (Tsaliki, 2012). It constitutes one more method which can be used in linguistically and culturally diverse classrooms; because it offers pupils the chance to use their potential in at least one subject, providing that the topic selected has different

cultural dimensions (Morrison, 1994; Nikolaou, 1999; Ovando et al., 2003; Kontogianni, 2002; Athanasiadou, 2005; Miliou, 2011; Tsaliki, 2012).

Finally, in some of the intercultural primary schools of the research, not only the importance of the establishment of an intercultural dimension in all aspects of school life but also the transmission of this intercultural dimension in the wider society is stressed (Perroti, 1994; Batelaan and Van Hoof, 1996; Besalu, 1997; Grant, 1997; Monasta, 1997; Georgogiannis, 1999; Kaldi, 1999; Kontogianni, 2002; Tsaliki, 2012). The presentation of all the aforementioned celebrations to the local community is a very good chance on the one hand for natives to come in contact with the different cultural groups that live in the region and to get to know some aspects of their culture, and on the other hand for foreigners and repatriates to present themselves and their culture in front of a wider audience, thus conveying the message that their culture is of equal value and that it deserves to be acknowledged (Tsaliki, 2012).

6. Some thoughts and questions

Teachers working in the intercultural primary schools discuss their lack of formal training on issues of intercultural education and the demographic data obtained from questionnaires of recent research (Tsaliki, 2012) confirmed that more than 50% of the teachers do not have any further qualifications on intercultural education or related issues. According to the ministerial decision Φ.361.23/159/Δ1/5271 of 1997 teachers asking to transfer to intercultural schools need to have sufficient knowledge of the mother tongue of the majority of foreign pupils accommodated in the school. Moreover, they need to have further qualifications in education such as training in issues of teaching Greek as a second language, postgraduate studies in education in general or in intercultural education, attendance at conferences or seminars relating to intercultural education and teaching experience in reception classes or intensive classes. However, ten years after the enactment of those laws, when the research was undertaken, teachers keep on referring to these unresolved problems which constitute an issue that needs to be re-examined, although the law takes provision for those issues. At the moment the implementation of intercultural education is mainly based on teachers' personality, their sensitivity, their broadmindness, their own individual will and their self-education (Tsaliki, 2012). Further to that, there are schools which accommodate either only native pupils or native, migrant and repatriated pupils and they are not designated as 'intercultural schools'.

In this sense, the questions rising with regard to the implementation of intercultural and citizenship education in Greece relate to whether systematic and continuous in-service training on intercultural/ citizenship education and

related issues could be offered to all teachers and whether intercultural dimension in education should be implemented only in the schools designated as 'intercultural schools'.

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THE MULTIDIMENSIONAL APPROACH OF LEARNING TO LEARN COMPETENCY

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Abstract: *The starting point for an attempt to define, in the personal approach, the learning to learn competency is the context of theoretical and conceptual framework of defining the competency as a holistic concept. The variety of theoretical contributions within the scientific literature has led us to try to structure a development model of learning to learn competency in an integrative and original manner. It articulates systemically the combination of knowledge, skills and attitudes necessary for the development of this competency according to the levels of learning taxonomy; it values entirely the processes of critical reflection, of metacognitive reflection and strategic decision making within a socio-constructivist context. We bring some arguments underlying the construction of the theoretical model and on which we based the future application of our educational intervention program.*

Key words: *competency, learning to learn, integrative model*

1. Introduction

Desired transformations in society require increasing student performance, which will generate the competencies necessary for professional and social future success of students nowadays. In this context, learning to learn is an essential tool for lifelong learning. Thus, education and training have to secure the learning environment in order for this competency to be developed for every citizen, including individuals that are part of a disadvantaged group (those with special needs, dropping out of school etc.) as well as through different learning contexts (formal, non-formal and informal). Learning to learn increases student's responsibility in his role as leader of his own learning. Organizing a supportive educational environment that will enable students to learn from mistakes, to develop gradually self-directed capabilities, learning management, reflection on their own learning, is an essential condition of instruction.

The educational systems must ensure the competencies development for all members of society, not being concerned just with educating young people. Education for competencies is a challenge for all segments of the education system. One thing is clear, namely, that the current educational systems consider the essential role of competencies in their role as organizers of knowledge.

2. Challenges of the concept of competency in postmodern pedagogy

The competency, as an intensely theorized conceptual unit, became the core of debate and research in various fields, including the field of education sciences. By analysing unilaterally its semantic dimensions, it has often created confusions and overlaps of meaning and significance regarding the definition of competency.

Many recent approaches in defining the concept of competency reveal not so much the competent product represented by performance, but rather explore and emphasize its formation process. The definitions of many authors, both foreign and Romanian, (Parry, S.B., 1996; Mirabile, R.J., 1997; Delory, C., 2002; Jeris, L., Johnson, L., 2004; Dooley, K.E. et al. 2004; Bocoş, M., 2008; Potolea, D., Toma, S., 2010; Voiculescu, F., 2011; Mândruţ, O., Catană, L., Mândruţ, M., 2012 etc.) converge to consider competency as *a set of knowledge, skills and attitudes that selected, interacted and used properly, allow the successful implementation of tasks to professional or social contexts.*

The term "competency" denotes "a complex system of actions that includes cognitive skills, attitudes and other non-cognitive components" (Rychen, D.S., Tiana, A., 2004). Proposing a functional approach of competency, the authors consider this conceptualization as being a holistic one in the sense that external requirements, individual attributes and context are integrated as essential elements of competent performance. Therefore, each competency defined in this perspective corresponds to "interdependent combination of cognitive and practical skills, knowledge, motivations, values, attitudes, emotions and other social and behavioral components that together can be mobilized for effective measures in a particular context" (Rychen, D.S., Tiana, A., 2004).

A solid exploration of the concept was realized by OCDE within the program DeSeCo. Relying on this, the term competency was defined by Rychen and Salganik (2003) as being: "the ability to successfully satisfy complex requirements in a particular context, through the engagement of psychosocial prerequisites including cognitive and non-cognitive aspects" and as "internal mental structures, namely abilities, dispositions or resources

incorporated in the individual when interacting with an assignment or a real life specific requirement" (Hoskins, B., Deakin Crick, R., 2010). A competency, as a holistic notion, could not be reduced to its cognitive dimension (Rychen and Salganik, 2003) as often happens when assessing skills in school tests and large-scale assessments, where it is traditionally limited to cognitive components.

Constructivist approaches and interpretations (Eraut, 1995; Dall'Alba and Sandberg, 1996; Stoof et al., 2002; Sandberg and Pinnington, 2009 apud Ripamonti, S., Scaratti, G., 2011) believe that qualitative manifestation of competency is directly influenced and dependent on contextualized experiences that individuals are living. It is not only the context can influence the quality of the competency manifestation, but also subjective experiences of individuals, determined by context. Therefore, the definition of competency should be guided by context, by area in which it manifests itself. Each author has a personal vision about competency, but they all agree with the fact that the term "competency" is polysemantic. Therefore, the optimal approach to defining the concept of competency is the constructivist perspective, an approach for which not the definition itself is important, but whether the definition was proved to be reliable and adequate within the context in which it was used.

Pedagogy of competencies fits perfectly with a constructivist view of learning in which students approach the knowledge as competencies in order to solve problems. But this practice should not make us forget that learning also requires the automation and structuring phases, which reminds us exactly the twice aspect of competency: the repertoire of standard actions and the adapting to new. Pedagogy, therefore, that aims to develop the competencies, increases also student's efforts for meaningful experiences by focussing on purpose, active, authentic and collaborative tasks (Jonassen et al., 2008).

The frequent mention of the "competency" concept is proof of its relevance with implications not only on teaching, learning and assessment, but also on formal education, teacher training, socio-professional training etc. At the same time, taking the concept and its application to saturation in political speeches and in other fields or the improper use may have a negative effect (Niculescu, R., 2010).

Understanding the conceptual point of view of "competency" and of "competency-based education" differs significantly among stakeholders and involved parts - researchers, policy makers in education, teachers in the field etc. Competency-based education is a learning process centered on the ability and the responsibility of each student and the development of autonomy and self-confidence. It follows essentially three main objectives (Roegiers 2004 apud Manolescu, M., 2010):

1. To emphasize the competencies that the student have to master at the end of each school year and at the end of compulsory education;

2. To make sense of learning, to show student how he/she can use what he learns in school.

3. To certify the student acquisitions in terms of solving the specific situations and not in terms of a sum of knowledge and skills that the student will forget and doesn't know how to use them in working life.

Competency-based learning is built on a teaching and learning system that constantly develops students' autonomy and learning to learn ability. Thus, students are real organizers of their own learning and therefore need motivation and supervision, as well as the development of cognitive strategies and goals that will help them to learn and reflect on their learning.

The advantages of competency-based learning within the school are summarized by B. Rey et al. (2012) as follows:
- Avoids fragmentation of tasks and loss of meaning for students.
- Incites the learning in an active state.
- Gives purpose and meaning to school knowledge.
- Helps learning to operate a deep transformation within the learners.
- Can contribute to reducing the selectivity and the "failure culture".

3. The multidimensional nature of learning to learn competency

"Learning to learn" is one of the desirable competencies proposed by EU for its citizens. How do we teach others to learn? All educators are looking for the answer to this question in order that their students achieve the best results. Unfortunately, the students memorize more than learn, but they are convinced that they have learnt. Therefore, the Romanian school must become the school of innovative learning and in depth learning (Chiş, V., 2005), a school of forming and developing the competencies. Contemporary pedagogy, pedagogy for competencies provokes all educational agents in a debate on the future and sustainable applications, where knowledge becomes full value if they are integrated with certain capacities and skills in the application structure, in problem solving or in situations created by daily life. Hofmann (2008) describes the term learning to learn as the most important and vital one for people trying to cope with the changing world. He considers this competency as a "method-in-action" and argues that people have to engage the method itself. On the other hand, Candy (1990 apud Hofmann, 2008) describes learning to learn as a competency that allows people to become more efficient, flexible and self-organized learners in a variety of contexts. The learning to learn competency is understood as a meta-

competence (Hofmann, 2008), because it has an impact on the selection, implication and acquisition of other competencies for 21st century.

Among all the basic competencies, more or less possible to be built at the discipline level, the learning to learn competency requires the most complex approaches, being varied according to the features of every European educational system. The most advanced concerns regarding the approach and development of learning to learn competency have been reported in European documents.

The starting point for an attempt to define the learning to learn competency is the manner and context of theoretical and conceptual framework of the definition and selection of the competency as a holistic concept (DeSeCo). In other words, the learning to learn competency is one of the key competencies and necessarily implies the general characteristics of all competencies. The concept is a change in the understanding of the learning process, which previously focused on achieving the measurable results (defined as knowledge), then on the objectives (premise for the development of purpose) and finally, the concept of competencies (which allows us to consider the learner in terms of systemic and multilevel influences and interactions).

Following the issue of European recommendations was designated a group of experts to design a framework for assessing the learning to learn competency (Expert Group set by the European Network of Policy Makers for the Evaluation of Education Systems, 2006). The framework is based on the assumption that "learning to learn" contains two dimensions: cognitive and affective. In 2008, the Centre for Research on Lifelong Learning (CRELL) published a revised framework for measuring the learning to learn competency, presently used (Hoskins, B., Fredriksson, U., 2008) and in which they added a new dimension, the metacognition. Thus, according to Hoskins and Fredriksoon (2008), the concept of learning to learn is studied to envisage an European framework and test to measure the expression "learning to learn". Such an European framework model is based on three dimensions of learning to learn: cognitive, affective and metacognition. This model shows, however, a practical difficulty, which is an accurate measurement of cognitive and metacognitive dimensions. The problem is risen by other specialists as well and it is linked to the very close relationship or even overlapping of "learning to learn" competency with intelligence, problem solving and learning strategies (Lucas, B., Claxton, G., 2009).

Analyzing over 90 studies using the concept of "learning to learn" and identifying over 40 definitions, C. Stringher emphasized that there are many other concepts included in "learning to learn" such as: metacognition, assessment and lifelong learning from the socio-constructivist, socio-cognitivist and socio-historical perspectives (Stringher, C., 2014). Thus, the

author proposes an improved model, based on the Hoskins and Fredriksson model, in which along with the three dimensions (cognitive, metacognitive and affective-motivational) she adds another two: the capacities genetically inherited (genetic abilities, aptitudes and the innate desire to learn) and the learning dispositions (understanding the meaning, creativity, strategic awareness, learning relationships, resilience). The author includes these within the personal area and also takes into account the social field area with its social dimension.

The proposed model is a complex one showing the links between dimensions of competency and personal and social areas. It also shows the connections and interactions with the lifelong learning dimension. The author proposes a new definition of "learning to learn" competency as "executive process of control of learning, conceivable as a disposition to engage deeply in learning, which bestows individuals with increasingly higher command over modes, time and spaces of their own learning. Such a process evolves in a developmental and lifelong trajectory, with the ultimate goal of making sense of reality" (Stringher, C., 2014).

Learning to learn is a meta-learning which means it is a self-motivated, a self-directed learning towards lifelong learning. The learning to learn competency consists in that students are able and prepared to establish independent learning objectives, to plan appropriate stages in learning, to find relevant information for learning, to solve problems, to reflect critically on the learning process, individually or with others. The learning to learn competency includes processes such as the individual's specific learning needs assessment, goals setting for learning, choosing effective learning strategies and monitoring progress toward learning goals. Consequently, the learning to learn competency involves cognitive, metacognitive and non-cognitive aspects about learning.

In Romania a research of the Institute of Educational Sciences (2008-2009) highlighted the ways in which teachers define the student that knows how to learn and the way in which they perceive producing effective learning at students as well as its contribution to this result. The survey data showed that information management is the most represented quantitatively and more exposed component, as evidence of the ideal profile of the student that knows how to learn. The motivational and attitudinal dimensions, motivation and confidence to pursue and succeed in lifelong learning are poorly acknowledged. According to teachers the elements facilitating effective learning are as follows: the variety of resources and learning activities; the quality of content presentation given by graphical representation of the ideas; the activating students' prior knowledge; the valorisation and exploration of learning outcomes; the control of teachers on students activities; the socio-cultural climate of the classroom; the balance between individual activities

and group tasks; the students' ability to work in groups; the students' mastery learning techniques that lead to self-directed learning; the application of the teachers' indications; the formative assessment based on constant learning support and not on stressing and penalizing the errors; the student motivation for learning through interactive teaching strategies and valuing their non-formal learning experiences (Bercu, N., Căpiță, L., 2010).

Based on the findings of this research we suggest, at present, to increase the actions of students' engagement in independent learning, to develop skills for expressing personal meanings and creating personal learning contexts, to take responsibility for planning, organizing, deployment and evaluation of their own learning.

4. An integrative multilevel model for the development of learning to learn competency

Analysing the diversity of definitions for the concept of competency, as well as the interpretations of the structure "learning to learn", we have established the following definition of learning to learn competency:

The learning to learn competency represents an integrated ensemble of knowledge, capacities, attitudes, all developed within a particular context by means of reflection and strategy which includes cognitive, metacognitive and non-cognitive resources, in order to be actively and interactively involved in learning situations and efficient task solving.

The variety of theoretical contributions within the scientific literature dedicated to the learning to learn competency has led us to try to structure a development model of this competency in an integrative and original manner, which should reflect our understanding of the theme. The theoretical model that we suggest articulates systemically the combination of knowledge, abilities and attitudes necessary for the development of learning to learn competency according to the levels of learning taxonomies; it values entirely the processes of critical reflection, of metacognitive reflection and strategic decision making within a socio-constructivist context. Between these internal structural components there is an inter-dependency relation thus one emphasizes the other reciprocally.

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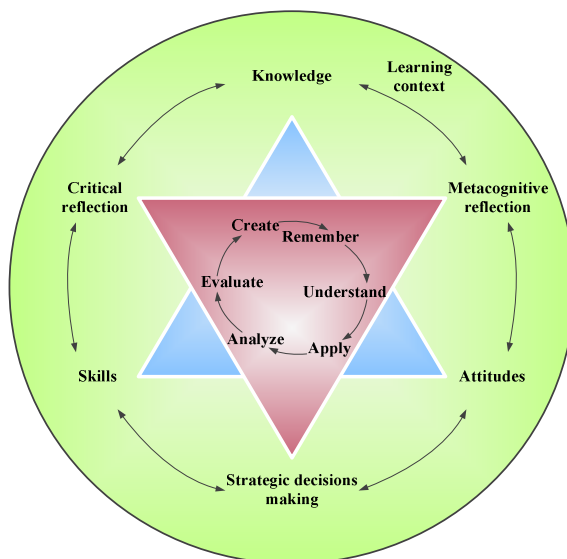
Figure no.1. The theoretical development model of learning to learn competency (Peculea, L., 2015)

For an instructive strategy to be efficient for students, it is necessary to focus on the cognitive, metacognitive and non-cognitive (motivational, emotional and contextual) processes, following a coherent model of action. Many of these approaches are oriented toward some of the above mentioned aspects, but not toward all of them. The challenge that we introduce is to apply a model as complete as possible.

We were also concerned that our theoretical-applicative model designed and experienced by us during further formative interventions for students with learning difficulties to be characterized by:

- *structural relevance*, ensured, on the one hand, by the introduction within the model of the cognitive, metacognitive and non-cognitive dimensions, which are intrinsic and complementary in every learning process, and, on the other hand, by the introduction of the main components of the competency (knowledge, abilities, attitudes), considered as fundamental in the scientific literature;

- *functional relevance*, through the identification of the conditions and practical approaches so that to support the development of learning to learn competency.

In the following we bring some arguments underlying the construction of the theoretical model and on which we based the application of our future educational intervention program.

The context for formation and development of competency represents the integrative set of conditions and interactions where a certain activity takes place and influences, directly or indirectly, that activity. The socio-constructivist dimension of context, as emphasized in this model, underlines the social nature of knowledge, based on social interactions, plus the influence of culture, time and space in which knowledge construction occurs. It is, in fact, a co-construction, a collective organization and construction, facilitated by group interactions and language, through cooperation and mutual collaboration. The students are placed systematically in learning situations likely to generate beneficial cooperative learning experiences for learning activities, to form and develop the competencies.

The more recent Bloom's revised taxonomy (Anderson et al., 2001) regards both what students know (types of knowledge) and what they think about what they know (cognitive processes). Because of the well-known importance recognized in learning process, metacognitive knowledge was added as the forth category in Bloom's revised taxonomy 2001 (Krathwohl, 2002). In Anderson's taxonomy we find the levels of learning corresponding to three stages of the development of the competency. Thus, the first two levels in Anderson's taxonomy (to remember and to understand) are *the initial/emergence stage* of the competency, being in process of development, the next two levels, *the development stage* (to apply and to analyze), and the last two levels (to evaluate and to create) having the equivalent in *the consolidation and validation stage* of the competency (Peculea, L., 2015). The model of competency could be integrated in the taxonomy model for explaining how the competency evolves.

A teacher is a facilitator of learning and has the responsibility to encourage students to reflect on the material presented, to integrate it into their own cognitive system in systemic vision, to relate to what they already know, to try to make sense of new knowledge in their vision, to identify opportunities to apply and explore it in the future. By doing so, the student not only discovers new knowledge and creates the meanings, but also builds the knowledge, strengthens its own cognitive and metacognitive abilities. Students will be able to achieve constructivist approaches to the extent that the teacher ensures that teaching, learning and assessment processes are not limited to providing information (what to learn). The teacher supports/guides/helps students to learn (how to learn) and to think, while students practice their high, active, logical, analytical and critical thinking skills in the activities of analysis, synthesis, evaluation, problem solving.

Reflection is a cognitive process through which students become aware of what took place during the learning process (Ngeow and Kong, 2001). The authors state that there are two types of reflection activities: 1) the emphasis is on content issues as student believes that needs to know about a

specific task or area; 2) the focus is on the student's learning in general, such as, for example, if the student understands or not the task objectives. Critical thinking is "a habit of mind characterized by comprehensive exploration of the issues, ideas, artefacts and events before accepting or formulating an opinion or a conclusion" (Rhodes, 2010 apud Colley, B.M., Bilics, A.R., Lerch, C.M., 2012). The concept of reflection transversely crosses the disciplines in ways that lead to a deeper understanding and reflection. The skills needed to think critically about the material presented, to reflect on the information provided are the same in any discipline. Learning is enhanced by ***critical reflection*** which involves to create the meanings, to evaluate deliberately, to make inferences and analyse concepts. As educators, we need to facilitate critical reflection to allow students to go beyond a superficial understanding of their world toward a deeper and meaningful learning. Trilling and Fadel (2009) define critical thinking as "ability to analyse, interpret, evaluate, summarize and synthesize information" (Pacific Policy Research Center, 2010).

Critical thinking means "to get ideas, to examine their implications, to subject them to constructive skepticism, to put them in balance with other opposing views, to build systems of arguments supporting and giving them consistency and to take a position on these structures; critical thinking is a complex process of creatively integrating ideas and resources, and of reconceptualization and reframing concepts and information" (Steele, J. L., Meredith, K. S., Temple, Ch., 1998). It involves a process of internal reflection on the meaning and significances of information and statements, with careful examination of the existing evidence and provided reasoning.

It is obvious that such a capacity does not develop by itself, but it should be practiced and encouraged in a proper learning environment. Critical thinking is not learned effectively when separated from the general context of the syllabus or daily life. Otherwise it is not something you can teach out of context, as it is not a separate discipline. The learning of critical thinking skills is done efficiently when new knowledge is approached in this way. The educational model for developing critical thinking is based on some general principles, one of them referring to the specific framework of teaching and learning, namely the existence of three stages/phases: Evocation, Realization of Meaning and Reflection, considered prerequisites for exercising thinking.

If one of the goals pursued in the process of teaching is that students find personal connections with what they are learning, then there should be used, at least occasionally, methods and techniques which encourage the student to reflect on the material he read or studied, to report it to his life, to phenomena, to his own experience, to facts and events that may be

associated with the information studied and, largely, have an impact on world conception.

Providing students critical thinking questions can stimulate reflection, and, in turn, leads them to metacognitive activities using reflection on the quality of learning and understanding other related issues. Although many have reported that critical thinking is closely related to metacognition and have speculated that supports of critical thinking promote metacognition, there are only a limited number of empirical research on the association between critical thinking and metacognition, particularly experimental research.

Reflection on thinking and processes implies students thinking about thinking (metacognition), about actions and processes, as well as transfer of knowledge in new contexts and creating alternatives or opening new possibilities. According to Candy, Harri-Augstein and Thomas (1985), ***metacognitive reflection*** is "a specific approach which allows students to analyze their own learning process in a systematic manner and to discover their personal hypothesis and constructions of what they are producing as a way for students to identify and question their own strategies."

Cornoldi C. (1998) approaches the issue of metacognitive reflection and its components. The metacognitive reflection is people's own beliefs and interpretations about their own cognitive activity. It is objectified in two important aspects: metacognitive knowledge and metacognitive conceptualization of a task. Reflection is a more general term than metacognition. In reflection, the student engages in an active, persistent and careful analysis of ideas in order to search a deeper understanding, a broader and more motivated perspective. In the scientific literature, almost all strategies for improving the metacognition contain elements of reflection and also require a certain degree of introspection, self-awareness and self-knowledge (Tarricone, P., 2011). Reflection is an intense personal experience. Some students consider the reflection as an uncomfortable process. They exhibit resistance integrating affective and metacognitive elements of learning, but preferring to work only in the cognitive domain that they would find less challenging. On the other hand, reflection is a difficult process because the student has to formulate judgments about their own learning, which means that it is possible to change their learning style. In this case, it seems safe not to reflect because the student does not want to change what is wrong and what he/she learned up to that point. While some students have difficulty recognizing discomfort and do not accept reflection, others are able to reflect beyond their initial discomfort and concerns. As a strong link between thought and action, reflection can provide information about the results and effectiveness of selected strategies, thus making it possible for a student to gain strategic knowledge from specific learning

activities. Because the metacognitive knowledge could be considered as a "static" knowledge regarding the variables related to task, itself and strategies, reflection is considered to be a more "active" exploration and discovery (Ertmer and Newby, 1996). The students, especially those who have learning difficulties, find it difficult to reach a higher level of reflection, query, metacognition, without an explicit model. Therefore, we believe that the role of teacher guiding student learning activities must be doubled by the practice of new competency - that of *reflective teacher*. The teacher should give students a model of reflection and action on the proposed tasks, when the student is asking.

Several researchers (Butler, 2002; Schraw, 1998) emphasized the importance of understanding to use the learning strategies. In addition to several types of strategy instruction, students need to acquire knowledge about how, when, why and where to apply these strategies (Veenman et al. 2006 apud Dignath, C., Büttner, G., 2008). In this sense, reflection is a facilitator factor to internalize, to appropriate effective learning strategies and to apply them successfully in various learning situations. ***Decision-making process*** is used for choosing a working method, a technique or a strategy. The process of adopting a decision to use a particular learning strategy has a common operational scheme with other decisions, which consists of several steps (Dulamă, M. E., 2009): gathering information about each action alternative; processing and evaluating the relevance and representativeness of the information collected; comparing the alternatives on the basis of an optimal matching; evaluating the win-loss report associated with each variant; formulating the option for one of the variants; implementing the option in decision. Decision-making is part of problem solving as decision making occurs at each step in the process of problem solving. Stimulation of the decision-making process develops students' ability to perform independently tasks, to take responsibility for their own work, to formulate options and evaluate alternatives, consequences, to complete correctly organized systematically tasks. In this context, teachers should be aware of their personal resources enabled in decision making, specific trends of certain categories of students in certain subjects of study and be able to report the effects of strategic decisions on school performance and student learning.

So, the competency is closely linked to processes of reflection and decision-making (refers to strategic knowledge), supported by developing of an intention or involving in rehabilitation and coordination of student resources. Therefore, it is necessary to teach metacognition and to form the "metacognitive attitude" which consists in "general inclination of the subject to reflect on the nature of his/her own cognitive activities and to recognize the possibility of using and expanding it" (Martini, B., 2007 apud Ardelean,

A., Mândruț, O., 2012). A constant concern of teachers should be to stimulate students to reflect on their learning process so that they become aware of their strengths and weaknesses, which they can compensate by personal ways to explore the information through personal management of information and knowledge, and thus effectively managing their knowledge.

5. Conclusions

So this new model proposed by us for the development of learning to learn competency articulates the following components relevant from an educational perspective and, in particular, relevant for the psycho-pedagogical issues investigated by us:

✓ Critical reflection (cognitive dimension) - referring to activate existing knowledge and cognitive skills and to apply them in new situations, to analyse, to evaluate, to create of opinions and conflicting interpretations;

✓ Metacognitive reflection (metacognitive dimension) - which emphasizes awareness and regulation of their thinking processes;

✓ Strategic decision-making (non-cognitive dimension) - which refers to the selection, adaptation, application of learning strategies, the student having to make a choice or successive elections of the optimal variant or at least suitable one.

We believe that promoting the learning to learn competency should not be done only at a philosophical level, but it should be explored from the methodological and practical-action point of view. Thus, to support the students' learning autonomy, teachers should constantly have in mind the overall picture of the actions which have to follow an individual engaged in learning to learn. They also should have a clear picture of the learning situation of each student on identifying learning outcomes in relation to the purposes of school activity, on knowledge and understanding of preferred learning strategies, the strengths and weaknesses of their competencies. It is also need to provide the learning opportunities where students can practice their reflective and strategic learning skills.

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CENTRALITY OF THE STUDENT IN THE INSTRUCTIVE – EDUCATIONAL PROCESS – A METHOD OF OPTIMISATION OF THE SCHOOL ADAPTATION

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Abstract: *One of the periods in which frequent difficulties of school adaptation are registered is preadolescence, especially the beginning of preadolescence, which coincides in students with the passage from elementary to middle school and which, on the foundation of a fragile emotional and psychic balance, as well as a personality in formation, numerous adaptation behaviours are assimilated and long lasting behavioural patterns are formed, which will be transferred to future activities. The requirement of placing the student in the centre of the educational process, of adapting all activities to his capabilities and interests, is an approach to education proper to the constructivist paradigm, which, by comparison with the traditional paradigm presents a number of significant changes in design, strategy and action. The results from evaluating the risk of the school maladaptation for preadolescent students require the adoption of new preventive measures for the difficulties in the school adaptation to this age. The adaptation of the school, of the educative strategies, in fact the adaptation of the entire instructive and educative process to the individual needs, capacity and learning particularities of the students may represent a preventive solution for the abovementioned difficulties.*

1.Paper Rationale

The problem of students' school adjustment is a fundamental aspect of the educational activity, being present in school life, the everyday concerns of teachers, but also in many national and international investigations. One of the periods in which frequent difficulties of school adaptation are registered is preadolescence, especially the beginning of preadolescence, which coincides in students with the passage from

elementary to middle school and which, on the foundation of a fragile emotional and psychic balance, as well as a personality in formation, numerous adaptation behaviours are assimilated and long lasting behavioural patterns are formed, which will be transferred to future activities.

The adaptation of the school, of the educative strategies, in fact the adaptation of the entire instructive and educative process to the individual needs, capacity and learning particularities of the students may represent a preventive solution for the abovementioned difficulties.

2.Theoretical foundation and related literature

The requirement of placing the student in the centre of the educational process, of adapting all activities to his capabilities and interests, is an approach to education particular to the constructivist paradigm, which, by comparison with the traditional paradigm, presents a number of significant changes in design, strategy and action.

The idea of the education centred on the student – as a person with individual characteristics that need to be valued and capitalized in education – is highlighted by the postmodern educational paradigm and by the constructivist approach of knowledge and education.

A series of documents from the international educational policies promote and sustain dimensions belonging to the paradigm of the educational process centred on the student and to the real accommodation of the school to the possibilities and the necessities of the student: The Convention on the Rights of the Child, The Framework for Action from the World Education Forum in Dakar, The Millennium Development Goals, UNESCO Medium-Term Strategy for 2008 – 2013 (J. Delors, 2000, G. Văideanu, 1996).

The necessity of adapting the school to diverse educational needs, to the learning and development particularities of each student is also reflected by the concept 'education for all' launched at *The World Conference on Education for All* in Jomtiem (1990). Guaranteeing good quality elementary schooling for all the people, recognizing the diversity of the educational needs, the commitment to a pedagogy centred on the child, the right of all children to a complete cycle of primary schooling are part of the recommendations formulated in Jomtiem to grant the access of all to a basic education (T. Vrăşmaş, 2001, p. 22).

The flexibility and individualization of the curricula, through the adaptation of the educational offer to the individual needs, is one of the priorities of the Romanian pre-university education reforms, representing an essential aspect of the curricular system reformation. A new type of curricular culture is generated and is characterized by: transforming the school centred on the teacher into a school centred on the student, using

interactive learning methods, a flexible curriculum and an inter- and cross-disciplinary approach of the curriculum. This new type of curricular culture is in accordance with the paradigm of adapting the school to the needs and possibilities of the students, ensuring that all the students have the opportunity to have their interests identified and their aptitudes and capacities are capitalized to their fullest.

The national documents of educational policies, which strive for a harmonization between internal priorities and the European ones, stipulate the following objectives and lines of action, converging with the paradigm of school readjustment to the student's needs:

-    Ensuring equality of opportunity and the growth of participation to education, through stimulating the participation of all young people to compulsory studies, post-compulsory and academic studies (centring the teaching – learning process on the students; ensuring the equality of opportunity to the admission to pre-academic studies; eliminating any form of discrimination; specific programmes to prevent and fight school abandonment);

-    Ensuring basic education for all citizens; forming key-competencies (ensuring continuation for the objectives and the content of the curricula for pre-school, elementary school and gymnasium; the usage of modern and interactive teaching methods; promoting modern study techniques and methods and also efficient learning styles as 'learning how to learn', 'learning how to do', 'continuous learning';

-    Founding the educational process on the needs for personal and professional development of the students (analysing the field of interest and the educational needs of the students; developing flexible and individual learning and professional routes; offering school and professional counselling and orientation).

We underline the fact that the national educational policies sustain and promote the principle of school readjustment to the needs and to the capacities of the students, at the level of objectives and courses of action contained by the aforementioned documents, trying to create a qualitative education, especially through: the reassessment of the role of the student, the placement of the needs, interests and requirements of the student as the top priority of the educative activities, and the assurance of equality of opportunity during the entire educational route.

Adaptation, generally speaking, designates the fundamental characteristic of an organism to modify itself structurally and functionally according to the demands of the surrounding environment, according to the quantitative and qualitative changes of it. The organism is considered to be adapted if it has a normal functioning following exchanges between it and the environment. Adaptation has also been defined as being 'an array of

processes and activities through which the move from a less stable equilibrium between the organism and the environment is done, toward a more stable equilibrium' (P. Popescu-Neveanu, 1978, p. 24).

In specialized literature, most of the times adaptation has been analysed as a concept that is preponderantly biological, psychological or sociological. From a biological perspective, adaptation represents 'a process of modification of live organisms, the result of which is a correlation of the morphological structure and physiological functions of beings in relation to the surrounding environment' (DEX, 1975, p. 10). It consists of ongoing exchanges between the organism and the surrounding environment, with the purpose of maintaining the internal balance of the organism, but also maintaining the balance between the organism and the external environment. It is a change in the structure or functionality of the organism when it interacts with its surrounding environment, with the purpose of placing it in an optimal position in relation to the environment and of having a normal function.

Psychological adaptation is considered to be the modification of the individual's behaviour according to the demands, the requirements of the socio-cultural environment, but also the modification of environmental factors according to the aspirations and goals of the individual. It is about the achievement of the two dimensions of adaptation: accommodation and assimilation, which represent the processes of mental adaptation to the environment. The individual's adaptation, his psychological equilibrium depends on the manner in which the two processes are accomplished and interact with each other. Psychological adaptation implies not only the assimilation of knowledge, information, norms, values, the formation of aptitudes, skills, competencies, abilities, attitudes required by society, by the socio-cultural environmental circumstances, but also relinquishing rules of conduct, values or attitudes that are not desirable from a social perspective.

From a sociological perspective, human adaptation represents one of the stages in the social integration process, together with accommodation, participation and integration itself. Social integration represents the varied manners of interaction between an individual (or a group of individuals) that is looking to integrate and a certain social environment (the integrative environment) that have as a purpose the achievement of balance on the functional level (both in what concerns the individual, as well as the integrative environment), and through which the individual aims to occupy a certain status within this social environment and have it be recognized. Accommodation represents the first stage of social integration and is achieved through an informing of the individual about the characteristics and requirements of his new role or status that he will possess in the system he is about to be integrated into. In the second stage of the integration process, the

adaptation, the individual assimilates information, forms aptitudes and abilities necessary in order to meet demands and to comply with the requirements imposed by the new environment. The third stage is participation and implies the capacity of the individual to manifest and express his own initiatives when it comes to his assumed role and status, and integration itself is the last stage of the social integration process and is characterized by the fact that the individual that has been integrated has become a functional element of the integrative environment.

Relating the phenomenon of human adaptation to the particularities of the instructive-educational activity has generated the term school adaptation, which represents one of the facets of social adaptation and is considered to be both an autoplastic adaptation, as well as an alloplastic adaptation. School adaptation represents the consistency, the compatibility between requirements and exigencies imposed by the instructive-educational activity on the one hand and the personality of the student, his capacities and answers in relation to these demands (concretized by: knowledge, aptitudes, skills, abilities, attitudes, behaviours, etc.) on the other hand. The existence of a relation of compatibility between the two categories mentioned show that the student is adapted from an educational perspective, while the incompatibility, the disparity between them points to the establishment of the phenomenon of school maladaptation.

School adaptation may be defined, from a first point of view, as the process of transformation and adjustment of the student's behaviour in relation with the requirements and exigencies of the educational process, in order to better respond to these. Also, school adaptation includes the modification, the alignment and the adjustment of the educational process according to the potential and the individual psychological capacities of the students. The final aim of all the modifications and adjustments made on the two sides of the process is an equilibrium, an agreement between the requirements of the scholastic environment and the responsive behaviour of the student, but also between the needs and the capacities of the student and the adequacy of the process to these (A. Coaşan, A. Vasilescu, 1988).

From a second point of view, educational adaptation, aiming for the adaptation of the school, of the educational strategies, and of the entire instructive-educational process to the individual needs of the students, to their learning capacities and particularities, represents one of the paradigms of the postmodern view on education.

With the transition into middle school, the student is confronted with various modifications at the level of instructive-educational activities, represented by new requirements and demands, the contact with more diverse role-models and more differentiated lesson plans, that, in the context

of the bio-psychological transformations presented, can generate difficulties in school adaptation in some situations.

These changes refer to the following aspects:

-       A new image of the teacher, which mainly refers to the alteration of the teacher-student relationship, in the way of the teachers' 'affective neutrality';

-       Each subject being taught by a different teacher, each teacher having his/her own teaching/evaluation style;

-       An increase in the number of subject matters and their difficulty level;

-       A decrease in free time and an increase in the number of hours allocated to the individual study of the lessons;

-       A shift in the grading system, from letter grades to numerical grades.

School adjustment difficulties that may occur at the beginning of the 5th grade may be caused by multiple, and sometimes sudden, changes that occur within the two levels: the bio-psycho-social development level and instructive-educational level. On the manner in which the interaction between the physical, intellectual, emotional and the personality of the preadolescent, on the one hand, and the requirements and exigencies imposed by the instructive-educational activity, as well as the quality of familial influences on school activity, on the other hand, hinges the student's ability to adapt.

3.Methodology

In a research conducted recently that was aimed at identifying and ameliorating difficulties in school adaptation in preadolescents of the 5th grade, we have evaluated the risk of complications in school adaptation through a E.R.D.S. (S.M.R.A.) questionnaire (School Maladaptation Risk Assessment), according to E. Albert-Lorincz, M.I. Carcea (1998, p.47-51), for assessing the factors that influence the educational adaptive behaviour.

The purpose of the research: assessment and identification of the risk of difficulties in school adaptation, as a premise for the realization of programmes for their amelioration;

The objectives of the research:

•   The evaluation of factors that influence the educational adaptive behaviour of preadolescents;

•   The identification of the risk for difficulties in school adaptation in the case of the evaluated students;

•   The drafting of programmes for the amelioration of difficulties in school adaptation of preadolescents;

The hypothesis of the research: The assessment of the risk for difficulties in the school adaptation of preadolescents allows for the realization of programmes adequate to their amelioration and that are realized in accordance with the paradigm of student centrality in the instructive-educational process.

The description of the research instruments: in the purpose of evaluating the risk for difficulties in school adaptation, we have used a questionnaire comprised of 40 items, grouped in five categories of factors that influence the educational adaptive behaviour:

- *Self-perception*: consists of 10 items relating to the state of health of the student, the resilience to fatigue and the psychological particularities reflected in the educational activity;
- *The perception of pedagogical factors*: consists of 9 items aimed at the school subjects studied, the pedagogical methods used, the organization of school activities;
- *The perception of interpersonal relationships in school*: consists of 10 items that describe the relationships between teacher-student and student-student;
- *The perception of familial influences on school activity*: consists of 5 items aimed at the financial means and the attitude of the family in regards to the student's school activity;
- *The perception of influences outside of school*: consists of 5 items regarding the intensity of relationships with persons outside of school.

Following the processing of the data, we have conducted an overall assessment of the risk for school maladaptation for each student, the results being organized into the following three categories:

- *Negligible risk of maladaptation*: situation in which the student will adapt harmoniously to the educational context, situations and particular requirements, without an additional voluntary effort;
- *Slightly jeopardized educational adaptive behaviour*: situation in which the educational adaptive behaviour is slightly jeopardized in terms of performance, of the affective-motivational and attitudinal states. In this case, it is necessary to take certain measures according to the distribution of scores in the five categories presented above.
- *Major risk of maladaptation*: situation in which the identification of the relations between the five factors that influence the educational adaptive behaviour and the assessment by the school counsellor of each case is necessary.

Target group: the questionnaire was administered to a sample of 100 students of the 5th grade.

4.Results and discussion

After the administration of the questionnaire for the assessment of the risk for school maladaptation, we have recorded the following results (Table no.1):

Table no. 1: *Risk of school maladaptation*

	Frequency	Percentage
Negligible risk of maladaptation	35	35%
Slightly jeopardized educational adaptive behaviour	27	27%
Major risk of maladaptation	38	38%
Total	**100**	**100,00%**

It can thus be established that the number of students that exhibit a major risk of maladaptation is predominant (38%), followed by the number of students that do not exhibit a risk of maladaptation (35%), and by the students whose educational adaptive behaviour is slightly jeopardized (27%).

The results from evaluating the risk of school maladaptation for preadolescent students require the adoption of new preventive measures for the difficulties in school adaptation at this age. The adaptation of the school, of the educative strategies, in fact the adaptation of the entire instructive and educative process to the individual needs, capacity and learning particularities of the students may represent a preventive solution for the abovementioned difficulties.

From the perspective of 'education for all', a series of psycho-pedagogical principles were formulated. They may be considered premises for the adaptation of the educational environment to the capacities and the needs of the students and converge on the idea that an adapted and flexible curriculum, together with the change of the educational practices, are the base of qualitative education, in agreement with the contemporary educational paradigms (E. Vrășmaș, 2004, p. 29-71):

   - The development of the child is dependent on the environment in which it takes place, even from the moment of conception;
   - The development of the child is influenced by the relationships with the surrounding objects, people and himself;

- The virtual potential for learning and development that all children are born with will only be transformed into abilities and competencies solely through positive stimulation and orientation;
- All the children can learn; what each of them learn and how they accomplish this varies;
- Even if the learning stages are correlated with the development stages, there is a variety of individual development models, determined by the individual particularities, rhythm and style of learning, but also by the intensity and the adequacy of the environmental influences.
- Promoting various learning types will benefit the individual development.

Adapting the school, the educational strategies and the entire instructive-educational process to the individual needs of the students, to their learning abilities and particularities is one of the dimensions of the postmodern paradigm in education. E. Păun (2002) highlights the following characteristics of postmodernism in education, in a study dedicated to the analysis of theoretical developments in terms of the postmodern pedagogical paradigm:

- Learner-centred education, the student being seen as a person with individual, different characteristics that should be valued and used to the maximum (an idea situated at the centre of the existential-humanistic paradigm, subsumed under the postmodern perspective);
- The revalorization of the subjective-emotional dimension in relation to education, of the actions and behaviours of subjects that have a unique, situational, contextualized character;
- Considering the educational relationship as an interaction where the teacher and student are engaged in a process of cognitive and emotional investment, and in which the teacher works alongside the students with the purpose of their development and the building of their status as students;
- Creating a balance between promoting competition and cooperation in school;
- Promoting new types of education, inter-disciplinary ones;
- Relinquishing instruction based on transmission and on pre-established content, in the favour of a particular, subjective construction of knowledge.

The postmodern approach corresponds on the whole to the constructivist approach to education, especially through the role given to the student in the construction of the knowledge, through the modification of the teachers' role, and through the educational strategies with a pronounced formative character.

Synthesizing the references upon the constructivist learning, E. Joiţa (2006, p. 62, 65) describes the following dimensions of the idea of centring the learning on the student as main actor:

- The students search for information by themselves, processes it and then collaborate;
- The students realize a subjective cognition, addressing questions, establishing correlations, formulating hypotheses, solutions, and arguments;
- Moving the focus on understanding, critical analysis, personal interpretation and argumentation;
- Encouraging the cognitive and acting autonomy, initiatives and curiosity;
- The students move away from a passive attitude of receiving information, towards an actional and mental involvement;
- The student solves the problems through: learning through discovery, researching, constructing and decision making;
- The new knowledge is the result of the reconstruction of old information and of integrating the new data;
- The students organize and realize their own studying, forming abilities of 'learning to learn, to know';
- The teacher has the role of organizing information, tasks, assignments, material, of facilitating, guiding, coordinating, offering support, formulating and helping to formulate questions, supporting individual answers, debates, negotiations, and also realizing the final synthesis.

5.Conclusions

The paradigm of adapting school to the learning necessities and possibilities of the student, characteristic for future systems of education and for contemporary network type educational systems (V. Chiş, 2005), requires a diversity of learning situations and experiences, built in accordance with the possibilities and the needs of all student categories, in order to respond to the principles of: 'inclusive education', 'education for all' and 'integrated education'.

All the changes particular to preadolescence (biophysical, intellectual, emotional, moral, social) must be well-known by teachers and parents alike, in order to be able to meet them, to understand preadolescence and be able to adopt the most adequate preventive measures when it comes to school adaption, especially with the advent of middle school. Knowing the age particularities, the specifics of this stage in the development of the students in terms of resources, motivations, adaptation mechanisms, psycho-physical transformations and their consequences, will let us avoid the overstressing of the already limited possibilities of this stage and will offer

us an improved understanding of the behavioural manifestations and reactions of preadolescents.

Knowing the age and individual particularities of the preadolescent students is an essential condition of ensuring the centrality of the student in the instructive process – one of the dimensions of the constructivist paradigm that thus rehabilitates the role of the student in education, considering knowledge as being specific to age, but also based on a personal manner in which the student integrates, explains and interprets reality, according to his own cognitive knowledge.

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COMPARED EFFECTS OF THE INDIVIDUALIZED LEARNING VERSUS INDIVIDUAL LEARNING ON THE SCHOOL PROGRESS OF THE PUPILS IN PRIMARY EDUCATION

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Abstract: *The current concerns of the Romanian education determine the extension of the researchers' concerns from the differentiation of the learning to its individualizing. In the present study we conducted a research project, using the experiment method. We aimed to analyze the impact of the individual organizing of the learning and of the individualized one on second grade pupils' achievement. The sample's research consisted of 2 teachers, primary school teachers, and 56 pupils of class II. The control group consisted of 27 pupils from the same class who have worked for individual learning. The experiential group was represented by 29 pupils from another class, having the same level of education. This group achieved an individualized learning. The results obtained the pupils of the two groups to final assessment test proved the efficiency of the individualized learning situations organizing at the expense of the individual learning.*

Keywords: *individualized learning, individual learning, effects, progress.*

1. Introduction

The organizing of the pupil centered learning situations is beneficial to the development of formative aspect of the learning situations by driving the capabilities and managerial skills of the teacher to organize pupil-centered learning situations, adapting the situational context represented by the totality of subjective and objective factors, the teaching strategy, the tackled methodology - to each pupil, and not just to a group of pupils or to a whole – classroom group of pupils.

1.1.*The comparative analysis of the individual and individualized learning situations*

The school should be seen as a means of cultivating pupil's respect being staked one fundamental value - the individuality - individuals should be treated as autonomous, complex, fluctuating, with a special sensitivity (C. Cucoş 2005, p.104).

Starting from the confusion between the terms of *the individual* and *individualized learning*, Jean Vial prefers the term "custom work" (J.Vial 1976, p.240) in order to describe the work individually done, but with differentiated content. For a differentiate instruction, the content of the individually carried out activity must be adapted to each pupil possibilities.

The individualized learning situations should not be understood only as processes of adaptation of the educational content, methods and patterns of work of pupils' possibilities, these ones assuming the stimulation of the development process of each pupil, underlining the formative function of this process.

Learning situation's requirements should stimulate pupils' growth, rationally surpassing their possibilities, systematically soliciting them in surpassing.

The individualizing of the instruction shifts the emphasis from teacher's teaching activity, which was a reality of the traditional education and still has influences today, to what L.Legrand (1984, p.59) calls *pupil's directed activity*. Thus, without being completely abandoned, the collective work of teaching-learning of information is supplemented by small groups individualized activities or individually done.

Learning individualizing is determined by the orientation of the training to meet different learning rhythms of pupils. If differentiation refers to "how learning is done", the individualization is oriented towards "when this one is done". In this case, the purpose of training remains the same for the group of pupils, who can progress in their own rhythm, as a result of the specific needs of learning. The individualizing supports the learning activity both of those who need to recap some knowledge, and those who have mastered these concepts proving capacities for deepening and developing of some topics. In differentiated instruction, the learning strategies are based on pupil readiness, on the learning style, the best interests and practices. Thus, each pupil is supported to master skills he will need to meet the educational standards.

G. Clauss (1977) considers that the individual treating requires to the pupils that each of them to seek individually for a solution without time pressure and competition. For pupils with poor results is necessarily, beside the worksheets, to be given the minimum of helpful information for an active and efficient solution. Each of them requires a different amount of helpful information.

In case of independent learning, the educator states the task in a frontal way, for all pupils equally, pupils solve individually, formulating their own responses, and at the final there is synthesized a response by analyzing pupil responses.

In the individualized learning situation there are created by teacher tasks adapted to each pupil's personality structure, reporting them to the assimilated knowledge and to the forming way of their training skills. Each pupil solves the task, responding through a resolution of his own.

Căprioară D. (2013) sustains that learning individualizing must begin by harmonizing the learning process content, of the instruction strategies, organizing ways that must achieve common goals for all pupils participating in learning process.

In this sense, Popescu M. (2013) states that „through this organizing way it is passing from a school for all to a school for everyone. From the perspective of the teacher, the differentiation is related to the contents, teaching methods, psychological environment and performance standards" (Popescu, 2013, p.110).

1.2.Learning situation's adaptation to the psychological profile of the pupil

Theoretically, we proposed to study the characteristics of the individual learning and of the individualized one, as well as the issues on the differential treatment and learning motivation as prerogatives of pupil-centered learning situations.

Thus, in the differentiated learning, the teacher becomes *pupils' counselor*, organizing the learning activity, modeling the pedagogical action after pupil's capabilities and abilities of development, stimulating at maximum pupils' personal activities within a process of individualization of the instruction.

The differential treatment is required by many differences that arise between pupils. Goodlad, J.; Klein, M. (1970) distinguishes situations where there are seen observable differences among pupils: not all the pupils of the same age have study skills; pace of learning differs from their peers; the understanding level of the studies subjects is different, some pupils having the ability to deepen them, others being limited to a superficial analysis; the learning ability and the performance of each pupil are not the same at different educational objects.

Referring to these observable differences between pupils, we find the following typology of pupils in the pedagogical literature, evidenced by I. Radu (2000): pupils with low learning capacity, towards whom is sufficient the individual treatment; pupils with a more pronounced deficit in learning ability towards whom is recommended the groups organizing, asking them themes differentiated as volume, complexity, variety for the independent work.

In the absence of a differentiating of the learning, schools become elitist or selective, undemocratic, encouraging social differences between pupils. (Minder, 2011, p. 301).

The effectiveness of the learning situations by reference to the structural profile of each pupil is determined by his motivation. Neacsu I. specifies rules, norms of the motivational system: setting a clear purpose, priority and its delimitation in a precise way in the structure of the undertaken actions; fixing some goals closer in the beginning, then of more distant ones; *individualizing* of fixing the goals based on each pupil's personality; the assessment of pupils' progress positively, disapproval being less efficient in stimulating the personal motivation; competition use will be made on an incentive cooperation fund; the knowledge of the progress made by pupils in achieving the learning goals.

We appreciate the structure of the motivational rules that must be fulfilled to achieve effective learning, established by I. Neacsu (1990), because, without a permanent motivation of the pupils, we have not as response from their part an active participation in organized learning situations.

It is important that pupils know the purpose of the learning situation, to know what to learn. Also, to be efficient, the objectives of the learning situation should be organized from simple to complex, because achieving a simple task motivates the pupil, causing him to think positively, having more

confidence in his own capabilities when involved in achieving the tasks corresponding to more complex targets.

We believe that adapting the objectives of the learning situation tasks to the sintality of the classroom and to every pupil is a prerequisite for motivating pupils to support the effective learning. Also, learning tasks, which go beyond the knowledge of the pupils, are not accessible to the pupil's age determines a pressure on inhibiting him. Learning situations should be reported to the age peculiarities of pupils, but also to individual peculiarities.

For an effective motivation of the pupils involved in the learning situation is unavoidable, according to Neacsu, I, the compliance of the following objectives:
- underlining the forms of independent work and the individualization of the activities;
- differentiating the themes according to their difficulty;
- Highlighting some immediate controllable goals for moving the center of gravity from the pressure of the summative assessment to the synthesizing one;
- Pupil's engagement in more complex tasks.

An important role is teaching strategy used for effective learning situation, favoring the work of individualization of training pupils as revealed by the differentiation of the work themes and of each pupil's participation in the activity.

Cerghit (1980) specifies that the diversity of learning situations stimulates pupil's personality, its complexity, involving a wide methodical variety in reaching the goals of the learning situation for each pupil.

Thus, the learning situation operates with a wide register of methods, procedures and tools of teaching – learning for pupils' enriching, differentiation and customization.

One learning situation can not be approached in the same manner it was efficient in a particular context. Learning situation's organizing is caused by psychological factors, human factors involved in its solving, by external conditions. The factors have a decisive influence in choosing the strategies involved in the learning situation.

The learning situation is achieved through concrete techniques of action. The variety of the action techniques presents knowledge of the inclinations and individual skills of pupils, which increases the efficiency of training.

Designing of a learning task, within a created situation, is related to a single objective, for which achievement there are selected the action techniques, being required by the individual particularities of the pupils.

One learning situation created to complete the proposed operational objective is organized using differentiated work techniques for pupil's training.

This approach involves individualized treating of the learning situation by different working tasks, required by the intellectual level of development, the knowledge level attained by each pupil, his psychological profile characterized by the states of empathy, the connections established between the operations of thought for learning's efficacy.

Studying this issue of pupil's treating with reference to the structural profile, Cucos (1996) considers that "The moving of the paideia act to the spiritual potentialities of the human being, rediscovering of the spirituality and its valences, the enhancement of personal autonomy, of the involvement in reality and itself doing, all these can prevent the claims of a total education" (Cucos, 2005 p.76).

In his view, *total education* is the one where learning indoctrinates the pupil and pupil is *encased* within a single ideology and *true education* aims to train young people to go beyond it, meaning to educate themselves.

Learning individualization, says Louis Legrand, ensures for all pupils a progress in learning the basic knowledge, adapts learning process to pupils' characteristics, aiming to differentiate the individual differences between pupils that determine different levels of learning.

We admit, in favor of group level learning situations, that their effectiveness, by reference to the structural profile of the pupil, is subject to the following criteria:
- Level groups to be mobile;
- In low level groups each pupil to be carefully observed by the teacher;
- Assessment of progress and periodical regrouping of pupils by the level of achievement of the objectives of the particular situation;
- Stimulation of the communication between pupils in "'trong" groups;

- favoring full support offered by the teacher to each pupil in "weak" groups. The efficiency of the learning situation is determined by internal and external factors influence.

1.3.The interaction of the internal and external factors

Training situation is actually a symbiosis of internal and external factors. The core of learning situation consists of internal factors. The interaction between the internal and external factors is objectified in subject's action to modify the initial conditions by addressing a favorable strategy.

The teacher, through predictive judgments, determines the level at which changes occur by external factors. Thus, the professor causes changes in pupils' personality, being himself the main external factor of the learning situation.

The differentiated perception of the situating conditions requires selecting and structuring of the determinants according to the psychological specific of the subject. Thus, Stefan (1988) proposes the following internal factors: capacities of generalization and discrimination, perceptive faculty, sensorial acuity, development level of language, creative ability, practical – educational spirit, sociability, sense of responsibility, perseverance, independence, self-confidence abilities level, level of aspirations, hopes and fears, certainties and misunderstandings, successes satisfaction and bitterness of failures, self-education and self-assessment capabilities.

The professor, by reference to the proposed objectives, determines those skills, attitudes and habits that will be required by the learning situation and offer predictions about pupils' possibilities to achieve them.
By the approached teaching strategy, teacher selects and integrates into the situation the external significant factors for the pupils.
After L. D' Hainaut (1981), the external factors of a learning situation that will be differentiate capitalized by structural profile of the pupils and stated objectives are: decision, individuals, learning resources, time, founds, place, spaces.
The inter-individual differences call for learning activity individualizing by observing the process by which each individual recreates for himself that purchase.
By the interaction of the internal and external factors, the individualized treatment occurs simultaneously with self-organizing.
What we consider essential is that there is no structure of the learning situation. Therefore, various methods need to be addressed, individualized

learning situations, differentiated, for the internal and external factors to interfere, resulting in effective learning situations.

The objectives of the research project have been focused on:
1. Analysis of pupil achievement as a result of organizing of individual learning situations.
2. Analysis of pupil achievement as a result of the organizing of individual learning situation, adapted to their training interests.
3. Comparative study of the pupils' progress of the two experimental groups as a result of participation in the two organizing forms of learning: individual and individualized.

We have formulated as general hypothesis:

If teachers organize individualized learning situations and adapt the entire strategic complex to the needs of each pupil, the pupils will achieve better results in school than in the case of individual learning organizing.
From this general hypothesis derives the following specific assumptions:
1. If we study the efficiency of individual learning by conducting an experiment, then teachers will identify the limits this organizing form and its effects on lowering school performance of pupils.
2. If we study the effectiveness of individualized learning, by conducting an experiment based on harmonizing different strategies in order to cover the needs of pupils' training, then teachers will identify the advantages of this organizing form and its positive effects on pupils' school achievements.

2.The Methodology
2.1.The sample

The batch of our experimental research is represented by a number of 2 teachers, primary school teachers, and 25 pupils of class II and 27 from another class, of the same level of education. Both classes are part of the same institution and include pupils who have the same educational environment conditions.

2.2.Methods

The basic method of our research project was the experiment. We performed a comparative analysis of school results obtained by the pupils of the two classes in the initial test and in the final assessment test, applied following the implementation of the experiment. Pupils' testing and comparing the results obtained by the two batches - both as compared, but also within the

same group -, was our intention to prove the positive impact of individualized learning situation organizing, adapted to the needs of training of each pupil.

For processing data on research sample we chose version 21 IBM SPSS program. We applied the Paired-Samples T Test for the sample of the two classes, setting the standard error of the average and the standard deviation. We also achieved with relative frequency polygon with graphics on clusters, studying two variables by comparing.

2.3.Instruments

Our study included a control group for which individual learning situations have been organized, and an experimental group for which have been organized individual learning situations adapted to the training needs of each pupil. Both groups were selected from the Secondary School "Traian" Craiova.

The two groups in the research batch were initially tested through a joint assessment sample, then the experiment has been conducted, and finally, to be able to compare the obtained results, we proposed identical assessment tests.

3.Results and interpretations

3.1.The experimentation of the efficiency of the differentiated - individualized learning situations

We conducted a review of learning situations organizing for the two groups of pupils in the sample, and in the end, we evaluated the level achieved by pupils in the fulfillment of the mentioned objective, through a final assessment, thus analyzing pupils' products.

We compared the two types of learning situation organizing: frontal and individual (group I) and differentiated-individualized (group II), having as operational objective: *composing a short text with the help of the supporting words*.

Performing an analysis of the individual organizing of the learning situations, we found that in the first group the learning activity of pupils was directed asking them to form sentences with the given expressions, written on the blackboard, and pupils have copied them in their books. After writing the sentences, the teacher asked pupils to read them, then each pupil to

achieve, through self-employment, the logical arrangement of sentences following the actions involved. He conducted frontal pupils' thinking, through leading questions, asking them to carry the text. Once they have composed the text, the teacher asked a pupil to write it on the blackboard.

We find that by this way of organizing and streamlining the tasks of learning the emphasis is on teacher's teaching activity, pupils are those who learn from the given model how to compose a short text. Thus, pupils' thinking is not enabled, but each formulates answers in relation to the previous reached level, then generalization occurs, through the frontal activity where knowledge is checked and secured. We also noticed that not all pupils are trained, not all express their views, but some of them are copying from the blackboard without understanding.

Unlike the learning tasks developed in individual organizing, for the second group of pupils the differentiated-individualized organizing was applied, being asked to compose a text using the given words. Thus, we focused on the selection and design of the learning situations from simple to complex, addressing differential treatment to motivate pupils and engage them in the process of formation.

Dividing pupils into groups and the rational dosing of the learning tasks are not performed by standards of the general impression on the group of pupils, but by reference to the knowledge of the initial level of pupils achieved in the achievement of an objective. To test the initial level, there is organized a frontal learning situation, where pupils are asked to orally form sentences with the help of the words. Thus, based on verification, pupils' examination by diagnosis, the teacher noted which of the pupils knew to orally form sentences using the given words, which needed support and who were doing very hard. Referring pupils to aimed objective: *to compose short sentences with certain words* follows three levels of development. Each pupil received differentiated learning tasks, according to the identified level of competence.

In order to approach in a differentiated-individualized manner the created learning situations, the teacher has studied the psychological profile of each pupil from the group of those who know to construct orally sentences using the given words, testing them the initial level in understanding of the expressions that calls to make certain semantic links. Thus, adapting the situational context to each pupil determines learning individualizing, unlike the homogeneous groups, the level, where the training strategies are the same for the same level pupils. The initial assessment of the capacities of understanding of the language is orally made, when there are written

sentences using the given words. Thus, in order to verify the understanding of the meaning of the words, the teacher has created practical situations, either on PowerPoint exposure or images.

After outlining an impression about the level achieved by each pupil in the composition of sentences, the teacher asked pupils to solve some individualized learning tasks:
- Those who can not form sentences with these words, he asked to compose by direct operating with the illustrative images of the objects;
- To the pupils who make up sentences with support, he asked to set up some sentences after the given images, represented in individual files. If some pupils have asked for help, he explained them and gave them another file with the same learning task, but with other words with illustrated meaning;
- The pupils who orally composed the solution of some problems after images have been given individualized learning tasks;
- To the pupils who faced difficulties in defining the relationship between the meaning of a word and its image, he gave them as learning task to form sentences after illustrative pictures for the meaning of the word;
- For pupils who easily make up sentences using the given words and understand their meaning, he gave them as learning task to form more expressive sentences.

In this case, we noticed that there is done a differentiated-individualized treatment. To those who heavier make up sentences by operating with objects, requiring aid, he gave them as learning task to form sentences operating with objects. In order to form this skill, teacher split only these pupils into groups, asking to each group to form a sentence using the given objects.

We believe that the work- group encourages pupils to communicate, to express their opinions, to analyze, to investigate, to operate with objects. Communicating they learn one from each other.

To those easily creating sentences, by operating with different objects he asked to set up a proposition by image. The teacher illustrated formative learning tasks, aiming to develop the intellectual capacities and skills by operating with objects, by analyzing the visual support, through logical, creative thinking.

In this way, pupils who have not formed the ability to compose sentences after images have been trained to solve learning tasks focused on

manipulation with objects, on pupil's action to investigate, to analyze, to form itself representations by the intuition of the given stimulus.

Learning tasks have become increasingly more complex, from those who have achieved very little the stated objective, to those who have appropriately attained the referred finality. Progress was reached in relation to the achieved level, from simple training to operation, analysis, synthesis, creating, creative thinking development, flexibility of thinking, divergent thinking, creative imagination.

It is important to assess the level reached by pupils in achieving the proposed object, in order to comparatively analyze the formative effectiveness of the organizing strategy, as feedback of the frontal learning situations approach, or differentiated - individualized in order to achieve the objective of composing a short text using the given words.

The assessment test was the same for both groups of pupils, requesting their ability to draft a text.

The assessment sheet included the following topics:
- Making a sentence after image;
- Filling in a lacunose sentence, by replacing the omitted word;
- Making of some sentences with given words;
- Logical arrangement of these sentences;
- Drafting a text.

Analyzing the results obtained by pupils, we found that the ones in the first group, where individual learning situations have been organized, have succeeded the following results: VW - 28%; W - 52%, S - 20%, and pupils in the second group have recorded the following results, following the differentiated – individualized organizing of the learning situations: VW - 92%; W - 8%.

We see a large percentage difference between pupils who obtained the VW mark in the two groups. We appreciate that those in the second group have achieved better results due to the organizing way of individualized learning situations, establishing the level achieved by each pupil in training, after the intermediary reached behavior. Another factor was members regrouping in relation to the individual achievements.

Also, the teacher encouraged the communication within some groups through which shy and emotional pupils can effectively collaborate with

their colleagues and can share their views which will be analyzed within the group and those who have lacks can learn from the other pupils.

In the control group was made an individual organizing, focusing on the work of the teacher and the class, viewed as a whole. Not all pupils have fulfilled the proposed objectives, as the learning activity has not been focused on building operating capacities of the pupils.

Individually organizing the learning situation, the explanation and the assessment of knowledge can not be adapted to each pupil's capabilities, but only to the faster pupils. There can not be noticed what he thinks, how is thinking a pupil having a slower solving rhythm, if all pupils have understood, what each pupil did not understand, to what point he can not make connections between old and new knowledge. By the predominance of an individual organizing, the lesson is not forming, but informs pupils not training them efficiently.

This explains the percentage differences between pupils of the two groups (see Figure 1).
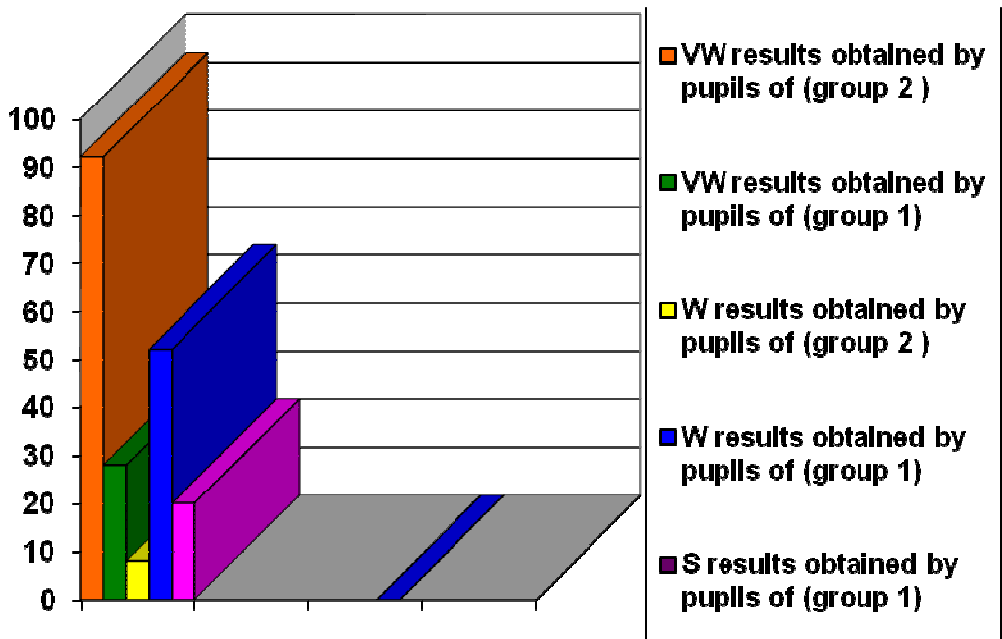

Figure 1. *The results of pupils of the two groups in summative assessment – as a finding of the efficiency of learning situations organizing*

4. Conclusions

We conclude that a validation of all assumptions about the formative efficiency of organizing the individualized learning situations, involves a longitudinal research, allowing successive reassessments of the same subjects.

This paper brings a clear contribution by presenting an experiment, a comparative analysis of different types of organizing the learning situation, as well as efficiency experimenting of organizing the individualized and differentiated learning situations.

Through the undertaken research study we have demonstrated the effectiveness of the individualized learning situations, as a result of the identification of the training needs of each pupil.

We may note the following aspects as a conclusion of the undertaken research.
This study presents the following personal contributions:
- The scientific reasoning of the differentiated - individualized organizing forms to the detriment of the frontal one and of independent work.
- Bringing into question of a less studied term in the literature of specialty, of adapting of the situational context to the individual training needs of each pupil; highlighting the impact of the differentiated - individualized organizing form on the school progress of pupils.

As open issues for future studies, we propose the extending of the batch of research, targeting multiple educational backgrounds, as well as of the different levels of professional training of teachers.

We present as limits of the research:

The small number of respondents teachers and pupils, given the fact that our research was situated at the level of an experimental project; using a small number of qualitative research methods and tools that can not allow detailed, relevant generalizations.

In a synthetic approach, we emphasize the need to restructure the adaptation of the instructional strategies to be based on the pupil's role viewed as individuality, as a personality with different needs for training and development.

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THE ENCLAVE-EFFECT IN SOCIAL CARE. FROM SOCIAL ENCLAVES TO SOCIAL EXCLAVES

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Abstract: *The paper proposes a new concept referring to social integration (social inclusion): social enclaves. It also analyses the so-called enclave-effect.The social enclave defines a situation of pseudo-integration of groups (populations), living in a certain „social space"(social areal or territory).*

The social enclaves and the enclave-effect are to be found in different cultures, different countries and periods of time. The phenomenon is not recent, but was less identified and analysed as a particular case of social integration. The usual approaches are mostly focused on terms like integration, inclusion, marginalization and exclusion. The in-between social dynamic was less considered as a distinct item with distinct characteristics and specific evolution in different circumstances, but simply as an intermediate status of an integration process.

The enclave-effect is, in our opinion, not only a transitional status: in most cases we can consider it as a permanent live condition, strongly influenced by different social and political determinations, cultural and conjectural factors, like the formal and ideological rejection of some categories of people, social incomprehensibility, prejudges, political orientations.

The enclave effect is not only a temporary one. Sometimes it could be seen as a fiasco of some governmental social programmes and strategies, as a failure of the traditional social policies.

Key words: enclave-effect, social enclaves, enclavisation and exclavisation, social permeability,

Social enclaves are not a new phenomenon. They are to be found more frequently than currently accepted in different cultures, regions (countries) and different periods of time. Usually they have not been considered as

structures having an autonomous dynamic, or as a separate social structure but as an intermediate stage of an on-going integration process.

Our data confirm the fact that the social enclaves can develop as long time structures, stable and having their own development and internal rules system.

The conclusion of our observation and research data is that the social enclaves should be analysed and not only as an intermediate stage of an inclusion process in progress but as a distinct reality. The social enclaves are separate entities, defined by and influenced by certain social and local surroundings and circumstances and by certain social environments. They develop themselves as distinct social spaces[39].

The increasing of the labour force migration from rural to urban and from country to country and the flexibility of the labour market has accelerated the process of setting of new structures, respectively new kinds of standards, new dimensions of living spaces.

The enclaves represent one of the most prevalent and widespread categories of the contemporary social milieus, not only in the large urban areas but in the last decades also in the rural areas.

The most common social enclaves are:

Ethnic enclaves.

Some of the very well known ethnic enclaves: Indian reservations in the XIX-the century in America, the ghettos in the big urban agglomerations, Little Italy, Chinatown (like for instance the one that had emerged and increased in Bucharest in the last decades).

Institutional enclaves.

The residential care centres in Romania in the communist period – the so-called "mammoth homes for children"[40] are one of the most illustrative examples. The residential child care institutions were formally isolated (having their own school, their own rules prohibiting leaving the institution without a permission note from the educator, rules concerning the visits of friends or relatives, etc..). They were "closed institutions", having few and sporadic contacts with the outside world.

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[39] Dragoi, C., - An analytical approach for assessing risk factors in the implementation of childcare measures in "Social child protection. Psychosocial environments with potential risk for children", nr. 57, 2015, p. 3 - 10

[40] Dragoi, C. – Optimizarea procesului instructiv-educativ in casele de copii, Editura didactica si pedagogica Bucuresti, 1981 p.118 - 121

The local population silently rejected them. *In some cases for instance mothers scared their children telling them that, if they do not behave and keep quiet, they will be given away to a "home for children". And that kept the children quiet….*

Lifestyle enclaves.
Makarenko´s colonies. Makarenko's pedagogical theories are well known and have had a tremendous impact in the development of social pedagogy in the post-war period. His successes are largely due to the positive results obtained in the social integration of children and youth in the so-called "youth colonies" in the early 20th century.
We consider Makarenko's colonies as a typical example for the social lifestyle enclaves.

- They functioned as ""closed spaces and aimed to "rehabilitate" young people by creating some kind of a "new human being", that personifies the values and ideals of communism.
- In this process the influence of peer group (called "collective"[41]) was regarded as decisive and always positive. The individual was considered as subordinate to the group.
- Colonies functioned according to their own rules of conduct and according to their own ideals. Work occupied a central role, both pedagogically and morally.
- The colonies evolved as independent bodies, as institutions that have relatively few links with the outside world.

These enclaves have functioned in that period quite successfully. This was due on the one hand to some specific circumstances (i.e. they worked with street children, who had no better life alternative) and on the other hand to the fact that the system remained flexible (ins and outs that were not blocked; leaving the colony was always possible). "The collective" could however decide to exclude someone. Likewise, the newcomers' situation and the "returns" were also discussed in the formal group.
The colonies imposed a specific lifestyle for the period of enthusiasm that characterized the evolution of the communism in the mentioned period, respectively behavioural patterns and scales of values. These models were surprisingly enduring. They influenced the social pedagogy for more than four decades.

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[41] Hillig, G., - Anto Makarenko, in Colla, Gabriel, Millham, Müller-Teusler, Winkler (eds.) – Hendbuch Heimerziehung und Pflegekinderwessen in Europa, Lichterhand, 1999, p. 291 - 292

Ad-hoc social enclaves.

The refugees' intake centres in west Europe or the residential care institutions for minor refugees. These kind of institutions have become very numerous in most of the European countries in the last years and have a strong impact on the established social protection systems. The massive immigration has also generated a new integration culture and some new pedagogical approaches concerning for instance the cultural dissonances and behavioural patterns.

Some of the main characteristics:

- despite of the fact that a chain of formal integration structures is present and accessible, most of the social enclaves remain de facto "outside" those structures
- the enclaves do not have as an explicit functionality and as a high priority the achievement of an equitable social inclusion and are not focused on integration, even if this aim is "officially" in many projects declared as main target
- they operate more or less as self-governing structures, functioning according to their own rules of coexistence and value systems
- they function "in parallel" with the officially accepted systems of values and behavioural models. Sometimes they are even in contradiction with the commonly accepted patterns.
- they have a particular group dynamics and a well defined group hierarchy, usually focused "inward" and acting "for themselves"
- the population is usually defined in a restrictive way. In relatively many cases it consists of "risk groups" (certain social groups – like the institutionalised children for example, or certain ethnic groups)

Informal enclaves.

The development of enclaves can be a process that occurs "by itself", determined by socio-historical factors. In this case the enclaves are set up in time, under the pressure of socio-political factors related to the general social dynamics of the respective society and culture.

Formal enclaves

Enclaves are also the expression of peculiar economic conditions, such as difficulties of the real estate market (lack of housing, too high prices and rents, unemployment - all factors finally leading for example to the appearance of slums) or political (decisions of grouping without any questioning or agreement certain categories of population in clearly defined

areas, usually with incontestable rules of access - income and outcomes controlling).

Unspecific enclaves

Another category, actually more difficult to define and to identify, is represented by the "unspecific enclaves". They occur in situations where a particular group is de facto isolated inside a community, despite of all existing opportunities. This isolation appears because it is simply imposed to the group by some of its members.

A relevant example in this respect: some students are "rejected" by other students and are in the classroom in an in-between situation. They are "tolerated" (e.g. due to formal interventions of some teachers), but do not actually have any real chance to overcome this social status.

For the time being there exists no relevant typology for such situations of active "enclavisation", but they are witnessed in schools more frequently than generally accepted.

New forms of social enclaves

Intake centers for migrants

Is the most recent exemple of "social enclaves". The large number of immigrants who came to Europe last year have overloaded the welfare system in some European countries, which have been constrained to adopt a policy of "emergency".

Among other measures there were created in record time the so-called "intake centers" having different accomodation facilities and capacities. Almost all of them have "hosted" ad hoc hundreds of people, of different nationalities, speaking different languages, having heterogeneous traditions, lifestyles and behaviours. That was extremely difficult and conducted to almost unavoidably conflicts, stress, aggression, frustration and tension, to name only a few of the phenomena beeing specific for such enclaves.

For some local communities such centres still represent enclaves, which are difficult to manage, despite of all the integration structures created ad hoc and of the already existing well developed social infra-structures.

Multi-ethnic social spaces

One of the most acute problems in Romania and in some other countries in Eastern Europe is the spreading of multi-ethnic social spaces. A lot of them have appeared in the last decades mostly because of the migration of certain ethnic groups in areas originally inhabited by another local community (usually a different ethnic group).

The phenomenon has inevitably lead to social enclaves, to social spaces promoting different rules of social behaviour and different ways of networking and communication.

A research carried out in the county of Arad in the years 2011 - 2012 pointed out that the classical "neighbourhoods" (vicinities), created according to different social and ethnic criteria is actually an obsolete model. In urban areas appeared increasingly a new kind of social spaces, which are frequently reduced to a handful of streets, which are usually inhabited by a certain ethnic population (Diagram 1)[42].

The social cartography of some rural localities in west Romania pointed out that the social enclaves are also numerous in some villages and cannot always be associated to a delimited geographical area.

The typical phenomenon observed was the gradual setting of a social group in a certain territory by occupying a particular social space, usually consisting of houses abandoned by owners. The degree of acceptance of these newcomers varies from locality to locality. The beginning of social enclaves, however, is usually unavoidable.

Our study also revealed that the social enclaves have the tendency to reproduce themselves. The reproducing process remains self-regulating and independent from economic and cultural contexts. We observed for instance, that the dynamics of the informal peer-groups in rural schools reproduces the power structures and inter-dynamic group-relations existing in the community (Diagram 2)[43].

Social enclaves vs. social exclaves.

The "exclavisation" is the opposite of enclavisation and represents in most of the cases a process of desorption (re-absorption) of a social enclave. The success of so-called social inclusion programs depends largely on the behaviour of the "the silent minority" (Candel) respectively on the "social permeability" of the groups of inclusion.

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[42] Dragoi, C., - Monitoring Milieus. Implementing Inclusion Programmes for Children at Risk in Social Surroundings in "Equal opportunities in education, personal development, social integration", FICE Romania, Ed. Universitara, Bucuresti, 2013 p. 59

[43] Dragoi, C., - Monitoring Milieus. Implementing Inclusion Programmes for Children at Risk in Social Surroundings in "Equal opportunities in education, personal development, social integration", FICE Romania, Ed. Universitara, Bucuresti, 2013 p. 59

The term "social permeability" is used in this context to describe the actual acceptance of a community living in a certain "social space of inclusion" and its willingness to be challenged with the issues of people coming from "enclaves".

For example, many programs for social inclusion of the Roma population in rural areas (the provision of living space - houses - providing opportunities to work - in agriculture for example - school places for children, medical care, etc .. .) have not had the expected success (also) because residents of those localities have not expressed willingness to accept newcomers.
The local groups have just been "not permeable", even without being hostile.

Overcoming the pseudo - integration is a long and complex process.
Some of the components that may facilitate a better and a faster social inclusion:
  • Adequate mapping of the social enclaves
  • An objective evaluation of risk factors that have acted and act on the respective social space
  • Identifying the factors that cause pressures and determine the cultural "resistance" and resilience of a certain social habitat
  • Identifying the "cultural dissonance" and axiological dissonance between different categories of people directly involved (inside the enclave) and indirectly responsible (outside the enclave)
  • Identifying available local resources and enabling to act effectively at the level of the social space taken into account
  • Coherent action, both at the level of each group living in the enclave and at the level of the community, preferably with political cooperation
  • Low-cost proposals for actions (projects) initiated and implemented "on the spot" (like teams of street-workers, youth centres, leisure centres, etc ...)
  • The involvement of non-governmental organizations and other institutions in the implementation of short and long term specific and sustainable projects, appropriately financed and suitably logistically supported.

Conclusions.
The enclave-effect appears in most unexpected situations and is determined by a complex of social, political, cultural, financial, non-repetitive contexts. Local factors, conjectural political backgrounds and settings play a decisive role, which gives the phenomenon a local specificity and a distinctive internal dynamics.

The most commonly used exclavisation-strategies include three fundamental components:
- Assessment cultural dissonances
- Identifying ways to diminish axiomatic and cultural incompatibilities (dissonances)
- Structuring and implementation of projects anchored in the realities of a certain cultural space.

But the effectiveness of such interventions is largely dependent on the extent to which the local determinations we have mentioned are taken into account, namely the degree to which the interventions are strictly tailored to "local specificities". Developing programs on general level (macro level) represent in this case not only a difficult and expensive operation but they are sometimes simply superfluous.

The permeability of a system usually decreases in time. The structures are becoming more rigid and they tend to be characterized not only by resistance to changes but also by certain hostility. Early (at the right time) recognition (assessment) of the enclaves (not always easy, especially if the enclaves are unspecific, in which case we might be confronted with resilient "silent minorities") is the precondition for success and reaching exclaves.

Diagram 1 - Identifying social enclaves ("problem areas") of a municipality by sinuses method (social milieus having specific social behavioural patterns).
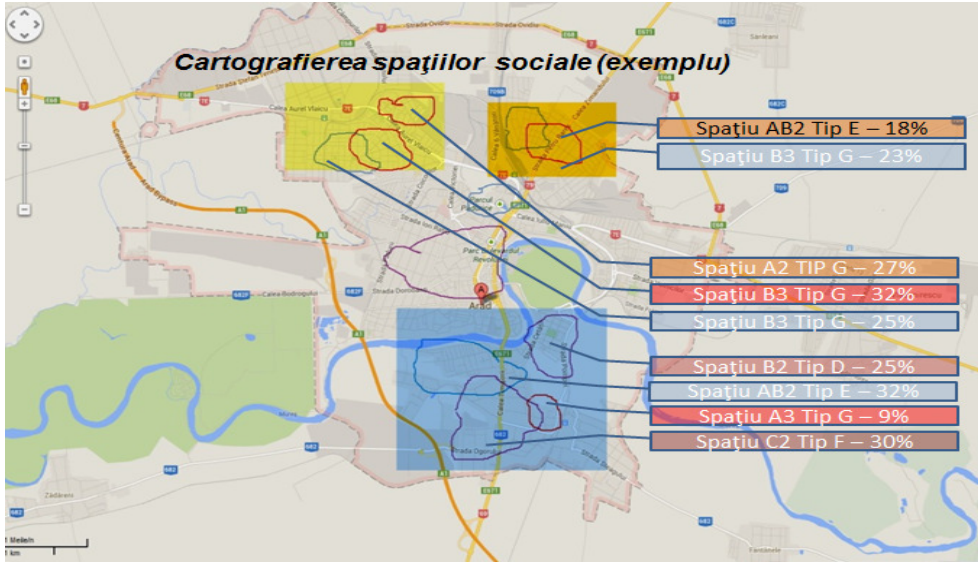
Diagram 2 - Social enclaves. Populations at risk.
The map represents the partial results of the investigation (social cartography) of the school population of two villages with predominantly Roma population in the county of Arad. The red areas show the "peer-risk group" (group A), characterized by absenteeism, deviant group values and oppositional behaviour.