

**“VALUES AND INTERESTS
OF ADOLESCENTS IN EUROPE”
– A STUDY FOR ERASMUS+ PROJECT
“FORUM THEATRE,
A LEARNING INSTRUMENT
FOR EDUCATION - FOR LIFE”**

Authors:
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Prof. Oana Gabriela Vulpe, economist



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”Values and interests of adolescents in Europe” – a study for Erasmus+ project *”Forum Theatre, A Learning Instrument For Education - FOR LIFE”*

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European educational requirements in knowledge society.

The need for specialised research

Education, assuming an existential positive side of learning and development of the individual and, through it, of the society, must have a capacity to adapt rapidly to time, space, social needs. The dynamic trend that defines (or sometimes should define it) the educational and technological avalanche, is sometimes difficult to manage.

This study, together with its conclusions, is a relevant and referential point of view for what mean today modern values, demands and responses of education, interests and expectations of European society from the individual, and the latter from the world living.

A young person enjoying a quality education, active and responsible, with pro-social attitudes will be a gain for himself, for the people, for society in general. Any study on education can only be welcomed, given that it, in relation to the context and the human being must have customisations, adaptation, reconsideration, but all these must have a solid base.

Six different social and educational backgrounds are proposed for analysis. Each person who confronts with the the dynamism and the complexity of the knowledge society, must have contact with real, practical life in a close environment, but also with international experience on various aspects of education/universal culture, contributing to the development of essential values of modern people, such as solidarity, human dignity, respect for the others, well being, tolerance. Diversity should not be an obstacle.

We remember the positive experiences, apply them to the domestic context, identify common values, we learn what it means not only to report to you personally. Whether we refer to periods near and far of human evolution, to one or more persons, tolerance was considered a human manifestation, absolutely necessary when it comes to reporting it to his fellows. We are, admittedly, extremely tolerant with ourselves, with our own mistakes, because of strong feelings, permissive, more or less justified to themselves, but intolerant of mistakes of others, with different approaches reported to our own value system.

Glancing over the ideals of education in chronological major eras of human history, we remember that formative function of education has always maintained the values of right, respect, understanding, tolerance, final remaining equally valid in the past, like today.

There is not so easy to talk about real original values in the knowledge society, which requires an individual with a stock of knowledge and skills increasingly richer, a society characterized by information explosion that we have mentioned, many times unverified and signified only by personal interpretation largely subjective. We note, in modernity, non-value situations increasingly frequent, recognized and even appreciated.

An equivalent of the world upside down, that Greek poet Arhilorh was talking about, since ancient times, in the 7th century BC. In modern times man has the feeling of an atypical world, deprived of the true values of modernism that can lead to major imbalances.

Truly - a fact increasingly stronger, we have a reversal of value systems, which do not necessarily equate with good or evolution. In such a society, we need real values, we have a duty to appeal and to

relate to values generally recognized, even if sometimes we feel (subjective, of course) that we are a minority caregivers. Quality education represents, today and in all times, the social and personal key to success. And here is another strong link between the two concepts: education and values.

We see then, making a necessary appeal to history, that values promoted by predecessors-especially moral ones, which have withstood centuries on end, even millennia, are supported in their universality and modernity but often only at a declarative way. We note that a society and an education system that is respected not only transmit values, but seek to change attitudes, mindsets, behaviours, for a better living at individual, social and professional level.

One person cannot relate only to himself, and a strictly individualistic oriented education is incomplete and ineffective for social human being. Lack of prosocial education leads to disruption in personality and in its harmonious structure, producing or emphasizing social disorder.

This study highlights the importance of the new education, education being seen as a response of the educational system to the problems of the contemporary world.

Analyzing The Charter of fundamental human rights, the application of which is guaranteed by the Treaty of Lisbon, we notice that fundamental rights are grouped into categories such as dignity, freedom, equality, solidarity, citizenship, justice. For each aspect, "new education" proposed requirements, fundamentals, solutions to problems - human rights education, education for active citizenship, legal education, education for democracy, intercultural education etc.

Sure, there may be performed a hierarchy of importance of these areas or a variant of implementation.

We cannot say what place each field should occupy in the education of each individual. Perhaps the future will show that some aspects will enter into formal space in the curriculum compulsory, may be optional subjects, or may be addressed only to non-formal education. But there are elements that should not be missing from modern education of young because we want students who are responsible and who cope with the rigours of the society in which they live.

When referring to non-formal the idea of education through theatre, envisaged by the present study, is not necessarily new in European education systems. This approach is optional, non-formal, with profiling dependent of students, school and communities option, with local relaxed atmosphere, with flexibility and rapid adaptability to the wishes of the student's interests, taking into account its particularities (including hereditary dowry required to be identified and developed as an asset in achieving performance), recreational side of such activities, focusing on organized and educational spending free time. All these are arguments in favour of this form of education, which provides the framework for practice and cultivation of different inclinations, skills and capacities, talent show, an alternative to the risk of dependence on computer and virtual means of communication.

We drew attention to another conclusion of the study. The overwhelming majority of young people take their information they need from the internet. Technology, generally speaking, seems to be already quite aggressively invaded our daily existence, personal and professional, in a manner often leading to addiction.

Far from our intention not to recognize the importance of technological change. It is certain that today we cannot ignore that technology brings a new element but some things must remain unchanged. Library, books, containing information lower risk of lack scientific validity, should remain part of our concerns. Psychologists believe that handwriting and books (with information taken in this way) enhance personal confidence and increase self-esteem.

We are all aware (or should be) that investment in education is most beneficial as possible. Not just any education, but of quality, based on universally recognized values, in the context of adaptive taking experiences and best practices from other educational systems.

We could talk, then, of an active citizen, tolerant, prosocial, with morality assumed, internalized and high degree of value, all these being regulated by codes and methodologies, beyond the risk of forgetting the role and social position. And let us not forget that to be proficient in the knowledge society, with its ups and downs, with its system of values, we need a culture for lifelong learning approach. I do not know everything about everything, this would be utopian. Yet, knowing the essential to properly integrate in social life and have an authentic culture can give us the right to be, in turn, educators for our children or pupils.

We congratulate the authors of the work, convinced that good decisions, including those in the educational field must be based on the results of rigorous analysis and research.

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ARGUMENT

We live in a time when social involvement in various forms is a way to express our opinions, feelings and values in which we believe. Whether we act real or virtual, it is necessary to have a clear speech, coherent, linguistically correct, and not ultimately argued.

The explosion of information to which we are subjected daily by the media, facts and events that we see around us and the education we receive from family and teachers can lead to changes in the attitudes, values and interests, especially among adolescents.

The conducted research aims to see how students receive information and how they use it to become involved and to be active citizens who respect and promote the fundamental European values such as solidarity, non-discrimination, human dignity.

We are interested in their views on various attitudes, commitment and solidarity to support social causes, belonging to the community, tolerance and respect for self and others, empathy for disadvantaged groups, protecting the environment and encouraging sustainable development, respect for human rights. We also want to know which are the areas of interest of teenagers and if they believe that involvement in extracurricular activities might help them in the future.

This study is only part of a larger project that aims, among other things, the development of communication skills, ICT, entrepreneurial and civic competences to students to an easier transition from the education to the labor market.

Also we want to develop students interests in multiculturalism and multilingualism and a responsive and proactive attitude to new cultural contexts.

The study is based on author's research among more than 250 students aged 14-18 years, from 6 partner schools (Bulgaria, Poland, Turkey, Slovenia, Italy and Romania) participating in Erasmus+ project "Forum Theatre - a Learning Instrument for Education" - FOR LIFE.

Following rigorous analysis and interpretation of data collected, conclusions were drawn regarding the main issues, interests and values of adolescents. They will be the main themes of forum theater plays.

By this method of non-formal learning, new and little used in educational space, students exchange views, seek solutions and action models for the situation involved in the play.

A proper context, i.e. the staging of plays forum provides students an opportunity to practice foreign language in an atmosphere of cooperation; incentive to unleash creative potential and develop their artistic talents.

Students are motivated, they experience a sense of fulfillment and this reinforces learning. Students involved will be, in turn, writers, directors, actors and active spect-actors. They will learn teamwork skills of public speaking in a foreign language and how to improvise on stage.

We hope that the study conducted by us to be a useful tool not only in the project Erasmus + "Forum Theatre - a Learning Instrument for Education" - FOR LIFE. We want it to be used by teachers to perform extracurricular activities and attractive classes, centred on students values and interests.

This study may be useful for parents who can guide their children to areas that really interest them. Thus, children can see the true values in which they believe and parents can teach them what it means to be an active citizen.

We would like that the study reaches to school masters and school inspectorates that will take into consideration the results of this research in organizing various activities, formal or non-formal.

Last but not least we think about our students who wish to learn more things about their colleagues in other countries, about their values and interests.

The authors

I. Importance of young people in community life

Fundamental European values were promoted in different ways, but education was noted because the information reaches directly to learners, unaltered, creating positive behaviors as a consequence of the message sent. In this way, learners achieve a set of knowledge and best practices that will ensure an active role in the local community, by supporting their rights, respecting its obligations, and assuming, in the same time, responsibilities.

Being an active citizen means to learn continuously throughout life, how to live and, especially, how to get involved in a democratic society. Involvement in the community is a complex process that covers all the areas of social, economic, political and complying with European values such as human dignity, equality, solidarity, non-discrimination, pluralism.

From a historical perspective, since ancient times, the citizen was the one who engage himself in the life of the city. The content of the notion was enriched over time so that, in the nineteenth century, we can mention political rights but also social and economic ones. The dramatic changes that have occurred after the 90s, as the fall of the Berlin Wall, the transition to a market economy and a democratic society for the former communist countries, expanding globalization, were a turning point for the development of active citizenship education and lifelong life. Currently there is a major concern of the European Union and other institutions and organizations regarding active citizenship and education is considered the most important means of acquiring it.

Education for active citizenship covers all categories of learners, children, youth and adults, following their formation as active citizens in a democratic society. In Europe, both the European Union and the Council of Europe considers public education a priority, even if they use different concepts of active citizenship or democratic citizenship.

The Council of Europe "Charter on Education for Democratic Citizenship and Human Rights Education"¹, **democratic citizenship** refers to *"education, training, awareness raising, information, practices and activities to prepare them and to encourage students by acquiring knowledge, skills and understanding and the formation of attitudes and behavior, to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active role in democratic life, in order to promote and defend democracy and the rule of law"* (p.5).

In the same document, **human rights education** refers to *"education, training, awareness raising, information, practices and activities which aim, by training students / students the knowledge, skills, attitudes and behaviors, and to prepare them encourage them to contribute to the building and defence of a universal culture of human rights in society, to promote and protect human rights and fundamental freedoms"* (p.5). Education for active citizenship includes any educational activity which prepares an individual to act throughout his life as an active and responsible citizen who respects of the rights of others.

So, regardless of name, education for democracy, civic education, civic education, human rights education, education for active citizenship exists a common goal, the creation of a civic awareness, to stimulate involvement and empowerment of citizens in a democratic

society, tolerance and non-violence based on respect for human rights and the rule of law.

A comprehensive, integrated learning methods of active citizenship (formal, informal and non-formal) can be adapted to children, young people or adults.

Although used predominantly, active citizenship formal education can not alone, isolated, to form the learners behavior to engage effectively in society. Traditional issues of this type of education are related to theoretical discussions disinterest, lack of practical examples of community life.

The challenge of bringing non-formal education to active citizenship (which is centered on educational activities conducted outside the formal education system by various educational institutions) refers to tackle issues of everyday life of young people and to solve situations problem that they face in society.

Informal education based on spontaneous learning experiences conducted in cultural backgrounds which doesn't have education as a principal objective stimulates critical thinking, cooperation, partnership and analysis.

Learning active citizenship by using all three methods will make it to be more than "*a method of social inclusion within people together create the experience of becoming the architects and actors in their own lives. Opportunities to learn and practice autonomy, responsibility, cooperation and creativity enable the development of personal values and expertise in confronting and tolerating ambiguities and oppositions*".²

The Council of Europe "Charter on Education for Democratic Citizenship and Human Rights Education", adopted by the

Recommendation CM/Rec (2010) of the Committee of Ministers noted that the fundamental objectives of education for democratic citizenship and human rights is not just the acquisition of knowledge, skills and attitudes of the students, but refers to their ability to take action in society for the protection and promotion of human rights, democracy and the rule of law.

So learning to be a good citizen in a democratic country is a comprehensive laborious and constant approach, starting in school and taking place throughout life. Basically, the knowledge gained through various learning methods refer to:

- functioning of democracy (human rights, information about the role of political parties and electoral programs, the importance of voting at local, national or European level, understanding of the types of government);
- organization of the legal system and institutions involved;
- functioning of economic and business environment (role of the state in a market economy, private sector development and the importance of the entrepreneur);
- involvement in society (voluntary role of the media, non-discrimination).

Capabilities acquired through active learning include the following:

- participation in voluntary organizations;
- acceptance of religious differences, cultural;
- interaction with various social groups in different contexts;
- selection of information from the media on a pertinent analysis;
- stimulate critical thinking and participation in debates on social, economic, political themes.

The values that guide the behavior of learners will make them adopt certain attitudes:

- involvement and solidarity to support social causes;
- belonging to the community;
- tolerance and respect for self and others;
- empathy for disadvantaged groups;
- protecting the environment and encouraging sustainable development;
- human rights.

It should be noted that educational institutions make their contribution to the acquisition of skills through formal and informal methods. The role of teachers is to guide and to provide the means to an education for active citizenship.

We should not underestimate the role of non-formal education which take place in other cultural environment. Dr. Ruud Veldhuis mention in "Opportunities for education and learning for active citizenship"³ factors acting in different environments which may influence the effectiveness of the acquisition of skills in this area:

- political environment (factors related to political decision-making behavior, trust in politicians, political interest, membership in a political party)
- family (factors related to parents' education and occupation)
- friends (imitative behaviors related factors, leadership)
- church (factors involving membership of a particular religion / church, active involvement in religious processions)
- media (factors involving the habit of reading the press to watch TV, to get involved in campaigns promoted)

- Internet and social networks (factors related to affiliation to virtual communities, discussion groups, blogging and posting on social networks)
- various associations (factors related to the active membership and involvement in the organization and decision making)

It can be said in conclusion that for adults, education is mainly based on the accumulation of experiences from other places than school, for students, teacher plays a crucial role. The specifics of education for active citizenship will have to make teacher to adapt, to transform the teacher specialist into teacher trainer, to change the focus from the content to student-centered, from the main actor into a mediator.

How the teacher relates with students in the learning process must be an active one in which learning situations must be extracted from the social, political, cultural, economic reality and teacher should encourage the students any form of cooperation, communication and active listening, argumentation and critical thinking.

In this way, citizenship education fulfil its purpose, to prepare the citizens for active and responsible action throughout life, respecting the rights of others.

II. TRAINING AND DEVELOPMENT OF YOUTH IN EUROPEAN EDUCATION SYSTEMS

Romania

Geographical and historical context

With an area of 238,400 square kilometers, Romania is the twelfth largest country in Europe. Romania has 3,195 kilometers of border. Republic of Moldova lies to the east, Bulgaria lies to the south, Serbia to the southwest, and Hungary to the west. In the southeast, 245 kilometers of Black Sea coastline provide an important outlet to the Mediterranean Sea and the Atlantic Ocean.⁴

The Romania geography deals with natural landscape, which comprises of hills (33%), mountains (31%) and plains (36%). The varied landscape features spread from the Carpathian Mountains to the Danube delta. The range of the Carpathian Mountains stretches over 1000 kilometers and covers an area of 70,000 square kilometers. These mountains are generally of low height and are divided into three divisions namely the eastern Carpathian, western Carpathian, southern or the Transylvanian Carpathian. Beyond the Carpathian Mountains the plains extend to the south and the west. The lower Danube plain is separated by the Olt River. On the east of the river there is the Romanian plain and on the west there lies the western plain. This plain is very fertile for the agricultural use. The Danube is by far the most important river, which is used both for transportation and the generation of hydro-electricity.⁵

In Romania, 21,72 million people inhabit an area of 238,400 square kilometers.⁶ The average density of population is 92.91 persons per square kilometer.⁷

Romania's key minority groups include Hungarians (6.6%), Roma (2.5%), Ukrainians (0.3%) and Germans (0.3%), according to the 2002 census.⁸

The history of Romania starts with the Roman province of Dacia from about A.D. 100 to 271. From the 3rd to the 12th century, wave after wave of barbarian conquerors overran the native Daco-Roman population. Subjection to the first Bulgarian Empire (8th–10th century) brought Eastern Orthodox Christianity to the Romanians. In the 11th century, Transylvania was absorbed into the Hungarian empire. By the 16th century, the main Romanian principalities of Moldavia and Walachia had become satellites within the Ottoman Empire, although they retained much independence. After the Russo-Turkish War of 1828–1829, they became Russian protectorates. The nation became a kingdom in 1881 after the Congress of Berlin.

At the start of World War I, Romania proclaimed its neutrality, but it later joined the Allied side and in 1916 declared war on the Central Powers. The armistice of Nov. 11, 1918, gave Romania vast territories from Russia and the Austro-Hungarian Empire, doubling its size. The areas acquired included Bessarabia, Transylvania, and Bukovina. The Banat, a Hungarian area, was divided with Yugoslavia. King Carol II was crowned in 1930 and transformed the throne into a royal dictatorship. In 1938, he abolished the democratic constitution of 1923. In 1940, the country was reorganized along Fascist lines, and the Fascist Iron Guard became the nucleus of the new totalitarian party. On June 27, the Soviet Union occupied Bessarabia and northern Bukovina.

King Carol II dissolved parliament, granted the new prime minister, Ion Antonescu, full power, abdicated his throne, and went into exile.

Romania subsequently signed the Axis Pact in 1940, and the following June joined in Germany's attack on the Soviet Union, reoccupying Bessarabia. About 270,000 Jews were massacred in Fascist Romania. Following the invasion of Romania by the Red Army in Aug. 1944, King Michael led a coup that ousted the Antonescu government. An armistice with the Soviet Union was signed in Moscow on Sept. 12, 1944. A Communist-dominated government bloc won elections in 1946, Michael abdicated on Dec. 30, 1947, and in 1955 Romania joined the Warsaw Treaty Organization and the United Nations.

Running a neo-Stalinist police state from 1967–1989, Nicolae Ceausescu wound the iron curtain tightly around Romania, turning a moderately prosperous country into one at the brink of starvation. To repay his \$10 billion foreign debt in 1982, he ransacked the Romanian economy of everything that could be exported, leaving the country with desperate shortages of food, fuel, and other essentials. An army-assisted rebellion in Dec. 1989 led to Ceausescu's overthrow, trial, and execution.

Romania joined NATO in 2004, and in 2005 the EU approved the entry of Romania in 2007. Final acceptance into the EU was based on a number of reforms, including increased law enforcement and environmental measures and the protection of the rights of the Roma minority.⁹

Political and administrative context

Politics of Romania takes place in a framework of a semi-presidential representative democratic republic, whereby the Prime Minister of Romania is the head of government and the President of Romania exercises the functions of head of state. Romania has a multi-party system. Executive power is exercised by the government. Legislative power is vested in both the government and the two chambers of parliament, the Chamber of Deputies and the Senate. The judiciary is independent of the executive and the legislature. Romania's 1991 constitution, amended in 2003 proclaims Romania a democratic and social republic, deriving its sovereignty from the people.¹⁰

Romania's administration is relatively centralized and administrative subdivisions are therefore fairly simple. The territory is divided into communes, *cities* (towns and cities) and counties. There are 2,686 communes (rural areas), 262 towns and cities (urban areas) and 41 counties, plus Bucharest, which holds a similar status to that of a county. Each county is headed by a County Council and a Prefect. The County Council is elected and its function is to coordinate the activities of communal and town Councils for securing the public services of county interest. The Government appoints a Prefect in every county as its local representative.

Eight development regions (specific territorial entities without administrative status, or legal personality) have been created by voluntary association.¹¹

The system of education in Romania¹²

In Romania, education is a national priority. The main purpose of the education and vocational training of children, young people and adults is to develop competences, in the form of a multifunctional and transferable set of knowledge, skills/abilities and aptitudes, necessary for:

- (a) Personal accomplishment and development by achieving personal life objectives, according to one's personal interests and aspirations, and to the desire to learn throughout the whole life;
- (b) Social integration and active civic participation to the society;
- (c) Holding a job and taking part into the functioning and development of a sustainable economy;
- (d) Forming an outlook on life, based on human and scientific values, national and universal culture and stimulation of intercultural dialogue;
- (e) Education based on dignity, tolerance and observance of human fundamental rights and freedom;
- (f) Cultivation of sensibility towards human problems, the moral and civic values and respect for nature and natural, social and cultural environment.

Compulsory education is a 10-year education and includes primary and secondary education. The obligation to attend the 10-year daytime education ceases at 18 years old. In order to fulfill the objectives of education and vocational training through the national education system, state high school education is generalized and free. The national pre-university educational system includes the following levels:

- early education (0 – 6 years), including the ante-preschool level (0-3 years) and pre-school education (3-6 years), which includes the little group, the medium group and the big group;
- primary education which includes the preparatory grade and 1st – 4th grades;
- the secondary education, which includes:
 - (i) the lower secondary or middle education, 5th –9th grades;
 - (ii) the higher or high school education, 10th – 12th/13th
- Tertiary non-university education, which includes post-high school education.

High-school, vocational and technological education, training and high-school education are organized for specialization and qualifications set by the Ministry of National Education, according to the National Qualifications Register.

General compulsory education is made up of primary and secondary inferior education. Technical education comprises grades 12 and 13 of high school education, technological program. The training and technical education is made up of: training, technical and post high-school education.

The forms of organization of pre-university education are: daytime and evening education. Compulsory education is a daytime type of education.

The higher education is ensured by universities, academies, institutes, higher education schools, and other such, named higher education institutions or universities.

Bulgaria

Geographical and historical context

Bulgaria is a country situated in south-eastern Europe, bordering Romania, Serbia, the Republic of Macedonia, Greece, Turkey and the Black Sea. Its northern border with Romania follows the Danube river until Silistra. The coastline of the Black Sea marks Bulgaria's eastern boundary. The Stara Planina or Balkan Mountains cross Bulgaria from west to east. The Rhodope Mountains lie to the south-west of the country near the frontier with Macedonia and Greece. The land area of Bulgaria is 110,550 square kilometers. Considering its small size, Bulgaria has a great variety of topographical features. Even within small parts of the country, the land may be divided into plains, plateaus, hills, mountains, basins, gorges, and deep river valleys. 13

In Bulgaria, 7.4 million people inhabit an area of 110,910 square kilometers. The average density of population is 63 persons per square kilometer.¹⁴

Bulgaria's key minority groups include ethnic, linguistic and religious minorities; main languages: Bulgarian, Turkish, Macedonian; Main religions: Eastern Orthodox, Islam (mainly Sunni). Minority groups include Turks, Roma, Russians, Armenians, Vlachs, Macedonians, Greeks, Ukrainians, Jews, Romanians, Tatars and Gagauz.¹⁵

The history of Bulgaria starts from about 400 BC when a race called the Thracians lived in parts of what is now Bulgaria. By 100 AD the Romans conquered Bulgaria. In 395 the Roman Empire split in two. Bulgaria became part of the Eastern Roman Empire (later called the Byzantine Empire). However Byzantium grew weaker and about

500 AD Slavs settled in Bulgaria. Then in 680 the Bulgars invaded led by their ruler Khan Asparukh. They were descended from the Huns from Central Asia. They crossed the Danube and founded the state of Bulgaria. They then intermarried with the Slavs.

In 716 the Byzantine Empire recognized the state of Bulgaria.

A time of relative prosperity followed, and the Bulgarian Kingdom became the biggest on the continent. At its peak, it stretched from Greece in the South to the Ukraine in the North and from the Black Sea in the East to the Adriatic in the West.¹⁶

In the 14th century the Ottoman Turks were a rising power in the region. In 1393 they captured Turnovo. All Bulgarian resistance to the Turks ended in 1396. Bulgaria was under Turkish rule for nearly 500 years.

Then in the 19th century nationalism became a powerful force in Europe including Bulgaria and the ideas of the French Revolution spread. There was a growing interest in Bulgarian culture and history and a growing resentment of Turkish rule.

In April 1877 Russia declared war on Turkey. In January 1878 the Russians captured Sofia. Then on 3 March the Treaty of Stefano ended the war. The treaty created an independent Bulgaria. However the British and Austro-Hungarians were afraid that this new Bulgaria might be a powerful ally for Russia and they insisted the treaty be revised.

By the treaty of Berlin, July 1878 Bulgaria was split in two. The northern half was not allowed to be totally independent. Instead Bulgaria was to be a vassal state of Turkey called a principality. It was to be ruled by a prince with a parliament called the subranie.

The southern half of Bulgaria was made only semi-autonomous within the Turkish Empire. It was given the name Eastern Rumelia. The two halves of Bulgaria remained two separate entities but the Prince of (northern) Bulgaria was made 'governor-general' of Eastern Rumelia and announced the complete independence of Bulgaria. He became King Ferdinand of Bulgaria.

Then in 1914 came the First World War. From 1913 until the Second World War, there was great political unrest in the area, with many wars and economic stagnation. The Balkan wars were followed by World War I, in which Bulgaria sided with Germany. After the war, Bulgaria had to pay lots of war reparations. Both the Agrarian and Communist party appeared, but the Agrarian leader was assassinated and the Communist party banned. Its leaders fled to Russia. During World War II, Germany penetrated into the Balkans. In spite of Bulgaria's declared neutrality, the Germans occupied the country. However, Bulgaria refused to declare war to Russia or to hand over its large Jewish population. Russia attacked in 1944 and, with assistance from within, liberated Bulgaria (September 9, Liberation Day). Bulgaria was a Communist country from 1946 to 1989. The economy stagnated, and there was complete control of public life. The feared social security police quickly dealt with anyone who still had different ideas.

After the fall of the Berlin wall, there were a period of many protests, discontent and economic crises¹⁷. Bulgaria joined NATO in 2004 and Bulgaria joined the EU in 2007.

Bulgarian system of education

School education is compulsory from age 6/7 to age 16. It comprises basic education (years 1 to 8) which is divided into: first stage – (years 1 to 4, ISCED level 1) and second stage (years 5 to 8, ISCED level 2). Basic education can be obtained at state, municipal and private schools. It is free of charge with the exception of private schools.

There is a single curriculum for primary education which is compulsory for all pupils from years 1 to 4; more over, in these years teachers work with one class. After successful completion of year four, a certificate is issued. The certificate includes the annual score in the subjects studied in year four, as well as the score obtained in the chosen/optional subjects.

Lower secondary education (years 5 to 8) lays the foundations for studying the basics of different sciences and at the end of this education pupils should have acquired such skills. A certificate of basic education is issued after the successful completion of year eight. The certificate includes the annual score obtained in the subjects studied in year eight, as well as the scores obtained in the chosen subjects. A pupil passes from basic school to secondary school without having to pass an entrance examination, by using the basic school certificate. Entry into profile oriented schools (e.g. mathematic or language oriented school) after completing their course in year 7 or 8 (language schools, school of mathematics, technical schools, etc.) is on the basis of entrance examinations.

Secondary general education covers pupils from years 9 to 12 (13) and is again free of charge with the exception of private schools. It is provided by:

(1) secondary comprehensive schools (SCS), which cover: school grades 1 to 4; pre-secondary school grades 5 to 8; and secondary school level – grades 9 to 12;

(2) specialized secondary schools (grades 8 to 12);

(3) secondary schools (grades 9 to 12).

After successful completion of the last year of secondary school and passing the compulsory matriculation examinations, a Diploma of completed secondary education is issued. Holders of secondary school leaving qualifications are entitled to continue their education on a higher educational level (university and non-university), without restriction as to the choice of a higher education establishment. The secondary school leaving qualification gives also access to the labour market.

Secondary vocational education is provided in vocational training schools and/or technical schools, covering grades 8/9 to 12. Graduates receive a secondary education diploma and a certificate for second or third level vocational qualification (vocational theory and practice exams).

There are also vocational training schools (from grade 6 or 7) offering three year training programs; vocational training schools (from grade 9) offering up to four year training programs and vocational training schools offering two year training programs after completed secondary education. Upon completion of vocational training schools students can continue in other types of secondary schools. The completion of secondary vocational education is certified with a school leaving certificate for a successful completion of secondary education and a certificate for professional qualification, issued upon completion of vocational training and granting the right to practice a profession.

Italy

Geographical and historical context

Italy is a long peninsula shaped like a boot, surrounded on the west by the Tyrrhenian Sea and on the east by the Adriatic. It is bounded by France, Switzerland, Austria, and Slovenia to the north. The Apennine Mountains form the peninsula's backbone; the Alps form its northern boundary. In central Italy, Tuscany has a diverse landscape composed of fertile rolling hills, lush river valleys, minor mountain ranges and a long sandy coastline. To the east is Umbria, known as the 'green heart of Italy' and Le Marche – a region of gentle mountains, rivers and small fertile plains.

Further south lies Rome, Italy's capital city. Within its precincts lies Vatican City, the world's smallest country (by landmass). The south of the country is hotter, and includes three of Europe's most active volcanoes: Vesuvius, Etna and Stromboli. The islands of Sicily and Sardinia lie offshore to the south-west and west respectively.¹⁸

In Italy, 61, 07 million people inhabit an area of 301 340 square kilometers. The average density of population is 203 persons per square kilometer.¹⁹

It is estimated that no more than 6 % of the total population is constituted by national minorities: German, French, Greek, Albanian, Slovene, Ladino.²⁰

Evidence of civilization has been found on the Italian peninsula dating far into pre-history. According to legend, Rome was founded by Romulus and Remus in the heart of Etruscan Italy in 735BC. Over the next several centuries, Rome expanded its territories into what became known as the Roman Empire. The Romans named the Italian peninsular "Italia". The Italian states north of Emilia-Romagna were

considered part of the Roman province of Cisalpine Gaul. Italia flourished under the Roman Empire, which ended in 476 AD with the death of the emperor Augustus. The Italian peninsula was later divided into separate kingdoms, with reunification only achieved in 1861. A brief history of Italy in the Middle Ages begins with a series of invasions. In 493, the Ostrogoths, an eastern Germanic tribe, conquered the Italian peninsula. The resulting Gothic War led to the Lombards, another Germanic tribe, establishing a kingdom in northern Italy and three regions in the South in 568. Subsequently, the popes began building an independent state. In 756, when the Franks (French) defeated the Lombards, they granted the popes authority over central Italy, and the Papal States were created. The northern states of Lombardy, Piedmont, Emilia-Romagna and Tuscany were ruled by the Germanic Holy Roman Empire from 962.

By the end of the 11th century, the worst of the invasions was over and trade began to flourish once again. Four Italian cities – Genoa, Pisa, Amalfi and Venice – became major commercial and political powers. In the twelfth century the Italian cities ruled by Holy Roman Empire campaigned for autonomy. The result was that northern Italy became a group of independent kingdoms, republics and city-states. At this point, the disparity among the regions was extreme. In contrast to the prosperous northern states, central and southern Italy were economically depressed. The Papacy temporarily relocated to Avignon in France, returning to Rome in 1478. Naples, Sicily, and Sardinia were controlled by foreign powers. Once again in this brief history of Italy, a 'golden' era is followed by a dark one. In 1494, France invaded northern Italy and many of the city-states collapsed. In 1527 Spain and Germany attacked Rome. By the end of the “Italian Wars” in 1559,

three Italian republics regained their independence – Piedmont Savoy, Corsica-Genoa and Venice. Both Savoy and Corsica were later sold to France – Corsica in 1764 and Savoy in 1860.

Spanish control of Italy lasted until 1713. During the era of domination by Habsburg Spain (1559 to 1713) and Habsburg Austria (1713 to 1796), Italians enjoyed a long period of relative peace. During the Napoleonic era (1796 to 1814), Italy was briefly united by Napoleon as the Italian Republic and later the Kingdom of Italy, becoming a client state of the French Republic.

After the defeat of Napoleonic France in 1814, the Congress of Vienna divided Italy into eight parts, most under foreign rule: Parma, Modena and Tuscany were ruled by the Hapsburg; Lombardy and Venetia were ruled by Austria; Piedmont-Sardinia-Genoa and the Papal States were independent; and Naples and Sicily were ruled by France. This abysmal condition was the impetus behind the Italian unification movement. The Risorgimento was a complex process that eventually unified the different states of the Italian peninsula into the modern nation of Italy. The movement began in 1815 with a growing resentment towards the peninsula's domination by Austria. Italy was officially unified in 1861, with Rome and Latium annexed in 1870 and the Trieste region after World War 1. Since unification, Italy has experienced a tumultuous period that saw a mass exodus of her people and the disastrous consequences of two World Wars. Yet over the past 60 years the country has reclaimed its position as a major social and cultural player in world affairs. Italy was one of the founding members of the European Economic Community, and despite the turbulent nature of Italian politics, enjoys positive economic growth and a high standard of living.²¹

Political and administrative context

On 1st January 1948, it adopted a constitutional charter, which defines the political and civil liberties of citizens and the principles of government. Italy is headed by a President who appoints a Prime Minister, the elected head of government. The head of state is the President of the republic, who (at least in theory) represents the nation's unity and ensures compliance with the constitution (under the direction of the constitutional court). The Italian parliament (parlamento) is bicameral, consisting of two chambers or assemblies: the Senate of the Republic (Senato della Repubblica) with 315 members (called senators) and the Chamber of Deputies (Camera dei Deputati) with 630 members (deputies). The assemblies enjoy equal power and are both elected by universal suffrage.

For administrative purposes, the country is divided into 20 regions, which roughly correspond to the historical regions of the country. The regions are further divided into 110 provinces (provinci province, three of which will come into being in 2009), which are further subdivided into town councils or communes (comuni). The five 'special status' regions (regioni a statuo speciale) of Friuli-Venezia-Giulia, Sardinia, Sicily, Trentino-Alto Adige and Val d'Aosta are autonomous or semi-autonomous due to particular ethnic or geographical considerations. The organs of the commune (comune), the smallest local government unit, are the popularly elected communal council, the communal committee or executive body and the mayor (sindaco). The communes have the power to levy and collect local taxes and have their own police (vigili urbani), although their powers are much less than those exercised by the national police.²²

Italian system of education²³

The education system in Italy is organized according to the principles of subsidiarity and of autonomy of schools. The State has exclusive legislative competence on general issues on education, on minimum standards to be guaranteed throughout the country and on the fundamental principles that Regions should comply with within their competences. Regions share their legislative competences with the State on all education issues except for vocational education and training on which they have exclusive legislative competence. Schools are autonomous as for didactic, organization and research and development activities.

ECEC for children aged less than 3 years, offered by nursery schools (*asili nido*), is organized at local level and it is not part of the education system. ECEC for children aged from 3 to 6 years, offered by *scuole dell'infanzia*, is part of the education system and it is not compulsory.

Compulsory education lasts for 10 years (from 6 to 16 years of age). It covers 5 years of primary school, 3 years of lower secondary school and the first two years of upper secondary school. Compulsory education can be accomplished also by attending three and four-year courses offered within the regional vocational education and training system. The upper secondary level of education has a duration of 5 years (from 14 to 19 years of age) and it is offered in both general and vocational pathways (*highschools* and *technical and vocational institutes*, respectively).

Secondary education is organized in a compulsory lower level, called first-level secondary school (*scuola secondaria di primo grado*)

and an upper level, called second cycle of education. The latter is made up of State-run general and vocational upper secondary school, and vocational education and training which run at regional level.

Lower secondary school lasts for 3 years and is attended by pupils aged 11 to 14. Lower secondary school and compulsory primary school, make up the first cycle of education which lasts eight years altogether. Each portion of the first cycle has its own specificities.

State upper secondary education offers general, technical and vocational education. The overall length of studies at upper secondary level is 5 years (from 14 to 19 years of age).

Courses can be organized by both local training agencies and vocational upper secondary schools, in partnership with training agencies. The post-secondary non-tertiary level, offers courses within the Higher technical education and training system (IFTS) and within the vocational training system managed by the Regions.

Finally, the Regions organize short vocational training courses (400-800 hours) addressed to those who hold a qualification obtained either in the regional or in the State vocational training system. They are also called 'second-level' vocational training courses. They are organised with funds coming from the European Social Fund and aim at the acquisition of high-level theoretical, technical and managerial skills, also through practical work and stages in enterprises, to meet the professional needs of specific sectors.

Higher education is offered by both universities (polytechnics included) and the High level arts and music education system (AFAM); higher technical education and training offered by the Higher Technical Institutes (ITS); education offered by the other higher institutions.

Poland

Geographical and historical context

Poland is a country in Central Europe. Generally speaking, Poland is an unbroken plain reaching from the Baltic Sea in the north to the Carpathian Mountains in the south.

Poland's total area is 312,843 square kilometers, including inland waters. The neighboring countries are Germany to the west, the Czech Republic and Slovakia to the south, Ukraine and Belarus to the east, and Lithuania and the Russian province of Kaliningrad to the northeast.

In Poland, 38.2 million people inhabit an area of 312 685 square kilometers. The average density of population is 122 persons per square kilometer.²⁴

It is estimated that no more than 3 % of the total population is constituted by national minorities: nine national minorities: Byelorussian, Czech, Lithuanian, German, Armenian,

Russian, Slovak, Ukrainian and Jewish, four ethnic minorities: Karaim, Lemko, Romany and Tatar, one community using the regional language of Kashubian.

The History of Poland is rooted in the arrival of the Slavs, who gave rise to permanent settlement and historic development on Polish lands. During the Piast dynasty Christianity was adopted in 966 and medieval monarchy established. The Jagiellon dynasty period brought close ties with the Grand Duchy of Lithuania, cultural development and territorial expansion, culminating in the establishment of the Polish–Lithuanian Commonwealth in 1569. The Commonwealth in its early phase constituted a continuation of the Jagiellon prosperity. From the mid-17th century, the huge state entered

a period of decline caused by devastating wars and deterioration of the country's system of government. Until 1918 there was no independent Polish state. The Poles had engaged intermittently in armed resistance until 1864. After the failure of the last uprising, the nation preserved its identity through educational uplift and the program called "organic work" to modernize the economy and society. The opportunity for freedom appeared only after World War I, when the partitioning imperial powers were defeated by war and revolution. The Second Polish Republic was established and existed from 1918 to 1939. It was destroyed by Nazi Germany and the Soviet Union by their Invasion of Poland at the beginning of World War II. Millions of Polish citizens perished in the course of the Nazi occupation. The Polish government in exile kept functioning and through the many Polish military formations on the western and eastern fronts the Poles contributed to the Allied victory. Nazi Germany's forces were compelled to retreat from Poland as the Soviet Red Army advanced, which led to the creation of the People's Republic of Poland. The country's geographic location was shifted to the west and Poland existed as a Soviet satellite state. Poland largely lost its traditional multi-ethnic character and the communist system was imposed. By the late 1980s Solidarity, a Polish reform movement, became crucial in causing a peaceful transition from a communist state to the capitalist system and parliamentary democracy. This process resulted in the creation of the modern Polish state.²⁵

Political and administrative context

Poland is a parliamentary republic and a member of the European Union. The political system in Poland is defined by the Constitution of 2 April 1997. In accordance with the Constitution, the legislative power is exercised by a two chamber Parliament which consists of the Sejm and the Senat, elected for a 4-year term.

The executive power is exercised by the President and the Council of Ministers. The President of Poland is the supreme representative of the State and safeguards its sovereignty and security, and the integrity of the territory. He also ensures observance of the Constitution. The president is elected by the Nation in universal, equal and direct elections for a 5-year term. The Council of Ministers is responsible for internal affairs and foreign policy and manages the government administration. The Council is responsible for all policies which are not reserved for other state or local government bodies.

The territorial organization of the Polish state ensures the decentralization of the public authorities. Since 1999 the area of Poland is divided into 16 province, 379 districts and 2,479 communes. Governors of province represent the Council of Ministers and supervise institutions performing tasks entrusted to the state. The district supports the commune in performing all functions which extend beyond the capacity and remit of the latter. It is responsible for administering upper secondary schools and hospitals, managing public roads, combating unemployment, as well as for the protection of consumers' rights. The commune responsibilities include all public matters of local importance which are not assigned to the organs of other public authorities. It is responsible for fulfilling the needs of the local community.²⁶

Polish System of education²⁷

The Polish education system was reformed in 1999 and changes have been implemented over several years. Education is now compulsory from 7 till 18 but there are some non school alternatives from 16, including apprenticeships.

There is a statutory entitlement to a year of pre school education.

After 1999 the 8 year primary school (7 to 15) gave way to a 6 year primary (7 to 12) and a three year gymnasium or lower secondary school (13 to 15).

Following the reforms upper secondary education takes place in one of four types of school described below:

- 3 years general lyceum offering general education leading to the maturity certificate, a requirement for entry to Higher Education (HE);
- 3 years specialized lyceum leading to the maturity certificate but also offering a general vocational education in a chosen area;
- 4 years technical lyceum leading to the maturity certificate and vocational qualifications at technician level; and
- 2-3 years basic vocational school leading to skilled worker qualifications.

Both general and vocational education programs seek to develop the 5 key competences of:

- planning,
- organizing and self assessing of learning;
- communication;
- team work;

- problem-solving and application of IT.

School based vocational education includes:

- practical training in school,
- practical training centers,
- continuing education centers and employers' premises and
- periods of placement with employers.

Complementary 2 year general and 3 year technical secondary schools offer routes to the maturity certificate and technician qualifications for students in basic vocational schools.

Post secondary schools enable general and specialized secondary school leavers to obtain vocational qualifications at skilled worker and technician level. This sector also includes centers offering part-time programs for adults.

Apprenticeships last between 2 and 3 years depending on the occupation. Those who have met additional training requirements, gained sufficient working experience and passed a further examination earn the title master.

Apprentices also receive theoretical education, most of which takes place in basic vocational schools.

The Higher Education sector comprises the new higher vocational schools, universities, technical universities, and specialized academies such as academies of medicine and music.

Slovenia

Geographical and historical context

Republic of Slovenia is a country in central Europe that was part of Yugoslavia for most of the 20th century. Slovenia is bordered by Austria to the north and Hungary to the far northeast. To the east, southeast, and south, Slovenia shares a long border with Croatia. To the southwest Slovenia is adjacent to the Italian port city of Trieste and occupies a portion of the Istrian Peninsula, where it has an important coastline along the Gulf of Venice. Italy's Friuli-Venezia Giulia region is situated to the west. Slovenia is a small but topographically diverse country made up of portions of four major European geographic landscapes—the European Alps, the karstic Dinaric Alps, the Pannonian and Danubian lowlands and hills, and the Mediterranean coast. Easily accessible mountain passes (now superseded by tunnels) through Slovenia's present-day territory have long served as routes for those crossing the Mediterranean and transalpine regions of Europe.²⁸

On 1 January 2013 Slovenia had a population of 2,058,821 people that inhabit an area of 20273 square kilometers.²⁹ The average density of population is 102 persons per square kilometer.³⁰

The history of Slovenia starts with the ancestors of the Slovenes, Slavs, who migrated from the Carpathian to the present-day territory in the 6th century, before a hundred years later founding the oldest known Slavic state, Carantania, although this did not last long.

Until the 20th century Slovenia was under foreign rule, mostly by the Habsburg monarchy of Austro-Hungary. The 18th century, under the rule of Habsburg empress Maria Theresa and her son Joseph II, brought general compulsory schooling and primary school teaching in

Slovene. This enlightened absolutist thus facilitated the strengthening of Slovenian national consciousness, which gained further impetus during the time of Napoleonic rule. Between 1809 and 1813, during the time of the Illyrian provinces, the status of Slovene improved in the education system. Slovenia became part of the Kingdom of Yugoslavia after the First World War. The Second World War was a tragedy for Slovenia, as it was simultaneously a national liberation war and a civil war. Slovenia was partitioned by Italy, Germany and Hungary.

A leading role in the liberation struggle was taken by the communists, who after the defeat of the aggressors in 1945 under the leadership of Josip Broz (Tito), first formed the People's Republic, then the Socialist Federal Republic of Yugoslavia. Slovenia became one of the six Yugoslav republics. After more than 70 years of living in Yugoslavia, the Slovenes built a consensus to strike out an independent path, almost 90% of the population voting for independence in the 1990 referendum.

Independence was declared on 25 June 1991, and was followed by the ten-day war, which on the territory of Slovenia claimed tens of lives. The Yugoslav Army withdrew from Slovenia in October 1991.

One of the Slovenian government's main goals was joining the EU. After several years of negotiations it did so on 1 May 2004 with nine other countries. It joined Nato in the same year.

On 1 January 2007 Slovenia join the euro. It was also the first new EU member to assume the presidency of the organization, in the first half of 2008.³¹

Political and administrative context

Slovenia's constitution, which was adopted in 1991, established a parliamentary form of government. A president, whose role is largely ceremonial, serves as head of state; The head of government is the prime minister, who is normally the leader of the majority party in the National Assembly (lower house of the parliament), with which most legislative authority rests. The nonpartisan National Council, which represents economic and local interests, principally performs an advisory role, but it has the authority to propose new laws, to request the Constitutional Court to review legislative acts, and to initiate national referenda.³²

The *občina* (municipality) is Slovenia's local administrative unit. The country is divided into hundreds of municipalities, about a dozen of which have the status of urban municipality.

A popularly elected mayor, municipal council and supervisory committee govern each municipality. Local government in Slovenia is chiefly responsible for municipal services, primary education, and the administration of social and cultural programs.³³

In the administration of the Municipality the crucial roles are played by the first two bodies, whereas the supervisory committee is the body controlling the public expenditures in the municipality.

Municipalities (*občina*) may independently decide to join into wider self-governing local communities, as well as regions, in order to regulate and manage local affairs of wider importance.³⁴

Slovenian system of education³⁵

In the Republic of Slovenia, the education system is mainly organized as a public service as part of which public and private institutions and private persons who hold a concession provide accredited programs.

It is laid down by law that public schools are secular and the school environment autonomous; political and denominational activities are forbidden in public schools. The Constitution of the Republic of Slovenia (1991) stipulates freedom of choice in education, and guarantees the autonomy of higher education institutions.

Language of instruction is Slovenian; the Italian and Hungarian ethnic minorities have the right to have education in their own language. The Constitution also protects the status and gives special rights to members of the Roma community who live in Slovenia. Children of migrants have the right to compulsory basic education under the same conditions as other citizens of the Republic of Slovenia.

Over the previous decade, the main priorities have been to improve the education levels of the population and offer all Slovenian citizens equal educational opportunities, regardless of their residence, cultural or linguistic origin, health condition, social background or gender.

Pre-school education, compulsory basic education (integrated primary and lower secondary education), basic music education, upper secondary, higher education and adult education are in the domain of the Ministry of Education, Science and Sport.

In the management of public education institutions, the government plays several roles: it is the regulator, the founder, the main finance contributor and the supervisor.

The Slovenian education system is organized into several levels of education:

Pre-school education is optional, and encompasses the centre-based child care and early general pre-school education. Children aged over one year can enrol in kindergarten, which they can attend up to enrolling into basic school. Public kindergartens are founded and financed by municipalities.

Compulsory basic education in Slovenia is organized in a single-structure nine-year basic school attended by pupils aged six to fifteen years. Public basic schools are founded by municipalities. Basic education is financed from municipal and state budgets.

Upper secondary education takes 2 to 5 years. Educational programs include vocational, professional and gimnazija (general) programs. Decisions concerning the founding and financing of upper secondary schools and the distribution of education programs are taken at the national level.

Tertiary education includes short-cycle higher education and higher education study programs. Higher vocational education is provided by higher vocational colleges that offer two-year vocational education.

The traditional higher education study programs are offered by public or private universities and single higher education institutions.

Turkey

Geographical and historical context

Turkey, officially called the Republic of Turkey, is located in Southeastern Europe and Southwestern Asia along the Black, Aegean and Mediterranean Seas. It is bordered by eight countries and also has a large economy and army. As such, Turkey is considered arising regional and world power and negotiations for it to join the European Union began in 2005. Anatolia (Turkish: Anadolu) accounts for 97% of the country's area. It is also known as Asia Minor, Asiatic Turkey or the Anatolian Plateau. The European portion of Turkey, known as Thrace encompasses 3% of the total area but is home to more than 10% of the total population. Istanbul, the largest city of Europe and Turkey, has a population of 11,372,613. Thrace is separated from the Asian portion of Turkey by the Bosphorus, the Sea of Marmara and the Dardanelles.³⁶

In Turkey, 77.8 million people inhabit an area of 783562 square kilometers. The average density of population is 95 persons per square kilometer.³⁷

Turkey's key minority groups include ethnic, linguistic and religious minorities. Main ethnicities: Caucasians, Ezidis, Kurds, Laz, Roma, Turks. Main languages: Arabic, Kirmanji and Zaza Kurdish, Laz and Turkish – the only official language. Main religions: Alevism, Armenian, Assyrian and Greek (Rum) Christianity, (Sunni) Islam and Judaism.³⁸

The history of Turkey starts with Ancient Turkey and the Hittites, the first civilization in Turkey. They moved to Turkey about 2,000 BC

and at first they were divided into separate states. However about 1,650 BC they were united by King Labarnas. The mighty Hittite state broke down about 1,200 BC when people from the Aegean attacked it called the 'Sea Peoples' and in time the Hittites were largely forgotten.

After the fall of the Hittites a number of civilizations rose and fell in Turkey: phrygians, lydians. They dominated Western Turkey in the years 650-546 BC. The Persian Empire was created by Cyrus II, known as Cyrus the Great (559-529 BC). Cyrus first defeated another Iranian people called the Medes, then in 547 Cyrus defeated the kingdom of Lydia (in what is now Turkey) at the battle of Pterya and he became the ruler of most of Asia Minor. Soon afterwards Cyrus also defeated the Greek cities on the coast of Turkey. (These had been founded by the Greeks as colonies many years before).

However in 334 BC Alexander the Great crossed the Dardanelles and swiftly conquered the Persian Empire including Turkey. Alexander died in 323 BC and his empire was divided between his generals. Turkey became split into rival kingdoms.

Meanwhile in 279 BC Celts invaded Western Turkey and carved out a kingdom there. They became known as the Galatians.

By the 2nd Century BC Rome was the dominant power in the region and in 133 BC the ruler of a kingdom named Pergamon left his kingdom to Rome. That was the beginning of Roman rule. Over the next 100 years the Romans gradually extended their rule over Turkey.

In the First Century As the missionary Paul traveled to Turkey and Christianity took root in many cities. The new religion grew rapidly despite persecution. However persecution ended in 313 when the Emperor Constantine became a Christian. In 330 Constantine

moved his capital to Byzantium, which was renamed Constantinople. (It is now called Istanbul).

In the 4th Century the Roman Empire split in two. The Western half declined and in the 5th Century it was conquered by Germanic peoples. However the Eastern half of the Roman Empire flourished. It became known as the Byzantine Empire and it included what is now Turkey.

In the Middle Ages, under Byzantine rule the arts and architecture flourished. Perhaps the greatest building of those times was the church called Hagia Sophia, which was built by the Emperor Justinian in the 6th century. However in the 7th century a new and powerful enemy arose - the Arabs. They laid siege to Constantinople twice but failed to capture it. Then in the 11th century a people called the Seljuk Turks from Central Asia moved south. They took Baghdad in 1055 and in 1071 they routed the Byzantine army at the battle of Manzikert. Afterwards the Turks came to rule most of Turkey and they introduced Islam and Turkish culture. For centuries Turkish culture flourished but in 1243 the Turks were defeated by the Mongols. For a short time the Mongols had a loose control of Turkey but they soon withdrew and left Turkey divided into a number of states.

About 1288 a man named Osman created a new state in Turkey, which became the nucleus of a great Empire - the Ottoman Empire. In the 14th century the Ottomans gradually extended their territory and in 1453 they captured Constantinople bringing the Byzantine Empire to an end.

After the Ottoman Turks captured Constantinople (which was renamed Istanbul) the Turks made inroads into Europe. They captured the Balkans and Egypt in 1517 and in the 16th century the Ottoman

Empire was immensely powerful and reached a peak under Suleiman I (1520-66) known as Suleiman the magnificent. The Turks were defeated at sea by the Spanish and Venetians at the battle of Lepanto in 1571. Nevertheless the Turks were left a force to be reckoned with. In 1573 they captured Cyprus. In the 17th century the Turkish Empire declined (although it remained very powerful). As late as 1683 the Turks lay siege to Vienna but they were driven back. Afterwards the Turks were forced to surrender territory to the Europeans. (The Turks surrendered Hungary by a treaty of 1699). In the 18th century there were several wars between Russia and the Turkish Empire and the Russians gradually took land from them. In the 19th century the Turkish Empire was faced with the rise of nationalism in Europe. In the 19th century the Turkish Empire continued to decline. Meanwhile parts of the Turkish Empire broke away. In 1908 a revolution took place in Turkey and the Sultan was forced to call elections. The next year he abdicated and his replacement was only a figurehead. Then in 1914 Turkey joined the German side in the First World War. However Turkey surrendered on 30 October 1918. Afterwards the Turks were stripped of their empire.

Furthermore Greece, France, Italy and Britain occupied parts of Turkey. The Sultan was powerless so in 1920 General Mustafa Kemal formed a national assembly in Ankara. He introduced reforms and made Turkey a modern, secular state and took the name Kemal Ataturk. He remained president of Turkey until his death in 1938.

Turkey remained neutral in World War II but joined NATO in 1952. In 1999 Turkey was formally accepted as a candidate for EU membership. Like the rest of the world Turkey suffered in the recession of 2009 but soon recovered.³⁹

Political and administrative context

The 81 provinces of Turkey are divided into 957 districts. The district bears the same name as the district capital (with the exception of the district of Antakya (in Hatay)).

A district may cover both rural and urban areas. One district of a province is the "central district"; the central district is administered by an appointed "vice-governor" and other districts by a "sub-governor" (kaymakam). Each municipality in the urban zone of a district is an administrative division subject to elections depending on the province.

Each district (including the central district) corresponds to a specific area within the province. The area is administered from the "district center", where resides the appointed kaymakam, the head official for that district, who is responsible to the province governor. Central districts do not have kaymakams, they are administered by a vice-governor.

All district centers have municipalities, headed by an elected mayor, who administers a defined municipality area (usually matching the urban zone) for defined municipal matters. At the bottom end, there are villages, who have elected muhtars taking care of specific administrative matters such as residence registration. Furthermore, each quarter (mahalle) of a district center and belde has a muhtar as well, also for specific administrative questions. One final note is greater municipality for metropolises like İstanbul or İzmir, an extra administrative layer which has at its top an elected head mayor, who oversee a number of municipalities and mayors.⁴⁰

Turkey system of education⁴¹

Turkey's education system is composed of two parts; formal education and mass education. Preschool, elementary education, secondary education, and higher education form the basis of formal education. Mass education on the other hand is separated from the formal education and includes national education centers, apprentice training centers, open universities, and county colleges.

From the age of six to the age of fourteen every Turkish citizen is obliged to attend school. The duration of compulsory education was expanded from five to eight years in 1997. The education curriculum comprises five years of primary education, three years of junior high school (still considered primary education in the Turkish system), four years of high school (secondary education), which might last one year longer if the school has a preparation class, and four years of university. After finishing five years in primary school, a primary school diploma is awarded and the junior high school diploma is awarded at the end of the three-year junior high school education.

The secondary education system includes General High Schools, Vocational and Technical High Schools. From 2005-2006 on the duration of secondary education has been increased from three to four years.

At the end of high school which corresponds to finishing the 12th grade, students take the National University Entrance Examination (OSS) if they want to continue their studies at a two-year vocational higher education, open/distance education programs or a four-year undergraduate programme at a University. Students have the possibility to select a major related to their branch. There are a total number of sixty universities excluding private universities. Only 1/3 of

the students can continue on to a state university of their choice. The others go to private universities, provided they can afford it, or start working, or wait one year to retake the exam, some attend the military service.

Non-university level post-secondary studies (technical/vocational type): there are no non-university level post-secondary studies in the Turkish higher education system. Higher technical and vocational post-secondary studies last for four years in higher schools and for two years in vocational higher schools affiliated to the universities. University level has more stages as follow:

- first stage: Associate Degree is awarded after the successful completion of two-year university studies. Courses leading to the Lisans Diplomasi require a minimum of four years' university study.
- second stage: Master's Degree lasts for two years with thesis and for one-and-a-half years without thesis.
- third stage: Candidates must hold the Yüksek Lisans Diplomasi and sit for an examination. The Doktora Diplomasi is conferred after two years' study and on completion of a doctoral thesis (a total of four years).
- Training of pre-primary and primary/basic school teachers: Primary school teachers are trained in universities where they must obtain a Lisans Diplomasi.

Non-traditional studies as distance education is offered at the Open Education Faculty of Anadolu University. Entry is on a competitive basis through the central national university entrance examination (ÖSS). Courses last for two or four years.

III. IDENTIFICATION OF YOUNG INTERESTS AND VALUES IN EUROPEAN CONTEXT (investigative approach)

III.1. Purpose and research objectives

III.2. Research hypotheses

III.3. Algorithm research

III.3.1. Setting and sample survey universe

III.3.2. Working methodology

III.3.3. The main working tools

III.1. Purpose and research objectives

The purpose of this research is to identify the values and interests of young people in European countries involved in the Erasmus+ project "Forum Theatre - a Learning Instrument for Education" - FOR LIFE, in order to establish themes for plays to be made in the project.

Research objectives:

- Development of a tool to identify the interests and values of young people involved in the project;
- Identify common interests of young people in the schools involved, that will be the basis for development of communication and friendship relations in the project;
- Choosing the themes developed in the project plays directly correlated with students' interests;
- Identification of intervention strategies for the development of active citizenship among young Europeans.

III.2. Research hypotheses

The research was conducted on the following assumptions:

1. Young Europeans has the main source of information the Internet;
2. Young people have information regarding the active citizenship;
3. In the context of contemporary society, the most important right is the right to work;
4. The main way of engaging young people in the community to which they belong is represented by volunteering;
5. There is a class who is subjected to discrimination and these is young people with disabilities;
6. Young people are interested to develop skills related to continued progress in the field of new technologies;
7. Young people want to know more about interpersonal and conflict resolution;
8. Participation in this project is an opportunity for personal development and formulation of a future career decisions;

III.3. Algorithm Research

III.3.1. Setting and sample survey universe

Given the purpose of this research - "Identifying the values and interests of young people in European countries" involved in the project in order to establish themes of the plays to be made in the project, the universe investigation is high school students enrolled in educational institutions involved. The specifications of the project were filling of 200 questionnaires distributed equally to each of the six partner countries. Establishing subjects-students in the sample was based on the following criteria: be a student at one of the schools involved in the project and belong to the secondary level. Thus we obtained the following structure of the sample:

Stratification criteria		Sample (number of students)
Country of origin	Study year	
Romania	1st year	12
	2nd year	11
	3rd year	13
	4th year	12
Total Romania		48 students
Slovenia	1st year	10
	2nd year	10
	3rd year	10
	4th year	10
Total Slovenia		40 students
Bulgaria	1st year	12
	2nd year	12
	3rd year	12
	4th year	10
Total Bulgaria		46 students
Italy	1st year	11
	2nd year	10
	3rd year	10
	4th year	10
	Anul V	10
Total Italy		51 students
Turkey	1st year	10
	2nd year	10
	3rd year	10
	4th year	11
Total Turkey		41 students
Poland	1st year	10
	2nd year	10
	3rd year	11
Total Poland		31 students
Total General		257 students

Data were collected over a period of approximately 30 days, during which students completed the questionnaire that they could find at [https://docs.google.com/forms/d/1qmvTGUSoK-UhMFhsxN7TMHQ27kaTkC0DK5oYepKN2gw/viewform?c=0&w=1&usp=mail form link](https://docs.google.com/forms/d/1qmvTGUSoK-UhMFhsxN7TMHQ27kaTkC0DK5oYepKN2gw/viewform?c=0&w=1&usp=mail_form_link). Thus, there was the possibility of identifying a larger number of students who meet the criteria of inclusion in the group of subjects. In the end, the database registered a number of 257 subjects that answered the questions. The daily dynamic of the 257th responses is illustrated in the chart below:

Number of daily responses



Profile of respondents, depending on the independent variables of the study is as follows:

	Gender		Age			Country of origin					
	F	M	14-15	16-17	18-19	Roma nia	Ita ly	Tur key	Bulgar ia	Po land	Slove nia
Number of students	129	128	55	141	61	48	51	42	45	31	40
Percent	50 %	50 %	21%	55%	24%	19%	20 %	16%	18%	12%	16%

Structure of the sample according to the independent variables

III.3.2. Working methodology

In the conducted survey we have used the following psychosociological research methods:

- Documentation

The **qualitative method** is a method that provides value facts data⁴², but it can not be a single source. All research and scientific investigation require knowledge of any published work on the subject and results. This technique seeks to use those materials that allow "extraction" and summary information of interest to the subject concerned.

Documents necessary to support this study were:

A. Legislative documents:

- "REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL ESTABLISHING "ERASMUS+"⁴³
- "Erasmus+ - Programme Guide"⁴⁴

B. Statistical documents:

- students database for each school involved in the project;
- questionnaire-based survey

The **quantitative method** is preferred and widely used due to low cost of time and materials⁴⁵.

Basic tool of this research, the questionnaire constructed, provides information related to subjects representations about the factors that influence students attitudes towards school.

III.3.3. The main working tools

The main working tools used to achieve the proposed objectives are:

a) Inventory of problems (working hypotheses have been established based on the theme explored and initial system of concepts);

b) The questionnaire;

The questionnaire consists of:

- items specific to survey theme;
- 3 items of identification (gender, age and country of origin).

In the construction of working tools were used several types of items (questions), classified according to the following criteria:

a) **by the response options** we have the following types of questions:

- **Closed questions** with predetermined answers. These questions were used in order to obtain information on the views, opinions, attitudes and perceptions of students or teachers on the factors that influence students' attitude towards school. The information gathered is suitable for quantitative analysis, statistical and mathematical treatments (answers will be processed in SPSS).
- **Semi-closed questions**, which can be analyzed both qualitatively and quantitatively.
- **Open questions** with free answer built by respondents according to their perception of social phenomena and processes.

b) **by type of information collected:**

- Questions of opinion;
- Questions about the respondent's motivations and explanations about a specific problem.

IV. DATA ANALYSIS AND INTERPRETATION OF INTERESTS AND VALUES OF YOUNG EUROPEANS

The data collection had the following steps:

- establishing the sample of students;
- the application of the questionnaires, following the selection criteria and the percentage structure of the universe of the population; for this purpose was used GoogleDocs application;
- filling the questionnaires and data collection;
- providing adequate database for instrument work items;
- analyzing the computer data with informatics methods, using statistical analysis software (SPSS and Excel)

Before 2001, the activities of European institutions in youth area focused mainly on the review and implementation of specific programs such as "Youth for Europe" released in 1988. However, there was a consensus that this action and cooperation should be strengthened further, young people themselves should be involved in a greater extent. "White Paper on Youth", adopted in November 2001, included a proposal to the EU Member States in order to develop cooperation in four priority areas for youth: participation, information, voluntary activities and a greater understanding and knowledge of youth.

Action programs developed by the "EU Youth Strategy 2010-2018" identifies two general objectives:

- creation of more opportunities and ensuring equal opportunities for young people in education and the labor market;
- active citizenship, social inclusion and solidarity among young people.

"Youth in Action" is addressed to young people aged between 15 and 28 years (in some cases, between 13 and 30 years) and aims inoculation of an active citizenship, a sense of solidarity and tolerance among young Europeans, from adolescence to adulthood and their engagement in shaping the future of the EU. The program promotes mobility within and outside the EU, informal learning and intercultural dialogue and encourages the inclusion of all young people, regardless of level of education, social background and cultural context in which they arise.

The European Union has initiated other important programs:

1. A EU Agenda for the Rights of the Child - Its objective is to reaffirm the strong commitment of all EU institutions and all Member States to promote, protect and respect the rights of the child in all relevant EU policies and to turn it, achieving tangible results.

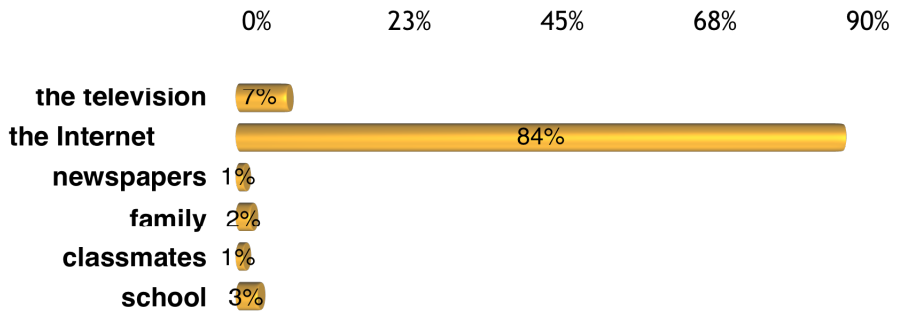
2. Prevention and combating violence against children and youth. Since 2000, the EU funds through **Daphne** program, projects and actions to combat violence against children, young people and women.

IV. 1. Sources of information and interests for young Europeans

Internet was a crucial event in human history. It surpassed all classical forms of communication, offering almost unlimited knowledge. Nowadays, more than two thirds of Europe's population uses the Internet and its applications. Young people represent the interface of this technological revolution, as they are most receptive to new, modern information and communication applications, but also because they felt most urgently the need for networking. To establish their interests and their values, students are overwhelmingly influenced by the Internet.

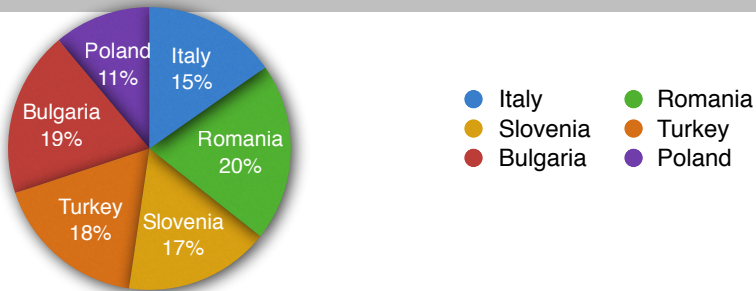
This was one of the first hypothesis of the present research

Sources of informations used by young people



Corresponding graph demonstrates that research data confirm the hypothesis from which we started: 84% of young people said that their main source of information consists Internet. All other choices (newspapers, family, classmates, school, television) have very small weight in young people answers.

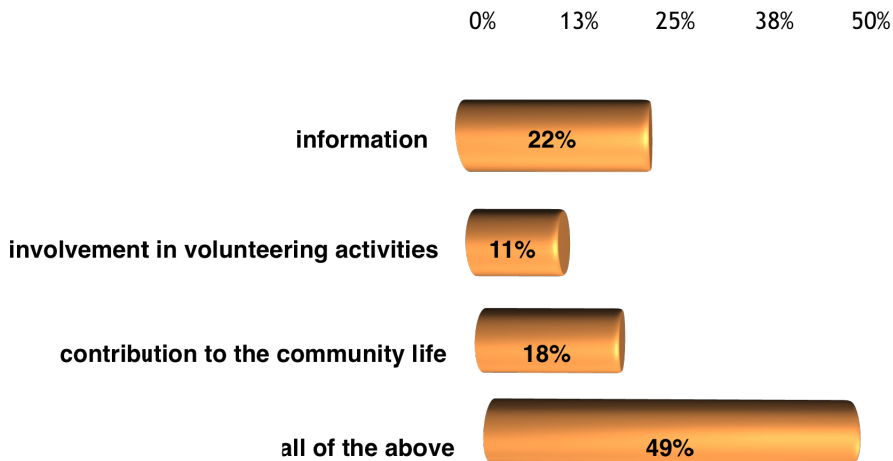
The use of Internet as a source of information by country



A more detailed analysis of the responses reveals that young people prefer the Internet as a source of information regardless of the country of origin. Young people from Poland and Italy attach less importance of the Internet as an information source than young people in Romania (20%), Bulgaria (19%), Turkey (18%) and Slovenia (17%). It is important to emphasize that, in addition to the many qualities that it

holds, there are certain features of the Internet which are not beneficial for young people:

Information that young need for developing specific behaviors of active citizenship



- The source of information has created a distance both to others and to himself;
- the Internet will eventually replace the traditional means of information, entertainment and culture.

Already young people no longer enjoy reading a paper book, as books, summaries and ready-made reports can now be find easily in PDF format on each computer. In view of these young people "shortcuts" can replace the book itself, and general interest in the enrichment culture is almost nonexistent.

However, we must recognize that the Internet has changed our lives dramatically. We have access to information from all over the world, we can keep in touch with friends and family who is far away or abroad, and we can even do online shopping. The list of advantages is infinity, but the Internet must be used responsibly.

Therefore, the Internet is indeed a revolutionary invention, but it can also be a breakthrough disastrous if we are unaware of its power. One must benefit from all the qualities of the Internet, but with limits. It is unacceptable to completely forget the treasures of information on the library shelf or brilliant actors who made us smile in a play. With all its advantages, the Internet can never replace the true values of culture.

We believe that activities carried out under the project for "FOR LIFE" will be aware of the dangers that students are exposed to when using only internet in order to be informed.

IV.2. Active European citizenship among young people

IV. 2.1. The level of information among young Europeans

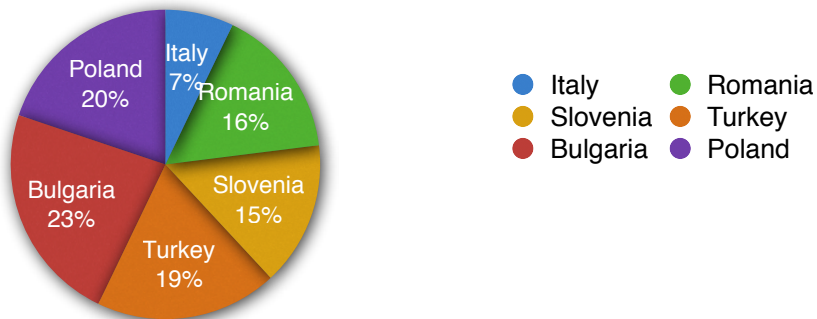
Youth policies serve to facilitate the entry of young people into working life and develop their active European citizenship. White Paper "**A New Impetus for European Youth**" led to the adoption of a framework for European cooperation in the youth field in which Member States agreed to focus on four specific priorities to promote young people's active citizenship:

- information;
- participation;
- volunteering;
- better knowledge of youth.

The graph below is the proof that strategies implemented at European level were successful, as almost 50% of young people interviewed recognized the importance of the three priorities set at European level: information, involvement and volunteering. Websites youth information are the most important tools for disseminating informa-

tion. European youth portal, created in 2003, establishes links with existing national portals for young people in nineteen Member States. EU Member States recognize that this portal has enhanced cooperation between ministries and exchanges on youth information.

Informations that young needs for developing specific behaviors



In this respect, most informed students, according survey data are those in Bulgaria (23%), Poland (20%) and Turkey (19%). It requires information intensifying among young people in Italy, Romania and Slovenia. Up to date studies highlights significant differences in terms of information policies and the development of active citizenship among young people in european union. For example, in England there is a national online service (Connexions Direct) which offers young people information by telephone, message text, online or by email.

In Slovenia, information and guidance centers for young people pays special attention to young people from Romany populations. In Cyprus and Spain, young people in rural areas are informed by units mobile.

In France, youth information centers offer training to their staff in compliance with quality standards.

Italy provides special funds to finance youth policy. (according <http://europa.eu>)

IV2.2. Effective ways of engaging young people in the community to which they belong

Member States intend to ensure that information for young people meet certain quality standards. For this reason, most of them apply the provisions of the **”European Charter of youth information”**.

Member States face particular difficulties in achieving common objectives on youth information. These obstacles can be divided into three categories:

- *Methodology*: some Member States have highlighted the difficulty of establishing a starting point and define indicators for assessing progress;
- *coordination between participants*: it is necessary to improve coordination between the different institutions dealing with youth;
- lack of resources, especially in local communities.

Strategies for youth from EU countries aim to mobilize institutions and organizations - governmental and non-governmental, in an concerted effort of extension, increasing quality and efficiency of formal and non-formal education for young people in order to better prepare them for working, living and raising their culture.

Three of partner countries **”FOR LIFE”** project fall within the group of European countries with the lowest level of involvement in voluntary activities (Romania, Poland and Italy), less than one in five young scrolling such activities in the year 2012. The way young people spend their free time, according to research data shows that they need more diverse and quality offers leisure and counseling in the sense of fully free time in their own interest (Eurobarometer Youth on the Move 2012).

But this research data confirms that young people from all six

partner countries expressed their willingness to get involved in volunteering in the communities to which they belong:

Answer type	Number	Percent
volunteering actions (I)	164	64%
fundraising	54	21%
writing and implementing projects (III)	87	34%
organizing cultural activities in the community (II)	137	53%
joining initiative groups and NGOs	41	16%
joining forums for the young	70	27%
Other	0	0%

Over 60% of interviewed students consider that volunteering is the most effective way to engage young people, thus developing citizenship, incentives and networking intergenerational. Other suggestions from young people to develop active citizenship among them are:

- organizing cultural activities in the community (53%)
- writing and implementing projects (34%)
- joining forums for the young (27%)

All comparative research data by age shows that young people are very involved in various forms of cultural activities⁴⁶. However, Romanian youth participation in cultural activities can not be considered high and is more occasional. A quarter of young people say they never read literature; 8% do so daily, 20% 2-3 times per week, 24% 2-3 times per month, while 20% do not read literature than 2-3

times per year.

About 61% of teens say they never go to the theater, opera, ballet and classical music concerts, 49% do not go to the cinema, and 48% go to concerts of modern music.

Youth participation should be encouraged in areas where projects are developed and it is necessary that young people are the main protagonists of their participative projects. Equally, stakeholders should support the interested structures such as youth organizations.

This Erasmus+ project "Forum theatre - a Learning Instrument for Education", developed in 6 of the EU Member States, aims at highlighting the importance of greater involvement of youth in the communities to which they belong and contribute to the development of active citizenship by creating intercultural communication opportunities, analysis, debates and solving some specific problems of young people and communities of origin.

IV.3. Interests, values and rights of young Europeans

IV.3.1. Rights

Fundamental rights are those rights of citizens, essential for physical, financial and intellectual development, as well as to ensure their active participation in state leadership. Human dignity, freedom, democracy, equality, the rule of law - these are the core values of the European Union, set in the very first pages of the Lisbon Treaty. These values are common to all Member States, and any European country wishing to join the Union must meet.

Promoting these values, along with the peace and welfare of the peoples of the Union, is now the main objectives of the EU. These general objectives are underpinned by a set of specific objectives such

as promoting social justice and protection and the fight against exclusion and discrimination. Lisbon Treaty makes significant progress in the protection of fundamental rights, paving the way for EU accession to the European Convention on Human Rights and fundamental freedoms.

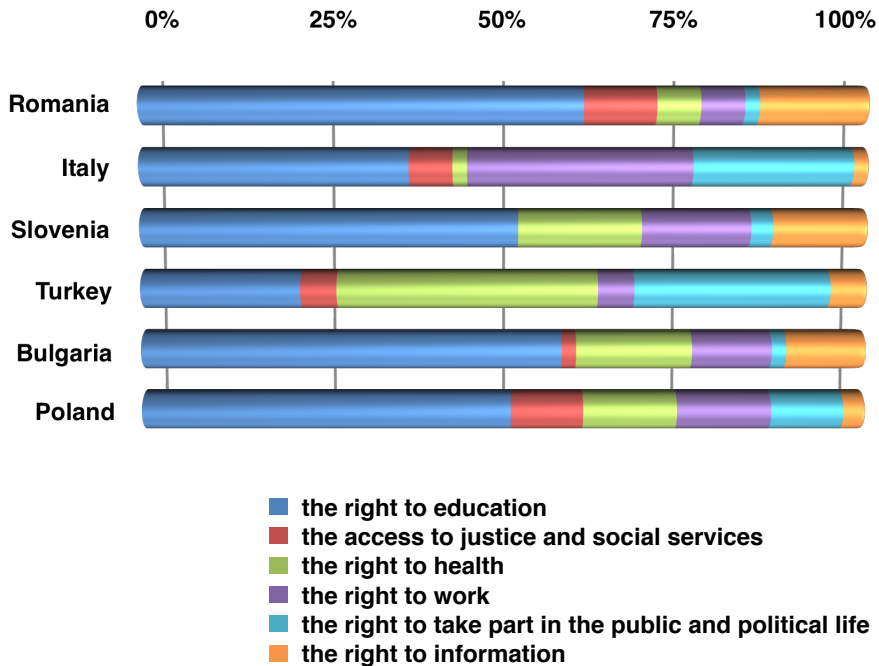
In addition, the Lisbon Treaty guarantees the application of the Charter of Fundamental Rights. Therefore, the EU has a set of civil, political, economic and social rights which are legally binding, not only for the EU and its institutions but also for Member States (in terms of implementation of Community legislation). Charter of Fundamental Rights grouped them into six main chapters: dignity, freedom, equality, solidarity, citizenship, justice.

In addition, it introduces other rights that do not appear in the European Convention on Human Rights as well as personal data protection, bioethics and the right to good administration. Charter reaffirms the importance of measures that eliminate discrimination on grounds of sex, race and ethnicity.

Item proposed by the research instrument offers students the following response:

- the right to education;
- the right to justice and social services;
- the right to health;
- the right to work;
- the right to take part in the public and political life;
- the right to information.

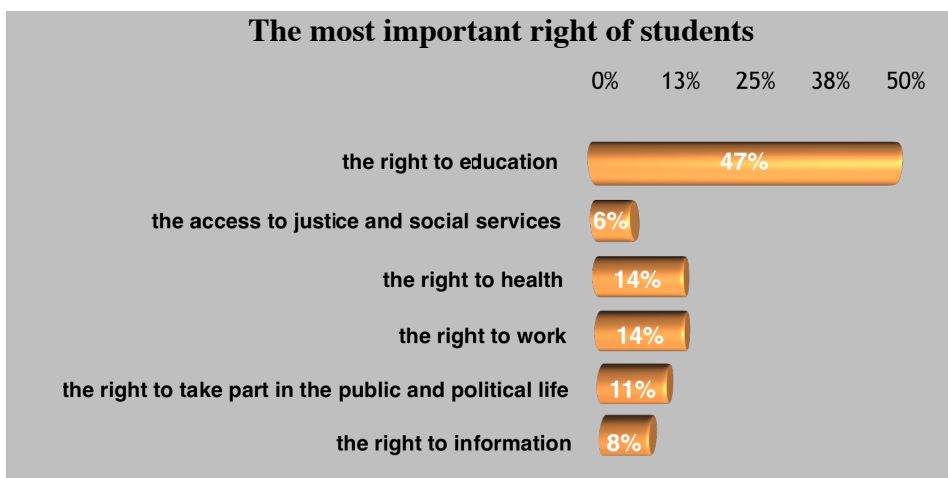
The most important right of students by country



There are some differences in the answers given by students, depending on the specific culture and history of the country of origin:

- young people in countries that joined the EU after breaking the communist bloc grants the right to education a great importance: Romania 61%, Bulgaria 58%, Slovenia 52% and Poland 51%;
- responses from Italy have a more varied distribution: 37% for the right to education and 31% for the right to work;
- Turkey students have a different opinion: 36% believe that the right to health is most important, 27% attaches importance to right to participate in political life and 22% choose the right to education.

It is obvious that, in the opinion of young people, their most important right is the right to education: 47% of respondents chose this option response.



We emphasize that education is a prerequisite for achieving all other rights mentioned above: the right to health, right to work, the right to be informed. It is obvious that a young educated:

- *is more likely to integrate into the labor market;*
- *is adaptable and can meet the knowledge society requirements;*
- *will be concerned about maintaining his health throughout life;*
- *will know to look for useful information and access to legal remedies to defend his fundamental rights.*

The employability of young people and their transition period from school to work is on the public European agenda, especially in the context of increased unemployment among young people in all 27 Member States. In this sense, young people are one of the age groups most vulnerable and susceptible to the medium and long term unemployment and labor market discrimination. Facilitating access for young people in the labor market has become one of the social and economic priorities at EU level. It encourages cooperation between

Member States and support their actions:

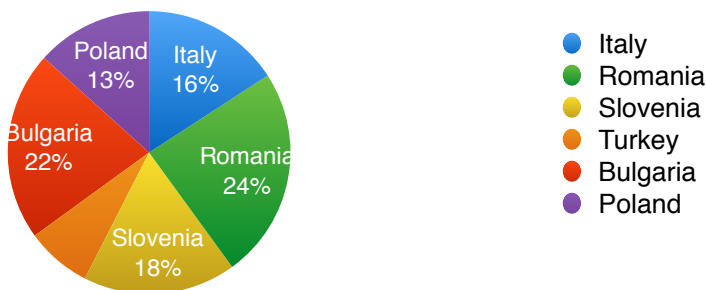
- support students, PhD students, trainees, teachers, trainers and lecturers who wish to study, teach or acquire professional experience abroad and young people wishing to participate in exchange programs or volunteering abroad;

- encourages Member States to reform and modernize education and training systems so as to be better prepared to face current and future challenges;

- facilitate adaptation to changes and labor market integration, especially through education and training;

- promote cooperation between governments, universities, colleges and schools, training institutions and enterprises. Learning

The right to education by country



means to progress. It also applies to education policies and training. To assess progress, the EU and the Member States decided to establish the following objectives for 2020:

- *15% reduction in the percentage of pupils aged 15 with gaps in reading, mathematics and science;*

- *10% reduction in the dropout rate;*

- *a university degree for at least 40% of young adults;*
- *a period of study or training abroad for at least 20% of university graduates.*

IV.3.2. Respecting the rights of young people in the European context

The right to equality before the law and protection against discrimination is essential to all and is a fundamental requirement of the international human rights law. But recognition and the opportunity to enjoy equal rights still not reach large parts of humanity.

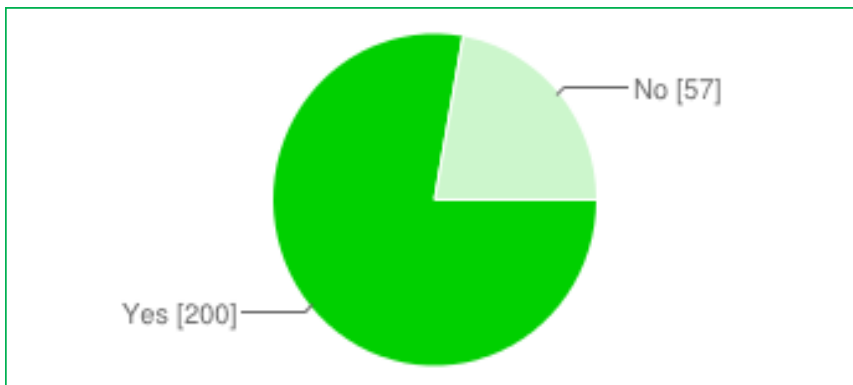
Year 2010 marked the sixtieth anniversary of the European Convention on Human Rights, which states in Article 14 a prohibition of discrimination,. Also it marked the tenth anniversary of the adoption of two fundamental texts in the fight against discrimination in the EU - "Directive on equal treatment between persons irrespective of racial or ethnic origin" and "Council Directive establishing a general framework for equal treatment in terms of employment and employment".

EU rules aimed to combat discrimination on grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation have been transposed by all Member States in their national legislation. Currently efforts are needed to implement them. These are the main findings of a new report released by the European Commission in 2014.

The report analyzes the situation 13 years after the adoption of reference directives on discrimination in EU, in 2000. Rules prohibiting discrimination in a number of key areas on grounds of racial or ethnic origin, and prohibit discrimination in the workplace based on age, religion or belief, disability or sexual orientation.

Both Directives have been transposed into national law of all 28 EU countries, as a result of measures taken by the Commission (see section on context below). However, the report notes that there are still obstacles to the correct application of the rules on the spot. Lack of data on equality - of which Member States are responsible for collecting - create difficulties in quantifying and monitoring cases of discrimination. Probably only a small proportion of incidents involving discrimination are actually reported, mostly because of insufficient awareness.

Almost 78% of the students who have replied to this research believe that in Europe there is still discrimination.



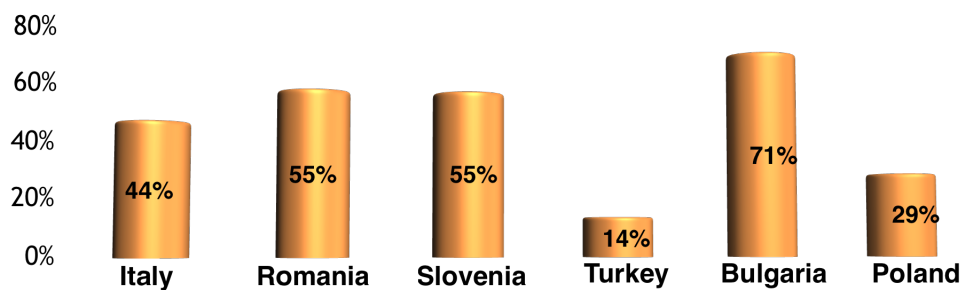
Attitude towards human rights violations is the expression of each person's value system. This was the motivation for inclusion in the research instrument items of questions about equality, discrimination and fundamental rights of young people. It is very important that younger generations are aware about errors committed in the law application at national and European level. It is the task of educational institutions to shape and develop proactive behaviors among young people, characterized by tolerance towards diversity and the use to involve in volunteering and social support.

In Europe there are still various manifestations of discrimination against young people. The most discriminated is considered to be the category of disabled young people (45% of respondents).

Answer type	Number	Percent
youth with disabilities (I)	115	45%
young pregnant women	34	13%
youth with criminal record	40	16%
young people infected with HIV	34	13%
young people who belong to a national minority (II)	62	24%
young drug addicts (III)	45	18%
Other	26	10%

Other young people are subjected to discriminatory behavior, in order of percentage scores: young people from ethnic minorities (24%), young drug addicts (18%).

Students perception about young with disabilities



Young people with disabilities are considered as the most discriminated category of most respondents, as we have previously underlined. Data analysis by country of origin of respondents highlighted the following issues:

- attitudes and discriminatory behavior towards young people with disabilities are perceived as having a very high frequency in Bulgaria (71% of respondents in this country);

- attitudes and discriminatory behavior towards young people with disabilities are perceived as having a low frequency in Turkey (14% of respondents in this country).

Considering the data obtained, we conclude that it is necessary to improve strategies for reducing discrimination action at European level. To ensure that EU rights to equal treatment are properly implemented on the spot, the Commission recommends that Member States:

- to continue to raise awareness about anti-discrimination rights and to focus on the most vulnerable categories, involving employers and trade unions. The Commission provides funds to support these activities and published a practical guide for victims of discrimination (see Annex 1 to today's report).

- to facilitate reporting cases of discrimination to the victims, by improving access to grievance mechanisms. National equality bodies have to fulfill a crucial role and the Commission will continue to support the establishment of contacts between equality bodies and ensure that they can fulfill their tasks effectively, according to EU law.

- to provide access to justice for those affected by discrimination. Guidance for victims prepared by the Commission include specific guidance on how to set and supported a complaint of discrimination.

At the same time, the Commission is funding training for legal practitioners and NGOs representing victims of discrimination in the application of EU law on equality.

- to address the specific problems of discrimination faced by Romany in their national Romany integration strategies, including the implementation of the Commission's guidelines as contained in the recently adopted by the Council recommendation on Romany integration.

IV.4. New technologies and future interests of young people

High school years are often known as the period governed by the need of guidance and empowerment, when choosing a profession is one of the most important decisions that a student must take.

According to experts, the areas that will continue to grow in the coming years and where the personnel shortage is felt even in conditions of economic crisis are engineering, medicine, IT and logistics. They say that expectations about the future are more difficult than ever, given the unpredictability of global economy.

In economy despite the economic crisis, companies still blames a shortage of skilled specialists in engineering. Specializations who will know the largest increase, according to analysts, are the chemical engineer or biologist, but also the automation.

Another area that will increase significantly over the next five years is the biological sciences. Everything related to body care, aesthetics and genetics is in development at a global level. According to international studies, the number of jobs that relate to the creation and testing of health maintenance will increase by 72% over the next eight years.

In third place in the top professions of the future is the project manager. Areas that can be applied to project management knowledge are varied, from IT and financial services to retail and consulting. The highest paid are construction project managers and IT.

Now and in the future the programmers are hunted on the labor market. Specialization of software developer will be in high demand, it is a value-added industry that will continue to grow.

Ranked in the top five future professions are medicine. According to analysts, private medical services market will grow further in the coming years.

In an uncertain economic context dating back several years, can not be said that there is a recipe for success in career, but the ability to adapt quickly to technological change and flexibility are qualities required for persons who want to have jobs that go with future.

Pooled analysis reveals that young Europeans want to practice in one of the following areas:

- new technologies is the main area of concern for 48% of young people interviewed;
- scientific knowledge is the areas of interest to 36% of young people;
- sport and maintain health is the area of interest to 35% of young people.

Experts in IT will remain for a long time, one of the most popular categories of employees. Options of students from the countries involved in the project are fully consistent with the trends identified by experts:

Answer type	Number	Percent
new technologies (I)	123	48%
scientific knowledge (Mathematics, Physics, Chemistry, etc) (II)	92	36%
Sports (III)	91	35%
language and literature (lecture groups etc.) (IV)	77	30%
entrepreneurship	28	11%
community life	41	16%
active citizenship	18	7%
aesthetics	14	5%
patriotism	23	9%
mechanics (cars, installations, etc.)	46	18%
globalisation	16	6%
ethics and morality	18	7%
ecology	31	12%
politics	19	7%

Therefore, career choices of young people is positively correlated with trends identified by human resources specialists: young people are interested in careers in IT and new technologies, engineering, medicine, biology and also in areas related to sport and health maintenance.

Marc Andreessen, co-founder of Netscape and Andreessen Horowitz venture capital fund, believes that in 30 years there will be only two types of jobs. *"The spread of computers and the Internet will*

divide employees into two categories: those that tell the computer what to do and those who tell computers what to do." Andreessen believes that the divisions between people who have robots and receiving orders from computers will lead to serious problems in society, due to inequality. Globalization has reduced wages to people presenting ordinary skills, while revenue rose elites and the income gap is expected to become even more pronounced. His advice to young people today can be summed up in two words: "*study STEM*" (science, technology, engineering and math). STEM acronym denoting the four areas Andreessen's vision for the future: science, technology, engineering and mathematics. In the professions, only the best can make - authors, musicians and filmmakers whose works are best-selling worldwide.

An analysis conducted by Deloitte confirms that future jobs will require more and more advanced skills than the jobs of today. Deloitte says that technology eliminates many jobs performed by persons with limited skills, which is why this sector of the population will have to look for new jobs and learn new skills constantly.

Authorities in several countries have already begun to take steps to prepare the people for the jobs of the future. In 2012, Estonia has started a pilot program in which students learn to program class, from the basic principles of programming languages. In the US, to promote programming, mayor of New York in 2012 joined CodeYear website that allows users to learn to program by easy and free interactive lessons sent weekly by email. In the UK, companies like Google and Microsoft advocates the introduction of programming in schools. "*It is necessary to provide our children with the skills necessary to understand computers if they want to compete for jobs in the future,*"

said Alex Hope, co-author of the report Next Gen, which offers several arguments in favor of introducing programming in schools.

An example of "*future work*" is provided by Apple and devices that the American company has marketed the past 5 years: iPhone and iPad. Since its launch, the general public has developed over one million applications running on these devices, giving rise to the phenomenon called "the app economy". A recent report estimated that "The App Economy" - activity associated with application development for iPhone and iPad - has created 466,000 jobs in the US. In 2007, when the iPhone was launched, the number of jobs within "The App Economy" was zero.

As the world becomes more connected, and the devices becoming smarter, post-industrial economy will provide more and more opportunities. An evolving field is the "*data mining community*" the huge amount of data generated by electronic devices becoming more widespread is managed and interpreted with the help of statisticians, specialists in computer science and scientists. For this reason, many experts have called the current decade as was "*Big Data*". Those who have the necessary skills will thrive, but for those who refuse to adapt to change, the future promises are uncertain.

IV.5. Youth options on the themes of forum theatre plays

Forum theatre is a participatory art method, a tool for social intervention aimed changing attitudes among spectators by involving them in the play. The topics addressed are social, diverse situations of oppression and viewers have the opportunity to influence the outcome by replacing actors, finding solutions and putting them on stage. The play is going on so that a group of people exchange ideas and opinions,

looking for solutions and action models suited to the situation in which they are involved.

Forum theatre has a few fundamental principles:

- *To transform the spectator* - initially passive, receptive, custodian - into a protagonist of dramatic action, the subject, the creator, the transformer - in SPECT-ACTOR

- not be content to reflect on the past, but *to prepare for the future*;

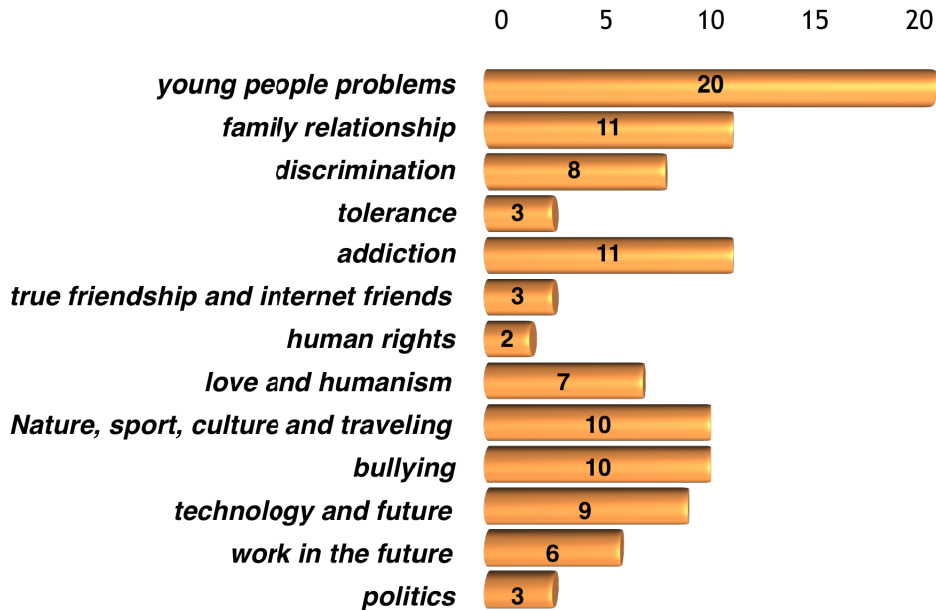
- transformation of the spectator into protagonist may have a cathartic function. The spectator, capable of a deliberate act during a meeting of forum theater is in fact incited to do it in everyday life. If he could do it during a "session" will be ready to do it and later in real life;

- Forum theatre reaches the *construction of a model for future action*: when a particular event occurs, it requires action. That is why it is important that the chosen themes are true issues, real. Topicality causes viewers to be more creative, because they know that the problem exists and must be resolved.

- Forum theatre not only produce catharsis, produce an incentive to our desire *to change the world!*

For the plays to be made in the project, students want to address topics that are directly related to their daily life and who are closely related to their future interests:

Theme for the future play staged using the Forum Theatre method



There were identified numerous options, many of which are the expression of a very small number of respondents: many answers were proposed by 1 or at most 2 respondents. The graph above shows the response options that have accumulated many choices. The survey data revealed preferences of students for the following themes, listed by frequency of responses occurred in young people:

- *students problems*: aggression among young people (8 replies), school life (6 replies) and more pocket money (4 replies)
- *family relationship* (11 replies)
- *young people and the addiction* (11 replies)
- *nature, sports, culture and traveling* (10 replies)
- *the internet and the bullying* (10 replies)
- *technology and future* (9 replies)
- *discrimination* (8 replies).

Augusto Boal is one of the playwrights who understood the impact that theater can play in social change, in motivating people to get involved, in changing attitudes and mentalities, in changing communities.

Involving students in our schools in forum theater, will make them aware of the importance they have in the community, thus motivating them to change their attitude regarding involvement in community. The activities of this project will contribute to empowering young people about the schools problems they come from, their peers and even the communities they represent, the EU globally. Any of the topics presented above can be used to show that any action, each taken attitude is important and can influence community development in order to attract the attention of students on some existing problems and which are not given due importance.

The project will have an impact both on young people and teachers, who will know each other better, they will discover their limits, the importance of the participation of all citizens in building a united society where exists the power of example.

By participating in the project will create a precedent in school communities involved. Increasingly, more schools will stage plays forums on different occasions. Students will become more open, more receptive, more willing to participate in voluntary programs, and the idea of non-formal education will be increasingly accepted even formally.

IV.6. The importance of youth involvement in Erasmus+ projects

In the "Europe 2020 strategy", education and training of young people are recognized as key factors to face socio-economic crisis affecting European countries.

A recent study on the impact of the EU Erasmus+ demonstrate that graduates with international experience have much better chances on the labor market. The probability that they may be affected by long-term unemployment is halved compared with young people who have studied or participated in training abroad; five years after graduation, their unemployment rate is less than 23%.

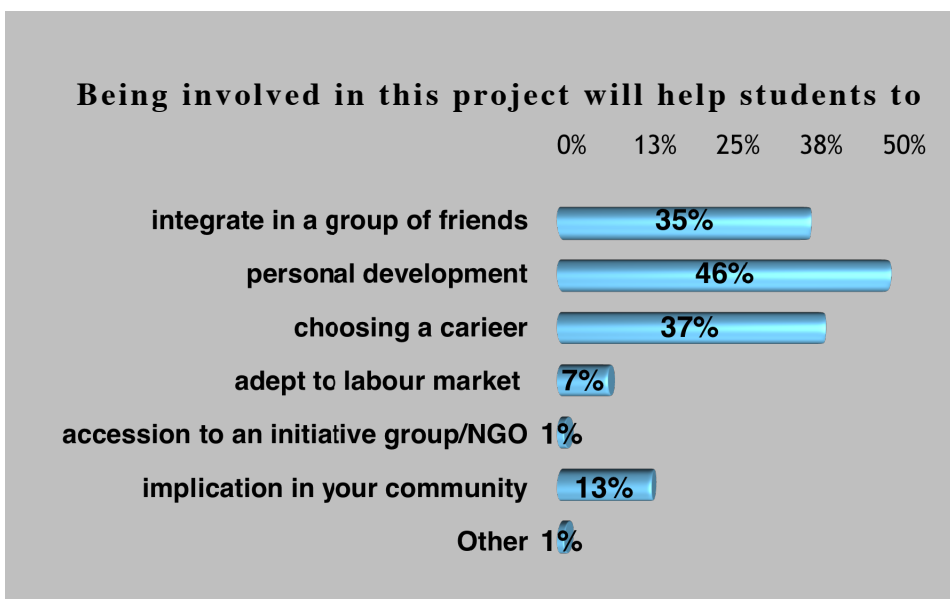
The study is the largest of its kind and is based on feedback from nearly 80,000 respondents, among which were the students and businesses. The study on the impact of the Erasmus program was conducted by an independent group of experts led by specialists CHE Consult, a company based in Berlin, with the support of Brussels Education Services, club Compostela Group of Universities and the Erasmus Student Network.

According to this study, 92% of employers seeking certain personality traits that the program develops, such as tolerance, confidence, problem solving skills, curiosity, knowing one's strengths / weaknesses and determination, to a recruitment decision. Tests administered before and after the exchange shows that students participating in Erasmus get higher scores for these personality traits, even before participating in the program, and until they return, the difference between the scores and scores of them obtained by other students increase on average by 42%.

Erasmus trainees are also more enterprising than their peers who

perform internships in their own country: 1 of 10 trainee began his own business and more than three quarters of them intend to do so or can imagine that they would do that. They can also expect a faster career advancement; as reported by 64% of employers, staff with international experience is entrusted with greater responsibilities.

The responses of students interviewed in this research, about the benefits of their involvement in European projects are illustrated in the chart below:



Thus, young people believe that participation in project activities taking place in their schools involve personal benefits in the following areas:

- Personal development: self-awareness, communication and relationship skills, teamwork skills, etc.;
- Make decision on their future career;
- Development of civic spirit and willingness to participate in the community to which they belong.

Erasmus+ is the European Union funding program for 2014-2020

in education, training, youth and sport. The program aims to stimulate personal development and job prospects. Erasmus+ replaces several existing programs of the EU, covering all sectors of education: Erasmus (higher education), Leonardo da Vinci (vocational training), Comenius (school education), Grundtvig (adult education), the "Youth in Action" and five international cooperation programs (Erasmus Mundus, Tempus, Alfa, Edulink and the program of cooperation with industrialized countries). For the first time, through Erasmus+, the European Union will provide support for the sport, especially mass sport.

The data of this research demonstrates that the target audience of the program (youth) believes these objectives are achieved through participation in Erasmus+ projects implemented in their schools.

V. CONCLUSIONS

Algorithm research and detailed results presented in the previous chapters have led to some conclusions. The main results of the research presented in a synthetic manner are:

1. Sources of information for young people

Depth analysis of the responses reveals that students prefer the Internet as a source of information regardless of the country of origin. Young people from Poland and Italy attach less importance to the Internet as an information source than young people in Romania (20%), Bulgaria (19%), Turkey (18%) and Slovenia (17%).

In establishing the personal interests and values, students are overwhelmingly influenced by the Internet: 84% of the young people said that their source of information is the Internet. All other choices (newspapers, family, classmates, school, television) have very small weight in responses. It is important to emphasize that, in addition to the many qualities that the Internet has, there are certain features of the Internet which are not beneficial for young people:

- The source of information has created a distance both to others and to himself;
- The Internet will eventually replace the traditional means of information, entertainment and culture.

Already youth no longer enjoy reading a book. Books, summaries and ready-made reports can now be find easily in PDF format on web.

In the view of these students "shortcuts" can replace the book itself and general interest in the enrichment culture is almost nonexistent. We believe that activities carried out under the project "Forum

theatre - a Learning Instrument for Education” will provide opportunities for young people to be aware of the dangers they are exposed to when using the internet in order to be informed.

2. Involving young people in community life

Youth policies serve to facilitate the entry of young people into working life and develop their active European citizenship. EU Member States have agreed to focus on four specific priorities to promote young people's active citizenship: information, participation, volunteering, better knowledge of youth.

The survey data confirms that the strategies implemented at European level were successful, as almost 50% of young people interviewed recognized the importance of the 3 priorities set at European level: information, involvement and volunteering.

According to the survey data, the most informed students are those in Bulgaria (23%), followed by those from Poland (20%) and Turkey (19%). It is required to intensify information among students in Italy, Romania and Slovenia.

But this research data confirms that young people from all six partner countries expressed their willingness to get involved in volunteering activities in the communities to which they belong: *over 60% of students consider that volunteering is the most effective way that young people can be involved in, thus developing citizenship, incentives and networking between generations.*

Other suggestions to develop active citizenship among them are: organizing cultural activities in the community (53%), writing and implementing projects (34%), joining forums for the young (27%)

Youth participation should be encouraged in areas where projects are developed and it is necessary that students are the main protagonists of their participative projects. Equally, there should be supported some organizations such as youth organizations.

3. Respect the rights of the young

The Charter of Fundamental Rights grouped fundamental rights into six major chapters: dignity, freedom, equality, solidarity, citizenship and justice.

The item proposed by the research instrument offered students the following response: the right to education, the right to justice and social services, the right to health, the right to work, the right to take part in the public and political life, the right to information.

In the answers given by young people one can notice some differences in the hierarchy of fundamental rights, according to the specific culture and history of the country of origin:

- young people in countries that joined the EU after breaking the communist bloc grant the right to education a great importance: Romania 61%, Bulgaria 58%, Slovenia 52% and Poland 51%;

- responses from Italy have a more varied distribution: 37% for the right to education and 31% for the right to work;

- Turkish students have a different opinion: 36% believe that the right to health is most important, 27% give importance to the right to participate in political life and 22% choose the right to education.

It is obvious that, in the opinion of young people, their most important right is the right to education: 47% of respondents chose this option response.

We emphasize that education is a prerequisite for achieving all other rights mentioned. It is obvious that an educated person:

- *is more likely to integrate into the labor market;*
- *is an adaptable person who can meet the knowledge society requirements;*
- *will be concerned with maintaining his health throughout life;*
- *will know to look for useful information and access to legal remedies to defend his fundamental rights.*

However, there are still obstacles to the proper application of these provisions. Attitude towards human rights violations is the expression of each person's value system. This was the motivation for inclusion in the research instrument items of questions about equality, discrimination and fundamental rights of young people.

Almost 78% of the students who have replied to this research believe that in Europe there is still discrimination. It is very important that younger generations are aware about errors committed in enforcement at national and European level. It is the task of educational institutions to shape and develop proactive behaviors among young people, characterized by tolerance towards diversity and frequently involvement in volunteering and social support.

In Europe there are still various manifestations of discrimination against young people. The most discriminated group of young people is considered to be the category of disabled young people (45% of respondents), young people from ethnic minorities (24%), young drug addicts (18%).

Students with disabilities are considered as the most discriminated category of most respondents, as we outlined above. Data analysis by the country of origin of respondents highlighted the following issues:

- attitudes and discriminatory behavior towards young people with disabilities are perceived as having a very high frequency in Bulgaria (71% of respondents in this country);

- attitudes and discriminatory behavior towards young people with disabilities are perceived as having a low frequency in Turkey (14% of respondents in this country).

Considering the data obtained, we conclude that it is necessary to improve strategies for reducing discrimination action at European level.

4. New technologies and future interests of students

High school years are often known as the period governed by the need of guidance and empowerment, when choosing a profession is one of the most important decisions that a student must make.

Pooled analysis reveals that young Europeans want to practice in one of the following areas:

- new technologies is the main area of concern for 48% of young people interviewed;

- scientific knowledge is the areas of interest to 36% of young people;

- sport and maintain health is the area of interest to 35% of young people.

Therefore, career choices of students are positively correlated with trends identified by human resources specialists: young people are interested in careers in IT and new technologies, engineering, medicine, biology and also in areas related to sport and health maintenance.

As the world becomes more connected and the devices becoming

smarter, post-industrial economy will provide more and more opportunities.

An evolving field is the "data mining community," the huge amount of data generated by electronic devices becoming more widespread is managed and interpreted with the help of statisticians, specialists in computer science and scientists.

For this reason, many experts have called the current decade as "Big Data". Those who have the necessary skills will thrive, but for those who refuse to adapt to changes the future is uncertain.

5. Youth options on the themes of Forum theatre plays

For the plays that will be performed in the project, students want to address topics that are directly related to their daily life and who are closely related to their future interests.

There were identified numerous options, many of which are the expression of a very small number of respondents: many answers were proposed by 1 or at most 2 respondents.

The survey data revealed preferences of young people for following themes, listed by frequency of responses occurred:

- young people problems: aggression among young people (8 replies),
- school life (6 replies) and more pocket money (4 replies),
- family relationship (11 replies),
- young people and the addiction (11 replies),
- nature, sports, culture and traveling (10 replies),
- the internet and the bullying (10 replies),
- technology and future (9 replies),
- discrimination (8 replies).

Involving young people in our schools in forum theater (that will choose their own issues for writing the screenplay), will make them aware of the importance they have in the community, thus motivating them to change their attitude regarding involvement in community.

Erasmus+ project "Forum theatre -a Learning Instrument for Education", developed in 6 of the EU Member States, aims to highlight the importance of greater involvement of youth in the communities to which they belong and contribute to the development of active citizenship by creating intercultural opportunities, communication, analysis, debate and solving some specific problems of young people and their communities of origin.

The activities of this project will contribute to empowering young people about the schools problems they come from, their peers and even the communities they represent, the EU globally.

Any of the topics presented above can be used to show that any action, each taken attitude is important and can influence community development in order to attract the attention of students on some existing problems which are not given the necessary importance.

The project will have an impact both on young people and teachers, who will know each other better, they will discover their limits, the importance of the participation of all citizens in building a united society where exists the power of example.

Participating in the project will create a precedent in the school communities involved. Increasingly, more schools will stage forum plays on different occasions.

Students will become more open, more receptive, more willing to participate in voluntary programs, and the idea of non-formal education will be increasingly accepted even formally.

6. The importance of youth involvement in projects Erasmus +

In the "Europe 2020 strategy", education and training of young people are recognized as key factors to face socio-economic crisis affecting European countries.

The responses of students interviewed in this research about the benefits of their involvement in European projects are fully consistent with the objectives of Erasmus+.

Thus, young people believe that participation in project activities taking place in their schools involve personal benefits in the following areas:

- Personal development: self-awareness, communication and relationship skills, teamwork skills, etc.;
- Make decision on their future career;
- Development of civic spirit and willingness to participate in the community to which they belong.

Erasmus+ is the European Union funding program for 2014-2020 in education, training, youth and sport. The program aims to stimulate personal development and job prospects.

Erasmus+ replaces several existing programs of the EU, covering all sectors of education: Erasmus (higher education), Leonardo da Vinci (vocational training), Comenius (school education), Grundtvig (adult education), the "Youth in Action" and five international cooperation programs (Erasmus Mundus, Tempus, Alfa, Edulink and the program of cooperation with industrialized countries).

The data of this research demonstrates that the target audience of the program (youth) believes these objectives are achieved through participation in Erasmus+ projects implemented in their schools.

ANNEX

Questionnaire

Erasmus + project FOR-LIFE "Forum Theatre – a Learning Instrument for Education" is implemented by Colegiul Național "Garabet Ibrăileanu" (Romania), in partnership with high schools from 5 other countries: Turkey, Bulgaria, Italy, Poland and Slovenia.

We are conducting a research to identify the interests and values of students, in order to adapt the project's activities to the needs and the specific of the youth who come from the schools mentioned above.

*We're mentioning that the answers are anonymous and we guarantee that they will not be used in other encounters. **Thank you!***

1) Generally, you use as a source of information (check only one option):

- | | |
|---------------------------|--------------------------------------|
| a) the television | b) classmates |
| c) the Internet | d) resource centres for young people |
| e) newspapers | f) school |
| g) family | h) another source,
specify _____ |
| i) friends and neighbours | _____ |

2) You consider that for developing specific behaviors of active citizenship, the young need (check only one option):

- | | |
|--|--|
| a) information; | b) involvement in volunteering activities; |
| c) contribution to the community life; | d) all of the above |

3) Given the specific of today's society, you are of the opinion that the most important right of the young is (check only one option)

- | | |
|--|--|
| a) the right to education | e) the right to take part in the public and political life |
| b) the access to justice and social services | f) the right to information |
| c) the right to health | g) another right, specify _____ |
| d) the right to work | _____ |

4) In your opinion, young people can actively get involved in the life of the community to which they belong by (check maximum 3 options):

- | | |
|--------------------------------------|--|
| a) volunteering actions | e) organizing cultural activities in the community |
| b) fundraising | f) joining initiative groups and NGOs |
| c) writing and implementing projects | g) joining forums for the young |
| d) actions to greening the community | h) another option, specify _____ |

5) Do you consider that there still are young people discriminated in the EU? (if you answer no, skip the 6th question):

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

6) Which category of young people do you think is the most disadvantaged at the moment?

- | | |
|-----------------------------------|---|
| a) youth with disabilities | e) young people who belong to a national minority |
| b) young pregnant women | f) young drug addicts |
| c) youth with criminal record | g) another category, specify _____ |
| d) young people infected with HIV | |

7) Your future interests are related to the following fields of activity (check maximum 3 options):

- | | |
|--|--------------------------------|
| a) scientific knowledge (Mathematics, Physics, Chemistry, etc) | b) entrepreneurship |
| c) language and literature (lecture groups etc.) | d) community life |
| e) new technologies | f) active citizenship |
| g) aesthetics | h) patriotism |
| i) mechanics (cars, installations, etc.) | j) globalisation |
| k) ethics and morality | l) ecology |
| m) politics | n) sports |
| | o) other option, specify _____ |

8) If in your school there were a play staged using the Forum Theatre method, you would like its theme to be

9) Sex: a) female b) male

10) Native country:

- | | | |
|------------|-------------|-------------|
| a) Romania | c) Italy | e) Slovenia |
| b) Turkey | d) Bulgaria | f) Poland |

11) Age:

- | | | |
|--------------------|--------------------|--------------------|
| a) 14-15 years old | b) 16-17 years old | c) 18-19 years old |
|--------------------|--------------------|--------------------|

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