Șerban
Olah

Gabriel
Roșeanu

Simona
Bodogai

Lioara
Coturbaș

(Coordinators)

CURRENT CHALLENGES IN SOCIAL SCIENCES

ȘERBAN GABRIEL SIMONA LIOARA
OLAH ROȘEANU BODOGAI COTURBAȘ

VOLUME COORDINATORS

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Preface

This volume is a collection of articles presented at the international conference "Social Sciences and Contemporary Challenges. 20 years of teaching sociology at the University of Oradea", which was held between 9–10 June 2016 in Oradea, Romania[1].

I was among the first academics that started to teach sociology at the University of Oradea twenty years ago. For me and my colleagues it was not only a conference but also an opportunity to remember good things that have happened in our academic career.

In 1996 we were a small group of people who came here after graduating social sciences specializations at the University of Bucharest and Babes-Bolyai University of Cluj-Napoca to share our knowledge in social sciences to the students in sociology, psychology and social work specializations. There have been 20 wonderful years with a lot of work to do, but many beautiful achievements. We have learned many things from each other but also from our students. We grew up as specialists in social sciences at the University of Oradea, a new university in the Romanian academic landscape after 1989.

We have been honored to have as colleagues during the first years of academic career few distinguished professors from Bucharest and Cluj. I would like to mention just Ilie Bădescu, Cătălin Zamfir, Elena Zamfir and Vasile Dâncu, who are very well known in our country. They are important academics who taught us as students and became our colleagues for more than a decade.

The purpose of this volume is to answer to the main question that inspired our conference: what are the main challenges of social sciences in the present?

During the conference we have had the opportunity to listen many interesting presentations. Few of them have been collected in this volume. I would like to under-line what are in the eyes of the editing team the most significant contributions.

The first article is that of Filomena Maggino and Carolina Faccioni who analyze recent data produced by the Italian National Institute of Statistics. The paper aims to focus on the Italian contribution to the scientific knowledge of the relationship between the well-being of societies (and of humankind as a whole) and the resources of our Planet. The authors try to highlight how the official statistics are useful in

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[1] https://sites.google.com/site/sosciconf2016/

order to understand the current state of eating habits in Italy, both through an analysis in time series of changes that have occurred, and in a gender and generation approach.

In an article entitled "Religious Engagement and Civic Participation in Central and Eastern Europe" Șerban Olah and Gabriel Roșeanu analyze quantitatively the relation between religious engagement and civic participation using a sample of Central and Eastern European countries from the World Value Survey data set. They conclude that the social portrait of the active civic participant in the former socialist societies of the Central and Eastern Europe seems to be according to the research results: "frequent church attender", "male", "higher educated" and "employed".

Focusing on the methods for integration of children with special needs Simona Bodogai presents the Romanian case and tries to identify potential action measures that go beyond integration obstacles (organizational, individual and collective impediments). She concludes that the inclusive culture significantly determines the quality of inclusive organizational environment. In the view of the author an inclusive school promotes an inclusive organizational culture, whose main attributes are: openness, respect and valuing each child, creating a welcoming environment beyond academic aspect, boosting the self-esteem of each pupil, assessing their progress.

Krisztina Bernath and her colleagues present a research from 2014 where they applied a pre-measurement survey based on a self-reporting questionnaire, using a representative sample of pupils from Mureș, Harghita and Covasna counties (Romania). They found that paradoxically, whereas adolescents enjoy smoking or they see it as a way to join a peer group, at the same time, smoking attitudes are accompanied by anxiety and fear and are determined by feelings of curiosity, loneliness and inferiority.

Sorin Mitulescu compares the "future expectations" belonging to two generations of young people: young people living under communist dictatorship in the late 80's and youth who waited 20 years later the country's integration in the political, economic and social Europe. He finds that after 20 years the expectations have become larger, inhibitions and taboos were mostly abandoned. Young people are more critical to the social offer and also have increasingly more own assessment criteria, are better informed and more different from one another.

Sorin Poledna focuses in his article on diary as a creative research method that can be used not only in qualitative research but also in those that use a methodological mix. Description of the challenges raised by this method in research is related with a pilot project which using semi-structured diaries, aimed to compare in several European countries, a day work of a probation practitioner. The author formulates a series of reflections on the potential that diary method has in the field of probation from a double perspective: the one that refers to the benefits of using this method for addressing important and sensitive themes and the other about the potential

benefits of using data from a survey conducted by the diary method to develop solutions that improve probation practice.

Maybe the most important goal of the conference and everybody could see this in the present volume is the dialogue among different fields and points of view in social sciences. There is a continuous and fruitful dialogue between sociologists, political scientists, social workers, economists, psychologists or law specialists.

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Şerban Olah,
PhD Associate Professor
University of Oradea, Romania

List of authors

ALBERT-LŐRINCZ Enikő (e.albert.lorincz@gmail.com; +40 741223589) is a PhD Professor at Babeş-Bolyai University, Cluj-Napoca, Romania.

ALBERT-LŐRINCZ Márton (albertlorincz_marton@yahoo.com) is a PhD Associate Professor at Sapientia – Hungarian University of Transylvania, Târgu Mureş, Romania.

BARNA Katalin (barna.kata@gmail.com) is a PhD student, Babeş-Bolyai University, Cluj-Napoca, Romania.

BERNÁTH Krisztina (krisztina.bernath@emanuel.ro; +40 740786499) is a PhD Lecturer at Emanuel University, Oradea, Romania.

BIŢIŞ Natanael Alexandru (natibitis@gmail.com) has a bachelor degree in Theology and Anthropology. Fields of interest: Social and Cultural anthropology, Anthropology of Religion, Roma studies, Pentecostalism studies, Migration studies. Currently pursuing a MA in Anthropology at Faculty of Sociology and Social Work – University of Bucharest (Romania).

BODOGAI Simona (simonabodogai@yahoo.com) is a PhD Senior Lecturer at University of Oradea (Romania), Department of Sociology and Social Work, where she teaches Methods of Intervention in Social Work; Social Care of the Elderly; Marginalized Categories Organized in Social Economy Structures; Social Policy in the European Union; Prevention Programs and Services and she coordinates groups of students within Practice.Licensed in Social Work and with a PhD in Sociology at University of Bucharest she is a member of an accredited research center (from University of Oradea) and also a member of the main professional associations of social work from Romania.She has published numerous studies and research in social work such as: Aging in Romania: Research and Public Policy (co-author: Stephen J. Cutler, University of Vermont, USA; „The Gerontologist" (2014)54(2):147–152.doi:10.1093/geront/gnt080, Impact Factor 2,772); Abuse of the Elderly. Methods and Techniques of Intervention (in „Family Violence – between Social Perception and Individual Accountability", Rujoiu, 2012); Social Protection of Persons with Disabilities in Romania (in „Journal of International Scientific Publications: Language, Individual &Society", volume 5, Genov, Bulgaria, 2011); The NGOs, social constructors in the domain of occupying the labor force. The case of „Ruhama" Foundation (in Review of research and social intervention, volume 29, 2010, Impact Factor 0,789).

BODOR-ERANUS Eliza (bodor-eranus.eliza@tk.mta.hu; +36 0102246700/433) is a PhD Postdoc Fellow at "Lendület" Research Center for Educational and Network Studies (RECENS), Centre for Social Sciences, Hungarian Academy of Sciences, Hungary.

BOTTYAN Botond Zsolt (bottyan.zsolt@gmail.com) is a PhD Lecturer at University of Oradea (Romania), Department of Sociology and Social Work (sociologist). His field of interests are in sociological epistemology and conflict studies.

CIOARĂ Ionel (ionelcioara@yahoo.com; +40 726705705) is a PhD Senior Lecturer at University of Oradea (Romania), Department of Sociology and Social Work, where he teaches Professional standards of social worker; Ethics applied psychology; Ethics and deontology; Epistemology; Didactics in social sciences and he coordinates groups of students within Practice. Licensed in Philosophy and with a PhD in Philosophy at University Babeş-Bolyai of Cluj-Napoca, he has published numerous studies in ethics, deontology and didactics: Lisbon: The End of Utopia?, Romanian Review on Political Geography, Year XIII, no. 1 / 2011 pages 63–71, ISSN 1454-2749 E-ISSN 2065-1619 (B+); The making of ethical decisions in the psychological practice, Journal of Psychological and Educational Research, vol. 19, issue 1, pages 94–108 (B+); Moral Implications of Sociological Research and Practice. A Plea for Ethics, in Riding the Wave. Social Science curriculum and Teaching in Higher Education in an Age of Crisis (edit. A.Hatos), ISBN 978-973-595–894-7, Presa Universitară Clujeană, 2015, pages 205–222.

CORMOŞ Viorica-Cristina (cristinacormos@yahoo.com; +40 745602188) is a graduate of the Faculty of Philosophy, Department of Social Work with a Master in "Social Management and Community Development" and a PhD in Sociology ("Identity, Collective and Individual Change as a Result of International Migration") at "Alexandru Ioan Cuza" University of Iași. She is currently activating as PhD Lecturer at "Ștefan cel Mare" University of Suceava (Romania), Department of Human and Socio-Political Sciences. Among the most representative publications – the book Migration and Identity, "Stefan cel Mare" University of Suceava Publishing, 2011 and the papers – (1) "Social devide and symbolic violence in the Digital Age" (authors: Oana Lenta, Cristina Cormoş), published in the European Journal of Science and Theology, Vol 10, No. 4. Indexed Scopus by Elsevier Bibliographic Databases, 2014; (2) "Vulnerability and Violence. Social Economy as a form of Social Responsibility" (authors: OanaLenta, Cristina Cormoş), published in the Annals of the "Stefan cel Mare" University of Suceava, Philosophy and Socio-Human Sciences Series, Vol II, 2012; (3) "Social representation of Romanian people abroad and

identity references" – article published in the Annals of the Faculty of Sociology and Psychology, West University, Timisoara (2011).

COTURBAŞ Lioara (lioarac@yahoo.com; +40 722419032) works as a Senior Lecturer at the Faculty of Social Humanistic Sciences, University of Oradea (Romania). She is a graduate of the Faculty of Letters, Philosophy and History within the University of the West in Timişoara (Romania) and she received her PhD in Philology in 2009 from the University of Oradea. Her thesis, entitled Mircea Eliade's Prose under the Terror of History explores the intersection of the political, moral and aesthetical in Mircea Eliade's prose focusing both on the specific experiences of the narrative and on the human universe of fiction, on the details of mundane existence. She has participated in a lot of international conferences and she has published a volume of literary criticism and numerous articles. Her master's studies in the Management of Human Resources also provided topics for a number of papers in the area of social sciences.

FACIONI Carolina (carolina.facioni@istat.it) works at National Institute of Statistics (ISTAT), Rome, Italy.

FITZGERALD Carlton James (EdD, born on February 24, 1949) is a visiting associate professor of education at New England College (NEC) teaching in the online graduate program and hybrid doctoral program. He is the former associate dean of education for NEC. He is teaching leadership courses for teachers and administrators, curriculum design and instructional practices. He also teaches and Introduction of Sociology course for the undergraduate online program. Since 2013 he moved to Oradea, Romania, where he is a guest instructor for the Master program of the Department of Sciences of Education, Faculty of Social and Humanistic Sciences, University of Oradea. Prior to his full time work at the college and university level, Carlton was a school administrator for 24 years.

GÁSPÁRIK Andrea Ildikó (ildikogasparik@gmail.com) is a PhD Lecturer (MD) at University of Medicine and Pharmacy, Târgu Mureş, Romania.

GERGELY, Orsolya (gergelyorsolya@sapientia.siculorum.ro; +40 744667242) is a PhD Lecturer at Sapientia – Hungarian University of Transylvania, Department of Social Sciences, Miercurea Ciuc, Romania. The author is sociologist, faculty member at the Department of Social Sciences, Miercurea Ciuc and also senior researcher at GAC – Regional and Anthropological Research Centre. She is primarily interested in sociology of family and gender studies, but for the last 5 years also member of a research group having in focus the media usage of the teenagers.

HERZOG Bogdan Radu (bogdan.herzog@abaconsulting.ro) is a PhD student at Doctoral School of Romanian Academy/Şcoala de Doctorata Academiei Române (SCOSAAR), Bucharest, Romania (Economical, Social and Juridical Sciences Department/ Departamentul Ştiinţe Economice, Sociale şi Juridice).

KISS Julien-Ferencz (julien.kiss@outlook.com; +40 744139168) is a PhD Associate Lecturer at Department of Educational Sciences, University of Oradea (Romania).

KUBIK Bálint György (kubikbalint@gmail.com; + 36 12246700/329) is a Research Assistant at Institute for Political Science, Centre for Social Sciences, Hungarian Academy of Sciences, Hungary.

LAURIAN FITZGERALD Simona (mmonalaurian@yahoo.co.uk) (PhD, born on February 7, 1974) is an associate professor at the Department of Sciences of Education, Faculty of Social and Humanistic Sciences, University of Oradea (Romania). Her specialty is children's literature, education, and English. She teaches classes in literature, drama in the classroom, cooperative learning, practicum experiences, and the capstone research projects for graduating students at University of Oradea. She teaches each student to develop and implement curriculum, lesson plans and assessment strategies. She incorporates strategies that instill cooperative learning techniques into the repertoire of students. Simona taught a number of online classes for the NEC graduate program and is teaching in a weekend hybrid program at the University of Oradea.

LENŢA Oana Elena (oanalenta@yahoo.com; +40 7560756) holds a Bachelor degree in Psychology, a Master's in Social Auditing and she is currently a PhD candidate in Moral Philosophy at "Ştefan cel Mare" University of Suceava. She works as research assistant at "Stefan cel Mare" University of Suceava (Romania), Department of Human, Social and Political Sciences, where she also leads various seminars. Her publications include in the last years about 30 scholarly articles as author or co-author published in journals in the field, collective volumes in Romania or abroad. From the approached subject matters and topics of interest we name but a few, such as the ethics of nonviolence, new models in educating social actors to prevent abuse of vulnerable groups, human development, deviant behaviour, the impact of new technologies in education etc..

MAGGINO Filomena (filomena.maggino@unifi.it) is a PhD Associate Professor at University of Florence, Department of Statistics, Florence, Italy.

MÂNDRU Claudia (born on February 11, 1994) is a readiness class teacher graduating from University of Oradea, Preschool and Primary Education, Department of Sciences of Education, Faculty of Social and Humanistic Sciences (Romania). She graduated

in July 2016. She is presently enrolled in a master program of University of Oradea that focuses on special education. Claudia loves music, literature, musical instruments and improvisation.

MIHĂILĂ Oana (omihaila@uoradea.ro) is a PhD Lecturer at University of Oradea (Romania), Faculty of Law, Department of Juridical and Administrative Sciences.

MITULESCU Sorin (s.mitulescu@ise.ro, +40 740251463) is a Senior Researcher under Institute of Education Sciences and Associate Professor under the University of South East Europe – Lumina, PhD in sociology at Bucharest University from 1999. He coordinated several research projects in the field of youth studies: youth services and programs, needs and aspirations of young people, disadvantaged youth, youth subcultures, mobility. He is correspondent on the national youth policy for the Council of Europe and the European Commission and part of the European network of youth policy. Author of several works on youth and education sociology, research methods, political anthropology; last book published: Sorin Mitulescu (coordinator), School violence: research, policy, recommendations. A European project, Publisher AFIR, 2016.

MUNTEAN Loredana (lmuntean@uoradea.ro) is a lecturer at the University of Oradea (Romania), Faculty of Social and Humanistic Sciences, the Department of Sciences of Education. Presently she is teaching the following courses: Music – Choir I and II and Musical Education and Didactics of Music. She earned her PhD in music in 2012. Her doctoral study was titled Real and Virtual in Musical Education and was coordinated by full professor Constantin RIPA PhD, at the Music Academy "Gheorghe Dima" in Cluj-Napoca. She has published the following volumes: Music in Today's School and The New Technologies in Musical Education (MediaMusica Publishing House, Cluj-Napoca, 2013).

OLAH Șerban (serbanolah@gmail.com; +40 740211551) is a PhD Associate Professor at University of Oradea, Department of Sociology and Social Work (University Street, no. 1, Romania, Postal Code 410087).

ONICAȘ Adrian (adionicas@gmail.com; +40 770688916) studies Clinical Psychology, Psychological Counseling and Psychotherapy (MA) at Babes-Bolyai University, Faculty of Psychology and Educational Sciences, Department of Clinical Psychology and Psychotherapy, Cluj-Napoca, Romania. He also assists research at the International Institute for the Advanced Studies of Psychotherapy and Applied Mental Health in Cluj-Napoca. His current research focuses on attention and memory processing, and brain reward processing in affective dysregulation, such as depressive and manic symptoms.

PÁPAY Boróka (papay.boroka@tk.mta.hu; + 36 12246700/454) is a Junior Research Fellow at "Lendület" Research Center for Educational and Network Studies (RECENS), Centre for Social Sciences, Hungarian Academy of Sciences, Hungary.

PAULIK Edit (paulik.edit@med.u-szeged.hu) is a PhD Professor at University of Szeged, Szeged, Hungary.

POLEDNA Sorina (polednas@yahoo.com; +40 264424674) is PhD Associate Professor at the Babeş-Bolyai University Cluj-Napoca, Faculty of Sociology and Social Work, teaching subjects such as social work methods, social work with offenders, probation and offenders reintegration. Her main research interests include probation supervison, impact of detention, prisoner resettlement and rehabilitation, and juvenile delinquency. She is the director of master's programme "Asistenţa social în spaţiul justiţiei. Probaţiune şi Mediere".

RĂCĂŞAN (ONICAŞ) Raluca (raluca_onicas@yahoo.com; +40 740229399) is a PhD Lecturer at University of Oradea (Romania), Faculty of Social-Humanistic Sciences, Department of Educational Sciences, licensed in Educational sciences (Special psychopedagogy) and with a PhD in Psychology at Babes-Bolyai University, Cluj-Napoca. She teaches mainly disciplines in the area of special psychopedagogy, such as Fundamentals of special psychopedagogy, Psychopedagogy of the visually impairedor Methodology of education and instruction of the visually impairedand has published a series of works concerning the issue of participation in the context of vision impairment.

ROŞEANU Gabriel (gabiroseanu@gmail.com; +40 770677182) is a PhD Lecturer at University of Oradea, Department of Psychology (University Street, no. 1, Romania, Postal Code 410087).

ROTARU Ileana (ileanarotaru@mediapedagogy.eu) is Associate Professor Dr. of Tibiscus University in Timişoara, Romania. In 2010, she graduated her PhD in Sociology (National School of Political Studies and Public Administration, Bucharest). Her researches are focused on the trans-disciplinary fields of communication science (media impact on children and youth), sociology (virtual communities and cultural identity in multiethnic social environments) and education science (non-formal education, lifelong professional training for teachers). Her publications include a wide number of scientific articles and books. Some of the famous books are: Virtual Communication (2014, Peter Lang, Frankfurt am Main), Iniţiere în jurnalismul şcolar [An Introduction to School Journalism] (first author, 2012, Editura Didactică & Pedagogică, Bucharest). Her latest article (2016) focused on The role of media in structuring the social representations of Romanian immigrants in Germany, Journal

of Media Research vol. 9, issue 1[24]/ 2016, pp. 99–120. She is also one of the members of the scientific comities of World Conference on Psychology, Counseling and Guidance (2010 – 2014) and Media & Learning (2010–2014). Since 2011, she is a member of ECREA (European Communication Research and Education Association).

SIMU Mona (monasimu@yahoo.com) is a researcher at Quality of Life Research Institute / Institutul de Cercetare a CalitățiiVieții (ICCV), Romania.

SZABÓ Béla (szabobela@yahoo.com) is a PhD Assistant Professor at Babeş-Bolyai University, Cluj-Napoca, Romania.

SZAKACS Adrian (szakacsad@gmail.com; +40 727895951) currently works as museologist at the Arts Museum of Timisoara and is PhD candidate in history at the West University of Timişoara (Romania). He is Bachelor of History from the Faculty of Letters, History and Theology, West University of Timisoara and he has a Master`s Degree in Cultural Anthropology – Faculty of Sociology and Psychology, West University of Timişoara.

TATARU Viorica (viotataru2009@yahoo.com; +40 770297867) is a Legal Adviser at Bihor County Prefect Institution.

ȚICHINDELEAN Marioara (tmsib@yahoo.com) is a PhD Associate Professor at Law Faculty, Lucian Blaga University of Sibiu, holder of the Labour and Social Security Law teaching line.

TIMOFTE Claudia Simona (clau_timofte@yahoo.com; +40 742926251) is a PhD Lecturer at University of Oradea (Romania), Faculty of Law. After graduating college, she got a scholarship of the Government of France – Gustave Eiffel for attending in the period 2001–2002 the Master in "Specialist d'Europe Centrale et Orientale" at the Faculty of Law of the University of Champagne-Ardenne, Reims, France. In the period September 2002 – February 2003 she is a bursar of the European Parliament in Luxembourg. In 2009, she obtained a PhD in sciences, political philosophy of the Babes-Bolyai University, Cluj-Napoca – The democratization of decision-making in the European Union's institutional system, coordinated by prof. Dr. Liviu Petru Zăpârțan. She is an associate member of the Professional Association College of Legal Advisers Bihor. Since June 2012 until now she has occupied the position of Head Chanceryof the Prefect Institution Bihor County.

TŐKÉS Gyöngyvér Erika (gyongyvert@ms.sapientia.ro) is a Lecturer at Sapientia University, Department of Applied Social Sciences (40112 Cluj-Napoca, Matei Corvin 4, Romania).

VESA Adina (vesa.adina@yahoo.com) is a lecturer at the University of Oradea (Romania), Faculty of Social and Humanistic Sciences, the Department of Sciences of Education. Presently she is teaching the following courses: Didactics of Arts and Didactics of Crafts. She earned her PhD in arts in 2012. Her doctoral study was titled Mirror, Reality and Illusion and was coordinated by full professor Aurel CHIRIAC PhD, at Western University in Timisoara. The domain of her study was Plastic and Decorative Arts.

VLAŞIN Ioan (vlasin@gmail.com, +40 73131600) is a PhD candidate at Technical University of Cluj-Napoca, Romania.

The complex relationship between wellbeing and resources: the Italian studies contribution

Filomena MAGGINO, Carolina FACIONI

Abstract

The work aims to focus on the Italian contribution to the scientific knowledge of the relationship between the well-being of societies (and of humankind as a whole) and the resources of our Planet. A relationship that's complex, because it involves and interconnects different systems: not only the resources themselves (e.g., food reserves), but also human behaviors, cultural and historical elements, and so on: e.g., how food styles can influence the life of our Planet? The Italian contribution will be analyzed both highlighting the historical role of some Italian personalities who promoted this specific research area (in a Futures Studies approach), and also highlighting what is now happening in Italy. Indeed, there are important Italian Institutions, like the Italian National Institute of Statistics, as well as Scientific Associations, like AIQUAV, the Italian Association for Quality-of-Life Studies, who play a significant role in the exploration of the topic, and in the dissemination of knowledge about this. Some recent data produced by the National Institute of Statistics will be used to highlight how the official statistics are useful to understand the current state of eating habits in Italy, both through analysis in time series of changes that have occurred, and in a gender and generation approach.

Keywords: Wellbeing, Futures Studies, ISTAT, AIQUAV, Social Indicators.

Introduction[1]

Assessing measures and indicators and identifying the determinants of wellbeing remain a pure descriptive exercise if they do not support people at different levels (starting from policy makers) in taking decisions about the lives at individual and community levelin an informed way, aware of the consequences of those decisions. This is particularly true in times of big changes and great challenges, like ours, in which it is – andwill be more and more – importantto promote a wellbeing which

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[1] The paper should be considered the result of a shared and common work of the authors. However, the Introduction and Par. 3.2 should be attributed to Filomena Maggino, while Chapters 1, 2, and Par. 3.1 are to be attributed to Carolina Facioni. The views expressed in the paper do not necessarily reflect those of the respective institutions of the authors.

should not be at the expenses of other groups of territories (fairness of wellbeing) but also at the expensesof the our future lives and those of future generations.

This requires that quality-of-life studies should cross other research perspectives like that related to sustainability by exploring the sustainability of wellbeing, one of the most intriguing and difficult issues to study in the field of quality-of-life studies.

From the methodological point of view, this perspective requires the adoption of analytical instruments and approaches able to pictures the complex relationships among observed phenomena and sketching possible futures.

As we know, one of the instruments used in order to design potential future states is studying trends, in order to observe possible and meaningful changes.

Observing and interpreting changes through observed data in a complex system is far from being easy. That is because the logical approach underlying the traditional inferential statistics reveals its limits. The difficulties are related to: (i) shapes of relationships between different aspects of the phenomenon, which can be linear and non-linear; (ii) dimensionality of phenomenon, not always interpretable; (iii) causality, which could be direct, indirect or circular; (iv) entity of change, which implies the idea that also small change can have great impact; (v) the perspective of observation, which can be internal or external and local or global.

In order to overcome those limits, a different approach is needed, able to manage the concept of change and its observation, in the perspective of picturing and sketching the future.

In order to define possible future scenarios, modeling the available knowledge (theoretical and/or practical) around the phenomenon in the right and correct way represents a crucial issue. This is particularly true when adopting measuring change as the logical perspective allowing and supporting the forecasting exercise to be pursued.

The different approach should be also related to the idea that the forecast of an observed phenomenon can be defined by more than one "future". In other words, forecasts based upon observation of changes are something related to decision and not to something deterministic.

In the first paragraph, we retrace the conceptual framework behind most of the statistical forecasting exercises in Italy. It had to be emphasized that many of the Italian Future Studies reference theories and theorists should be better known in the Italian scientific context itself.In the second paragraph, we show an example of how official statistics can provide essential elements to understand social changes, and consequently to suggest ways to improve sketching *possible futures*. In particular, how the official data related to the Body Mass Index distribution in Italy can provide many important elements of reflection on a seemingly fartopic, which is the consumption

of the planet's resources. It's a very good example of how social indicators from official statistics can work in a very useful way together with Futures Studies and quality-of-life studies.

1. The conceptual framework in Italy

It is widely believed that the debate on natural resources started in the Sixties of the 20th century, and that it had taken hold because of the dissemination of ecological issues. However, it began long before, and this is not such a well-known topic, even in the context of the scientific community. In Italy, the reflection on the available resources can be placed in the early 20th century. The precursor studies are due to Giorgio Mortara, an economist and statistician at the University "Bocconi" of Milan. He published 16 volumes of "Economic Perspectives" from 1921 to 1937. Unfortunately, he had to interrupt the publication of these studies because of the "racial laws" imposed by the fascist regime in 1938. He was forced to abandon university teaching in Italy, so he left Italy, and lived abroad for a long time. Therefore, we can say that in Italy the first time series relating to natural resources may well be placed in the years 1921–1936, thanks to Mortara's studies.

In the wake of Mortara teachings fits the contribution of Giorgio Nebbia, who nowadays is a Professor Emeritus at the University of Bari, where he was professor of Commodities. Nebbia's many papers were – and still are – dealing with the topics which nowadays are currently at the center of the debate on environment. In particular, it is worth highlighting the importance of his article "Ilmondo ha sete" (tr.: "The world is thirsty"), which was published in the journal *Futuribili* in 1968. Nowadays, the risks associated with the possible decrease of the drinking water in the world are known, as it is widely understood that no one should waste water. In 1968, that the drinking water resource in the world could take serious risks was almost unbelievable. In the same years, he published also "Risorse per ilfuturo" (tr.: "Resources for the future") (Nebbia, 1968) and "Il futuro del nostropianeta" (tr.: "The future of our planet") (Nebbia, 1969).

It's clear that, in Italy, the discourse on the environment and its resources starts as directly linked with the Futures Studies issues. So, the role of the journal *Futuribili* in the Italian conceptual framework was fundamental. The journal was founded by Pietro Ferraro, abusinessman from Venice who was very sensitive to the issue of the future. In France, he was fascinated by the theories of Bertrand de Jouvenel (De Jouvenel, 1964). In the wake of the French magazine *Futuribles*, the French journal directed by De Jouvenel himself, in 1967 Ferraro founded the journal *Futuribili* in Rome. Ferraro directed it until his death, in 1974, and also wrote a very important

essay, "La costruzione del futuro come impegno morale" (tr.:"Building the future as an ethical obligation") in 1973.

The world of the industrial managers had a great influence for the development of Italian Futures Studies. In particular, the influence of Aurelio Peccei, the FIAT manager, was very important. His friendship with Julian Huxley, founder of the WWF, made him sensitive to the issue environmentalist, a topic he faced in a very specific *systemic approach*. As he says himself in his work "The Chasm Ahead" (Peccei, 1976):

> *"Since man has opened the Pandora's box of new technologies, which escaped out of his hands, any change anywhere affects almost everywhere. Dynamics, speed, effort and complexity of our artificial world have orders of magnitude without comparison in the past, and the same applies to our problems. These, today, are at the same time psychological, social, economic, political and technical, and cannot therefore be dealt with and resolved one at a time, because they interfere and interact with one another, each having roots and ramifications intricate in all others".*

Peccei used his worldwide social network to try to solve environmental problems, which he felt very urgent. Together with Alexander King and others, he co-founded the Club of Rome, which published in 1972 the maybe most debated scientific report in the science history: "The Limits to Growth" (Meadows et al., 1972), a pessimistic scientific research on the decline of the Earth's resources – andhow to remedy it – thatstill arouses fierce discussion all over the world. In particular Giorgio Nebbia and Eleonora Barbieri Masini brought the environmental debate in the Italian academic context. However, the Italian contribution is nowadays more known abroad than in Italy. The cause of this lack of knowledge in Italy of such an important contribution could perhaps be attributed to the "international vocation" of Italian Futures Studies' researchers.
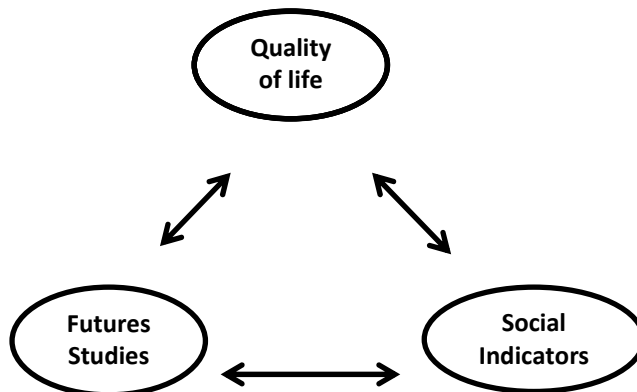
Figure 1. *Complexity at work: the influence and mutual interaction between Future Studies, Social Indicators Research, and Quality-of-Life Studies*

Although the Italian contribution to the environmental debate on planet resources is often more known abroad than in Italy, it was not completely forgotten. Indeed, in these last years the interest on the subject seems to have grown up again. In particular, it's clear that Futures Studies can be linked in a dynamic approach (Fig. 1) with Quality-of-Life studies and Social Indicators Research (Maggino and Facioni, 2015). Nowadays, in Italy there are important Italian Institutions, like the Italian National Institute of Statistics, as well as Scientific Associations, like AIQUAV, the Italian Association for Quality-of-Life Studies, who play a significant role in the exploration of the topic, and in the dissemination of knowledge about.

2. Can official data help? An example from the context of eating habits of Italians data

Can official statistical data help in exploring how a correct use of earth resources can play a role in re-designing the future, and can they help people to live better? Indeed, official data are very effective in suggesting elements to improve the social context. They help the policy makers to better understand what the real social needs are; which contexts require anurgent change; what are the emerging social criticalities. Sometimes, even what is going well and does not require any intervention. Only official data related to the social context can reliably describe the behavior of the citizens. A basic principle of Futures Studies is that the future is not just one, but there are many different possibilities (Barbieri Masini, 1993; 2000; 2011). That there be realized a possibility rather than another can largely depend on the behaviors that people implement in the present time. So, through the change of the wrong habits may perhaps pass the change in society – and official data can show very well both good and bad habits of people. Talking about resources related to social behaviors, it is inevitable to talk about food – and of eating habits related to it. The Italian data from the Italian National Institute of Statistics (ISTAT) related to the Italians' eating habits – and their direct consequence, the Body Mass Index (BMI) – are certainly very interesting. Let's examine the time series of BMI distribution; the data have been collected by the Multipurpose Survey on Citizens' Everyday Life (Fig. 2):

In general, the results seem to illustrate a good BMI condition in Italy. In 2015, about half of the adult Italian population (about 26 million individuals) is normal weight. The data related to all categories seem to remain stable over time: in 2015, more than 17 millions of people aged 18 and over were overweight – that's about 1/3 of Italian adult population – and obese adult individuals were about 5 millions. Focusing the discussion on the context of obesity in Italy, we can notice that women

and men context are very different during the years, and women's percentages are sensibly more stable than men's (Fig.3).
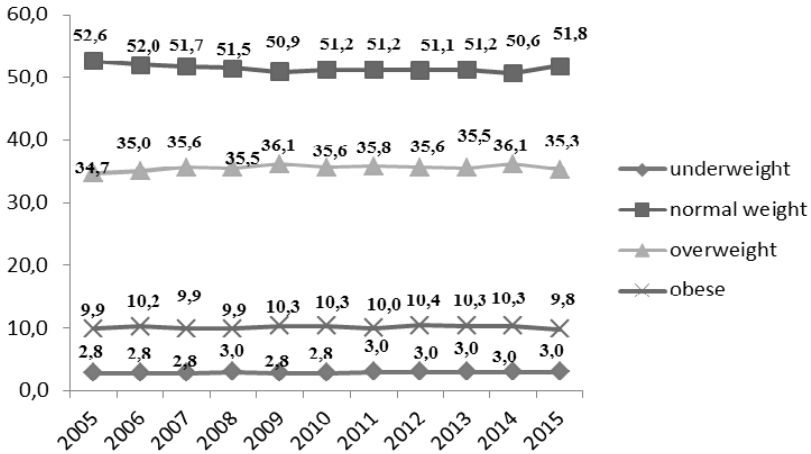
Figure 2. *Individuals aged 18 years and over per year*
and Body Mass Index aggregated distribution
Source: data processed from ISTATdata warehouse
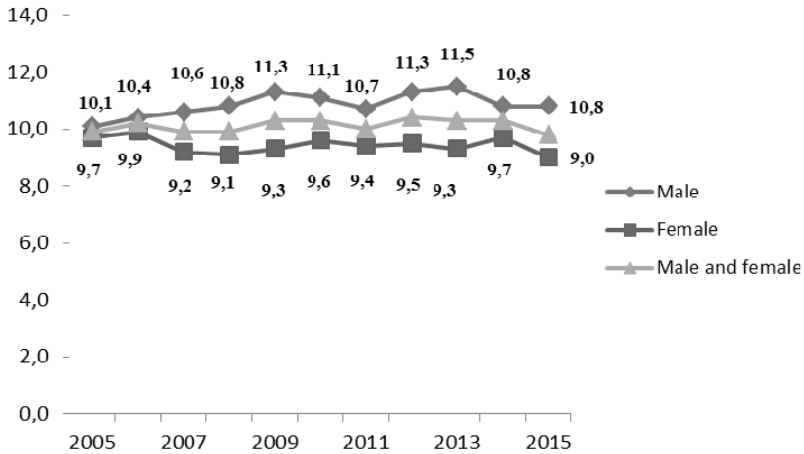
Figure 3. *Time series of adult obese individuals*
per sex (percentage on 100 adult individuals)
Source: data processed from ISTAT data warehouse

The difference is much more pronounced when considering underweight people: in 2015, underweight men were 173,000 (0.7%), while underweight women were 1,354,000 (5.2%). Most of normal weight people in Italy are women: in 2015, they were 15,309,000, while normal weight men were 10,757,000. We can say that problems

with weight are gender issues. So, a possible solution should be developed (also) considering a gender approach. For example, the role of mothers in the household seem to be very important, considering adult children aged 18–25 who were still living in the family of origin in 2015 (Fig. 4).
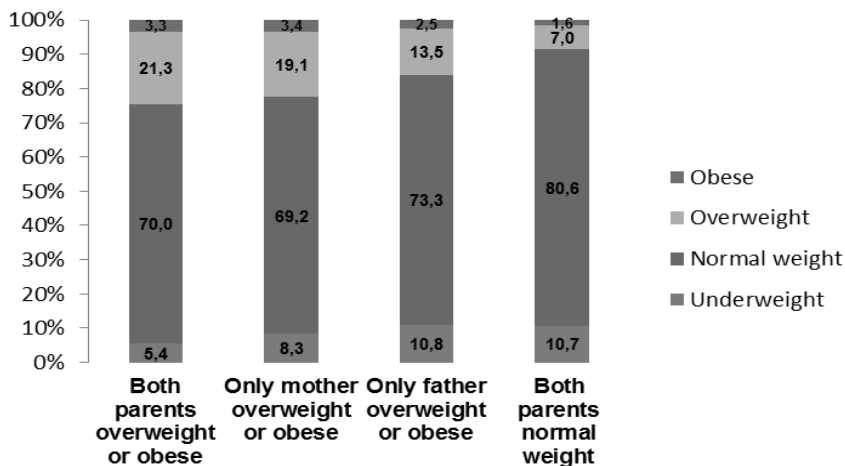
Figure 4. *BMI aggregated distribution of adult children living with their parents – year 2015 (percentage on 100 adult individuals)*
Source: data processed from ISTATdata warehouse
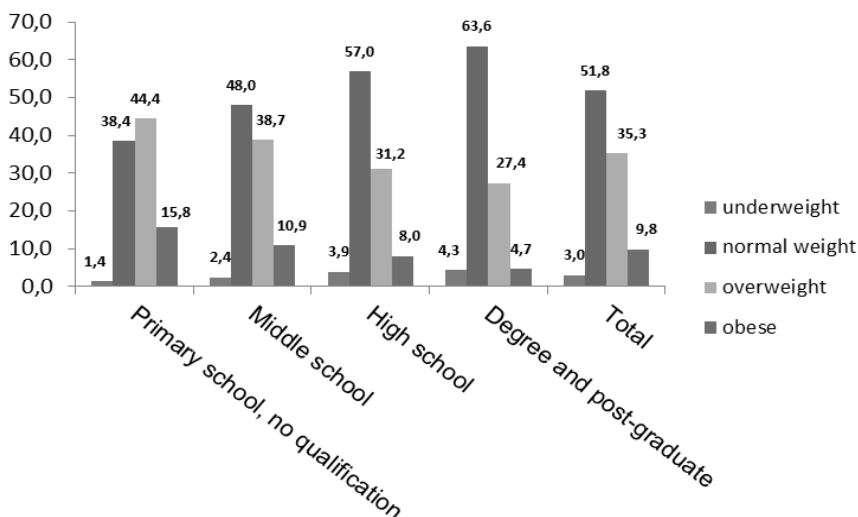
Figure 5. *BMI aggregated distribution per level of education – year 2015 (percentage on 100 adult individuals)*
Source: data processing from ISTATdata warehouse

We also have to stress that weight distribution in Italian population seems to be mainly associated with the level of education. So, women can have a great part in the solution, but education matters (Fig. 5).

3. Between methodological optimism and methodological caution: a double conclusion

3.1. Good news: it's possible to use official data in a Futures Studies approach

Talking about such an important topic as the use of the planet's resources, it may seem strange that there have been used so very few indicators – in particular, only the official BMI aggregated data in Italy. The reasons for a choice of this kind are mainly two. First, the need to reconcile the space here granted with the in-depth coverage of at least one aspect of a very complex subject. Secondly, the intention to communicate the potential of official statistics in suggesting topics, problems and solutions that go beyond the data collected themselves.

What do these data suggest to us? What do the many percentages related to the BMI indicator mean? It's clear that most of Italian people eat correctly – more than half of the adult population. However, a segment of Italian population has overweight problems, and a relatively smaller percentage is obese. Indeed, we can assume that the development of policies aimed at a proper nutrition education can have an impact both at present time and in the future. At the same time, these policies affect both the issue of sustainability and the quality of life. How can they do? First of all, to eliminate the problems related to overweight and obesity not only improve the quality of life of citizens in the present time, but it helps to prevent the incidence of serious diseases in the long term. This means drastically reducing the social costs connected to particular diseases, improving the present and the future of not only the life of individual citizens, but of the society as a whole.

However, educating Italian overweight and obese people to eat better means supporting the adoption of the Mediterranean diet, which is currently considered as one of the healthiest and balanced diet in the world. Such a diet will lead to a higher consumption of fruits and vegetables, and at the same time lower meat consumption. One aspect that necessarily has positive fallout on the environment. In this sense, the data presented evidence how helping a change in individuals' behaviors means also to give a great help for a better future of the Planet.

3.2. Bad news: it is very difficult not to take risks by drawing scenarios

However, many issues make the forecasting exercise very difficult to manage especially in complex contexts like those describing quality of life and wellbeing, which require different levels to be considered (individual, community, environmental). Among those difficult issues, it should be considered that, according to the classic scientific explanation, the result of any prevision can be: (i) assessed and explained only ex post, and (ii) influenced by the prevision in itself.

Credibility and success of predictions depend upon the capacity of identifying the elements characterizing a certain reality and allowing its complexity to be modeled.

Actually, the level of knowledge and complexity of the reality may cause any effort in formulating credible predictions to be fruitless and useless. By thinking at quality of life and the use of the change logic, the elements, which can undermine credible and useful predictions, are overestimating the change in terms of tendencies, cadences and trends,underestimating the impact that any change can have on the reality,overestimating past experiences,the presence of complex causal systems,the presence of particular elements which cannot be exportable and projectable.

That is because in order to face the delicate topic of prediction, it is necessary to identify different approaches that, realistically, are not strictly aimed at forecasting but allow multiple possible futures to be obtained by applying an iterative process and involving different experts' opinions.

In particular, to overcome the limits of the traditional approaches to prediction, it could be useful to adopt alternative approaches like "scenarios analysis"[2] which is particularly useful in the presence, like it happens in the quality-of-life field, of: (i) phenomena with high levels of complexity and uncertainty (ii) events with low possibility but big impacts, and (iii) context related to different views and opinions (policy level).

However, the risk in adopting alternative approaches is to launch in defining scenarios, which turn out to be less plausible than utopian, yielded by wishes and attracting images.

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[2] Generally, the scenario analysis considers the following stages: (i) identifying critical and external factors (social, technological, economic, environmental, and political); (ii) identifying alternative futures (forecasts); (iii) developing strategies (decisions). The first stage represents the crucial step in defining admissible scenarios.

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Religious engagement and civic participation in Central and Eastern Europe

Şerban OLAH, Gabriel ROŞEANU

Abstract

In this paper the authors analyze the relation between religious engagement and civic participation using a sample of Central and Eastern former socialist countries from the World Value Survey data set. In the first part the authors examine the scientific literature of the field. In the second part they analyze statistically the data set using One-Way ANOVA and a Binary and Ordered Categorical Regression model. The last part is dedicated to conclusions.

Keywords: religious engagement, civic participation, former socialist countries, World Value Survey.

Introduction

The post-communist societies of Central Eastern Europe have a high degree of variability from the point of view of traditional religious culture. There are countries with strong Catholic tradition such as Poland, Slovakia and Lithuania, traditional protestant societies as Eastern Germany and Estonia and mainly Orthodox countries as Romania, Russia, Bulgaria, Belarus and Ukraine.

Romania is not among European countries with a strong attendance such as Malta, Poland, Ireland and Italy. In 2000, inRomania 46% persons declared they go to church every month. But if we take in consideration only the Orthodox countries, Romania has the highest percentage, overcoming Greece which was not affected by communism. Romania has the highest increase of religious practice in Europe in the decade after the fall of communism. The variation between 1993 and 1999 was 15 % (Voicu, 2007).

Poland is one of the first places in Europe regarding religiosity, but also regarding the influence of Church in public and political life. The Catholic Polish Church was a place of public debates of political problems even during Socialism.

Ukraine, together with Hungary, Belarus, Russia, the Baltic countries and Czech Republic seem to be close to the northern Europe countries regarding secularization.

The associationism is low in all Eastern Europe, and Romania, Slovenia, Poland, Russia and Ukraine are not exceptions.Social Capital levels, especially regarding trust and participation in voluntary organizations, are reported to be lower in countries that spend less on welfare, have a higher level of wealth or affluence and have a lower degree of religiosity among the population (Van Oorschot et al., 2006). Social spending is much less in the former communist countries of Central and Eastern Europe than in Western European countries.

If we take the participation in associations except the political, religious and union one, 6% from the rural Romanians and 14% from the urban Romanians declared in 1999 that are members of such organizations. Even if the religious associations are included, the percentages in the rural increased to 9% and in the urban increased to 16%. Following the data from 2008 round of the European Value Survey 23% adult Romanians were members in at least one voluntary association when the Europe's population's mean was 36 % (the highest rate – 93% was in Denmark).

The purpose of our paper is the secondary analysis of the data from few former socialist societies such as Romania, Russia, Poland, Slovenia and Ukraine focusing on 2005–2006 and 2011–2012 waves of World Value Survey. We have to add that World Value Survey is an international survey that includes a large number of American, African, Asian and European countries and is repeated every nine years.

We also have to say that the countries included in our study have had different socialist trajectories. If Slovenia was the most economically advanced part of the former Yugoslavia (which was an independent federal republic of the Eastern Europe) and Russia and Ukraine have been parts of the Soviet Union, Poland and Romania have had different stories. Poland was occupied by Soviet Army until 1989 but Catholic Church and the independent union "Solidarnosc" (the Solidarity) played an important role in the anti-communist fight. Romania was part of the Warsaw Treatise until 1989 but since 1965 when Nicolae Ceausescu came to power the country played an independent role among the republics of the former Soviet Block.

We consider that their socialist past had a lot of consequences in their post-socialist socio-economic transformation.

The scientific literature on the relation between religious engagement and civic participation

Maybe one of the first authors who created a real debate on the topic we analyze is Robert Putnam one of the most prominent and most quoted social scientists in the last three decades.

According to Robert Putnam (2000), voluntary religious organizations play an important role in establishing social capital in society, both through social involvement that often follows with membership of these types of organizations, and, not least because participation in such organizations contributes to establishing a generalized trust among people. It can be noticed that Putnam, from publishing Making Democracy Work (1993) to Bowling Alone (2000) has partially changed his view on the significance of religious involvement. In the former study (the analysis of Italian political reform from 1970–1990) he concludes that "civic community is a secular community" (Putnam, 1993:109), while in the latter (a study of USA on the micro-level) he concludes that "religious involvement is a crucial dimension on civic engagement" (Putnam, 2000:69). In another study entitled "The Social Capital Community Benchmark Study" he asserts that "religious communities embody one of the most important sources of social capital and concern for community in America" (Putnam et al., 2009:3).

That Putnam has different opinions in his two books concerning the linkage religious participation and civic engagement is due to the strongly hierarchical nature of the Catholic Church as institution, which is hence less capable of creating horizontal bonds between members. Putnam says about the Catholic Church that "Membership in hierarchically ordered organizations (like Mafia and the Catholic Church) should be negatively associated with good government; in Italy, at least, the most devoted churchgoers are at the least civic minded" (Putnam, 1993:175f). Yet with the USA as the focal point, the picture looks quite different. Here the conclusion is that "Churches provide an important incubator for civic skills, civic norms, community interests and civic recruitment (Putnam, 2000:66). Putnam emphasizes that it is not possible to say that church attendance per se produces social capital. The causal direction can just easily be reversed (see also Norris and Inglehart, 2004: Ch.8). Nevertheless he assures us that "religious people are unusually active social capitalists".

Attendance of church is the most common used measure at religious participation and research typically shows positive, significant role for religious attendance on civic engagement (Beckker and Dhingra, 2001; Ruiter and De Graaf, 2006; Wuthnow, 2002) and political participation (Wald et al., 2005).

However, on occasion religious attendance is found unrelated (Park and Smith, 2000, Verba et al., 1995) or even negatively related to volunteering and political participation (Driskell at al., 2008). In their article published in 2008, Driskell, Lyon and Embry showed that in the USA context "while several religion traditions are positively related to civic engagement, being an Evangelical Protestant or Black Protestant is negatively related" (Driskell, Lyon, Embry, 2008: 578). Their results also indicate that religious attendance reduces overall civic engagement, while other types of religious participation increase civic engagement.

Analyzing the relation between church attendance and social capital based on a Norwegian Data Set from 2001, Stromsnes shows that" religion involvement is positively associated with political engagement, social trust and tolerance. It also emerges that membership of religious voluntary organizations has no effect on social trust and tolerance of other groups in society" (Stromsnes, 2008: 478).

The methodology of the research analysis

Our research started from three questions. First question is "What is the relationship between church attendance and social participation in the former communist societies of Central and Eastern Europe?" The second one is „What is the relationship between religious denomination and social participation in the Central and Eastern Europe societies?" And the third one: "Is there any effect of economic crisis over these variables in Central and Eastern Europe societies?"

We have three hypotheses in our study:

➢ H1: There is a positive association between religious participation and civic engagement in Central and Eastern former communist societies.

➢ H2: Protestants participate in a higher degree in civic organizations in comparison with the Catholics in Central and Eastern Europe.

➢ H3: Roman-Catholics participate in a higher degree in civic organizations in comparison with the Orthodox in Central and Eastern Europe.

The method we employed in this study is the secondary analysis of data from Romania, Russia, Poland, Slovenia and Ukraine focusing on 2005–2006 and 2011–2012 waves of the World Value Survey. We used two methods of statistical analysis, the One-Way ANOVA and a Binary Logistic Regression model where the dependent variable is dummy civic engagement and the independent variables are employed, higher educated, male, Catholic, Orthodox, Protestant, more than one time a week, one time a week, one time a month, only for holy days, one time a year, less than one time a year (dummy variables).

If we look in the table nr.1 to the frequencies of religious engagement and civic participation in the countries included in our sample, we can see that between the two waves of the World Value Survey these phenomena had an interesting variability. For instance, in Romania and Poland the attending of religious service decreased when active participation in civic organizations increased. In Slovenia both religious service attendance and civic participation decreased but in Ukraine and Russia religious service attendance increased and active civic participation decreased. How could we interpret these findings? Probably the Polish and Romanian cases could be explained through European funding projects in the field of civil society when the Russian

and Ukrainian cases could be explained by the opposite through the lack of these European projects. With Slovenia there is a different story and we could not find any explanation. Slovenia is still the most economically advanced society of Eastern Europe but this could not explain the decreasing of active civic participation.

Table 1. *Attendance of religious service*
and active civic participation in the former socialist societies

country	Attending of religious service	Active participation in civic organizations
Romania (2005–2012)	↓	↑
Poland (2005–2012)	↓	↑
Slovenia (2005–2011)	↓	↓
Russia (2006–2011)	↑	↓
Ukraine (2006–2011)	↑	↓

Source: authors' calculations

Table 2. *One-Way ANOVA*
Religious Participation and Civic Engagement 2005–2006 samples

country	F	Sig
Russia, 2006	5.012	<0.01
Slovenia, 2005	4.779	<0.01
Ukraine, 2006	4.248	<0.01
Romania, 2005	3.95	<0.01
Poland, 2005	0.78	0.584

Source: authors' calculations

If we look to the table nr.2 there can be noticed that in the round of surveys from 2005 and 2006 the relationship between religious participation and civic engagement is significant in Russia, Slovenia, Ukraine and Romania but not in Poland, the highest F coefficient is in Russia (the highest association) and the lowest in Romania.

Running One-Way-ANOVA for the round of 2011–2012 the association between religious participation and civic engagement is significant in Russia, Slovenia and Ukraine but not in the cases of Romania and Poland. In comparison with the round of 2005 and 2006 the F coefficient increased only in Russia and Ukraine. As it could be noticed the One-Way ANOVA is a good statistical method to understand the relation we examine in the case of each country from our sample and also to understand if the strength of this relation increased or decreased.

Table 3. *One-Way ANOVA*
Religious participation and civic engagement 2011–2012 samples

country	F	Sig
Russia, 2011	11.676↗	<0.01
Slovenia, 2011	1.142	0.336
Ukraine, 2011	5.344↗	<0.01
Romania, 2012	0.976	0.44
Poland, 2012	0.329	0.92

Source: authors' calculations

In the next table (table nr.4) we present the output of a binary and ordered categorical regression model corresponding to the 2005–2006 round of World Value Survey. Except with "attending one time a month" and "attending one time a year" all others estimates are significant correlated with civic participation. It could be noticed that "attending more than one time a week" together with "higher educated" dummy and "male" and "employed" are the highest estimates of the model. It is also interesting to notice that religious denominations are negatively correlated to active civic participation but protestant denomination's estimate is the lowest when orthodox denomination's estimate is the highest estimate.

Table 4. *Binary and Ordered Categorical Regression 2005–2006 samples*

Particip. ON	Estimate	S.E	Est./S.E.	sig
Relig orto	-1.345	0.110	-12.178	<0.01
Relig prot	-0.666	0.157	-4.250	<0.01
Relig roma	-0.465	0.108	-4.317	<0.01
Attend more	0.593	0.132	4.491	<0.01
Attend 1we	0.271	0.098	2.759	0.006
Attend 1mo	0.160	0.106	1.510	0.131
Attend hol	0.270	0.098	2.752	0.006
Attend 1ye	0.257	0.139	1.855	0.064
Attend les	0.233	0.118	1.970	0.049
Male	0.430	0.045	2.969	0.003
Highereduc	0.430	0.073	5.885	<0.01
Employed	0.440	0.046	9.566	<0.01
R-Square Estimate	0.238			

Source: authors' calculations

In the second regression model corresponding to the 2011–2012 round of World Value Survey it could be noticed that except "protestant religious denomination" and "attend less than one time a year" all the estimates are significantly correlated with civic participation but "attend more than one time a week", "attending one time a week", "Roman Catholic", "employed" and "higher educated" seem to be the best estimates of the model. It is interesting to notice that in this model "Orthodox" is negatively correlated with civic participation when "Roman Catholic" is positively correlated with the same variable.

Table 5. *Binary and Ordered Categorical Regression 2011–2012 samples*

Particip. ON	Estimate	S.E	Est./S.E.	Sig.
Relig orto	-0.187	0.054	-3.444	0.001
Relig prot	0.222	0.137	1.619	0.106
Relig roma	0.340	0.061	5.610	<0.01
Attend more	0.795	0.110	7.242	<0.01
Attend 1we	0.420	0.063	6.633	<0.01
Attend 1mo	0.276	0.065	4.249	<0.01
Attend hol	0.180	0.055	3.259	<0.01
Attend 1ye	0.179	0.074	2.432	0.015
Attend les	0.037	0.068	0.549	0.583
Male	0.070	0.033	2.155	0.031
Highereduc	0.246	0.033	7.448	<0.01
Employed	0.302	0.038	7.905	<0.01
R-Square Estimate	0.106			

Source: authors' calculations

Conclusions

From our tables we could understand that there are three groups of countries with similar evolutions of the main variables.

In Romania and Poland civic engagement has increased but religious participation has decreased between 2005 and 2012. In both countries the percentages regarding those who go to church every week and more than one time a week are constant but increased the percentages of those who don't go at all to any church and of those who go just one time a year. This is an interesting observation which we think is

related to the socio-economic development of those two countries after their joining the European Union.

In Slovenia both religious participation and the civic participation have decreased which is difficult to explain why. We could relate religious participation decrease with the good economic direction of this former Yugoslav republic but it is more difficult to explain why for instance GDP per capita increased but civic participation decreased.

In Russia and Ukraine religious participation increased but civic engagement decreased in the period 2006–2011. Maybe this result could be partially explained by the less democratic ways of these former Soviet societies.

In all the countries which we focused the most important civic participation's organizations are the religious, the sport and art +education one. Maybe the presence of religious organizations has an influence on our results. In another research it could be interesting to find how the regression model could be influenced by the fact that religious organizations are not included among civic organizations.

According to the outputs of binary logistic regression there is a positive correlation between religious participation and civic engagement in both 2005–2006 and 2011–2012 waves. The best predictors in both waves seem to be: "attending more than one time a week", "attending one time a week", "employed" and "higher educated".

Looking to the outputs of binary logistic regression there is a negative correlation between religious denomination and civic participation in 2005–2006 but in 2011–2012 wave there is a positive correlation between the catholic denomination and civic participation and a negative correlation between orthodox denomination and civic participation.

We could see that the One-Way ANOVA results and the regression results are somehow contradictory. Probably that the association between catholic denomination and civic participation signify that in Poland and Slovenia, countries with better socio-economic situation the economic development influences the direction of the relation between religious engagement and civic participation.

We will conclude that the social portrait of the active civic participant in the former socialist societies of the Central and Eastern Europe seems to be according to our research results: "frequent church attender", "male", "higher educated" and "employed".

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Methods for Integration
of Children with Special Educational Needs

Simona BODOGAI

Abstract

In the current context of the education system, the integration issue for children with special educational needs is an objective for educational and social actors with direct responsibilities in the field.

A national and international analysis of the integration of pupils with special educational needs has enabled elements of specific lines of action to achieve inclusive education. At national level there is legislative support for the implementation of this goal, but we can identify factors that block or slow down this process. These factors are related to institutions, organizations, school managers, teachers, parents and students. In collective perception, the integration of children with special educational needs is not fully accepted, not being considered a priority.

Thus it must be highlighted the perception of the main actors involved in inclusive education of children with special educational needs in order to optimize the process. Lastly, based on the research, we aimed to identify potential action measures that go beyond integration obstacles (organizational, individual and collective impediments).

Keywords: disability, children with special educational needs, integration, methods.

Access to Education for Persons with Disabilities

According to Law 448 of 2006 on the protection and promotion of rights of persons with disabilities, education for persons with disabilities is an integral part of the national education system, under the direct coordination of the Ministry of National Education and Scientific Research. This law outlines: free and equal access to any kind of education, the way the education of persons with disabilitieshas to be done, how to make the tuition, the language of tuition (according to the minority they belong), organization of units for special education etc.

People with disabilities benefitthroughout all the educational process from a number of rights such as: textbooks and courses accessible to pupils or students with various visual impairments; a series of educational services that come to support them; adapted furniture; computer equipment necessary for the exams.

By applying the law stated above the guarantee and the importance of learning throughout lifeis reaffirmed, from learning activities in the phase of early education

till the guarantee of access to differentiated education (*Legea nr. 448 din 6 decembrie 2006 privind protecţia şi promovarea drepturilor persoanelor cu handicap* / Law no. 448 of 6 December 2006 on the protection and promotion of rights of people with disabilities).

A particular aspect is one in which a child with disabilities attending mainstream schools benefits fromthe entire set of educational support services, however he is facing with restrictions related to:

- means of transport;
- accessibility needs to school services for disabled children;
- pedagogical methods and techniques used;
- teachers trained to work with this kind of children;
- existence of a discriminatory attitude from some teachers, colleagues or fellow parents.

A separate category within the groups with disabilities are the children with special educational needs (SEN), who, by law, have access to all resources for social, medical and psycho-pedagogical rehabilitation and to other services. In this case, the children will be educational oriented by the school committees that exist within County Centre for Resources and Educational Assistance (CJRAE), educational institutions specialized in providing and coordinating services for special education granted both to children and teachers and parents in order ensure access to a quality education. Activities and services of CJRAE are clearly expressed in *Ordinul nr. 5571 din 7 octombrie 2011 privind aprobarea Regulamentului de organizare şi funcţionare a învăţământului preuniversitar alternativ*/ Order no. 5571 of 7 October 2011 to approve the organization and functioning of alternative pre-university education.

Difficulties leading to the formation of barriers in the education system aim at:

- difficult access to services of a support teacher for children with disabilities, a phenomenon that occurs mostly in rural areas;
- both school and professional early orientation is accomplished through the type of disability of the child and not through the maximum use of the required services;
- profile schools (arts, crafts) that our subjects are oriented to are not always consistent with their aspirations;
- in most cases, the educational act does not seek specific those specific professional integration skills, and here we consider the attitude towards work, communication skills and specific job skills (Oprea şi Abrudan, 2004; Arpinte, Băboi, Cace, Tomescu şi Stănescu, 2008; Cojocaru, 2010; Centrul European pentru Politica şi Cercetarea în Domeniul Bunăstării Sociale, 2010; Direcţia Generală de Asistenţă Socială şi Protecţia Copilului Bihor, 2015).

Research Methodology

The research conducted aims to describe the phenomenon of school inclusion of children with special educational needs (SEN) at the level of pre-university education in Oradea city. We wanted to analyze the perception of managers from different pre-university schools on school inclusion of children with SEN and to identify elements that stimulate or are an impediment for school inclusion of those children.

As research methods we used: analysis of social documents and sociological survey based on questionnaire. The analysis of social documents involved: examination of statistics at EU and national level, legislation, policy documents at which subscribed many countries, studies and research reports on exclusion and social inclusion, how specific legislation was applied in the national and international context.

The sociological survey based on questionnaire: we chose an opinion survey because we aimed to obtain data that cannot be observed directly. The questionnaire was built on three dimensions: attitudes towards inclusive education, inclusive school management, ways to streamline the inclusive practices. The questionnaire was applied to all managers of pre-school facilities with 0–VIII classes from Oradea. The research was conducted in October–December 2015 in Oradea.

Analysis and interpretation of data

As you can see, 45% of the investigated managers believe that implementation of inclusive education is "in large measure" an important step. Only 21% of respondents sustain "heavily" the promotion and implementation of inclusive education, while 20% consider it a process of moderate importance.
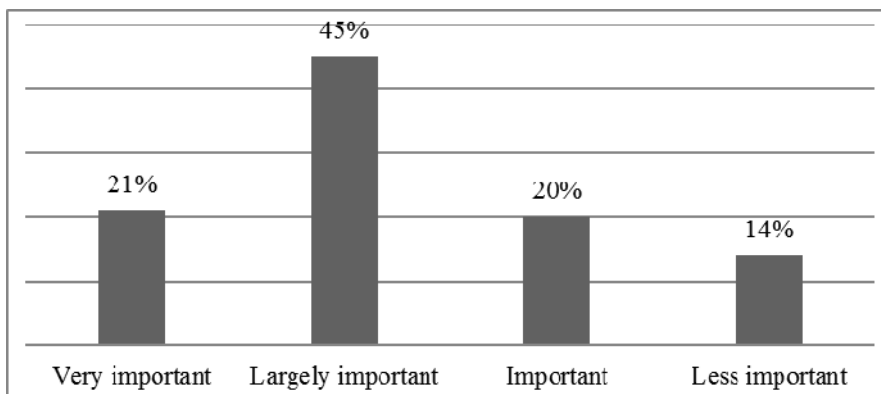
Graph 1. *Perception of Managers on the Importance of Inclusive Education*

We note that 14% of managers believe that inclusive education is less important to be achieved. This position has to be analyzedwith caution, since it can be explained by the ignorance of the true ampleness and importance of phenomenon or the impact that it has on children. The reserved attitude of managers may be explained by a realistic vision on the preparedness of ordinary schools to integrate children with SEN.

Ordinary schools — 11%
Family — 18%
Local authorities — 9%
County Centre for Resources and Educational Assistance — 13%
General Directorate of Social Work and Child Protection Bihor — 10%
NGOs — 15%
Didactic Corp House — 6%
County School Inspectorate — 13%
Special schools — 5%
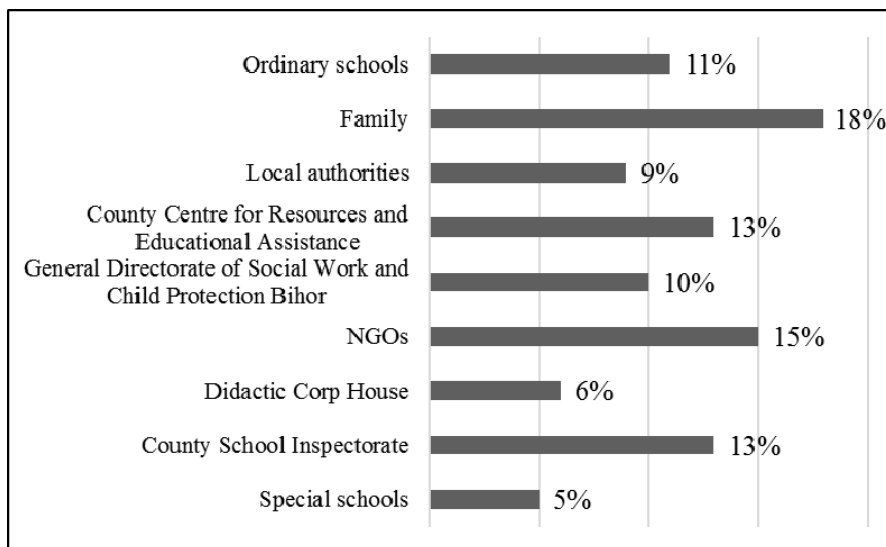
Graph 2. *Partners and Cooperation Factors for Inclusive Schools*

An interesting analysis is that of the inclusive school partners. Amid the needs of this type of school, its opening to the integration of children with SEN appeals to collaborations, more or less prolonged, with various partners. The first place is occupied by the family (18%), which if included in a viable partnership significantly supports the work with students, bringing extra information about children or information that are difficult to decrypt or reveal. Typically, parents of pupils with SEN are involved in many activities, especially those extracurricular, and are eager to receive advice from teachers and other experts.

Next, in the perception of managers is the collaborationwith NGOs, which are specialized in this field and have experience and expertise. The more visible NGOs are, the greater the degree of trust and collaboration with schools in supporting pupils with SEN.

County School Inspectorate is considered a partnerthatonly intervenes in formal guidance and control of inclusive schools. A same punctual collaboration is the one with County Centre for Resources and Educational Assistance and its specialists. The desire and need to share experience in integrating pupils with SEN and learning

from other units' inclusive practices derive from the fact that best practices have relevance in relation to theory.

The collaboration with General Directorate of Social Work and Child Protection Bihor is realized more in counselling in specific cases, using the expertise of specialists employed at this facility.

Involvement of local authorities is quite poorly represented, registering as a potential solution to streamline the integration of children with SEN. What is surprising is the small number of partnership activities carried out by special schools. Special school should be a resource center for mass units in integrating pupils with SEN, partnering with this being very important and relevant, providing expertise and support.
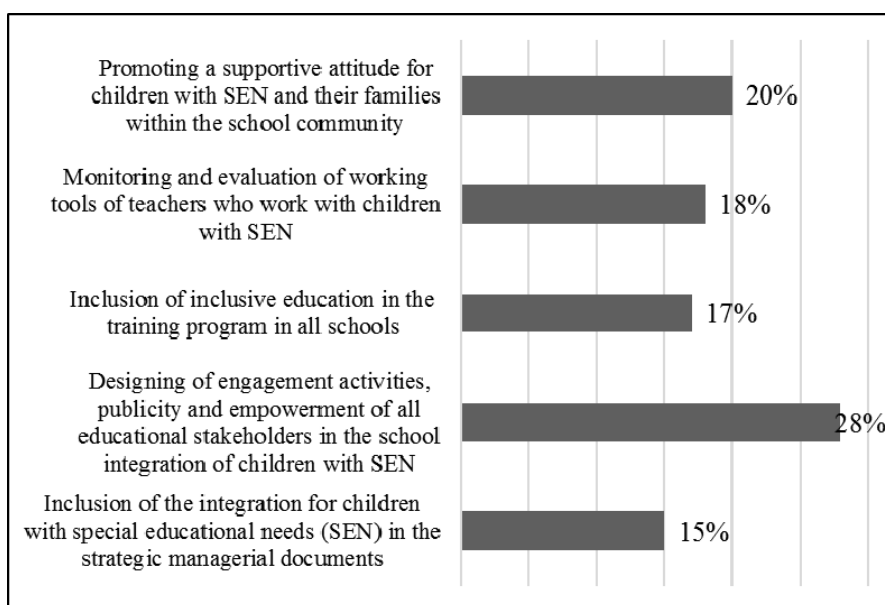
Graph 3. *Dimensions of Inclusive School Management*

Clearly, driving an inclusive school is a challenge for the manager. Thus, the changes that must be taken into account are in all fields of management. 28% of managers' concerns are centered on designing the activities that require active and responsible involvement of actorsfrom school community, so as to achieve an effective promotion and awareness of all in relation to the integration of pupils with SEN in mainstream school.

A key issue is to ensure by all means a supportive attitude of pupils, teachers and parents in relation to pupils with disabilities, this dimension being very important in terms of maintaining an inclusive climate by promoting efficient inclusive organizational culture.

We note the interest of managers to train teachers so that the work with pupils with SEN ismore efficient, to benefit from the dissemination of good practice in the field. At the level of everyday actions, the manager is able to develop and implement specific working and evaluation tools, considering the peculiarities of pupils with SEN.
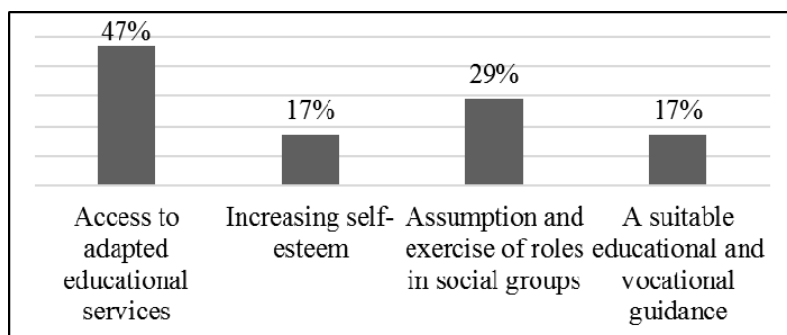
Graph 4. *The Advantages of Integration*
of Pupils with SEN in the Mainstream School

Inclusive education has sparked controversy among experts and public opinion. Managers included in this research have argued that the main gain of the child with SEN integrated in mainstream school is the access to tailored educational services (47%) related to the training of teachers and their work and other specialists in the school. The fact that pupils are integrated into the organizational environment of mainstream schools favors the socialization phenomenon, so that pupils with SEN can assume or are distributed to different social roles.
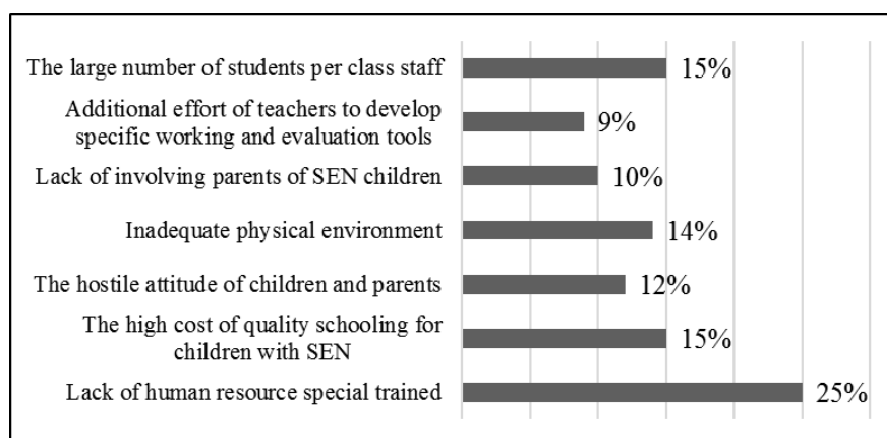
Graph 5. *The Perception of Managers on Inclusive Education Impediments*

Inclusive school, beyond the principles that guide it, has to pass various objective and subjective obstacles.

The main impediment is related to teacher training and skills that are necessary in working with pupils with SEN, which, as we noted at the previous items, constitute a real problem.

The number of pupils with SEN in a class is high, which complicates differential treatment of them. Workloads, level of knowledge, methods, tools and resources must be customized to each case.

The mainstream school has ensured the conditions for conducting activities according to usual requirements, but with the integration of pupils with SEN, the school must have an inclusive environment, starting from the adaptation of buildings to access the physically disabled, arranging cabinets, equipment for special education, organizing activities with the active involvement of these pupils.

For managers, another obstacle is the hostile attitude or rejection of other parents and pupils regarding those with SEN. If there exists this attitude, then the social climate of class and school are altered. An organizational climate based on values such as tolerance, respect, equality, acceptance of diversity represents a prerequisite for the smooth integration of these pupils. Other pupils' parents are afraid that their kids will be distracted from learning, afraid that the teacher will not deal sufficiently with the rest of the class.

Another aspect is the lack of involving parents of SEN children, which makes school to have the most of the responsibility while the family could provide consistent support in learning, socialization and counseling.

Teachers having in class children with SEN are obliged to carry out activities in partnership or at least consultation with the support teachers and, without being extra paid for it, theymust realize adaptations of the curricula, individualized learning plans and adapted assessment tests.

Conclusions

Inclusive culture significantly determines the quality of inclusive organizational environment. An inclusive school promotes an inclusive organizational culture, whose main attributes are: openness, respect and valuing each child, creating a welcoming environment beyond academic aspect, boosting self-esteem of each pupil, assessing their progress.

If the school values are centered on respect for individuals and openness to diversity, educational environment will be fingerprinted of these lines of thought and will support a positive relationship between all members of the school, including

pupils with SEN. Once integration is achieved, pupils must experience living the sense of community, of belonging to a social group and assume the role of member in the social group of class.

As we have seen from the responses of managers included in this research, there arise a concern to identify concrete actions for support and implementation of inclusive education.

If the managerial strategic documents include the dimension of inclusive education then it will be ensured other necessary items forinclusive culture and environment like: attitude towards pupils with SEN, adapting the physical environment, ensuring the necessary teaching materials, human resources formed in inclusive education, designing the curricular and extracurricular activities without excluding the participation of pupils with SEN, valuing partnership with parents and other stakeholders.

Managing an inclusive school assumes that the development plan of school contains as strategic target the education for all children without discrimination, providing equal learning opportunities.

The integration of children with SEN should be a quality approach, which even if it is a separate part in the school activity by itsnotes of specificity, it is necessary to align it to the quality standards.

Thus, the manager designs monitoring and evaluation tools respecting the specific of teaching classes that include SEN pupils. It is very important for the manager to support the partnership between ordinary teachers and support teachers.

Specialized cabinets are equipped with own funds or sponsorships so that they meet the educational needs of pupils with SEN.

A very important aspect is the promotion of positive, collaborative and supportive relations in the school community so that pupils with SEN can benefit from an adequate and stimulating inclusive environment.

Partnership relations maintained by manager in an inclusive school are complex in relation to his interest of opening the school to partners from state or private sector that can support inclusive education. However, the manager ensures conditions for achieving effective parental partnership, given that parents of children with SEN live not only their kids' drama, but sometimes also the rejecting attitudes in society or in the school community.

Inclusive school adopts an inclusive management, school policies that respects the diversity of the school population and allows differential treatment of direct and indirect beneficiaries of its services.

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*** *Ordin nr. 5571 din 7 octombrie 2011 al ministrului educaţiei, cercetării, tineretului şi sportului privind aprobarea Regulamentului de organizare şi funcţionare a învăţământului preuniversitar alternativ* [Order no. 5571 from 7 October 2011 of the Minister of Education, Youth and Sports Regarding Approval of the Organization and Functioning Regulations of Alternative Pre-University Education], Monitorul Oficial nr. 782 din 3 noiembrie 2011.

Ethical Management in Universities: a Few Considerations

Ionel CIOARĂ, Lioara COTURBAŞ

Abstract

The paper presents a few aspects related to ethical management in Romanian universities. In the absence of systematic research, that is of relevant empirical data, this text limits itself to the synthetic presentation of the authors' points of view and systematic observations. The authors argue for the urgent need of introducing this new academic discipline among university managers' concerns. The results of studies conducted in 2005 and 2009 on the integrity of universities are brought as arguments in this regard. The dominance of moral legalism is considered the main obstacle that prevents the launching of ethical management and consequently the moral development of universities. The authors recommend decision makers in universities to assess the stage reached by their own organization and to initiate the necessary measures in order to achieve the stage of integrity.

Keywords: ethical management, moral development, academic integrity.

1. *Why is ethical management required in universities?*

Integrity has been even since antiquity, not only the ideal of any educated person, but also one of the distinctive notes of civilization. Living itself doesn't matter, said Socrates, what matters is living properly!

In modern times, however, this ideal is no longer sufficient, integrity cannot be limited to respect for the law, we as moral individuals have the moral duty not only to not violate the laws, but first of all to be preoccupied by the others in a sincere and disinterested manner (Kant, 2013).

But you do not become honest overnight, without any effort. Education and moral development are based on the results of self-education, i.e. the sustained and permanent efforts of an individual. The identification of numerous similarities between the development of individuals and organizations has led to several explanatory models of institutionalized morality (Kohlberg, 1981; Sridhar and Camburn, 1993; Logsdon and Yuthas, 1997). These allow us to state that integrity within organizations arises only as a result of constant concern and sustained efforts that leaders along with the members of an organization perform relentlessly, i.e. by implementing ethical management within the organization.

Ethical management is a recent branch of organizational management, a new academic discipline, but it doesn't represent an area of concern within the autochthonous university environment. In the absence of systematic research, that is of relevant empirical data, this text limits itself to the synthetic presentation of the authors' points of view and systematic observations.

Ethical management implies activities by means of which leaders seek to configure the conduct of the members of an organization, so that the respective individual fulfills not only the task of achieving his own purely economic interests, if these exist, but also the mission of promoting *social values* that base and justify the very existence of the organization . It aims precisely at *the institutional organizationof ethics* for the creation of *an honest organization* (Mureşan, 2009a). It implies strong determination of constructing and fostering ethical culture. This volition is still lacking in Romania, where we are dealing with resistance to the introduction of management instruments of dealing with ethical problems, with the rejection of professionalizing ethical management; it appears that in Romania the birth certificate of ethical management has not been signed yet (Mureşan, 2009b).

Ethical management is necessary because universities will not become upright by themselves, without taking the necessary measures towards compliance with the mission and founding values that they assert, but which in fact they do not assume. Academic freedom, justice and equity, honesty and fairness, transparency, accountability, respect and tolerance cannot remain in university charters and codes; they must be transposed into the actions of all members of the university community. Ethical management cannot be delayed anymore in Romania without generating major prejudices, because despite the more or less raised degrees of confidence, managed by ARACIS (The Romanian Agency for Quality Assurance in Higher Education), our universities hardly enter the rankings of prestigious universities, even at regional level. To give only one example, in the ranking QS University Rankings: EECA 2016 that considers only universities in the region of emerging Europe and Central Asia, the first university that appears in the top, on the 32nd place is the University of Bucharest, after several universities in Russia, Turkey, Kazakhstan, not to mention universities in neighboring countries!

2. *Are universities considered upright organizations?*

The first national research regarding the status of university ethics was conducted in 2005 by a group of academics and sociologists at SNSPA (National School of Political and Administrative Studies) (M. Miroiu was coordinator of the entire project and A. Bulai coordinated the sociological research). The sociological research has

remained so far the largest and among the few of this type in our country, based on a sample of 2500 subjects across the country (students, professors, deans, heads of departments, rectors, vice-chancellors, secretaries, people in administration). One of the main goals of the study was ranking the ethical issues identified during the investigation. According to the respondents' opinions (regardless of the category they belong to: students, PhD candidates, teachers, management or administration) the most serious problem at the time of the study was considered favoritism, regardless of the reasons underlying this practice.Sexual harassment was perceived close as gravity, on a hierarchical level. On the following places in the hierarchy of gravity, we can mention erotic relationships between teachers and students and clique type relations in the academic and administrative staff, perceived by respondents as premises of favoritism and lack of institutional transparency. Other identified problems, but considered of low gravity were the politicization of education and the use of offensive language. According to the research conclusions, at that time the Romanian academic environment was uncritical and inertial, its inertia being directly proportional to the dimension and seniority of the university (Miroiu, Cutaş şi Andreescu, 2005). Being predominantly self-sufficient, since it is difficult, often impossible to solve the problems on time and by means of institutional, impersonal methods, university management attempts to solve institutional problems through interpersonal, private relationships (mostly by friends and relatives) and generatesits own tacit rules that enable them to operate (including favoritism and nepotism) (Idem. p. 22). The study was important because it carried out the radiography of the Romanian university system, and proposed a model of a code of ethics, which inspired and stimulated the development of ethical codes of most universities. It was the first step towards the integrity of Romanian universities. But in order to institutionalize academic ethics, the development and adoption of a code of ethics is not enough because it does not resolve the problematic issues that arise in the professional activities conducted in universities, despite the ambitious goals any code of ethics pursues (Cioară, 2015).

In 2009, the holder of the chair of moral philosophy at the University of Bucharest, V. Mureşan elaborated a questionnaire based on which he aimed at diagnosing the situation of ethical management in universities. The study takes into account the responses received from 14 universities and provides some relevant findings: all universities elaborated an ethical code, inspired by the ethical code of SNSPA. The creation of ethical codes did not necessarily respond to a necessity, they were elaborated but because they were required, by order of the minister; Codes are usually elaborated by teachers, not by specialists. The mentioned author extracts some noteworthy findings:

- there are ethical codes and committees set up formally for the implementation of moral norms, but they are extremely fragile, barely in progress;
- ethical debates on moral issues of universities do not exist and are not encouraged;
- the general attitude is favorable to the recognition of the existence of moral issues in universities, of their importance and complexity, thus requiring skilled people, although there are major reservations concerning the acceptance of specialists dedicated to this specific issue of "moral counselors". The "collegial" style seems to be preferred in solving this problem.

The professor from Bucharest submits to attention a few examples of important ethical issues for trainings that could be organized in Romanian universities:

- giving and taking bribes in examinations;
- sexual harassment;
- private use or acquiring certain assets from the patrimony of institution;
- consumption of alcoholic beverages during the program;
- plagiarism;
- conflict of interest;
- influence trafficking (promotions etc.);
- verbal aggression in the case of some teachers and students;
- arrogant treating of students;
- nepotism in hiring and in grading students;
- misogyny;
- violation of the right to privacy;
- requesting students to provide material benefits.

In the same year, 2009, the Coalition for Clean Universities (CUC) – a coalition formed of thirteen organizations of civil society, associations of professors and researchers as well as students published the Ranking of integrity of Romanian universities. The research that led to the controversial hierarchy considered the following aspects: administrative transparency and correctness, academic fairness, quality of governance, financial management. The study found extremely serious system problems: poor correlation merit–career, stating that faculties were turned into factories of university diplomas.

As far as the assessment of academic correctness is concerned (plagiarism, academic performance and correctness of academic process), the results indicate low tolerance in the case of plagiarism, the extent of which is likely to spawn concern,especially because of the fact that rules (if they exist and if they don't leave any room for interpretation because of ambiguity) are not applied. In 71% of university the rules concerning plagiarism are completely ignored. Among other highlighted issues,

those related to the quality of governancereveal that nepotism, university families and the manner of acceding to academic positions are problems that lead to a low quality of governance. In 95% of the evaluated universities a large number of university families have been identified, and in most universities vacancies are "with dedication", but benefit from legal protection. It seems that things have not changed much in the four years since the SNSPA study. The same report points out that there are cases of serious corruption. Out of the total of universities, 16% lost the trial with employees and/or students on issues of fairness. In 10% of cases there was evidence of serious falsification of diplomas in the past 10 years. Concerning the level of corruption 77% of students and 34% of teachers think that the level of corruption in universities is high. 50% of students and 28% of teachers know that there are teachers in their department who receive bribes from their students.

Confidence in universities – 44.7%, is in Romania the 11th preference, below the level of trust in church, police, gendarmes and army... In 2015 Universitaria Consortium, consisting of the top 5 universities in Romania, in a document published in 2015 found with concern that *"the credibility of higher education institutions decreased because ofthe superficial approach of the multiple cases of plagiarism, academic corruption, incompatibilities etc. and the diminished relevance of university diplomas"*.

3. *What is to be done?*

The main obstacle in launching ethical management in universities is the dominance of legalism moral. According to this, a defining aspect for morality, for our status of correct people, is the strict compliance with the law. As long as it exists, the preoccupation for ethics is limited to compliance with legal regulations. However, an institution or organization that limits itself to this narrow perspective on morality, cannot demonstrate a strong commitment to the professional and social values that justify and legitimize its very existence and the foreseeable consequence is that it will not be perceived in the public opinion as a responsible or upright organization.

The Achilles heel of moral legalism is that if the law has certain shortcomings, which can be used for some actions, even in disagreement with moral principles, no one will be sanctioned. And this describes very accurately the blockage in which we find ourselves. You can remain teacher at the university, even if you have plagiarized, as long as the university or the law does not develop clear procedures and mechanisms by means of which plagiarism is incriminated, proved and sanctioned (Cioară, 2014).

Universities like any other organizations are changing and transforming entities (Bradford and Burke, 2005). The trend of change is not a game of chance, as leaders can impose it, so any delay or postponement is unjustifiable. Any responsible organization must intensify its efforts in order "to stimulate the formation of a moral conscience and an ethical sensibility able to impregnate all aspects of its activities" (D. Menzel, 2010)

We consider that the top priority of Romanian universities is nurturing ethical management in order to promote and maintain a strong ethical culture. The first step in this regard can start from very valuable suggestion of V. Mureşan (Mureşan, 2009b) and would mean the application of Rossow and Vurren's evolutionary model in order to identify the stage of ethical management in universities. Organizations undergo methods of managing increasingly more complex ethical aspects. Each method (starting with the complete ignoring of ethics and to its total integration in the organization) is characterized by a preferred *strategy* of managing morality and it is considered a step forward.

These stages are:

1. Stage of immorality: morality does not concern us because it does not suit our current activities. It is the Machiavellian phase in which ethics and success are considered incompatible and the concerns for ethics have no place among the organization's activities. The organization does not outline any ethical management strategy and is very predictable that the gap between personal values and those of the organization would increase continuously.

2. The reactive stage: the formal display of a moral commitment by creating moral codes and ethics committees, but below the level of compliance (codes of conduct are adopted without their application instruments). The organizations aim at protecting themselves from unethical behaviors and atreducing to silence any potential critics and skeptics. The strategy is a permissive one, values and principles are strictly formaland the organization is incapable of moral management. The reputation of the organization is extremely reduced and serious problems are raised concerning the credibility towards the beneficiaries and the public.

3. Stage of compliance: the code is applied by means of disciplinary sanctions. Ethics is applied from the perspective of rules and their violation is punishable. A new more comprehensive and clearer code of ethics is adopted and ethical management systems are experienced.

4. Stage of integrity: ethical values are part of an institutional culture of ethical nature, the focus being on reward and on the inclusion of ethical criteria in the activities of the organization. It is achieved along with the internalization of values and standards that derive from them. Ethics is approached from the perspective of

internal and not external norms. Ethical performance is improved and ethics acquires strategic importance. Managers gain ethical competence, beneficiaries are involved and the high level management is of transformational type.

5. The stage of total alignment is the stage in which ethics becomes an integral part of the organizationmanagement (Rossow and Vurren, 2003, 392–393).

The identification of the stage in which the organization is would be a good opportunity for university management to initiate change and accountability, and this can only mean the affirmation of managers' volition and the initiation of necessary measures in order to foster ethical culture and education. Assuming this mission and promoting the values that justify the very existence of an organization are tasks that cannot be achieved only through professionalization, and this implies, initially, introducing courses and moral training modules (trainings, workshops, conferences etc.) for all institutional actors (teachers, students, doctoral candidates, management, administration). In reality we find ourselves in a situation in which universities cannot continuewithout ethical culture, but since it is not to be found, it has to be reinvented.

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A short analysis
of the symbols reflecting the relationship
between adolescents and smoking behaviour

Enikő ALBERT-LŐRINCZ, Márton ALBERT-LŐRINCZ,
Katalin BARNA, Krisztina BERNÁTH,
Andrea Ildikó GÁSPÁRIK, Edit PAULIK, Béla SZABÓ

Abstract

The symbol analysis provides an opportunity to collect data which can be incorporated into theories regarding drug use and prevention models. We believe that the situations which led to poor self-management can be most easily approached with projection methods.

In 2014, we applied a pre-measurement survey based on a self-reporting questionnaire, using a representative sample of pupils from Mureș, Harghita and Covasna counties (Romania). We selected 36 schools from 26 localities and data was collected from 72 classes of 7th and 8th graders. In addition to the questions, the survey contained a part referring to outlining a key symbol related to smoking. We used quantitative method to interpret the data. Our current presentation is based on qualitatively interpreted data. For this, we used the data of every fourth persons.

Our analysis reveals those affective and motivational elements that we have discovered while getting deeper into the relationship between symbols and tobacco-related attitudes, as well as the internal needs which determine the attitudes and behaviour of adolescent smokers.

We found that the symbols used to represent tobacco are 80% negative. We consider that adolescent smoking is associated with freedom, independence, self-reliance and the need to gain experience. Paradoxically, whereas adolescents enjoy smoking or they see it as a pass to join a peer group, at the same time, smoking attitudes are accompanied by anxiety and fear and are determined by feelings of curiosity, loneliness and inferiority.

Keywords: tobacco use, youth, community, qualitative method, symbol analysis.

Theoretical background
Interpreting teenage smoking

We understand smoking to be an element of teenage problem-behaviour, keeping in mind its higher significance in the life of adolescents. It is present in their social environment, it is part of social events and it can be a means to their search for

identity. Smoking associates to the illusion that it helps in maturation and in solving problem-situations. Gaining social significance and determining ego- and social situations smoking becomes a lifestyle. It can integrate the general behaviour and become a habit that leads to addiction.

The danger of regular smoking increases with a difficult family life and social status. According to Poland, B., Frohlich, K., Haines, R.J., Mykhalovskiy, E., Rock, M., Sparks, R., *„social context is a factor in the growing concentration of smoking among socially and economically marginalised groups, social context may be key to understanding (and, ultimately, addressing) diverse sources of resistance to tobacco control"* (2006:59).

Barbeau E.M., Wolin K.Y., Naumova E.N., 2005 demonstrated association with race and class, affirming that smoking is a coping mechanism in dealing with the psychosocial sequelae of social disadvantage.

Glanz and Rimer (2005) also showed that tobacco use is associated with the effects of marginalization and disadvantage. Adolescent smoking is considered to be a mark of failed attempts to integrate.

Smoking is closely related to one's desire to their own body, according to Poland et al. (2006). It is important for adolescents to exercise control in as many ways as possible. It goes for the body as well: it must be controlled. The cigarette held and smoked can demonstrate bodily competence (being "cool") that must be acquired through practice (Danesi, 1994). Pleasure and joy of playing with fire come on top of all the above (Poland et al., 2006). They also grant significance to smoking, seeing the primordial force of fire in it. The mentioned authors indicate that the place where it happens can be an element leading to regular smoking, as well. Through conditioning, the place and the habit become part of social interaction. Smoking should be viewed as a practice that is very much linked to where, when, and with whom they smoke (Poland et al., 2006).

The motivation of our research was that, beside the fact that smoking builds into individual and social behaviour, teenage smoking is very widespread in Romania. A poll made by Abraham, A., Dalu, A.M., Fierbinteanu, C., Marcovici, O., Mitulescu, S., Plaesu, A., Sufaru, I., 2013 on a nationally representative sample of 607 adolescents, aged 10–18 shows that one quarter of them (23%) tried smoking at least once; smoking rates are higher over age 14 (33% vs. 6% under 14), in boys (32% compared to 16% girls) and in urban areas (28% vs. 19% in rural). Data from WHO's „Report of the Global Tobacco Epidemic" (2013) show that 20.3% of the age group under 15 are regular smokers (14% smoke on a daily basis). According to a GYTS survey, the proportion of adolescent smokers was 15.7% in Romania (GYTS Romania 2013).

A qualitative study of smoking-related behaviours: adequate method – certified results

Understanding drug issues also requires qualitative analysis that, besides the cognitive approach, acknowledge latent meaning, the emotional-motivational foundation of behaviour, as well. More and more qualitative researches have been done on smoking. Researchers attempted to get a more profound picture of the role that smoking plays in an individual's life. Lloyd B, Lucas K, Fernbach M., 1997, used a new line of mixed method in studying young women's smoking uptake. The data suggests that there is much to be found out by looking at young people's social representations ("images and identities" of smoking), mediated by group allegiance based on age and sex. The findings suggest that smoking could mean much more than teenage experimentation or "risk behaviour", and that we should view smoking as a habit very much linked to where, when, and with whom they do it (McCracken, 1992).

Our behaviour is governed by inner images, being not only the result of external stimuli, but their representation, as well. The background of these images contains elements of conviction that define adolescents' attitude towards smoking. Knowing these might give us a wider perspective on the internal drives that explain attachment to smoking. We need this, mainly because prevention cannot be reduced to informing, neither can the acquiring of skills lead to an adequate attitude towards drugs. Prevention must, first and foremost target the driving-valuing-emotional-motivational structure (needs, desires, fears, complexes etc.) and the area of the orienting-directing personality. We believe that prevention must fulfil the following conditions (Albert-Lőrincz, 2013):

- customized to the individual and its community;
- the unfolding of the personality (to facilitate the individualization process and the socialization);
- the basic needs of the development, the overcoming of obstacles, as well as establishing internal and external opportunities;
- finding the self-promotion: activation of self-development, self-determination skills;
- reception capacity for change, promoting the development experiences;
- empowerment (power of endowment);
- engage to positive values and to health promotion.

In order to achieve these and to understand the psychological background of adolescents' drug related behaviour, besides questionnaires we used projective methods, as well. These are able to shed light on the emotional-motivational factors standing behind attitudes and behaviour. Only knowing these we can connect personality development with prevention.

In the research on which this study is based, we used symbol analysis as the method to find out the latent motives of our teenaged subjects' attitude towards smoking.

We have chosen this method for two reasons. On the one hand, „the symbol is a kind of mediator between the conscious and unconscious incompatibilities, the hidden and the manifest, it is never unilaterally abstract or concrete, real or not real, rational or irrational. On the other hand, the subtle reality includes temporary literatures, which has its own expressive power" (Jacobi, 1999). It is a representation which is condensed in images and adventure experiences units. The symbol reflects the way in which people relate to the particular social and cultural requirements. In this case, tobacco-related feelings and thoughts compress an image.

Symbols are important tools in structuring the human ego, building relationships, in the system of goals and rules. The internal images accessible through symbols are organising principles of our inner life, psychological processes that drive behaviour to its goal *(„what should and what should not be done")* and signal the success of integration. They are internal construction tools with dynamic formations, *"all in one: a prerequisite and product"*.

Symbols are the expression of what moves humans from the depths of the psyche, all the way between conscious and unconscious. Knowing this is the key to knowing humans. Regarding their latent content, symbols are a particular form of communication through which people „tell" each other about the things that affect them unconditionally (Baumgartner, 2006).

The aim of our study was to study the smoking related internal images; the psychological interpretation of justifications and emphasising the underlying psychological contents. Our hypothesis was that the meta-content (latent meaning) of symbols shows us the emotional-motivational factors explaining adolescents' attitude towards smoking. Information about the attitude towards smoking and the motivational background of the behaviour will help researchers to better organise prevention.

Methodology

We carried out our epidemiological research on teenage smoking in 2014. We used random, stratified sampling; strata were county, settlement size, language of instruction. 1313 pupils filled in the questionnaires in 26 settlements, 36 schools, and 72 classes (7th grade and 8th grade classes, equally). Database was weighted according to data on school-aged population in strata used in our sample. Sample size: 1200 persons. Sampling error ±2,9%, confidence interval 95%.

By asking what smoking symbolizes, the questionnaire integrated projective aspects, as well. We asked the surveyed adolescents, based on the way they relate

to smoking (what they had known about and experimented with smoking), to find a symbol that condensed all that smoking means to them. We have also asked them to draw the symbol if they can and justify their choice. We have worked with every fourth questionnaires from our sample.

Symbol analysis: the process

The symbols are interpreted with Royer (1961) and Laszlo and Ehmann's (2002) method of content analysis. The categories defined according to Royer make the opening, valuing and interpreting the depths of the psychological dimension possible.

The classification in categories and the encoding are performed by two independent persons. When analysing the symbols, we have always considered justifications, as well. The analysis was based on the following criteria:

1. symbols at the everyday report – denotation,
2. positive and negative content,
3. the interpretation by connotations – latent content,
4. formal-structural analysis:
   - the dynamism of the picture
   - emotional content, degree of involvement
   - values, norms
   - orientation
   - abstractness

In the process we have first gathered the justification texts in order to create units and categories used in the structural analysis. The next step was to identify the categories (based on Royer, 1961) referring to concrete psychological units. We examined both the frequency of occurrence and semantical content of the concepts. We looked for psychological constructs (needs, desires, fears, complexes, values) behind the symbols and their respective justifications.

Results

Characteristics of the smoking habits

Regarding active smoking we found that 48% of respondents have tried smoking at least once. We observed a higher rate of smokers in Harghita County, large cities, among higher grade pupils, and pupils belonging to the Hungarian ethnic group. There was no significant difference between boys and girls. In the selected three counties, 11.7 years represents the average age for trying and experimenting smoking. 13% of respondents reported smoking at least once in the last 30 days, so we may say that the prevalence of smoking is 13%.

Table 1. *The characteristics of the sample according to the smoking behaviour*

Characteristics		N	Smoking (actually and/or previously) (%)	Never smoking (%)
County	Mureș	600	46.4	53.6
	Harghita	367	54.4	45.6
	Covasna	233	41.6	58.4
Settlement size	Under 5 thousand inhabitants	439	48.4	51.6
	From 5 to 30 thousand inhabitants	408	42.6	57.4
	Above 30 thousand inhabitants	353	53.6	46.4
Grade	7th grade	618	45.4	54.6
	8th grade	582	50.7	49.3
Language of instruction	Romanian	519	39.4	60.6
	Hungarian	681	54.5	45.5
Sex	Boy	594	49.0	51.0
	Girl	606	46.9	53.1
Total		**1200**	**47.9**	**52.1**

Counting for the whole life of the respondents we observed that 52% have never smoked, 31% smoked only once, 11% smoked or continues to smoke on occasions, and 6% smoked or smokes regularly. The most frequently used tobacco products is shown by Fig. 1.
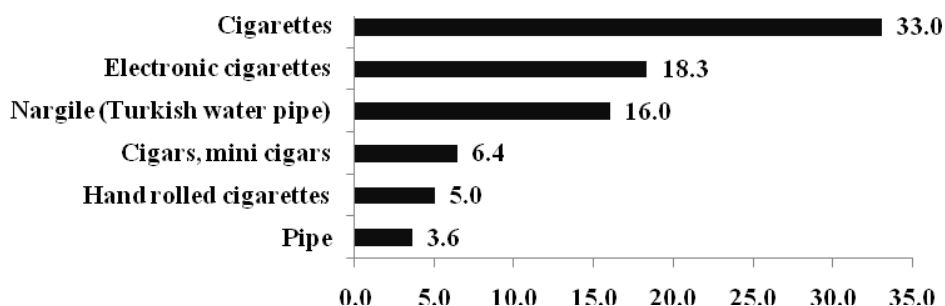
Fig. 1. *Type of tobacco products smoked (%)*

Regarding environmental tobacco smoke exposure (passive smoking), we found that 46% of pupils reported that others smoked in their presence at home, in the dwelling. The situation was more prevalent in small settlements. Being exposed to cigarette smoke was more intense outside the home. 63% of respondents reported that it happened that someone smoked in their presence in public places in the week prior to the research.

These data shows that teenage smoking is a real danger in the targeted geographic area and the necessity to organise a more efficient prevention.

The emotional-motivational background of smoking habits

Since symbol analysis is time consuming, we only analysed one in four questionnaires from the original sample, that is 439. Regarding the symbols, 5 questionnaires (1.13%) were not fit for analysis. So we had 434 valid ones that we considered 100% in our further calculations. 44 adolescents (10.13%) did not draw the symbols but they described them and gave justifications as well.

As a starting point, we looked at the everyday report of symbols**.** We found that, most frequently they expressed the meaning of smoking for them with symbols and justifications concretely picturing cigarettes, like: a crossed out cigarette on an ashtray; a cigarette held by a crayfish or a spider between its legs; a broken cigarette; a cigarette between painted lips; a nervous, tense guy lighting five cigarettes at once etc. (45.38%). The next most frequent image was the representation of smoking through a human face/body part, like a girl suffocating in cigarette smoke; a smoking child; a boy giving a light to a girl with a lighter; the head of a smoking child and a coffin; black, smoky lungs in a row; a smiling face over a cloud; a skull and crossbones; a smoking lung etc. (15.89%). 12.05% symbolised cigarettes with an object. The most frequent symbols in this category: a polluted globe; an empty house; a black hole; ashes; sandglass; coffin; cross; hospital; scorching flames; fire etc. 11.54% used emblematic symbols projecting the consequences, like: the angel of death; skull; skeleton; little girl in black; crying woman; impacting lightning etc. 15.12% chose to symbolise with stickers: stop sign; a scull signalling danger; devil with a pitchfork; the danger warning inscription on the cigarette box; red sticker warning of radiation; lung with a banning sign, etc.

Comparing the symbols and justifications shows that 80% of the subjects carry negative communication concerning smoking. Despite this fact, almost half of them had tried smoking sometime during their life. It means that adolescents relate to socially expected value judgements only as opinions, they do not internalize them (as being their own), nor do they correlate them with their behaviour. Further analysis will try to explain this contradiction.

We continued with a formal-structural analysis based on connotation of symbols and discussion of motivation. First, we looked at the directionality of the communication regarding smoking that stand behind the symbols and justifications.

We found that 32.30% of them were a front for social attitude, i.e. they judged smoking from the community point of view, considering the effects of smoking on society. Concern to will and self-power was 11.53%. In this category, smoking has a positive role assigned to it, like making you cool, liberating, an accessory to socialising. The justifications for negative judgements are that, for instance, people with no will power can die from smoking or that it accompanies depravity etc. Almost half of our subjects represent smoking by referring to its consequences, like conventional signs projecting the consequences or drawing and describing sequences resulting in destruction, death or illness. There is a category for whom the keyword smoking calls for moral judgement (9.74%). They judge smoking as illicit, reprehensible or the opposite, as an embodiment of freedom and pleasure.

We can state that, based on teenagers' representations smoking is a social integration tool, provides and gives a sentiment of power, despite its negative consequences.

Studying the characteristics of the symbols used by our subjects turned out that they used mainly static images (75.12%), with low emotional saturation, (distancing observed), most of them being linked to concrete, objective reality (like representing smoking through a broken cigarette or a discarded packaging). Personal assessment and conviction are missing; it could be one explanation of the fact that they attribute a negative content to the images, but they do not internalize them (make them their own). Negative communication is only a slogan, unsupported by conviction. It makes possible for them to be judgmental in speech and not applying this judgement in their behaviour; there is contradiction between opinion and behaviour. Prevention must emphasise on this contradiction and the transfer of values in order to realise the unity of attitude and behaviour.

We wanted to find out how did the symbols used related to the person, their convictions and values. Representations were mainly cognitive category, lacking involvement, emotional standing. They mostly labelled smoking, stating that it is bad, but the representations were shallow and stereotyped (53.71%). They said what they thought we wanted to hear. Another part of the subjects (31.13%) blamed circumstances, experiencing smoking as a means to achieve group acceptance, of amusement or experimenting. 15.12% showed indifference towards smoking, it was impossible to tell if they consider it good or bad.

In our analysis we also wanted to answer the question: what do symbols tell us about the role assigned to smoking by adolescents. It became clear that they consider it to be empowering, to have a social function. Grandiose images were attached to

most symbols, carriers of life and death. They uncovered the angst and loneliness of the subjects, their demand for support, but also their desire for adventure and curiosity. They put smoking above themselves as something that helps and offers experience and meaning. On the level of desires, the need for development (maturing) comes up; they wanted acceptance, status and to be positively judged as competent and accepted. Symbols play a role in adaptation: they cover for wants and satisfy a desire.

Finally, we examined the adaptation-goal of the representations linked to smoking and which necessities do they cover for (Table 2).

Table 2. *The target–needs analysis of smoking motives*

GOAL	NEED
Position-taking: decision, choice – self-determination, self-empowerment (self-efficacy)	inner stability, resistance to influence, metaphysical needs: experiencing the meaning of life, perception of their place and role – SAFETY
Social and situational incentives	social needs: establishing and maintaining contacts – STATUS
Self-regulation: eliminate the negative internal condition, and set up a positive one	lifestyle needs: defence of aesthetics, harmony, beauty – SELF-FULFILLMENT
Experiencing controls (the illusion of managing the created state)	self-expression and self-assertion – SELF-FULFILLMENT
The improvement of the cognitive function (or its illusion)	creation, fulfillment, need for values: intellectual, mental construction – SELF-FULFILLMENT
Self-determination: self-confidence, self-reliance	freedom, independence, self-reliance – SELF-FULFILLMENT AND ACCEPTANCE
Craving (intense inner urge)	experiencing – PHYSIOLOGY

Table 2 shows that smoking is attached to the demand for security, status and self-realisation. This is how tobacco gains social function which adds a plus of meaning to viewing it as problem-behaviour or a gateway drug.

Discussion and conclusion

The qualitative analysis of smoking, the projective approach through symbols, as well as content analysis, made the examination of smoking-related constructs possible. According to Willig (2000) the symbols of humans represent their relational experiences, the results of their communication with fellow humans and have

particular meaning to every personality. The symbols hidden in mental images could be the key in identifying the beliefs behind attitudes towards health. According to researchers, the images filled with enough positive expectancy are the most usable in treatment. In patients, a well-developed ability to symbolise could ensure the identification of those mental images that he tries to change or reinforce during his fight with his affection (Simonton, O.C., Matthews-Simonton, S., Creighton, J.L, 1991).

Regarding smoking, the internal images suggested that attitudes and behaviours of the adolescents in our study are not based on conviction. Prevention should focus on offering them adequate problem-solving tools, so that they do not assign socialising function to psychoactive substances. At the same time, they should have an adequate health culture that gives them a negative stance on smoking. This is why, in our opinion prevention is closely linked to aiding personality development and psychological maturation. This conclusion is validated by Petrie and Weinman (1997), saying that personality development is important in maintaining a healthy psyche (and preventing drug use) and that prevention cannot be reduced to banning psychoactive substances. Consumers' conscience and behaviour must be wilfully formed. The foundation for this is scale of values that promotes positive health-behaviour.

If we see things through Jung's (1964) perspective on the process of individualisation, it becomes clear that the development of the studied teenagers is blocked because:

- the fight against reality is defective (idealising curiosity);
- lack of differentiation, labelling without conviction;
- contradictions in self-knowledge caused by the lack of attention to inner experiences;
- failing to integrate values, responsibility, allegiance;
- the lack of synthesis on the personality level, the lack of harmony between self-image and social image;
- all that is left is vulnerability caused by longing for numinous experience.

We are convinced that the aiding factors of psychological maturation should not only be offered to adolescents in an artificial form (like group training) but as a natural lifestyle (an element of 21st century lifestyle) in the form of community actions. We are aware that this is not a change in lifestyle that can be realised overnight but a process that should be initiated immediately on the grounds of community traditions. Prevention should mobilise the internal resources characteristic to a given community, rooted in shared desires, fears and daily practices (customs, values). This is the only way to the possibility of an opinion to become the foundation for behaviour.

As a conclusion, we can say that there is discrepancy between interpretation and behaviour, based on the background of smoking:

- smoking is linked to identity strengthening, empowerment, the quest for new experiences;
- adolescents' smoking attitudes are accompanied by anxiety and fear (negative representations) which, in absence of conviction does keep them from smoking.

So we can conclude that the major task of prevention is shaping problem solving management tools and values, norms – conviction –, in order to enable them to avoid negative things.

Due to the under-development of the valuing-directing function of personality we can observe an operational undifferentiation and low efficiency of behaviour which can lead to aggressive or self-destructing manifestations. The restoration of a proper self-developing and self-regulating function is necessary. This requires the changes in approach sketched in our theoretical foundation. Considering the emotional-motivational forces that define adolescents' attitude towards smoking make the optimisation of prevention possible.

In continuation of the research: we'll carry out quantitative analyses of the indicators of adolescent smoking and the connections between the underlying motivational factors of smoking.

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Fântânele, Berlin, Toulouse: Construction
of a transnational ethnoreligious community

Natanael Alexandru BIȚIȘ

Abstract

In the present text, I attemptto describe the way in which a faction of Pentecostal Roma that departed from the village of Fântânele, builds a sense of transnational community. With strong links to the area of the study of migration (Levit andJaworsky, 2007), the perspective I currently propose can be found at the intersection of the religious ethos of the Pentecostal doctrine with the communitarian Roma sensibility. The experience they had with migration during the communist period helped them preservethe identity of the community after the relocation to Bucharest.The ethnoreligious ethos, supported by the experience of migration, gives the possibility of creating a transnational community that can define its identity in Fântânele.

Keywords: community, ethnoreligious, transnational, space, pentecostalism.

Introduction

> ***many from our village*** *are in other countries or other places, in Germany, Greece, France, Italy, England... each person did something in accordance with how they could manage, live in another country – when I say we I refer to the people from Fântânele*

Studies on migration have stressed in the last decades the importance of analyzing the phenomena of migration through theoretical lenses and transnational methodologies (Levitt and Jaworsky, 2007; Levitt and Schiller, 2004), with a special accent regarding the importance of durational qualitative studies of the ethnographic research. In this paper, I describe the way in which I have observed the transnational migration phenomena during the ethnographic research I am currently carrying on in and with Pentecostal Roma[1] from Fântânele[2] village, how the identity of the community

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[1] In this text I will use the term Roma taking into consideration the sensibility of the Romanian space; due to the term gypsy (ro. țigan) has a powerful pejorative connotation. Blasco (2002) uses both term to contour the ethnographic aspect (whereas Roma, Gitano in her studies, uses the term gypsy (țigan) more frequently and not Roma), but also the term Roma, as a result of the project World Romani

is kept and reconstructed in a transnational space. Leaning over the role of religion in transnational constructs is relatively new and is observed in migration studies. The approach that I propose takes into consideration Schuler's (2010) observations about the Pentecostal global movement.[3] He observes the fact that the Pentecostal ethos contains in itself a transnational dimension and this characteristic contributes to the transnational opening of Pentecostal religious communities (Eve, 2008; Van Dijk, 1997; Vlase and Voicu, 2014). This perspective, corroborated with the understanding that the community has about the specific mobility of the Roma realize the strong emphasis of the transnationality of the community. The growth of Pentecostal/ Charismatic movement in Europe, even it was not so pronounced as in Africa and Latin America, present an interest through the fact that a good part of the new converted are people from marginal areas and communities, a significant percentage being consisted of persons from Roma ethnics. In Romania, the situation meets more pronounced character given the fact that the Pentecostal movement has known a rapid growth after the fall of communism and a good part of the new converted are people of Roma ethnicity.

Constructing a rather coarse image of the community, I will present in the beginning some important characteristics, the history of conversion to Pentecostalism and the internal migration experience. Afterwards I will bring into attention the dimension of transnationalism that the Pentecostal ethos, in corroboration with their image about mobility which characterizes the Roma community. Finally, I will describe the way in which the community contours their transnationality with specific nuances in accordance with the space where the community is located. Due to the fact that this text represents just a general description of their transnational community in the conclusion I will mention new directions of study regarding this phenomenon.

Congress regarding the implementation of the term Roma in expense of gypsy. Both etymologically and its usage in Romania, the term has a marginal and pejorative character. The community with whom I worked did not manifest a reluctance for 'Roma', but they auto defined themselves as gypsies. The only cases in which the term gypsy will appear in the text will be only when they will define or express the term specifically.

[2] Located 40 km away from Bucharest, Fântânele village is a part of Cojasca commune, Dâmbovița County. Fântânele village is formed and, also in present, in exclusivity by Roma. Even though there are cases in which other Roma moved in the village, the number is very low.

[3] At a global scale the global Pentecostal movement was known especially under the name the charismatic movement.

The Biography of Research

My interest regarding the community from Fântânele started with the analysis of their conversion to repentance, that started in the 1960s (Biţiş, 2016). Since February 2015, I have been present in the community by attending religious meetings, special events in the life of some members of the community and other situations of day to day life. Because the majority of the Roma from Fâtânele have moved to Bucharest in the communist period (neighborhood Dămăroia and Bucureştii Noi), a good amount of time we have stayed in Bucharest, park walks storytelling, organized study meeting in houses, family events where I have been invited. Regarding the subject of transnational migration, a good part of the interviews and discussions I have had during the period April–June 2016, when 400–600 people came back inthe country (most from Berlin) in order to vote in the local election in Romania. Other discussion and interviews, with people that live and had lived in Berlin and Toulouse have been conducted in Bucharest. I have chosen to put into discussion just the situation of those from Berlin and Toulouse, because their links are much older and much more cohesive.

Community, conversion, migration

I will present succinctly some information regarding the history of the community from Fântânele, the characteristics that defined their individuality in relation with other Roma communities, the process of their conversion to Pentecostalism which started in the full Communist period and also the migration of some of the members to Bucharest. About Fântânele village it can be said that it was born though the settlement of some free Roma from Cojasca village, place offed by a boyar, in the year 1825. The community settled in that place and later organized themselves to go to work to diverse boyars in the area, in accordance with the memories of an old man from the village about his grandfather or how they organized the people to go to a boyar: *"one to Mogoşoaie, one to Crevedia, the other to Buftea, another to Ghimpaţi, one to Bucureşti, another to Corneşti, and still nearby here, the others in Ploieşti"*.

In time, the community became accustomed with two primary occupations: musician (named also *craft*) and merchandising (also called *ice cream*, which is the central element of interest). While men learnt how to play an instrument in order to have a craft,women were preoccupied with small acts of merchandising. In the Communist period, being a fiddler was the primary way out form the mandatory

working, facilitating connection with the police and with governmental bodies from the party by singing at their parties. These kinds of activities created an autonomy of the community, without pressure of a financial nature, never having the need to search for external activities in order to live. Aside from the local merchandising in the village, there has been a special commerce with meat and imported products such as cigarettes, things which were scarce in that period.

The emergence of Pentecostalism in the community has occurred in the years 1962/1963, with a small number of followers at first. Conversion of the community would be a long-term process, so that after the fall of communism a major conversion took place in the Roma population to Pentecostalism, during 1990–1993. The marginality of the Pentecostal movement was caused by the difficulty that occurred in the moment of conversion. Not only the activity of singing at weddings and parties was forbidden by the promiscuous character which was implied. Moreover, practicing merchandising was seen as suspicious in the moment one was converted. Although in the community there have been differences in understanding the interpretation of the Bible, the number of people that switched to Pentecostalism was very small. Even though there have been musicians that repented, only in the year 1990 there was a massive conversion as a result of a reintroduction of fiddler nuances in music and exceptional interpretation of some ex-fiddlers: *in the '90s an accordionist (Cercel), very good harmonist, a very original style; in the 90s when this man Stângoiu sang, waves of people started to come and repent themselves*. The migration experience in the community of the people from Fântânele came as a result of the development of car businesses and merchandising, and also as a result of conversion of some people that were fiddlers and who once were converted could no longer practice their *job* (craft/being fiddler). For those who practiced merchandizing, their presence in Bucharest represented an advantage because in the same period theywere buying and selling cars, appliances and imported things started.

I sketched this introduction regarding the community in order to highlight the coagulated character in which the community appeared and how this accentuated the communitarian feeling, together with the sense of homogenized community in a transnational space. In this whole time in which I have observed, the community was reluctant in opening up about marriage, business partnerships and religious affiliations with other Roma communities. The development of Pentecostalism was conducted apart from the state recognized Pentecostal church in the communist period, due to views that it was in collaboration with the secret police of the communist party.

The third space, the imagined

> *Religions provide their agents with symbols, practices, representations, and narratives that allow them to move in imagined global communities and 'sacred landscapes' independently from national and cultural borders* (Schüler, 2008, p. 48).

The portrayal of the community of the imagined space is launched by Anderson (1998), and constitutes an important point in developing conception regarding the transnational dimension of the Pentecostal ethos that Schüler (2008) develops in his text. This nuance of a supplementary space, imagined with the help of the Pentecostal space is also caught by (Blasco, 2002) regarding Roma (gianto) from Spain. Her analysis puts into discussion diverse ways in which a certain structure of belief, a certain type of ideology modifies and contours in a certain way the modality in which the life in a community is understood and practiced.

In his text, (Schüler, 2008) puts under the analysis about the Pentecostal religious Pentecostalism and proposes a special approach from the perspective of the ethos of religious movement and not necessarily observed from the perspective of migration. His analysis takes into consideration micro-processes, like events from the day-to-day religious life, such as global networks that Pentecostalism creates or utilizes. Open toward globalization (Daswani, 2013; Meyer, 2010; Robbins, 2015) and also to using technological means (Meyer, 1999), Pentecostalism creates a supplementary space in which the connection between the religious and real life transnational network. Schüler (2008) calls it the third space, a *glocal* space which makes the connection between the religious agents and the imagined global community[4]. Thus, it is hard to identify which religious manifestations take place in a setting that makes connections with the imagined transnational space because many times they overlap.Expressions that are often met in Pentecostal communities like the family of God, citizens of Heavenly Kingdom, new creation, and also the vision about the fact that they are not from this world: "in the world but not of the world" (John 17, 16) bring into attention what (Schüler, 2008, p. 53) called „imagined migrant". What Blasco (2002) observed about the Gianto Pentecostals refers to the same imagined community, where the church has the fundamental role. Opening to new converted persons at a first glance is toward the other Gianto, but can go beyond

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[4] Levitt and Jaworsky (2007) also has wrote some reflections about a kind of imagined global community of connections.

the economic situation, kinship or the birthplace. However, these relations with other believers, non-Romanians is relatively distant.

The religious dimension in the transnational migration, has until recently been ignored or treated marginally. The resurgence of religion (Berger, 1999) in the globalized society of today, has brought this problem into attention in a stronger manner and in the case of studies about transnational migration. Due to the religious dimensions about practices and dogmatic aspects which they imply, it goes beyond national state borders (Levitt and Schiller, 2004). Moreover, Garrard-Burnett and Stoll,(1993) brought into discussion the way in which evangelical and Pentecostal movements reconstruct the idea of group, identity and community, in the context of local and communal uprooting produced by globalization. In this way, I will continue to preset the manner in which the transnational dimension of the Pentecostal ethos overlaps with the identity and communal construct of the Roma from Fântânele, so that it facilitates the construction of a transnational community.

From the fieldwork notes, discussions and the presence in many campaigns of evangelization organized by the believers from the community, I have observed that the transnational imaginary that the community has contoured also by the understanding it has about the imminent salvation of people, where they see themselves as direct agents in this process. In this sense, the remark of an old skilled fiddler, converted when he was young and living in Berlin, accurately catches this sense: *we go and evangelize the world, to bring the world to repentance*, and refers to the notion of the imagined migrant, that exists in the real plan, but also to the third space, of the transnational imagined community.

A practice that contributes to the consistency of the environment in keeping and consolidating the community is marriage. Even though there are exceptional situations in which the young do not marry someone from the community, the majority marry someone that comes from Fântânele (Hooghiemstra, 2001). An example in this case are marriages that take place between someone who lives in Berlin and another that lives in Toulouse or Bucharest. In this way, the relations of the communities from Berlin or Toulouse are not only kept with Fântânele and Bucharest, but with other local communities too. In Spain, at San Sebastian there is a community in which the connection with the community from Toulouse forms through the fact that the same pastor takes care of the believers that gather from Spain.

The way in which the community sees itself in their disposition toward mobility: *"don't know why, gypsies have it in their blood, in their DNA, in their construction there, they cannot be abiding, they cannot have a job here, and know their family and kin will grow here. They always, and this way they grown, with this condition*

of migration, we will be there where it is better. They, not having a country, a place for their own, and if in Germany is better, we will go to Germany… we are not tied to this place". This opening to mobility, to search well-being is stressed also by the protestant larger view of the fact that they are "*inthe world but not of the world*." This vision of interpretation that updates the Weberian vision about the protestant ethics, (Berger, 2010), is a bit forced because the Pentecostal view to this issue does not represent an exclusion or an act of running away from the problems of this world but a transformation of it (Meyer, 2010).

How does a transnational community appear?

As Faist (2000) observes, the transnational dimension can know different grades according to practices, integration and keeping ties with the people left home. Even though the Roma from Fântânele regularly attend learning programs of the German language, their integration in the German society and the existence of powerful connections at the arrival is hard to confirm or infirm.

The Identity character and Migration experience

Although in this moment the number of persons living in Fântânele village is much lower than the inhabitants that live in Bucharest, Berlin and Toulouse, the identity character of the community constantly refers to the place of origin. Regardless of the place of origin, the religious belief or other aspects linked to the similar musical style, the Roma from Fântânele delineates from other groups through the aspect of origin. Describing the modalities in which Roma define their identities as being from Fântânele constitutes a transnational community is hard to say exactly. Still, I have observed that in the beginning, the people who had the experience of short internal and external migration have had an important contribution toward migration to Berlin and Toulouse. The experience of moving to Bucharest has been an important step, which started a process of delocalization of a part of the community and moving among strangers. The experience of migration represents an advantage, not only in the context of the relocation to Bucharest, but also the external migration as I will show regarding the way in which the Berlin community is constituted.

The Berlin Settlement

Immediately after the revolution there have been some people that have left for Germany in groups composed of 15–20 persons, through the simple fact that they have contacted "our boys from there", people from the community. Getting out of

the country was primary made through the Serbian pathway and in 1992, "*[they] were many, approximately, [they] were over a hundred guys*". These experiences were singular regarding the delineation of the phenomenon, but they did not represent the settled community in Germany. The impossibility of legally working in that period in Germany, unemployment and their families and children left home contributed to the return of the majority back home.

Only after the year 1997, when two girls from the village married two German ethnics, they settled in Berlin. At first brothers and brother in laws, afterwards other people started creating a community, but especially after the removal of visas for traveling in Europe. After the year 2007 there was a more pronounced migration as a result of Romania's accession to the EU and the easing of the means of finding a job. In this sense the community's transnational experience cannot be divided rigidly (Guarnizo and Smitheds, 1998), between transnationalism from above and transnationalism from below. Recently, Vlase and Voicu (2014) bring into attention the role of agency in contouring migration in the ethnic Roma framework; what I have observed regarding the decision to migrate of the people from the community was taken after an analysis of the economic situation.

The Toulouse settlement

With different nuances regarding the organization of the community, the Pentecostal Roma from Toulouse started to migrate in mid '90s with the help of some people from the community who were already there. In the case of migration to Berlin, people left especially from Fântânele village, people with a modest financial situation. In Toulouse, many came from Bucharest who wanted to improve their financial situation in a very short time. Also, moving to Toulouse was a decisionof those who lived in other places in Europe and chose to retrieve in France from the perspective of a better wage or because of the economic crisis.

Organizing the location

In the long discussions and walks in the northern part of Bucharest, I was surprised to see how many Roma people from Fântânele I could see each day in this neighborhood. Most of all in the evening, groups of people meet especially in Bazilescu Park in the New Bucharest, take walks in the park, meet and talk. Due to the fact that the majority live in that neighborhood, this area has become for them a space where the community feels in a way like home, not being among strangers.

Even though there are significant differences regarding the modality in which the communities are organized, there is the same idea of constructing a space which becomes familiar to the community. This space is homogenous especially in Berlin,

where the most part of the members are concentrated in one neighborhood, and even though others found rents in other places, usually they come over and chat or have discussions. These places of meeting are organized sometimes ad hoc, in accordance with the moment and preferences: parks, a certain Turkish coffee shop, known places where they do not disturb the public peace. In this sense, I have observed that in many interviews and discussions, accounts of the fact that police manifest a more pronounced vigilance for larger groups, but they started to know them because they are repented and they do not disturb anyone. The most important institution that contributes to the homogenization of community is the church, where meetings are organized three times a week. Due to the fact that in the Pentecostal community it has become normative(Biţiş, 2016), these meetings unite almost the whole community, because in other circumstances these groups are much more smaller, by kinship, friends or sensibilities.

Contouring the community borders

The impact of conversion to Pentecostalism of the majority of Roma from Fântânele produces an opening and also a reemphasizing of the communal borders. Although specific ethnic aspects that the community keeps, in many instances the community has reemphasized communal characteristics with the help of Pente-costalism. One of the first things that I noticed in discussions was regarding to the clear delimitation from other Roma communities. *'Spoitori', 'laiaşi', 'căldărari'* or *'ursari'*, all of them are different from them, and if someone joins the community through marriage, only their children are accepted in the community, even though this fact is not always overlooked, but sometimes they make jokes regarding the origin of one of the parents.

The view of the integration in the family of God that the Pentecostal proposes to those that convert draw the communal border, but only in some aspects. For example, in Toulouse, the opening of the community to 'spoitori' Roma is practiced not only in the business environment, where relations have become powerful, as a result of cooperation, but also between the Churches that exist there. The communal homogenization from Toulouse is weaker as a result of the opening up of more churches, due to the need for more space, but also because of some misunderstandings. Taking into consideration that there are Pentecostal 'spoitori' Roma, especially those that come from Timisoara, the integration of the Roma from Fântânele in the church is temporary, where an important role is the musical experience which is clearly inferior. The emphasis on the musical experience in religious services is essential and in the case of the community overlaps with their interest and practice of singing.

Conclusion

The description of a community in the ethnographic research takes in many cases, in its whole dimension, the form of an ethnography. Sketching the image of a transnational community implies much more time spent on the field and also a complex analysis and description. In this paper, I contoured the major elements that constitute the transnational homogenization of the community of Roma from Fântânele. As I have shown, the aspect of religious belief in migration is not sufficiently studied. I started from Schüler's (2008) observation regarding the transnational dimension of the Pentecostal ethos and exemplified how it overlaps with the understanding of the community regarding their characteristic of mobility. I have treated in a more detailed manner the case of community in Berlin and Toulouse, observing their experience of migration which contributed to their emigration. I have described the way in which the religious practices such as the Church meetings that unite the people, how marriages not only restrain the circle in the Pentecostal community, but also narrow the possibilities of the people that come from Fântânele, independently of the fact that they live somewhere else. The organization of the place brings into attention the way in which the Roma communities from Fântânele create a familiar space where they can develop their community. Communal borders are the result of the Pentecostal ethos that draw the line between the world and the repented and also the ethnic aspect, manifested through their origin's identity, as being from Fântânele.

The practices that I have observed and reminded in the previous chapters represent only some aspects regarding the contouring of the transnational communities. My approach of ethnographical studies of transnational experiences of the Roma community from Fântânele, in this paper represents the starting point for the analysis through "the nature of locality, as lived experience, in a globalized, deterritorialized world" (Appadurai, 1991).

The understanding of the way in which the identity of the community is created and nuanced in the context in which "groups are no longer tightly territorialized, spatially bounded, historically unselfconscious, or culturally homogeneous" (Appadurai, 1991), is constructed also through multi-sited ethnography. In the present moment, I focus on the second generation of emigrants from the Roma community from Fântânele that have been a part of the educational system in the host country and that have had more or less a grade of integration in the German society.

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A Scientific Network Analysis of Business Organizations: Research Design and Practices

Eliza BODOR-ERANUS,
Boróka PÁPAY, Bálint György KUBIK

Abstract

The overall aim of this paper is to highlight the importance of taking the organizational factors and needs into account during the preparation of research design through the example of the EVILTONGUE project conducted by Hungarian Academy of Sciences Centre for Social Sciences "Lendület" Research Center for Educational and Network Studies (RECENS). The research project focusing on gossip, cooperation and reputation networks necessitated close cooperation with organizations from the business world that has its apparent challenges for an academic research program. Besides presenting the theoretical background and detailing the preparations and execution of our research project, considerations of survey preparation, the process of getting in contact with organizations, and also ethical and technical suggestions for research programs focusing on business organizations are also included in this paper.

Keywords: organizational social network analysis, workplace gossip, job satisfaction, organizational commitment.

Introduction

The paper outlines the challenges of conducting scientific research of business organizations using the example of a research project. Organizational researchers face a wide range of theoretical and practical problems that are even more pronounced for research programs focusing on business organizations. Studying the aspects of organizational liferequires access to organizational resources and this necessitates close cooperation with companies that consider the participation in such a research a business investment.

Our team conducts a research project entitled EVILTONGUE focusing on gossip, cooperation and reputation at the workplace. Social network analysis is used to uncover these mechanisms and a pronounced attention is given to controlling a range of organizational factors. Since the respondents of the survey are employees of business organizations, close cooperation with companies mainly from knowledge-

intensive sectors is a crucial part of the project. The process of contacting the organizations, learning their organizational problems as well as their needs through interviews with the managers was also part of the research besides the data collection and data analysis.The research team is part of Hungarian Academy of Sciences "Lendület" Research Center for Educational and Network Studies (RECENS). This project has received funding from the European Research Council (ERC) under the European Union's Horizon 2020 research and innovation programme (grant agreement No ERC/648693).

Graph 1. *The logo of the European Union and the European Research Council*

The practical challenges of our organizational research can be summarized in the following key points. Firstly, the potential partner organizations need to be approached and the cooperative partnership has to be maintained. Secondly, the conflict between business logic and scientific approach must be resolved. During this step, the details of cooperation are discussed with the company management, resulting in a compromise solution that fulfills the goals of both the scientific research, both the partner organization. Although additional questions may beadded into the survey, the core questionnaire's consistency is preserved and the ethical considerations of a scientific study are taken into account. Thirdly, an analysis of the collected data has to be provided to the partner company in exchange for the access to organizational information. After outlining the theoretical background and survey methodology applied during the research project, our paper will follow a structure determined by these main points.

Theoretical background

The current chapter gives a short summary of the theoretical framework applied during the research project entitled EVILTONGUE. The first subchapter will separate the three main directions of gossip research and the second part will give a glimpse into how gossip and cooperation is examined in management studies.

Main research directionsof gossip research

Gossip and cooperation are phenomena that occur inside close social communities. Gossip is a way to punish free-riders and violators of the group norms in order to enhance cooperation. The personal interests of the sender of the gossip may be served by gossip by maximizing his well-being. Still, gossip, similarly to cooperation, remains a community action. According to the definition of Kurland and Pelled (2000), gossip is an "informal and evaluative talk in an organization, usually among no more than a few individuals, about another member of that organization who is not present" (Kurland and Pelled, 2000, p. 429). There is therefore a strong indication that the phenomenon of gossip and cooperation ought to be examined in a triadic setting. All the research directions are established on a triadic level.

A triad consists of a sender (S) whose strategic behavior we attempt to analyze. He/she is usually the gossiper and the one who can make the decision to cooperate with others. The receiver (R) receives gossip or the cooperative intent. The target (T) is the 'third' person, who is usually the object of the gossip. A triad consists of a sender, a receiver and a target. The existing relationships and dynamics are an integral part of this triadic setting.

The first research direction of the research project is the examination of the target's reputation and its effect on the gossiping and cooperative behavior of the senders (Ellwardt, Labiancaand Wittek, 2012; Hess and Hagen, 2006). The question whether a target's high or low reputation enhances gossiping about him remains largely unanswered in the scientific literature. The project seeks to answer the question that under what conditions does the (perceived) high or low reputation of a target indicate to the sender to cooperate with him or to gossip about him with the receiver.

Following the footsteps of the scientific literature (Ellwardt, Wittek and Wielers, 2012; Wittek, Hangyi, Van Duijn and Carrol, 2000; Wittek and Wielers, 1998) the second research direction tries to uncover whether cooperative relationship between the sender and the target and gossip between the sender and the receiver are mutually exclusive or not.

The third research direction considers targets' perceived higher wage as an explanatory variable for the sender's gossiping or cooperative behavior. This direction involves equity and envy theories (Adams, 1965; Bedeian, 1995; Dogan and Vecchio, 2001) . The chosen strategy might be affected by organizational factors (Leete, 2000; Welsch and Kühling, 2015). In the project, we consider wage dispersion as a factor that has an effect on the sender's behavior toward the target.

Gossip and cooperation in management studies

Cooperation is a highly important topic in management studies and it is often linked to the concept of performance (Smith, Carroll and Ashford, 1995). It is affected by factors such as task interdependence. High task interdependence requires cooperation more than low task interdependence. Task interdependence has been shown to increase communication as well as the norms of cooperation and the expectation for help (Bachrach, Powell, Bendoly and Richey, 2006).

In management studies, workplace gossip did not receive much attention until recently (Michelson and SuchitraMouly, 2004; Noon and Delbridge, 1993). There is however a tradition of studying informal communication in the formal organizational framework (Mark, Waddington and Fletcher, 2005; Roberts and O'REILLY, 1978). In contrast, informal communication channels emerge spontaneously and the phenomenon is often referred to as grapevine. Gossip is an integral part of the informal communication in an organization (Michelson and SuchitraMouly, 2004). When formal ties are accompanied by informal ones, a potential outcome is that the cooperativeness and productiveness will be likely increased (Mehra, Dixon, Brass and Robertson, 2006).

In the current management literature, gossip is mostly seen as useless and something that undermines productivity, is immoral and also hurts cooperation. This assumption is based on the simple belief that more gossiping more leads to less working activity and there are costs associated with fighting gossip (Gholipour, Fakheri Kozekanan and Zehtabi, 2011; Johnson and Indvik, 2003; Michelson and Suchitra Mouly, 2004). Some researchers attribute similarly beneficial functions to informational communication as to organizational gossip. It can have a stress-reducing function, it can create a shared organizational culture, and enhance cohesion within a group. At the same time, larger grapevine activity is associated with greater voluntary turnover, higher level of stress and also insecurity. As an overall conclusion, grapevine in an organization should not be restricted, but controlled by clear, proactive communication (Crampton, Hodge and Mishra, 1998; Kraut, Fish, Root and Chalfonte, 1990).

Workplace gossip, cooperation and reputation are interrelated with many other factors that need to be measured simultaneously. An organizational structure may encourage either cooperation or gossip. Both ways have potential advantages as well as disadvantages (Beersma et al., 2003; Drago and Turnbull, 1991). Employees' behavior is embedded in and also influenced by interpersonal relations and factors contributing to job satisfaction, the context of behavior, and the overall work mood (Brief and Weiss, 2002) (Johns, 2006). Financial incentives can also determine

employees' behavior. Wage negotiations (Leibbrandt and List, 2014; Seidel, Polzer and Stewart, 2000) and reward allocation (Dyer, Schwab and Theriault, 1976) are important focal points of this research project.

Measuring workplace gossip

The EVILTONGUE project is a survey research, where most of the survey questions are extracted from the relevant scientific literature and aimed to measure gossip, cooperation and reputation within an organization. Beside the theoretical considerations concerning gossip, we included questions regarding organizational dynamics such as wage satisfaction, perceived wage differences and envy. Surveying in business organizations requires the researcher to apply classical management questions such as organizational commitment or job satisfaction. Although the latest two are important control variables in our research, they represent a significant part in the report made for each and every organization. The research project uses international standards to measure such indices. We measure numerous levels of satisfaction such as satisfaction with the managers or with the promotion opportunities. We also controlled for wage, position, past and future promotions, or the period of time spent in the given position of the employee.

The concept of gossip has a strong negative connotation and implies social desirability from the side of the respondents. Most of the relevant researches therefore avoid the usage of the word gossip and we have also chosen to exclude it. Using the widely accepted definition of organizational gossip (Kurland and Pelled, 2000), we asked respondents whether they share evaluative information with colleagues about a third colleague who is not present.

For other the theoretical concepts we applied multiple measures. Market companies doing network research within business organizations usually have 4–6 questions in total, but we wanted to make sure that we capture as many aspects of the dynamics between employees as possible. We measured obligatory cooperation within a company as well as informal cooperation. In our framework, trust is measured as a precondition of cooperation. We included questions that aim to uncover formal and informal communication such as the frequency of contact between employees. In the case of reputation, we asked for the opinions of the employees on each other's work, competence, personality traits and so on. We also attempted to measure friendships and opinion leaders. Different wage perceptions and envy toward other colleagues is also an integral part of the questionnaire. The question avoids the usage of the word "envy".

We attempted to apply questions that are generalizable for every type of organization. We offered every organization to include their own questions in the survey that usually concern different policies or facilities of the individual companies. Editing the questionnaire proved to be an iterative process. Some questions recommended by companies made into our main survey since they have proven to be highly useful questions that did not receive a strong emphasis in the relevant literature.

Establishing partnership with business organizations

This part will discuss the first main point of the practical problems experienced during our organizational research project. Approaching and reaching a mutual understanding with potential partner companies causes some difficulty to a scientific study. We will outline our experiences, the issues that we encountered, and provide a glimpse into our solutions.

Our partner organizations were recruited using mainly the acquaintance network of members of the research team. We contacted these companies via e-mail with an introductory document attached. The document gave a short summary of the research project, stated its goals and detailed the benefits that our partners can gain by participating in our research project. If the particular organization showed interest, we scheduled an in-person meeting with the management of the company. In many cases, the organizations were reluctant to cooperate with us. The reasons for refusing to participate in the project were diverse. For example, most organizations did notinclude the possibility of this kind of research during the planning of their organizational lives and others were concerned that employees would raise objections to participating in the research.

During the first discussion with our potential partner companies, the following typical questions arose:

1. What does our project profit from the research?
2. What will the organization profit from the research?
3. When will they get a summary of the analysis?
4. Will the name of the participating company be mentioned explicitly?
5. Why are the names of the individual employees not mentioned in the results of the network analysis?

These questions give a good summary of the logic business organizations followed while evaluating the possibility of participating in our research project. The question of profitability was central during the discussions and we were required to prove to these companies that a partnership would be beneficial to them.

The leaders of our partners have mostly already heard of market companies that specialize in social network analysis for business organizations. These market solutions ask the employees to fill out a survey consisting of only a few questions, therefore only several minutes are needed to finish the questionnaire. The participating companies receive the results of the analysis in several business days and the provided material makes it possible to identify the individual employees. In contrast however, our research project asks the partner organizations to devote considerable amount of their employees' time (approx. 30–40 minutes) to fill a sizable questionnaire, a number of ethical considerations have to be taken into account during the presentation of the analytic results (making it impossible to identify the particular employees for example), and the results take approx. 1–2 months to prepare. We, therefore, had to emphasize the benefits of a scientific approach during the initial talks. Our argument was that our perspective has the potential to give a detailed explanation to workplace phenomena, the obtained results can be integrated into the company's strategy, and our services are free of charge since the EVILTONGUE project is a non-profit research program.

The contacted organizations also expressed concern over the usage of their names in scientific publications fearing that bringing light to their organizational weaknesses publicly may give them a negative reputation. We had to assure them that the name of the company will be kept a secret and only the sector in which they operate is relevant to our research.

Ethical considerations

A scientific research project has to abide by numerous ethical responsibilities: we have to protect the interests of companies and their employees by guaranteeing anonymity. The names of the participating organizations are not mentioned in any publication and the database of the online survey software stores anonymized codes for each employee. The reasons to guarantee the anonymity of employees are usually not clear to company leaders: they would like to know exactly which person is in which network position. This matter has to be therefore very carefully explained to and discussed with the management of each organization.

Besides the anonymity of data, there are some sensitive data (for example wages) that can be again at the base of different interests. We are interested in how well employees with varying wage levels are integrated into the network structure, but the partner organizations would like to protect information about wages. The workaround solution can be wages given in intervals. Performance wages resulting in significant changes in payments from one month to another necessitated special

considerations. In these cases, alternative measures (such as number of clients handled by a particular employee) were used as proxies of wage levels.

Data analysis in this research project has two purposes: a short report has to be provided to the participating organizations and a separate scientific analysis needs to answer the scientific questions that were formalized by our researchers. These two "outputs" have absolutely no intersections: only the explorative data analysis is presented in the first case, and a deeper, comparative data analysis focusing on casual relationships is necessary during the scientific phase. In the first case, the research project had to take serious ethical considerations into account: even though we gathered detailed information during the data collection phase, the anonymity of employees made the identification and communication of problematic spots to company managers a challenge. Our solution was to aggregate data by position level or department, and research results were presented using sociograms where nodes were colored by job position, organizational commitment, or job satisfaction. This way, anonymous data proved to be useful for organizational purposes: we were able to make conclusions about the satisfaction of employees in certain positions, or the network positions (such as centrality or betweenness) of employees with low levels of organizational commitment could be analyzed. We also identified the characteristics of central actors within a network and inferred potential problems implied by the network structure. The graphs below show the differences between formal and informal communication in an IT-profile organization colored by job positions.
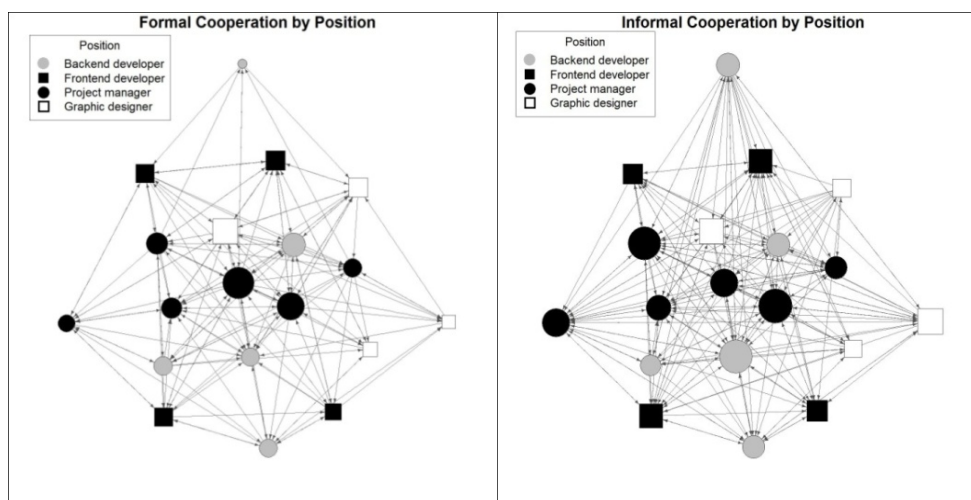
Graph 2: *Differences between formal and informal communication in an IT-profile organization colored by job positions*
Source: authors' work

Technical considerations

The complex questionnaire necessitated the usage of unique and innovative ways of data collection. After examining the popular online survey softwares and understanding their strengths as well as their limitations, we decided to develop a custom-made online survey.

As discussed earlier, the research project put a strong emphasis on dyadic and triadic relationships among the employees of the individual companies. The collection of network data has its apparent challenges for a survey research: the respondents have to choose from a list of their peers and the choices made earlier affect the possible options of later questions. For example, the employees had to identify the people with whom they engage in gossip. Since the gossip involves an arbitrary number of targets, the respondents were also asked to tell us the people about whom they gossip. Since the identity of the receiver is crucial, the range of targets had to be asked for each receiver. The name of the respondent had to be excluded from the list of potential gossip receivers and the respondent and each receiver had to be removed from the list of potential targets.

The high level of dependency among the different questions urged us to rely on a custom survey software. This software was developed by us in Python and the „low-level" nature of the solution made supervision and customization possible. From the respondents' side, an online survey research has to fulfill multiple requirements: the process of finishing the questionnaire has to be as quick and simple as possible, the design has to be good, and the survey should be able to accommodate a wide range of devices (including mobile phones or tablets). From the researcher's perspective, the survey software needs to handle a large number of respondents simultaneously, the respondents have to be monitored in order to prevent unauthorized access or ignoring required questions, and the gathered data has to be stored in a consistent and anonymous way. Our solution proved to be able to fulfill all of these requirements and the resulting database was almost instantly ready to be analyzed, circumventing the need for the long and costly process of data cleaning.

The survey was conducted mainly on tablets provided by "Lendület" RECENS for the purposes of the research project, but non-present employees had the option to fill out the questionnaire in a later date from their own devices and internet browsers. The survey software is running on a web server created by a cloud provider and the questionnaire was accessible through a hyperlink. Cloud solutions such as Heroku or Amazon Web Services Elastic Compute Cloud (AWS EC2) provide low-cost or even free resources for a custom web application such as servers or relational

databases. Cloud resources can be easily created and destroyed on-demand, therefore the costly installation and maintenance of an on-premises computer can be avoided.

Conclusions

This paper contrasts the theoretical considerations and research design of an organizational survey research with its real-life application. Our research team conducts a study focusing on social network analysis at the Hungarian Academy of Science "Lendület" Research Center for Educational and Network Studies (RECENS) group entitled EVILTONGUE funded by European Research Council.

The project seeks answers for the way gossip affects reputation, cooperation and social order in a workplace and how it interacts with other organizational factors. The theoretical framework of the project implies network analysis between employees, measuring cooperation, reputation and gossip triads besides many other relational data, controlling for demographical variables and considering several factors from management literature such as organizational commitment, job satisfaction or wage of the employees.

Since the respondents of the survey are individual employees of business organizations, close cooperation with companies (mainly from knowledge-intensive sectors) was a crucial part of the project. Although we are interested in providing scientific explanations for the phenomena, the different business organizations (our partners) follow their own logic and try to fulfill their own goals through our research. The partner organizations have their own motivations that often conflict with the scientific nature of the project. Data collection was preceded by approaching the potential partner organizations and reaching an agreement with their management. During the negotiations, the details of the survey are discussed in depth and several organization-specific questions are added to the main questionnaire, while preserving its consistency. There were some apparent parallels with organizational network analysis provided by private companies, but the considerable differences had to be clearly explained to the management of the partner companies. The research project had to abide by serious ethical considerations: the detailed information gathered during the data collection phase contains sensitive data, therefore the anonymity of the respondents and the analysis of aggregated data is necessary. We also made the commitment not to mention the names of the participating companies in any publications. The short report given to the participating companies presented data aggregated by job position, organizational commitment, and job satisfaction. The characteristics of central actors within a network were also examined and problematic spots were communicated to the partner organizations.

The research project's complex survey necessitated innovative ways of data collection. A custom online survey software was developed to accommodate network (especially triadic gossip network) questions, ensure full supervision, simplify modification, and to follow our serious ethical rules.

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Latent conflicts and the migrant crisis.
A theoretical analysis on the perils facing
the European Union and the Romanian society

Botond Zsolt BOTTYAN

Abstract

Europe and, as a part of Europe, the Romanian society is at crossroads. The migrational pressure from the Middle East is raising sharp political questions about how torespond to a crisis which threatens the economic, religious and ethnic equilibriums established in Europe. It's mainly an ideological conflict which can have long lasting consequences on the way the nation states of Europe will shape the future of the European Union. The idea that history came to a final point where capitalism and liberal democracy were triumphant over diverse forms of totalitarianismsseems to be an overstatement which is challenged by the resurgence of nationalism throughout Europe. Euro-skepticism is taking prevalence over the integrative forces driven by the reactions towards the migrant crisis mainly in the former communist countries. In thispaper, I will try to analyze the signs toward latent conflicts in the Romanian society that could became manifest soon under the pressure of the migrant crisis that is unlikely to diminish as a social phenomenon. Many groups, mainly in the former communist countries of the European Union (EU), stated that they are not willing to accept migrants of a different religion and culture in big numbers which are threatening to change the religious and cultural structure of their countries.

Key words: migration, Euro-skepticism, latent conflicts, cultural differences.

The problem

I consider that we live today in a particularly charged historical period in the sense that there are many potential conflicts going on that are wide in their scope and magnitude but which can entwine in a coherent authoritarian response which could mark the end of the European Union and of the western liberal democracy.

One of the major conflicts which marked the EU was the migrant crisis which began in 2015 and lasted until the deal with Turkey regarding the refugee camps was established in 2016. In 2015, a large contingent of migrants from The Middle East, which were fleeing the war from Syria and Iraq, and other economic migrants from Afghanistan and Africaentered the European continent through a South-Eastern

routewhich began with Greece and the Balkans and through the Mediterranean arriving in Greece or Italy. The ineffectiveness of the Schengen border control resulted in a situation where hundreds of thousands of migrants illegally trespassed the borders into the European Union which triggered swift responses from countries like Hungary which practically sealed their border with Serbia to stop the illegal migrants coming into the country.

The migrant crisis surfaced deep divisions in Europe between the political elites and the population or between member states that have opposing visions about the future of Europe. I consider that Europe must deal with three main latent processes that are entwined and will heavily influence the future of Europe including the migration issue:

1. The political and economic imbalances determined by the process of globalization which detached the economical process from the political undermining the nation state democracies which determine a reaction from autarchic and populist political orientations throughout Europe which are strongly opposed to receiving migrants in their countries.

2. The ecological crisis which changes the environment rapidly due to accelerating global warming. In a few decades, large portions of the globe, highly populated, will become practically inhabitable determining a constant flux of migrants from these areas towards places with better climate like Europe.

3. Cultural divide between western secularism and Christianity onone hand and the militant form of Islam on the other hand. Some argue that cultural divide is so significant that large Muslim groups cannot be integrated either in secular or mainly Christian societies in Europe.

The influence of Globalization

The process of economic globalization is rapidly dismantling the democratic structures of the nation states. The main force behind this is the deregulation of economic activities which are regulated mostly by international treaties under the governance of the World Trading Organization (WTO) or by supra-state structures like the European Union. The nation states are becoming politically less and less relevant without the power to regulate economic activities and to significantly shape through specific economic policies the economic and social conditions. In the context of the current form of the globalization process, the only route for action for national governments seems to be the creation of ideal conditions for global investors under the macroeconomic guidelines of the International Monetary Fund (IMF) which means sometimes greater inequality and structural problems in their

economies (Stiglitz, 2002). I don't want to dwell in the debate about the economic consequences of globalization which is basically an ideological debate. There are social scientists and politicians who sustain the current form of the globalization arguing that it brought unparalleled economic conversion at global scale lifting many underdeveloped economies to industrial power status (China, India) in a few decades (Bhagwati, 2004). Globalization, according to these scientists, not only creates growth in developing countries but is the only source for future growth for the developed countries (Dreher, 2006).This school of thought considers that the spread of economic wellbeing through the economic mechanisms of globalization is entwined with the spread of western type of liberalism which enhances the democratization process throughout the world (Wolf, 2005).Migration, per this position, is a normal consequence of globalization and should be embraced because it enhances the distribution of workforce at a larger scale.

Others point out at the destructive influence of the export of capital and the associated knowledge from developed countries towards countries that offer lower wages for the same jobs just for enhancing the profitability of the transnational corporations on the short term(Chossudovsky, 2005; Ritzer, 2010). They point out phenomenn like the shrinkage of the middle class (Pressman, 2007) and the growing inequality in the United States (Wolff, 2010)which is an important topic in this year's presidential election.

The global economy, which produced strong growth rates in some parts of the developing world, failed to produce the same results in Europe's developed economies showing persisting economic problems such as a high level of unemployment and stagnant wages. These economic problems create a negative attitude of the population, especially of the affected groups towards economic openness or the problem of migration. Thus, we observe throughout the EU a resurgence of populist and nationalist political movements which are threatening the unity of the European Union. There is a growing European skepticism in countries like Poland and Hungary which have nationalist governments opposed to economic globalization and favoring a strong national economy which is less dependent on international capital movements or financial investments. These types of more autarchic governments (Hungary, Poland, Slovakia) are opposing the idea of openness towards migrants and refugees considering them more of economic burden than a solution.

Global warming and migration

The ecological crisis is represented by the effect of the human induced global warming which has already changed the climate in many parts of the world and is

starting to affect the weather patterns throughout Europe. The main areas affected by the accelerating process of global warming will be those from where the migrants and refugees of war are coming today: The Middle East and Africa (Warner et al., 2009). The climatic situation is projected to worsen in the forthcoming decades which will ensure a constant and increasing pressure of migrants from the area towards the EU.

Western secularism, Christian identity and Islam

The third issue is represented by the divide between western secularism, widespread in the western part of the European Union, central European strong Christian identity (Poland, Hungary) on one hand and Islam on the other hand (Huntington, Carp and Motoc, 1997). The secularist Europe which is proponing the multicultural society, is dabbling with the idea of the compatibility between Islam and open societies based on the principle of separation between religion and state (Roy, 2007; Shadid and van Koningsveld, 1996).

The recent terrorist events in France, Germany and Belgium, which were committed by Islamic radical groups like the Islamic State of Iraq and the Levant (ISIL), revealed that even in the case of Muslims born in these states some of them developed a radical form of Islam which led them to participate in terror acts against their adoptive countries. These events fuel a school of thought that considers Islam incompatible with a democratic society without proponing yet an explanation mechanism for it. From a leftist ideological perspective, this theory of incompatibility between Islam and democracy represents a bigoted position, without intellectual merit and with a racist underpinning.

Championing a humanist perspective mixed with some economic rationale the political elites and the media from countries like France and Germany favored an integrative solution to the migrant crisis by spreading the migrants through a quota system throughout the European Union. The decision was accompanied with a flurry of gruesome terror attacks throughout Europe during 2015–2016 which undermined the favorable attitude towards migrants and towards the elites that encouraged the integrative solution.

Opposed to the Franco-German position were the countries that form the so called "new Europe" which comprises the former communist countries who joined the European Union at the beginning of the XXI century. This group comprises the "Visegrad four" (Hungary, Slovakia, The Czech Republic and Poland) which are strongly against the quota system, threatening legal measures against the EU if the solution will be enforced upon them.

I would emphasize the Hungarian position whichis the most complete from an ideological and practical point of view. The governing Hungarian elite, led by the nationalistic and authoritarian FIDESZ party and prime-minister Victor Orban (Rupnik, 2012),is arguing from an ideological perspective that Christianity and Islam are not compatible, the successful integration of Muslims is not possible and numerous influx of Muslim migrants would create practically a "parallel society" in Hungary. Before we dismiss this position as baseless ideological position we have to take in account the mixed experiences of the integration of Muslims in Western Europe (Roy, 2007; Shadid and van Koningsveld, 1996). The ghettoization of the Muslim communities is present in every situation where a large community of Muslims is present and there are more cultural conflicts despite the low religious sentiment which characterizes the majority population in Western Europe. The recent burka controversy in France is just an example of the sensitive cultural differences between the majority population and the Muslim community, conflictswhich are resurfacing periodically even in a secular and liberal society like France (Walterick, 2006).

The EU, nation states and migration

The Hungarians are raising the issue of the right of every (nation) state to define the way of life appropriate to them and to not let in their country cultural groups that they consider incompatible with their culture and way of life. This position is in a sharp contrast with the ideology of open societies and multiculturalism which considers ethnic, cultural, racial, religious or sexual discrimination unacceptable. The question is if this principle of non-discrimination is applicable towards the citizens of the state only or towards people from other countries. Logically the principle of non-discrimination is limitedby the principle of the sovereignty of the state. The core debate regarding this issue is about the future of the EU: will the EU become, through more integration, a super-state which will make obsolete the nation states or will EU revert towards a more loosen structure of nation states which will cooperate on certain economic, political or social issues? If Brussels, represented by the central political and bureaucratic structures of the EU are pressing towards more integration and multiculturalism in a secular environment, some members like Hungary and Poland are favoring the solution where nation states maintain a strong identity and sovereignty.

Another argument raised in favor of letting these migrant groups in Europe is the economic necessity of assuring the required workforce for the economy. Most of the countries from Central and Eastern Europe are net exporters of workforce

because of the wage differences that exists between the Eastern and Western part of Europe. The Hungarian government rejects this approach considering that the workforce shortage can be solved by other demographical and economic policies than allowing a large group of Muslims or Africans into Hungary.

Hungary raised, alongside its partners form the Visegrad group, some legal concern towards the quota system proposed by Brussels which will be sought after in European courts at the end of 2016. The main question is if the European Commission can propose policies with ideological implications regarding the future of the EU. Basically, the quota system was vetoed in the European Council by countries such as Hungary, Poland or Romaniabut later the European Parliament and Commission, which uses simple and qualified majorities to take decisions, forced the quota system on all the countries of the EU under the slogan of European solidarity.

Historical context

These differences between the European countries towards migration are explainable by the different historical paths of these nations. Hungary, Poland or Slovakia don't have an imperialist or colonialist past like Great Britain, France, Germany, The Netherlands, Spain, Portugal or Italy. These countries havehistorical ties with different parts of the world which ensued a series of economic, political ties with, among others, Muslim countries, from the Middle East, Far East or Africa. France and Italy's relationship with North Africa are obvious so there is, for example, a long history of relationship between French and Muslims from North Africa of Algerian or Moroccan descent (Haddad, 2002). The same can be said about Great Britain or Germany which imported for economic purposes Turkish workers in the sixties. These European "universal" cultures, especially the French, English and German, considered that ethnic and religious traits are secondary, what counts is the citizenship and the adherence to the "universal" principles of the main culture. They considered that multiculturalism and principles such as the separation between state and religion are sufficient to accommodate different ethnic, religious groups in a big melt pot of a universal culture. Until the economic and political conditions were favorable this thinking was rather successful, but after the fall of the Berlin Wall and, mostly, after the recent destabilization of the Middle East and North Africa the situation changed through the increasing migrant pressure and the radicalization of Islam. These countries have historical responsibilities towards former colonies that they once exploited; they can have a "feeling of guilt" for not helping them or are directly responsible for the destabilization of countries like Syria, Iraq or Libia (Great Britain and France).

On the other side of the spectrum are the former communist countries of the EU, which have a rather limited diplomatic, political, economic or cultural relations with the areas from which the Muslims migrants are coming. Multiculturalism is limited to the experience of living together with other European ethnicities which all are Christian and Caucasian. Some consider that this lack of contacts with different races and markedly different cultures determines a certain inward looking society, prone to autarchic reflexes and xenophobia. The only comparable relationship of the Central and Eastern European countries is with the Roma community which cannot be described as a success(Ringold, 2000). Despite living in the area for hundreds of years the Roma community still has an inferior status, is impoverished and is subjected to different forms of discrimination. This situation underlines that the former communist countries still lack capabilities, economic and cultural, to successfully integrate minority groups which are significantly different from the majority population.

Romania and the migrant crisis

Where is Romania standing in this ongoing migrant crisis? I would say that at the middle between the positions of "Old Europe" and "New Europe". At first I would relate the political decisions regarding the migrant crisis by saying that Romania voted against the quota system in the European Council, but after it was enforced on the members of the EU by the European Commission led by the political force of Germany, Romania didn't protest further, accepting the decision in the name of "European solidarity". Theoretically Romania's government still doesn't agree with the distribution of migrants through a quota system, but they don't offer an ideologically coherent motivation like that was offered by Hungary or Poland.

There are a few reasons why Romania is still ambiguous on this issue despite having a social structure more adequate to fully embrace the rejection of migrants than Hungary or Poland par example.

1. First I shouldmention the institutional divide in Romania in the forming of the foreign policies between the presidency and the government led by the prime minister. Taken in account that the president doesn't have executive powers on economic issues and often these circumstances are essential in shaping foreign policies there is a certain back and forth between the two executive powers. Romania is greatly dependent on the EU economically and couldn't afford a direct confrontation with the Commission on the migrant issue without having an alternative

economic plan in place such as the reforms that the Orban led government implemented in Hungary after the economic crisis.

2. Romania wasn't pressurized by the influx of migrants in the latest migrant crisis. The refugees from the wars in Syria and Irak and the vastly more numerous economic migrants from other areas didn't choose as destination either Romania or the other former communist countries from the EU. It was clear that the migrants have targeted rich western and Nord European countries and the former communist countries like Hungary were mere transit destinations. Unlike Hungary which was confronted with hundreds of thousands of migrants at its borders, Romania wasn't even on the transit route towards the migrant's destination. So, we could conclude that the migrant issue is more a future problem for Romania because in that latest crisis Romania wasn't a transit or a destination country for the migrants. I think that the probability that migration will be one of the major issues for the Romanian society in the forthcoming decades is quite high.

3. Romania doesn't have a significant nationalist political force despite a history of ethnic conflicts with the Hungarian minority or the Russian Federation on the issue of Moldavia. I don't want to dwell on the political and sociological causes of this situation but I would say that the nationalist movement was compromised by poorly organized and ideologically ill prepared political leaders and organizations. Romania never developed political structures and ideological movements like the FIDESZ in Hungary or the "Law and Justice" Party in Poland. Globalization, the loss of national identity was never seriously taken issues in the profoundly corrupt political environment of Romania. Sociologically, Romania exported more than 2,5 million workers towards the west of the EU (Ciocănescu, 2011) (the real numbers are closer to 3,5–4 million) which undermined the forming of a strong political movement defending the national identity.

4. Despite being a significantly more religious country than Hungary or Poland, Romania doesn't have a history of religious militantism and is quite tolerant from a religious standpoint. The Romanian Orthodoxy which is pervasive in the Romanian society is rather indirectly involved in the political arena mainly after the experience of the cohabitation with the communist regime. The Romanian Orthodox Church is starting to act more decisively on the political arena sustained by a large conservative part of the population which slowly is starting to grasp the influences of cultural globalization on their set of values. Despite the pronounced conservativism of the Romanian population (Voicu and Voicu, 2007) this failed to translate into a forceful political movement and policies. This latent conflict between the progressive and conservative part of the Romanian population will erupt in the forthcoming

decades and will shape the country response to major issues like the future of the EU or migration.

5. Romania has a more nuanced relationship with the Muslim world than Hungary or Poland. Romania has an historic Turkish Muslim community in Dobrodgea. Moreover, during the communist regime, Romania developed important political and economic ties with Muslim countries like Syria, Iraq, Lebanon, Algeria or Lybia. There were many Muslim students in Romanian universities which developed strong ties in Romania forming mixt families and opening business after the revolution. Romania has strong ties with Turkey being together involved in initiatives like the Black Sea Economic Cooperation and NATO. These circumstances greatly diminished the anti-Muslim rhetoric in the media and in the political rhetoric.

If the above-mentioned points justify the separation of the Romanian position from those of Hungary or Poland, finally I would mention a series of latent conflicts that will trigger a nationalistic and defensive response to a future migrant crisis that could (in my opinion will) affect Romania.

First, the still overwhelming religiousness of the Romanian society (Voicu and Voicu, 2007) and theautarchic nature of the Romanian Orthodoxy, despite some ecumenical efforts of the Orthodox Church and an inevitable dip in public trust, will make manifest the inherent conflict with progressive groups, attacking the deep transformations induced by globalization which directly affects the church's public support in the Romanian society.

Closely linked with the religious cleavage is the ethnic problem which will inevitably emerge in the context of a migrant crisis. InRomania, there is a latent conflict between the majority non-Roma population and the Roma population. It never became a manifest conflict because it never was ideologically formulated like the conflict between Romanians and the Hungarian minority. Latent racism is present in the attitude of Romanians towards the Roma community, which is over-whelmingly negative, which would be enhanced by an acute migrant crisis involving migrants of Muslim or African origin.

As I said above, Romania is a net exporter of workforce and is very difficult to sustain politically the replacement of these workers with migrants. Many Romanians who work abroad have their families (parents, children) left in Romania and they define themselves as temporary migrants who wants to come home when the economic conditions will improve. This conflict between the political elite and the migrant workforce of Romanians is latent but it could become manifest as soon as the prospect of foreign migrant influx is becoming real.

In conclusion, I consider that the migrant problem from the Middle East and Africa will remain a constant fixture in Europe. There is no good answer yet to the

problem and maybe never will. What I presented in this paper are basically ideological standpoints on the issue that likely will shape the responses to future crisis. Regarding Romania, there are many latent conflicts that soon will emerge under external pressures as it happened in Hungary which faced hundreds of thousands of migrants at its borders. Parallel with these events, the sharp ideological standpoints will likely shape the future of the EU which should decide soon: will the EU face the future crisis as a more integrated structure with a unified ideological stance on the issues or the nation stateswill take back the power to solve these type of conflict situations questioning the existence of the EU as political structure in the future.

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Changing values
and the moral dimension in social work

Cristina CORMOŞ, Oana LENŢA

Abstract

Values are essential for defining social work, as these are one of the particular aspects of the interaction between social workers and their clients. Knowledge, general and specific values employed by the social worker facilitate his understandingof subjective individual states and objective social statuses, resulting in the synthesis of what we know as "social issue". However, it is important to emphasize that in the contemporary society there have been various changes in all segments of the population, and as a result, the relationship between values on the one hand andthe person, group, family, community on the other hand is permanently subjected to transversal and longitudinal transformations. Thus, moral principles relevant to social work, i.e. acceptance, neutral attitude, individuality, expression of feelings oriented towards reaching a goal and controlled emotional involvement, self-determination, privacy – can be outlined in a new moral dimension, with impact on the whole society.The aim of this paper is to identify the transformations observed in the vulnerable population andanalyse the changes occurred in social work values and moral dimension implicitly.

Keywords: value; social work; client; change; moral dimension.

Introduction

Values in society are essential in everyday life, but even more in social work where professionals make decisions to solve difficult situations and moral dilemmas. "Social assistance is not only a way to do, but a constellation of preferences on what is worth doing. It is crossed by idealistic aspirations concerning people and idealistic notions on how people should be treated" (Timms, 1983, p.18 apud Bulgaru in Neamţu (ed.), 2016, p. 979). Of importance is also the relationship with beneficiaries of social work, so that it is required on the one hand awareness of personal values formed in families and schools through education, as well asof family and social patterns and on the other hand knowledge, understanding and learning of professional values that are essential for a social worker. Values are intersected with a number of important concepts such as attitudes, ideals, interests and concernthe assessmentsshown by the individual regarding certain objects, ideas,

relationships, and which are based on the criterion of meeting a specific need or an ideal. Values in social work refer to a number of beliefs on what is considered to be worthy and valuable, good and desirable, just and right. Both society values in general and social work values in particular may change with changes occurring in society. Therefore, social workers must be permanently anchored in social reality, in order to observe any change which might prejudice their work and to successfully overcome moral dilemmas in cases of difficulty.

Society and social work

From the socio-human perspective, we live in a changing society; these changes are noted in the social space, perceptions of reality and social representation, in mentality, social and family relations and extend to social and human values, which are otherwise fundamental for the equilibrium and cohesion of the society in which individuals interact and develop. Society is the result of conscious and deliberate behaviour, while actions resulting in and reproducing social cooperation pursue cooperation and mutual assistance among people to achieve certain specific results. Society is "a group of individuals belonging to the same species and which are organized so as to communicate and cooperate within a well-defined space or territory to achieve individual and collective goods." (Vlasceanu, 2011, p. 89) Society requires cooperation and collaboration rather than isolated existence of individuals, which indicates that human relationships of mutual aid are classified at a higher level. The human individual is born into an organized environment from the social point of view; he lives and acts in society, the social or societal element being a certain orientation of the actions of individual people. Thus, when we refer to human society, in generic terms, we consider the following components: "(1) Individuals considered as social stakeholders, i.e. people who initiate and sustain on the life stage individual actions saturated in meanings and who follow paths already set by norms and established social rules or who establish paths of action; (2) The relationships that social stakeholders construc tamong themselves in certain established structures" (Vlasceanu, 2011, p.92).

During collaboration and social cooperation, feelings of sympathy, friendship and belonging to a group may arise between individuals. These feelings have not essentially produced social relationships, but have contributed to social and relational restructuring and have been instrumental in mutual assistance relationships. However, the fundamental facts that led to the emergence of cooperation, society and civilization had as essential element division of labour, division of tasks and of social roles. This aspect disciplined the individuals and motivated them to become more involved in

inter-human relationships, more oriented towards collective rather than personal goals, where cooperation and collaboration resulted in mutual assistance relationships. On this background, we discuss issues related to contemporary society, where social work is distinguished by actions of support and involvement at the individual, group, family, community levels, actions which have positive influences on the entire society.

Broadly, social work is the activity of helping people in need by offering support, protection, reintegration, rehabilitation, in order to help them develop abilities to solve their problems and overcome situations of crisis. Social work brings to societal attention the ideas of social ethics, which involves solidarity, aid, care of others, inclusion and social acceptance. "Through specific measures and actions, social work aims to develop individual, group or collective skills to meet social needs, to improve quality of life and promote cohesion and social inclusion." (Law no. 292/2011, article 2/ paragraph 3). The aim of social work is "to help those in need to develop their own skills and competences for an appropriate social functioning." (Bulgaru,2003: 15) This aid is generally provided for a limited period of time, until people in need find their inner and outer, psychological, social, material, economic resources to re-achieve and maintain a level of equilibrium and social normality.

Changing values in social work

Value, as a concept, refers to perceived and expressed assessments of the individual towards certain objects, ideas, relationships, based on the criterion of meeting a specific need or an ideal. Values are generally perceived as scientifically unproved beliefs, known as the cultural elements that are shared by people of the same culture. In social assistance, values are oriented towards the individual, group/ community, towardsthe practice of social work and the social worker status. Values in social assistance refer to "a set of beliefs about what is considered to be worthy and valuable in the context of social assistance: general views on the nature of a good society, general principles on how to achieve this goal through actions and qualities or traits desirable to specialists" (BASW, 2010, p.17 apud Bulgaru, in Neamţu, (ed.), 2016, p. 979).

Values have been permanently subjected to some transformations, linked to changes occurring in society in general and at the psychosocial level of individuals in particular. Despite undergoing these transformations that are still visible in the present society, values in social work have always been aimed towards 'promoting solidarity, help, concern for others, inclusion and acceptance of others, social justice and dignity of the individual" (idem). They may be regarded as opinions and beliefs about people, and professionals see them as ways to help those in need in a socio-

human and psychologically balanced way. Values are essential for social work practice, as they influence working strategies and relationships with the beneficiaries. They express ideas regarding the "attitudes towards people, beliefs on the place and role of man in society, his needs and goals, the ways to take action to resolve situations and obtain goods necessary for a decent living." (Ibid)

Values in social assistance are identified as personal values and professional values. Personal values are the standards defined by each individual separately to live according to them, which often influence attitudes and behaviour. They are subjective and mostly found in groups of values such as universalism, power, kindness, achievement, tradition, hedonism, conformity, stimulation. They are subjective, influenced by the external environment and in constant transformation. Regarding professional values, these are closely related to the society's values. "Any profession recognizes, supports and defends certain societal values, and the society in turn sanctions and guarantees their recognition" (Ibid). Professional values in social work are guided by ethical and professional principles, starting from attitudes, rights and obligations in relation to human welfare (people's respect, individual and collective welfare), to the obtainment of "good" for beneficiaries of social services.

"The values abstractly shape the mind-set of social workers and tangibly direct their actions through the principles of social work practice" (Krogsrud Miley, O'Melia and DuBois, 2004, p.80). In the related literature a set of values and principles are specified, that were defined over time and which stand at the basis of social assistance. Among them there are: respect for another person, trust in the social nature of human beings, confidence in the capacity of change of human beings, acceptance, neutral attitude, individualization, expression of feelings, confidentiality, self-determination. Essentially, social assistance is anchored in a set of core values such as services, social justice, dignity and value of the individual, importance of human relationships, integrity and competence. These values stand at the basis of the following principles of social assistance: provision of services to the clients, promotion of social justice, respecting and promoting dignity, uniqueness and value of each individual, recognizing the right of beneficiaries to self-determination, recognizing the importance of human interrelations and their promotion, facilitation in order improve the quality of life, professional action in consistence with its professional goal and standards, development and improvement of professional experience etc. It is thus observed that over time, in the context of changes occurred in society, professional values and principles in social workhave been discussed and outlined. These cause changes in personal values, and indirectly also influence professional values. Consequently, the core values of the social work in the 21st century are highlighted in the BASW Code of Ethics:

1. Human rights, compliance with the innate value and dignity of all people expressed in the principles of support and promotion of human dignity and welfare; compliance with the right to self-determination; promoting the right to participate; treating the person as a whole; identification and development of strengths;

2. Social justice with the principles: rejection of discrimination, acknowledgement of diversity, fair/balanced distribution of resources; rejection of oppressive, unjust, harmful or illegal policies and practices; rejection of social conditions that contribute to social exclusion, stigmatization or subjugation, acting to create an inclusive society;

3. Professional integrity with the principles: support of the values and reputation of profession; conduct of activities in an honest, trustworthy and open way, clearly explaining to people the role of social workers, interventions and decisions; maintaining professional boundaries; professional decisions based on justified and balanced arguments; professional responsibility for decisions and actions taken in front of beneficiaries, employers and the general public (BASW Code of Ethics, 2010 apud Bulgaru, in Neamțu, (ed.), 2016, p. 981).

The social worker, who is a qualified professional with specialized university studies, is the promoter of social change, development of the individual in society and overall social development, social cohesion, social integration and reintegration, etc., all of which could be achieved by compliance of the social worker with ethical values and principles. A special role in the activities of social workers is held by theThe Code of Ethics for Social Work and the specific legislation which includes, among other regulations, certain values and principles that provide necessary guidelines in social work activities. Thus, the legislative text includes some principles underlying the organization of social assistance system (Buzducea, 2009, pp.130–131):

➢ Universality: the right to social assistance;
➢ Compliance with human dignity: free and complete personality development;
➢ Social solidarity: active involvement of the community in supporting people in difficulty;
➢ Partnership between central and local government authorities and other public or private institutions for the development of social services;
➢ Subsidiarity: the complementary intervention of the state alongside the local community in solving social problems;
➢ Participation of beneficiaries in the process of problem solving;
➢ Transparency, which contributes to increased responsibility of central and local government towards beneficiaries;

➢ Non-discrimination: access to social rights irrespective of race, nationality, ethnic origin, language, religion, social status, opinion, sex or sexual orientation, age, political affiliation, disability, non-contagious chronic illness, HIV infection etc.

It is necessary that social workers know and assimilate all these values and principles in social work;some of these values have already been assimilated by many specialists working in the field of social assistance, as they were acquired through the very human nature and family and society education; however, these are professional values which social workers must understand, assimilate and put into practice in working with their beneficiaries. Moreover, it is important that social workers be constantly vigilant to all changes in society, to changes and improvements in the legal system and scientific literature, in order to adapt to changes in society which to some extent affect the values and principles of social assistance.

The moral dimension in social work

The contemporary world is marked by deep conflicts, tensions and social cleavages, by a high degree of vulnerability not only of people, but also of communities, and even societies. Under such circumstances, as world development shows us, no country can achieve prosperity, individual and collective welfare without a sustained effort of social construction, without having a developed network of social assistance services and specialists capable of protecting persons in difficulty.

Ethical principles are derived from values and are consistent with them. In what concerns differences, values refer to what is good and desirable, whereas ethical principles refer to what is just and right. To distinguish between good/desirable, just / right in social work activities, two assumptions of essential value are pursued: "a) belief in the uniqueness and dignity of each person and b) belief in the client's right to self-determination" (Alexiu, in Neamțu, (ed.), 2003, p.322). Behind these assumptions, certain important elements are identified that underlie the relationship between social workers and beneficiaries, which refer to the understanding of the dignity and individualization of beneficiaries, their involvement and participation in the process of social aid, analysis and use of resources of beneficiaries, self-determination and legal authority.

Choosing the social worker profession requires a deep exploration of individual values and comparisonof these values with the values of the profession. This is because social workers need to permanently analyse and measure the values guiding their decision makingin social cases, given that individual values often differ from actual problems of social life, so that professionals must constantly adapt to occurring changes. In their work, social workers are constantly faced with the need to make

moral decisions. Sometimes they are able to discuss the decisions they make in a multidisciplinary team where required, sometimes with colleagues, but also with their supervisors who follow the evolution of cases. "Through the recommendations made to social workers, the supervisor should pay attention to recommended strategies. There are cases when a strategy which is adequate for a client is not beneficial for another client, or even for the community. Supervision must ensure equality between beneficiaries and approach with proper attention each decision individually" (Ponea et. al., 2009, p.22).

Ethical issues have achieved a far larger importance with greater publicity of social cases, due to increasing involvement of the state in social issues, but also due to the increasing public interest in the welfare and quality of life of the individual. In order for social workers to prepare for solving moral dilemmas by taking responsible decisions, they must recognize those aspects of social work that compare different moral values, they must clarify their own personal values with respect to professional values. In other words, "moral" should be exercised in actual practice. The cases differ from one another, from one specialist to another, and as a result some of the social workers would consider certain cases as clear, with relevant solutions, devoid of any moral dilemma, whereas other workers, who identify different principles and moral values, may consider that resolving such situations involves a difficult moral deliberation, often even affected by suffering.

In order to further clarify the solutions of such cases and others, as required by the social work regulations, we need knowledge on how this profession sets its value priorities. In this situation, The Code of Ethics for Social Work provides special support for practitioners, with the purpose to clarify the moral issues of professional practice: "The *Deontological Code of social worker*, 'code' hereinafter, establishes the compulsory norms of the professional conduct of social workers, and implicitly of the members of the National College of Social Workers in Romania, 'college' hereinafter (The Code of Ethics for Social Work, 2008. Chapter I, Article 1, paragraph 1).

Through this code, social workers who arepractitioners can identify the morally correct paths of action in difficult situations; they can find balanced ways to collaborate with beneficiaries, to involve them in the process of intervention, without conflicts and misunderstandings between the two sides, permanently aiming to find the solution which is optimal, fair and with long-term positive effects. "The social worker supports beneficiaries to identify and develop resources in order to choose the best option and pays full attention to the concerns of other parties involved in social assistance" (The Code of Ethics for Social Work, 2008. Chapter V, Article 19, paragraph 2).

The social worker has the role to serve the assisted people with devotion, loyalty, perseverance, by rendering valuable his professional skills as much as possible. Through this code, he is required not to encourage *any form of discrimination* and to avoid engaging in activities or relationships that are in conflict with the interests of clients. "Professional training of the social worker enables the understanding of social and cultural diversity regarding ethnicity, religion, gender and/or sexual orientation, age, marital status, political and religious beliefs, mental or physical disabilities of the beneficiary." (The Code of Ethics for Social Work, 2008 Chapter V, Article 24, paragraph 3).

In order to build the professional, ethic judgement, the code of ethics must be appropriated by social workers, not as strict and precise rules with which they are required to comply, but as a model of professionalism and ethical behaviour, both with beneficiaries and with colleagues, supervisors and other co-workers. The Code of Ethics should be seen and used as a guide that provides the principles to which social workers refer in situations with ethical implications and moral dilemmas. Formation of a deontological way of thinking means weighing the decision to be taken from the point of view of professional values, and the role of the ethics code is to raise awareness of the social worker upon the fact that the decision taken should be satisfactory not only for him as a professional, for professional standards, but also for recipients of social assistance services.

In conclusion, the moral dimension in social work is marked by moral dilemmas that social workers regularly face in their activities. Of importance is that professionals should be aware of their personal values which they can use and adapt in their social work, and above this, to know and to apply the values of professional ethics. At the same time, social workers need to be aware and receptive of any social change which inevitably brings changes to other dimensions, values and moral principles being affected to a certain extent. In resolving moral dilemmas, in addition to professional skills and collaboration with other professionals, social workers have as a guidethe Code of Ethics for Social Work (also known as Deontologic Code of the Social Worker), the legislation in force and many specialty papersapproaching the specific casuistry of new social challenges.

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New media, new idols?[*]
About hungarian teenagers' role models
along three surveys

Orsolya GERGELY

Abstract

The social learning theory emphasises that the model giving or guiding has always been one of the most powerful means for transmitting values, for demonstrating and accentuating the expected attitudes, habits, thinking and behaviour (Bandura, 1986, cit. Crosswhite et. al., 2003). Studies have shown that a role model could motivate in a positive manner a teenager's sporting habits and performance. They also found that the top athletes, those celebrities who appear frequently in the media can become role models. Has the media and media usage an impact on the process of role model choosing? How can this be identified?

We wanted to find out whether the teenagers from our region have role models? If so, who their icons and role models are? Who are those persons, who have an exemplary behaviour in their eyes? To whom they would like to compare themselves when they grow up? Have the age, the gender, and residence of the pupils any influence on the choice of the role model? Have a place among the teenagers' role models the professional sportsmen? Who are those sportsmen (and sports), for which the pupils are enthusiastic about? What kind of role do the football and football players play?

The paper aims to present the teenagers' role model question. The analysis is based on three important surveys conducted among teenagers from Romania (Covasna, Harghita and Mureș counties). The surveys took place in Spring 2012, 2014 and 2016. About two thousand of pupils in the 7th and 11th grades were involved each time. Can we conclude that the new media brought along the new idols? The media has definitely a strong impact on the young people's, children's lives, on their world-perception – can this be identified even here, regarding the role models? What kind of new possibility, new chance or new challenge have the parents, pedagogues, teachers, local communities?

Keywords: role model, media usage, media star, value, sport, football.

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[*] This paper is a revised edition of an earlier article, title: *New Media, New Idols (?) Teenagers' role models in Eastern Transylvania*, which was published in May 2016 (see: Gergely 2016). In this earlier version there were not included the data from the latest survey, from 2016.

1. Model-following

The issue of socialization is an important topic for several fields of science, such as pedagogy, psychology, sociology. Thanks to this in the last few decades several studies were written about the role of socialization, its duty, the actors and mechanisms that influence social development. Thus it is already widely known that the nature of children's personality, their system of values, their moral ideas is influenced by three general socialization backgrounds. The first and most important is the family as a first social environment, the second is the schools, where the peer-group influence is dominating, and nowadays it has appeared next to these even the mass media as a socialization medium (László 1999, Berta 2009). The researches that have been carried out in this topic highlight the increased role of the media, which often de-emphasizes the role of family and school (Dubow et al. 2006: 405). This could mean that the social norms and rules, which are acquired through social-ization, could or might be replaced or overwritten by the messages from the media.

According to scientific research, the observational learning, the model selection plays a very important role in the socialization process. Modelling means an accurate observation of others' behaviour and its be-likely imitation. By model-following, one can acquire new behaviour elements; may explore new combinations of personal behavioural repertoire and can recognize the consequences of others' action (Kósa 2005: 96). However, the observational learning is also a significant time-saving method: we do not always need personal empirical experimentation, it is enough if we learned a certain kind of knowledge from someone else. Even though we have never personally experienced a major part of what we know and of what we have learned, we still have the knowledge (Gerbner 2000, cit. Berta 2009). In a lot of cases the different kinds of stories that we heard, events that we saw, tales that we were told contribute to our gender-, peer-group, social, occupational and lifestyle roles. These stories, experiences shape and define our thinking, our actions and our way of life. But a growing media influence might also increase the probability of the non-physical "role model" choice, the subject of the imitation, the "idol" will not be chosen from the direct physical behavioural area, but from the virtual one. Models from the media could replace or take over the place and the role of persons from the physical, everyday life.

Thus acquired, with gender, age, social, occupational and lifestyle roles often heard, saw and told stories build up these stories, experiences shaped and defined our thinking, our actions and our way of life. However, if increasing the media's influence, then increasing to the probability that "the possible imitation", and the

example choice and sample tracking is not direct physical environment in our living behaviour arises about, but the models obtained from the media, might replace or take over their places and role (Gergely 2014: 110, 2015: 66).

According to the literature,a person is considered as a role modelfor another person who would like to imitate that person, he or she would like to be similar to that person (Yancey 1998, cit. White Cross et. al., 2003). In terms of the cognitive psychology, having a role modelis an important element of the socialization process. The social learning theory, also known as the social cognitive theory emphasises that the model giving or guiding has always been one of the most powerful means for transmitting values, for demonstrating and accentuating the expected attitudes, habits, thinking and behaviour (Bandura, 1986, cit. Crosswhite et. al., 2003). Several studies have shown that a role model, can motivate inpositive way for example a teenager's sporting habits and performance. They also found that the top athletes, those celebrities who appear frequently in the media can become role models. But not only the very those athletes can become role models, who have very good and high performance. The more common, "everyday people" also can become role models, especially if the pupils find commonalities, similarities to that person (Crosswhite et. al. 2003).The special, significant physical performance earned the attention and respect of the "masses" even since antiquity. The athletes and sports celebrities are often seen as role models. By the advances of the technology and in the era of the interactive media can watchable the achievements almost from anywhere (Jones-Schumann 2000, cit. Bush et al. 2004: 108): the sportsmen and their activity is "readable", and "traceable", their attitude and private lives is accessible for quasi anyone. We can say, that the mediatized sportsmen can become very easily role models for teenagers. Due to this, in this study we examine what kind of role are sportsmen playing among role models? Who are those athletes, and what are those sports that our teenagers give special attention?

2. Methodology

In the spring of 2012 an important first survey research took place among Hungarian pupils in the 7th and 11th form, regarding the media use, knowledge about the media, user skills and so on. In our research 2122 pupils were involved from urban and rural areas from Covasna, Harghita and Mures counties. The pupils were answering to the self-completed questionnaires, which contained 49 questions. In 2014 and 2016 we repeated the survey. The research was conducted by a research group formed by colleagues and students from the Sapientia University, Department of Social Science (Miercurea Ciuc), and was accomplished in partnership with the

International Child's Safety Service (Budapest). The survey took place during March and April 2012, 2014 and 2016. Major part of the findings – regarding to the role model topic – were published in few academic papers (see: Gergely 2013, 2014, 2015a, 2015b, 2016). The results from 2016 have been never published yet.

Table 1. *Presentation of the sample*

		2012	**2014**	**2016**
Number of respondents		2122	2208	1824
No. of schools		63	72	67
Age	13 years	1088	1165	896
	17 years	1034	1043	928
Gender	Male	920	1052	852
	Female	1190	1152	958
Type of residency	Rural	630	744	580
	Urban	1492	1464	1244
County	Harghita	1240	1269	1086
	Covasna	725	793	738
	Mures	157	146	-[1]

3. Empirical facts from the surveys

In this paper we present the data from the three survey regarding to the "role model" issue. In the questionnaire there were included three questions about models and model-following: we wanted to find out whether the pupils from our region have a role model, and if so, who their idols and role models are, who are the ones that have an exemplary behaviour in their eyes, to whom they would like to be similar when they grow up. In 2012 a half of the 2122 respondents gave a serious answer and named a person, in 2014 and 2016 two thirds. We were curious to find out what kind of pupils have a role model? And how could we describe their group in socio-demographic terms? Who are those people who they would like to become? What kind of people are these? Do they chose from their psychical environment, or they opt for a mediatized person? These role models are iconic persons seen in the media, or just "regular" human beings?

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[1] Due to financial issues, in 2016 the survey was focused only on Harghita and Mureș counties.

According to the chi square test, there is a strong significant rapport in each year between the age and having or not a role model: those pupils who are in 7th form, they usually have role model in bigger proportion than the pupils from 11th form. The gender was significant 4 years earlier (p1<0.001)), but not in 2014 (p2=0.1), nor in 2016 (p3=0.285). So we cannot say anymore that the boys have rathera role model than the girls.In turn, the urban-rural differences are still dominant: among those pupils, who live in a rural area the number of those who choose a role model is higher, than among the town-kids. In 2016 there is the highest difference: among the pupil living in town 38.3 per cent do not has a role model: this proportion was 34.5% in 2012 and 33.2% in 2014. In our first survey we conclude that the younger boys (age 13) who live in urban areas have a more clear idea about who they want to be like, whose model they want to follow (Gergely 2014: 111). But this changed to 2014, and this tendency is still captured in 2016 as well.

Table 2. *Having a role model*

		2012		2014		2016	
		NO	YES	NO	YES	NO	YES
Form[2]	VII.	27.6	72.4	26.3	73.7	27.7	72.3
	XI.	45.9	54.1	37.7	62.3	43.8	56.2
Gender[3]	Male	31.5	68.5	29.9	70.1	34.5	65.5
	Female	40.3	59.7	33.2	66.8	36.8	63.2
Residency[4]	Urban	34.5	65.5	33.2	66.8	38.3	61.7
	Rural	41.4	58.6	28.6	71.4	30.5	69.5
Father's edu.level[5]	Basic	33.3	66.7	32.6	67.4	37.2	62.8
	Middle	37.6	62.4	32	68	34.7	65.3
	High	27.9	72.1	25	75	29.5	70.5
Mother's edu.level[6]	Basic	40.9	59.1	29.7	70.3	24.2	63.8
	Middle	35.5	64.5	32.3	67.7	36.7	63.3
	High	29.3	70.7	29.1	70.9	29.9	70.1

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[2] p1=p2=p3<0.001. (p1 – the level of significancy in 2012, p2 in 2014, p3 in 2016).
[3] p1<0.001, p2=0.1, p3=0.285.
[4] p1=0.002, p2=0.03, p3=0.001.
[5] p1=0.002, p2=0.021, p3=0.05.
[6] p1<0.001, p2=0.377, p3=0.052.

Regarding the educational level of the parents we could not identify such significant differences; there are only mild differences in cases of pupils whose parents have higher educational level. While in the case of all respondents 17.21% of the pupils have fathers with a higher educational level and 20.10% of the pupils have mothers with higher educational level, among those who have a role model these ratios are slightly higher: 18.88% in case of fathers and 22.16% in case of mothers with higher educational level. The survey from 2014 brought novelties only partly in this: the earlier statistical correlations got minimal by increasing the number of those who named a role model. The latest research data show that the parents' educational level is becoming less and less significant in this matter.

Based on the responses to the open questions: *"Who is this person you would like to be similar in adulthood"* we created 17 categories in 2012. These categories were labelled according to the information provided by the respondents, what they said about the person who named as role model. The list leaders are the parents: in 2012 more than one-third of the teenagers want to become similar to their mothers, in the following years even more: 44,5 % in 2014 and 43,9% in 2016. There is a group of pupils, who want to be like their (older) brothers or sisters, others want to be similar to their grandparents (in 2 cases to a great-grandmother) or to some other relative, godfather or godmother, uncle, aunt or cousin (see Table 3).

Table 3. *Idol-categories*

	2012	*%*	**2014**	*%*	**2016**	*%*
1. Mother	249	*20.1*	342	*23.2*	262	*22.4*
2. Father	222	*17.9*	314	*21.3*	240	*20.5*
3. Sibling	70	*5.6*	88	*6*	59	*5.04*
4. Grandparent	31	*2.5*	33	*2.2*	51	*4.4*
5. Relative	90	*7.2*	100	*6.8*	67	*5.7*
6. Pedagogue, priest	65	*5.2*	44	*3*	46	*3.9*
7. Acquaintance	63	*5.1*	97	*6.6*	45	*3.8*
8. Close friend	26	*2.1*	13	*0.9*	41	*3.5*
9. Movie actor	107	*8.6*	72	*4.9*	77	*6.6*
10. Singer, musician	92	*7.4*	93	*6.3*	65	*5.5*
11. Football player	76	*6.1*	93	*6.3*	84	*7.2*
12. Sportsman	63	*5.1*	92	*6.2*	49	*4.2*
13. Formula 1 pilot	18	*1.4*	5	*0.3*	5	*0.4*
14. Media star	14	*1.1*	15	*1*	12	*1.03*

	2012	%	2014	%	2016	%
15. Movie character, superhero	14	*1.1*	13	*0.9*	5	*0.4*
16. Writer, theatre actor, artist	8	*0.6*	13	*0.9*	7	*0.6*
17. Other famous people	33	*2.7*	49	*3.2*	55	*4.7*
Total	**1241**	*100*	**1476**	*100*	**1168**	*100*

As we can see, in 2012 every fifth teenager (mostly girls) from five, and almost every fourth from four (in 2014 and 2016) would like to become like her mother. Are there any differences between the younger and the older pupils? Statistically speaking: yes, there is a statistical rapport between the role model type and age[7]. In case of mothers the differences are minor: as we can see (Table 4), the same percentage can be observed among 13 and 17 years old teenagers, the proportion of those who would like to become like their mothers is almost the same among the pupils in the 7th and 11th form. But not in the case of fathers: seems that the younger teenagers (boys) choose their father as a role model a bit more often than the older boys.

Table 4. *Age and role model categories. Crosstab*

ROLE MODEL CATEGORIES	AGE								
	2012			2014			2016		
	13 year	17 year	Total	13 year	17 year	Total	13 year	17 year	Total
Mother	146	103	249	192	150	342	128	134	262
	20.1%	20.0%	20.1%	22.7%	23.7%	23.2%	*19.8%*	*25.7%*	22.4%
Father	146	76	222	188	126	314	135	105	240
	20.1%	*14.7%*	17.9%	*22.3%*	*19.9%*	*21.3%*	20.8%	20.1%	20.5%
Sibling	46	24	70	55	33	88	34	25	59
	6.3%	*4.7%*	*5.6%*	*6.5%*	*5.2%*	6.0%	5.2%	4.8%	5%
Grandparent, relative	61	60	121	72	61	133	56	62	118
	8.4%	*11.6%*	*9.8%*	*8.5%*	*9.7%*	*9.0%*	*8.6%*	*11.9%*	*10.1%*
Pedagogue, Priest, coach	36	29	65	25	19	44	26	20	46
	5.0%	*5.6%*	*5.2%*	*3.0%*	*3.0%*	*3.0%*	4.0%	3.8%	3.9%
Close friend, acquaintance	55	34	89	59	51	110	41	39	80
	7.6%	6.6%	7.2%	7.0%	8.1%	7.5%	6.3%	7.5%	6.8%
Movie actor	57	50	107	41	32	73	42	34	76
	7.9%	*9.7%*	*8.6%*	*4.9%*	*5.1%*	*4.9%*	6.5%	6.5%	6.5%

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[7] In 2012 :the level of significancy, the p value is 0.018. In 2014 and in 2016 the same: p< 0.001.

ROLE MODEL CATEGORIES	AGE								
	2012			2014			2016		
	13 year	17 year	Total	13 year	17 year	Total	13 year	17 year	Total
Singer, musician	58	34	92	62	32	94	38	28	66
	8.0%	6.6%	7.4%	7.3%	5.1%	6.4%	5.9%	5.4%	5.6%
Football player	44	29	73	70	21	91	66	17	83
	6.1%	*5.6%*	*5.9%*	*8.3%*	*3.3%*	*6.2%*	*10.2%*	*3.3%*	*7.1%*
Sportsman	48	36	84	53	44	97	36	19	55
	6.6%	7.0%	6.8%	6.3%	7.0%	6.6%	*5.6%*	*3.6%*	*4.7%*
Other	28	41	69	27	63	90	46	39	85
	3.9%	*7.9%*	*5.6%*	*3.2%*	*10.0%*	*6.1%*	7.1%	7.5%	7.3%
Total	725	516	1241	844	632	1476	648	522	1170
	58.4%	41.6%	100.0%	57.2%	42.8%	100.0%	100.0%	100.0%	100.0
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

As we can see, the younger pupils choose more often a sportsman as role model: while two and four years ago there was quasi no difference, in 2016 those who choose a role model from athletes two third are 13 years old. With the football players even more accentuated: only one from five teenagers is 17 year old. It seems that the younger pupils would like to compare themselves to a well known sportsman.

4. Is doing sport exemplary?

The special, significant physical performance earned the attention and respect of the "masses" even since antiquity. The athletes and sports celebrities are often seen as role models. By the advances of the technology and in the era of the interactive media can watchable the achievements almost from anywhere (Jones-Schumann 2000, cit. Bush et al. 2004: 108): the sportsmen and their activity is "readable", and "traceable", their attitude and private lives is accessible for quasi anyone. We can say, that the mediatized sportsmen can become very easily role models for teenagers. Due to this, in this study we examine what kind of role are sportsmen playing among role models? Who are those athletes, and what are those sports that our teenagers give special attention? The data tables reveals that many pupils have named an athlete as role model: one from eight students wants to look like a sportsman, and every seventeenth wants to be like a football player in adulthood. Of course, mainly the boys are those, who specified such role models. In 2012 12.65% of the 13 and 17 years old pupils chosen an athlete as role model, in 2014 12.87%.

Table 5. *Choosing a sportsman as role model*

	2012		2014		2016	
		%		**%**		**%**
Football player	76	48.41	93	48.95	84	60.9
Formula 1 pilot	18	11.46	5	2.63	5	3.6
Other sportsman	63	40.13	92	48.42	49	35.5
Total	**157**	**100**	**190**	**100**	**138**	**100**

In 2012, 18 students, 17 boys and one girl, named as role model a Formula 1 pilot. Her favourite is Vettel and she also wants to be a race car driver in adulthood. Five boysmarked Michael Schumacher as their role model, for four people is Fernando Alonso an idol, three boy named Travis Pastrana, and two named Ken Block. There appeared the name of Jenson Button, Sebastian Vettel and Solberg too, each of them was named by one pupil. In 2014 only 5 pupils named a professional Formula 1 pilot as role model. All of them are boys, four of them live in urban area. For the two 13 year old boys Adrian Newey és Kimi Raikönnen are the role models, from the three 17 years old boy one marked Kimi Raikönnen, the other two named Fernando Alonso and Sebastian Vettel as their role model. In 2016 also only 5 pupil chose a Formula 1 pilot as role model: for two of them Schumacher is the idol, Ayrton Senna, Sebastian Vettel and Jenson Button was named by one pupil.

The group of those, whose role model is an athlete (other than football player or Formula 1 pilot) is almost the same in each survey: 5.1% in 2012 and 6.2% two years later (see Table 3). And here appear for the first time the national (Hungarian) sportsmen: in 2012 in very few mention, and in greater numbers 2014, especially the Olympians. While in the first survey appeared only one or two names from the Hungarian women's handball team (Gergely 2013: 61), in Krisztián Berki (gymnastic) and Dani Gyurta (swimming) has repeatedly been mentioned (Gergely 2015b: 75). While in 2012 only three names were mentioned from the Hungarian and Romanian athletes from Romania, in the next survey this number increased a bit. In 2012, among the role model athletes there were included ÉvaTófalvi (biatlonist from Miercurea Ciuc), Mátyás Lokod (basketball player from Gheorgheni) and Katalin Ferencz (equestrian and horse riding coach as well, from Miercurea Ciuc). In 2014 there are a few more boys whose role model is Mátyás Lokodi, a girl's role model is Vass Ildikó, basketball player as well, who was the member of the Romanian national basketball team. Also in 2014 appear two Romanian boxers, Andrei Stoica and Daniel Ghiţă among the role models. In the same time, girl named Gabriela Rotis-Nagy (handball player from Brasov) as her role model. Mátyás Lokodi, Ferencz

Katalin and Éva Tófalvi have a stabil place among in the teenagers role models, but entered here other Hungarian athletes who are original from the same region. For a 13 year old boy Botond Héjjas, a basketball player become the role model, so this young player, who played also in a local basketball team in Miercurea Ciuc, Harghita county, appears next to very important players as LeBron James or Sidney Crosby. Among the handball players in 2016 appeared Botond Ferenczi as well, also a player original from Harghita County.

Table 6. *Sports and sportsmen as role models*

Sports	2012	Some examples	2014	Some examples	2016	Some examples
Athletics	-		4	Krisztián Berki	3	Usein Bolt
Basketball	13	LeBron James, Michael Jordan, Mátyás Lokodi, Candance Parker, Kobe Bryant, Derrick Rose	15	LeBron James, Mátyás Lokodi, Kobe Bryant, Derrick Rose, Samanatha Prahalis, Ildikó Vass	8	LeBron James, Stephen Curry Botond Héjjas
Body building, fitness	6	John Cena, Frank Zane	13	Dexter Jackson, Jay Cutler, John Cena, Lazar Angelov, Alexandra Béres, Réka Rubint, Alexandra Kocsis,	7	John Cena, Randi Orton Michelle Lewin
Biathlon	2	Éva Tófalvi	-		1	Éva Tófalvi
Combat sports	5	Badr Hari, Fedor Emelianenko, Yuri Boyka	9	Róbert Flórián Pap, Éva Csernovicki, Andrei Stoica, Daniel Ghiţă	6	Rafael Aghayev Jigoro Kano
Cycling	6	Martin Soderstorm, Matt Macduff Dakota Roche	7	Steve Peat, Peter Sagan, Kris Holm	1	
Equestrian sport	2	Lajos Kassai, Katalin Ferencz	3	Ingrid Klimke, Reed Kesler, Katalin Ferencz	1	Katalin Ferencz
Fishing	3	Gábor Döme	1	Gábor Döme	-	
Handball	4	Anita Görbicz, Edit Józsa, Katalin Pálinger, Nicola Carabatic	15	Anita Görbicz, Gabriela R. Nagy, Luc Abalo, Mikkel Hansen, László Nagy, Eduarda Amorim, Mikler Roland, Nikola Carabatic, Gábor Császár	5	Anita Görbicz, Nicke Groot Botond Ferenczi

Sports	2012	Some examples	2014	Some examples	2016	Some examples
Hockey	8	Sidney Crosby, Patrick Roy, Ilya Covalchuk	9	Árpád Mihály, Alexander Ovechkin, Patrick Polc	7	Alexander Ovechkin Stephen Curry Sidney Crosby
Swimming	-		4	Dani Gyurta	1	Hosszú Katinka
Table tennis	1	Timo Boll	2	Timo Boll	2	Timo Boll
Tennis	2	Marija Sarapova Roger Federer	-		-	
Others	13	Shaun White (snowboard) Nils Jansons (roller skate) Paul Moldovan (sport dance)	10	Dominik Guers (skate board) Sofia Boutella (street dance)	9	Michaela Schifriu (ski) Cameron Hanes (hunter)
Total	**63**		**92**		**55**	

5. Football-dream

For who is an example to follow a football player? Who would like to be like a well-known world class football player? The boys, of course. We can conclude that the football players as a role model appear rather among the thirteen years old (seventh-grade) boys' choice The smaller ones, that are more in the seventh form, age thirteen. And the townspeople? According to the data from 2012 and 2014, pupils living in villages can be more characterized by choosing a football player as role model, much more than the 13 and 17 years old boys from the town. But in 2016 more boys living in urban area choose a football player as role model. (see table 7).

Table 7. *Proportion of those who named a football player as role model*

Football player as role model		2012		2014		2016	
			%		%		%
Gender	Male	72	97.3	90	96.7	66	79.5
	Female	2	2.7	3	3.3	17	20.5
Type of residency	Urban	51	68.9	38	40.9	48	57.8
	Rural	23	31.1	55	59.1	35	42.2
Form	VII.	45	60.8	71	76.3	80	95.2
	XI.	29	39.2	22	23.8	3	2.4

Who are the most popular football players in our teenagers' eyes (teenagers from our region)? As it turned out, two players of the Spanish national team popularity was undiminished during this period: according to our 13 and 17 years old, football loving teenagers from our region, Lionel Messi and Cristiano Ronaldo are the best football players in the world (see. table 8). Neither in 2012, nor in 2014 appeared a Hungarian or Romanian professional football player's name in this list. But in 2016 there are already three Hungarian names: Balázs Dzsuzsák, Béla Fejér and Róbert Ilyés each of them got one „vote".[8]

Table 8. *Football players as role models*

2012	2014	2016
1. Lionel Messi (23)[9]	1. Lionel Messi (33)	1. Lionel Messi (23)
2. Cristiano Ronaldo (22)	2. Cristiano Ronaldo (28)	2. Cristiano Ronaldo (23)
3. David Beckham (5)	3. Iker Casillas (6)	3. Neymar da Silva (18)
4. David Villa (4)	3. Fernando Torres (6)	4. Sergio Ramos (2)
4. Iker Casillas (4)	4. Xavi Hernandez (4)	4. Manuel Neuer (2)
5. Fernando Torres (3)	5. Frank Lampard (3)	5. David Beckham (1), Iker Casillas (1), Zinedine Zidan (1), Fernando Torres (1)
6. Ricardo Santos (2), Victor Valdes (2)	6. Ronaldinho (2), Neymar da Silva (2), Steven Gerrard (2)	5. Douglas Costa (1), Balázs Dzsuzsák (1), BélaFejér (1), Gareth Bale (1), Robert Ilyés (1)
7. Didier Drogba (1), Ryan Giggs (1), Miroslav Klose (1), Frank Lampard (1), Sergio Ramos (1), Wayne Rooney (1), Neymar da Silva (1), Marcelo Viera (1), Zinedine Zidan (1)	7. David Beckham (1), Angel di Maria (1), Andres Ineista (1), Philipp Lahm (1), Robin van Persie (1), Sergio Ramos (1), Victor Valdes (1)	

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[8] We have to enhance that the survey took place in March-April 2016, a few months before the UEFA 2016 games. We think that if the survey wood have been taken after summer, a lot of Hungarian names would appear in the list of football role models, since they had a very good play in the championship. The next survey will take place in 2018, maybe it will show this.

[9] Number of pupil who named the person as role model.

It can be observed, however, in 2012 apart from three exceptions, among the role models there are European football players, mainly from the a Western European countries: Spain, Portugal, the United Kingdom or France. In 2014 as well, the football players who were chosen as role modelsare mostly European, most likely Spanish players.

Talent, ability, struggle, modesty

Why is this person your role model? The justification of the choice also varied. However, if we compare the answers of those pupils, whose role model are their parents, their relatives, their friends, the teenagers, whose role model is a football player, we will find some differences. For those who chosen as a role model a footballer, the physical structure, the outlook, the sportiness, the outstanding performance, achievement are more important. And rarely, or never articulate a behavioural value and quality such as helpfulness, patience, honesty, modesty. Compared with those, who would like to become like their parents, their relatives, their close friends: these group of pupils accentuate the character, the football funs more the looks.

By analysing the responses, we distinguished three main groups of motivation: either the professionalism, or the strong character, or the external attribution. and there are those for who a physical quality played a decisive role. (1) **Professionalism**: in case of the half of the teenagers, the professionalism of the footballer was the main important in role model choice; "he plays football very good", "he plays well", "has good reflexes," "he is the world's best goalkeeper," "he always kicks a goal", "has a very good technique," "he is the best," "he is talented". A smaller group put out those kind of responses that suggest the footballer shave a (2) **strong character:** they were/are strongly inspired by their "persistent", "optimistic", "ambition", "self confidence ", "", "fighting a lot", "not cocky", "kind", "motivated by his teammates", "a leader ". And there is a third group, the (3) **external interest-motivated** choice. I would like to become like him, because "he is famous", "he look good", "he is rich", "he is good looking".

The surveys from 2014 and 2016 brought in a fourth motivational group: **being the best.** Pupils would like to become like a football player for example, because he is "the best footballer in the world," "the best goalkeeper in the world", he has "the best leg", "there is no better than him since I was born". A very strong message: some teenagers would like to become the best is something.

Conclusions

More than a half of the 13 and 17 year old respondents named a role model at the first time (in 2012), however in 2014 already two-thirds said that they have a role model. The others did not have one or did not want to have a role model mostly because they did not want to in influence their "uniqueness". (Gergely 2014: 117) Most of those who have a role model would like to become like their parents, siblings, grandparents, relatives or close friends Among those who have an idol, every third teenager's choice was influenced by the media, they have not met their chosen role model personally, they have not talked to him/her, they only know a little about the chosen role model, and there are no valid impressions available for them about the chosen idol (Gergely 2015b: 80). Some of the respondents, mostly boys, named athletes as role models. Even among the athletes the most popular are the football-players, and seems that Lionel Messi and Iker Casillas are the most common football idols. Apart from football, a few other big names appeared as well, and also some Hungarian playersentered the idols category. Also here appear – in a very small number – local sportsmen: in every year Éva Tófalvi, Katalin Ferenc and Mátyás Lokodi are representing the local idols, who become role models for a few teenagers. In 2016 there appeared new names as well: a few boys would like to become like Balázs Dzsudzsák, Béla Fejér, Róbert Ilyés.

Can we conclude that the new media brought new idols? It is hard to answer this question, because the answer is multiple:

(1) On one hand, the answer can be *yes*, the teenagers choose a role model from their physical environment or from the media. Those local "heroes", historical persons, contemporary talented but not mediated persons, who do not appear in the media, on the Internet, are not well-known. Because of the lack of their media appearance, they will not become popular, moreover they will not appear in the focus of the teenagers, they can not become a model for them.

(2) However, the answer could also be: *partially yes,* since the media idols, the globalized icons (Hollywood movie actors, football players who earn a fortune, media celebs) are infiltrated indeed in the teenagers' minds, since one third of them had chosen some iconic person known from the old media (magazines, television), but mainly from the Internet. But why only partially yes? We would use this expression because the impact of this type ofrole models (yet?) is not as strong as we would expect knowing the practice of teenagers' media usage habit. Even if we cannot say exactly from this survey how strong is the model following, the data show that they know very little about these mediated persons, very often they do not even spell their names correctly.

(3) On the other hand, the answer could be even *partially no:* our conclusion is, that the teenagers can select. Despite of the impact of the media impact on their lives, two teenagers from three want to become like a person from their smaller or bigger family, they named as their role model one of their parents, grandparents, brother, sister, cousin, aunt, uncle. Or, even if in smaller proportion, some teenagers would like to become like one of his/her teacher, a couch, a priest, or a closea friend, rather than a famous football player or a singer. And even if the famous, well known personalities and iconic persons from the media have an undisputable influence on their lives, these "everyday characters" however still seem more credible for the teenagers. And maybe the immediate environment appears as more concrete and safer, since the too much information received by the media might cause uncertainty, disorientation and confusion (Hankiss 2008, cit. László 2010).

If those persons who are original from a local community and have a very important sport, scientific or other achievement, and a high public esteem, but them and their realization are not known by young people, they will not be important for teenagers, and will be searching for role models "outside" of the community. Even if the life career of these local "heroes" are closer by habit to their world perception as the media stars'. That is, the local media, the local community and the pedagogues, the parents can play an important role in this case: who will appear in teenagers' radar.

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Anti-systemic or resistance movements.
Debates on their definition

Bogdan Radu HERZOG

Abstract

The present article was generated by a discussion at the Romanian Academy regarding the use of the terms "resitance movements" and "anti-sistemic movements" in the context of Hezbollah. The intention of the author is to examinate how traditional social reserachers, such as the American professor Immanuel Wallerstein, have defined resistance movements. A subsequent part investigates whether it is possible to identify a "global sistem"/ "global matrix" and if so, to determine some of its methods of operation.

The position of the author is that once a certain global system or global matrix and its methods of operation have been identified, the term resistance movements should be aplied to the forces operating against this matrix of power. The result could be quite surprizing for traditional researchers, defying the old left-right paradigm and bringing together unlikely actors as national governments, militant factions, non-governmental organization etc.

Keywords: Resistance movements, anti-systemic movements, global matrix.

What is an anti-systemic movement? The traditional approach

The term "anti-systemic movement" was popularized by Immanuel Wallerstein in order to bring together two distinct types of popular movements – one which operates under the brand ***social*** and another which used the designation ***national*** (Wallerstein, 2003).

According to Wallerstein's assessments both types of movements emerged as bureaucratic structures in the second half of the 19th century, the first as socialist parties and trade unions for the struggle against the bourgeoisie and the capitalist, the second, as national movements, aimed at creating national states by unifying separate political units (Italy, Romania etc.) or by seceding nationalities in states considered to be imperial and oppressing (the case of the colonies in Asia and Africa but also in some European countries, such as for example the successor states of the Ottoman Empire, the Austro-Hungarian Empire etc.).

Common characteristics of social and national movements

In spite of the relatively rare cooperation between the two types of anti-systemic movements that he identified, Wallerstein mentions eight types of common features:

1. **Assuming a revolutionary nature** – respectively the intention to fundamentally transform social relations.
2. **Repression** – both types of movement were outlawed, the leaders arrested and the ordinary members faced persecution, multiple versions being completely destroyed.
3. **The existence of internal confrontations** within the movement between those oriented "in favour of the State" and those who saw an enemy in the State. In case of social movements this confrontation was transposed into the fight between Marxists and anarchists, and in the case of national movements in clashes between the followers of political nationalism and cultural nationalism
4. **Repositioning** – given the success of the internal wing "on the side of the State", a two-step strategy was required:
   - **the first** – winning power in the state;
   - **the second** – transforming the world.
5. **Assuming a certain common rhetoric** – the social discourse often gained national accents and vice versa. Wallerstein's examplifies the European socialist movements and Communist movements in countries such as Cuba, Vietnam, China who undoubtedly served as national liberation movements.
6. **Evolution** – In most countries the movements started from small groups, often made up of a handful of intellectuals plus a few militants from other social strata. The success where it existed, was due to the fact that they were able, by virtue of long education and organization campaigns, to create a stable popular base, made up of concentric circles of militants, sympathizers and passive supporters. When the outer ring of the supporters became broad enough the movements became serious candidates to gaining the political power (Wallerstein, 2003, p. 209).
7. **The tension between *revolution* and *reform*** – revolutionaries had to make too many concessions in order to survive and the reformists learned that making changes through the legal channels was firmly blocked in practice. Moreover, the quoted author emphasizes, that revolutionary movements came to power usually as a result of the destruction of authority due to external causes – the case of theRussian Bolsheviks which came to power amid World War I.
Similarly amid the collapse of state authority due to national disasters the Communist movements were successful, even if for a limited time, in Hungary (Bela Kun) and Bavaria (Kurt Eisner).

8. **Encountering difficulties in implementing the two-step strategy** – once in power there were problems with the second step, namely transforming the world.

The main obstacle found by Wallerstein was the fact that "the power of the state was more limited than many had believed it. Each state was compelled to belong to an interstate system in which sovereignty was absolute." As a result of the given limitations, the militant cadres in time turned into state officials and subsequently into the nomenclature".

Indeed the process of bureaucratisation of the party apparatus may be noticed in a variety of theatres of action, however, some distinctions are necessary:

Both in the Soviet Union and in Eastern Europe we may speak of at least two distinct waves of revolutionaries, a first internationalist and significantly allogeneic wave and a second one with a more important national component.

In the Soviet Union for example some authors such as Bolton (2012) and Starikov (2013) speak of a Stalinist, anti-Trotskyist, anti-internationalist and in fact Russo-centric quasi counter-revolution, that appeared with the consolidation of power in Stalin's hands.

A similar trend towards the bureaucratization of the militant elite and replacement by this of the old colonial bureaucracy is shown by the socialist movement in the Arab region – Egypt, Syria, Iraq, Libya etc. In many cases we can speak of an important tribal or religious component capable of ensuring trust between members of the ruling stratum (members of the Baath Party and Alawi in Syria, the Sunni Baath in Iraq etc.)

Attempts to revive anti-systemic movements

The conclusion that people drew out of the government performance of the classical anti-systemic movements was negative. They stopped believing that these parties would bring a glorious future or a more egalitarian world and they also never gave them legitimacy. Losing confidence in movements they stopped believing in the state as a mechanism of transformation.

Of the attempts to revive anti-systemic movements, Wallerstein mentions: Maoism, new social movements, human rights movements and anti-globalization movements.

1. Maoism – essentially, Wallerstein says, emerged in the '60 until the mid '80s, Maoist movements were inspired by the Chinese Cultural Revolution, claiming that "the Old Left failed because it didn't preach the pure doctrine".

We note that the beginning of the Maoist movements as well as their lifetime coincides with the Sino-Soviet split in the period 1960–1989 and the culmination of these movements can be located somewhere between the beginning of the Cultural Revolution (1966) and the Chinese president's death (1976).

Between geopolitical elements among the ones that had a considerable influence on Maoism and its spreading as a left alternative to the Soviet socialism we mention: the easing of the US–Soviet relationships at different times after the 1960s, the Vietnam War and the Khmer Rouge experiment in Cambodia, the gradual disengagement of the Soviets in the Middle East after the Yom Kippur War etc.

2. New social movements – in the category of new social movements Wallerstein includes environmental, feminist movements, and ethnic and racial minorities campaigns felt strongest in the "pan-European" world than in other parts of the world system.

The common features of the aforementioned movements are refusing the two-step strategy in two steps of the Old Left, prioritizing its own agenda (environmental, feminist, ethnic minority) compared to the old social goals represented by the traditional social-democratic movements.

3. Human rights organizations – subsequently assimilated with NGOs, human rights organizations have become a major force in the '80s policies that, in the context of the collapse of Communism in Central and Eastern Europe, after the crises in Rwanda and the Balkans have generated public debates and provided legitimacy to such types of organizations.

Wallerstein notifies that these types of organizations "have claimed to speak on behalf of the civil society" which by definition "means that which *is* not the state", the distinction seemed to start from the assumption that the state is controlled by restricted privileged groups while "the civil society" is made up of the enlightened population".

In his own analysis, performed, nota bene before the Orange Revolutions in the Arab world (Tunisia, Egypt, Libya) or in the ex-Soviet region (Georgia, Ukraine), Wallerstein says that "as a whole they do not seem antisystemic. They have been transformed into NGOs in the central states (of the system), but seeking to promote their projects in the periphery states, they were often taken as agents of the state of origin and not as its critics."

Still in the context of the Orange Revolutions in the Arab and ex-Soviet region we believe that the subsequent remark that these types of organizations didn't mobilize the support of the masses being reserved for an intellectual elite was somewhat over-whelmed by the subsequent developments. However, the observation of the American sociologist is one of depth as it raised the issue as to what extent NGOs have been used in the outlying areas for ideological attraction or for buying an intellectual elite, an accusation made for example in Russia, Iran, China, countries where the existence of such organizations with foreign financing is prohibited (http://www.theguardian.com/world/2015/may/19/russia-bans-undesirable-international-organisations-2016-elections).

4. Antiglobalization movements – Wallerstein's thesis is that the current modern system is a transition one, at the interference of two Kondratiev cycles "of crossroads and chaos" which raises an entirely different issue from the past anti-systemic movements. Among the encountered difficulties are "the irrelevance of the past two-step strategy, the difficulty to formulate long-term goals, the scepticism of the followers or worse, their indifference".

Important remark

Wallerstein does not include in the category of anti-globalization movements or even in the larger list of anti-systemic movements, the European traditionalist identity movements, the American paleo-conservatism or the Islamic movements.

The fact that those subjects were not overlooked but rather are of particular concern to the author is proved by the fact that separate chapters are devoted to these topics "Racism: our albatross", "Islam: Islam, the West and the world" and "The others: who are we? Who are the others".

The transition period between systems

According to Wallerstein, **the transition period** has two features:
➢ "**The first – those in power will no longer try to maintain the existing system** (doomed to self-destruction anyway) but they will try building a new system to reproduce the hierarchy of privileges and inequalities – of the current system."
➢ "**The second – in the transition period the system has a profound uncertainty, knowing the result being impossible**. Each of us can influence the future but we do not know and cannot know how others will act to influence it."

For Wallerstein history operates in two Kondratiev cycles, about to close – one started in 1945 with an expansion phase until 1967/1973 and then there came a downturn and another broader one that started around 1450, which marks the life cycle of the capitalist economy.

The predictable conclusion of a historical cycle and the preparation of a future system by the elites eager to maintain their privileges certainly finds a previous history in the past, even in the recent one, the role of the British Empire, for example, being taken over by the United States while the political and economic elites of the Anglo-Saxon region were largely preserved.

Similar considerations have recently been made by Sergey Glazyev, Russian economic expert and advisor to President Putin (https://lenta.ru/articles/2016/03/29/glaziev/), who also put the recent tensions in the Eurasian region, due to the conclusion of a historical cycle of domination of the Anglo-American capital, the financial

pyramids system composed of financial derivatives and state debts being unsustainable. In these circumstances, the Russian expert says: "The American oligarchy is desperate to get rid of its debt burden, which is why it is conducting a hybrid war, not only against Russia, but against Europe and the Middle East. As always happens in a changing world economic order, the country that is losing its leadership tries to unleash a world war for control over the periphery. Since the Americans consider the former Soviet space to be their financial and economic periphery, they are trying to gain control over it."

In an even broader historical horizon, a migration of capital and a successive economic development can be traced from Mediterranean Europe, followed by the Iberian Peninsula (Spain and Portugal), the Netherlands, England and finally the United States. Dr. Igor Panarin, professor and former dean of the School of Diplomacy of the Russian Foreign Ministry in a recent interview called London, "the third Carthage" as Moscow's main geopolitical enemy(http://toinformistoinfluence.com/2015/05/20/dr-igor-panarin-our-main-enemy-is-london-the-third-carthage/).

The assessments made by the American professor regarding the transition period raise in turn some questions that we consider important:

➢ How (by what strategies) will the elites try to maintain the hierarchy, privilege and inequalities of the current system as the American sociologist assumes they will do?

➢ Are the current elites currently interested in a rapid collapse or its deferral?

➢ If the current system is doomed anyway and those in power know this, is it reasonable to expect that they will want a strategy of controlled implosion?

➢ What risks involves a controlled collapse of the system? Can it include wars, civil conflicts etc.?

➢ Are there social engineering strategies currently implemented with the express intention of generating a controlled collapse of the system?

➢ Are the mentioned elites afraid of a resurgence of nationalism which might explain the policies to eliminate the traditional ethnic majorities in the countries with European population?

➢ Will the (inevitable) destruction of the system bring about the destruction of national states?

➢ Can the destruction of the system involve the destruction of currencies and the current economic systems?

➢ Is the late collapse of the current system intended until it can be ensured that the controlled collapse will affect all the countries around the globe so as to increase the possibility that the new system would be unipolar and not multipolar?

Important remark

If we accept Wallerstein's assumption, namely that the end of the current system is inevitable and that we are in a transition period to a new system, at least from the author's point of view, the issues raised clearly and repeatedly (identity, nationalism, Islam) **are not a problem for "the existing system that is anyway subject to self-destruction" but for the new system that is currently generated**, or "still uncertain" at least during the transition period.

If we do not accept Wallerstein's assumption and we do not adhere to the theory of "the inherent destruction of the existing system," the question is whether the above mentioned elements **do not represent important obstacles to the global expansion of the old system.**

Deficiencies of democracy in Wallerstein's acceptance

We also consider of interest a brief overview of the grievances raised by democracy in Immanuel Wallerstein's acceptance and the remedies he proposed: "Grievances can be grouped into three categories: grievances regarding corruption, grievances on material equality and grievances towards the not comprehensive enough nature of citizenship" (Wallerstein, 2003, p. 123–124).

Of course the three categories are then explained e.g.: **Corruption** "…is not just illegal; it is contrary to the rules regularly proclaimed on the fairness of the government and the neutrality of the bureaucracy. When an important rule is violated daily the only result is wide spread cynicism. That's what we have. **Cynicism** can lead to different responses. One would be the infiltration of its own people in the system, another would be engaging the battle in order to reduce the damage caused by corruption, and the third would be giving up any active political participation". **The not comprehensive enough nature of citizenship** seen as a third source of grievances is part of a "long list of sources of discrimination that became socially illegal: class, race, ethnicity, gender, age, gender or disability".

Insofar as the American sociologist's exposures are not just a critique of a past system but also a political program for a future scheme, currently in formation, the following issues may be raised:

➢ Given that democracy generates corruption is it likely that its eradication may be a priority concept to democracy? Can it serve as a pretext for removing the democratic game? Is this desirable?

➢ Democracy is based on the concept of citizen, which in Wallerstein's opinion is a discriminating concept. In this case is it desirable?

➢ Is the democracy as a system that – generates corruption, inequality and discrimination – desirable in the future system that will follow the current one?

The answer to these questions is given by Wallerstein himself in the final chapter on democracy that he sees as a perfect system which requires us "**to go back to the drawing board and see what isthe stake of the battle** … [it] does not consist in multiparty systems … The stake of the battle is equality which is opposite to racism. **Without equality in all spheres of social life, equality is not possible in any of these spheres**, but just a mirage of it."

Can we conclude based of the above that there is a new system on the drawing board, one without "sources of discrimination: class, race, ethnicity, gender, age, gender, without citizenship, without corruption, without a multiparty, egalitarian system, and that we currently are in the transition phase?

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The relevance of historical approach in contemporary science

Julien-Ferencz KISS

Abstract

There is no doubt that teaching science in the 21st century implies a far more complicated approach than ever before due to the complex patterns of its development. More than ever, advanced technology is playing a critical role in research and it seems like there is increasingly less room for the historical approach which is seen frequently as redundant and outdated. Lately history of science has been gradually removed from university general curricula and it's being managed independently only by a small group of specialists usually in Philosophy or History departments. Our point of view comes to contradict this direction with arguments that are based on how history of science is taught and framed in the corpus of disciplines.

Keywords: history of science, curricula, natural sciences, psychology, epistemology.

Functionalities and dysfunctionalities in the history of science

In the few cases when history of science is taken into account in the university curricula, it is approached as a chronological listing of critical inventions/discoveries or as a listing of biographies of great scientists. Usually all the information is compared to the contemporary science, which is considered the absolute reference of interpreting science from the past. From the historiographical point of view, this approach can be framed in the presentist paradigm (Stocking, 1965, p. 212) or in some cases in the teleological paradigm (Pîrvu, 1981, p. 10). This kind of approach in the history of science, also called in the anglo-saxon literature "whig history" (Wilson and Ashplant, 1988, p. 4), tends to glorify the present and to develop an obsolete perspective on the past.

The danger of such an approach resides in the oversimplification/reducing the scientific genesis and the selectivity in regard to the achievements from the past, usually operating a justification towards sustaining the superiority of contemporary science. This kind of approach can generate the illusion deterministic-teleological laws in history, and from this point to ideology and assuming the supremacy (authority) of a specific current its just a small step (Popper, 1998, p. 112).

Beside presentism, history of science is also frequently characterized by the so called internalist perspective – the tendency to explain theories only by their formalized internal logic, neglecting the context (Furumoto, 1989, p. 9).

In this kind of approach, the place of history of science is usually in the first pages of manuals/science books, and in case that somebody will actually read those pages, the central idea that will emerge is that the science is solely the product of figures like Copernicus, Newton, Darwin, Einstein, Comte or Freud and most other „obscure" approaches will be considered as faulty.

The origins of this rigid explanatory model can be traced in the second half of the 19th century when positivism, promoted by Auguste Comte, and later its developed form logical empiricism, became the formal model, universally accepted in natural sciences, conferring them in this perspective a formal methodological identity. This is also the moment when science gains full-official legitimacy. Comte, at that time the supreme authority in the philosophy of science, rejected the scientific status for all the disciplines that were not related to positivism (Zlate, 2006, p.15). The merits of positivism are beyond any doubt, but the radical way in which it was imposed (somewhat explainable in the context of an emergent crisis in relation to the identity of science at that time), undermined the legitimacy of some disciplines, especially from humanistic and social area of interest, forcing them towards a positivist methodological "radicalization".

Historiographical perspectives

Paul Veyne (1999, p.8) is criticizing the perspective which assumes that the laws and principles of natural sciences, presented „per-se" in a chronological order, can offer an adequate historical understanding. In his view, history consists of pure facts that we can rarely approach and the reconstruction operated by historians consists only in interpreting a small part of the facts, accessed directly or indirectly. Just like paleontologists are reconstructing a reptile from some bones they discovered, in the same way historians try to generate a comprehensive image based only on few recovered facts. In this regard, the Annales School is considered by far the best method in recovering the unaltered facts. Then, other specialists have to organize and interpret the facts and we always have to be aware that both stages (recovery of facts/organization-interpretation of facts) can be altered accidentally or on purpose, generating a distortion on the historical perspective.

In the same way, we can operate a much more complex critique on the interpretation of historical facts related to the contextual dynamics of the concepts (relativity to time and space and the problem of universals). From this point of view it is critical

to understand the „zeitgeist" of each period/epoch and to be aware of the tendency of oversimplification by retro-diction (filling the white spots from history with perspectives from the present) and the need of multidisciplinary teams that can assure a high level of specialized perspectives. Its the preferred way in we can profoundly and correctly understand the internal (the influence of science on society)– external (the influence of society on science) dynamics of science.

Given all those facts, we can resume that the problem of historical approach of science implies two fundamental dimensions. The first is related to the recovery and organization of historical facts and the second deals with the subject that interprets those facts (Danziger, 1993, p. 17, Djuvara, 2004, p. 123).

Epistemological perspectives

Beside the recovery of historiographical tradition, the modern epistemological models offer complex means of understanding science's historical development. In this short paper we'll focus more on three complex models.

a. Scientific revolutions

Thomas Kuhn (1975, p. 13) developed a model of progress in science that avoids the limitations such those so far mentioned in this paper. In an ingenious analytical construction the author emphasises the role of anomalies which are making the theories imperfect. By analyzing the exceptions from the rule we can demonstrate the limits of the theory in offering predictions for a large array of empirical facts. Those kind of explanatory crisis based on anomalies can gain a critical mass that can dismantle a theory, which has to be replaced by a new that can explain the abnormalities. A history of science that does not explain the development of science form this dialectical point of view, resuming only to present the successful theories, tends to reduce dramatically the adequate understanding of scientific progress.

b. Logic of research

Karl Popper (1981, p. 8) proposes a radical model in which he exposes the relativity of absolute knowledge in history and the limits of interpreting progress from a presentist perspective. In the Austrian philosopher's view, a certain idea or theory can be accepted and can have great success at a certain moment only because of the optimal conditions for its manifestation and development. At the same time a lot of other valuable ideas or theories did not benefit from the same positive conditions. Given such a situation, the historical approach in science gets a critical role because always some ideas from the past can be re-interpreted from a different/enriched perspective that can change their relevance.

c. Critique of method

Paul Feyerabend is closing this „triad" of the 20th century, proposing a liberal perspective on science's progress (1993, p.21), excluding the existence / relevance of the formal factors or logical models that supposedly explain the scientific progress. On the contrary, the philosopher states that formalization implies rigidity and the generation of ideology, some models being diverted in order to serve other interest than the scientific ones.

The development of psychology in the context of natural sciences sovereignty

All those facts can be analyzed when we approach the history of psychology. Until the 19th century, psychology was often considered as a part of philosophy. Auguste Comte, the supreme authority in the philosophy of science at that time, denied its scientific status as an independent science considering psychology as an annex of biology. In the second half of the 19th century the positivist model inspired from natural sciences dominated science fully and psychology took this model when the experimental method was imposed as scientific standard by Wilhelm Wundt at Leipzing in 1879 (Kiss, 2013, p.25). Without doubt, this is the moment when scientific psychology was born and there are plenty of researches on that (Hergenhahn, 2009, p. 264, Mânzat, 2007, p. 485). Implicitly, the first books on the history of psychology (ex. E. Boring) adopted the natural sciences methodology in regard to history, being characterized by „antiquarian" style, reducing the history of psychology to some general figures of precursors from philosophy and the contributions of the key founders of experimental psychology. The transformation of psychology in the second half of the 20th century that lead to the diversification of its subdomains and methods, generated also critical changes in regard to its assumed identity. The overcoming of the per-spectives derived strictly from the natural sciences lead to a more scrutinized analysis of its past and of its original complex sources. History of psychology became in this regard the resort of catalytic approach and the mean of discovering and developing psychology's identity (Henle, Jaynes and Sullivan, 1973, p. 66).

Romanian psychology and the presentist perspective in the communist period

In the time when psychology consolidated its new identity, which implied a profound historical immersion until the primary ideas and the context of their

development, Romanian psychology, under the communist regime from 1948 until 1989, was captive in the resorts of rigid material ideology. The historical researches from the 50's are depicting a picture of the practices of that time – omissions or distortions of ideas or theories considered hostile to the ideology (Kiss, 2013, p. 27). We can witness a caricaturized history of science and the diversion towards sustaining the official materialist ideology. Such practices can have a devastating effect on the scientific community, on the ideas, concepts, and in this context some theories are considered more valuable not because of their empirical relevance, but in relation to the official ideology.

Do we still need history of science?

Even if in the current paper we were focusing more on the history of psychology, we consider that science in general reached a point in which progress is not anymore seen only as a unidirectional vectorial path, but as an immersion towards science's own identity developed throughout history. We are also interested not only in the historical facts but also in the subject that acknowledges those facts. Such an optic on history is a more reliable tool that can offer us a more comprehensive perspective in our endeavor towards understanding science's values and limits. Science, at any time, if assimilated without understanding its history, will lead to a community of practitioners captive solely in the contemporary perspectives without the capacity of generating a community of scientists that can, above all, contribute to its critique and development.

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Engaging Undergraduate Pre-service Teachers in the Development of Growth Mindset and Grit

Simona LAURIAN-FITZGERALD,
Carlton J. FITZGERALD

Abstract

The purpose of this study was to introduce the students to the concepts associated with Growth Mindset, the maintenance of the belief in oneself that one can always improve abilities, intelligence, and personality rather than believe they are fixed and deep seated traits (Dweck, 2006) and with Grit, the ability to persevere through any struggles to reach long-term goals. For this study we administered a pre and post study growth mindset inventory consisting of 20 statements related to ideas associated with growth or closed mindsets. Thirty-seven undergraduate primary and kindergarten majors participated in the survey. For a semester the professor set up the class activities with the goal of increasing the ability of the students to demonstrate competence in terms of perseverance, a positive attitude toward class activities, engagement, asking for assistance form colleagues and the professor, and helping colleagues in their work. The class was set up to incorporate cooperative learning groups on a regular basis; students were encouraged positively during each class; activities were developed to be student centered; students self-assessed their homework and received feedback from their peers; professor feedback was provided during each class period. The data indicate a rise in student attendance, enthusiasm, engagement, achievement in homework and in-class activities, quality of work, assumption of more responsibility for their own learning, and a rise in final grades.

Keywords: Growth Mindset, Grit, undergraduate students, cooperative learning, feedback.

Introduction

Every year in every class we have students who struggle. Some of those work hard and overcome their struggles and some students give up and either drop out of class or fail the course. Since the goal of teaching is to help our students to learn it is frustrating to observe students give up when we know that with additional effort they could master the material. Carol Dweck (2006) has been working with teachers and students for many years to discover why some students persevere and why others give up. She has found in her research that there are some students who love the challenges of learning while other students see the same challenges as threats to

their talents and abilities. She has found that students who see critical feedback and obstacles to learning as part of the learning journey persevere and work hard to overcome these obstacles. These students have the "not yet" mentality (Dweck, 2006). That is, they believe that if they work hard and strategically they will eventually learn the material and/or gain the skill. This capacity to see that one has the ability to change one's talents and intelligence is called Growth Mindset. Those students who see challenges as threats to their abilities and intelligence have what Dweck (2006) call a Fixed Mindset. Namely, they believe one's intelligence and talent are set genetically, and there is not much that one can do to improve.

Angela Duckworth (2016) has also been working in a very similar fashion to determine why some students persevere to reach long-term goals and why other students/people quit and either ignore their goals or give them up for easier goals. She developed her ideas about Grit, the ability for people to persevere to meet their long-term goals no matter the obstacles (Duckworth, 2016). Like Dweck (2006) Duckworth (2016) found that those students who believed in their ability to learn and to overcome obstacles stuck with their goals even in difficult times. Those people who either doubted their abilities or who did not have a passion for their goals more easily gave up in the face of obstacles.

The important aspect of both of these theories is the notion that teachers can help their students to develop both a Growth Mindset (Dweck, 2013) and Grit (Duckworth, 2016). If we can teach our students to enhance their Growth Mindset and their Grit skills then we will be able to get more students to persevere in school and in life. This is potentially a very significant development of educators at every level.

In this study we worked with students to develop their Growth Mindset and Grit. In this study 37 participants worked with their university professor in a Didactics of Language Communication class developed to give students opportunities to self-assess their progress and the progress of peers, to take on more responsibility for their learning, to receive formative feedback on their work from their peers and the professor. In addition to the review of Growth Mindset the professor maintained a researcher's journal to record her observations in relation to enthusiasm for the activities in the class, the quality of peer feedback, engagement in class activities, willingness to assist peers, and willingness to ask for assistance. Review of the data indicated that students in this class had higher grades, better attendance, enthusiasm, amount of homework accomplished, and raised the Mindset scores during the semester. Students appreciated the feedback from their peers and the professor, and they thought that doing the weekly assignments helped them to both learn the material more deeply and to keep up with their work.

Background

Growth Mindset

Dweck (2006) has developed the concept of Growth Mindset. In her research Dweck has found people of every age category who actually enjoy the challenges of learning new things. These students see hurdles in their learning as challenges that they appreciate and look forward to solving. These students see not knowing something as exciting because they believe they are on their way to more learning. Their mentality is that they do not know it yet, but through effort and practice they will learn new concepts and gain new skills. Dweck labels this kind of thinking as being a Growth Mindset. Other students see these same challenges as indication of limitations on their intellect and talents. People in this mindset do not search out challenges, rather they try to avoid most challenges and try very hard to remain in the comfort zone. Dweck labels this the Fixed Mindset.

People today debate the meaning of intelligence. This is a long standing debate. Many people believe intelligence is fixed at birth while other believe that intelligence can be enhanced. People who have a Fixed Mindset believe that intelligence (and personality and talent) are determined by genetics. They believe that we are able to develop the intelligence, talent, and personalities we have been given, but we can only enhance in small ways. Thus, we are either talented at something or we are not. Fixed Mindset people believe that we are talented musicians or we are not. We might love music and we can work hard at being a musician but our efforts will only give us limited success unless we have the genetic make up to be talented musicians. Our talent, intellect, and personalities have been determined genetically, and there is not much that we can do about it. On the other Growth Mindset people believe that intelligence, talent, and personality can be change and we can enhance them. Growth Mindset people believe that we can grow our talent and intelligence they believe that they can change their personalities if they choose to do so (Dweck, 2006).

There are many people who believe that intelligence is not a single item but rather intelligence comes in different forms (Caine & Caine, 2011); Caine, R.N., Caine, G., McClintic, C. & Klimek, K.J., 2011; Gardner, 2000; Golemen, 1995; Sousa, 2011; Duckworth, 2016). Gardner (2000) has developed the concept of Multiple Intelligence. He believes there are at least 9 intelligences (language, mathematical and logical, musical, visual and spatial, interpersonal, intrapersonal, kinesthetic, naturalistic, and existential) that all people possess in different degrees. The concept of Emotional Intelligence was developed by Goleman (1995). Goleman (2007) also developed what he calls Social Intelligence. Caine and Caine (2011) have introduced the 12 Brain/mind Principles. They believe that the research on the brain has implications for teaching

and learning. Based on their review of the research, these authors advocate for a much more student centered approach to learning. Their 12 principles include:

1. All learning engages the physiology;
2. The brain/mind is social;
3. The search for meaning is innate;
4. The search for meaning occurs through patterning;
5. Emotions are critical to patterning;
6. The brain/mind processes parts and wholes simultaneously;
7. Learning involves both focused attention and peripheral perception;
8. Learning is both conscious and unconscious;
9. There are at least two approaches to memory;
10. Learning is developmental;
11. Complex learning is enhanced by challenge and inhibited by threat associated with helplessness and/or fatigue;
12. Each brain is uniquely organized.

In addition to using these principles to develop the teaching and learning process Caine and Caine (2011) believe that students should be led into a feeling of Relaxed Alertness by being appropriately challenged and profoundly supported. They also believe students should be immersed complex experiences that lead them to engage in life-like problem solving. Sousa (2011) also believes that the more people learn the more that they can learn because his review of the research tells him the learning physically changes the brain.

Sternberg (1977) has developed Success Intelligence (Triarchic Theory of Intelligence). He believes that intelligence is based on working through day-to-day life in the real world. He believes that talent and intelligence can be developed over time through life's experiences. Dweck (2006) relates to us that people like Michael Jordan (one of the greatest basketball players in history) did not start out being great. Instead they work tirelessly and strategically to gain their skills and talent. In the face of failure Michael and people like him choose to not give in but rather to work even harder to gain the knowledge and skills they want. We all have all stories about actors, writers, singers, and friends and neighbors who refused to quit and willed their selves to be successful. People with high levels of Growth Mindset believe that they can accomplish almost anything through dedication and strategic practice and rehearsal.

Dweck (2006) has found that people with a Fixed Mindset tend to avoid difficult challenges because they feel that their intelligence of talent is as good as it gets and hard work will make little difference. Because they believe talent, personality, and intelligence are fixed assets Fixed Mindset people are afraid of challenges because they fear that they will look unintelligent or untalented. They see failure as an indication

that they are less intelligent or talented than they want to be. Thus, they avoid failure like the plague (Dweck, 2006). Because people with a Fixed Mindset fear failure they tend to not assess their deficits accurately because they are trying to hide them. Instead of embracing new challenges people who have a fixed Mindset often run from challenges unless they are pretty sure they will be successful. Of course this causes people to miss opportunities to grow and learn new things or to gain new skills. As Dweck (2006) points out that means that many people who start out being the most talented often do not end up being the best. More importantly they end up under-achieving, which means they are not the best they could be. It just seems like such a waste of talent.

People who maintain a Growth Mindset often not only accept new challenges but they often relish the opportunity to be challenged (Dweck, 2006).Growth mindset people find challenges to be exciting, not frightening. People like Mia Hamm, one of the greatest female soccer players in the world, love the challenge itself. She describes how she loved to "play up" by playing with players who were better than she was. Mia often played on boys teams because when she began there were not as many great female players. Mia Hamm inspired a generation of female players, and now America's female soccer team is one of the best in the world, far ahead of the U. S. male team.

Dweck (2006) has developed a simple inventory for us to begin to rate ourselves in terms of our Growth and Fixed Mindset. We should remember that our mindset is different for different circumstances. In other words we might have a very positive Growth Mindset when it comes to sports, but we might have a very Fixed Mindset when it comes to school (or the other way around). When we find an area in which we have a Fixed Mindset we can consider how to change our mindset to be more productive. Her statements are as follows:

Intelligence Questions:

1. Your intelligence is something very basic about you that you can't change very much;
2. You can learn new things, but you can't really change how intelligent you are;
3. No matter how much intelligence you have, you can always change it quite a bit;
4. You can always substantially change how intelligent you are.

Personality Questions:

1. You are a certain kind of person, and there is not much that can be done to really change that;
2. No matter what kind of person you are, you can always change substantially;

3. You can do things differently, but the important parts of who you are can't really be changed;

4. You can always change basic things about the kind of person you are. (Dweck, p. 12–13).

According to Dweck (2006) the good news is that we can change our mindsets. The good news for teachers is that we can teach students how to create and maintain positive mindsets. If a person is happy with her/his mindset then there is nothing to change. But, when we are dissatisfied with our mindset then we can choose to do things differently (how we think and how we act) to make our lives better (Fitzgerald, 2003). We can help ourselves and our students to be able to take more control over many parts of our lives (Fitzgerald, 2003). By changing how we think and how we act we can have a tremendous positive effect on our lives. We can learn more, we can grow our talent, and we can change how we think and behave to make our lives better for ourselves and for those around us (Dweck, 2006; Fitzgerald, 2003; Fitzgerald & Laurian, 2013).

Grit

Duckworth (2015) has been working for many years on what she has come to call Grit. She has been working to understand the non-cognitive attributes that people maintain in order to successfully face the challenges in life. Grit can be defined as the amount of passion and perseverance people have as they work toward long-term goals. Grit is especially important for people when they face problems or hurdles that impede their progress. If a person has high Grit it means that person does not allow anything stand inher/his way of reaching a goal (Duckworth, 2016). According to Duckworth people who have Gritdo not quit after a failure. Instead that person drives her/himself to continually improve. A gritty person never believes s/hehas become good enough. In other words a person who is Gritty is fine with being unsatisfied because s/he has a passion and, even in difficult times, rememberswhat s/he wants. That passion helps the person pursueher/his goal unceasingly. To put it simply, people who maintain high Grit refuse to give up or give in.

Duckworth (2015) has studied Grit for many years and she has worked with people in many different fields. She has worked at West Point to see what makes some people complete some of the toughest training in world, while some others quit. She used her Grit scale and found it to be a better predictor than West Point's own scale. Duckworth has also conducted studies with businesspeople, high school students, Ivy League students, undergraduate college students (2 year and 4 year degrees), graduate students, the Green Berets, and National Spelling Bee contestants.

Every study has produced similar results. Those who maintain high Grit scores are the people who face adversity and do not give up.

In education we now know that many teachers leave the profession within the first five years of work. So Duckworth (2016) developed a study for beginning teachers to find out two things: 1. What kept beginning teachers on the job? 2. What made beginning teacher effective in the classroom? Duckworth's results indicated that those teachers who had high Grit scores remained in the field and she found that Grit also was an important positive factor in the quality of the work of beginning teachers. This could have important ramifications for teacher prep programs. If we can create Gritty teachers in their teacher prep programs then we might have a very positive effect on the students these teachers will teach.

People who are successful usually have good intelligence and good talent, but there are many very unsuccessful people who are intelligent and talented. It appears that having something else in addition to intelligence and talent is important. Duckworth (2015) maintains that something else is Grit. Duckworth describes how Darwin believed there not much intellectual difference among people. What he did believe is there are major differences in the amount of enthusiasm and dedicationthat people demonstrate. William James (Duckworth, 2016) also believed that people live way inside the limits of the intelligence and talents. In other words, people have far more capacity than most of us use in our lives. What that means is that most people have space to grow their talents and intelligence. Our potential, for most of us, is much higher than we believe it to be. Duckworth (2015) believes that our genes play a role in our Grit but our experiences play at least an equal role in developing out Grit. The good news here, as it is for Growth Mindset, is that we can enhance and grow our Grit.

The following is Duckworth's (2016) formulas for achievement in life:

Talent x Effort = Skill ⟹ Skill x Effort = Achievement

You will notice that effort appears in both aspects of these formulas. Effort is the key to achieving skill and then effort is the key to achievement. Whatever intelligence and talent we have can only grow through sustained and positive effort. Most of us know people who began as extremely intelligent people but have not accomplished much. And we also know people who started out being not so intelligent or talented and they have accomplished a great deal. The difference in both cases is the amount and consistency of effort. Hard and strategic work is required for us to develop our existing intelligence and talent, and it is integral for us to grow our intelligence and talent. Additionally, how we use our intelligence and talent is important. Successful people tend to employ what they have in positive and productive ways (Duckworth, 2015).

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The following is a list of ideas from Duckworth (2016) to assist our students in developing their Grit:

1. Create a great and abiding interest;
2. Create an appetite for practice, constantly challenging oneself;
3. Create a sense of purpose in what you do;
4. Maintain hope; a confidence in your ability to keep going.

Successful people tend to display similar qualities in their work and lives. Most successful people love what they are doing. Many say they are following a passion. Duckworth has found that about 87% of people report that they do not love or even enjoy their work. So these people are not interested or engaged in their jobs. It is not surprising that Duckworth has found that people who enjoy what they are doing are more interested and engaged in their work and they are more productive. People who are doing what they consider to be meaningful work enjoy their work more. These people also are better colleagues for their peers. Finally, people who are doing what they love are happier in their lives. For educators this means that if we can get students to follow their interests or passions, do meaningful work, and enjoy what they are doing then they will tend to be Grittier, meaning they are more likely to do well and to complete their education (Duckworth, 2016).

Will Smith (Duckworth, 2016) has been interviewed and he says that his success in life has little to do with his innate talent. What he says is that he has a "sick" work ethic and that is why he has been so successful. I once saw Steven King give a talk where he told the audience how many times (I believe he said like 7 times) he writes every book before he sends it to his editor. Then she gives him more things to fix. The point is that effort makes ahuge difference in success or failure.

An important factor in people who have high Grit scores is purpose. Gritty people have long lasting goals that are very important to the person. This gives them a purpose, a reason to keep working on their goals. People maintain their efforts have a purpose for their efforts. These enduring goals not only are good for the person working for them but they also tend to be good for other people. Fitzgerald (2003) suggests that meaningfulness is an important need for all people. Duckworth (2016) believes that as a passion matures in people it moves into the realm of helping other people. In order for something to be important to us it has to make sense and/or have meaning for us (Sousa, 2011). When we do good for other people our brain produces positive chemicals that make us feel good (Sousa, 2011). And since information usually goes into the limbic system first (the limbic system is in charge of emotions) emotions play a huge role in our thinking and actions (Sousa, 2011). So, purpose is a big deal as we work toward our goals.

Duckworth (2016) has found that people who have the highest Grit scores have an unwavering belief in their ability to overcome hurdles in their lives (they have high Growth mindsets). When these people are unable to find a quick solution to a problem they see it as a challenge that they want to resolve. Gritty people maintain a mindset that they will learn more and become stronger people by overcoming their challenges with steady and passionate effort. It looks like when people experience success in overcoming problems they become more Gritty which gives them more positive feelings about overcoming future problems.

We believe that all of the evidence from Grit (and Growth Mindset) can give educators great hope. If we can develop classrooms in which students work in positive ways to solve problems and challenges with their peers, who are taught to learn from failures, who learn that hard and strategic work produces positive results, and who are taught to find and follow interests then we have opportunities to help students grow their Grit. We also believe in doing this we are more likely to assist students in finding their passions.

Setting the Learning Environment

Vygotsky (1978) has told us that learning is largely a social endeavor. He believes that students can only learn so much on their own and to move higher they need to be near a "more knowledgeable other" (MKO). Vygotsky's Zone of Proximal Learning describes how students' progress more when they work with at least one other person who knows more – a peer, a teacher, a parent, a computer, a book, etc. Johnson and Johnson (2013) agree with Vygotsky and they have developed a cooperative learning theory whereby students work together in positive and supportive ways to enhance each other socially and academically. Their theory proposes that students have to be taught how to interact in interdependent ways in order to raise the level of trust and effort for every student. This in turn will help students to achieve more, develop more positive social skills, and gain emotional and psychological strength. Johnson and Johnson (2013) have developed five elements of cooperative learning to assist teachers as they work with students in small groups. The following are the basic elements of cooperative learning:

1. Positive Interdependence – the feeling we all need each other to learn more and to be successful;
2. Individual Accountability – the idea that each person is responsible to learn all of the material and is responsible in helping his teammates learn all of the material;
3. Promotive Interactions – all member of the group are responsible to help the group move forward in accomplishing their tasks and in developing positive relationships in the process;

4. Small Group Skills – teachers have to teach, guide students in practicing, give feedback, and help students continue to develop their small group social skills (working together, communicating, negotiating issues, synthesizing ideas, displaying empathy and fair mindedness, etc.);

5. Active Processing – self-assess and peer assess progress both academically and socially.

Cooperative learning is an important tool for the future of our students (Johnson & Johnson, 2013) and for students as they work to enhance their Growth mindset and Grit. The skills gained in working in cooperative groups and the experiences of overcoming academic and social challenges by working with their peers assist in the development of a mentality that hard work matters in school and in life.

In his book, *Inner Balance*, Fitzgerald (2003) describes the basic needs of all humans as including the following: survival, love and belonging, power, freedom, fun, and meaning. All people work in their lives to keep these needs in balance by behaving in ways to survive and to be loving, caring, fun, free, powerful, and meaningful people. When we meet our needs in positive and satisfying ways, we are in balance and tend to be happier people. When our needs are either not being met or are being met in dysfunctional or negative ways (e.g., drugs, gangs, etc.), we tend to be unhappy and out of balance. So, we believe that if we can create classrooms and schools in which students can get their needs met in positive ways on a regular basis, then students will be better ready to learn. If students feel cared for and about and, if they feel competent and important, and if they are having some fun and doing what they consider meaningful work, then students will want to learn what the school has to offer. If, on the other hand, students feel unsafe, uncared for and about, unimportant, stupid, unsuccessful, afraid to make mistakes, and if they feel like the work they do has no meaning, then they will be much less ready to work hard in schools.

We all have known students who seem to struggle and have negative attitudes in school in general, but who have this one class in which they succeed (Popa, 2010). We observe the student in that one class and wonder, "What is going on here?" Why does the student act like a real student in that one class and nowhere else? If the student can do it in one class, why can he/she not in the rest of his/her classes? We would like to bottle what that one teacher is doing and have the rest of us drink it. We believe that what happens in that one class is that the student somehow has managed to engage in a need-fulfilling experience. That teacher has somehow figured out how to create an atmosphere where the student can relax and just be a student. All of the baggage somehow gets left outside the door of this classroom. We believe

that should be our goal: To get all of our students to feel safe enough to leave their baggage outside of all of our classrooms.

Fitzgerald and Laurian (2013) have described the Caring Habits for positive relationships (developed by William Glasser, 2006). In classrooms if we want students to feel supported and have the strength to take academic risks then we should teach and promote these caring habits: listening, supporting, encouraging, respecting, trusting, accepting, and negotiating differences. Most people understand these habits but the trick is to use them on a consistent basis, especially when facing difficult times. If we teach students to work through issues while using the caring habits then two things occur according to Johnson and Johnson (2013): students will become stronger emotionally and psychologically and they will learn that they can find solutions to difficult issues. In other words students will grow their positive mindset and become grittier.

Methods

Introduction

The purpose of this study was to introduce the students to the concepts associated with Growth Mindset, the maintenance of the belief in oneself that one can always improve abilities, intelligence, and personality rather than believe they are fixed and deep seated traits (Dweck, 2006) and with Grit, the ability to persevere through any struggles to reach long-term goals. Each year we seestudents who do not do well in classes and our goal was to have appositive effect on the level of Growth Mindset and Grit in our students. This study was designed as an action research study that used a mixed methods approach to data collection and analysis. This study worked with 37 second year students in Pre School and Primary Teaching program at the University of Oradea in a Didactics of Language Communication class for one semester.

Theoretical Framework

We had four theoretical frameworks for this study. First, we worked with the concept of Growth Mindset (Dweck, 2006). Her theory proposes that if people believe that their efforts will help them to become more intelligent and/or more talented then they will engage in the challenges of learning with a mindset that they can be successful. If students believe their efforts matter then the theory believes that they will work harder, be more strategic in their efforts, and ask for and/or accept the assistance they need from the professor and their peers (Dweck, 2006). An important aspect of this theory is the belief that Growth Mindset ideas and strategies can be taught to students.

The second theory used in this study was Grit (Duckworth, 2016). This theory purports thatpeople who have Grit will persevere longer and work harder to attain long-term goals (in this case graduate and become certified teachers). If people can create a passion for themselves (teaching) that not only is good for their lives, but also helps other people then they will work through hurdles along the way and persevere to reach their goals.

The third theoretical framework is the theory around need fulfillment (Fitzgerald, 2003; Fitzgerald & Laurian-Fitzgerald, 2013). In this theory if people can meet their needs in life then they will be in balance and live happier and more fulfilled lives. This balance will help students to believe that their efforts will help them to be successful (i.e. they will have higher Growth Mindsets and be Grittier).

The Final theory for this study is Cooperative Learning (Johnson & Johnson, 2013). This theory is based the ideas around student interactions. By setting the environment such that people learn the interaction skills to be interdependent and independent and the positive social small group skills then they will be stronger people and students. The experiences from working positively and successfully in cooperative groups have been shown to raise achievement levels, social skills, and psychological strength in students.

Purpose

The main purpose of this study was to enhance the Growth Mindset and Grit of our students through working with them in cooperative groups, giving them more responsibility for their learning, and giving them ongoing opportunities for peer and teacher feedback. Students were also allowed to redo assignments in which they put in honest efforts. The point was to create an understanding that strategic effort was important to their learning.

Participants and Setting

There were 37 students who participated in this study. They were second year students at the University of Oradea. The class was Didactics of Language Communication that ran for one semester. This class is a required class in the Pre School and Primary Teacher Education program at the University. All of the students were females. The class met one time per week for two hours for one semester. The program is a three year program that leads to certification as a Pre School or Primary teacher (if they pass the teacher exam upon graduation).

Research Design

This study was a mixed methods (Creswell, 2013) action research (Sagor, 2000) study. The study collected quantitative data via a pre and post twenty statement Growth Mindset 4 point Likert scale survey. Student grades were also collected and compared to the average grades of second year students for the previous three years. Attendance data was also collected and compared to the previous three years. In order to collect qualitative data participants were asked to respond to three open ended questions. The professor also maintained a researcher's journal of her observations during each class. The students were given the pre survey during the first class and the post survey was given during the last class of the semester. Students were given a homework assignment after every class. In their cooperative groups students reviewed their progress, gave feedback, and peer assessed that progress. Each student also self-assessed their progress each week. The professor reviewed the homework to verify the student work, assessments, and feedback. She also gave feedback to students on a rotating basis. Students were allowed to redo assignments if they had put forth an honest effort (as determined by the professor). Students worked on creating lesson plans during the semester with assistance from their peers and the professor. At the completion of the course each student had to pass in a portfolio with a minimum of six completed lesson plans as their final product.

Results

The main data tool for this study was a 20 statement Likert Growth mindset survey. The survey contained 14 statements related to ability/intelligence – four specifically discussing intelligence and ten statements referring to ability or talent. There were seven statements formed from a Growth Mindset perspective and seven formed form a fixed mindset perspective. The other six statements referred to personality or the kind of person one is. Again there were three Growth Mindset and three Fixed mindset statements. Between the pre survey and the post survey 29 of the 37 students raised their Growth Mindset scores, 5 of the 37 participants lowered their Growth Mindset scores (raised the fixed mindset scores), and 3 participants had the same pre and post survey scores. The mean for the pre survey was 38.22 and the post survey mean was 42.59. The t test for the difference in scores indicated $p = 0.107$ which was a significant difference between the pre and post scores. These results also developed a size effect of $d = 0.61$ and $r = 0.291$, which are considered to be medium effect sizes. The results indicate that the implementation of the activities, assignments, self and

peer assessments, professor feedback, and the ability to redo assignments made a positive and visible difference (Hattie, 2012) difference for student Growth Mindsets. According to Hattie any effect size of d = 0.40 and above are significant effect size scores.

When we compared the average attendance for the past three years for the professor for her second year students we found the mean attendance for this class to be 84.75% of attendance and for the past three years to be 73.25% attendance. The t test results for attendance indicated p = 0.0010 which is considered to be very significant with an effect size of d = 0.677 and r = 0.321 which is a medium effect size. Thus, the implementation of the program by the professor made a positive, visible, and significant difference (Hattie, 2012) in attendance for her students.

When we reviewed the data for student grades we found the mean grade for the students in the study to be 9.78/10. The mean grade for the past three years of second year cohorts was 7.36. The results of the t test indicated p = 0.0001 which indicated an extremely significant difference. The results also indicated effect size scores of d = 1.10 and r = 0.49 which indicate a large effect size. These results indicate that procedures used with the students made a very significant difference in their achievement in terms of their final grades for this course.

The first qualitative was, "Was the class structured so that every student could be successful?" All 37 participants rated the class as being very successful for them. One student felt that the cooperative group she was in did not work as well as it could have. She wrote, "I did not find the feedback to be as good as I wanted." She also did not like the fact that she sometimes had to redo her work. The rest of the students indicated that the peer discussions/interactions were instrumental in helping them to understand the material. One student wrote, "My peers helped me to understand the material more deeply." Another student wrote, I really liked having the ability to correct and to redo do assignment. It made me understand the material in much more detail." Several students indicated that the system used during the class helped students be much more prepared for their final exam. One student wrote, "This class helped me to learn the material as we went along so by the time the final came I was totally prepared, Another student wrote "Between the group work, the full class discussions, and the explanations and feedback from the professor I understood everything we needed to know." Another student said that the combination of homework and class work made everything that we did meaningful and worthwhile."

The second question was, "How did the homework/written assignments work for you? Students felt that the homework and class structure helped them to be organized. One student wrote, "This process helped to organize me so I was always on top of my learning." Almost all of the students indicated they enjoyed working

with each other to accomplish the assignments. A student wrote, "This class really helped me to learn because my questions were answered right away and then I could immediately fix what I needed to fix." Another student wrote, "I liked having help from my classmates to do my weekly assignments." One other student wrote, "Because I could fix my assignments it helped me to learn more. Even though I did not like having to redo things sometimes, I learned a great deal more from the process." Another student wrote, "Because we helped each other I think I learned a lot more than I usually do in class."

The final question asked students, what do you think about the feedback you received from your peers and the teacher? The students universally enjoyed getting feedback from the professor every class. A student said, "Because of the specific feedback I received from the teacher, I have gained a lot of confidence in writing lesson plans." Another student said, "I understood all of the material from this class because the teacher gave us so much good feedback." Students felt that giving and receiving help from their peers was very positive. A student wrote, "I found our discussions in our groups to be very helpful." Another student reported, "By talking about the material in our groups I got to listen to others and also try out my ideas too." Another student said, "By talking about the material I found that I was learning more than in most classes." Finally, a student wrote, "This class helped me realize who my favorite teacher is."

The professor found that attendance at class increased considerably. Students' enthusiasm and investment in their learning became very obvious. The amount of homework accomplished was obviously raised in both the quantity and the quality of the work. Students became more serious about creating great assignments. They were seeking feedback from the peers and from the teacher. Students were very focused in the groups and they worked hard to give valid and helpful feedback to their peers. As the class progressed we found that students were spending more time on trying to figure out their own situations to questions rather than come directly to the teacher. Compared to previous years, students spent much less time complaining about how hard the work was and much more time trying to accomplish the goals of the class. Students appeared to gain more confidence in themselves as the course progressed.

Discussion

From the results of this study it is apparent to us that helping students to enhance their Growth Mindset is a very worth project for professors and students. Students displayed better attendance to class. While in the class the students present more

time working on the goals for the class. Students worked hard to give each other positive and worthwhile feedback. The professor found that there was a positive side effect to this process in that students learned how to give positive, specific, honest, and helpful feedback, which is going to be an important aspectof their jobs as educators. Because the work made sense to the students and most of them found the work meaningful they were more enthusiastic about their efforts. The students learned fairly quickly that effort was important for this class. They also learned through their experiences that their efforts paid off for them in terms of learning. When they realized that redoing assignments gave them greater and deeper understanding of the material most students were enthusiastic about what some considered to be extra work. Perhaps the best aspect of this study from the teacher's perspective is that she found herself helping students to learn instead of trying to convince students that they should work hard to learn. The quality of the work was better than it has been in the past. More students did quality work and their efforts encouraged their classmates to match their efforts. The one thing that we had to develop (and to continue to develop) is how to manage the system so that it doable. This system is definitely more intense than other ways of presenting material and working with students. At the beginning it was almost overwhelming but as we developed techniques and as student bought more into the system we found that process can be done effectively and in a sane manner. This class was exciting because of the visible learning going on in class and in the growth we saw in our students.

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Cooperative Learning and Improvisation: Engaging Fourth Grade Students in Music

Simona LAURIAN-FITZGERALD,
Claudia MANDRU

Abstract

Teaching music can be a challenging endeavor for teachers in our attempt to engage young students. Choosing "the perfect" technique seems an ideal for many educators. The goal of this study was to make music accessible and fun for students in fourth grade. Using Cooperative Learning and the integration of core subject matter this study attempted to strengthen the improvisational skills of our students. We integrated social studies, arts, literature and math into music class during a semester. The fourth grade students in our study responded very enthusiastically and improved their improvisational skills during a series of activities that were based on the Cooperative Learning concept. Using a variety of cooperative learning activities students created instruments, art work and implemented the multiple levels of improvisation. Every student demonstrated competence in their improvisational skills during the study.

Keywords: cooperative learning, music, improvisation, fourth grade students.

Introduction

Music, like any other form of art, deepens the aesthetic knowledge of human being. The purpose of music is not only to receive or give information, but also to develop the sense of beauty in individuals. Music represents a creative strategy to solve problems. It also implies the admiration, the passion, the curiosity, the possibility of new connections with the world (Cornett, 2010). The art of sounds creates a sense of beauty that can transform any type of environment. The students and teachers that feel genuinely the sounds of music are able to understand and reach the highest levels aesthetic principles. The students who are urged to develop their musical abilities have higher chances to see in music a way to express themselves with passion and joy. Cornett (2010) suggests that the power of music is amazing and unlimited.

Life gives us unexpected events that may surprise us or not. The role of school and education is to prepare students for life and its challenges. A great school is a school that allows students to express themselves in as many ways as possible, it is

an institution that fosters critical thinking, collaboration between individuals, and student centered learning. Improvisation in music fosters all the above mentioned features. It allows the students to explore the unknown with creativity and imagination. When improvising the students feel free to express themselves, they learn and tune in with their colleagues (Bedore, 2004).

Improvisation is something that is created or invented spontaneously. It is not formally createdor rehearsed. It is carried out by the person who improvises. It allows children to play with sounds and the musical syntax. No matter the age of the performer or the quality of improvisation, the process of improvising is essential in developing a natural and flexible musical language.

According to Kratus (apud Bauer, 2014) learning to improvise is a continuous process, from beginners to mastery. Kratus describes a seven leveled model of improvisation:

1. Exploring – a sort of initial improvisation. It is the stage in which the student tries different sounds without a particular structure. A way to develop this stage is to offer students musical instruments to explore.
2. Improvisation towards process – it is the beginning of authentic improvisation. The students have a certain control over the process of improvisation, but the musical components are missing. The teachers can facilitate the patterns of improvisation by listening, playing and practicing.
3. Improvisation towards product – the student understands better the musical structure – tonality, rhythm, tempo, musical phrases and begins to use them in musical improvisation.
4. Fluid improvisation – the student is more aware of the technicality of the process, he/she is more fluid in improvising. It is the stage that requires lots of technical practice.
5. Structured improvisation – the student uses larger musical structures and techniques in order to play melodies. The improvisations are more coherent, they have a beginning, middle and ending.
6. Stylistic improvisation – the student is capable to improvise fluidly using a high quality technique and musical procedures, they begin to have a personal style.
7. Personal improvisation – the student has a unique style, a personal signature that can be easy recognized.

Teachers should create opportunities for improvisation all through our students' lives teaching them to converse musically as well as they use their mother tongue. It would be ideal that improvisation is used at every level of education (Campbell & Scott-Kassner, 2006). Unfortunately the Romanian curriculum for music in primary school focuses very little on improvisation and its benefits on students' development

(Muntean, 2013). This study focuses on the idea that improvisation at the primary school level can be successfully used if teachers use also cooperative learning groups.

Teaching music in schools nowadays implies selecting the most appropriate teaching techniques and strategies. Making music accessible to little children means bringing closer to them the idea that music is fun and challenging and also the idea that music is better understood and used if students work collaboratively.

There is power in working in groups. As long as there have been humans groups have existed. It was groups that built the Pyramids, constructed the Temple of Artemis at Ephesus, created the Colossus of Rhodes and the Hanging Gardens at Babylon, and built the Great Wall of China. It is obvious that groups outperform individuals, especially when performance requires multiple skills, judgments, and experiences. Many educators throughout the world, though, overlook opportunities to use groups to enhance student learning and increase their own success (Fitzgerald, 2005).

Teachers can establish an adequate environment in which the students can collaborate and learn music by improvisation (Johnson, Johnson &Holubec, 2008). Cooperative learning offers students solutions for their problems, helps them be active participants in their own learning and growth. A key element in group improvisation is the ability of individuals to work with the others in order to create a valuable aesthetic product. Every member of an improvisation group has to contribute with his/her own perspective and has to adapt to their teammates in order to perform.

Cooperative learning

In order for cooperative learning to work well teachers must use the Basic Elements in every cooperative lesson. There are five basic elements in cooperative learning. The first element is positive interdependence. Positive interdependence is structured properly when all members of the group believe they are linked with each other in a way that one cannot succeed unless everyone succeeds (Johnson, Johnson & Holubec, 2008). If one fails they all fail. Group members understand that their efforts affect themselves and each group member as well. Positive interdependence creates a commitment to other people's success as well one's own. This is the heart of cooperative learning. If there is no positive interdependence there is no cooperative effort (Fitzgerald, 2005).

The second basic element of cooperative learning is individual accountability. Both group and individual accountability should be structured into each cooperative learning lesson. Group accountability exists when the group is clear about its goals and able to measure (a) its progress in achieving them and (b) the individual efforts of each of its members. Individual accountability exists when the performance of

each individual student is assessed and the results are given back to the group and the individual in order to figure out who needs more assistance, support, and encouragement in completing the assignment. Each member must be accountable for contributing his/her share of the work (That ensures that nobody gets a "free ride"). The purpose of each cooperative group is to make each individual a stronger student and person. Students learn together so that they can subsequently perform individually (Johnson, Johnson & Holubec, 2008).

The third basic element of cooperative learning is promotive interaction. Promotive interaction means that students work together in a way that they all promote each other academically and socially. Students should be working in close proximity to each other (eye-to-eye; knee-to-knee) (Johnson, Johnson & Holubec, 2008). When promotive interaction is present students share resources and encourage, help, support, and praise each other's efforts. Cooperative learning groups are both an academic support system and a personal support system. Every student has other students to help him/her learn and to care about him/her as a person. There are important cognitive activities and interpersonal dynamics that can only occur when students promote each other's learning. This includes orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present to past learning. It is through promoting each other that members become personally committed to each other as well as to their mutual goals (Fitzgerald, 2005).

The fourth basic element of cooperative learning is teaching students the required interpersonal and small group skills. In cooperative learning groups students are required to learn academic subject matter (academic goals) and also learn the interpersonal and small group skills to function as part of a group (social goals). Students should be taught the skills for high quality cooperation (leadership, communication, decision-making, trust-building, and conflict management skills) and be encouraged to use them often. Since cooperation and conflict are inherently related, the procedures and skills for managing conflicts constructively are especially important for long-term success in learning groups. The idea is to specifically and strategically teach social skills to students (Johnson, Johnson & Holubec, 2008).

The final basic element of cooperative learning is group processing. Group processing exists when group members discuss how well they are achieving their academic and social goals. Groups need to describe what members actions were helpful and unhelpful and make decisions about what behaviors to continue or to change. Continuous improvement of the process of learning results from (a) carefully analyzing how effectively members are working together, and (b) determining how group effectiveness can be enhanced (Popa, 2010).

Cooperative groups become effective through disciplined action. The five basic elements are more than just characteristics of effective cooperative learning groups.

They are a discipline that should be applied rigorously and diligently (much like a diet has to be adhered to) in cooperative learning groups, the entire class, collegial teaching teams, and the school.

Method

This study was developed as an action research study (Sagor, 2000) that employed both quantitative and qualitative data (Creswell, 2013) to answer the following research questions: To what extent will working in cooperative groups effect the musical improvisational skills of fourth grade students? A sub question for this study was: What effects will integrating other subject areas have on student enjoyment of improvisation? Action research is a process in which the researcher is an integral part of the research as the teacher for the students. This process employs a seven step process: 1. Identify an issue; 2. Develop a way to address the issue; 3. Implement the initiative; 4. Collect data, 5. Analyze the data; 6. Refine the initiative, and 7. Implement the refinement and continue the process (Sagor, 2000). Action research was appropriate for this study because the teacher was practicum student teacher who is beginning her career as a teacher and wanted to develop techniques for helping students to gain improvisational skills and she is very interested in taking advantage of benefits of cooperative learning (Hattie, 2012; Johnson & Johnson, 2013) with her students.

The study focuses on the musical improvisation activities in cooperative groups for fourth grade students.The study took place between November 2015and March 2016. Students created their own musical instruments and these were used during their group work. The students were asked to work in cooperative learning groups while performing an improvisational task during eight different classes. The first activity integrated music with the arts. Students created their musical instruments in their groups during this class. In the second activity the student groups integrated music with poetry. The students had to improvise music based on a poem. The third activity integrated music with mathematics. The students were asked to improvise music using geometrical figures while working in cooperative groups. In this activity students were assigned formal roles: architects, composers and sportsmen. The fourth activity integrated music with civics. The students, in groups, had to create a musical movie called Feelings. For each feeling students had during the school day they had to work with their group mates to improvise a specific sound for each feeling. The fifth activity integrated music with drawing. The students had to draw a picture as a group and together with their teammates they had to use sounds to describe that drawing. The sixth activity integrated music and storytelling. The children had decide as a group how to use their musical instruments to represent the Story of the Little Bear in sounds.

The seventh activity integrated music and geography. Each group of students had to express different categories of climate through improvised music. And the eighth activity integrated music with grammar. Every punctuation mark was given a sound and each group of students had to read a text using the specific given sounds instead of punctuation marks.

We collected data in four ways: teacher observer interview, a student opinion survey, 5 student interviews, and teacher observations. Thus, we had one form of quantitative data – student surveys, and three forms of qualitative data – teacher observer interview, 5 student interviews, and the teacher observations.

Setting and Participants

There were 29 fourth grade students who participated in this study, and the classroom teacher observed the process and gave her feedback in an interview at the end of the study. There were boys and girls in this class. This school is considered to be one of the better elementary schools in the city. Most of the students from this school attend the better high schools in the city. The students have music classes one time per week and this study was completed during the music time for this class of students. It should be noted that one of the students in this class was taking private music lessons for the piano.

Data Collection

The student survey consisted of 15 statements, five statements related to improvisation, five related to cooperative learning, and five related to the integration of other subjects into the improvisations. The students were asked to rate their agreement or non-agreement with each statement using a 5 point Likert scale (totally Disagree to Totally Agree). At the end of the survey students were given the following open ended question: Tell me how you think the activities in the project worked for you in learning about improvisation. The teacher interview consisted of the following five questions:

1. Do you think that the students improvised better because they used the poem in music class?
2. Have you noticed an improvement in improvisation during the activities?
3. What is the level of improvisation of your students?
4. What are the effects of using cooperative learning groups during the improvisation time?

5. How do you think it can be improved in the future?

The third data collection tool was an interview of 5 students. The following were the questions for the student interview:

1. If you were to participate to a concert would you be able to improvise using the musical instruments?
2. Can you describe your improvisation style?
3. What was your favorite activity and why?
4. Describe your improvement during the improvisation classes?
5. Did you like getting help from your colleagues or did you like having new ideas on your own?

Finally, the teacher who conducted the lessons for the study maintained a researcher's journal throughout the study and added her observations of the process to the rest of the data.

Results

In the student survey the first section dealt with student opinions about their proficiency in improvisation. Twenty-eight of the twenty-nine students agreed or totally agreed that they were proficient in improvising using musical instruments. Seventeen students also agreed that they had developed an improvisational style and were fluent in their improvisations. Twenty-five students agreed that they communicate a meaning through their improvisations.

In section two dealt the integration of other content areas into the improvisations. Seventeen students believed that using math helped them to improvise more proficiently. Twenty-one students agreed that they improvise better when then used weather in their efforts. Twenty students believed that using their feelings helped then to improvise.

Section three dealt with cooperative learning. Twenty-seven students agreed they helped their peers by working in groups in their improvisations. Eighteen students indicated that they believed that they did not do better when working alone on their improvisations. Thirteen students agreed that they did not feel good about improvising on their own. Twenty-eight students agreed that they enjoyed getting assistance from their colleagues.

In response to the open ended question about how the students felt the process worked for them twenty-eight of the twenty-nine students responded that they "loved" this unit. Eighteen students agreed that integrating other areas was helpful in their improvisations.

In the student interviews three of the five students related that they feel confident in improvising. Four students indicated that by working in groups they were helped to create a style that they would not have been able to do alone. The students noticed that they progressively developed their skills from creating a rhythm to improvising using their instruments to improvising use their entire bodies. One student said, "At the beginning I could only beat the drums randomly, but gradually I created a rhythm and then I learned how to use other instruments." In relation to cooperative learning the students noticed that it takes time to develop something that was good. They also noticed that they all helped each other, and in the end they developed more effective improvisations. One student stated, "Even though it took longer when we were finished we did a better job as a group."

In the teacher observer interview the observer indicated that the she noticed how the student evolved in their desire to improvise. She felt that the students grew from level one to levels three and four during the process. She also felt that when the students used the other content areas it seemed like most students found those connections to be useful. The observer felt that cooperation, increased reciprocal help, and respect for each other grew as the process evolved. She stated, "I believe that the use of cooperative learning was an important ingredient in this study."

The teacher researcher in this study observed and agreed that students progressed from level one to levels three and four during this unit. She observed that as the process went along the students began to become synergetic in their work. Together she found that they were more courageous and creative. She related, "It was amazing to see the transformation of our students. They evolved to working almost like well-oiled machines."

Conclusions

The data from this study indicates that students believed their work in improvisation was successful and fun. They also agreed that working in cooperative groups aided them in their work. The teachers agreed that the students' level of proficiency and creativity rose when they worked in their groups. The majority of students found the integration of content areas to be helpful. Although not every student loved every area, almost all of the students enjoyed at least one area of integration. The results also indicate that students do process differently and by using multiple approaches twenty-eight of the twenty-nine students indicated that they really enjoyed this unit. The students and teachers agreed that working together expandedstudents' abilityto be courageous and creative. Integrating content areas, the arts, and cooperative learning

together may be an exciting formula for teachers to consider in their efforts to reach all students.

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Parental Authority. The Best Interest of the Child

Oana MIHĂILĂ

Abstract

The concept of parental authority, inspired by the French and Quebec law (the American legislation makes use of terms custody or parental responsibility), represents the set of rights and duties that concern the person and the property of the child.

The child`s right (child born legitimately, out of wedlock or adopted) to be safeguarded by his parents is at the root of his identity development.

The best interest of the child is the most important element in exercising parental authority and the parents have the right to decide together on every aspect of the child`s life and property. Therefore, our analysis will begin with the best interest of the child, which had been approached by many doctrines without a reliable legislation before the amendment of Law 272/2004 on the protection and promotion of child rights.

The best interest of the child must be the essential element when it comes to making decisions with regard to the child but it should not be considered just a general abstract notion (Cordoş, 2015), as it needs to be customized to the personal needs of every child.

The common exercise of parental authority and the complementarity of the parents` roles are usually the basic principles in this matter. However, due to various difficulties that might occur, such as divorce or separation in fact, the parental authority might be exercised unilaterally, although generally the common exercise remains the rule. As the child must be protected from conflicts between the parents, the state interferes in the family life when the parents do not get along or are incapable to carry out anymore their legal and moral responsibilities for the child.

Keywords: parental authority, the best interest of the child, responsibilities.

The child`s right to be with his parents is an essential element of the family life.

Nowadays, the child is no longer treated as an extension of his parents or a useful investment (Gidro and Gidro, 2014, p. 94) with well-defined functions. In the Roman law, *pater familias* would exercise a discretionary control on all the family without any control or limitation, (Radu, 2014, p. 90). While in older times there was no particular concern about the emotional, intellectual and physical development of the child, today there is a growing interest in respecting and guaranteeing the child`s rights, dignity, equality of chances, lack of discrimination, and in raising awareness of the parents` exercise of their parental rights and obligations. Quite late in the evolution of society have there been clearly defined the sociological needs of the child and the state`s

rights to interfere should the child's best interest be violated. As for the parental authority, the legislation in the field prioritizes the parents` duties over their rights (which are essentially natural).

The parental authority is regulated by the Civil Code, in Book II, *General Dispositions and Parental Rights and Obligations* but other specific provisions can be found in Law 272/2004 on the protection and promotion of child rights[1]. At international level, the *Convention on Jurisdiction, Applicable Law, Recognition, Enforcement and Co-operation in Respect of Parental Responsibility and Measures for the Protection of Children* (Hague, 1996), *Principles of European Family Law Regarding Parental Responsibilities*, developed by the European Commission (a model for all national legislations in the field) come to complete the legal framework that regulates parental authority.

The doctrine holds that *parental authority is nothing else than the juridical recognition of the parents` obligation, which is first of all moral, to guide his child toward adulthood and independence, ensuring his protection and education by respect of his person (Delprat, 2006, p. 18)*.

The parental responsibilities include the right and obligation to accommodation, that is, the right and obligation to accommodate and cohabitate with the child; the right and obligation to supervision, seen as the right and obligation to protect, care for and consider the child and his needs, including the medical ones; the right and obligation to provide intellectual, mental, cultural, artistic, religious and moral education and to protect the child`s right not to be physically abused (Ionescu, 2012, pp. 30–40).

The present study aims at analyzing some of the general principles of parental authority, with an emphasis on the most essential one – **the best interest of the child.**

Principle of equality between the parents in the exercise of their parental authority

Both parents must exercise parental authority jointly and equally (*Art. 503, paragraph 1* of Civil Code). Whether they are together or not the parents must assume all responsibilities they have with regard to the child. This is even more stringent in case of divorce when both parents shall share parental authority, except for the cases when decided upon otherwise for true and just cause. In practice, the category of true and just causes includes the consumption of alcohol and drugs, violence, or either spouse`s relocation to a foreign country. Moreover, some authors believe that even the unconcern for the child could be a just cause, (Crăciunescu and

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[1] Republished in the Official Gazette, Part I no. 159 / 05.03.2014.

Țăran, 2012, pp.6–7). In the Romanian Court practice, the unconcern of a spouse for the child has been a solid cause to attribute the exercise of parental authority to the other spouse. Thus, a Court case has highlighted a defendant who proved lack of concern for his child, did not participate actively and constantly in his raising (visiting him only twice) and refused to cooperate with the child`s mother in making the best decisions for the minor (Hunedoara Courthouse, Decision no.119/2013, File no. 3658/221/2010, full text of Decision on http://legeaz.net/spete-civil-tribunalul-hunedoara-2013/situatie-juridica-minor-decizia-31-05-2013-up1, accessed on 15.03.2015).

The Convention on the Rights of the Child, adopted by UNO in 1989, holds in *Art. 5* that *"States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention"*.

"Spouses shall enjoy equality of rights and responsibilities of a private law character between them, and in their relations with their children, as to marriage, during marriage and in the event of its dissolution"[2] and the right to family life is guaranteed by *Art.8* of the European Convention on Human Rights.

In relation to the goodwill third parties, either spouse who is currently exercising alone a parental right or obligation shall presumably get the consent of the other spouse (presumption of the tacit mutual mandate).

Art. 372 of the French Civil Code holds that the mother and father shall jointly exercise their parental authority. Considering that this is not always possible the French lawmaker offers either spouse the possibility to presumably act with the consent of the other spouse when it comes to concluding ordinary parental authority deeds (Gavrilescu, 2010, p. 174).

In Italy, *Art. 316* of the Civil Code stipulates that parental authority shall be exercised in common by both spouses.

In Germany, *Art. 1671, paragraph 1* of Civil Code (BGB) stipulates the presumption of the joint exercise of parental authority. This presumption shall remain in force until a request has been filed for a sole custody on grounds of the best interest of the child (http://dejure.org/gesetze/BGB/1671.html, accessed on 15.03.2016). A survey has revealed that about 75,4% of the German parents share their child custody, which leads to the conclusion that since the entry into force of the reform of the child rights, the joint custody has become the "model" of child raising adopted by

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[2] *Art. 5* of the Protocol No.7 to the Convention for the Protection of Human Rights and Fundamental Freedoms, Strasbourg, 22.11.1984, ratified by Romania on 01.09.1994.

most couples after the divorce (Ph.D. Prof. Legal counsellor Roland Proksch, An das Bundesministerium der Justiz. Referat Rechtstatsachenforschung – To the Federal Minister of Justice. An account of the judicial inquiry, on https://drive.google.com/file/d/0B-iOqOKLc35PZTU4YTM4YTItMTRiOC00M2FhLWI5YjQtZGNjZTQx MGZlMTY5/view?ddrp=1&hl=en_US&pli, accessed on 15.03.2016).

Chapter IV (Exercise of Parental Responsibilities) of the Principles of European Family Law regarding Parental Responsibilities holds that "parents having joint parental responsibilities should have the right to act alone with respect to daily matters. Important decisions concerning matters such as education, medical treatment, the child's residence, or the administration of his or her property should be taken jointly. In urgent cases a parent should have the right to act alone. The other parent should be informed without undue delay".

Principle of equality in rights of the child born in or out of wedlock, or of the adopted child

Art. 7 of Law 272 guarantees the same rights for all children, without any discrimination. *Art.448* of Civil Code emphasizes this equality: "the child born out of wedlock whose filiation has been established according to the law shall enjoy, in relation to either parent or their relatives, the same status like a child born in wedlock". *Art. 471* of Civil Code focuses on the adopted child who shall enjoy the same status like the child born in or out of wedlock: "An adopter shall have, in relation to the adoptee, the same rights and obligations a parent has in relation to his natural child".

In his *Art. 58, paragraph 1*, the Family Code of the Republic of Moldova holds that the parents have equal rights and obligations in relation to their children, irrespective of whether these children are born in or out of wedlock, or they live with their parents or separately.

Principle of the separation of property between parents and children

Neither parent shall have any right to the child`s property nor shall any child to his parents` goods, except for the right to inheritance and living expenses (*Art. 500* of Civil Code). In the old legislation the parents enjoyed a universal legal usufruct right based on which they could use the fruit deriving from the minor`s property (Ungureanu and Munteanu, 2013, p. 264). In case of conflict of interest between a child and his parent, a curatorship shall be established (most often in case of separation of property or succession (Ungureanu, 2013, p. 284)). *Art. 1654, paragraph 1, letter b* stipulates that the parents shall under no circumstances buy their children`s goods directly, indirectly or by public auction. The sanction for the violation of this provision is relative nullity.

The Italian Civil Code forbids the parents to transfer or to use their child`s property as a mortgage or as a guarantee, irrespective of whether it is acquired or not by inheritance; also, the parents shall not accept or waive any inheritance unless it is in the best interest of the child and has been decided upon by the Court. Should any economic conflict of interest occur between parents and children, the Court shall appoint a curator (*Art. 320* of the Italian Civil Code). In case the parent(s) who has been entrusted the exercise of parental authority is not able or willing to conclude deeds in the child`s interest, at the request of the minor, his relatives or the prosecutor, the Court may appoint a curator to fulfill these deeds (*Art. 321* of the Italian Civil Code). No parent who exercises parental authority shall buy any property or right of the minor, not even by middleman or public auction. This provision is similar to the Romanian legislation. In what concerns the child`s goods, the parents enjoy the right to usufruct and the resulting fruit shall be used for the living expenses of the family as well as for the minor`s raising and education. Some of the minor`s goods are not subject to the legal usufruct, such as the goods acquired by donation in order for the child to follow a profession or to pursue a career, or the goods obtained through his own efforts (*Art. 324* of the Italian Civil Code).

Principle of the termination of parental authority only upon the child`s reaching majority

The parental authority shall be exercised until the minor acquires full exercise capacity.

Chapter VI (Termination of Parental Responsibilities) of the Principles of European Family Law regarding Parental Responsibilities stipulates that parental responsibilities should be terminated in case of the child`s reaching majority, entering into a marriage or registered partnership, being adopted or dying.

Principle of the state control on the exercise of parental authority

"The parents' main responsibility is to raise and ensure the proper development of the child ... Subsidiary, this responsibility falls onto the local community to which the child belongs. The local public administration authorities have the duty to support the parents or, if the case, any persons who are legally responsible for the child, in fulfilling their duties towards the child ... The intervention of the state is complementary; the state ensures the protection of the child and guarantees the observance of all of the rights of the child, through a specific activity conducted by the state institutions and the public authorities responsible in this field" (*Art.5* of Law no. 272/2004).

In the commonly met situation nowadays in which the parents get divorced and decide to live in different countries, the state has the highly important role to monitor the observance of family life (Cojocaru, 2013, p. 38). Thus, in the case of a mother who left the residence that she was sharing with the child`s father in Holland, the Romanian Court decided upon the child`s being returned to the common residence based on the idea that, until entrusted to his mother by the Court or a competent authority, there are no legal grounds to deprive the father from exercising his parental rights.

The European Court of Human Rights (ECHR) stated in a former case (Case Ignaccolo-Zenide vs. România, Decision of 11.01.2000, published in the Official Gazette no. 6/ 08.01.2001) that the authorities must account for the minor`s interests, rights and liberties, particularly the best interest of the child, and if the child`s contact with his parents endanger his interests or violate his rights, the national authorities must oversee the establishment of a proportionality ratio between them.

In France, the judge may take various measures to ensure the efficiency and continuity of the child`s relations with either parent (*Art. 373-2-6* of the French Civil Code).

Principle of the exercise of parental authority only in the best interest of the minor

From the international conventions in the field to the domestic legislation, every regulation clearly holds that any measure to safeguard a particular person must be taken in the best interest of that person, especially if a child is involved.

Art. 263, paragraph 1 of the Civil Code stipulates that "any measure concerning the child, irrespective of its initiator, must be taken in the best interest of that child". Also, "all procedures involving the children must be carried out in an appropriate period of time, so that the best interest of the child and family relations should not be affected". These procedures also involve the execution of Court decisions, as the passage of time could have irretrievable consequences on the parent – child relation.

In a law case settled by ECHR (Case Monory *vs.* Hungary and Romania, Decision of 05.04.2005, published in the Official Gazette no.1055/26.11. 2005.), the Court held that the total duration of the proceedings had been excessive and had not met the "reasonable time period" requirement; at the same time, the slow reaction of the Romanian authorities determined a change in the circumstances regarding the minor, as they had not done their best to return the minor on time to his father (this was considered a violation of the Convention by both states involved – Romania and Hungary).

The same Civil Code emphasizes the child`s right to be heard and to ask for and receive any information suitable for his age. The child is entitled to express his opinions and be informed on the consequences deriving from them. The opinions of the child who has been heard shall be considered depending on his age and maturity.

The European Court of Human Rights (ECHR) states that if the child`s personality, reasons and desires are crucial in making the decision, the child should be heard even if he is very young (Case Jucius & Juciuviene vs. Lithuania, European Court of Human Rights of 25.11.2008, File no.14414/03. In this case, the 7-year old child clearly expressed his opinion but the Court did not take that into account. The ECHR held that the failure of the Court of Appeal to hear the minor violated *Art. 8* of the European Convention on Human Rights, on http://en.tm.lt/dok/Jucius_and_ Juciuviene_v__Lithuania.pdf, accessed on 14.03.2016.). In the Netherlands, it is mandatory that the Court should hear the child who is 12 years old while in Italy the child must be 16. In France, all the proceedings that concern the minor must include the hearing of the child who is mentally competent, without prejudice to his interest.

The best interest of the child represents, thus, the guiding element to be considered by any Court of law in making decisions regarding the child.

Art. 2 of Law no. 272/2004 provides that any regulation or decision in this matter must aim at the best interest of the child. This involves the child`s right to a family life, to a normal physical and moral development, to socio-affective balance. In terms of parental authority, Law no.272 stresses that this principle shall extend even to the rights and obligations of the parents.

The following elements shall be taken into account in determining the best interest of the child:

- needs of physical and mental development, education and health, security, stability and filiation;
- child`s opinion depending on age and maturity;
- child`s background, particularly cases of abuse, neglect, exploitation or any other form of violence to the child, as well as the potential future risk situation;
- ability of the parents or of the persons who are to take care of the child to meet the real needs of the minor;
- maintaining personal relations with the persons that the child has developed emotional bonding with.

Parents have to make decisions on a daily basis regarding both the child`s raising and education and his property with the only purpose to achieve the best interest of the child.

A Decision pronounced by the Court of Appeal of Quebec (2011) held that in order to determine the best interest of the child, apart from the welfare status of either parent, several other elements like the mental, spiritual and emotional state of the child shall be equally taken into consideration, so that he could be able to face his adult problems (Barbur, 2015).

The best interest of the child relative to the exercise of parental authority in case of divorce

The joint exercise of parental authority. The sole exercise of parental authority

As already mentioned before, parental authority must be exercised jointly by the two parents.

The same rule shall also be applied in case of divorce. In the Netherlands, the amendment of the Civil Code of 2007 has detemined a new approach to joint custody; thus, if before January 2008 the joint custody was granted in less than 25% of the cases, after this date the percentage has increased to 80% (Forder, 2009). However, for just causes and considering the best interest of the child, the Court may decide that parental authority be exercised by only one parent. The other parent shall enjoy the right to oversee the child`s raising and education as well as the right to consent to his adoption.

This joint exercise of parental authority or joint custody, as defined by other legislations, aims at "mitigating the consequences of divorce" (Forder, 2009), keeping both parents close to the child disturbed by the divorce. The Romanian specialty literature considers that the term *custody* is inappropriately used and translated from other languages, as it does not have the same meaning as parental authority. The term *custody* or *la garde* involves the way the child is raised day by day, enjoying the right to parental visit, alimony, etc. (Crăciunescu and Țăran, 2012, p. 4).

The best interest of the child shall be determined based on the examination of all criteria such as either parent`s behaviour toward the child before the divorce, the parents` welfare, the possibilities of physical, moral and intellectual development provided by either parent, the emotional bondings between parents and child, the gender of the child, his health condition, either parent`s real possibilities to take care of the child. The best interest of the child includes the child`s right to a normal physical and mental development, socio-affective balance and family life, as stipulated by *Art. 8* of the European Court of Human Rights" (Frenţiu, 2012, p. 581).

Upon issue of divorce decree, it is the guardianship authority which must establish, considering the best interest of the child, the relations between the divorced parents and their minor child, taking note of the agreement reached by the parents and the psychological and welfare survey (*Art. 396* of Civil Code). In what concerns the

agreement of the parties, the Court may intervene and annul it in case of doubts about solid grounds to it. Waiving the parental rights virtually also involves waiving the parental obligations, which is unacceptable (Bistrița Courthouse, Decision no. 10014/2011, unpublished, on http://legeaz.net/noul-cod-civil/art-397-exercitarea-autoritatii-parintesti-de-catre-ambii-parinti-efectele-divortului-desfacerea-casatoriei, accessed on 12.03.2016). With the approval of the guardianship authority the parents can reach an agreement as to the exercise of parental authority or taking child protection measures provided that the best interest of the child is respected. Hearing the child is mandatory. Any agreement of the parties must be approached considering the best interest of the child.

Chapter VI of the Principles of European Family Law regarding Parental Responsibilities holds that parental authority must not be affected by the dissolution or annulment of marriage, or of other form of relation, or by the parents` separation *de iure* or *de facto*.

The parental authority shall be exercised solely under *Art. 507* of the Civil Code in the following situations: if either parent is deceased or declared dead by Court decision, placed under judicial interdiction, deprived of parental rights, or by any other reason, is unable to express his will. Other just causes proven by judicial experience could be the use of alcohol and drugs, violence, either parent`s relocation to a foreign country, permanent conflicts between the spouses, psychic instability, promiscuous life, or "if that parent proves a low degree of maturity and understanding, or is negligent of and disinterested in the child" (Ionescu, 2012, pp. 52–53).

Art. 36, paragraph 7 of Law no. 272/2004 enumerates some of the most relevant causes that may determine the Court to decide upon granting the exercise of parental authority to only one parent: alcohol and drug addiction, mental disorder, violence on the child or the other spouse, former conviction for human and drug trafficking, sexual crimes, violence or any other reason that might endanger the child.

It is the child`s best interest that must always be taken into consideration and not the most often selfish interests of the parents. The fight for the child must not fuel or amplify any conflict between the former spouses.

Furthermore, other reason for granting exclusive exercise of parental authority is the unjustified refuse of the father to consent to the child`s travelling abroad for sports competitions (Neculae, 2015, București Courthouse, Civil Section no. IV, Decision no. 938/A, 22.10.2012, unpublished, on http://www.universuljuridic.ro/exercitarea-autoritatii-parintesti-in-lumina-dispozitiilor-noului-cod-civil/, accessed on 12.03.2016).

Art. 372 of the French Civil Code states that the father and mother are granted joint exercise of parental authority. A potential divorce shall not affect this state of things. The parental rights and obligations shall be exercised by a sole parent if the other parent is deceased or deprived of the exercise of parental authority due to his incapacity, absence or other reasons, such as (Gavrilescu, 2010, p. 175) placement under guardianship following mental alienation (*Art. 373* of the French Civil Code). The parents` separation must not affect the rules set in exercising parental authority, and either parent has the right and obligation to maintain personal relationships with the child. For solid grounds, exercise of parental authority can also be granted by the judge to only one parent while the other can keep his right to parental visit or child supervision (*Art. 373-2* of the French Civil Code).

Art. 251 of the Dutch Civil Code stipulates that the parents shall receive joint parental authority during marriage. In case of divorce, the parents will maintain joint parental authority, except for the case in which the Court may decide, upon request of either or both parents, on granting sole exercise of parental authority in the best interest of the child. The Dutch Court has concluded, for instance, that either parent`s relocation to a foreign country or his homosexual orientation cannot be considered just causes for granting sole exercise of parental authority (Crăciunescu and Țăran, 2012, p. 7). Yet, the same Court granted sole exercise of parental authority to a mother when it was proven that the father was an alcoholic who caused permanent disputes within the family (Frențiu, 2012, p. 578). In order to make such decision, maintenance of the joint exercise of parental authority must be proved to inflict suffering to the child.

The same Dutch Court has formulated a test to determine more precisely when to accept a claim for sole exercise of parental authority filed by either parent. Thus, the judge has to be deeply convinced that the issues between the parents are so serious that the suffering inflicted to the minor following the maintenance of the joint exercise of parental authority would be too high. S/he must also be positive that the parents shall not be able, under no circumstances, to settle their disputes in the forseeable future (Supreme Court of the Netherlands, 18.03.2005, LJN AS8525; Supreme Court of the Netherlands, 15.02.2008, LJN BB9669).

In the U.S.A., among the reasons that the psychologists who perform the survey in a divorce proceeding consider just and well-grounded for granting sole exercise of parental authority are the following: the parent is psychotic, mentally disordered or unable to act normally; the lack of cooperation between the spouses; proof of physical, sexual, alcohol and drug abuse; geographical distance between the parents (American Psychological Association, *Guidelines for Child Custody Evaluations in Family Law Proceedings*, December 2010*,*

on https://drive.google.com/file/d/0B-iOqOKLc35PMTQ2YjE3NDEtODc4NS00OD BhLThiNWUtZTIxNzg0YmQ3ZDEy/view, accessed on 12.03.2016.).

In Quebec, a Decision of 2011 of the Superior Court presents a nonrestrictive list of 22 reasons to be accounted for by the Court when determining the best interest of the child in relation to the parents` requests and desires in case of divorce. (Here are some of the reasons: child`s need for stability, parent`s communication and availability, protection of the child`s mental and psychological health, either parent`s mental and psychological health, presence and closeness of the extended family, child`s uninvolvement in the spouses` conflicts, parents` commitment to meet the special needs of the child, parents` commitment to develop the child`s abilities, Decision of 2011 QCCS 459, on http://citoyens.soquij.qc.ca/php/decision.php, accessed on 14.03.2016.).

In Italy, *Art. 316* of the Civil Code provides that in case of family conflicts, after hearing the parents and the 16-year old child, the Court may decide upon granting exclusive exercise of parental authority to only one of the parents in the best interest of the child. The exercise of parental authority shall not terminate upon divorce or marriage annulment. The judge who pronounces the divorce will also have the duty to make the decision of entrusting the child to one of the parents, considering the best moral and material interests of the child (*Art. 155* of the Italian Civil Code). If the spouse who has not been entrusted the child considers that the decisions made by the other spouse are contrary to the best interest of the child, s/he may appeal to the Court. At any moment, the parents have the right to request to the Court to revise any measure taken in the matter of the exercise of parental authority. The parent who has not been entrusted the minor has the right to oversee the child`s living and education conditions.

A law case of 2008 judged by the Italian Court of Cassation emphasized that derogation to the joint exercise of parental authority could be accepted if in the best interest of the child. The justness of the arguments shall be left to the judge. A permanent state of conflict between the spouses does not make it a *per se* cause in granting exclusive exercise of parental authority to only one of the parents, especially the mother. Should the parents give up joint exercise of parental authority, like in the aforementioned law case, there must be taken into account both positive (the mother`s good character or appropriate behaviour, her willingness to improve the father–child relations) and negative aspects (the other parent`s inability to raise and educate the child, the attempt to discredit the mother`s ability to raise the child, unproven allegations of homosexual relations made by the father). (Corte di cassazione – sezione I civile, sentenza 29 aprile – 18 giugno 2008 n. 16593 (Articoli 155 e 155-bis C.C. – Separazione – Affidamento dei figli – Affidamento aentrambi i genitori –

Circostanze ostative – Mera conflittualità esistente tra i coniugi – Irrilevanza – Manifesta carenza o inidoneità educativa di uno dei genitori). *Article 155* of the Civil Code, Separation. Child entrustment. Child entrustment to both parents. Negative circumstances. Conflictual atmosphere between parents. Irrelevance. Inaptitude in child education, on http://www.osservatoriofamiglia.it, accessed on 14.03.2016.).

A criterion which is increasingly valued by Belgium, France (Massage, 2009, p. 394), Canada, Sweden in determining the best interest of the child is the *Californian principle* or the *principle of the cooperative parent*, which provides that the parent who is more willing to cooperate must be favoured in the process of child entrustment for raising or education, or the establishment of the child`s residence. Such parent has an advantage over the selfish parent who refuses any cooperation meant to create a calm and stimulating environment for the child and who provides the child with a negative image of the other parent.

It is the same best interest of the child that is aimed at by the Court which has granted the exercise of parental authority to the father, explaining that otherwise major changes would occur in the child`s life which could affect him severely (*e.g.* change of residence, environment, pre-school institution) (Court of Appeal of Cluj, Civil Section, December, no.900/2011, unpublished, http://legeaz.net/noul-cod-civil/ art-397-exercitarea-autoritatii-parintesti-de-catre-ambii-parinti-efectele-divortului- desfacerea-casatoriei, accessed on 13.03.2016.).

Although the Court may decide upon granting sole exercise of parental authority to one of the parents, the other parent shall maintain the right to oversee the raising and education of the child and shall consent to the adoption, if the case may be (*Art. 398, paragraph 2* of Civil Code).

Another important issue in the exercise of parental authority after divorce is the establishment of the child`s residence, which should again take into account the best interest of the child. If there is no understanding between the parents or it is contrary to the best interest of the child, the guardianship authority shall establish, upon issue of divorce decree, the child`s residence at the parents that the child is living constantly with (*Art.400 paragraph 1* of Civil Code).

It is also stated that the parents could consent to the Court`s establishment of the child`s residence at both parents, if they maintain good relations and live close to each other, aspects that are most likely in the best interest of the child (Crăciunescu and Țăran, 2012, p. 14). The change of residence must be made upon approval of the guardianship authority in case it affects the exercise of parental authority of the other parent. If in the best interest of the child, his residence can even be established abroad. While it is mandatory to hear the 10-year old child, it is up to the Court, based on the child`s maturity, to consider hearing the child who is under 10 years old.

In France, the change of the child`s residence, which also determines a modification in the exercise of parental authority, must be made only upon notification of the other parent; in case of disagreement between the parents, it is for the Court to decide in the best interest of the child.

Should there occur changes in the circumstances that have led to the Court decision, the guardianship authority may change the decisions made as to the rights and obligations of the divorced parents toward their children, upon request of either parent or other family member, of the child, of the guardian institution, or of the prosecutor (*Art.403* of Civil Code).

Conclusions

The child has needs and interests that may differ from those of his parents, so parents must consider his interests in all decisions that they make. Irrespective of the fact that they are married or not, they live together or are separated *de facto* or legally, the best interest of the child must be paramount. It is the State`s duty to make sure that in case of divorce, the child shall maintain harmonious affective relations with his parents. The restriction of these relations shall be decided upon only by exception, in case the child needs further protection.

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Youth perceptions of the future:
comparisons over generations

Sorin MITULESCU

Abstract

The article compares the "future expectations" belonging to two generations of young people: young people living under communist dictatorship in the late 80's and youth who waited 20 years later the country's integration in the political, economic and social Europe. Data of research conducted in 1985 by the Center for Youth Affairs and data of a field research conducted by the author in 2006 have beenused. What we can find after 20 years, investigating samples of young people of the same age on some similar issues is that expectations have become larger, inhibitions and taboos were mostly abandoned. Young people are more critical to the social offer and also have increasingly more own assessment criteria, are better informed and more different from one another. Other conclusions can be drawn concerning research practice evolution during the last 20/30 years.

Key words: Future expectations; youth; youth research; post-communism.

The special moment of celebrating 20 years of teaching sociology at the University of Oradea has intrigued me to look back and compare developmentsof Romanian sociological researches on youth, covering both theperiod before Revolution and post-communist transition. Some of these researches have been oriented toward youth future perceptions even if the motivation has been different for every period.

Until nowadays, the investigation of "future perceptions" still remains a recurrent theme among youth studies. Scholars oriented toward labour market development seam interested in youngsters "future orientations" (Vinken, 2007), other being focused on young immigrants and taking into consideration their "utopian life projects" (Lindgren, 2010). The authors of a recent research point out that *"... a more creative imagination, more affordable visions, a more comprehensive and richer public deliberation of the future would be the condition necessary for a true democracy"* (Jégou, Gouache, 2015).

In our country, comparative studies, in the European context, have revealed that the Romanian public opinion is among the most optimistic in Europe and young people are more optimistic than the average of the 10 New State Members (Sandu, 2008). As for the anthropological perspective, it argues that the horizon of expectations

of the current generation of youngsters would be very low, they are practicing the "wait and see" method, and are giving up any hope or planning for the next (five) years, both as individuals and as a family (Mihăilescu, 2014).

On this line of concerns we propose a different approach, trying to cover a longer period of time and to emphasize both the youngster' psychosocial profile as well as their covered evolution from the years of communist dictatorship to the post-communist transition.

Our investigation is starting with the review ofan old research report from 1985 which was describing the perceptions of Romanian young people about the coming year of 2000 (Bazac, 1985). In order to have the possibility to compare views about the future of two different generations, we repeated the proposal (similar but not exactly the same) for a new group of youngsters, participants in a summer camp in 2006, asking this time how they see their generation over the next 15 years in the European Union.

On that basis we try after another ten years to follow how, after the breakdown of state socialism, the societal role of youth changed from that of an ideological "driving" force to that of a real actor of democratisation and marketization.

A Research on Youth during communist time: in 1985 about 2000

Research on youth is mainly a tool at the disposal of the State-Party and an attempt to prevent the formation of a public alternative communication space/environment (Bardan, 2010). In accordance with the European trendsexpressed, even on the communist side of the Iron Curtain, the Romanian political leaders from the 60's had created a research structure designed to carry out studies on youth commissioned by the authorities, with facilities provided by sociology using the Romanian tradition of research activities in the interwar period (the venerable professor and politician of the interwar period – Dimitrie Gusti was reinstated in circulation by references to some of his works). But the sociological research from that period on youth or in other directions were carried out under strong ideological and economic constrains. Those acted on the researchers involved, limiting very much their scientific work but, only seldom getting to assure normal work conditions. It might still provideonly a minimum of their autonomy in choosing areas of investigation, in using of research methods or commenting same results in the small circle of resort academic institutions.

The year 1985 brings us such an example of "controlled initiative" regarding the youth way of thinking. We have to remember that Romania has shown a very active part in the so called International Youth Year proclaimed by the United Nations on that year under the banner of Participation, Development, Peace, designed for

drawing attention to the situation, needs and aspirations of youth (UN, 2009). In such an international political context, the Romanian authorities probably felt obliged to show more interest in the aspirations of youngsters. But of course, there was still enough ideological pressure to not recognize the real very poor situation of the population in the country in terms of human rights and living standards. It was not by chance to try to deviate attention to some distant and imprecisely defined future. Probably that was the circumstancefor political order, rather strange if we consider the critical state that Romania was in at that time, for a study entitled "Concepts of youngsters about the year 2000" (Bazac, 1985) to be conducted. Presumably the researchers were asked (explicitly, or only have been allowed to understand) to produce a study to stand testimony of the authorities' attention to the aspirations of youngsters and in the same time to not affect the existing order.

It should also be remembered that during those times, every pupil in Romania received in the composition or design classes, at least once a year the theme work called "the year 2000". Also a very popular song for children of that timehad the title "We in the year 2000"[1]. As a former student of those days confesses, it was a real national "brain sport" writing that *"in 2000 chickens will have cubic eggs, as we will go to work with spacecraft and teachers ... will be replaced with robots..."* (Grosu, 1999). Aware or not of the stereotypes present in the society of those times, the researchers from the Center for Youth Studies and Researchused the technique called *projective autobiography* through which a batch of 379 youngsters recruited from 11 counties, were asked to elaborate a composition entitled "I and my generation over 15 years (in 2000)". Those surveyed were given a frame of some dots to build their essay/study. Researchers thus expressing the belief that "will not influence the subjects' response". The result was an impressive volume of essays made by young "workers, farmers (peasants and tractor-operators, intellectuals, students and other categories" (Bazac, 1985, p.14) containing extensive descriptions of the life that they will have over fifteen years, in 2000.

It is presumable that the concrete way of conducting the study (without assurance of anonymity because the essays were usually requested by organizations where the subjects worked or taught) has producedmuchbias in the essays content of produced *projective autobiographies*, strongly affecting the scientific value of the research approach. But, in spite of these obvious manipulations, some conclusions about how youngsters from that time were thinkingstill could be drawn.

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[1] The Chorus of the song sounds like this: We on the year 2000/ When we will not be children anymore/ We'll do what I saw once/ All the bold dreams/ In facts we will change them/ Skilled artisans we will be/ To make you happy/ Parents that you will be/ In the second youth in 2000.

A first observation is linked to the fact that at the moment, the year 2000 was considered a landmark of almost mystical distant future thought the changes that might affect people's lives. And although official atheist propaganda never lost the opportunity to address any such mythology related to a possible apocalyptic end of the world, the authors of the study failed to recognize that young respondents considered "*the first year of the third millennium as an important crossroad, an unusual year, different from the others on the historical scale* "(Bazac, 1985, p. 21). Of course, the author doesn't lose the opportunity to highlight theoptimistic vision of the future expressed by the youngsters. And it can be recognized today that for some of the youngster of those times, it seems that communist propaganda had the effect of brain detergent , stimulating such images of the future as taken from Orwell novels:

> "*The society will look like a fresh flower bloom which invites you from a distance with its charm, people are quiet and everyone has a clear conscience because only with perfect peace and through strong awareness one can reach higher stages of living conditions.All are calculated and directed from distance, without the over-crowding from before, and we spend the time in a very pleasant way both at work with colleagues and especially at home, with the loved ones* "(worker, 18 years) (Bazac, p. 25).

Although more than a decade had passedsince themoment the Club of Rome had launched its pessimistic forecast, many youngsters in Romania sustained their belief that until 2000 the problem of providing raw materials and energy will be solved by the discovery of new resources.

As noted by the author, in the year 2000 people will be "absolved of the material worries of today" (Bazac, p.46). Moreover, they hoped that in the future it could be overcame even the state of power shortage that already affected all sectors of socialist economies. The same goes for the lack of development of services for themselves and their families. In fact, the optimism of youngsters which exited the author may be explained by the fact that young people expressed not so much predictions but rather their desires for a different and better future.

Many youngsters hope that technological developments will allow them to enjoy more the cultural values and to cultivate their spirit (which they couldn't do in the everyday life of those days). However, the daily troubles related to malfunctioning of public transportation and trade market will be gone in 2000:

> "*What about us? We, young people? How will our life be like in the beginning of this century? Maybe you will wonder.Well, we will not be arguing with the bus drivers, for the metro will solve the transportation issues, with the sellers, for the automatization will reduce nerves, obtaining easily what we want, we will come home smiling, we will schedule the laundry machine, we will take a book in our hand and will wait for our husband to go to the concert at "Enescu" hall. And we will get any book, any*

disc, we can choose the theatre, the cinema, painting, sculpture, music hall. That's because our taste for beauty will be more developed"(woman engineer, 26 years)

Symptomatic is the fact that young people have insisted more on family life while other types of social relationships have been treated "lapidary". In his comment the author recognizes that youngsters address mainly personal relationships at the expense of the ones at more extensive social levels but puts it on account of the difference in accessibility and does not forget to mention the few very favorable politically references – foreseeing the triumph of social economic relations in the majority of the countries in the world and the extension of revolutionary ideology of the working class worldwide (Bazac, p 31). It means that the most youngsters felt inhibited when it comes to talking about relationships at work or in society, often turning to "pattern" expression, instead they had more courage when it came to "describing the future families". This fact situation can also be judged as normal for an anomic society, as it was the 80' Romanian society.

If no remarks were allowed concerning political order, the most realistic projections were related with family life: some youngsters are referring to the necessity that family should not be based especially on economical bases and also, girls – future mothers – don't seem to be very happy with their involvement in work-life that used to be exaggerated in that time.

Another feature of the forecasts is related to technological fantasies most often expressed by most of the youngsters investigated. The author of the study interpreted this as a positive trend that would prove a rich imagination and sense of "freedom" that youngsters enjoy. There are mentioned references of youngsters related to overcome the speed of light, to suspended roads, to air-cushion vehicles, to leave on other planets or to the increase of the average life to 130 years. In fact it could be rather about escaping the gray concrete and the unrealistic projection of their desires, about the desperate need to overcome the condition of young people without any opportunities, as most of the youngsters were feeling in the year 1985.

But material shortages deficiency cannot be forgotten not even when young respondents indulge their imagination: a young doctor imagines that in 2000 he will easily buy videotapes, jeans or boots with pockets – which obviously he could not do at the time he was writing (Bazac, 1985).

Focusing the report especially on the ideas about evolution of technology, health or work, the sociologist seems to look for expressing the official ideology of the period and searching to demonstrate how convinced the young people were about the stability of the communist order in the history and how pleased they are about the opportunities of the communist society.It is even said (but we are not obliged to believe this) that a 18 year old working woman in Săvineşti had written that "*she wants that in 2000 to be under communism regime, to be the country's support and*

comply with all the decisions that have been taken in the Congress". With such clichés strained, the apparently scientific paperturns into a propaganda pamphlet and loses a great deal of credibility.

From 2006 about 2021

What happens 20 years later among youngsters? Do they keep the same technological "optimism", the same lack of realism or the same inhibitions against the social environment? Having the 1985 research report, we tried to verify this hypothesis in 2006 incorporating the method of "projective autobiography", this time addressing to a group of 72 young people (mostly high school and university students) participants in a summer national training.

In 2006 we have used the moment of pre-accession to the European Union (summer of 2006) and proposed to a group of young people (75 persons) to say how they see our society over 15 years – the same question as in 1985.

Table 1. *Composition of research samples in 1985 and in 2006*

Age group	1985			2006		
	M	F	Total	M	F	Total
13–15	8,0 %	12,2 %	40	2,8 %	-	1
16–18	48,3 %	42,6 %	170	25,7 %	37,8 %	23
19–21	22,1 %	23,9 %	82	37,1 %	32,4 %	25
22–24	14,8 %	13,1 %	52	22,8 %	18,9 %	15
25–26	7,4 %	6,5 %	26	5,7 %	2,7 %	3
27–35	3,4 %	1,7 %	9	5,7 %	8,1 %	5
Total	100,0	100,0	379	100.0	100,0	72

Source: Bazac, 1985, p. 20 & own research data (2006)

Taking advantage of the fact that Romania was in that period in the middle of preparations for EU accession, we asked them to think of "them and their generation over 15 years, in the European Union". Also, to ensure a smooth comparison with the essays of 1985, we suggested them to relate to issues such as: employment and occupation, social relationships, leisure, state of health, European global issues, Romania and Europe.

Of course there wasn't any political or ideological pressure, and the anonymity of opinions could be assured by the institutional outsider researcher who came to ask for the task.

At that time, the accession to the European Union was something probable but not sure. This ambiguity has allowed extra projectivity of the future and also focused theother aspects of descriptions obtained perhaps too much on the accession issues detrimental to the time period alleged. In this situation, the comparison of the two historical moments remainsdifficult. But still, at least one common point seems to exist between the two perceptions of the future: both are full of symbolic mythology: stepping into a "new millennium" seems similar to stepping into a "new world" unknown, thatis Europe.

First comparative remark refers to the fact that far from having a unanimous optimistic and happy opinion about the situation of Romanian society along with future EU integration, youth points of views are quite different. If in 31 essays, the message is predominantly optimistic, in other 27 predominant is the euro-skepticism and 14 of them contain an ambiguous message with a mixture of optimism and skepticism.The image of the future is built much more realistic and balanced than 20 years ago. Although most glimpse the light at the end of the tunnel, they do not forget that the road is quite long and hard.

Something that is kept in many representations provided by the youth of the two generations is the belief that in the future people will have more free time: higher opportunities for leisure, sports, tourism in Europe,freedom of choice and movement correlated with social solidarity. If in 1985 young people thought of automatization and robotisation, in the recent years young people see their future simply materialized in the regulations and working conditions in Europe:

"In few years, if we align the European standards, I think working population will have more free time and will have the necessary funds to spend their time in pleasant and relaxingconditions" (student, 23 years).

Optimism is now better motivated when they refer to:
➢ embracing the European cultural and social model ("orders, rules and their strict observance"), corruption reduction, intercultural tolerance increase, the insurance of a better communication among people;
➢ access to better jobs and to a higher level of education, the opportunity to work in European institutions;
➢ technological development, having as effect the increased economic efficiency and higher professional competence.

"It will be noticed a labor technologization, the disappearing of same professions and the emergence of new ones. ... People who passed a certain age should have causes for concern because their professions are considered unprofitable. As for my generation I don't consider it will have a problem ... because we are young and in a training process for future jobs, we are more adaptive to change"(student 18 years).

Skepticism refers to more various aspects. The points of view of young people express a lot of realism, critical spirit and desire to be independent:

"Not now, more over 15 years no one will say that what to do in my spare time. I will spend as I want and not as the EU wants "

They invoke with good reason the possibility that Romania will have to give up a number of traditions and its own national identity ("a self-running population"):

"I know that with the integration many things that we used to and not necessarily bad will disappear and that is something that cannot bring me enjoy, so I think my generation will be one who that will suffer over 15 years if it will not react promptly and firmly.

Europeans cannot conceive the egg to be sold in the market, unpacked, the cheese to be made like it is now, to sell milk in PET that was once Cola etc.. Because of this I think grudgingly that in a few years the Romanian peasant will disappear and with this habits and traditions will disappearand also the food that we loved so much. Everything will be mechanized, "optimized" as some like to say, but what use if there will be no diversity?"

➢ The need that simple people, poor and often even youngsters to endure (to bear) the heavy sacrifices to a full integration as for example some EU legal and bureaucratic constraints:

"I must confess that I was four years ago a Euro-optimist. As I evolved and I became aware of many things I got to this euro- pessimism which I hope will not be seen differently than a sign of realism and the desire of straightening" (student, 23 years).

➢ Perpetuating the role of selling market for Romania:

"It can happen that after the integration the situation to not be improving and Romania to become an outlet for the West, a country that offers cheap labor, a holiday destination to tourists from EU" (student, 17 years).

➢ More intense work and life style and the need to abandon the quiet life they had before:

"... people over a certain age should have cause for concern because their professions are considered unprofitable. As for my generation I don't consider it will have a problem ... because we are young and in a training process for future jobs, we are more adaptive to change" (student 18 years).

➢ The pressure felt to emigrate to more developed areas:

"The good ones will leave to work in other EU countries or in USA where they will be exploited to the maximum, while in the country things will stagnate, there will to be created opportunities attractive enough that the real good ones at what they do to be tempted to stay in the country"(student, 22).

➢ The inferior position of Romania in relation to other old member countries and more developed:

„Romania will always be the „unwanted child" of Europe" (employee, 32 years).

„The salaries will be as small as they are, unlike the ones in the UE" (student, 20 years).

Other possible negative changes are mentioned:

➢ The increase of pollution and stress;

➢ Increased consumerism.

We could say the vision towards a similar time horizon became for the current young generation more realistic and richer in details. These youngsters are no longer making general reference to an ideal humanity that will evolve on the wings of technological progress but it reflects much more practically on the political and economic circumstances of social change. Regarding the share and interest of youngsters towards changes that will intervene in the family life, although these aspects have not been brought to the youngsters' attention, being impossible to relate them to European integration context, it is clear that youngsters are not as attached to the household universe as they used to be or to matrimonial projects. Many of them pushing the time of founding a family often beyond that of affirmation and obtaining social success.

The political change in 1989, and those that followed, expressed both in the way of researching of youngsters' state and problems as well as in how they relate to the society they live in. Expectations have become higher, inhibitions and taboos were mostly abandoned. Young people are more critical toward the social offer and they have increasingly more personal criteria of assessment, they are better informed and more different one from each other. Youth research will have to highlight these trends with fair means and not through manipulation, even if it is unconscious.

Conclusion

If we compare the answers of the two groups, we found young people from 2006 being much more critical and feeling freer to express their own ideas. Diversity of points of view is also increasing in the new context. Being more sincere, the youngsters from our days are expressing a lot of criticism toward their society and some fear about the future and we could understand how insecure the present social environment is perceived.

If we put into brackets the supposed censure of the sociologist in the communist period we could compare two worlds in which young people live. They really look very differently and conclusions are possible to sketch.

The vision on the same horizon for 15 years has become for youngsters of the current generation more realistic. There are no longer made general references to an ideal society which will evolve on wings of technological progress but reflect to more pragmatic political and economic circumstances on social change.

At the same time, this exercise that we have proposed proves that not only youth has changed but also youth research has changed a lot. Therefore, we explore the instrumental use of the Research Centre for Youth Problems as a tracking device in service of the Party-State to prevent the emergence of an alternative sphere of communication and try to assess correctly the research effort made in that period.

➢ The political change in 1989 and those that followed since then have been expressed both in the way of the state research on issues and youth as well as in the way they relate to the society in which they live. Expectations have become larger, inhibitions and taboos were mostly abandoned. Young people are more critical to the social offer and also have increasingly more own assessment criteria, are better informed and more different from one another.

➢ Also youth research can highlight these trends with the most honest means avoiding any manipulation, even if unconscious.

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Well-Being through Arts in Contemporary School

Loredana MUNTEAN, Adina VESA

Abstract

True happiness is hiding; it doesn't need to be loud. Considering the realities of Romanian schools, the statement raises a series of questions regarding the well-being of Romanian children who have to face the challenges of life.

We assume that school behavior and success are directly correlated with the well-being of the child. Considering this, the first part of the paper defines the concept of well-being from a psychological and pedagogical perspective and introduces primary school students' perception on the idea of well-being as well as their own in correlation to arts.

The second part of the article is built around Einstein's statement: Personally, I experience the greatest degree of pleasure in having contact with works of art. They furnish me with happy feelings of an intensity such as I cannot derive from other realms (Einstein, 1996). We propose a series of art lessons with elements of therapy through arts that can be used at any time by children for regulating their well-being.

The final part of the paper concludes about the importance of therapy through arts in learning process for creating and developing children's competence of self-regulating and maintaining their well-being.

Keywords: subjective well-being, self-regulating mechanisms, arts, contemporary school.

Statement

We all want to be happy. The specialists in the fields of psychology, coaching, personal training, pedagogy and so on, as well as non-specialists such as parents, friends, bloggers and others recommend a series of steps to be followed to reach happiness. Nevertheless, very few people tell about themselves that they are happy. One reason for this can be the meaning given to the concept. The evaluation of the quality of one's own life is made on very many coordinates, but it is generally based on the subjective state of well-being.

The self-regulating mechanisms of the subjective well-being become constituent elements of the human behavior. That which is well learned in childhood, can be successfully used at adulthood. Therefore, we think that an adult who knows how to regulate his well-being is not only a more productive person in his professional activities, but also a happier one.

Based on the prior statement, we suggest an empirical study on the subjective well-being of the primary school students as a factor influencing the learning capacity and the capacity of establishing and maintaining healthy interpersonal relations in the school environment.

The carried out study is based on the idea that art offers a large spectrum of human manifestations that do not consider exclusively the obtainment of an artistic product of high aesthetic class, but also the joy brought by the entire period prior to its accomplishment, by the creation process.

The present work is based on an empirical research, an experiment carried out in order to optimize the well-being of primary school children by means of artistic activities.

Theoretical substantiation

Conceptual delimitations

The well-being concept is a multidimensional concept, including the physical, material, social, emotional well-being and the degree of satisfaction concerning the carried out activities, all related to a personal set of values (Felce, 1995).

The measurement of well-being is a complex process that considers a lot of indicators, carried out usually at macro social level, based on the examination of adults.

Starting from the premises that well-being can be learned and practiced since childhood, we aim at tackling the concept by relating to the age of primary school students. At the age of 9–11, the children are aware of the need of well-being, but they associate it only with a part of the factors generating the well-being. They do not relate that much to the indicators pertaining to the basic needs such as food, basic medical care, hygiene, as they are the adults' responsibility to ensure.

Well-being factors at childhood age

At childhood age, the individual's well-being is characterized by lability. The children are aware of the well-being importance for their personal development. They understand that when they feel good in their skin, they can manage the school related duties easier.

How do children get to have a well-being? On one hand they are influenced by a series of objective factors such as the classroom environment, the teacher and classmates' behavior, the tasks they have to fulfil and so on, on the other hand by a series of subjective factors as the state of health, emotional balance, the sense of belonging, the sense of valorization etc.

Children show a good capacity of self-evaluation of the subjective well-being. Nevertheless, they do not own a well-defined mechanism of well-being self-evaluation. Specifically, it is a fact that they can develop and practice different techniques of self-balancing in any context only if they discover exactly what balances them, what causes them pleasure.

Well-being – the premise of an optimal efficiency in learning and personal development

In school environment, the children's subjective well-being does not represent an ending or a condition of the educational process. Nevertheless, the school result is directly proportional with the way children feel at school. Of course, the pleasure of learning needs practice, and the building of interpersonal relations depends on the repeated manifestation of certain healthy social behaviors. The most often asked questions are: *How can the triad learning – social relations – personal development be built so that the students don't feel stressed?; How can students recreate their well-being between different school activities, demanding tasks?*

The answer to these questions sends us in the artistic area, in the area of free and intense manifestation of the human feelings, which represents the basis of our empiric research.

Research methodology

Research scope and objectives

The present research aims at showing that in order to balance their well-being, the children and adults as well, can often use art. The various artistic activities induce a well-being to people. We think that repeating them within the formal education, they can become reflex reactions, so that under stress conditions, anyone should have a personal mechanism of diminishing the emotional states.

The research objectives aim at real aspects concerning the ways to improve the well-being of primary school students through artistic activities:

➢ Evaluating the primary school students' capacity of perceiving the determining factors of the subjective well-being;

➢ Proposing new models of artistic activities that allows every student to create his own well-being regulating mechanism;

➢ Measuring the primary school students' capacity of self-regulation their well-being by the use of artistic activities.

Research Hypotheses

➢ We presume that primary school students are aware of what gives them a well-being and what doesn't. At their age though, the subjective well-being self-regulating mechanisms are not clearly outlined. If at school they are suggested a large variety of artistic activities, the children will easily identify those activities that generate them well-being and relaxation. To avoid forgetting them in time, these activities should be repeated until they become reflex reactions.

➢ In today's school, stress is an inhibiting factor of the learning process and of the personal formation and development process as well. That is why children need a release mechanism, one that is at hand. We think that art, form of human manifestation free be excellence, offers to anyone, anytime, anywhere the possibility of escaping the states that diminish their proficiency in other fields of activity.

The research population and the subjects lot

The research has been carried out at "Roman Ciorogariu" Theological High School, at IV-th grade students, teacher – T. M. There were 28 students in the class, of which 18 boys and 10 girls. We think it is important to separate the students based on sex as this is an objective variable that influences the perception on the children's subjective well-being.

Most of the children come from biparental families. 4 children have divorced parents, being in their mother's care, 6 have one of the parents who left abroad and 1 has both parents left abroad and is in grandmother's care.

From the 28 children, 19 have 1–2 younger brothers/sisters, 4 have 12 older brothers/sisters and 5 have no brothers/sisters.

From the total number of students, 24 children come from families where parents have higher education and 4 from families where parents have secondary school education.

From the economical point of view, the families where the children come from have secondary school education, so they do not have material shortcomings.

The class is made of children with similar intellectual level, but there cannot be detached a group made of peaks or one made of children with learning problems. The class is united, it is not separated in groups, and there are no conflicts or major conflicts between children.

Research instruments

The instruments used in the research are: the questionnaire, the observation, the experiment and the interview.

The questionnaire addressed to primary school children has three parts: one made of closed questions, with multiple choice answers, other with open questions, and a section where children have to illustrate the well-being concept by free drawing.

Through observation, we intend to collect data during the experimental program.

The experiment takes place by means of artistic activities (music, dance and movement, artistic-plastic creation), during the week intended for "Şcoala altfel – Să ştii mai multe, să fii mai bun"/ "Doing school differently – Know more, be better" program.

The verification of the experiment results is made based on a semi-structured interview. The questions the children are asked aim at the children's discovery of new ways of manifestation with regulating function that match the subjects' personalities, and the degree of awareness of the way they can regulate their well-being by resorting to the activities covered during the experiment.

Preliminary study

In order to accomplish the research objectives, we applied a pre-test to evaluate the primary school students' capacity of awareness of the subjective well-being determining factors.

The questionnaire includes closed questions with multiple choice answers, open questions and two items that refer to arts – one proposing them to identify and name the song that induces them a well-being state and the other one asking them to show the significance they give to the well-being concept by free drawing.

Quantitative interpretation of the questionnaires

Being asked about the school proficiency and the way they interact with the others depending on the subjective well-being, the children gave the following answers:

- 13 think that if they have a state of well-being, they can pay more attention to classes;
- 13 learn the new information quicker and easier;
- 16 interact better with their classmates;
- 13 say that they have more patience with those around them;
- 8 play more;
- 7 sing almost all the time.

The next question aims at the conditions needed to have a well-being state. The item has 13 possible answers, made by relating to the hierarchy of human needs summarized in Maslow's pyramid:

a) As concerns the importance of satisfying the primary needs,
- 15 think that in order to have a well-being state, they have to have the educational materials with them during the school program;

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- 17 of the respondents are aware that health is a condition of the subjective well-being;
- none of the children selected the answers concerning the satisfaction of food needs as a condition of the subjective well-being.

b) By reference to the need for personal safety and security:
- for 14 students, the support and trust of their family are important factors of the well-being state;
- 5 prefer to have their personal space respected.

c) The social and belonging needs need to be satisfied in order to have a well-being state as follows:
- 11 respondents feel at ease when surrounded by friends;
- 12 children think it is important to be chosen in the team when they organize different games.

d) As concerns the need for social recognition:
- for 7 children it is important to feel appreciated and loved;
- for 16 children, the fair balance between the effort made and the afferent reward is an important factor of the subjective well-being.

e) In terms of the need for self-accomplishment and personal development:
- 10 students have a well-being state when they learn something new and interesting;
- 5 feel good if they can play freely;
- 5 have a well-being state if they can draw or paint;
- 13 feel at ease when they sing or listen to music.

The third question refer to the way the primary school students regulate their emotional imbalance caused by different stress factors of the school environment, by escaping in art.

- 16 of the respondents (a percentage of 57%) wait for something interesting to happen, for somebody else to have initiative. They have a passive attitude towards their personal state, showing that either they don't know how to re-establish their well-being state, or they don't have the power to do it.
- 5 children (18% of the respondents) listen to music in breaks and / or sing;
- 3 (11%) of the children relax by reading books they borrow from the library in the breaks between classes;
- 4 (14%) of the children draw.

Items 4, 5 and 6 offered a broad perspective on the subject in question by the multitude and diversity of the children's answers.

The drawings made by children show symbolic images in a percentage of 15%, recreational activities and hobbies 21%, home and family 6%, self-portraits catching different instances 40%, nature elements 15%, scenes from school 3%.

The songs mentioned by children are usually in major tones, coming from the repertoire studied in school in music classes, especially from the children's folklore.

In the compositions written by students there are ideas expressed by drawings on one hand, or abstract notions on the other hand, notions that made up their system of values, such as: kindness, generosity, empathy, tolerance, honesty, fairness, liberty, happiness, love.

Qualitative interpretation of the questionnaires

By giving them this questionnaire, our intention was to evaluate the primary school children's perception of the significance of well-being concept in general and by relation to their private person, to their own existence. The students' answers show that they are aware of the importance of the well-being for a good learning proficiency and for a good relation with each other. Some of them take refuge in art (reading, drawing, music) to relax between classes so that to gain their interior balance, while others wait for an objective factor to trigger a story that will generate a well-being for them.

We infer from the children's answers that at this age they are aware of the well-being importance for the quality of school life. A small part of the students choose voluntarily and conscientiously certain activities that generate them a state of balance, while most of them (over 50%) are in the exploration phase, hence the tendency of waiting apparently passively for a stimuli to trigger the change / the balance of the well-being.

Therefore, we propose an experimental program that offers children a wide range of activities which they can use later on in outlining the subjective well-being self-regulating customized mechanism.

Table. *Drawing up the experimental matrix – the experimental program*

Activity name	Period	Subject	Dominant activity	Expected result
1.	18.04.16	Lioara	Documentation planning the activities on workshops	motivating the children to get involved in the activity
2.	19.04.16	Lioara	painting workshop	identifying the painting activity as a source of the subjective well-being
3.	20.04.16	Lioara	decorations and ornaments workshop	identifying the modelling, cutting, rumpling activities as a source of the subjective well-being
4.	21.04.16	Lioara	music and dance workshop	identifying the singing and dancing activities as a source of the subjective well-being
5.	22.04.16	Lioara	presenting the traditional custom Lioara before the classroom	identifying the satisfaction of the group work results as a source of the subjective well-being

Conducting the experiences and acquisition of the experimental data

The children are presented the spring traditional custom on Valea Crişului Negru, called Lioara. This is related to the moment the young boys and girls seal their friendship commitments, changing flower wreaths between them after which they surround the most beautiful blossomed tree chosen for this purpose. As everything takes place in the first or second Easter day, people wear festive clothes and jewels specific to the area, such as: beaded necklaces, colored ribbons in their hair, earrings, rings, towels, flower and ribbon hats.

Making the materials needed for the presentation of Lioara, learning the song and the specific dance steps is a pretext for children to identify and become aware of those activities they like to do, which generates them a state of well-being.

Painting some towels with traditional prints, specific to the area, is the first activity. It is based on the children's prior experiences, bringing as a novel element the materials used: the canvas and the colors specific to the printing on textile material. Arousing the curiosity for novelty, the children's exploration horizon expands, they are able to understand that the painting goes beyond the limits of a drawing sheet and water colours, so that the work results can find utility. Under this form, the activity becomes attractive even for children who are motivated to assimilate any content only if the learning act has a practical ending. The identification of the pleasure of creating a decorative element by relatively simply means can reflect later on, at adulthood, in the mechanism of balancing the subjective well-being by redecorating the vital or work area, using the same simple means.

In the second workshop they make adornments (beads, rings, earrings) by modelling and spring flowers for trees made of crepe paper. Like in the previous workshop, the creation process has a concrete finality. The differences result from the dimension at which they work, from the dexterity in creating the ornamental products, from the attention given to detail needed in the process of making the jewels.

The aim of the third workshop is to learn the custom specific song and the appropriate dance steps. The learning act takes place by repeated singing of the song Lioara, after hearing, while decorating the classroom, in an environment similar to the past evening sittings. The melodic line structured on a hexachord, specific to children folklore, can be easily learned, without the seriousness imposed for the learning of songs in the music class. Singing the specific song Lioara while dancing shall be accompanied by easy steps, for the moment of surrounding the brotherhood tree before changing the wreath of flowers by those who seal their true friendship vows. The subjective well-being is given by the singing accompanied by an easy movement, made without any effort.

The range of suggested practical activities can fold on the particularities of every student, opening him a new horizon for the formation of his own mechanism of subjective well-being balancing.

Research results

When the experiment ends, we check how the research has reached its scope and objectives. The instrument used for this purpose is the interview. The questions addressed to the respondents refer to the new ways of balancing the well-being learned within the carried out activities and to the children's perception on the accessibility of explored and learned techniques.

The children appreciate they have a series of interesting, dynamic and creative activities they would repeat anytime. 7 of those involved in Lioara project believe that it gives them a state of well-being if they customize by painting different objects (pencil cases, book or notebook covers, T-shirts etc.) because the moment of painting is relaxing, the resulted products are original and it is good to have something unique. 6 students say that working with small objects relaxes them and, additionally, anywhere you can find something to make something beautiful of. 4 children claim that simple movements, easy dance steps can be made anywhere, anytime, if there is an inner music you can follow. The same respondents think that movement is always good for anyone, but they have not thought to that so far. If before the experiment 5 of the children said that they relax by singing, after the experimental program, their number rose to 11. All confirmed that humming without the constraints or rigor a melodic line that has imprinted without effort in memory is something very relaxing.

It is interesting to notice that students did not mention anymore the preferred activities stated in the pre-test stage. We think that it is not about the replacing of a well-being balancing technique with another one, but about the broadening of the spectrum that outlines the self-regulating mechanism, the children mentioning just the recent activities based on the latest impressions.

One of the research limitations is the size of the subjects' lot. We think that in a further study from the same research area, it is important to considerably expand the research population.

Verification of hypotheses

Based on our research, we think that at the age of 9–11, children understand the concept of subjective well-being. They are aware that a well-being influences positively the school proficiency and the way they relate to each other. The small ones are still in a stage of looking for those activities that are at hand for them,

which they enjoy, which offers them balance. After the intervention program, the basin for selecting the best self-balancing techniques expanded considerably, therefore the students discovered that by doing relatively simple artistic activities, they can create their own self-regulating mechanisms.

The artistic activities carried out during the before mentioned experiment encourage the children's free manifestation depending on the context, needs and joy brought by the action started from personal initiative. The students' answers within the post-experiment interview show the awareness regarding the accessibility of the stress escaping techniques, so that to improve the school proficiency by finding the inside balance.

Final considerations

The present paper does not intend to exhaustively treat the problem of children's subjective well-being, it makes reference just to the well-being of the primary school children.

Through the brief definitions presented in the theoretical substantiation part of the paper, we aimed at briefly presenting the context of catching and measuring the subjective well-being in question – the contemporary school.

The applicative research, with a higher presence in this article compared with the theoretical part, although it has an empirical character, it underlines the importance of learning since childhood of those ways and techniques of self-balancing that work most efficiently in relation with the child/adult's personality and with the situations when their utilization becomes necessary.

As it resulted after the carried out experimental program, children need examples of relaxing activities, that are accessible to them and which they can repeat without constraints when they need to. The learning activities proposed by the school curricula do not have in view these aspects needed for the personal development of the children. There is also the opportunity of involving the students in different projects with average or long duration and size which allow for the practicing of the subjective well-being generating behavior.

Through arts, we can open the children a very large spectrum of relaxing activities by means of which to acquire acquisitions at the cognitive, social, emotional, volitional, motivational and affective level. Therefore, we think that it's important in the study periods that allow for a different approach of the school content, the learning, made transdisciplinary, to take place by means of artistic activities.

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A depressed young artist
with practical blindness – case analysis.
Part I – Presentation of the case

Raluca RĂCĂȘAN (ONICAȘ)

Abstract

The presented case has provoked a deeper analysis following to taking part to a broader study concerning the issue of participation in the context of vision impairment, in which there have been suggested important psychological problems that the young practically blind woman was dealing with.

The in-depth analyze emphasizes that she experiences an existential crisis associated with moderate levels of depression symptoms (with history of a suicidal tendency), a very low personal perceived value, dissatisfaction with life and useless feelings, which lead us to the conclusion that professional support is required, on a priority basis from psychological viewpoint. We consider that a specialized intervention focused on depression symptoms reduction and increase of self-esteem and self-efficacy levels would improve their emotional vulnerability and diminish the risk of threatening her life again, while enhancement of her psychological status would have greater chances to also conduct to solving some of the stringent external problems, regarding relations and socio-professional inclusion overall.

Keywords: blind;, case-analysis, psychological functioning, social & professional participation.

The present paper contains an in-depth analysis of one of the cases selected from the participants in abroader study concerning the issue of participation in the context of vision impairment and has been conducted with the aim of exploring additional issues to those from previous studies, in relation to professional and social participation.

1. Methodological issues

For the purpose of the present case analysis, we used both the data collected in a previous study (February–March 2015) and information collected subsequently by two other telephone interviews conducted in April 2015, the first aiming to collect relevant anamnesis information and to capture some additional qualitative aspects

concerning social and professional participation, while in the second the personality questionnaire was applied.

Instruments (in Răcăşan, 2016, extensively presented in Răcăşan, 2015, p. 42–61)

The questionnaire for collecting socio-demographic and disability related data includes 35 questions related to gender, age, residence, nationality, religion, level of education, specialization and training, occupation, marital status, duration of the couple relationship, children, persons living with, self- appreciated financial level, significant health problems and self-perceived health, degree of vision impairments, diagnosis, visual acuity, visual field, age of acquisition of impairment and its progressive nature, distance in centimeters (or meters) of a person recognition and of visually counting fingers, duration of studies in a specialized school, used and desired assistive technologies, extent to which vision can used in everyday life**,** level of Braille system and personal computer use, self-perceived level of independence and of social support.

The Participation Measurement Questionnaire (PMQ) that we developed contains a set of 29 items with numerical answer on ratio scale, which measures objective participation in various activities of everyday life in the areas productivity, personal relationships, community and out of the house. The instrument is suitable for the special population in target andit contains common elements with other internationally proposed instruments designed to measure the same construct, with some original elements added.

The Participation Assessment with Recombined Tools-Objective – 17 (PART-O-17) (Bogner et al., 2011).

Depression Anxiety Stress Scales (DASS) (Lovibond & Lovibond, 1995). Romanian version of the questionnaire has 21 items (Perţe, 2013) and received the acronym DASS-21R. Adaptation and standardization on Romanian population has been made by Perţe and Albu in 2011.

General Self-Efficacy Scale (GSE) (Schwarzer & Jerusalem, 1995). Romanian version was performed by Băban, Schwarzer and Jerusalem (1996), available on the website http://userpage.fu-berlin.de.

Rosenberg Self-Esteem Scale (RSES) (Rosenberg, 1965). Romanian version of the scale was adapted by Moldovan (2007).

Satisfaction With Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffin, 1985). Adaptation and validation of the scale on the Romanian population was carried out initially by Marian (2007) and subsequently by Stevens et al. (2012).

Additionaly, *International Personality Item Pool – 50 (IPIP-50)* (Goldberg, 1992) has been used. IPIP is a project that aims to develop tools for the assessment of interindividual differences as part of the public domain, emerged as an alternative

to the classical instruments of personality assessment protected by copyright laws. IPIP-50 is an instrument developed in this project that assesses five dimensions of personality: Opening, Extraversion, Emotional stability, Consciousness and Agreability, through personality markers described by Goldberg in 1992. IPIP-50 has been adapted on a sample of Romanian students by Rusu, Maricuțoiu, Macsinga, Vîrgă and Sava in 2012, the results reported in their study recommending the use of IPIP-50 in research using Romanian samples.

2. General information regarding the case

Pseudonym: Roza; gender: female; nationality: romanian; religion: orthodox.

At the date of the interviews, Roza was 25 years old, single, did not have kids and lived in a city in Romania together with her parents and little brother.

She studied for 12 years in specialized schools for the blind, had very good results and was an olympic at *Romanian Language and Literature* discipline. She graduated high school with *Philology – foreign languages* specialty, and further the college, obtaining a *Special psycho-pedagogy* diploma and also a master in *Musical education*, graduated with the maximum grade.

She has practical blindness, native, determined by the optical nerve atrophy (as she has been told by the doctors). Otherwise, she appreciates her health overall as being medium (7, on a 1 to 10 scale). In terms of assistive technologies, she uses a cane, an adapted computer and an adapted mobile phone and she considers her residual vision as being verylittle useful in the everyday life (declares that she can use her vision at level 3, on a 1 to 10 scale, where 10 would mean she could read in a newspaper). In addition, as she claims, cannot visually recognize a person and can count fingers from approximately 15 cm.

She declares that she is an advanced user of Braille system and computer (10, on a 1 to 10 scale), she appreciates her actual level of independence at level 8 and the level of self-perceived social support as being 9, on the same scale.

She had an online job until recentlyand after losing the job she was forced to return home to her parents. She also returned to her older passion, music and it's therapeutic valences, in the present conducting a radio emission. As Roza declares, she searches for a workplace anywhere else, desperately wishing to leave the city she lives in.

3. Relevant anamnestic aspectsand family context

Her family moved from the natal town when she started school; in the actual city, Roza remembers that she didn't like it from the beginning, resembling discrimination and non-inclusive attitudes, in opposition to the natal town, where she had good relations with everybody around. In addition, she remembers that her parents were arguing a lot when she was a little child.

After being gone for a few years from Buzău, for studies and work, when returning home she has had a real problem of adaptation, saying now that she cannot bear that city and the people in it any more. She is deeply affected by her financial dependence on parents and believes that the psychological impact of living with them is a negative one, while having disharmonious relations with them.

In the second year of college she has had suicidal thoughts and even attempted to suicide, in the context of a strong sense of worthlessness, considering that life has no meaning. She had been profoundly affected by her father's appreciation that she will not do anything in life and by the fact that her boyfriend at the moment had taken on other ways and the relationship had to suffer.

Along the way she was also affected by the conflicts between parents:

"Sometimes when I was hearing discussions between my parents I was wondering why I'm here in this world? I later understood that there are some steps in life that lead you somewhere. There were some friends who encouraged me and I passed that moment".

Parents were high on expectations in terms of Roza's educational achievement both as a pupil and as a student. She tells that her parents were pressing her to learn all the time and were scolding her for having poor results in primary school. On the other hand, they did not expect that she would be independent in everyday life, gave her few tasks in house and were overprotective:

"They did not let me go out alone. They encouraged dependency and were overprotective".

Both her parents have secondary education (high school), the father has a military job and the mother worked in tailoring since Roza was a child, giving up work and being a housewife afterwards. She has a younger brother, of only 10 years old, about which she says is "new generation". They do not have a close relationship or lots in common, but they care about each other.

Regarding her relationship with the parents, Roza considers it as being a poor one:

"My mother is judging me, she doesn't understand me and my Dad is tougher. He told me over time many things that I cannot forget".

When asked about how her parents accepted and adapted to her disability, she answers:

"My mother had a psychological crisis because of my disability. At first, she felt very lonely, she cried a lot, took me toomany doctors across the countryand denied my disability. She left work because of it. She accompanied me all the time, everywhere. Now, I often do not find my place because of it".

Related to the support provided by her parents, she believes that they had offered as much as they could in material terms, they sacrificed for her (especially the mother) and they loved her, but she lacked their emotional support and their acceptance and understanding:

"When I was a student my parents were always sending me packages. They were very supportive in material terms. But they did not understand, for example, why I needed some performant headphones. Regarding the college, they were telling me that I have not chosen well the speciality, after seeing I don't work in the field. They were seeing me a teacher. There did not encourageme at all with music, although I got scholarships and I raised money. I can only sing when I am alone at home ... They were always telling me that I put too much emphasis on it. It felt less confidence in me and I got shyness. They confused me a lot, although they loved me a lot and gave me all the material terms. But I do not like to be dependent on anybody".

4. Some aspects of psychological functioning

Roza had a low self-esteem level, as measured with the *Rosenberg scale* (score = 30, which represented an average score compared with the other 79 visually impaired participants in a larger study) and a very low level self-efficacy comparedto them (*General Self-Efficacy Scale* score = 14). She also had moderate symptoms of depression, normal level of anxiety and a moderate level of stress, according to the sub-scores obtained in *Depression, Anxiety and StressScale* (7 for depression, 1 for anxiety and 11 to stress). She was unsatisfied with her life (score = 12 at *Satisfaction With Life Scale*) comparedto the general population ranges, and was amongthe 6.7% most dissatisfied of the other 79 visually impaired participants.

According to the results obtained at the IPIP-50 personality questionnaire, as compared with a sample of 747 Romanian students, Roza is a very open person, slightly introverted, with a high level of agreeableness, slightly emotionally un-stable and with an average level of conscientiousness (scores of 46, 26, 45, 21 and 38 in dimensions openness, extraversion, agreeableness, emotional stability and conscientiousness).

As she describes her feelings:

"I often feel that I cannot anymore, that anyone understands me. My parents told me that I'm strange. Not only them. But I seek spiritual values ... and people do not understand that. It affects me in relationships, including the couple ones".

5. Issues regarding social and professional participation

Compared to the other 79 participants with visual impairments, Roza has a very low level of participation in productive activities, falls to average in terms of participation in personal relationships, in the community and in leisure activities and she has a low level of participation outside the home.

Her very low level of participation in productive activities is due to the lack of a job, reduced involvement in household activities and no involvement in caring others.

In average, she spends less than one hour per day outside the home, instead spends much time reading and with her passion, music, especially with the radio show.

The number of people in her social network is average compared to the other participants (saying she has four close friends, keeps in touch with three family members and another 50 people and not being involved in a love relationship), but has only 4 meetings per month with other people, except for the ones that she lives with, but maintains her relationships by communicating more often at distance:

"Here in Buzău I do not really have friends. I keep in touch with some of my friends from college, but it doesn't really work like this, at distance. It's more like maintenance".

Overall, she has a low level of global participation and is rather unsatisfied with her involvement in social activities (she places herself at level 4 on a scale from 1 to 10).

5.1. The choice of specialization for college and accessibility issues during studies

She chose the specialization for college considering that it will help her for self-knowledge and knowledge of others and especially towards perfecting in music therapy. She studied the master in the same purpose, regretting that she did not study art:

"Music was a therapy for me as a little child. Since high school I started to see music as a therapy. I realized it could also be a therapy for others".

During the studies she did not encounter problems related to accessibility, as studying using an adapted computer. At courses, she was taking notes directly on

the computer and she was only having difficulties with poor quality scans. As she noted, she received maximum support from teachers along the way, including with a statistics program, SPSS.

5.2. Professional inclusion

She worked during college online, in audio editing. In addition:

"Before college, I started a radio show called <<The power of music therapy>>. "I called the manager of the radio and proposed to do a show about music therapy. I do the emission now, too. Some recent editions are posted on the website mixcloud.com and I also have some of my own interpretations on youtube.com under a pseudonym".

For several months, she is looking for a job:

"At a call center they told me that they do not have accessible equipment available to me. I found a job at a radio station, but the owner was arrested. Unfortunately I did not find anything else".

Asked about what she would like to work, responds:

"I would be interested in workingwith a computer or in therapy. I'd love to help those who have lost their sight. I was about disorient in life. I lost confidence in myself. I want to be independent".

5.3. Social integration and perceived attitudes

Roza says she often feels misunderstood by others and is sometimes considered as being strange, firstly by her family. She is very sensitive and unhappy with the shallowness of others around, stressing that finds it difficult to find "profound and spiritual friends".

How do you perceive the attitudes of others towards you?

"It depends on the person. Some appreciate my abilities and others look at me weird. They see me like somebody who has a problem".

Did you ever felt like being regarded with pity?

"Yes. Even by my parents, sometimes. Once, a woman stopped me on the street to give me money".

When you went to college, did you felt easily accepted by others or on the contrary, you have been viewed with skepticism? Did you felt rather dismissed or admired?

"In Cluj very well, in Targoviste they looked at me strangely, as [if they would ask] what I want to do with the faculty if Ican't see. I felt rather admired. Some people liked how I sing".

Did you felt disadvantaged or rather favored as blind student?

"Not disadvantaged, they dealt me. In Targoviste they had few electronic materials. Teachers were telling me that they're hard to explain, they are not accustomed".

Related to the perception of discriminatory attitudes, she exemplifies by a case of positive discrimination, a situation when the director of the radio did not send her some promised materials to read, explaining later that he thought it would be too demanding for her. This protective attitude bothered her, while she usually readsa lot and is doing it very well.

6. Case summary and conclusions

Roza falls into the category of young blind people who requires specialized support especially from the psychological point of view, being in an existential crisis associated with moderate depressive symptoms and having a history of suicide attempt. The crisis is caused by job loss and thus financial dependence, being obliged to return to the parental home where she has difficulties adapting. The relationships with her parents are disharmonic and, although according to Roza they have offered as much as they could in material terms, sacrificed for her (especially the mother) and loved her in their own way, she always lacked emotional support, acceptance and under-standing from them. She does not feel at ease in the presence of parents and wants very much to find a job, to become independent and leave parental home once again. In addition to problems at home, she dislikes living in that city, where she has no friends and nothing motivates her to stay there, insisting that it was much better in the city of her studency.

Her speech highlights a very sensitive person who seems to take refuge in the world of musical art, being in psychological distress and completely dissatisfied with the current conditions of her life.

She is well-trained, having higher education in *special psycho-pedagogy* and *musical education*, skills and professional experience in audio editing and the level at which she can use a personal computer is advanced – saying she can do just about anything on the computer, including installing operating system (which in some stages is very difficult in conditions of lack of vision).

The passion "of her life" is music, especially ambiental one and she is particularly interested in its therapeutic valences. She says that this is the reason why she studied special education in the first place, hoping to glean valuable information in order to better understand the human being and,also, how to apply more effectively music therapy. Since high school, sheconducts a radio show about the power of music therapy.

Roza has a very low participation in productive activities, due to the lack of a job, reduced involvement in household activities and in caring others. She spends less than one hour per day outside the home, instead spends much time reading and with her passion, music, notably with the radio show. She maintains her relationships with friends communicating almost exclusively at distance and has few face-to-face meetings with other people excluding family members. Overall, she has a low level of global participation and is unhappy with her involvement in social activities (she places herself at level 4 on a scale from 1 to 10).

As compared with a sample of 747 Romanian students, Roza is a very open person, slightly introverted, with a high level of agreeableness, slightly emotionally unstable and with an average level of conscientiousness. Roza has a low self-esteem level, as measured with the *Rosenberg scale* and believes that her low self-confidence is due to parental overprotection, associated with encouraging dependency, unacceptance, distrust and emotional distance of her parents. Also, her self-efficacy is very low as compared to other 79 visually impaired participants, considering herself unprepared and ineffective in solving her own problems and identifying viable solutions and also in following her objectives. Moreover, she has moderate symptoms of depression and is unsatisfied with her life.

In the presence of a worrying level of depressive symptoms, very low perceived personal value, the existential crisis, a sense of worthlessness and dissatisfaction with life, especially considering the suicide attempt in college, we believe that Roza requires specialized psychologically support as a priority. An intervention focused on reducing depressive symptoms and increase of self-efficacy and self-esteem levels would reduce the risk of worsening her emotional instability and the risk to threaten again her life. An improvement of her psychological status would also address some of the external pressing challenges, regarding relations and overall socio-professional integration.

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A depressed young artist
with practical blindness – case analysis.
Part II – Behavioral therapeutic approach

Adrian ONICAŞ

Abstract

In this paper, a behavioral therapeutic approach is proposed for the case of Roza, analyzed and presented in the subsequent article, with the title ''*A depressed young artist with practical blindness – case analysis. Part I – Presentation of the case*'', where we presented a young visually impaired artist who suffers from practical blindness and indicate medium levels of depression and decreased social participation. A behavioral activation protocol is proposed that aims to reduce depressive symptoms, ameliorate cognitive mechanisms and foster social connectedness. Each component of the Brief Behavioral Activation Treatment is discussed, with strategies that can be used in behavioral scheduling and monitoring in visual impairment. A particular focus on value-congruent activities is considered, while also emphasizing the relationship between music and emotion. Contracts component of the protocol is discussed as a therapeutic strategy for increasing social participation.

Keywords: blindness, depression, case-analysis, behavioral activation protocol, participation.

1. Screening information

Screening instruments indicated moderated depression levels (depression score = 7 as measured by *Depression, Anxiety and Stress Scale, DASS*; Lovibond & Lovibond, 1995), low self-esteem (score = 30, *Rosenberg Scale*; Rosenberg, 1965), low self-efficacy (score = 14, *General Self-Efficacy Scale*; Schwarzer & Jerusalem, 1995), moderated level of general distress (as indicated by a score of 11 on stress subscale of DASS) and lower satisfaction with life levels (score = 12, *Satisfaction With Life Scale*; Diener, Emmons, Larsen, & amp; Griffin, 1985). Importantly, Roza has had a past suicidal attempt. Other suicidal risk factors that are present in her context include past attempts, gender, and possibly increased impulsivity, as indicated by emotional liability score on personality measure. However, other suicidal risk factors should be also taken into account, such as major depression diagnosis, personality disorder comorbidity, hopelessness, alcohol use, suicidal ideation, family history and earlier onset of psychologic problems.

2. Behavioral activation treatment

With respect to the clinical interventions for depression, in the first stages (usually first 4–5 weeks), the main objective of cognitive-behavioral therapies is behavioral activation, as well as the identification and interruption of automatic thoughts. The main scope in behavioral activation is facilitating rewarding behaviors, as one characteristic in depression is the lack of rewards in the environment (see Lewinsohn, 1986 for a behavioral perspective), and the generation of more positive emotions that are congruent with the patient's longer term values and objectives. Thus, behavioral activation treatments involve self-monitoring behaviors and affect and emphasizing their relation, identification of activities that generate positive emotions (to increase positive affect), and giving-up behaviors that maintain depressive symptoms (in parallel with enhancing participation in activities that ameliorate them). From this perspective, we recommend the usage of one efficient and flexible behavioral activation protocol, *BATD (Brief Behavioral Activation Treatment for Depression;* Lejuez, Hopko & Hopko, 2001; Lejuez, Hopko, Acierno, Daughters & Pagoto, 2011), that particularly focuses on the identification of important life domains, values related to these domains, as well as enhancement of activities that are congruent to values, by daily planning and monitoring them. In the following paragraphs, we discuss principal components of BATD and how they could be implemented in Roza's case. Some information may also be useful for working with visually impaired patens in general.

2.1. Self-monitoring

The first component of BATD is *self-monitoring*, that refers to monitoring daily behaviors to identify behaviors that maintain depression and understand the relationship between behaviors and emotions in daily activities. The information collected in this first step that is also referred to as functional analysis, are further used to plan increases and reductions of specific activities. Interview data about the case suggested lower levels of implication in productive activities and a lower level of participation in activities outside the home. Such a behavioral pattern may maintain depression, and could be more clearly emphasized with the Daily Monitoring Form, that may be a useful tool in conceptualizing behavior–emotion relationship, as its structure includes rating (from 1 to 10) the importance as well as pleasure of each activity. However, it makes it difficult for visually impaired patients to complete the classic pen-paper monitoring form, thereby recoding activities within a specialized mobile application adapted for this population may be a good choice. For instance,

Roze reported that she successfully uses technology to adapt to her disability, therefore such a strategy may be feasible. An example of such a mobile application is Georgie Schedules (see http://www.georgiephone.com/themes/georgiephone/video.php?p=2&i=17), that was specially designed for daily activity planning for visually impaired persons. It is based on vocal recording and allows fortracking each activity with a similar structure to that proposed by Lejuez et al. (2011) in the monitoring form. However, other mobile applications are also available, and this choice should be decided with respect to personal preferences of the patient.

2.2. Life domains, values and activities

The second component of BATD is *life domains, values and activities*. In this protocol, the three concepts are discussed with the patient, in order to discriminate and better understand them, so they can be partially approached. While life domains represent more general aspects, such as inter-personal relationships, school/career, hobby/recreation, helping others of daily responsibilities, values are related to more important aspects that are related to life domains. For instance, one life domain that was indicated in the interview to be relevant for the patients is hobby, while an important aspect representing a value in this domain could be music. In a similar vein, within personal relationships life domain, Roza suggested that an important value is to keep more deep/spiritual people around her. Activities, on the other hand are more concrete manifestations of values. For example, with respect to music, possible activities include preparation of the materials of radio sessions or making-up a playlist. On the other hand, with respect to keeping more spiritual people closed, a specific activity could manifest in going outside for a walk or coffee with someone that Roza considers spiritual.

2.3. Activity planning

After the identification of life domains, values and activities, therapy continues with selecting and hierarchizing 15 activities, from the simplest (ranked from 1), to more complex (until 15). This part is important in scheduling activities, as they are best planned with respect to their difficulty level. In this stage, activities that are already part of her routine and are adaptive should be an important focus, as it may be easier to maintain them than to introduce new ones. Typically, activity planning is done via activity planning form, available in the protocol. As this strategy of activity planning does not fit patient characteristics, the mobile application proposed (see above) may be a better option and activities may be scheduled via the mobile application while still keeping the structure of activity planning form.

Within therapy sessions, the materials collected via monitoring are discussed in order to identify the relationship between behaviors and emotions, what worked and what did not work in terms of increasing positive emotions and ameliorating depressive symptoms, what were the barriers and how can they be approached. Moreover, values are being re-discussed and new activities are introduced.

A particular aspect that should be emphasized in working with Roze is her preference for music. Recent evidence from neuroaesthtics and cognitive neuroscience indicate that music listening intensely modifies mesolimbic structural changes implicated in reward processing (such as nucleus accumbens and ventral tegmental area, Menon & Levitin, 2005; see Brattico. & Pearce, 2013 for a review), that show abnormal functioning in depression (Bogdan, Nikolova & Pizzagalli, 2013). Moreover, music therapy was indicated as an efficient therapeutic strategy in depression (Erkkilä et al., 2011; see Maratos, Gold, Wang, & Crawford, 2008 for a review), and its integration in behavioral activation treatments may be a good choice, particularly with patients that have a special preference for music. However, a particular aspect that should also be discussed relates to semantic contents of music, and the extent to which they may reflect a rational vs. irrational cognitive style. With this regard, monitoring may also include the extent to which different types of music are linked to positive and negative emotions.

2.4. Contracts

Another essential component of BATD is *contracts*that is usually introduced after approximately 5 sessions and is aimed to increase social support and functioning, which were indicated to be affected in depression (see Hirschfeld et al., 2000 for a review). With this regard, activities that the patient cannot perform by herself (and are also congruent with the identified values) are stated, and persons that can help and assist her are further considered in activity planning. This protocol component is specifically important in terms of social participation, as it directly addresses social contact, and may have beneficial effects in terms of fostering social interactions and support. Thus, barriers that may arise with respect to socializing with others should be carefully addressed in the therapy and activities that imply other's people presence and support should be emphasized with a special priority. Although not a specific aim of the first-stage therapy proposed here, starting from this component the second stage of therapy could be implemented, which may focus on specific factors that interact with initializing and maintaining healthy social relationships. Such an approach may take into consideration factors like interpretation bias toward other intentions (or theory of mind), social skills consolidation, approval-seeking behaviors, rejection sensitivity and biased interpretation of rejecting events, empathy or acceptance

of self and others. A careful analysis within the contracts component could reveal important factors responsible for depressive symptoms onset and persistence (see Hames, Hagan & Joiner, 2013 for a discussion of social processes in depression).

The standard BATD protocol involves 10 therapy sessions and it is aimed as a brief therapy for depression. However, psychological evaluation and monitoring the therapy progress should also be a priority. Such an approach is important for tracking the effects and efficiency of the therapy, as well as with regard to termination decision. Instruments such as *Beck Depression Inventory II* (BDI II, Beck et al., 1961) and *Beck Hopelessness Scale* (BHS; Beck & Steer, 1988; Beck, Weissman, Lester, &Trexler 1974) can be used for tracking changesin depression symptoms over time, as the therapy progresses. With regard to depression symptoms, changes from more severe to more mild levels may be considered. Roza reported moderated levels of depression, therefore changes to mild levels of depression are expected following behavioral therapy administration.

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Diaries a method of social research.
Reflections based on a pilot study

Sorina POLEDNA

Abstract

Diary is a creative research method that can be used not only in qualitative research but also in those that use a methodological mix. Generally speaking journal is a method which is used not so often, much less in social work, especially if we are taking into consideration the studies conducted in our country. Therefore, this paper proposes in its first part, a brief overview of the main fields in which they were conducted studies through the diary method, focusing on the potential of research that they have. Description of the challenges raised by this method in research, are outlined below; the examples are related with a pilot project which using semi-structured diaries, aimed to compare in several European countries, a day work of a probation practitioner. In the last part in the article are formulated a series of reflections on the potential that diary method has in the field of probation from a double perspective: the one that refers to the benefits of using this method for addressing important and sensitive themes such as those related to professional identity, specific tensions and ethical dilemmas , and the other about the potential benefits of using data from a survey conducted by the diary method to develop solutions that improve probation practice.

Keywords: diary method, social research, probation.

1. Practice based research

Social research has an action field particularly challenging in studying different professional fields within the social sphere. The way in which the professional practice in fields such as social work, education or probation, offers answers to some social realities such as poverty, school dropout, crime, violence, social exclusion so on so forth, represents a justified interest for the social research. The relationship between practice and theory is a natural one if we take into consideration the fact that all knowledge is tentative, and the evolution from the sphere of practice demands that the research approach should update the knowledge to a professional field, should mix the approach perspectives and the research methods in order to surprise with the help of interrogations and critical reflection specific to knowledge, new aspects, new shades, new truths regarding the social reality. This paper intends to

present the investigative potential of a method less known and used in the research within the social field in our country, i.e. the practice diary

The link between research and practice being a dynamic liaison may be very well highlighted by the fact that "we learn most effectively by doing – by active experience, and reflection on that experience. We learn through practice, through research, and through reflection on both" (Gray, Malins, 2004, p. 1). The specific nature of the practice, within a particular professional field, the axiological profile, the organizational culture, the professional training and development of practitioners, the assessment of social services and programs, identification of the most adequate competences in order to perform certain activities and interventions with the beneficiaries, become more and more a subject of social research. So, we consider that practitioners' involvement as researchers may have as effects not only the production of knowledge stimulated exactly by the inner perspective, but it can also offer visibility to potentials, and also limits, and, last but not least, may indicate new resources and directions to improve the professional performance.

In order to support this idea, we bring the following arguments: a) the main conclusion drawn from the recent exploratory research referring to the perception of the probation officers regarding the role of the research in their professional field. The fact that most respondents want to do research work and believe in the need for training in this regard, speaks of genuine interest and appreciation of the research undertaken. Thus, we confirm the timeliness and the necessity for „co-production" considered as a democratic and effective way to see the relationship research-practice. Research must produce knowledge in probation, and to its construction should contribute not only researchers/academics, but also practitioners as legitimate actors in producing research results. (Poledna, 2016); b) The metaphor of the elephant, starting from a Hindu story according to which several blind men attempt to describe a mysterious creature they have come upon because the elephant was so large each could only have a partial experience of it through incomplete sets of senses, and any one individual could not fully comprehend the complete beast. Practice-based research is like an elephant – a large, complex thing, with many different and intriguing parts, textures, structures, and movements (Gray, Malins, 2004, p. 25). Similarly in developing research in social work or in probation, it is important to capture the perspective, perceptions, understandings and experiences of all actors included in the professional interaction (practitioners, social workers, probation officers and beneficiaries).

From such a perspective, the use of practice diary becomes the opportunity and the tool in order to involve in research practitioners and thus to explore, actively and reflexively, new areas of certain professional fields and, at the same time, to

develop perspectives of complementary understanding and comprehensive covering of certain complex social realities.

2. The diary method – a literature review about the diary and its use

A diary can be defined as a document created by an individual who has maintained a regular, personal, and contemporaneous record; this is the definition given by Alaszewski (2006) to the diary. The author has explored the advantages of the technique by which research subjects, in his case nurses, became para-researchers or, in his words, acted "as self-observers" by recording their observations in diaries (Weil, 2006).

In the ethnographic research, the diary was included in the research methodology as a data collection tool. It was considered both a document and a tool for participant observation. Designed, planned and used in the context of an inclusive research project, the diary processes would need to be "dialogic, dialectical and collaborative" (Angrosino, 2007, p. 12).

The diary may be considered as part of the methodological arsenal specific for the narrative research, approach centered on describing, by the individuals, their own experiences and life stories, because writing down in a diary life events, including professional life events, makes possible building the narration in the context of the communication with the researcher.

As a research method, we refer to solicited diaries exactly because it follows the data collection that serves the purpose for the research. You can approach either a diary with a non-structured, semi-structured or structured design, according to the nature of the studied problematics (Bartlett and Milligan, 2015).

According to Alaszewski's specifications (2006) the defining characteristics of diaries include: a) regularity: the diary is organized around a sequence of regular and dated entries over a period of time during which the diarist keeps or maintains the diary; b) personal: the entries are made by a identifiable individual who controls access to the diary while he or she records it. The diarist may permit others to have access; c) contemporaneous: the entrance are made at the time or close enough to the time when events or activities occurred so that the record is not distorted by problems of recall; d) a record: the entries record what an individual considers relevant and important and may include events, activities, interactions, impressions and feelings. The record usually takes the form of a time/structured written document, though with the development of technology it can also take the form of an audio or audiovisual recording.

Duke (2012) is the one who helps us understand what the potential of the diary method is, and he proposes a summary of disadvantages and benefits about the use of the work diary. The author identifies three basic themes: (a) purpose – why a researcher would choose it? (b) format – ease of use – what constitutes effective and user friendly dairy tool? And, (c) participant, preparation and support – how to ensure participants use the diary effectively? Around these she synthetizes the advantages and the disadvantages. In line with the pilot study to which we will be referring further on, we resume here to present only the main advantages, but also the limits specific to the diary as a research method. If we consider its purpose in research, then the diary presents a series of advantages such as lower cost compared to wages/time of observer of multiple participants; multiple observation record; assists triangulation; pre-cursor to interview; records and reconstructs events; creates conscious perceptions; shows practices vary over time; rich and illuminating; can be used in conjunction with other tools to confirm or inform; access to events not easily observed or influenced by presence of observer. Regarding the format, the most relevant advantages would be the opportunity to compose narrative and the fact that it records feelings, perceptions and behavior immediately; last but not least, it is emphasized the fact that the participants to the research "can write about events their way; become participant observers; and their opinions are valued (Duke, 2012, p. 113). One reported advantage of the use of the diary in research was its suitability as a substitute for lengthy researcher observation, because multiple data sets could be collected at once (Lewis, Sligo and Massey, 2005; Marelli, 2007, apud Duke, 2012). It is also noted the capacity of the diary to provide opportunity for research participants and researchers to became both observers and informants themselves (Hall, 2007; Zimmerman and Weider, 1977, apud Duke, 2012, p. 115); the use of the diary was seen as an inclusive and collaborative data collection method; and referred to participants as "partners", its potential is highlighted in approaching the research as a co-production of knowledge process. This aspect was also noted by Alaszewski (2006) who had already explored the advantages of the technique by which research subjects, in his case nurses, became para-researchers or, in his words, acted "as self-observers" by recording their observations in diaries (Weil, 2006).

Regarding the limits and the disadvantages of the diary as a data collection method, if we take into consideration the work diary purpose, we find that it records small snapshot in time and it is a subjective record. Regarding the format, its usage requires extensive training and practice; it is time consuming to create and fill in and raises problems regarding ensuring anonymity and privacy. Also, it restricts comparison of events, requiring complex, detailed written and verbal instructions and terminology, and the analysis of the information is difficult. As far as the participants

are concerned, reflection may be challenging, it demands not only varied literacy/ articulacy skills; but also commitments and dedication to complete; last but not least the use of the diary is time consuming. Lastly, the specialty literature points out the fact that diaries are commonly used in combination with other data collection methods and frequent disadvantage is noted about its use in isolation (Basit, 2010; Crosbie, 2006; Nicholl, 2010, apud Duke, 2012, p. 114).

Regarding the use, visibility and the fields in which the diary may be engaged in social research, we can identified a series of clarifying contributions. So, in a preliminary analysis of diary research conducted during the period 2014–2015 in five European countries (England and Wales, France, Norway, Romania and Slovakia), the authors (Rokkan, Phillips, Lulei, Poledna and Kensey, 2015) started with a brief overview of the different kinds of diaries that had been used in social research. They found out that" on the one hand, the use of diaries in social sciences has said to have been neglected (Elliot, 1997). On the other hand, they have been used in very many studies. The authors have found almost 64,000 articles published during the period 2000–2014 which used diaries as their research method through structured searches on three databases (Proquest, Scopus and Science Direct). Diaries have been used in research in, *inter alia,* social work, social policy, clinical psychology, family therapy, crime behavior, alcohol consumption, drug usage, and sexual behavior (Corti, 1993, apud Rokkan et al., 2015, p. 204).

Duke (2012) makes a literature review about the diary and he shows that it was used in the education field "in the area of linguistics and classroom language learning (Bailey and Nunan, 1996; Hall, 2007), and are consistently cited as contributing to in depth understanding of teaching and learning (Huang, 2005). The diary has been used to quantitatively determine the time spent on leadership and management activities of school principals (Camburn et al., 2010, apud Duke, 2012, p. 114). The diary was also implemented to study aspects regarding the assessment of different levels of management and organizational culture in the education field, very relevant in this aspect being the article written by Camburn, Spillane and Sebastian (2010) in which they "examine the feasibility and utility of a daily log for measuring principal leadership practice". The authors were interested in this tool's capacity to gather relevant data and to measure important aspects of principal leadership. They found out that" the accuracy of the log was confirmed through comparisons with an experience-sampling instrument and direct observations" (2010, p. 707).

Rokkan et al (2015), using Alaszewski (2006) identify three different areas in which diaries can be used in research: 1) In historical research written diaries, systematic notes or log books give information about people's actions or events; 2) Diaries have been used as a proxy survey tool to investigate whether users or consumers are

satisfied with products or services; 3) In qualitative research diaries have been used as a way of identifying skills and social interactions in processes and socialization. In qualitative research, the diary is used as a tool to discover new knowledge together with the author of the diary allowing also the examination of reported events and experiences in their natural, spontaneous context (Bollger, Davis and Rafaeli, 2003).

A type of diary is also the self-administered activity diaries, this is one of the main methods available for capturing data on time use. The theoretical foundations of many activity-based research methods, lie primarily in geography and more specifically in time geography (see Behrens, 2001). From this perspective, time and space are resources, and the primary determinants of the human experience are the constraints that restrict an individual's utilization of these resources (Crosbie, 2006).

3. Reflections based on a pilot study "How was your day? Exploring a day in the life of probation workers across Europe using practice diaries"

Made within the COST Project by Rokkan, Phillips, Lulei, Poledna and Kensey (2015) *How was your day? Exploring a day in the life of probation workers across Europe using practice diaries* presents a reflection upon the preliminary analysis of diary research conducted during the period 2014–2015 in five European countries (England and Wales, France, Norway, Romania and Slovakia). A pilot study is characterized by the administration of a procedure, tool or instrument to a group prior to a wider research project (Creswell, 2008; Kervin, Vialle, Herrington and Okely, 2006, apud Duke, 2012, p. 122). In this approach we followed the developing and piloting a research project which uses diaries to generate and analyze data on the daily lives of probation officers.

If in the field of criminology the diary method was more frequently used in researches made from the perspective of the life course theory and a developmental criminology, in the probation field, things are totally different. Robinson and Svensson (2013) identify only one piece of research which used diaries: Gustavsson's (2004) 'innovative' use of diaries in which he used practice diaries to generate data on 'a day in probation' (Rokkan et al., 2015, p. 205). Therefore, our attempt and the ambition of a comparative approach represented a challenge from many points of view. First because there were necessary several answers to a series of methodological questions referring to aspects such as the option for a quality, quantity or mixt perspective, the data profile compared to the purpose of research, the structure degree of the diary, keeping in mind the fact that we aim a comparative analysis of the data obtained in several jurisdictions. Last but not least, several concepts had to

be settled referring the environments in which they perform and the activities and the interactions taking place in the probation field, which can be operationalized relatively uniform, despite the linguistic, legal and cultural differences for the jurisdictions covered by the research.

Discussions within the research team, taking place in several rounds, lead to the final decision to give the diary a greater structure degree than previously foreseen. Becoming a rather quantitative than a qualitative tool. Regarding the qualitative data, the probation practitioners participating in the research were asked to reflect on each day using qualitative comments, because we considered that such reflections could allow practitioners to make more sense of their day with a view to implementing change to cope with adverse circumstances. Because we were also interested in the way the dairy is perceived by those who were keeping it, we have designed follow up interviews to probe deeper into the participant's week.

3.1. Piloting the diary method in the Romanian probation service

Further on we will present what is behind the Romanian contribution to this pilot, exploratory study, regarding the use of the diary method in the probation field. We start the presentation of how we managed to tryout the diary method in Romania in order to have a comparative analysis of a typical work day in probation, by recalling some aspects that make the diary a research method in certain situations indispensable and always distinctive, aspects that proved to be also relevant for the pilot study made within the COST project.

Diaries, self-report instruments used repeatedly to examine ongoing experiences, offer the opportunity to investigate social, psychological, and physiological processes, within everyday situations. Simultaneously, they recognize the importance of the contexts in which these processes unfold. Thus, diaries are designed to capture the "little experiences of everyday life that fill most of our working time and occupy the vast majority of our conscious attention" (Wheeler and Reis, 1991, p. 340, apud Bolger, Davis and Rafaeli, 2003, p. 560). From this perspective of understanding the diary, we engaged this method with the intention to surprise the experience of a probation officer's (name used for the probation practitioners in Romania).

Preliminary work

Access and aspect related to the research ethics were negotiated and established for each country separately. Romania was one of the countries where there were no issues regarding obtaining the approval for the research, the National Probation Direction within the Ministry of Justice, proved openness and support.

Regarding the **participants to the research**[1], we have chosen three probation services in three different areas of Romania (Vâlcea, Prahova and Cluj) and on the voluntary involvement of the probation counsellors taking into consideration the fact that we are talking about an effort and activity added to a volume of work already too high with which the probation counsellors in Romania face for several years now. Participants were asked to sign a consent form and, alongside a briefing letter about the research, were talked through the process in person. We have explained the reasons for using the diary method, the fact that it is a tool of data collection which helps solving the problem caused by the impossibility to use the observation as an investigation method for some activities involving the team, multiple inter-actions and aspects regarding confidentiality. Keeping the practice diaries by probation counselor participating in the research contributes to obtaining a realistic image regarding the specificity and the complexity (importance, resources, and collaborations) of the probation activity seen through the eyes of those who perform this type of activity.

A series of clarifications was also made regarding the way in which, those who kept the diary, had to understand the themes around which it was structured:

➢ *Type of activity* – (eg. Data entry, minute surveillance meeting, meeting with the supervised minor, breaks are also considered in this field etc.);

➢ *Hours/locations/partners* – (it is indicated that it is about the City Hall or the Police or any other partner or institutionalized interlocutor or natural person);

➢ *The length of each activity* – (if it involves travelling – how much time is consumed on travelling);

➢ *The purpose the activity* – (refers to the necessary resources, respectively to those set in motion for reaching the purpose);

➢ *The content of the activity and the used methodology* – (in compliance with the principle of confidentiality, information that can highlight the interest topics which give content to those activities);

➢ *Observations for every activity* – (referring to the significance of the activity, limits, positive aspects, encountered difficulties).

There was a simplified structure of the diary, on we which we based the comparative analysis between the 5 jurisdictions: *Moment, From-to, Type of activity, Where, Who*.

Filling the diaries was done by a probation counsellor from Vâlcea, Cluj and Prahova counties; we tried to find people with different educational backgrounds and different degrees of professional experience. All three participants are females, age

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of 37, 29, respectively 24 years old, graduates of psychology, law and social work, with length of service in probation field of 9, 11 and respectively 1 year, at the time of the diaries.

Diary's initial structure used in Romania

Day	Type of activity	Hours/ Location/ Participants	Length	Purpose of the activity (resources)	Methodo- logical content	Observations
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Obs.: One can choose the presentation and recording the information in a narrative form, but on the indicated structure.

Participants filled in the diary for one week which was chosen by them, the data was gathered in the spring of 2014, after the meeting in Bratislava of the research team, later organized according to the final structure of the diary, agreed upon in Malta, in Excel tables.

Data analysis was done taking into account on the one hand, of the type of research approach and on the other hand of the fact that the access to the data was different in each jurisdiction; as a result, the data that were generated cannot be generalized or meaningfully compared across countries (Rokkan et al., 2015). Therefore, it was rather an analysis of content on the topic structure on which the diary was structured. Of course in a research with a higher number of participants, one can choose either the content analysis, or other analysis methods, such as structural analysis and quantitative types of analysis, facilitated by software such as ATLAS.ti, as suggested by Alaszewski (2006). As mentioned in the article written by the research team regarding this experience, rather, the above analysis is intended to illustrate the potential for doing this kind of research on a larger scale (Rokkan et al., 2015).

Bellow, we will synthetically present the **main results** after the pilot in Romania, as they were noted from the analysis of the correlated data from the diary, and in the end, we shall present the main ideas from the interviews with the participants to the research, interviews taking place after the filling of the diary.

Regarding the *Type of activity* the most frequent entries were, in order: assessment meetings and supervision meetings, writing, home visits to supervised persons, phone calls, data entries, travelling.

Reason for the activity: supervise compliance with requirements, assessment reports.

Establishing the relapse risk, monitoring, record keeping/data entries, communication with the court, communication with the police and other institutions/organization within the community.

Where the activity took place: office, home of the supervised person, at the work place of the supervised person, school and courthouse.

With Who: the entries in the diary indicate: probation counsellor, offender, colleges, Probation Service staff, members of the family for the supervised persons, teachers, partners from community.

If we look at this data, we can say at least the following: the probation counsellors during the recording the data in the diary, spent more time in the office than in the community, performing activities on their computers than interacting with supervised persons and in the community. This aspect is similar with the observations made in other countries participants to the pilot study and it sustains the debate around the way in which probation has retreated from the community it serves and has become a primarily office based occupation (Bottoms, 2008, apud Rokkan et al., 2015). But in the same time, the comments made at the end of a day indicate the fact that the participants in the research considered that their work was primarily 'centered on the beneficiary'. This, as well as other preliminary data, allows us to observe that probation in Romania is seen less as a „managerial" narrative (Robinson, 2016, p. 34) than in England or Wales, or even France.

During the pilot study, a very important accent was on the dimension of reflection. The probation counselors were asked to reflect upon their day, but also to reflect upon the tool itself. I find this aspect extremely relevant for the purpose of the pilot study, because the potential of the diary as a research method is essentially a reflective one as well as a resolutive one. Reflection allows not only to give a meaning and signification of the lived and written experiences, but also the possibility to identify problems and possible solutions (aspect on which I will return during the data drawn from the interviews).

3.2. Reflection upon a working day in probation:

It is to be noted the way in which *the probation counselors consider and how they define their working day* compared to what they wrote down at the end of each day, for a week:

Monday – *it was a full day, just as all the other days for the last couple of months ... I could say that it was a regular day, since we're used to this pace, but with many activities (first meeting, interview with the defendant and parents for evacuation, simple meetings and other regular activities) (pc3).*

It is worth noting the fact that depending on the professional experience, the probation counselors relate to their work and express differently the interest, satisfaction and dissatisfaction toward that working day:

> Tuesday – *Today we received three new cases. After a year of activity, I feel just like the probation counselors from the probation service where, previous to my employment, I was a volunteer, who always talked to me about the overcrowding, who felt that they will not be able to handle it anymore ... Otherwise, it was a regular day with regular activities. The most important experience of the day was the three new cases* (cp3).

This way of defining a working day – loaded, overloading with tasks – is recurrent to one of the three pilot participants.

Interesting observation is related to the great accent put on the control aspect of supervision activity and in this context we find out what the practitioners consider that it remains uncovered of what they are prepared to do and know they must be doing:

> Monday – *"we do not manage to approach all the aspects during our meetings (for ex. Specific problems we know the person under supervision is facing) and we concentrate on the supervision measures, i.e. on the control side of the supervision and less on the assistance and counseling side. The latter happens quite often in our activity, and for me there are moments when, at the end of the day, I regret not having offered more moral support to the person under supervision or not having listened her taking about the problem she was facing and that she wanted or she was open to discuss with me"* (cp 1).

We note that defining the working day is the occasion to reflect on what the probation counselors consider important and relevant in their work, compared to the mission of probation.

Also, all aspects related to the working environment are highlighted, as well as the conditions and the pace of a day in the probation field. These aspects are hard to catch through other research methods:

> *"In the office seldom you cannot concentrate to prepare the assessment reports because there are always conversations, phones ring, you need to handle all kind of situations; unscheduled persons or members of their families come to the office to discuss different problems. Today was a typically day from this point of view, so I am used to this rhythm of work"* (cp1).

Another relevant aspect, including for what proved to be comparative research, specific for our country, is related to how, in Romania, we make or we rather don't make a distinction between the professional activity from our working place and the personal time and life (which is not at all specific for probation).

Thursday is a typical document recording day. Those days in which, when our colleagues are in the field, those remaining in the office take over some of their tasks and because of this their own work falls behind, being continued at home, after the working hours, sometimes even 1–2 hours (pc2).

We consider very important the fact that defining the working day is also done in reference to arguments related to professional values and principles that the probation counselors attach to the activities they perform. This brings to surface a tension that exists in many of the probation systems, between the nature more and more bureaucratic and managerial of today's probation and its traditional values, specific to the social work, which used to characterize the work in the probation field.

The conclusion for that day highlights, with regret, the fact that most of the working time was for "the bureaucratic activities (writing down in the files, drawing up notices etc.) compared to the direct activities with the persons" (cp1).

The reflections on the working day also highlight aspects that are more or less out of the patters, felt as difficult and emotional, pursuing them even after finishing the activities for the day:

One of the days the probation counselor considers with a "higher difficulty level" is the day when she had to *"make an initial assessment for a person with suspended sentence with supervision in a crisis situation"* (cp1).

Certain activities have a great emotional impact, aspects that reminds us, in the Romanian probation system as well, of the importance of professional supervision in the most proper and complete sense of the word (educational function, supportive, not only control function).

Without being a special day she experienced moments of a lot of emotional load such as "handling the supervision case of the person with mental problems (with a weekly frequency of the meetings) is a process with highly emotional charge (keeping in mind the multitude of needs this person has)" (Probation counselor 1).

Emotions are also among the positive ones and accompany, as noticeable in the quote bellow, the activities that stand out from what the participants described previously as usual activities:

Today was not a regular day, it was a day I spent, mainly, at the Library ..., where I participated to two events: the session The Place and the conference (nn. The reintegration program „Reducing the relapse risk"). Both were very interesting for me, especially because I've wanted to see the session the Place for a couple of months now (...). On the other hand, during the conference, I found out many new information and I met colleagues from other probation services, but also personnel from penitentiaries (cp3).

The data obtained from the reflection on the working day in probation offers new arguments to sustain an idea emerging as well from the comparative analysis, i.e. the diary tool gave participants the opportunity to identify emotions on their own, away from the presence of the researcher. Moreover, because these emotions are inextricably linked to something that they have been doing, there is the opportunity to make links about what kind of work produces particular emotions (Rokkan et al., 2015).

3.3. Reflection upon the method itself captured through the interview:

The utility of the diary is captured from multiple point views, by the interviewed probation counselor:

The experience of keeping a diary seemed interesting and useful from multiple points of view: first of all scientific, in order to achieve some studies, but also in terms of organizing my activity as a counselor (for example, at the end of some days, looking at the daily activities, i conclude that I had many bureaucratic activities and that I did not manage to make any home visits) (cp3).

A certain utility is identified from the reflections at the end of each day, the diary is a photography of the day that may also be valorized retrospectively.

... I find it a very useful tool for each counselor (for example, to fill in the activity report, because sometimes I forget to write down several activities).

The answers highlighting the potential of the diary method are both surprising and profound, that the researcher could not foresee but that were already perceived by the practitioners who reflected on what filling in the diary meant.

(...) writing down this information at the end of each day, (the time reserved for this being quite short – approximately 30 minutes) was a provoking aspect from two points of view: first, the specificity of the activity in the probation field involves focusing on the beneficiary and less on the counselor, but this method redirected my attention on my own person and it was also my first experience of this kind (description, observation and interpreting in writing different types of daily activities).
Second, the probation practice involves a set au automatisms to which we give little time and attention, and the diary generated a process of professional introspection with a constructive role (pc2).

So, keeping a diary is meant to increase the awareness of the professional role and the involvement of professional experiences on professional development.

The experience to observe themselves, is one of the most productive methods of the diary, and we noticed that is highly valorized by the participants to this research. We believe that there is an interesting potential for future researches.

"Even without a special diary, I (and I suppose that most of my colleagues as well) am forced by the nature of our work and by the situations I face daily to reflect every day about my activities and my experiences"(cp1).

"(…) this diary redirected attention on my own person and it was the first time I experienced such activity (describing, observing and interpreting in writing different types of daily activities). The self-observing experience is in parallel with the study of the beneficiary and leads to increasing the work methods and the practice."

Aboutthe experience of using the weekly diary (whether they encounter any difficulties, what was the most challenging during the process, how much time did it take them to complete, etc.) the answers were similar:

... I must admit that I faced some difficulties when filling in the diary. The main difficulty was the lack of time to fill in the diary, because the volume of work in the Probation Service is very big. Another problem was that, because I was very busy and not used to keeping a diary, I forgot to write down activities on hours/minutes, so at the end of the day (usually in the afternoon, because in the office I didn't have time) I had to think about the activities that took place during the day (pc3).

Filling in the diary took place after working hours, after some notes taken during the day by the probation counselor, and it took around 2 hours a day. The activity of filling in the diary is considered a great "time consuming. Even though the occasion of thinking retrospectively has its perks, contributing to the professional praxis" (pc1).

… there isn't enough time to fill in the activities when they take place, so there's the risk that the supplied info is not correct (pc3).

During the interviews the probation counselors were asked whether they consider thediary as a good method for improving practice:

"Filling in a daily diary is a very useful research instrument (regarding the activities of the probation counselors, for example), but a professional instrument which contributes less in improving the practice within probation field."(pc2).

"This work instrument (diary) could be useful as a starting point in drawing the lines of a pre-established theme, which needs interpreting and strategy of intervention (ex. crisis, mental illnesses etc), and not on units of time."(pc2)

The participants were asked to say whether they consider helpful to use it again:

"I use at work several notebooks where I pin down all the activities and the scheduled meetings, so I didn't feel like I gained something that should contribute to my development by filling in the diary" (pc2).

And whether the process of using diary had anyinfluence on the expression of their professional identity:

> *"Regarding the influence the journal had over my professional identity, I confess that I have seen this more of a formal procedure added to a series of procedures that I need to fulfill in my daily work. There were other situations that managed to stimulate me to reflect deeply about the role of the probation counselor, about the role of the probation system as a whole, or even about the nature of justice."* Here, the probation counselor refers to the situations that could generate ethical dilemmas (pc1).

The answers to these last questions revealed that not all the participants registered the same satisfaction degree regarding the diary and not all of them perceived them in the same way, although the briefing materials received before starting the filling of the diary were identical.

4. Conclusions

The first conclusion is that the diary as a research method has an obvious potential in the probation field as well. As stated in the article regarding the compared study based on the diary method, diary based research can be a good choice if it is difficult to get face to face or prolonged access to the subject matter that is targeted by the research (Rokkan et al., 2015). The probation activity is a professional field raising many issues regarding the access and the possibility of making participative observations which are meant to capture the nature, specificity and the variety of activities, while many of these are confidential or take place in various places, including the private one.

Because diaries rely on language, we believe that it is very important to offer the possibility for the person who enters the facts, activities, events to express freely their own opinions, their understanding and, last but not least, their emotions, in a spontaneous way, unaltered by the presence and/or by the questions of an interviewer. Moreover, the cultural specificity, the atmosphere of a professional environment, with a certain organizational culture, can be captures with the help of the diary method, better even than other data collection methods or tools.

The fact that the diary has the capacity of containing so many facts, qualitative notes, but also quantitative data, according to the structure degree the researcher gives it, it gives to this method a creative, versatile character very useful in the social research field.

The 'diary-interview' method involves the use of diaries to generate initial data which are then followed up with an interview to discuss the contents of the diary and probe deeper into the data itself (Rokkan et al., 2015). This approach, as I was trying to illustrate from the answers given by the probation counselors who kept a diary, proved to be really productive in deepening, refinement and completion of the

information gathered from the diary. Reflecting on the reflections of their professional lives from the diary, gives visibility to some thoughts and profound emotions, related to essential aspects such as the nature of their profession, the purpose of their activity or the professional identity, issues that could not have been unveiled otherwise. This observation is not contrary, but confirms the fact that the diary method should not be used alone, but complementary with other research methods and tools.

The piloting of the diary method within the probation services in Romania, presented in this paper, contributed consistently to the shaping of one of the conclusions of the comparative study analyzed by Rokkan et al. (2015), i.e. the fact that the diary-interview method allowed us to consider the potential for this research to be framed as a piece of action research. The reflections of the participants to the pilot study produced a series of information allowing the identification of several problems in the probation practice (high workloads, bureaucracy, accent on control and insufficiently on the rehabilitation work so on so forth) and finding some possible solutions.

The fact that the pilot study involved probation counselors as research partners represents an illustration of the fact that the relation practice-research can be rethought in terms of "co-production" facilitating bridging the gap between research and practice (Marsh and Gredig, 2012) and this is why we believe that it represents an approach worth valorizing in future research. The entry in force of the new codes (Penal Code and Criminal Procedure Code) more than 2 years ago, implications and perception regarding the changes brought in and related to the practice and the practitioners, we consider that it represents just as many reasons to (re)connect the research and the practice, by engaging in a creative and applicable way the research methods.

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How good is the internet?
A perspective of Internet use and gratification

Ileana ROTARU

Abstract

The present research aims to identify the perception of Internet use and types of gratification that children (4–6 years old) have comparing to other media (television). Our research questions involve children's preference for one media or the other, types of activities, time spent (and educational barriers, parents' interdiction etc.), period of time. The sample is local limited and is consisted of qualitative bases, rather than quantitative data. The theoretical background is given by the studies of S. Livingston (2010, 2013), D. Buckingham's media education theory (2013) or A. Hepp's theory of culture of mediatization (2013). The research results will be used to develop further educational training programs for parents and teachers in order to give them proper tools of addressing the issue of children and the internet.

Keywords: mediatized world, media and devices, media pedagogy, children of 4–6 years old, professional training programs.

Introduction: the children's mediatized world

The paper is based on the theory of media coverage, of a universe not characterized only on one type of media dominant, mainly on the idea that mediatized worlds are interconnected, these cross their path by a great variety of factors. The research realized proves, at a small scale, under a qualitative aspect, the segmentation of the mediatized world for young children (4–6 years old), thus confirming the statement that the segmentation process represents a reinvention process, a transgression from one mediatized universe to another (Hepp, 2013, p. 7).

The second concept on which the theoretical research is based is the Figurations one, introduced by Norbert Elias (1978) and which implies the need for an integrative concept that helps analyze the (changing) communicative construction of certain mediatized worlds within the variety of different media. Hepp (2013, p. 8) sustains that a communicative figuration is seldom based on only one medium; it usually is based on several media. Examples would be: for the communicative figuration of families, a figuration which is increasingly scattered translocally, the (mobile) telephone is just as important as the social web, (digital) photo albums, letters,

postcards or watching TV together. If we take public spheres as communicative figurations, it is quite easy to see that these are constituted by a range of different media. That is not only a matter of the classical media of mass communication, but also of Wikileaks, Twitter, and blogs, together with the media of the social web. Thus, the role of communicative structure, in this case, of the family is one that transcends only one medium, the family and the determined social relations include a convergence and a submersion of different media, contributing considerably to the maintaining and development of these relations.

Not least, the theoretical basis is also formulated and the classical theory of uses and gratifications, underlining that the attachment for the idea that what children make out of media and not what media makes of children, thus explaining a paradigm overturn in the domain of media effects.

This paper contains a research with the purpose to identify the manner in which children (4–6 years old) interpret the mediatized world, formulated by the use of internet in day to day life and the identification of the device/medium preferred as entertainment (game) means. The research hypothesis was that the mediatized world surrounding us determines a high preference for the use of new media (tablet, laptop etc.), which leads to a decrease in use of traditional media (television). In the same manner, the second research hypothesis refers to the fact that new media (tablet, laptop, Smartphone) will be situated in the top preferred toys, keeping in mind that the main activity realized at this age is the ludic one (games), as recent studies prove (Velicu, Mitarca, 2016).

Research methodology

Regarding the research methods used, the use of thematic drawing/graphics was considered to be useful, due to the fact that this data collection method is better adapted to the same age group (4–6 years). We choose a qualitative method of investigation due to the specificity of the sample (small age and small sample). The sample used was a small scale one and was formed of 9 preschoolers (5 boys and 4 girls), from the same classroom, at the normal schedule kindergarten, in the urban area. The research was realized in two stages, during the months of May–June 2016 and contained two sets of results, on the basis of two sets of objectives researched.

Data interpretation

When talking about the first objective of the research, the interpretation of the mediatized world, the description of the child's ludic universe, the following task

was demanded as expressing theme by drawing: *Draw the toy you love to play with more. Which is your favorite toy?* From the 9 drawings realized, only one graphically represented a tablet/TV with the favorite characters from Star Wars. The children drew on the other papers, toys that were proper for their ages: film/cartoon character toys, cars, collectables, balloons and animals (Fig.1).
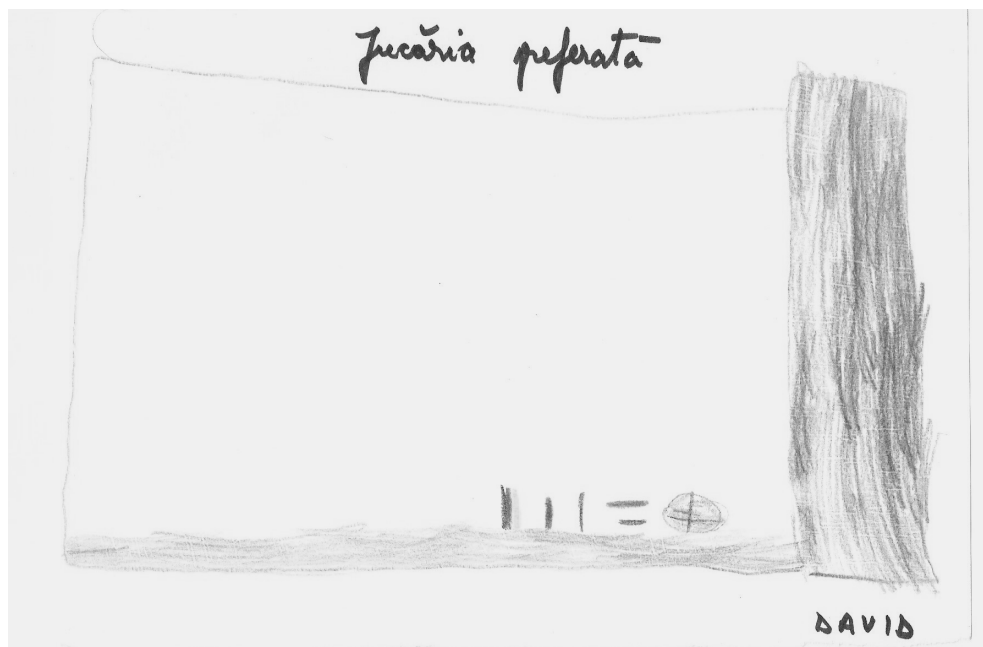

Fig. 1. *Expressing the favorite toy*

In the case of the second objective of this research, the identification of the means (device) most used by children *What do you like best to play with? What device do you use more often?* Choosing from the TV, the tablet and the laptop/calculator, the results indicated a significant preference for the tablet, 2 of them using the tablet and the TV at the same time, 1 using the tablet and the laptop and 1 the computer and the TV (Fig. 3). According to the interpretation of drawings, it results that the tablet registers the highest rate in the play preferences of children (4–6 years old), fact which proves a development of leisure time practice in the family of this activity and a spread use of the tabled among children. The content analyses showed that the drawings expressed a high level of familiarity of the use: the personalized and colored desktop, the detailed description of the favorite application or game, the tablet's brand or buttons (Fig. 2).
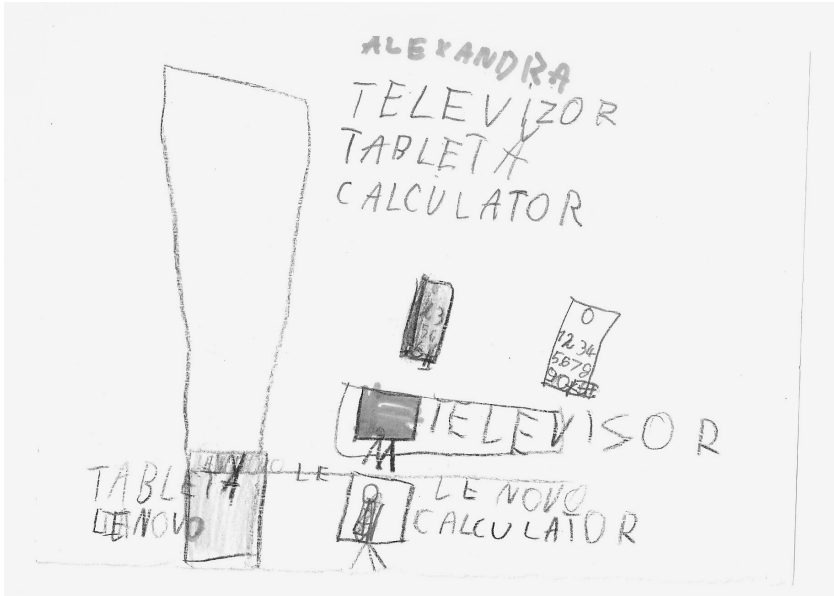
Fig. 2. *The detailed description of the favorite toy*

These data demonstrates the level of the children's use and it certifies that the basic mode of playing is passed. The tablets are part of their lives and they submerse within the virtual space that is created along with their high level of creativity of the age universe specificity. Regardless all these, the use of the tablet does not exclude the use of other devices.
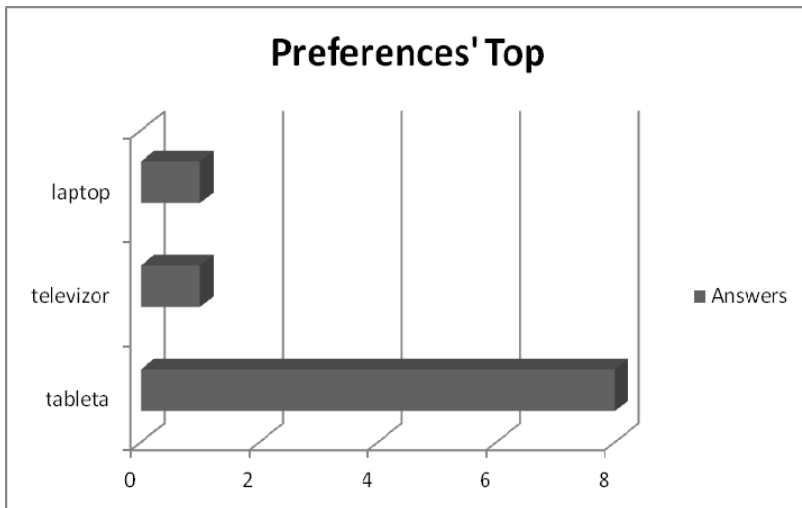
Fig. 3. *The preference for devices*

The limit of this research aimed at the identification of use means for devices of new media and of the internet, from the point of view of their use form (gaming) according to the age of the children sampled. For a more profound interpretation of the perception means and for a detailing of the use forms, the need for qualitative methods used in supplementary analysis is taken into consideration. Still, the results may be correlated to other researches on the effects these devices have on receptors, especially when the age of the persons interviewed is a small one, demanding appropriate intervention and interpretation methods and strategies.

Conclusions

One of the most important conclusions is that the submersion in a mediatized world is realized since early childhood in an environment controlled by adults, under the form of an access to a certain type of entertainment, as rewarding system. The interpretation of data, of the two sets of drawings, proves that the children's game preferences, even if these occupy an important role in their daily lives, are oriented towards common, face-to-face and concrete social relations. The results of this research confirms, in general, the results of a larger research realized in the Romanian cultural space (Velicu, Mitarca, 2016).

The hypotheses elaborated confirmed the media convergence with the children's universe, who have the tendency of using them simultaneously. New devices and the internet do not replace traditional games. Moreover, certain devices (the tablet) are not associated with the representation of the toy. These represents a method of spending their leisure time and are mainly managed by adults (permissiveness/control, duration, form of interaction, property etc.). At early ages, the use of new devices (as the tablet, the Smartphone or the laptop) is controlled in a certain measure by adults and it is largely spread as activity (the children's familiarization with these devices is observed – the personalization of the desktop, as for example the use of bright colors, of details). In the same manner, the children's preferences regarding the shape of games is oriented towards direct and non-mediated relations (dolls, cars, balloons etc.), determined by a need of physical affection.

The proposals resulting from this research may have a large applicability. With the hope that this paper can offer support to parents and educations, it will help them become aware of the risks and of the opportunities supposed by the use of the internet and of media devices. The need to introduce new training/mediation programs for children and for adults (teachers and parents) for the use of the internet and of new devices with educational purposes for children.

It is also our opinion that through mediation and professional training the relation inside the family and inside the classroom is improved by fighting against negative stereotypes regarding digital culture and the promotion of a media and digital competence correlated with the child's needs and the stage of his psycho-socio-physical development. Media education (Buckingham, 2013) represents an active response to the new challenges of the society.

In addition, the need for the implementation of media/media pedagogy education programs in Romanian educational facilities is mentioned, for children and for adults: didactic personnel and parents.

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Migration and Social Problems in Present Times

Mona SIMU

Abstract

This article is related to my future PhD thesis which studies social problems as they are reflected by the written press. Starting from studying social problems/ social issues reflected by the press, the study of migration in newspapers itself seemed to be somehow natural.

Present times are a vivid proof of the fact that we are globally experiencing (the human kind) an era of migration: "Migration has been elevated to a top international policy concern" (Duvell 2005, apud Leon-Guerrero, 2016), and: "migrants now depart from and arrive in almost every country in the world" (Leon-Guerrero, A., 2016).

This assertion is also evident from the general public discourse (media, politicians, public opinion), as well as from 'reading' the great amount of figures involving migration that are being conveyed in this public speech, and nevertheless from the present ongoing flow of migrants towards Europe. In this regard, let's see below some of these figures:

In 2013, a total of 6.2 million people 'moved' within EU28 (3.4 immigrants; 2.8 emigrated). Among these figures, 1.7 million of the migrants in EU the same year were persons from non-member countries. EU received, in2013, almost 1million people (of different member states). In 2013, Germany received 700 000 immigrants, this fact placing Germany on the first place in EU. As for US, in this country almost 40 thousand migrants were living here in 2013, representing 14.3% of the total population.

In 2015, 1.015.078 migrants (over a million persons) crossed the Mediterranean See and Aegean See to reach for EU shores (Libertatea, 9 Mars 2016).

Keywords: migration, social problems

Theoretical assessments

Today in the public space, there are two aspects of the same phenomenon (migration). There is the 'regular' migration, which takes place permanently all over the world, in various ways at any time, mainly being legal and 'under control', and there is the other aspect of the international migration nowadays: the so called 'refugee crisis'. The last one is a rather without control situation, a true humanitarian crisis ongoing for about two-three years, 'based' on war and political disturbances, and the fact that a great amount of people is fleeing destruction and death in their countries…

A simple and very explicit definition of the phenomenon (Leon-Guerrero, A., 2016), says that: "Immigration involves leaving one's country of origin to move to another".

Looking of different migration types, we can identify: internal migration (within the borders of a country)/ international migration; temporary migration (as sometimes the migration for work, or even tourism, are)/ seasonal migration/ permanent migration; legal migration/ illegal or clandestine migration, etc. As I said before, even tourism is/ can be assimilated as some kind of migration (temporary migration), especially these days when our Planet experience such a growth in population (see the article in *Jurnalul National* newspaper about the flow of tourists 'invading' Island and Spain – *Jurnalul National*,1 iunie, 2016).

In search of the causes which stand at the base of this social phenomenon, let's review some of the main theories that are linked to the explaining of migration in general. Here are, shortly, some of the most important theories in the literature regarding migration, giving some hints about its various causes along time:

➢ **Neoclassical economy** – Considers migration to be based on economic reasons and goals; sees migration as an individual act.

➢ **The new economy** – Almost the same with the previous; takes into account multiple factors, as the family of the migrant, for example, and the communities in which the migrant lives.

➢ **Regional dependency** – Considers that some regions are economically more dependent on others (the 'centre-periphery' theory).

➢ **The global system** – Almost the same with previous, but in terms of entire nations (central nations/countries vs. 'marginal' ones, economically dependent on the first ones).

➢ **Migrants networks** – The creation of a strong network of migrants in one country (of destination) creates the prerogatives for new arrivals in that country).
  • From the **Institutional** point of view – regarding the (new) institutions created around migration.
  • From the **Social capital** point of view (accumulating social capital) (Serban, M., 2011).

More recently we could add on the list: army conflicts; civil wars; human disasters, to be the causes of great humanitarian crises and the flight of so many people (see the cases for countries as Syria (top of the list), Somalia, Ukraine, Afghanistan, etc.).

Designing the frame

In this article I shall address the international migration, that is, the movement of people between countries.

As we are looking at migration from the standing point of studying social problems in different societies, we need to define social problem, first. In this respect, further are the definitions that I considered in this article. A social problem is: "A factor, process, social or natural state (phenomenon n.n.) which negatively affects the (good) functioning of the society" (Zamfir, Stanescu, 2007); A situation that a consistent number of people consider to be problematic at one moment" (Leon-Guerrero, 2016).

We are not considering migration to be a *per se* social problem in a society. However, recently the phenomenon itself was associated though to a range of social problems existent or evolving in some societies. This is the area this article address.

Next, let's define some work coordinates.

'Geographically' speaking, when we look at the migration phenomenon, there are: countries of origin vs. countries of destination. So, the migrational phenomenon was split into: emigration and immigration.

When looking at the law point of view, we have: legal and clandestine/ illegal migration. Speaking of law, there is also the separate category of asylum seekers, which are in general, the refugees.

But what does it mean 'social problems' in relation with migration phenomenon?

In an attempt to shed some light upon this question, I tried to put together the following classification; so, when we speak about the social problems linked to migration, we are looking at:

- The population of migrants itself;
- The population which remains in the country of origin/ departure;
- The native population, people which are living in the country of 'arrival'; the so-called residents.

Usually, migration took place between proximal regions, and if we are looking at the present wave of migration into EU we can notice in fact the same pattern, Syria, the North-African countries being relatively close to the EU borders.

Geographically, this whole array of social problems linked with the migratory phenomenon could take place in:

- The countries of origin;
- The countries of destination/ 'arrival'/ the 'host' countries.

From the point of view of the law social problems could be linked to:

- Legal migration;
- Illegal/ clandestine migration.

Social problems and migration

The following are the main social problems of migrants occurring in the countries of destination, linked to this phenomenon, being also the most important ones (they will be enumerated, and then discussed):

1. Low wages, especially for those migrants having low education/ no education. The majority of them have a precarious education. In USA, 34% of migrants had less than high school, after 2000. And they are living, mainly, in poverty: 15.1% of immigrants lived in poverty in 2011" (US Census Current Population Survey, apud Leon-Guerrero, 2016).

2. Poor access to health and education for them and their children. In the case of USA, even the legal migrants have to wait five years for having the right to receive Medicare. US – lack of health insurance, for those unregistered.

3. Dependence on social insurance programs, especially for those with low education; that means supplementary pressure on these systems, in the host countries.

4. Work in dangerous work domain, illegal work, without contracts, without rights (medical, assistance rights); lack of training for work, without knowing the language of the country. In US, in 2012, 824 lethal work injuries took place, involving foreign-born workers.

5. Having a low status in the new society – is associated with the previous issue.

6. They are facing the increase in racist manifestations in the destination countries, xenophobia, as so leading to the rise of extremist parties, and, in some views, disturbing the actual course of politics/ political life in that country (where migrants arrive in big numbers…) (Leon-Guerrero, A., 2016; Social Europe, 2016).

In US, research has demonstrated that migration had a negative tow on the wages of national Americans, especially for low paid/ low qualification jobs, leading to the decrease of salaries with 4–7%, in 2009 (Camarota 2009, apud Leon-Guerrero, 2014). So, to resume, in 2011, for example, 15% of the migrant population were living in this country in poverty (legal, as well as illegal immigrants).

Sometimes, the cultural differences between the residents and the foreign population is so high that the actual chances for integration of the immigrants are very low (Milanovic, B., 2015).

Still in the USA, when speaking of the social problems that migrants are facing in the host countries, the problems of migrants' children were taken into consideration. These children have no equal chances as the other children, when referringto access to education, health system, and eventually, jobs. Another aspect linked to children

and migration is that of the unattended children that are migrating, as in US the cases are shown (Leon-Guerrero, A., 2014).

The social problems that native populations are confronting and could be related to the migrational phenomenon are (from the following areas):

1. Work: the diminishing of wages for low skilled works, for the existing population of residents, due to competition on the market of low skilled jobs. In USA, in 2007, "an estimated 4% to 7%" reduction of wages took placein the case of "low-paying, low-skilled occupations" (Camarota, 2007, apud Leon-Guerrero, 2016).
2. Pressure/competition on the low skilled jobs, (in US, with "the poorest American workers and the population needing assistance") (ibidem).
3. Pressure on thehealth system;
4. Pressure on the social assistance system;
5. Pressure on other systems in society, like infrastructure (roads, urban systems etc.).
6. And, the rise in popularity of extremist parties, disturbing as so the 'usual' course of politics, here (Leon-Guerrero, A., 2016, Milanovic, B., 2015).

The following social problems are associated with illegal migration linked to the means of transportation, to the 'journey' the migrants are taking to get to another country: sometimes these people are forced to leave (Juncker, 2016), even if they don't want to, living aside the bad, dangerous, sometimes fatal conditions of travelling (sea crossing in precarious boats, overloaded; the many examples of such boats sinking are well known, unfortunately).

1. Human trafficking – often involving fatalities. It alsois of two kinds: at the free will of the migrant (the person must pay a considerable sum of money, sometimes too much/without the migrant consent (Juncker, J.-C., Discourse on…, 2016).
2. Abuse from the person who employ the illegal migrants, and not only (all kind of abuses, even from the trafficantsthemselves).
3. Deportation (in the US case), and recently, not only here.
4. And so, the unwillingly separation from the rest of the family.

There are also social problems involving migration phenomenon in the origin countries from where the migrants are leaving, especially when they are leaving on a big scale, and occurring in some particular work domains (see the problems with the sanitary system – lack of personnel.

1. This is the case for Romania today, but this situation occurred earlier in some underdeveloped countries in Africa in the health care system:; the 'leaking' of medical professionals (doctors and medical assistants), leaving the origin country medical system without the sufficient needed qualified personnel.
2. The phenomenon of the so called 'brain drain';

3. The lack of low skills jobs in some economic areas, especially constructions, maintenance, agriculture, etc., that is exactly those domains in which the migrants are finding/searching jobs in the host countries.
4. And, the problem of children remained unattended, in the origin country, when parents are sometimes both leaving to work in another country.

Discussion

Facts and phenomena that for some of the actors involved seem to represent social problems at the level of society, for others could represent solutions for (future or) present problems/ difficulties.

In this respect, there are voices who see some of these issues linked to migration as being actual solutions for some problems. In this regard, in an official declaration, a high EU official (Jean-Claude Junker)asserted: "We need legal migration". Legal migration he said, could be a solution for the demographic decline that EU confronts (in 2012, EU has registered a negative growth, of -0.1%, trend that seem to persist). (Discourse… Junker, 2016).

In this case one can observe a split in discourses: on one hand, that which sees immigrants as main source of social distress, on the other hand, one (rather faint and minoritary) which considers this phenomenon as a 'blessing in disguise", a possible answer for future difficulties in Europe regarding the work force.

Yet, this view point that pleads for keeping open the door of EU for migrants, and even more, for actually inviting them to come, is vigorously contradicted by those numerous voices against (media, some politicians, parts of population, some analysts, etc.). In this sense, to be noted the rise in influence of the extremist parties (Germany, some North-European countries, Hungary, etc.). ("Germans are 'sick' of immigrants", *Jurnalul National*, 25 May,2016).

Theother side of the coin

The pro-migration voices in the public discourse, as few and faint as they apparently are, try to 'demolish' some of the anti-migration arguments, saying mostly that politicians and the establishment are the main 'artisan' of the anti-migration 'sentiments' (users. sussex.ac.uk/˜ssfa2/migrationeffects.pdf). Yet we should notice the fact that some time passed since then,when these voices were heard, and the refugee crisis wasn't yet in its peak.

Conclusions

The social problems apparently linked to the migration phenomenon are numerous, and they are taken place in various locations (the countries of origin, the countries of arrival; in the processof 'migrating'), and in different contexts and domains (work, health, education, social assistance, etc.).

Even if some voices are not associating directly these social issues with migration, the fact that these social problems are affecting the very population of migrants when they live in a foreign/host country showat least that some social problems could be linked to this phenomenon, still. Then, other issue could be debatable, also. But still,the fact that some countries, as Romania, are facing shortage of professionals in some domains (e.g., the health system, workers in various domains), this is demonstrated to be linked to the migration of those professionals in particular, at least.

So, even if debatable, social problems are nevertheless existent, they affect the population of migrants, stable or inprocess of moving, and some issues linked to the phenomenon itself affects also other categories of population. The reality of the crowded cities, crowded hospitals, crowded schools, roads, overloaded social assistance systems, etc. is here and now to confront us. Yet, the right of every person to seek for a better life forhim and his family is no doubt equal for everybody.

Future will tell the answer, further policies of integration could and should be improved and also, real solutions, as stakeholders are saying (see the Discourse of Juncker on migration), and future research will be continued in thisrespect.

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Early sociological research in western Romania:
The Banat-Crişana Institute (1932–1946)

Adrian SZAKACS

Abstract

Our paper aims to study the emergence, the activity and the role played in the Romanian sociological research by the first institute of this kind in the western part of Romania. The Banat-Crişana Social Institute was founded in 1932 in Timisoara and had been a research center for the social facts of life in western part of Romania between World Wars. Its Journal reflects the entire activity of the Institute. Besides the results of monographic research, the Journal addresses topics like sociology, history, ethnology, political theory, arts, actual life facts, etc. Replicating the model of The Romanian Social Institute from Bucharest, the project of intellectuals from Banat develops an individuality strongly influenced by the environment in which it emerges, by the quality of its contributors and by the ideologies of the period. Thus, we aim to answer questions like: When and why arises the desire to establish an institute of social research in the western part of the country? Which are the research methods and the investigated areas? Who are the authors and which is their perspective? To which extent do the period's ideologies influence the conduct of research? What is the legacy of the Banat-Crişana Social Institute in the Romanian sociology?

Keywords: sociological research, Romanian culture, monography, regionalism, nation, multiculturalism.

The first institute of social research emerged in western Romania in 1933, in Timisoara, at the initiative of local intellectual elite, eager to create a scientific and cultural pole in the capital of Banat, able to substitute the lack of University. Replicating the model of the Romanian Social Institute in Bucharest, the intellectuals' project in Banat, develops an individuality, strongly influenced by the environment in which it emerges, by the quality of the contributors and the ideologies of the period. The Journal*RevistaInstitutului Social Banat-Crişana (1933–1946)* reflects almost the entire activity of the Institute. Besides the results of monographic research undertaken by the Institute, its Journal addresses topics like sociology, history, ethnology, political theory, actual life facts and so on.

The Statutory Meeting for the foundation of Banat-Crişana Social Institute took place on 21st of May 1932 in the Festive Hall of the Timiş-Torontal Prefecture, with

the participation of national and local personalities. Among the numerous participants there were: Professor Dimitrie Gusti PhD, Cornel Grofşorean, Mayor of Timişoara, Iuliu Ionescu, Prefect of Timiş-Torontal County, Victor Blaşian, Rector of Polytechnic University, Ioachim Miloia, Iosif Nemoian, Otto Roth, AurelCosma, Traian Birăescu, etc. From the very beginning, Cornel Grofşorean PhD, assumes the leader's role, becoming the president of the Board of Meeting, TraianBirăescu being appointed secretary of the Meeting. The name *Banat-Crişana Social Institute* was accepted at the proposal of the same Cornel Grofşorean.

The opening speech by Professor Dimitrie Gusti presented the reasons that led him to establish an institution of social research: the identification of social problems and methods to solve them, the Romanian Social Institute, managed by Dimitrie Gusti, aiming to be a facilitating factor for the legislator. Observing the population's needs, the Institute's motto was *Pro Scientia Et Patria*. Among the recommendations for the Banat-Crişna Social Institute, we identify the careful choosing of members, keeping in mind the principle of quality instead of quantity, attention focusing on public conferences dealing with *getting to know the country and foreign policy* (Revista Institutului Social Banat-Crișana, 1, 1933, pp.29–31*)*.

According to the Statute, the Institute aims to investigate the social status of the inhabitants in the western part of the country, to promote this type of research, to publish the research materials and to disseminate the information. The involvement in active politics was not taken into consideration. The new science center includes permanent members and associate members. The permanent members had to pay a registration fee of 500 lei and an annual fee of 360 lei, having to participate in the working sessions of their department. The financing of the institute was possible through the funds raised from the registration fees, the annual membership fees, donations, grants, sales of publications and other forms of income. The Journal intends to publish articles related to Banat and Crişana and, when *a study or a matter published in the Journal is of public interest like, for example, financial matters, politics, etc. the articles consisted also of conclusions relatively related to the local situation*. Also, according to theJournal's internal regulations, the author is solely responsible for the article's content (Revista Institutului Social Banat-Crișana, 1, 1933, p. 34).

The Banat-Crişana Social Institute was the first regional social institute (to be followed by the one established in Chişinău in 1934) and, as the sociologist Andrei Negru observes, would be the first in the field of scientific production all along its functioning period (Negru, 1999, p. 52).

Timiş-Torontal Court of Justice would confirm the juridical existence of the Institute in Banat on 2nd of December 1932 (Arhivele Statului Timiş, 2981/1932,

p. 25). Beginning with 27th of November 1932, its headquarters would be in the building of Automobil Clubul Român (Biblioteca Judeţeană Timiş, V, 32, p. 142).

The role of the newly created Institute is shown byits president shortly after its foundation, in a letter sent to professor Dimitrie Gusti: *The role of the Banat-Crişana Social Institute is higher than of other associations from this part of country, by the fact that its activity is documented and positive, aiming important results:1. The Romanization of the most heterogeneous and polyglotous land. 2. Spiritual unification for the permanent interests of romanism in the frame of its new political geography (*Albert, 2009, p. 123*).* Thus, the political scope of the Institute is declared and placed above its scientific scope.

Adrian Brudariu would present, on 24th of February 1933, a paper in which the Institute is given as an answer to the Romanian elites' case that, according to the author, were: *isolated, split, disoriented and missing humanitarian ideals, the local Romanian intellectuals, with a few honorable exceptions, wasting their time between their professions, that insure their daily life, and the barren life in cafes.* The change into *a documentation center forelaborating social legislation and building some social archives for the exact knowing of social facts in our country* are, in the above mentioned author's opinion, special scopes of the Social-Politic Department (Brudariu, 1933, p. 71).

With the aim of better observing and dealing with Crişana's problems, the Institute was extended with the opening, in 1933, of a subsidiary in Arad. The members from Arad agree with the name of *The Romanian Social Institute of Banat and Crişana* and they pursue the methods used by the Romanian Social Institute managed by Professor Dimitrie Gusti. Among their proposals there are the establishing of a new department of moral-religious studies and decentralizing of activities in the counties, the role of coordinating entity belonging to the center from Timişoara, together with the planning and controlling activities for the elaborated studies (Biblioteca Judeţeană Timiş, MS. V, 32, p.51). When the subsidiary in Arad began its activity, the president was Cornel Radu PhD, the general secretary was Octavian Lupaş, the Cultural-Artistic Department was managed by T. Botiş, the Medical-Social Department was managed by D. Cosma and the Economic Department was managed by engineer Serbanescu (Negru, 1999, p. 60). Although it was intended that new subsidiaries in Oradea, Satu Mare, Caransebeş, Lugoj or Oraviţa would be established, this scope has never been fulfilled (Biblioteca Judeţeană Timiş, 35 – *Correspondence*).

As first important mission, the team from Arad aims to conduct a partial monographic research in Sâmbăteni village. Because of lack of qualified personnel, the activity would be restricted, teacher N. Blaga and teacher M. Olinescu being the ones that would study the universality frame of the village and the issue of the

common people's taste. Octavian Lupaş, the Secretary of the department, studied the village's history (Lupaş, 1933, p. 85). The same teacher N. Blaga would present, on 18th of November 1933, the paper with the title *"The real estate changes in Arad city on the period between 1st of January 1925 and the 30th of June 1933"* (Blaga, 1933–1934, p. 66).

The subsidiary in Arad had, in 1934, the following structure: President – Cornel Radu PhD., General Secretary – Octavian Lupas; Cultural-Artistic Department – 21 members, Director – T. Botiş; Medical-Social Department – 10 members, Director – D. Cosma; Economic Department – 18 members, Director-engineer Şerbanescu. This structure remains the same until 1937. The active departments were: the Medical-Social Department, the Cultural Department, the Economic Department and the Juridical Department (Negru, 1999, p. 60).

The Banat-Crişana Social Institute's research method is the monographic approach. According to the Dimitrie Gusti'ssociology school a monographic research should follow seven rules: *to be objective and honest; to be exact and complete; to include all aspects of the studied phenomenon; all the conclusions should be revised; the researcher should be informed upon the studied phenomenon; the research should be a collective activity; the research should be insightful; the studied phenomena should be compared to other related phenomena"* (Gall, 1963, pp. 158–159)

The first monographic study conducted by the Banat-Crisana Social Institute was in **Belinţ** village, in Timiş-Torontal county, between 15th of August and 2nd of September 1934. The research consisted of direct observation and survey conducting. Dr. Iosif Nemoianu, dr. Isaia Popa, dr. Maria Popovici, dr. Augustin Maior, dr. Virgil Popovici, dr. Nerva Drăgan and Director Gheorghe Atanasiu participated on behalf of the Medical-Social Department. They studied the children's health state, the spreading of tuberculosis, abortions and methods of abortion, infertility, alcoholism, traditional medicine and practices, venereal diseases, ophthalmologic diseases, dental diseases, immigration and household hygiene.

On behalf of the Cultural-Artistic Department, the following persons participated in this campaign: Ioachim Miloia, Traian Topliceanu, Lazăr Anţilă, Ion Carabeu, Marius Bucătură, Sabin Drăgoi, Ion Crişan. The following aspects were taken into consideration: the history of the village, folkloric traditions and practices that accompany the most important events in man's life – the baptism, the wedding, the funeral –, the witchcraft, the religious life, the musical folklore, the folkloric literature. The Economic, Technic, Financial and Agrarian Departments, through the participation of engineer Andrei Lupan, engineer Ioan Frătici, teacher Emil Mihai, I. Demetrovici, engineer Stefan Magori and teacher Aurel Contrea, pursued the monographic research of ten high, medium and low income families; they have

conducted surveys regarding property ownership, incomes and expenses and other horticultural and agrarian studies. The Social-Politics and Urbanistic Departments (Cornel Grofşorean, Victor Vlad, Adrian Brudariu, Ilie Radu, Ion Negru, Ştefan Cimpoia, Dimitrie Zbegan) have investigated the juridical relationships, the efficiency of agrarian reform, property ownership, village center and household system, etc (Teodorescu and Topliceanu, 1934, p. 90–92).

The survey began on 15th of August when the members of the research team traveled to Belint by buses provided by Municipality of Timisoara. After the religious procession for Saint Mary's Day, the county council member Gheorghe Laţia spoke in front of the citizens gathered in the school yard followed by the speeches of vice mayor Catalina, than Cornel Radu from the Arad subsidiary of the Banat-Crişana Social Institute, then by the Rector of Polytechnic School, engineer C. Teodorescu and Virgil Popovici. The last one presented the case of Romanian families compared to those of the „minorities". On 16th of August, the works began according to the plan. On 19th of August, the team from Timisoara organized a memorial service for the local soldiers who died in the battles of the First World War. Among the numerous speeches for the people of Belint there were the ones from 26th of August when Iosif Nemoianu spoke about dysentery and prevention methods and that from 29th of August in which dr. Maria Popovici and dr. Augustin Maior spoke about sexual life and venereal diseases, teacher Bucătură about the traditional costume, teacher Antilă about school's role and engineer Magori about clover cultivation. The survey was closed on Sunday, the 2nd of September 1934, in the presence of Professor Dimitrie Gusti, the President of the Romanian Social Institute in Bucharest. On this occasion, families with many children received rewards (Teodorescu and Topliceanu, 1934, pp. 92–93).

All the results obtained were published, in 1938, in the volume "*Monographic Survey of Belint Village*". According to this survey, the following research reports were elaborated: *General Report* by Traian Topliceanu, *Geographical Report* by A. Contrea, *Historical Report* by Ioachim Miloia, two *Statistical Reports* by Emil Mihaiu and Ghenadie Ilie. Also, there were the reports of the different departments: Medical-Social, Cultural, Economic, Juridical, Sociological (Institutul Social Banat-Crişana, Monographical Report in Belinţ Village*, 1938*). The *Report of ethical-juridical research* is particularly important. It was included in the report of the Sociology Department and it was elaborated by Adrian Brudariu. According to its conclusions, [the peasant from Banat] *He wants deeds. The deeds of the leader. His example. Who can give an example in this country? Whom can he follow? He hears about someone named Mussolini, leader of Italian people about whom the legend tells that he had made miracles for his country.*

The peasant from Banat does not feel he is ruled, he does not feel ruled with love. The people from Banat do not feel certainty in life; they do not feel protected and completely integrated in the nation's body […]. What is Mussolini's demographic politics? Here is the Duce's formula: „Maximum birth rate, minimum death rate" (Brudariu, 1938, p.401). These author's opinions developed during Belint campaign show an affinity for the Italy's fascist leader, nevertheless, that in 1934, Romania had a democratic parliamentary regime and it had been not yet entered the influence area of the Berlin-Rome Axis. The main reason for choosing Belint village as the first research unit is the wish to study the causes of Banat's depopulation.

Between March 1934 and March 1935 the Institute from Banat prepared a series of conferences in villages with themes like: the rights of Romanian people from Banat, church art, advices for child and womancare, general and house hygiene, venereal diseases, tuberculosis, alcoholism, the causes of economic crisis, etc. The pupils from Şcoala Normală de Învăţători prepared theatrical pieces and choir concerts. For these activities, the material support was provided by the Prefecture.

In the same time frame (20th of March 1934 and 24th of March 1935) the Arad Subsidiary had the following activities: they have initiated a series of weekly conferences in the festive hall of Moise Nicoara High School in Arad, the first of them being that of teacher Eduard Găvănescu, with the title „*New data from Arad with respect to Horea's rebellion* (17th of November 1934); other conferences' themes: Traian Mager about *Avram Iancu in the mind of people from Ardeal* (24th of November 1934); Sever Mladin about *Administrative systems;* D. Şerbănescu about *The importance of the industry*. To the same meetings, other participants were: Lazar Nichi, the Director of the Cultural Palace, Ion D. Popescu, President of Court House, Brutus Păcuraru, Secretary of Chamber of Commerce, the lawyer UlpiuPopaCherecheanu, the doctor D.Cosma, the vice mayor Alexandru Constantinescu, the protopopeŞtefan Bogdan, the protopope Ştefan Lungu, the engineer Vladimir Eşanu, etc. The most important initiative was the monographic campaign from Sâmbăteni, Halmagiu region, began on 23rd of June 1934. There were 32 participants, 3 doctors, 1 lawyer, 2 preachers, 3 teachers, 5 elementary school teachers, 1 notary, 3 assistant notaries, 14 pupils (Revista Institutului Social Banat-Crişana, 1935, p. 162).

Between the 1st of April 1935 and the 1st of April 1936, The Banat-Crişana Social Institute replaced the departments' directors as following: Medical Department – President V. Popovici, Secretary – Gh. Atanasiu, Cultural Department – President Ioachim Milioa, Secretary – M. Bucătură, Social-Politics Department – President A. Brudariu, Secretary – lawyer I. Ţenchea, Minorities Department – President Cornel Grofşorean, Secretary – Proffesor P. Sârbu, Economic Department – President A. Lupan, Secretary – engineer Frătici. The newly founded Juridical Department had

A. Marta as President (Chief of Justice Court in Timisoara) and the lawyer E. Botiş as Secretary (Teodorescu and Radu, 1936, p. 106). Also, a Students' Department has been founded and it was managed by engineer C. Teodorescu, the Rector of Polytechnic School and had the student P. Boarnă as Secretary.

In the same period, professor Traian Topliceanu has been replaced by PhD. Ilie Radu as General Secretary.

Between 13th of August and 3rd of September 1935, the Institute had performed researches in **Sârbova** village, Timis-Torontalcounty*which had been chosen for being a pure Romanian village, located in a more Romanian region of the county and far enough from the city's influence* (Teodorescu and Radu, 1936, p. 106). Between 13th of August and3[rd] of September 1935, 45 members had been present in Sârbova. Besides the members of the Institute, many other local intellectuals have participated in this campaign and also S. Dugăiaşu, delegate by the Ministry of Agriculture. The working time was precisely established: between 7 o'clock and 8 o'clock it was breakfast; between 8 o'clock and 13 o'clock it was research time; between 13 o'clock and 14:30 o'clock it was lunch, between 14:30 o'clock and 15:30 o'clock it was a break, between 15:30 o'clock and 19:30 o'clock it was research time, between 19:45 o'clock and 21 o'clock it was dinner, between 21 o'clock and 21:30 o'clock it was a break and between 21:30 o'clock and 22:30 o'clock it was the team's daily meeting (Biblioteca Județeană Timiş, IV, 4867, 308/1935). The results of this campaign were published in a volume in 1939. Regarding the causes that led to depopulation, some factors of economic, moral, religious, medical, psychological, cultural nature have been identified and some solutions have been proposed (Botiş, 1939, pp. 9–46). In this campaign, the village is researched from a historical, geographical, medical, cultural, juridical and religious point of view and traditional songs have been collected.

The following persons have conferenced after this campaign: teacher H. Sthal about the studies conducted in Şanţ village, Maramureş region (on 29th of January 1936); C.D. Fortunescu about *Nowadays Italy* (2nd of February 1936); Tiberiu Mităr about *Economic Nationalism* (8th of March 1936)) (Teodorescu and Radu, 1936, p. 108).

Between 15th of August and 3rd of September 1936, the Institute conducted a research campaign in **Pojejena de Jos** village, Caraş county. The initial research and intervention plan took in consideration: *a) The assessment of our ethnic power in the Clisura region; b) The assessment and eradication of existent diseases; c) The observation and eradication of sectarianism – a delicate problem that requires an opening in the spiritual life of the Clisura region. But once arrived in the region, a new problem has definitely asserted itself, a new vital objective in the research plan; d) Professions.*

For a better efficiency, the team was divided in two parts: a statistics part, led by lawyer I. Negru and a second part, led by Cornel Grofşorean, set up on activity sections.

➢ The Cultural Section, led by Ioachim Miloia, the Director of The Museum of Banat, researched areas like: the church, the education, the history of the place, traditions, poems, fairytales;

➢ The Economic Section, through N. Doichiţa, V. Andrei and D. Ionescu researched the evolution of 30 households from all income categories (high, medium, low);

➢ The Social-Politic Section, through the reports elaborated by A. Brudariu, C. Grofşorean, I. Jivan and A. Grozescu researched the property ownership system, the marriages, family relationships, etc;

➢ The Juridical Section distributed pre-filled in forms, has given juridical advice, researched the problems regarding the assets belonging to the former Border Regiment, etc;

➢ The Medical-Social Section, managed by Iosif Nemoianu, performed a medical check-up of the children, men and women, gave diagnoses and treatments. *The surgery and gynecologic services have performed 183 different injections, 30 bandages, 2 urinary treatments, 6 surgery interventions, 2 foreign body in the cornea extractions, 3 thoracic punctures.* It was noted the wide spread of syphilis and the complete ignorance towards it by the people. There were organized 20 conferences, 500 volumes and brochures were distributed and 5 libraries were founded. Very important is the fact that *100 paintings of His Majesty King Charles II were given as presents* (Grofşorean and Negru, 1936, p. 111).

The report elaborated after the monographic research shows a series of conclusions by Cornel Grofşorean like the weak activity of local administration, prostitution in Moldova Veche, corruption, the high taxation, the lack of cadastral register, etc. In the same report, the team members propose several solutions and a brief report was send to Parliament member A. Cosma. Cosma let himself in for intervention in favor of establishing a medical office in Pojejena de Jos village (Teodorescu and Negru, 1936, p. 115).

The scopes and successes of The Banat-Crisana Social Institute were integrated in the aniversary paper of I. Negru (1937) – *After five years of activity:*

• national defence" of western border of Romania through the scientific counteract of Hungarian revisionist propaganda, the author expressing the hope for the emergence of a political thinking school along with the Institute.

• „the spiritual defense" of the above mentioned border: four different cultures have been identified which have influenced the culture of the intellectuals from the western part of the country – the German and French – as major

cultures and the Austrian and Hungarian, as minor cultures. In this case, *with such a harsh colored, from a spiritual point of view, urban environment as opposed to its country side "hinterland", the Banat-Crişana Social Institute thought it should take a defensive and offensive position* (Negru, 1937, p. 79).

With respect of the place of The Banat-Crişana Social Institute in the sociological research area, Cornel Grofşorean (1938) wrote: *This is what we had in the spring of 1932*:

1. *Knowing the social realities in the Banat-Crişana region, in order to clarify to the authorities, those concerned and the whole Country the actual facts of these regions.*

2. *Stimulating the political thinking of our audience, in order to prepare the citizens for a conscious citizenship life*

By these two reference marks we can see that the Institute did not and does not intend to follow a strictly scientific scope. We wouldn't have the necessary qualified human element for such a scope, so we just research the actual facts of life just using the scientific methodology. This does not imply that its members do not perform scientific research also, always warmly embraced by the Institute's management. Otherwise put: we do not perform sociology for sociology- objective that is solely in the Romanian Social Institute in Bucharestprogramme- but we use the sociological method as a research instrument (Grofşorean, 1938, pp. 124–125).

Between 13th of August and 4th of September a monographic campaign was performed in **Ohaba Bistra.** The main scope was the peasantry's industrialization analysis, the entire village being in the neighborhood of the Ferdinand Metallurgic Industries. The following departments took part in the campaign: the Juridical Department, led by Cornel Grofşorean and with members: Emil Botiş, Adrian Brudariu, Al. Grozavescu, T. Stângu, Mihai Demetrovici, Emil Gaşpar-Matters like the juridical status of engagement, the marriage, family relationships, material family relationships, property ownership system were taken into consideration, the cadastral register was copied, etc – the Religious Department, represented by the preach Melentie Şora and Mrs. Tatiana Stanca; the Medical Department represented by Nicolae Gaşpar, Ionel Adam, Ion Iovu, Ion Maxim, Simion Bistrian, Petru Sârbu. They performed a medical check-up for 1280 inhabitants. Blood samples were taken in order to trace syphilis. Positive results were identified in 7.55% of the samples. Among the very common identified diseases, we enumerate: goiter, ascaridosis, alcoholism and rheumatic disease. Dental extractions were also performed. Dr. Hilda Drăgan studied traditional medicine elements; the Economic Department led by P. Cocârlan had the following members Coriolan Comloşan, SimionStanca, Ion Stancu, Maria Secoşan, Alexandru Fiat, Maria Şora, etcand had applied surveys regarding

the households and economic status; the Zootechnic Department identified the swine fever and cholera in birds. The Education Department collected information about the elementary education and it was led by teacher Gheorghe Boran.

Gheorghe Birăescu, president of the History Department searches data about the village's history, about the collective belongings of the Border Regiment in Caransebeş that used to have a local command in Ohababistra and about the history of Ferdinand Industries. Other members have filled in files regarding hygiene and childcare, traditional costume, work and rest, regional folklore, gathering 260 traditional songs from Valea Mare, Zăvoiu, Cireşa, Crâşma, Mal and Obreja villages.

The campaign is closed on 4th of September 1938 with the participation of Alexandru Marta, Royal Resident in Timiş region, with a festive meeting held on this occasion. During the meeting, there was an ethnographic exhibition and the inhabitants were given 20 paintings of King Charles II, 20 paintings of Mihai, the Heir Prince, 50 Bibles (The New Testament) and 400 agricultural brochures. At the end of the report, special thanks were sent to the Patriarch of Romania and to Miron Cristea, the President of the Council of Ministers, to Col. Gheorghe Praporgescu, the Prefect of Timiş-Torontal county, to the administration of collective belongings in Caransebes and to other scientific personalities like Constantin Daicoviciu (Nedela, 1938, p. 130).

After the Statutory Meeting held on 23rd of June 1939, The Banat-Crişana Social Institute changedits name in The Regional Organization of Romanian Social Reasearch Institute, with the headquarters in Bucharest and having King Charles II as president and Professor Dimitrie Gusti as vicepresident. Thus, the regional coordination is formed of: engineer C. Teodorescu, vicepresident; dr. C. Grofşorean, director; dr. Emil Botiş, general secretary; dr. Nerva Drăgan, treasury officer (Biblioteca Judeţeană Timiş, V, p. 137). Along with its new statute, The Banat-Crişana Social Institute proceeds to the monographic research of "plasa" (administrative unit) studying **Valea Almăjului.** The studying of a "sample administrative unit" (plasa) had been required by the specialists in Bucharest and strongly supported by Anton Golopenţia. Although researching an administrative unit was harshly criticized by Cornel Grofşorean, the institute from Banat had to conform itself to the directions received from Bucharest. As a consequence, the villages Bozovici, Bănia, Mocerişand Borlovenii Noi were included in a study conducted by seven members of the Institute: P. Cocârlan, I. Stiniguţă, M. Şora, N. Ursu, M. Bucătură, E. Botiş, Elena Secoşan; they were paid by the Regional Organization of Romanian Social Reaserch Institute. Several other volunteer members joined the team (Biblioteca Judeţeană Timiş, 4860, 321.164).

Among the results of this survey, the most disconcerting for the team members, was the disappointment of some people towards the Romanian administration. There were statements like: *When we lived in Hungary we were scared if we had met them*

(the police officers). *We thought that in the United Romania our fate would be better, but we were wrong...(); the Austrian administration protected more the inhabitants of the villages. The Hungarian administration was also good because it was able to keep stability. But nowadays, we have a new law every day...* (Albert, 2003, p. 139). The existence of these fears for the future of Romania were brought to the attention of Professor Dimitrie Gusti. As a conclusion, the relationship between citizens and the state was precarious and the compliance with the laws and efficiency were poorly insured by the representatives of the totalitarian regime of Charles II.

In 1940, The Social Service was abolished. On 20th of May 1940 the institute from Banat had to be re-registered at the Timiş-Torontal Court, becoming a legal entity. From this point on, *The Banat-Crişana Social Institute enteredits 9th cycle of activity.* Among the conferences held in this period we enumerate those of: C. Miu-Lerca, "*The case of Swabians from Banat*" (27th of August 1940); V. Ardeleanu, "*The racialmatter*" (5th of March 1941); E. Botiş, "*Presentation of the papers for the 15th edition of the International Sociology Conference that should have been held in Bucharest in 1939*" (19th of March 1941); Enrik Feichter, "*Racial matter according to the national-socialist concept*" (26th of March 1941) (Şora, 1941, p. 272). The proposed themes show the authors' preoccupation for current matters but also the influence they are subjected to by the political and social events of that period.

The General Report elaborated on March 1941 shows the regular editing of the Journal, the monographic researches conducted in this period, the Institute's initiatives regarding the University of Cernăuţi's moving to Timişoara. In this timeframe, the financial support is ensured by the Municipality of Timişoara, its enterprises ITAS, Intreprinderea Electromecanica Timişoara, the Lawyers's Bar and Chamber of Industry and Commerce (Şora, 1941, p.274).

In Emil Botiş's report, published for the 10th Anniversary of the Institute, he showed the reasons behind the relatively different way of functioning compared to that of the Romanian Social Institute. Thus, The Banat-Crişana Social Institute lacked the presence of university professors and students of the Faculty of Sociology, having team members in fields like medicine, law, church, education. They are – by the nature of their jobs – more preoccupied with the practical approach, rather than the theoretical approach of sociology. Also, the research priorities were towards the local interests in Banat, in the authors' opinion, the depopulation, denationalization, the influence of urbanization and industrialization on the peasants were very important.

In the programme for the following years it was intended that the monographic research would also be conducted in German or Hungarian villages, the analysis of the failing of Romanian population colonization, a monographic research of Timişoara, the extensions of researches in the Jugoslavian Banat and Timoc.

In 1942 the series of weekly conferences continued, on Mondays, at the Banat-Crişana Social Institute's headquarters. Among them, we enumerate: *The real data of geopolitics* by TiberiuMorariu (26th of January); *The scope of Architecture Faculty within the Polytechnic School of Timişoara*, by engineer Victor Vlad (2nd of February); *Flooding prevention and draining procedures of the infields*, by engineer Aurel Bârglăzan (9th of February). Other papers show the Roman-Dacian continuity, architecture in Banat and Transylvania, Romanian art in Banat, other themes regarding law, medicine, the species' evolution, religion, politics, etc (Botiş, 1942, p.180–191).

The May–August 1942 edition of The Banat-Crişana Social Institute Journal was dedicated to the 10th Anniversary. The first article was that of Cornel Grofşorean (1942)as active president of the Institute. He spoke about the difficulties in their activity but also brought up, as success, the Dacian origin of the Romanian people: *...But still, we did it, with that Dacian determination that does not give up on the first obstacle. Because all that silent determination and strong will, Dacian heritage in our people's spirit exists* (Grofşorean, 1942, p. 289).

The General Meeting for the Anniversary was opened with the speech of engineer Victor Blaşianu, the first president of the Institute. The secretary's report for the year 1941 was read by preach Melentie Şora, than the participants took a moment of silence for the colleagues that had died in the Odessa region battles: Gheorghe Boran, Ion Maxim. Emil Botiş, the editor of the Magazine, read the activity report of the Institute for the past 10 years. Grofşorean received a lot of applause. Anton Golopenţia was the delegate of the Social Research Institute in Bucharest and he gave the greetings of professor Gusti. The activity of the Institute is also praised by Sabin Evuţianu, the president of Astra Banateana; Eugen Pop, Mayor of Timişoara engaging audience and material support for the future.

On this festive occasion, the Institute's management sends and receives a lot of dispatches from several politic, cultural or scientific personalities in Romania. Among them: King Mihai of Romania; Ion Antonescu Marshal; Mihai Antonescu vice-president of the Council of Ministers; Ion Petrovici, Minister of Culture; professor Dimitrie Gusti, Octavian Neamţu, etc (Revista Institutului Social Banat-Crişana, X, mai–august, 1942, p. 340–343).

Considering depopulation one of the most important problems in Banat, The Banat-Crişana Social Institute suggested in 1942: ensuring by law the institution of family belongings – indivisible and administered by the family member who had the highest number of children; tax exemptions for families with many children, additional taxes for those with only one child or unmarried; cheap loans for numerous families; rewards for giving birth, offering childcare courses in every village; increasing

child allowance; offering free medication; a change in legislation regarding the family abandon (Botiş, 1942, p. 329).

The last monographic campaign of the Institute was that of Naidăş village, in the summer of 1942. The research was financed by the manufacturer IlieMarcu, with the help of AurelCosma Jr., at that time, official of the Ministry of Propaganda. The costs for a team of 12 researchers for a month were covered (Albert, 2003, p. 313).

On Saturday, the 15th of July, the research team members met the people from Naidas at the village's church. On this first meeting Grofşorean noticed the existence of interculturalism: *To my surprise, the women's and men's costumes were decorated with foreign motifs. I barely noticed here and there a Romanian motif* (Albert, 2003, p. 318).

In 1943, The Banat-Crisana Social Institute intended to prepare a material consisting of Banat presentation with the purpose of using it for the next peace conference. The themes that should have been demonstrated were: the evolution of Banat during the Romanian administration, the protection and support for the cultural-linguistic groups of the minorities after 1918, contribution of Banat to the Romanian culture. Four departments had to conduct the research and the editing of the material: history, geography and geopolitical, economic and cultural (Negru, 1999, p. 89). All the Institute's efforts in this period were concentrated on the elaboration of the paper "*Achievements in Banat in 24 years after the Union with the Country*" (Bălan, 2001, p. 49).

The year 1945 brought the closing of Institute's activity due to lack of funds and the chaos caused by the country's political instability. In 1946 the last two editions of the Journalwere published, most of the articles being those prepared for the peace conference.

The Banat-Crisana Social Institute was the singlesociological research unit in western part of Romania during the entire Interwar period and, considering the quantity and quality of the delivered material, the second social research center of Romania, after the Romanian Social Institute in Bucharest. The Institute focused on monographic surveys of several villages and research fields like sociology, history, economy, ethnography, philosophy, politics, arts, studying them in an ethno-cultural approach.

During its activity, between 1932–1946 it passed through several stages, changing its legal status, research priorities or the frequency of theJournal's editions. The main activity lines were: protection of Romanian communities in Yugoslavia that were seen as exposed to the risk of losing their identity, integration of the culture from Banat, scientific counteract of the Hungarian revisionism, promoting the Romanization of Banat, studying the problems of Romanian communities and suggesting solutions

(the main problems identified by the Institute's collaborators were the inter-culturalism in Banat, depopulation, the accelerated industrialization of the rural areas, the weak administration, corruption, the poor development of education and medical system in the rural areas, etc)

The Institute in Banat did not have the qualified specialists that Bucharest had, who received the concepts necessary for the monographic research from Professor Dimitrie Gusti, given the fact that, in Bucharest functioned the Sociological Seminar within the University. Thus, the pure scientific scope was put behind the practical scope, the Institute wishing not only a survey on the community but also an intervention in it, capable of producing positive effects.

The data collected on the spot are of unquestionable quality but altered by a doctrinaire approach of interpretation, by the split of citizens, inhabitants of Banat, in *Romanians* and *minorities-foreigners*, by the lack of perception of a single society dealing with similar problems, regardless the religion or the cultural-linguistic community the individuals belong to.

Although the Institute promotes, during its entire existence period, a certain type of nationalism, it is to be mentioned the seldom urges to hatred, exclusion and extermination even in the periods when these manifestations were quite often in the press from Banat.

The publications and documents of The Banat-Crişana Social Institute represent an excellent source of society study, of mentalities, of multi and interculturalism from Banat during the Interwar period. The aspects that sometimes caused the angst of the Interwar researcher can be the very delight of the 21st century's researcher who discovers new arguments for the interculturalism and culture in Banat and Crisana, born out of interferences.

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Issues concerning the relationship between administrative law and other branches of law in the context of the current legal framework

Viorica TĂTARU

Abstract

The purpose of the below paper is to highlight the importance of administrative law as a branch of law, correlation of administrative law with other branches of law and the need for a uniform legislation in this area, to be realized in the future through more efficient application.

Conclusions: The comparative approach of certain issues covered in the branches of law in question confers an interesting view on administrative law.

Keywords: administrative law, uniform legislation, comparative approach.

1. New regulations introduced by the Civil Code and their influence on administrative law

1.1. Public property

New Civil Code approved by Law no. 287/2009, republished (in the Official Gazette of Romania, Part I, no. 505 dated 15.07.2011), as amended and supplemented, contains in Articles 858–865, general provisions relating to public property in accordance with Article 136 of the Romanian Constitution (republished in the Official Gazette of Romania, Part I, np. 767 dated 31.10.2003) called "Property", which refers to both forms of property (public and private).

Before the entry into force of the new Civil Code, the issue of public property was presented wider by Law no. 213/1998 (published in the Official Gazette of Romania, Part I, no. 448/24.11.1998) on public property and its legal regime, now renamed the Law on publicly owned property.

Public property, as defined by Article 858 of the New Civil Code, represents ownership right of what belongs to the state or to an administrative-territorial unit of the goods which, by their nature or by the statement of law, are household or public interest, provided that they are acquired through methods provided by law.

The notion of public property and the public domain are synonymous, as are the notions of private property and private domain (Trăilescu, 2010, p. 93).

Currently, issues related to modes of acquiring public property rights are included in the new Civil Code, Article 863, similar Articles of Law no.213/1998, currently being repealed.

We can conclude, therefore, that in the matter of public property, the new Civil Code correlated concepts of civil law with concepts of administrative law and constitutional provisions.

Thus, according to the legal provisions stipulated by Article 136, paragraph 2 of Romanian Constitution, as well as those of Article 858 of the New Civil Code, quoted above, holders of public property rights may be only the state and territorial administrative units.

Under Law no. 213/1998 and Articles 859, 860 of the New Civil Code, constitutes the sole object of public property goods that are household or public interest, under the law and are acquired by the state or the administrative-territorial units in the manner prescribed by law and belong therefore to public domain.

Detailing, we specify that Article 860, paragraph 2 of the new Civil Code delimits the national public domain by the county and local public domain and refers to the Special Law, Law no. 213/1998 and the Romanian Constitution, as follows:

➢ National public domain is also defined by Article 135, paragraph 4 of the Romanian Constitution, respectively Article 3, paragraph 2 of Law no. 213/1998 and covers the goods referred to in Section I Annex no. 1 and other household goods or of national public interest, declared as such by law;

➢ County Public domain is defined by Article 3, paragraph 3 of Law no. 213/1998 and covers goods referred to Section II of Annex 1 and other household goods or of county public interest, declared as such by administrative act under the Local Public

➢ Administration Law no. 215/2001 or by decision of the county council, if not declared by law household goods or of national public interest;

➢ Public property of communes, towns and municipalities is defined by Article 3, paragraph 4 of Law no. 213/1998 and covers the goods referred to in Section III of Annex 1 and other household goods or of local public interest, declared as such by administrative act according to Law no. 215/2001 or by decision of the local council, unless declared by law household goods or of national or county public interest.

The novelty of the provisions of Article 862 of the new Civil Code regards the implications on the limits of exercise of rights on public property that is susceptible to any limits regulated by law for the right to private property, to the extent that they are compatible with public use or interest for which affected assets are intended.

Also, we point out that characters of public property right, respectively, inalienability, imprescriptibility and indistinguishability, are taken by the new Civil Code from the previous form of Law no. 213/1998 and set out in Article 861.

However, the legislature has not proposed that the new Civil Code to include a comprehensive approach to law issues of public property, inserting a summary of concepts relating to this aspect, suppletive legal provisions being brought by special laws such as Law no. 213/1998, Law no. 215/2001, Law no. 33/1994 on expropriation for public utility, Law no. 255/2010 on expropriation for public utility necessary to achieve the objectives of national, county and local interest, etc.

Related to the above exposed, we propose ferenda law, drafting an administrative code that would include entirely the problems of public property and in practice subsist the need to identify by the owners of public property all assets belonging to the public domain in order to eliminate multiple overlapping and correct certification of public property rights by government decision, based on accurate data identification or identification card through indicating the appropriate land book, surface, updated value of inventory, etc.

The legal position of public roads needs to be clarified, given that currently, in many cases, public property right cannot be entered in the Land Register whereas as holders of the ownership right of these goods are included various individuals.

In the legal context shown, it is necessary that on the public property in question, or undergoing certification in the public domain to make checks, meaning if there were any claims for restitution of private property right or refund under special laws, whether encumbered or are subject to litigation.

An important aspect is also the way of passage of property from public to private sector or vice versa, or the issue of transition of property from the public domain to the public domain of an administrative-territorial unit, this being found covered in Articles 8, 9, 10 of Law no. 213/1998, republished, G.D. no. 561/2009 approving the Regulation on procedures at government level, for the development, approval and submission of draft policy documents, draft legislation and other documents for adoption/approval of Government Decision no. 548/1999 on the approval of technical regulation for preparation, inventory of goods forming public domain of communes, towns, municipalities and counties, Government Decision no. 2.139/2004 approving the catalog on the classification and normal operating terms of fixed assets.

1.2. Real rights corresponding to public property rights: administration right, concession right

According to art. 866 of the New Civil Code, relevant real property rights are administration rights, concession rights and the right to use free of charge. Pursuant

to Article 136 of the Romanian Constitution, publicly owned property can be managed by autonomous administrations or public institutions, or can be granted or leased, and the granted for use to public utility institutions.

In accordance with Article 123, paragraph 1 of Law no. 215/2001, local government, local councils and county councils decide that property belonging to the public or private domain, of local or county interest, to be managed by autonomous administrations and public institutions, to be leased or rented.

A. *Administration right* (relevant provisions Articles 867–870 New Civil Code)

As with public property rights, the legislature inserted in the current Civil Code only provisions regarding the right of administration, similar articles published in the previous form of Law no. 213/1998 currently being repealed.

So the new Civil Code briefly discusses issues related to:
- Establishment of administrative rights through administrative acts;
- Exercising rights of administration by holders entitled by law, namely, autonomous, administrative authorities and other central and local public institutions of national, county or local interest;
- Termination of administration rights;
- Defending the administration rights.

Administration Right is a real right mainly derived from ownership of the public property (Pop, 2001, p. 82), thus establishment of administration right o or effective giving for management of the asset in order to operate, free of charge, it can only be made by the owner and holder of the administration right can use and enjoy in material sense and not legal, the asset received for management given the conditions established by law and the articles of incorporation, if applicable.

For example, as shown in the Constitutional Court Decision no. 1/10.01.2014 with acts on the transmission of property from the public domain of state to the public domain of an administrative-territorial unit, there may be no mention of giving that good for administration with the transfer of ownership.

Therefore, Article 190 of Decision indicated above, states: „*transmitting public ownership itself to the administrative-territorial unit, the state cannot establish, at the same time the administration right in favor of local authorities,*

Also, the legal doctrine estimates that "*the right of administration is enforceable against other individuals or legal entities but it is inapplicable to public property right holder and may be revoked by the act issued by the competent public authority*" (Adam, 2000, p. 136) if the public interest requires.

B. *Concession right* (relevant provisions Articles 871 – 873 New Civil Code)

The current legal regulation of this right of the New Civil Code is supplemented by Article 134, paragraph 4 of the Romanian Constitution and Law no. No 215/2001

and G.E.O. no. 54/2006 on concession contracts regime, the latter addressing a broad overview on the subject.

And in terms of concession rights, in the legal doctrine it is appreciated that this is a real right derived from public property right.

Unlike the administration right, granted free of charge, the concession contract is concluded for a definite period in return for royalties between the holder of public property, as grantor, on the one hand and the concessionaire, on the elsewhere, which may be a natural or a legal person and seeks a public property, to the efficient operation of that property.

General considerations regarding concession rights presented by the new Civil Code, namely content of concession right, the right to license and protect the right of concession, are supplemented with details concerning the conclusion of the concession agreement, the terms of its award, by provisions of G.E.O. no. 54/2006. Also, Article 123, paragraph 2 of the Local Public Administration Law, shows how the award concession contracts, namely through public auction.

Exercising the right to concession is subject to control of the grantor under the law and the concession contract.

We believe that a unitary definition of the concession right in a future administrative code would be useful and would eliminate the possibility of creating confusion.

C. *The right to use free of charge* (relevant provisions Articles 874–875 New Civil Code)

New Civil Code succinctly presents the content and scope of the right of free use and issues related to the legal defense of the right to use free of charge, which lies to the right holder.

Legal framework indicated above is complemented by Article 134 of the Romanian Constitution, and Article 124 of Law no. 215/2001 which stipulates that movable and immovable public property of the administrative territorial units can be transferred for free, time-limited, to non-profit legal entities that carry out charity activities or public utility or public services.

Therefore, the scope of legal entities that can receive free use public assets is restricted by the special law, meaning that only those non-profit legal persons carrying out activities listed above meet the conditions required to be lessee.

Regarding the legal procedures of awarding contracts of administration, concession, free use, we appreciate that transparency is paramount and the award of such contracts must accommodate the procedure established by Law no. 52/2003, republished, on decisional transparency in public administration.

2. Administrative proceedings and its implications in the New Code of Civil Procedure

2.1. Parties in administrative disputes

In accordance with Article 1 of the Law no. 554/2004 (published in the Official Gazette of Romania, Part I, no. 1154/07.12.2004), any person who considers himself harmed in his right or in a legitimate interest by a public authority through an administrative act or by failure of an application within the legal term, it can appeal to the competent administrative court for the annulment of act, recognition of the right or legitimate interest claimed and repaying the damage that was caused.

In this regard, Law no. 134/01.07.2010 (republished in the Official Gazette of Romania, Part I, no. 247/10.04.2015) – the new Code of Civil Procedure does not change, any person may be party in a law suit if it has enjoyment of civil rights, according to art. 56 of this act. Therefore, according to Law no. 554/2004, republished, plaintiff in administrative disputes can be any natural or legal person aggrieved in his legitimate right as follows in the list below. Also another subject for initiating procedures in a competent administrative court may be the Ombudsman, if it considers that the unlawful act or refusal of act or refusal of administrative authority cannot be removed except by court. In this situation, the petitioner becomes plaintiff, following to be subpoenaed in his case.

Also, according to Article 1, paragraph 4 of Law no. 554/2006, Public Ministry informs the competent court when it considers that the violation of rights, freedoms and legitimate interests of individuals if due to individual unilateral administrative acts of public authorities issued with abuse of power.

Issuing public authority itself of an unlawful unilateral administrative act may ask the court annulment of the alleged unlawful administrative act, when the act cannot be revoked because it entered the circuit civil and has legal effect. Any person aggrieved in his legitimate rights or interests through unconstitutional ordinances or provisions of government ordinances can appeal to the administrative court.

In terms Administrative Proceedings Act and special laws, prefect, National Agency of Civil Servants and any subject of public law, may introduce administrative appeal proceedings in these cases is not necessary compliance with prior complaint procedure.

Standing in court is not a condition specific to administrative action but a condition for starting any civil action (Trăilescu, 2010, p. 93).

If the pallet of people who may be plaintiffs in administrative law suits is diverse, the defendant will be the public authority issuing an unlawful administrative act or not solving the issue within legal term, causing damage to a person.

2.2. Subject of administrative disputes

Subject of administrative litigation represents according to art. 8 of Law no. 554/2004, the plaintiff's request on canceling all or part of the act issued, request of finding unsettled within legal term an application and order the public authority to issue a new note or other document, and repair of damages caused and possibly moral damages.

Therefore, in order for an action to be admissible in an administrative court, it is not sufficient for the parties to be the above listed, but it is important that judicial review of the court to be exercised over an administrative act which was attacked by the action of introductory and was subject to preliminary procedure, except in cases specified by law.

Also, judicial review of administrative courts is limited by Article 5 of Law no. 554/2004 thus cannot be challenged in administrative proceedings**:**

- administrative acts of public authorities regarding their relations with Parliament;
- acts of the military command; administrative acts, where an organic law provides their amendment or abolishment by other legal proceedings;
- administrative acts issued for the application of the state of war, the state of siege or of emergency, etc.

Regarding the substantive jurisdiction of the administrative court, Article 10 of the special law, distinguishes between the issuer of administrative acts and disputes relating to taxes, contributions, customs duties, etc., whose value is assessed in RON.

2.3. Summoning and communication of procedural documents

In administrative litigations summoning the parties shall comply with provisions of Articles 148–179 Code of Civil Procedure, in conjunction with Article 13 of Law no. 554/2004.

The court may ask the Authority urgent communication of the challenged act together with all documentation that led to its issuance. If the public authority does not send the court the required documents in time, its leader will be required, as a penalty, to pay the state a judicial fine amounting to 10% of the gross minimum wage per economy for each day of unjustified delay.

2.4. Extraordinary appeals

Law no. 554/2004 expressly provides in Article 10, paragraph 2, Article 20, paragraph 1 that the sentences imposed by the administrative tax courts can be appealed within 15 days from notice, the appeal is heard by the administrative and fiscal divisions of courts of appeal.

Regarding the appeal against sentences handed down by the administrative and fiscal divisions of courts of appeal in the first instance, it is judged by the administrative and fiscal division of the High Court of Cassation and Justice, if by special organic law is not establish otherwise.

According to Article 21, paragraph 2 of Law no. 554/2004, "*are considered grounds for review, added to the requirements of the Code of Civil Procedure, final and irrevocable judgments in violation of the principle of precedence of Community law, governed by Article 148, paragraph 2 in connection with Article 20, paragraph 2 of the Romanian Constitution, republished.*"

2.5. Enforcement of judgments in administrative courts

Final judgment of the administrative court can be carried out by enforcement, by going through the procedure stipulated by the special law in Articles 24 to 25 of Law no. 554/2004 in conjunction with Article 905 of the Code of Civil Procedure and the costs of enforcement are incumbent to debtor of the principal obligation, i.e. the defendant public authority against whom was granted action of the individual plaintiff.

3. Responsibility and liability for offenses committed by civil servant on duty or in connection with the duties of public office he holds

3.1. Responsibility of public official

According to Article 86 of Law no. 188/1999, republished (in the Official Gazette of Romania, Part I, no. 365/29.05.2007), on the status of civil servant, civil servant responsibility for offenses committed on duty or in connection with the duties of public office they hold, is engaged under criminal law.

The new Criminal Code, regulated by Law 286/2009, published in the Official Gazette no. 510 of 24 July 2009, provides in Title V – Articles 295–309, service offenses, instituting separate penalties for each offense consisting, as appropriate, in imprisonment and deprivation of certain rights.

For example, if a civil servant commits the offense of abuse of office by non-fulfillment or by incorrect fulfillment of an act, thus causing harm to rights and legitimate interests of a person, the court, based on existing evidence to case file will individualize liability of the civil servant and determine its punishment considering the limits set by legislators.

Therefore, if the civil servant responsibility translates as a penalty imposed to him, legal responsibility of civil servant transpires in the entire contents of the

Code of Conduct for civil servants covered by Law no. 7/2014 (published in the Official Gazette of Romania, Part I, no. 525 dated 02.08.2007) and consists of rules of professional conduct and morals for the proper exercise of public functions.

Ultimately, accountability of civil servant must be carried out in accordance with the principles governing professional conduct, it is extremely important and represents the starting point in the process of removing the crime committed in the field of exercising public functions and with beneficial effects on liability of civil servants.

In conclusion, a living accountability of civil servants means shaping a healthy professional conduct at workplace, in respecting the prohibitions imposed by law and increasing the quality of public service by streamlining business activity in achieving public interest and eliminating corruption in public administration.

3.2. Corruption and corruption related offenses stipulated in the Criminal Code

Corruption offenses referred to in Articles 289–294 of the Criminal Code, namely accepting and soliciting bribes, influence peddling, buying influence, acts committed by members of the arbitral tribunal or in connection with these, acts perpetrated by foreign officials or related to them.

Corruption can be defined as serious deviation from the legal and moral rules imposed by law, to public office.

Fighting corruption, the scourge of modern society is a constant challenge and requires careful concern and the Romanian society needs strong public sector reforms aimed at professional competence of civil servants.

A not insignificant aspect in the strategy to fight corruption is the salaries of civil servants, which in our view should follow an upward trend, raising them according to professional skills in order to motivate civil servants and eliminate temptation of taking bribe.

4. Formulating action against civil servant for committing offenses against humanity, against the State or against authority, corruption offenses and work offenses that prevent justice, forgery or an offense committed intentionally that would make it incompatible with public office and their effects

Triggering the criminal proceedings against a civil servant for offenses referred to in Article 54, letter h of Law no. 188/1999 shall be according to the judgment procedure, under the Code of Criminal Procedure.

In accordance with Article 86, paragraph 2 of Law no. 188/1999, the prosecution of civil servant for an offense committed on the nature of Article 54, letter h, respectively offenses against humanity, against the State or against authority, corruption offenses and work offenses that prevent justice, forgery or an offense committed intentionally that would make it incompatible with public office, has the effect of suspending civil servant in the public position held by administrative act, by the person who has the legal competence to appoint him in that public position.

If paying civil servant or ceasing legal action, the civil servant can resume activity in the previously held public office and receive any pay retroactively for the period of suspension.

In case of conviction of civil servant for offenses indicated above, the employment relationship ceases, its cessation being marked by an administrative act.

In conclusion, in the context of the current legal framework, administrative law as a branch of law that regulates all the legal rules relating to public administration and social relations arising from its activities, correlates and overlaps with other branches of civil law, criminal law, civil procedure and criminal Procedure law and other special laws, these issues having an impact on the proper functioning of public services.

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Aspects regarding parental leave as stated by the Directive 2010/18/UE and the Romanian National Legislation

Marioara ŢICHINDELEAN

Abstract

Parental leave represents one of the forms of promoting the conciliation between the professional life and the personal and family life, and also an application of the equality principle between women and men within the labor market and the working place. Directive 2010/18/EU implements the framework agreement on parental leave, issued on the 18th June 2009 by the European cross-industry social partner organizations (BUSINESSEUROPE, UEAPME, CEEP, CES). Within the national law, the European Union's provisions were included in several normative acts, like: GEO (OUG) No. 148/2005 regarding family support for child raising (published in the State Gazette no. 699/ October 11th 2012), GEO (OUG) No. 111/2010 regarding paternal leave and monthly child raising allowance (published in the State Gazette no. 700/ September 24th 2014), GEO (OUG) No. 124/2011 for the amendment and addend of some normative acts which regulate the allowance of social assistance benefits (published in the State Gazette no. 699/ October 11th 2012), Law No.166/2012 in regard to the approval of GEO No. 124/2011 for the amendment and addend of some normative acts which regulate the allowance of social assistance benefits (published in the State Gazette no. 699/ October 11th 2012) for family support for child raising. For the present doctrinaire endeavor, we will present the particular aspects of the internal regulations which are or not in accordance with the international regulations.

Keywords: parental leave, normative acts, Directive 2010/18/EU, family support, internal regulations.

I.

Clause 1, Point 2 from the Council's Directive 2010/18/EU (8 March 2010) for the application of the reviewed framework agreement on paternal leave, issued by BUSINESSEUROPE, UEAPME, CEEP, and CES states that this agreement is applicable for all employees, men and women, which owe a labor contract or a labor relation as defined by the current states' legislation, collective and/or practical conventions. This provision needs the following comments:

a) When relating to the EU provision, it can be noticed that the national regulation is much broader in regards with the appointees of the parental leave. Thus, the following categories of persons can be considered appointee of the mentioned right: persons who earned incomes[1] taxed accordingly to the regulations of Law No. 571/2003 regarding the Fiscal Code, with the subsequent amendments and addends and the persons who were at some time or are in specific situations regulated by the Law-Maker taking in consideration the new vision for the paternal leave's right. This new vision of the Law Maker is included in Art. 12, Letter c from Law No.292/2011, Social Assistance Law (published in the State Gazette no. 651/ August 27th 2015) which states that the child raising allowances were included in the category of social assistance benefits which have as purpose the support of child and family in regard to birth-giving, children's education and livelihood. Even the name of GEO No.124/27 December 2011 highlights the social assistance benefit character of this right (Ştefănescu, 2012). Thus, the appointee of parental leave are the persons who were in one or more of the following situations:

- Have benefited from unemployment allowance set according to the law, or have participated periodically with fees for the public pension system by respecting the conditions of the normative acts with special character which regulate the collective dismissals;
- Were registered in the database of the county employment agencies, Bucharest employment agency, respectively, for receiving the unemployment allowance;
- Have benefited from health social assistance allowances and leaves provided by GEO No. 158/2005 regarding the health social assistance allowances and leaves, approved with amendments and addends by Law No.399/2006, with the further amendments and addends;
- Have benefited from medical leaves and allowances for illness prevention and working capacity recovery, excluding the situations caused by working accidents or professional illnesses as stated by Law No.346/2002 regarding working accidents and professional illnesses assurance, republished;
- Have benefited from invalidity pension by respecting the law;
- Are in an outage period of their working activity, on the employer's initiative, without ending the labor relationship, due to economical, technological, structural, or similar reasons, with respecting the law;
- Have benefited from monthly parental leave and allowance;

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[1] Income from activities unfolded within a framework, which may or may not be conducted under the conditions of a work contract.

- Have benefited from monthly parental leave and allowance, or, case-related from nursing allowance of child with handicap;
- Have benefited from leave without paymentfor child raising;
- Are within the 3-month period from ending a fixed period labor contract and beginning another fixed period labor contract as defined by Law No.53/2003 – Labor Code, with the further amendments and addends;
- Have accompanied the husband/wife send abroad on permanent mission;
- Have carried or carry voluntary military service, have been concentrated, mobilized, or taken prisoners;
- Are attending, on daily basis, courses of the pre-university (collage) education, including the courses of the program "A second chance", or, case related, domestic or foreign university Bachelor and Master courses, or post-university Master courses within a domain recognized by the Romanian Ministry of National Education and Scientific Research, with the exception of suspending the courses out of medical reasons;
- Are PhD candidates by respecting the conditions of the National Education Law No. 1/2011, with the further amendments and addents;
- Are within the period between ending a form of pre-university education and beginning, in the same calendar year, of another form of pre-university education with daily-based courses, organized by respecting the law, and attended without intermittence;
- Are within the period between the graduation of the daily-based courses of pre-university education, organized by respecting the law, and the beginning of daily-based, university courses, in same calendar year;
- Are within the period between the ending of a university education form (daily-based courses), with or without ending exam, and the beginning, in same calendar year, of another university education form (daily-based courses), organized by respecting the law, and attended without intermittence;
- Are within the period between the ending of a university education form, Bachelor and Master level, or post-university education form, Master level (daily-based courses), and the beginning, in the same calendar year, of another university form, Bachelor or Master level (daily-based courses), organized by respecting the law, and attended without intermittence;
- Are within the period between the ending of a post-university education form with daily based courses, and the beginning, in the same calendar year of another post-university education form with daily based courses, organized by respecting the law, and attended without intermittence;
- Are within the 60 days' period from ending the courses of the mandatory education, or, case-related, from graduating the daily courses of the pre-

university education, university education at Bachelor or Master level and post-university education at Master level, organized by respecting the law, with or without final examination, before employment, or, case-related un-employment, computed with day 1 of the month following the ending of the studies;

- Have benefited from leave without payment for attending professional devel-opment courses, on the employer's initiative or with his approval, organized by respecting the law;
- Are within the period between the graduation of the daily-based courses of the higher medical education, organized by respecting the law, with final examination organized in the first session, and the beginning of the first year of residency after graduation.

Moreover, persons who have carried out professional activities within the EU member states or in other states which apply the provisions of the European Parliament's and Council's Regulation No.883/2004 from 29th April 2004 regarding coordination of the social security systems and of the European Parliament's and Council's Regulation No.987/2009 from 16th September 2009 regarding the application procedure of Regulation No.883/2004 regarding the coordination of the social security systems are considered beneficiaries of the parental leave right.

The new conception of the Romanian Law Maker respects the directive of Clause 8 from the framework agreement which states that the member states can apply or introduce directives more favorable then the directive included in the framework agreement, on one hand, and dedicate the member states' and/or their social partners' right to elaborate (taking in consideration the changing circumstances, including the introduction of non-transferability), different legislative directives, regulatory or contractual, as long as they respect the minimal request of the framework agreement, on the other hand.

b) The reviewed framework agreement regarding the parental leave is applicable for all employees, men or women alike (Athanasiu & Cazan, 2012) and represents an application of directives from:
- Directive 96/97/EC of the Council for amending Directive 86/378/EC regarding the application of the equal treatment principle of men and women within the social security professional conditions, underlying that every norm applicable for a specific sex represents an infringement of this principle;
- Directive 2006/54/EC of the European Parliament and European Council regarding the application of the equal chances principle and equal treatment

principle of men and women within an employment environment, which defines the concepts and principles operand in this matter[2];

- Art. 23[3] and Art.33[4] of the European Union's Fundamental Rights Charter from 7th December 2000 in regards to equality between men and women and conciliation between professional life, private life and family life.

II.

The member states and/or the social partners do not exclude from the applicability domain of the framework agreement, the employees with exclusive labor contracts or labor relations because this framework refers to employees who work with norm fraction, to fixed-period employees or to other persons who have a labor contract or are in a labor relation with a temporary work agent.

GEO No. 148/2005 does not specify the categories of labor contracts or labor relations which permit the allowance of parental leave because the word expression earnings which are taxed (Art.1 from GEO 111/2010) from Law No.571/2003 regarding the Fiscal Code (Art.46, Art.55, Align. (1) and (2) and Art.71 from Law No.571/2003) includes the situations which determine the allowance of this right.

Through Art.4, Align.2 from GEO No.111/2010, the Law Maker regulates imperatively the situation of month fractions; in this sense, at least half of the working days of that specific month should be worked for the person to gain taxable earnings or to be in one or more of the situations included in Art.2, Align. (5) and (6) from this normative act. Exceptionally, the Law Maker considers that at most 3 times,

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[2] "direct discrimination": situation in which a person is treated in a not favorable way due to his/her sex in comparison with another person which is, was or will be in a similar situation; "indirect discrimination": situation in which a disposition, a criteria or an apparent neutral practice would be in the disadvantage of persons of a certain sex relative to opposite sex persons, excepting the case in which this disposition, this criteria or this national practice is objectively justified by a legitimate purpose and the means for achieving this purpose are accordingly and necessary; "professional systems of social security": systems that are not regulated by Directive 79/7/EC from 19th December 1978 regarding the gradually application of the principle of equal treatment between men and female in the social security domain, which have as object the payment of taxes by employees or workers which deploy independent activities, grouped in a company or in a company group, of an economic sector or professional or inter-professional sector meant to complete the social security systems regulated by the law, or to be substituted by these, indifferently if the affiliation to these systems is mandatory or optional.

[3] The equality between women and men must be assured in all the domains, including employment, work and payment. The equality principle does not exclude the maintenance or adopting of measures which can contain specific advantages for the under-represented sex.

[4] Family is judicially, economic and socially protected. For bridging the family life with the professional life, every person has the right to be protected against any dismissal due to maternity reasons, as well as the paid maternal right and the parental right conferred after child birth or child adoption.

the month fraction can be constituted by a smaller number of working days than the number included in the mentioned regulations.

In relation with the amendment of the parental leave condition through Art.4, Align. 2 from GEO No.111/2010 regarding the allowance conditions, we consider that the upper mentioned legal provisions are not in accordance with the provisions of Directive 1990/70/EC of the Council regarding the framework agreement for fixed period employment which defines the fixed-period employee as being that person who owes a labor contract or labor relationship on a fixed period, closed directly between the employer and the employee and within which the ending of the labor contract or labor relationship is determined by objective conditions like: contract due date, fulfilling a determined task or the happening of a determined event. Therefore, fixed period employment can be done under the limit set by the Romanian Law Maker, under the limit of at least half of the monthly working days, respectively, if taxable earnings are gained. In this sense, we have the following provisions:

➢ Art. 84, Align. 1 from Labor Code which states that a fixed period individual labor contract cannot be closed for a period greater than 36 months; the Law Maker did not set a minimal limit for contract validity;

➢ Art. 88, Align. 5 from Labor Code which defines the temporary working mission as being the period in which the temporary employee is used for temporary work under the supervision and leading of the user, for fulfilling a particular task with temporary character which cannot last less than half of the number of the monthly working days taking in consideration that Art. 90, Align. 1 from the Labor Code states that the temporary work mission is set for a period that does not exceed 24 months.

Clause 3, Align. 1, Letter b, Second Thesis from the framework agreement assesses that when they restrict the parental leave due to an employment period which does not exceed a year, the member states' and/or social partners' obligation is to assure themselves that in the case of successive fixed-period contracts with the same employer, as defined by Directive 1999/70/EC in regards to fixed-period employment, the total period of these contracts is taken in consideration when the total employment period is computed; provision which is ignored by Art. 4, Align. 2 of GEO No.111/2010.

By defining the collocation "month fraction", the Law Maker creates a discriminatory treatment which is not objectively justified, and, regarding the exception institution according to which maximum 3 times the month fraction can be constituted as a number of working days less than the number of days presented in the mentioned provision, the situations in which this exception is applicable and which justify such an exception are not stipulated.

III.

With respect to Clause 2, Point 1, the parental leave is an individual right which is conferred to employees, men and women, based on birth or child adoption motives, for giving them the possibility of caring for child till a fixed age of maximum 8 years; the age will be settled by the member states and/or the social partners.

The internal regulation (art.1 from GEO no.158/2005, art. 2 from GEO no. 111/2010) respects the two requests mentioned in the framework agreement, as following:
- the parental leave right was set for a period of maximum 2 years or, in case of child with handicap, up to maximum 3 years;
- is conferred based on birth or child adoption motives; the internal regulation has extended the situations for conferring parental leave right, namely to the person which will adopt the child or which has the child for fostering or for emergency fostering, to the tutor.

Regarding the parental leave period, it must be said that it is settled by the Law Maker and not by the social partners as stipulated alternatively by the framework agreement, the problem of supporting the family for child raising being a state priority for stimulating the birth rate and diminishing child abandon. The doctrine (Ştefănescu, 2012) considers that the inconsistency of the social assurance budget, alongside with the necessity of redefining the social risks in accordance with the international judicial instruments, has determined the externalization of the child raising allowance from the social assurance state budget because it has no connection with social assurance; Art. 128 from Law No.292/2011 being appealed in this sense which settles that social assurance is financed from funds allocated from the state budget, from the local budgets, from donations, sponsorships or other contributions from natural persons or companies, domestic or foreign, from contributions of the beneficiaries, as well as from other sources by respecting the specific law and by taking in consideration the limit of the available financial resources.

IV.

Clause 4 "Modalities of application" from the framework agreement assesses that the member states should establish through laws and/or collective conventions the access conditions and application modalities for parental leave by respecting the minimal conditions of this framework agreement.

Although Clause 3 from the framework agreement regulates the application modalities of parental leave, this act is referring in general terms to the access conditions and application modalities of parental leave, establishing, nevertheless, the directions which the states should follow[5]. Regarding the way in which Clause 3, Align. 1, Letter c from the framework agreement is applicable within the internal legislation, considering Art. 25, Align. 1 from GEO No.111/2010, we consider that the employer has the obligation of approving the parental leave as stated in Art.2, Align. (1)[6], as well as the leave without payment as states in Art. 6, Align. (1)[7], thus, the parental leave represents an individual right which can be or not legally exercised by the beneficiary, the employer being obliged to approve the demand in this regard (Moarcăş Costea, 2012). Although the provision from Art. 25, Align. 1, Thesis II from GEO No.111/2010 states that the allowance period is set by common agreement, we determine that there is no common agreement regarding the parental leave period as long as the employer is obliged to approve the employee's demand, the holder of this right, if the legal conditions are respected. An additional argument in supporting this opinion is contained in Art. 51, Align. 1, Letter a, from Labor Codewhich inserts the parental leave to the situations for suspending the individual labor contract from the employee's initiative (OnicaChipea, 2014).

From the comparative description of some aspects of the European Union's regulation and the national one with regard to parental leave, it can be remarked that, although there has not been a total harmonization of the internal legislation with the European Union one, the Romanian Law Maker's efforts are in this sense.

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[5] (a) to decide if the parental leave is allowed integrally, partial, fragmented or in the form of time credit, taking in consideration both the employers' and the employees' needs; (b) to restrict the right for parental leave for an employment period which does not exceed 1 year. The member states and/or the social partners assure themselves that, when applying this disposition, in case of successive fixed-period contracts with the same employer as defined by Directive 1999/70/EC regarding fixed-period employment, the total period of these contracts is taken in consideration when computing the employment period; (c) to define the conditions in which an employer, after consulting the national law, collective conventions and/or national practices, is authorized to postpone the parental leave due to company performance reasons. Every difficulty which results from applying this disposition should be solved by respecting the national law, collective conventions and/or national practices;

[6] Art. 2 – (1) Beginning with the 1st January 2011, the persons which have gained for a period of 12 month (in the year before the child's birth) earnings from salaries, earnings from independent activities, earnings from taxable agricultural activities in accordance with the provisions of Law No.571/2003 regarding the Fiscal Code, with the further amendments and addends, named further taxable earnings, can optionally benefit from the following rights: a) parental leave for raising the child up to the age of 1 year, and 3 years, respectively for child with handicap, as well as a monthly allowance; b) parental leave for raising the child up the age of 2 years, as well as a monthly allowance.

[7] Art. 6 – (1) After the child's first year's birthday, excepting the child with handicap, the persons who have chosen the parental leave and monthly allowance as described in Art.2, Align. (1), Letter a, have the right for leave without payment for raising the child up to an age of 2 years.

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Government local decision making at a local level

Claudia Simona TIMOFTE

Abstract

In this paper, we analyzed the theoretical and practical aspects in the institution of the prefect in Bihor County.Under the legislation, the prefect, as the representative of the Government acts to achieve the objectives included in the county government program and the necessary measures for their fulfilment, in accordance with the powers and tasks assigned.In order to achieve the government act or decision to transmit from central to local level, according to the law, the prefect has the possibility of organizing and convening the Prefectural College.This institution aims to ensure the coordination of activities of the decentralized public services in the county and is the advisory body of the prefect in fulfilling the coordination of decentralized public services of ministries and other central government bodies organized in Bihor County.In this paper we showed the Prefectural College meetings organized in Bihor county, not as usual in the instition of the prefect in Bihor County, in order to ensure better application of the principles of legality, impartiality, objectivity and transparency of the local government decision.

Keywords: decision, government, prefect, Prefectural College, local transparency.

1. Introduction

Before beginning to make any analyse regarding the governmental decision making at a local level, we must present the legislative framework for the development of the prefecture's activity in Romania.

Art. 123, paragraph 2 from the Constitution of Romania (2003) stipulates: „The prefect is the representative of the Government on a local level and leads the de-centralised public srvices of the ministries and of other central public administration bodies from the territorial-administrative units".

On the other hand, the Law 340/2004 regarding the prefect and the prefecture takes the phrase "the prefect rules the decentralized public services" and regulates how the government representative in the territory may drive these decentralized services. According to Article 4 "(1) The prefect leads the decentralized public services of ministries and other bodies of central public administration subordinated to the Government , organized at the level administrative units . (2) The list of decentralized public services provided in paragraph (1) is approved and updated at

the proposal of the Minister of Internal Affairs and Administrative Reform, by Prime-minister decision."

The Prefectural College in Bihor county works under Article 22, paragraph 1 of Law 340/2004 regarding the prefect and the prefecture, as amended and supplemented, respectively Article 12, Article 13, Article 14 and Annex 3 of the GD 460/2006 on the application of provisions of the law 340/2004.

The Prefectural College aims to ensure the coordination of the activities of the decentralized public services in the county and is the advisory body of the prefect in fulfilling the coordination of decentralized public services of ministries and other central government bodies organized in Bihor county. In its exercise, the Prefectural college makes decisions, and during the monthly working sessions, its members reports and analyzes the status of implementation of the programs, policies, strategies and action plans in the county or municipalities, the needs that must be faced by the decentralized public services, by proposing measures to improve the activity.

Under the principles of legality, impartiality and objectivity, we consider that the prefect and prefecture are to comply with the law without acting outside the legal framework .

As regards the principle of legality it can be argued that it is a basic rule of law under which all social actors involved have the duty to respect the Constitution, laws and other legal, normative and individual acts, based on law and applicable to the social relations in which it participates.

If we refer to the principle of transparency and free access to the information of public interest, the prefect and the prefect institution must act in a clear and coherent manner, to allow access to public information to all those interested. Citizens need a functional, accessible, equitable, efficient and prompt public system to respond to requests as required by law.

In this respect, the prefect must operate smoothly, be unbiased, impartial and objective. Given the crucial role that the prefect has in the functioning of the state, it is understood that accountability is reflected in the steps he performes in the exercise of powers conferred by law.

The breaking of these judicial norms which regulate the process of the access to public information involves, usually, the responsibility form of administrative-contraventional and civil form (Ardeleanu-Popa, Cîrmaciu, 2010, p. 302).

Thus, according to the law 340/2004 regarding the prefect and the prefect institution, the administrative tools to reach could be:

1. Participation or authorization of some representatives of the prefect institution in the contest commissions for appointing the heads of the decentralized public services;

2. The proposal submitted by the prefect to the ministers to sanction the leaders of the public services;

3. The proposal of the prefect submitted to the ministries to improve the activity of the decentralized public services.

According to GD no. 460/2006, the ministers may delegate some management and control tasks to the prefect.

According to article 22, paragraph 1, of Law No. 340/2004 regarding the prefect and the prefect's institution, as amended and supplemented: "In every county a prefectural college operates that includes the prefect, the subprefects and heads of the decentralized public services of the ministries and other government bodies belonging to the central authority of the Government, which operate in the respective county".

2. Presentation of Prefectural College's activity at Bihor level

According to national legislation, the prefect as the representative of the Government in the territory , he has to ensure the application of the Constitution, laws, judgments and orders of the Government, of all regulatory and public order (Profiroiu, 2010, pag 88).

By law, the Prefectural College's sessions are convened monthly by the prefect. To be able to translate the government decision making closer to the citizen, at the level of Bihor County, the Prefectural College meetings were held every three months in the county since 2015. Thus, the meetings were held in 2015 in the following administrative units: in March 2015 in Marghita City Hall, in June 2015 in Sînmartin City Hall and in December in Beiuş City Hall.

At these sessions, in addition to the decentralized public services executives have been summoned to attend mayors of the administrative-territorial units in the area, media representatives and interested citizens.

The goal of the meetings in the territory was two-fold. Firstly to ensure the transparency in the governmental decision making closer to the citizen , and secondly to answer citizens' questions on some concerns in regulating personal emergencies.

3. Legislation analysis and a practical interpretation

After a presentation of legislation on the prefect and prefect's institution, it is found that, despite the prefect is the representative of the Government in the territory, there are some inconsistencies in the legislation, as follows:

> Relationship Prefect – decentralized public services. According to legislation
>   PREFECT – RULES – PUBLIC SERVICES
>
> In this case, "to rule" implies a hierarchical relationship of subordination. But if we analyze the legislation, we'll find that the decentralized public services do not have to report on the performance of duties by the prefect. The fact that the legislation does not foresee that the prefect may apply certain sanctions in case the activity of a decentralized service would not be reported to him, it determines us to question whether the government representative in the territory "rules" the decentralized public services ? It is true that the legislation states that the ministers may may delegate certain tasks to the prefect, but the law does not provide which are those situations in which a minister could delegate certain tasks to the prefect.

> The Prefect can not contribute to the recruitment of the personnel that leads the decentralized public services. It is true, he has the right to make proposals as a person to drive a decentralized public service, but he can not make the final decision.

> The prefectural college is an advisory body which according to the Regulation of organization and operation states that the "Prefectural College aims to ensure the coordination of the activities of the decentralized public services in the county and is the advisory body of the prefect in fulfilling ***the coordination of decentralized public services*** of ministries and other bodies of the central government organized in Bihor county". Again, the normative provisions refer to the "coordination" and not "ruling" as stipulated in Law 340/2004 regarding the prefect and the prefect's institution.

> Within these meetings, the members of the Prefectural College present a report, respectively analyze the status of implementation of programs, policies, strategies and action plans in the county and also make decisions by simple majority. In this situation, we ask ourselves, of course rhetorically: What happens to a director of a decentralized public service if the report is not prepared properly? Does he/she answer in front of its direct superior, respectively to the Prefect ? Or in front of the minister to which the institution is subordinated? Following an analysis of more extensive discussion we have come to tort institution that is a current problem both in theory and in practice. We have reached a situation where the person leading an institution should take responsibility for their own activity or will admit solution in French law where liability legal person shall not depart from the person conducting that sometimes act in interest personal.

Of course, these situations came out strictly from the administrative relationship prefect – director of decentralized public service, the citizen couldn't intervene

here. But the afore-mentioned relationship has at its core the citizen when at the level of a decentralized public service his rights aren't respected.

4. Conclusions

It is true, that the idea of the present paper work started from the desire to share a practical experience in Bihor county. Without false modesty, we may say that it is a good practice experience.

Firstly, through this organization it was possible to open the meetings of the Prefectural College towards the citizen. So far they had a closed circuit, even if the legislation provides that they are public. A good management of the decision transparency principle on the level citizen – mass-media was achieved.

Secondly, Bihor Prefecture obtained a positive visibility both at county and national level.

Thirdly, a good institutional communication was accomplished between:

1. Prefect – citizen,
2. Prefect – mayor (regardless of political orientation), succeeding here to be a good example of apolitical prefect, senior civil servant,
3. Prefect – decentralized public service director,
4. Mayor – decentralized public service director,
5. Citizen – decentralized public service director.

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children's everyday life, the age of beginning digital technology usage, the access and use of digital technology, the role of parents in children's digital technology usage.

This paper does not reveal the data results of the study, but it focuses on those methodological and ethical challenges we had to deal with during the research process. The importance of this issue emerges from the specificity of the target group. Doing research with young children raises several methodological and ethical questions because of the developmental particularities of young children as research participants.

2. Multimodal practices and digital literacy

In the scientific literature there is a great interest in the topic of digital literacy, but there is a lack of consensus regarding its definition.

The concept of digital literacy has been defined in various ways in accordance with the evolution of information and communication technology. In the period of personal computers, digital literacy meant "the ability to read and comprehend information items delivered via the personal computer" (Lanham, 1995 cited by Bawden, 2008, p. 18). With the expansion of the Internet, Paul Gilster gave a new definition to the concept of digital literacy. In his conception digital literacy is "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (Gilster, 1997 cited by Bawden, 2008, p. 18).

Digital literacy is often assimilated with similar concepts like computer literacy, Internet literacy, network literacy, information literacy, media literacy. All these concepts are used as alternatives for the concept of digital literacy in the scientific literature.

Other researchers talk about digital competences. This concept refers to a complex system of abilities and skills of an individual required by the efficient usage of digital technology in everyday life situations. The digital competence is one of the eight key-competences for lifelong learning elaborated by the European Union. The digital competence is defined "as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society" (Ferrari, 2013, p. 3).

everyday lives of young children; the relationship of offline/online activities of young children; the young children's access to and use of digital devices; the attitude of young children towards digital technology; the young children's preferred digital devices (smartphone, tablet, consoles or computers) and adopted multimodal activities (games, application); the level of digital literacy of young children; the risks of using the digital devices by young children; the attitudes of adults toward the relationship between young children and digital technology.

We corroborated our research results with the data of Velicuand Mitarcă (2016), analysing whether our results were consistent with the Romanian trends.

Researching young children raises ethical and methodological issues we have to address. Considering their level of development (physical, cognitive, emotional, social) and the way of learning, traditional research methods are not very efficient to study the expression of what young children know and can do (Guddemi, Case, 2004, p. 3). In addition every child has different family background, cultural and social experiences, so every child needs unique observation.

Ethical principles that apply to adults are the same for children, but there are also additional considerations. The researcher has great responsibility toward children, because children are vulnerable in interaction with adults, and there is a difference of power relationship between the adult researcher and child participant. (EUKO, 2010; REG, 2016)

This study shed light on those critical issues of methodology and ethics we faced in doing the research with Romanianyoung children of 4–6 years old about their digital literacy and multimodal practices.

Importance of research of young children's digital literacy and multimodal practices

Adults acknowledge with admiration the almost naturally appearing digital skills of young children, but the issue is much more complex. Obviously, children born in the 21st century grow up in digitally equipped households, but previous research (Chaudron, 2015; Velicu, Mitarcă, 2016; Sefton-Green, Marsh, Flewitt, 2016) does not confirm young children's high-level digital skills and their dominant participation in digital life.

In most households today there are touchscreen devices – tablets, smartphones, touchscreen laptops – which facilitate the digital device use of young children. Research proves that mobile devices, specifically tablets and smartphones, are some of the favourite devices of young children (Velicu, Mitarcă, 2016; Chaudron, 2015). Analysing the digital habits of Romanian families, Velicu and Mitarcă (2016, p. 4) find that smartphones are the privilege of parents, while the children receive their

personal tablets as gifts at a very early age. Children most often use the tablets on their own. Chaudron (2015) reports the same results on European level.

Young children most often play videogames, watch video-clips about games or cartoons. Sometimes they watch cartoon channels online. Children are also active in content production, they like making and watching photographs and videos about themselves or their family and friends (Velicu, Mitarcă, 2016, p. 4). Young children rarely use online communication channels (e.g. Skype, WhatsApp etc.).

Young children know a lot about how to operate touchscreen devices, but they are not as skilful in operating laptops and desktops. Kids imitate adults and their peers, but they are actually not very skilled in handling the phenomena of the digital world. Parents consider touchscreen devices instruments of entertainment, and tend to ignore their educational-instructional possibilities. For this reason parents limit the use of digital devices, therefore children spend relatively little time online. Young children do not even understand the difference between online and offline. Parents often restrict the online activity of kids as a measure of discipline (Velicu, Mitarcă, 2016; Chaudron, 2015).

Because of their age, young children are more exposed to online dangers (such as seeing inappropriate photos and videos, harassment by strangers, etc.), as they do not recognize the risks and do not possess the necessary knowledge and digital competence to fight them.

The appropriate guidance in developing children's digital literacy and multimodal practices requires the thorough knowledge of their attitude and behaviour both in terms of access and online/offline use of the technology.

2. Difficulties in the research of young children

2.1. Age characteristics of young children

The target group of our research were preschool-aged children (4 to 6 years). Ages between 4 to 6 is very important part of the early childhood with specific developmental characteristics. It was a decisive criterion in designing and conducting our research that the target group, due to its developmental stage, needed a specific approach.

In what follows, we summarize the physical, cognitive, emotional and social development milestones of this age group which influenced our research decisions because we had to adapt to these features.

2.1.1. Physical and cognitive development of preschoolers

In preschool age an important stage of personality development begins. Young children are introduced to new socialization media (e.g. kindergarten) with specific expectation and rules (Coste, 2016). Preschoolers have already learnt to speak and walk, and their physical movements are safe. Due to independence in movement, they get into a new relationship with the world. The preschooler's cognitive development begins already during the first years at home, under the influence of parental education, playing and storytelling, but the kindergarten environment rich in stimuli is a leap in the child's familiarity with the external environment, resulting in the increase of his/her cognitive abilities.

Preschoolers ask many questions and recognize the events and things around. Young children between 4 to 6 years are good partners in conversation, their speech development is significant. The size of children's vocabulary increases, they easily learn and apply new words, which enter their active vocabulary at the first time they hears them. Inner speech starts to develop, loud speech is mostly only used in communication with others (Hajabács, 2010, p.20). The child learns a series of actions through the guidance and imitation of adults.

The basis of grasping reality in preschool age is perception. Of all perception processes, seeing has the dominant role. A preschool child is a keen observer, who notices things that adults might ignore (Vályi, 2013, p. 14). Still, uniting the parts and the whole (synchretism) may be difficult; sometimes they are so caught up in details (point-like vision), that they fail to perceive the whole; sometimes the effect of the whole (global perception) prevails and they do not notice important details. These phenomena are valid for perception and thinking as well as for drawing.

The 4–6 years oldyoung children's thinking is pictorial, concrete, but they already have a concept on the world, a worldview. Near adults influences, kindergarten experiences, traditional and new media, and last but not least their own experiences play an important part in shaping children's worldview. This worldview is not yet structured by great ordering principles (Hajabács, 2010, p. 20). This is the period of "why" questions.

Preschool age is characterized by egocentric thinking, not because children are selfish, but because they cannot yet break away from their own selves and accept other people's viewpoints. Self-centred thinking permeates the child's relation with the world, and it is also perceivable on the drawings (Vályi, 2013, p. 14).

Symbolical and magical thinking is also characteristic for this period, and it appears mostly in activities like playing and drawing. Children can play with anything, for them any object receives a symbolic meaning, while playing they gain experience, they are happy and release tension (Vályi, 2013, p. 14).

2.1.2. Emotional and social characteristics

Despite their strong cognitive development, preschoolers react with intense emotions to events important to them. In this age emotional life influences the entire personality development. Their personality is ruled by emotions, emotional processes are very quick. Children turn very easily from sadness to happiness. They express their emotions openly, uninhibitedly, honestly. Emotional development also starts in this age, ethical, aesthetic and intellectual emotions begin to appear. The 4–6 years old young children begin to recognize and incorporate parental expectations, they enjoy music and beauty, and they become more and more curious to understand the world.

Preschool age is also the time of the emergence of will. Children of this age realize they have their own personality and will, their self-awareness is formed. They are happy about their successes and expect others to recognize these.

Before kindergarten, children are mostly in the company of adults, but at this age the need for the same-age peer group appears. Children start making friends at around 4 years of age, and their social behaviour develops as a result of their social relationships. These social relationships are still very occasional and unstable. At this age the competition for love and acceptance also appears, hand in hand with jealousy (Hajabács, 2010).

2.1.3. Activities that foster the personality development of young children between the ages 4 to 6 – playing, storytelling, drawing

The main activities that foster the personality development of young children between the ages 4 to 6 are playing, storytelling, and drawing.

Play is an important activity of preschoolers. It promotes the development of perception, memory, imagination, thinking and emotions. The primary kind of play in this age is role play. Children invent instruments for role play. They imitate things seen and heard in reality, and this way they process the experiences coming from the outside world both cognitively and emotionally. (Hajabács, 2010, p 23). Play develops the entire personality, it stimulates the knowledge and awareness of oneself. Since play is a purposeful activity, it needs intellectual and physical effort and stimulates responsibility. At the same time it is a pleasing activity, which children take very seriously (Hajabács, 2010, p. 71).

Once they learn to speak, children live under the spell of fairy tales, and this attraction is strongest at preschool age. Tales have several functions in the life of a child: they fulfil desires, keep children active and develop the memory and imagination, satisfy emotional needs, develop linguistic skills, create a safe environment as storytelling is an adult-related activity. They develop children's social, emotional

and moral intelligence through their identification with the characters (Hajabács, 2010, p. 24). The real world is yet too complicated for children, but they understand the connections in fairy tales and these serve as reference points for their orientation in the world.

Preschool age is the great time of drawing. Besides play, most children take pleasure in drawing. They describe their experiences, inner emotional life and their relationship with the world through drawing (Vályi, 2013, p. 13). Drawings display the intensity and richness of children's imagination, creativity, and emotional life.

2.2. Methodological problems in the research of young children between 4 and 6 years old

Young children's general level of development, the cognitive, emotional and social skills characteristic of their age influence the ways they can be included in research as informants. Teenagers are accepted informants in social sciences research, but children of preschool and elementary school age have only been considered reliable research subjects since the 1990s (Ólafsson, Livingstone, Haddon, 2013, p. 20; Einarsdóttir, 2007; Hill, 2005, p. 62). Data collection in research topics involving preschool-aged children has relied on the observations of parents, educators, or the researchers themselves (Morrow, 1996), but in the last two decades we have been witnessing an increasing number of researches where preschool-aged children have become informants and active participants of the research. We also consider that young children are reliable informants and research participants, and our study has also been constructed upon information collected from them by various methods.

In what follows, we will present the problems and difficulties we faced during the research of digital literacy and multimodal practices of 4 to 6 year old children. Ólafsson, Livingstone, Haddon (2013) summarized the main methodological questions of research involving young children. There are five methodological problems to be addressed, connected to the steps of the research process. Below we present these methodological problems and the solutions we have applied in our research.

2.2.1. Design of the research

In doing research with young children we faced the first difficulty already in the design stage. One of the questions raised was whether to conduct qualitative or quantitative research, namely to collect similar data from many children or detailed data with various data collection methods from a few children (Ólafsson, Livingstone, Haddon, 2013, p. 7; Greene, Hill, 2005, p. 4).

Our decision was based on two factors. First, there is little research on the subject, and the existing studies preferred qualitative, in-depth analysis (Holloway, Green,

Livingstone, 2013; Chaudron, 2015; Velicu, Mitarcă, 2016). Second, we intended to compare our research results with the data of the single research has been conducted in Romania on this subject (Velicu, Mitarcă, 2016). We designed an exploratory research which followed the theoretical and methodological approach of Velicuand Mitarcă (2016) on several points. The purpose was to understand the relationship of Romanian young children of 4 to 6 years of age to the digital world, to gain insight into their digital experiences and map the multimodal practices they used. We have used several sources for data collection (Greene, Hill, 2005, p. 4), such as children and their parents, as well as kindergarten educators.

2.2.2. Sampling

Sampling is an important issue in research involving young children. Since we chose to do an exploratory research, we have selected few children in the sample, considering each child a case.

The research was conducted in two settlements: Cluj-Napoca (Cluj County), a highly developed university town, number of inhabitants around 310 000, and Miercurea Nirajului (Mureş County), a small town in an underdeveloped region, number of inhabitants around 5500 (REC 2011). The target groups were two medium groups (4–6 years) of one state-financed kindergarten in each of the two towns (Ólafsson, Livingstone, Haddon, 2013, p. 30). The children surveyed in the two groups were those who volunteered to participate and their parents also agreed. The preferred sample size for quality research is 20–40 items, but a smaller sample size is also acceptable in case of detailed analysis (Ólafsson, Livingstone, Haddon, 2013, p. 30).

2.2.3. Data collection

The age characteristics of young children limit the research possibilities (Greene, Hill, 2005, p. 4). It is a question whether the reports of children aged 4–6 are indeed valid and reliable. Therefore in case of young children research – in order to increase reliability and validity – data collection is completed with information offered by adults in the children's environment. The child's previous personal experiences and social and cultural background also influences the quality of data communication (Ólafsson, Livingstone, Haddon, 2013, p. 20).

It is difficult to gather data from preschool-aged children with any kind of cognitive methods, for they do not know yet what they know, therefore they often do not understand the questions they are asked or cannot give meaningful answers (Greene, Hill, 2005, p. 4). They might also not want to answer the questions. Researchers have also found that small children answer meaningless questions as well, usually "no", because they want to comply with the researchers' expectations and can be easily influenced (Greene, Hill, 2005, p. 9). Also, the attention of 4–6 years old children

fluctuates, they do not have the patience for longer conversations (Ólafsson, Livingstone, Haddon, 2013, p. 45; Greene, Hill, 2005, p. 17). Building trust is just as important, otherwise the child will not be honest (Greene, Hill, 2005, p. 17). The limits of imagination and reality are still blurred at this age, therefore it is difficult to decide the boundary between imagination and reality. Researchers also realized that children often lie, and researchers fail to notice (Greene, Hill, 2005, p. 10).

In working with children, it is preferable to use indirect methods instead of direct ones (Einarsdóttir, 2007, p. 199). Young children have a great need for moving, and in their activities they imitate the near adults in their environment and their peers. For this reason the appropriate methods for data collection are role play, having children complete concrete tasks, playing with objects, and trials and practising (Guddemi, Case 2004, p. 2; Greene, Hill, 2005, p. 14; Einarsdóttir, 2007, 199).

One of the most widespread data collection method in children research is drawing (Vályi, 2013, p. 39; Ólafsson, Livingstone, Haddon, 2013, p. 82). Drawing is of long standing technique in psychology and psychotherapy, increasingly applied during the past 15–20 years also in other types of research about young children (Literat, 2013, p. 86; Ólafsson, Livingstone, Haddon, 2013, p. 21). Moreover, it can also be applied across various cultures, since visual expression has mostly the same characteristics in each culture. However, the drawings also bear cultural specificities which are worth keeping in mind (Literat, 2013, p. 89).

The location of data collection must be familiar and friendly for young children to have confidence and not be afraid to interact with the researcher (Ólafsson, Livingstone, Haddon, 2013, p. 68).

Based on those said above, we applied three data collection methods in our research.

In the first stage of research we used a visual method: children made colourful pencil drawings. The location was the kindergarten room. In this stage we worked with 18 children and got 36 drawings made by them.

The second stage of data collection was a series of tasks that children had to complete on a tablet. The location was also the kindergarten room. The children joined the task one by one, but at the beginning we told them that they could stop completing the task at any time. Since the activity with the tablet took place in one of the public spaces of the kindergarten, the other children disturbed the activity several times because they were curious about the tablet and their peer who was working on it. Meanwhile, the researcher made observations and wrote them down in an observation report. All 18 children who created drawings took part in this stage as well.

In the third stage of research we interviewed the parents about the children's digital practices at home. The interviews lasted between 30–50 minutes, the location

was their home. 10 parents were interviewed in MiercureaNirajului, and 8 in Cluj-Napoca. The educators were also interviewed, 2 in Cluj-Napoca and 4 in Miercurea Nirajului.

2.2.4. Data analysis

Qualitative data collection poses several problems. Our research employed the visual method, observation and interview. In addition to their benefits, each of these methods has its disadvantages and problems.

The disadvantage of drawing as a visual research method is the fact that the results hardly can be generalized. Drawing can be used as an exploratory method helping the identification and description of problems rather than the formulation of general explanations (Literat, 2013, p. 93). The interpretation of drawings raises the problem of validity, because the subjective observations of the researcher may also lead to mis-interpretations (Literat, 2013, p. 94; Greene, Hill, 2005, p. 7). It is recommendable therefore that the drawings be followed by a common discussion with children. However, the risk that the boundary between imagination and reality is blurred still remains.

In the second stage of the research the children had to complete various tasks on a tablet, with the purpose of assessing their digital literacy. The children completed this stage with curiosity and eagerness, the drawback of this activity was that the children were distracted by the applications they knew and the curiosity of their peers.

In order to confirm and complete the data collected from the young children, parents and kindergarten educators were also interviewed. Parents were asked about the multimodal practices and digital skills of the children at home. The educators were asked about the role of digital devicesand the internet during kindergarten activities.

2.2.5. Corroboration of our results with the results of previous research

The validity and reliability of our results are confirmed by their comparison with the results of other researches. We corroborate our research results with the data of Velicuand Mitarcă (2016), analysing whether our results are consistent with the Romanian trends. We have had in mind the possibility of comparison already in the stage of design, therefore we used a similar theoretical framework and some identical methods. We also corroborated the level of digital literacy of Romanian children with the results of research involving European children (Chaudron, 2015).

2.3. Ethical problems in the research of young children

The entirety of ethical norms and rules observed during research guarantees that the participants in the research respect each other's dignity and rights, and the research results serve the common good and the interest of the target group. Observing the

ethical norms is of outstanding importance in the research of young children (0–8 years), accounted for by several reasons. (Hill, 2005, p. 63).

2.3.1. The purpose and preparation of research

Roberts (2008) highlights the importance of the research target. The only ethically legitimate research involving young children is the one that promotes the welfare of children, or if the lack of its results would be detrimental to children's future possibilities.

The University of Sheffield has elaborated its own ethical criteria for research involving children and youngsters (SREGP, 2012). They formulated ethical recommendations for each step of the research process. The first step is contacting the children. It is important to ask for the permission of all adults who are caretakers of the children. If the data collection happens in a kindergarten, the managers of the institution and the educators must be asked for permission. Also, the parents must also grant permission, and the children must participate voluntarily. All this must happen in parallel with informing the participants about the purpose of the research and the data collection process to follow. The child must also be aware of the consequences of his/her refusal to participate (Roberts, 2008, p. 264).

We observed all ethical recommendations in our research. In the winter of 2015/ 2016, we contacted the management of the kindergartens involved, presented the research project, and then asked for their written approval. The kindergarten managers designated the contact persons with whom we worked with. The educators informed the parents about the purpose of the research and the activities the children were supposed to take part in. After this, the parents gave a written consent to their children's participation in the research. The children voluntarily participated in the activities involved. We asked them if they wanted to participate separately for each activity: drawing and tablet tasks. The parents also agreed voluntarily to the interview about their children's digital literacy and multimodal practices at home.

2.3.2. Sampling or the choice of cases

It has been discussed in the previous chapter that young children's level of development limits the scope of research applicable to them. Qualitative approaches are more appropriate for research involving young children, with results envisaging the exploration and understanding of problems and their significance for those involved. Qualitative researches are based on cases much rather than representative samples. It is an important question how to choose the subjects of research in case of young children. The most accessible solution is to conduct the research in kindergartens, but this excludes children who do not attend kindergartens or attend other types of day-care facilities (Hill, 2005, p. 68).

In our research – similar to the 2015 data of Velicu and Mitarcă – we tried to assure as much sample diversity as we could. In Romania there are differences between the internet using patterns of the urban and rural people from larger or smaller towns, therefore we conducted our research in two settlements, a large town and a provincial town. In both locations, we chose a kindergarten attended by children of the middle class of those settlements. Within kindergartens, we chose the medium groups gathering 4–6 years old children.

2.3.3. Relationship of the children and the researcher during data collection

Morrow (1996) in her study on problems connected to research involving children draws attention to the vulnerability of children and their competences different from adults which the researcher must keep in mind. As mentioned before, children lack the necessary knowledge and experience to be able to ponder their capacity of informants. Children answer to the researcher's question whatever comes to their mind, without recognizing if their choice of words is beneficial or detrimental. (Hill, 2005, p. 63) mentions that children are not used to their opinion being taken into account, therefore they open up less easily and they feel vulnerable if they speak out their mind.

Morrow (1996) also stresses that the researcher is in a position of power in relation to the child on account of his/her age and status.

Another risk in data collection is the subjectivity of the researcher, as adults tend to prioritize their own perspective over the child's. Another important factor is the researcher's attitude towards the child, as this influences the outcome of their joint work. (Greene, Hill, 2005, p. 7). Finally, it is important to realize that it is difficult to apply a unified perspective in the research, because the 4–6 years old children's socio-demographic characteristics, the economic, social and cultural status of their family influences their thoughts and manifestations (Morrow, 1996; Greene, Hill, 2005, p. 5).

In the present research the data was collected by the project leader. The children were observed close to their educators, which increased their sense of safety. Apparently, the young children behaved calmly and cooperatively. The researcher aimed at a partnership with the children for a successful outcome of their common work. The parents were also cooperative in the research process.

2.3.4. Controlling the validity of data

Due to the problem of validity of data collected from children, it is recommendable to use several sources which reinforce each other (Morrow, 1996) and at the same time diminish the risk of subjectivity and increase the validity of the researcher's explanation (Flewitt, 2005, p. 10). Finally, research results should be communicated to the participants of the research, and the feedback from the informants may even

assist the researcher in finding the correct interpretation (Morrow, 1996; Flewitt, 2005, p. 11; SREGP, 2012).

We presented the results of the research to the educators and the parents in the summer of 2016. Both the educators and the parents were requested to review the researcher's interpretation. The conversations were recorded and the observations are currently being incorporated in the final evaluation of the research results.

2.3.5. Data processing and confidentiality

Once the data is collected, we must grant the confidentiality of the informants' personal data. Flewitt (2005) summarizes the risks connected to visual materials. As he also mentions, the informants of our research were also reluctant to let us take photos or videos, for fear that they would not be able to control the use of their personal data in the future. Therefore no individual photos were taken about the children and their parents, the photos were mostly taken during group activities. Drawings, interviews and observations were coded so that the personal data of the children, the parents and the educators may not be identifiable.

2.3.6. Dissemination and effects of research results

The results of the research will help us formulate recommendations for the development of children's digital literacy and harness their digital opportunities. We plan to form recommendations to parents and carers as well as to make proposal of further research.

3. Conclusion

The 21st-century changes in information and communication have generated important transformations in the lives of adults and children alike. The digital competence and multimodal practices of adults and youngsters have been thoroughly researched. However, we know much less about the digital literacy and multimodal practices of preschool children. Doing research with young children under 8 years old raises critical issues of research methodology and ethics. In this study we summarized those methodological and ethical challenges we met in our own research.

Doing research with children under 8 years is difficult due to the developmental characteristics of young children. We decided for an exploratory research in order to increase knowledge about the topic. There is a single research in Romania (Velcu, Mitarcă, 2016) about the digital literacy and multimodal practices of young children under 8 years. Researching pre-schoolers as research participant is also not familiar in Romania.

During the preparation stage we obtained the permission of the adults responsible for the children – parents, educators and institution managers – and we assured of the children's voluntary participation. We informed the research participants (adults and children) on the research process. We selected a small number of children from two settlements as cases of the research.

During the data collection process we gained the trust of both the adults and the children. The most difficult part in working with children was to handle their vulnerable position adequately. We built a relation of partnership with all the informants during the research.

In the research of young children we applied the methods of drawing and observation. The use of visual method and conversations with children raised questions regarding reliability and validity. In order to balance the researcher's subjectivity, we organized feedback conversations with the parents and educators.

Personal data of all the research participants were handled confidentially. All records of the drawings, interviews and practical tasks and the presentation of the results were coded in order to protect personal data.

The research methods applied were chosen so that the results may be corroborated with results of other Romanian (Velicu, Mitarcă, 2016) and European (Chaudron, 2015) researches.

The results of our research, in addition to their contribution to theoretical knowledge, allowed us to formulate recommendations for expanding children's digital opportunities and developing their digital literacy. Based on our results we provided new approaches and suggestions regarding further research.

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Transcultural perspective and social integration

Ioan VLAŞIN

Abstract

The phenomenon of social integration is present in all the groups formed by people, from the family to the unions of states. The means through which this integration is being achieved is culture. The participants have different cultures, that's why it is difficult to build a common, strong culture. To optimize the collaboration and overcome the obstacles imposed by their different cultural approaches, a transcultural perspective can be adopted. The transcultural perspective is based on recognizing the fact that culture is a collection of instruments which provide the mental software to a facile achievement of some tasks, for the fulfillment of the fundamental human and group's needs. Ultimately, science, art, technology etc., even culture, are only instruments of people and groups.

Without a transcultural perspective consciously adopted, the collaboration evolves much harder. Every part keeps its perspective and there isn't any common analyses system, beyond individual preferences.

By adopting a transcultural perspective, people are no longer under the uncontrollable influence of the culture (of the mental software, of the habits), but in a position from where they can control and evaluate it. The people's detachment from the instruments and the abandonment of the idea with which they identify by treating them as means, permit their unprejudiced evaluation. So, they achieve the integration faster and lay the foundation for an efficient common activity by adopting the instruments that suit best.

Keywords: culture, transcultural, basic needs, instruments, competence, autonomy, relatedness, cultural stages, personal knowledge system

1. Importance of culture

The term 'culture' has different meanings. It can refer to the creations of some elite in art, music or literature fields, but it can also cover a wider variety of human achievements. Culture is differently understood, depending on the positions of those who analyse it and the processes envisaged. Some people see in it only what's in the responsibility of the Ministry of Culture, while others see the source of the mental soft (5). In a wider insight, the source of human civilization may be identified in culture, the cohesion element in it, but also a potential source of conflict (2).

At the organizations level, "culture is not only a part of the game, it is the game itself" (1, p.17) where the people's feelings and their results are depending on it. It

establishes how things need to be done, but it also keeps alive the stories of the models or heroes of the organization. In its framework arises future, but the past is also preserved.

Some specialists consider that all that contributes to the mental soft is part of the culture: "In most of occidental languages, culture means civilization, "chiselling the spirit" and most of all, the results of this chiselling like education, art and literature. This is culture in a limited sense. Culture, as a mental soft, is corresponding to a much broader sense, used by sociologists and anthropologists. In this book, we will use the latter sense" (5, p.17). Through the mental softthat type of accepted behaviour is ensured, those values that have to be respected and it determines the people to join groups. And because we get familiar with those in our group where we were trained, most of the times it remains our favourite group for life.

According to Samuel P. Huntington, "the global politics began to be configured on cultural bases" (2, p.19). In his book he highlights the most powerful role that culture can play, that of determining cohesion,but also the conflicts for keeping or affirming the identity.

So "The main theme of this book may be summarized as: culture and cultural identities, which broadly are civilization identities, determine the cohesion models, the disintegration and conflict in the post-Cold War world." (2, p.20) Its importance is not an abstract problem which only some analysts may take into consideration, because we can feel its consequences in the atmosphere that it creates into our families, at work, in the society, even in global affairs, when we talk about conflicts and alliances between nations and civilizations. Because of these reasons, the research on it has been expanded in the last few decades. There are a lot of books and demarches which have the organizational culture as the main object, the means and instruments for its research and development.

The culture, broadly seen, has an important role in people's lives. Its influence is not easily achieved. Most of the people take the things as they are, they consider that is the way they should be and try to adapt to the situation. The culture that is acquired unconsciously is considered to be part of the identity. That's why the adherence to a culture may become very powerful and can lead to conflicts if an external force tries to bring changes to it.

The problems and the awareness appear when two young people get married to build a family, when they realize they behave with their children just like their parents had behaved with them or when people pass from one culture to another. To adapt to the new situation or the new culture, or to gain another approach with children's education, they need to learn new behaviours.

2. The transcultural perspective

One important problem which is determined by the culture's influence is the fact that people are more or less, its prisoners. The impersonal "They" takes them prisoners (Heidegger, Being and Time): the things need to be done this way because that's the way to do them. The limits of personal autonomy are imposed by the culture and the culture's impersonal rules. Any kind of new approach has to defeat the opposition and cultural inertia.

Another major problem is given by the fact that in the contemporary society, the cultural differences, especially the religious ones, are reasons for conflicts, terrorism acts and wars. Because of these reasons we need to overcome the differences and adopt a position that permits the dialog between cultures and the individual freedom.

The specialists in conflict resolution discovered a solution to overcome the cultural barriers. Marshall Rosenberg participated into a large number of mediation activities, sometimes in very difficult situations because the involved parts were in an open war, with casualties among the loved ones (6,7). Despite of the fact that the participants in the mediation process were coming from different cultures, the process has been always successful. The success was being based on an approach that was involving the parts into a non-violent communication process (NVC).
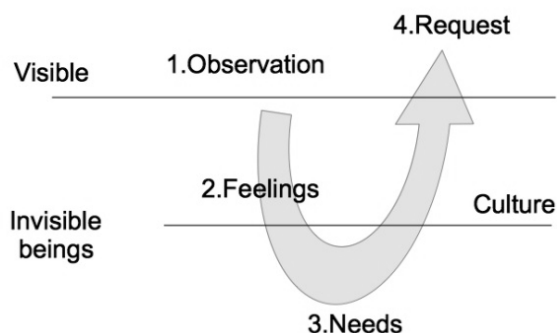
Figure 1. *The Non-Violent Communication*
*Approach that overcome the cultural barriers*

In the 3rd stage of a NVC, there is a shift beyond the cultural barrier by reference to the universal human needs – figure 1. Meeting the needs or not meeting them is a source for positive or negative emotions. Their understanding and capitalization helps people find a way to their fulfilment. Reporting to the needs allows us to transcend the culture because the culture is just a collection of solutions for some problems. The main problem of people is meeting their needs. People use their culture

and think that there are no other ways to follow until they discover their basic purpose linked to the needs and not to the chosen path.

The research in the human needs subject was an intense concern for the psychologists of the last decades of the 20th century. They developed a theory based on the results of their experiments. Self-Determination Theory (8,9) discovered the three fundamental human needs, found in all people, regardless of their culture or of the geographic area where they lived. These three needs are: autonomy, competence and relatedness. The autonomy and the competence are results that we desire and we need for a better organic functioning. The competence need is the means by which the other two are achieved.

A very interesting thing linked to these needs is that they are not exclusive and don't cause any kind of antagonism, neither to the level of human being, nor to the level of groups or society where people act. On the contrary, we may say that through them a better interaction is ensured and also a better integration of people. In other words, they can be met without prejudicing other persons or groups.

We also can observe that these needs are universal. Any entity needs autonomy to keep its integration and to evolve, it needs relatedness to discover itself, to learn from others and participate into a bigger whole. It also needs competence to manage and improve this participation. At micro-particles we can observe the three different states in the corpuscular character, in the undulating one and in the dual state.
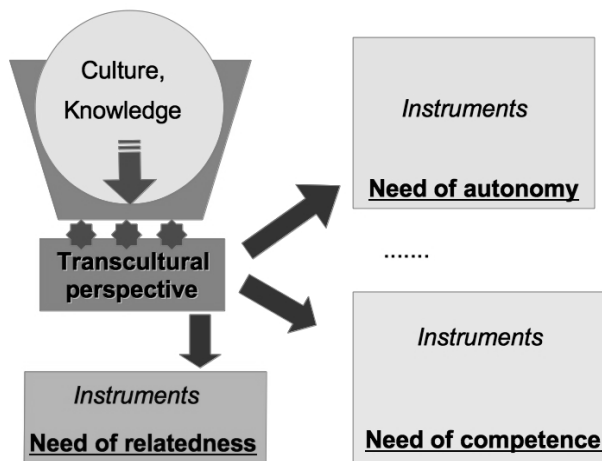
Figure 2. *Transcultural perspective as instrument*
to get instruments from culture and knowledge

The organizations or societies that humans create also have these fundamental needs. Regarding these considerations, the transcultural perspective that we proposed

represents a positioning of the human from where culture is being seen as a collection of instruments needed by a person, a group or a society to meet its fundamental needs. The habits, the values, the beliefs and the approaches proposed in different cultures can make sense. No matter how old or widespread are they, they can be seen as an impressive collection of instruments which can make the life better. They can be analysed detached, understood and exploited to increase the efficiency and the quality of life.

This perspective does not relativize or destroy the values accumulated in cultures, it only serves as a framework where they can be better understood and exploited more efficiently – figure 2. Within this, some habits, beliefs, values are easily understood by reporting to the offered benefits in order to meet the basic needs.

3. The advantages of adopting transcultural perspective to optimize evolution

From this perspective, people become conscious of the instruments that they are using, of their source and can manage their evolution to a fulfilling life. They can consciously approach and understand better their own culture, other cultures and they can retrieve easily the instruments developed within it. By positioning this way, people may have a better understanding of the demarches for human development and their completions with essential elements to become more efficient. Starting from this perspective we can complete the approach proposed by Alan Watkins (12,13), about the levels of control overthe human being. At the pyramid's base are the fundamental needs as major determinants of our life and as source of our motivation – figure 3. If we consciously manage these deep levels of being and the process of basic needs meeting, our life becomes orderly and gets an upward trend.

The integration of the fundamental human needs in the personal knowledge systemproposed by Roger Martin, closes the human's becoming circuit and brings the energy that is necessary for this demarche. Meeting the needs is closely related to the experiences we are going through.

In (3), five cultural stagesare presented. These may be better understood from the transcultural perspective. The cultural stage on which a person is situated depends on the level of meeting their needs. The theme of every level comes from the outlook on life (3) which is also the source of language and behaviour. These stages are: stage 1 – "Life is Sucks!", stage 2 – "My life sucks!", stage 3 – "I am great (and you're not)!", stage 4 – "We're great (and you are not)!" and finally, stage 5 – "Life is great!". It is easy to remark that on the 3rd stage, the main source for happiness is the meeting of the autonomy need, on the 4th stage we discover the happiness provided by the

competence while on the 5th stagewe gain the happiness offered by the complete integration.
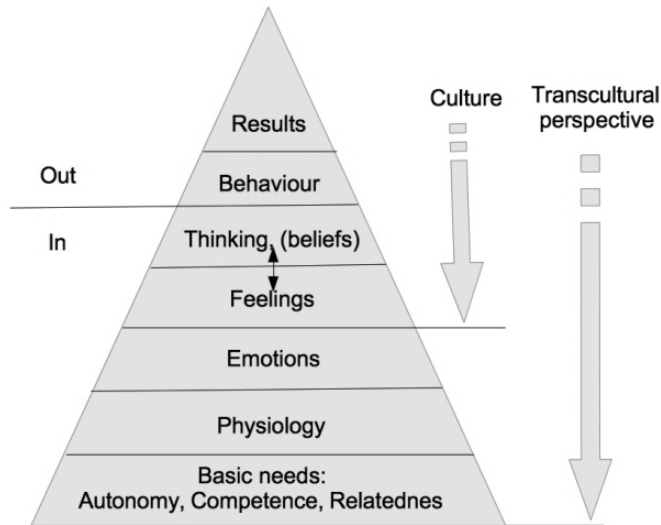
Figure 3. *Levels of human functional organizing from the transcultural perspective*

The change of attitude can only be achieved based on the mastered instruments and these depend on our experiences (4). Considering the fundamental needs meeting, we can cultivate some attitudes which foster this result. And we can only sustain the useful attitudes by gaining the instruments that are necessary to manage the situations that lead to the achievement of the needs. On the 5th cultural stage, the integration of the attitude, the instruments and the experiences is very well done; the system is functional when those who achieve this performance think that life is beautiful.

Thereby, the attitude becomes itself an instrument and both the conscious and unconscious contribute to its adoption. In figure 4, the diagram of the personal knowledge system evolution proposed by Roger Martin (4, p.113) is presented, which is complemented by the introduction of the needs as linking element between attitudes and personal experiences. When attitudes comply with basic needs, then they lead to wonderful experiences.

So, the effort to having a wonderful life cannot ignore the transcultural perspective because it offers the most complex description of how to achieve that performance. The attitude, the values become useful instruments within it and support the person, the group or the society to meet their fundamental needs.

4. Advantages with major social impact

By changing the individual development and cultural approach processes, major changes may take place too in all areas of life. By gaining a superior level of awareness, the human comes from being a spectator of his own life, a prudent observer of it and then its author himself.

This perspective over culture may contribute to a strong relief of social conflicts because it allows the interruption of people identifying with elements from their culture. The values and the beliefs are no longer seen as goals or absolute rules, but as means to achieve universal goals which don't prejudice others. It facilitates the dialog between cultures and their enrichment with elements from other cultures.
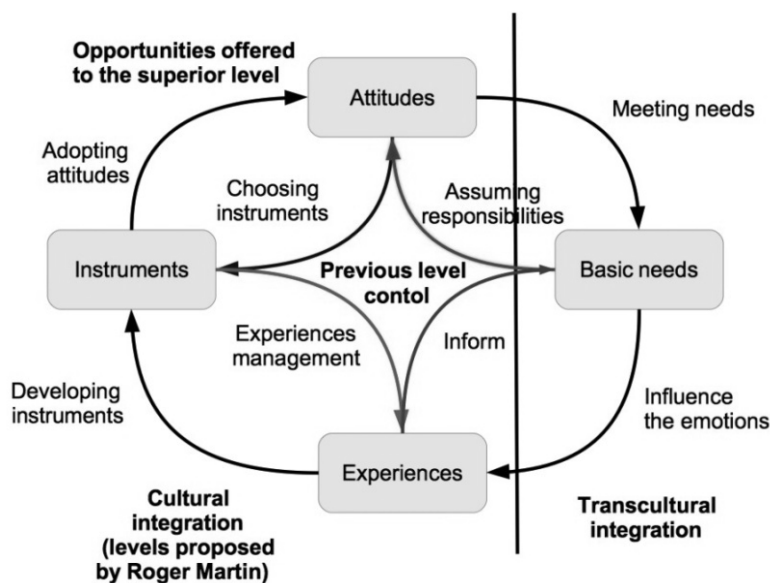

Figure 4. *Personal knowledge system from the transcultural perspective*

The most important contribution could be the fact that the transcultural perspective allows us to build an informational context for education. The main problem bound up with the unhealthy motivation of learning is given by the fact that the environment where learning takes place is being controlled by student's external forces. The autonomy of the student is not respected and the learning is unhealthy. They are taught to develop through comparisons to get rewards, awards, to avoid punishment etc. instead of how to develop their need for competence in a healthy way. This is not

the way to achieve the soft power given by the competence, but an unhealthy growth based on ego (8).

The consequences of this approach are major because they destroy authenticity and creativity of people. They will behave at their jobs just the way they were taught as students, they are going to wait to be told what to do and they will do it for external rewards. This hinders the authentic involvement and the initiative, the honest adoption of some values and getting a good cohesion of teams. A person, who has been taught with training, will always need a tamer (10).

An informational context allows an intrinsic motivation and an authentic development by meeting the basic needs. Thehuman can become a strong being, self-possessed, proactive and able to find solutions for the most difficult problems. The engagement for working in a team will no longer be a difficult and unpleasant task for him because of the disclosure of his limits, but an interesting challenge, a source of fulfilment and satisfaction. The long process of individual development will no longer be one where he is forced to endless submission in front of an external, impersonal force, but a journey full of self-discovery, surprises and of pleasant activities with others (11).

5. Conclusions

In physics, the problem of physical phenomenon seen from different reference systems was solved with the relativity theory. Idem, for the people from different cultures, things may be seen differently because of these different perspectives, assumed up to the identity level, most of the misunderstandings start.

Adopting the transcultural perspective we can overcome all these. From this perspective, the cultures offer useful instruments to people, to groups and society so they can reach the 3 basic needs. Culture, values, beliefs are no longer goals to which people are subjected, but means, instruments which they can use. From this perspective, the human is being put in the creator position, after he was controlled by them.

The knowledge society can block a person through overstrain because of its huge quantity of information which increases every day. The transcultural perspective is the best instrument that people can use to maintain order and take this situation under control. It offers a framework to allow a good understanding and organizing of all human activities products. With its help we can build a map of reality that shows to every person interested the correct track from "life sucks" to "life is great".

The informational context that can be built using the transcultural approach allows the passage from an education based on ego to one that supports the increasing of

soft power of people and their harmonious development. Having such an education, mature persons will be proactive, creative and will happily take part into complex and lasting team activities.

The implementation of this approach cannot be achieved by technical improvisations, but only by assuming the perspective and acting according to its principles. Those who adopt it become free from the influence of their own cultures, artisans of their lives and valuable teammates. People, organisations and societies are prepared for this passing through the multitude books, articles and materials which propose an aware approach of cultures and an objective evaluation of their impact. These are the reasons why we believe that such a useful and important instrument like transcultural perspective would be welcomed and will have a great positive impact.

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