



# **University of Oradea International Conference Jean Monnet**

## **ONE EUROPE - UNIFIED LABOR MARKET THROUGH CAREER COUNSELING**

**Oradea, Romania, 31<sup>st</sup> May – 1<sup>st</sup> June, 2019**

### **Programme**

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**Faculty of Social-Humanistic Sciences**

Department of Psychology, University of Oradea

**Faculty of History, International Relations, Political Science and Communication  
Science**

Department of International Relations and European Studies, University of Oradea

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*Besides the political and economic difficulties which EU is confronting in the present time, the integration process is still emerging through its numerous policies promoted by EU between and within member countries. Erasmus + program, through the Jean Monnet action brings an essential element for the EU integration process. Considered as a multinational society, with a huge ethnical, linguistical and reliugious diversity, the EU is like a superior state over states, trying to correlate in a positive way, the independence and the opposites of each member. The culture and the education are the main pillars of the EU common actions and through culture and through education the diversity seems to become an advantage. Jean Monnet was using to say that: „If we were to do it all again we would start with culture”*

*The main objectives of the project, assumed also through this conference, are to offer information, to develop abilities, to shape attitudes, to raise awareness for the implications of a unified educational and work system in the EU context.*

# Programme

**May 30- 31<sup>st</sup>**

**Arrival of participants**

**Friday, May 31<sup>st</sup>**

**10.00- 11.00 – Registration**

**11.00-11.30 - The official opening at Hotel Continental**

## **Invited Official Speakers:**

Assoc. Prof. **Ligia Burtă**, PhD.

Vice-Rector of the University of Oradea

Prof. **Ioan Horga**, PhD.

Dean of the Faculty of History, International Relations, Political Sciences and Sciences of Communication, University of Oradea

Assoc. Prof. **Karla Barth**, PhD.

Dean of the Faculty of the Social and Humanistic Sciences, University of Oradea

**Alina Silaghi**

Director of ADLO – Local Agency for Development, Oradea

**Bekes Csaba**

Executive Director of AJOFM Bihor

Assoc. Prof. **Delia Bîrle**, PhD.

Holder of Jean Monnet Module, University of Oradea

## **11.30 – 13.00 - Plenary session**

### **Chairperson:**

Assoc. Prof. **Delia Bîrle**, PhD.  
University of Oradea, Romania

### **Keynote speakers:**

Prof. **Anatoliy Kruglashov**, PhD, Department of Political Science and Public Administration, Yuriy Fedkovych Chernivtsi National University, Ukraine, *Making Ukrainian Universities Europeanized: external and domestic risk-management*

Assist. Prof. **Liliana Domingues Reis Ferreira**, PhD, Department of Sociology, University of Beira Interior, *Internationalization of Higher Education by Erasmus Programme: an Assessment of European Labour Market*

Dr. **Lise Mogensen**, PhD, School of Medicine, Western Sydney University, Australia, *Employment and career support for people with disability: Development and Challenges in the Australian context*

Assoc. Prof. **Ioana Panc**, PhD., Department of Psychology, Titu Maiorescu University, Romania, *Why should I care about the “others”? Intercultural competences as an essential skill for career development*

## **13.00- 14.00 - Lunch at the Restaurant Continental**

## **14.00 – 15.15 - Plenary session**

### **Chairperson:**

Assoc. Prof. **Delia Bîrle**, PhD.  
University of Oradea, Romania

### **Keynote speakers:**

Dr. **Andreea Szilagyi**, PhD., Director of NBCC-International, USA, *Jobs or careers? The HEROIC mindset in the age of acceleration*

Prof. **Sara Santilli**, PhD., Department of Philosophy, Sociology, Education and Applied Psychology, Padua University, Italy, *Career counseling and vocational designing for an inclusive and sustainable future*

Assoc. Prof. **Marius Drugaș**, PhD., Department of Psychology, University of Oradea, Romania, *Self-determination and well-being in school*

**Daniela Crișan**, PhD. Student, Groningen University, Holland, *Study in Holland: A balancing act between privileges and demands, and how to maintain an upward momentum*

**15.15-15.30 - Children's future careers – three minutes speech**

**15.30- 15.45 – Coffee break**

**15.45- 17.15 – Scientific debates**

**17.30 – 18.30 – Dinner**

**18.45 – 20.45 – Social program – guided tour: Oradea – Art Nouveau heritage. English speaking guide**

## **Scientific debates:**

### **Session 1**

**The challenge of preparing the future career counselors**

### **Session 2**

**Education for the European Labor Market**

### **Session 3**

**Teachers as support for students career guidance**

## Session 1

**Chairperson:** Assoc. Prof. **Delia Bîrle**, PhD., University of Oradea

Assoc. Prof. **Marius Drugaș**, PhD., University of Oradea

Assoc. Prof. **Claudia Bacter**, PhD. Habil., Lecturer **Cristiana Marc**, PhD. Department of Sociology and Social Work, University of Oradea, Romania, *Social Work Career and volunteering experience*

Assoc. Prof. **Delia Bîrle**, PhD., Assoc. Prof. **Monica Secui**, PhD. (Department of Psychology, University of Oradea, Romania), Assoc. Prof. **Alina Stoica**, PhD., (Department of International Relations and European Studies, University of Oradea, Romania), *Romanian students' attitudes toward European Union and their intention to study abroad*

Lecturer **Sorana Mihaela Săveanu**, PhD., Prof. **Florica Ștefănescu**, PhD., Lecturer **Raluca Buhaș**, PhD. (Department of Sociology and Social Work, University of Oradea, Romania), *Student's academic engagement and employment*

Assoc. prof. **Daniela Roman**, Ph.D. (Department of Psychology, University of Oradea, Romania), Lecturer **Lioara Coturbaș**, Ph.D. (Department of Sociology and Social Work, University of Oradea, Romania), *Students' theory regarding their academic motivation - an important factor in their future career*

Lecturer **Andreea-Ioana Cozianu**, PhD., **Roxana Georgiana Holcă-Nistor**, PhD. **student** (Department of Human, Social and Political Sciences, „Ștefan cel Mare” University from Suceava, Romania), *Romanian University Centres – a Traditional Education Supplier for the Middle East Countries*

School psychologist **Bianca Mada**, PhD. (CJRAE, Bihor, Romania), *The Factors Involved In The School And Professional Orientation*

Assoc. Prof. **Karla Melinda Barth**, PhD. (Department of Educational Sciences, University of Oradea, Romania), Lecturer **Nicoleta Ramona Ciobanu**, PhD. (Department of Educational Sciences, University of Oradea, Romania), *The perspectives of career selection among students from the Pedagogy of primary and preschool education specialization*

## Session 2

**Chairperson:** Assoc. Prof. **Ludmila Maskova** PhD.,

Matej Bel University, Slovakia

Assoc. Prof. **Alina Stoica**, PhD., University of Oradea

Assoc. Prof. **Gabriela Goudenhooff**, PhD. (Department of Political Sciences and Communication Sciences, University of Oradea, Romania) *Education to employment in the EU. A Jean Monnet teaching experience*

Lecturer **Polgar Istvan** PhD., Prof. **Mircea Brie** PhD. (Department of International Relations and European Studies, University of Oradea, Romania), *Cross – Border Employment in European border regions. A daily reality in the Bihar – Hajdú Bihar Euroregion.*

PhD. Candidate, **César García Andrés** (Faculty of Philosophy and Literature; Department of modern, contemporary, American history, journalist, audiovisual communication and advertising, Universidad de Valladolid, Spain), *Erasmus Programme: History, Development, Enlargement and Main Obstacles*

Assoc. Prof. **Ludmila Maskova** PhD., Lecturer **Eva Hohn**, PhD. (Department of European Cultural Studies, Faculty of Arts, Matej Bel University, Slovakia), *Challenges of Study Programme for Labour Market – the Cooperation between the University and Practice* (The example of European Cultural Studies programme)

Assist. Prof. **Jana Pecnikova** PhD. (Department of European Cultural Studies, Faculty of Arts, Matej Bel University, Slovakia), *Importance of intercultural competencies for a professional career in the EU*

Assist. Prof. **Dina Sebastião** PhD. (Department of History, European Studies, Archeology and Arts, University of Coimbra, Portugal), *Assessing the implementation of the Pillar of Social Rights: different labour markets as a barrier*

### Session 3

**Chairperson: Carmen Bodiu**, Head of Teacher Training Centre  
of Bihor County, Romania

Assoc. Prof. **Monica Secui**, PhD., University of Oradea

School Teacher **Loredana Berzovan** ("O. Drimba" Middle School, Lugașu de Jos, Romania), *Sistemul de învățământ universitar german*

School Teacher **Otilia Bradea** (Colegiul Tehnic nr.1, Vadu Crișului, Romania), *The role of educational counselling in the formative process*

School Teacher **Dana Elena Pușcașiu**, PhD. (Colegiul Național "Emanuil Gojdu" Oradea, Romania), *A different approach to being a form teacher*

School Teacher **Denisa Ioana Luca** (The Teacher Training Centre of Bihor County, Romania), *Collaborative methods in the school-family partnership*

School Teacher **Florina Szabo** (The Teacher Training Centre of Bihor County, Romania), *The development of social abilities through counselling activities. Acceptance and tolerance*

School Teacher **Daniela Ganea** (Colegiul Național "Iosif Vulcan" Oradea, Romania), *Successful academic performance as a result of the collaboration between school and family*

School Teacher **Manuela Fazecaș** (Liceul Tehnologic Special nr. 1, Oradea, Romania), **Ruth Fazecaș** (University of Oradea, Romania), **Ileana Varga**, (Liceul Tehnologic Special nr. 1, Oradea, Romania), *Rolul autoeficacității în decizia de carieră la adolescenți*

School Teacher **Sorina Miheș** (Liceul Greco-Catolic "Iuliu Maniu" Oradea, Romania), *Concept of counseling, the types of counseling*

School Teacher **Maria Hulber**, PhD (The Teacher Training Centre of Bihor County, Romania), *The formative value of post-dramatic theatre*

School Teacher **Matei Adrian Botici** (Școala Gimnazială „Alexandru Roman” **Aușeu**), *Self-knowledge and personal development*

Assoc. Prof. **Monica Liana Secui**, PhD. (University of Oradea, Romania), **Teodora Alina Ene** (CJRAE Bihor, Romania), **Traiana Miorita Olea** („Vasile Lucaciu" Middle School, Carei, Romania), *Implications of gender stereotypes in students' perception of academic performance*

## **Saturday, June 1<sup>st</sup>**

**09.00- 9.30 – Final workshop registration**

**9.30- 11.00**

### **Workshop 1**

Prof. **Sara Santilli**, PhD., Department of Philosophy, Sociology, Education and Applied Psychology, Padua University, Italy, *Planning the Future: The project «Stay passionate, courageous, inclusive, sustainable, etc...»*

### **Workshop 2**

Career counselor **Mihaela Radu**, Careers Center Oradea, Romania, *Tips and tricks in career counseling*

**11.00 – 12.30**

### **Workshop 3**

Assoc. Prof. **Ioana Panc**, PhD., Department of Psychology, Titu Maiorescu University, Romania, *Intercultural Competence 101*

### **Round table debate**

**Carmen Bodiu**, Head of Teacher Training Centre of Bihor County, Romania  
*Teachers supporting students' career decision/Profesorul ca suport în alegerea carierei elevilor*

**12.30 – 13.30 Lunch**

**13.30 – 15.30**

### **Workshop 4**

**Daniela Crișan**, PhD. Student, Groningen University, Holland, *Good science, bad science: Questionable research practices and the `credibility crisis` in Psychology*

### **Workshop 5**

**Iulia Sara**, GCDF Master Trainer, Romania, *OH cards – Bringing out the solutions in helping professions*

## Abstracts

Anatoliy **Kruglashov**

### ***Making Ukrainian Universities Europeanized: external and domestic risk-management***

The success of overcoming current crisis in the European integration process depends not only the political and economic but cultural factors to be carefully regarded and adequately met. The latter comprises a proper resolution of many educational problems, which are of crucial importance and evident all over Europe. One of the tool developed for the sake of promoting high education reforms is so-called Bologna process, aimed at European education space formation. This process itself has been facing with numerous challenges and provoked many political and academic debates around.

As far as Ukraine has implementing Association Agreement with the EU (signed at 2014) and earlier joined Bologna process it's worthy of making analyzed the national records and faults regarding Universities reforms under the requirements of both processes. It covers issues of domestic reforms which go on with a lot of difficulties and troubles. Also it concerns some cross-border issues of students and teachers' migration and immigration, tough competition of Universities for students' recruitment and less tough for the more competent staff.

All of these and some more issues are of true importance from the regional, national and all-European perspective. Universities' Europeanization pros and cons, as well as the existing (mis)management of them in Ukraine are to be considered in the paper, taking into account the most challenging risks and opportunities remained open.

Liliana **Domingues Reis Ferreira**

### ***Internationalization of Higher Education by Erasmus Programme: an Assessment of European Labour Market***

Internationalization of higher education (IoHE) is a relatively new phenomenon but, as a concept, it is one that is both broad and varied. As competition intensifies for a greater share of the global market, higher education – as an essential provider of human capital – has become fundamental to creating competitive advantage. IoHE has been influenced by the globalization of our economies and societies and the increased importance of knowledge. It is driven by a dynamic and constantly evolving combination of political, economic, socio-cultural and academic rationales. These motives take different forms and dimensions in the different regions and countries, and in institutions and their programs. This paper aims to answer: What have we gained and what have we lost with the internationalization of higher education? What have been the impacts of the internationalization of higher education on the European labor market? After the apparent success in the internationalization of higher education, we can expect the creation of a Common Education Policy or new drivers to Common Labor Market?

We conclude that there is no one model that fits all. Regional and national differences are varied and constantly evolving, and the same is true within the institutions themselves and the benefits of the internationalization of higher education are evident but have clearly benefited richer countries (which now have highly qualified human resources from other poorer countries) and the largest European universities (which are able to do more and better research).

**Lise Mogenses**

***Employment and career support for people with disability: Development and Challenges in the Australian context***

All young people should have the opportunity to transition successfully from school to ongoing learning, work and community life, with access to appropriate information, support and guidance. However, transitioning from school training and employment can be a challenging and stressful period, where young people seek to develop their own identity and opportunities for meaningful occupation, such as further study or employment. For young people with disability, the challenges of post-school transition are compounded by structural barriers, including poor transition planning, having to navigate complicated policies and services, and lack of job and training options. Such barriers can be further exacerbated by stigma or attitudes towards disability. In Australia, the employment rate for people with disability remains low against the OECD average. Recently changes have been made to the disability funding system with aims to better support young people with disability to take control in their lives, and with focus on supporting meaningful employment and career development. This presentation provides an overview of employment and career challenges for people with disability, and support changes in the Australian context. Models of employment options and support will be discussed along with persistent challenges, and gaps in knowledge on transition barriers to employment and career options for young people with intellectual disability.

**Ioana Panc**

***Why should I care about the “others”? Intercultural competences as an essential skill for career development***

In the similar ways that biodiversity is a resource for mankind, cultural diversity serves as a resource for the European labor market. Since it is impossible to stop contact between cultures, learning to navigate in this multicultural environment becomes an essential resource for a successful career. The present paper explores students' knowledge and attitudes regarding intercultural competences. Recommendations are made for developing this set of competences through formal and non-formal learning.

**Andreea Szilagyi**

***Jobs or careers? The HEROIC mindset in the age of acceleration***

In a world of constant change and an increasing uncertainty, the impact of globalization, technology and demographics on workers' identity needs attention and on life stage

transitions. The fine balance between an individual job and the complexity of a career needs to be reconsidered. The skills needed to navigate a lifetime of transitions have become necessary for achieving career success. The traditional career development model, which is centered on decisions made at early ages, is being replaced globally by a more fluid and flexible approach on career awareness. The author will present the HEROIC is an acronym for six behaviors which can support the career specialists and their clients to focus on the most significant aspects of the career discovery process. Several career myths will be analyzed and compared in a global context.

**Marius Drugaș**

***Self-determination and well-being in school***

Using the conceptual framework offered by the self-determination theory (Deci & Ryan, 1985), we aimed to conduct a series of studies to identify variables associated with self-determination in school settings. Motivation, basic needs, and components of well-being were analyzed in relation with academic performance and openness to participate to extracurricular activities. Students with high performances are more willing to participate to extracurricular activities and these have an enhancing effect on autonomy and identified regulation. Curiosity was found to moderately correlate with teacher dependence, and the preference for easy work in school correlates with teacher satisfaction. The results generally support the assumptions of the self-determination theory.

**Daniela Crișan**

***Study in Holland: A balancing act between privileges and demands, and how to maintain an upward momentum***

A big part of succeeding as a student abroad, regardless of how we define success, is finding a way to balance the range of possibilities and privileges we have with the day-to-day demands and pressures imposed on us. In this short talk I will share with you my story as a student and early-career researcher in the Netherlands: How this balancing act worked for me and what makes my story a “success story”, according to the way I define success.

**Claudia Bacter, Cristiana Marc**

***Social Work Career and volunteering experience***

The social worker profession is a complex one and involves specialized intervention, knowledge and operation with various notions, methods and techniques. Volunteering offers students the opportunity to put theoretical knowledges into practice, gain professional experience, develop a set of skills (required in their professional activity) and clarify their career direction. The paper highlights the requirements of the social work career/profession and the benefits of volunteering in the socio-professional and personal development of students. Skills acquired during volunteering include organizing tasks, problem solving, active listening, good verbal and written communication, cooperation, team work, time management, critical thinking.

**Delia Bîrle, Monica Secui, Alina Stoica**

***Romanian students' attitudes toward European Union and their intention to study abroad***

The founding of European Union was strongly related from the beginning to the aim to deepen the unity between the countries by establishing a new sense of the self for its members, in terms of shared social identity, transcending beyond their national identities. Within this context, the effects of European integration in terms of feelings and meanings associated to the EU citizenship continue to be an important aspect of intellectual debates. Our paper addresses the topic of students' attitudes toward EU in relation to their European and national identity and also to the decision to study and work in another EU country. The participants to the study were 120 college and high-school students, aged between 18 and 31, all Romanian citizens. The emotional component of attitudes toward EU and their country was revealed using Semantic Selection Test (D'Escury, 2008; Szabó, 2010). The cognitive aspects of these attitudes were investigated by a questionnaire regarding the perceived consequences of their country's European integration (Szabó, Lőrinczi, and Secui, 2011). A questionnaire was designed to assess the importance of some factors taken into account when deciding to live or study in Romania or in another EU country. The results show that the participants perceived themselves more Romanian than European; they rated slightly higher the positive consequences of Romania integration in EU compared to negative consequences, and the factors regarding the quality of the educational systems from other EU countries were preferred by the Romanian students when deciding to study abroad.

**Sorana Mihaela Săveanu, Florica Ștefănescu, Raluca Buhaș**

***Student's academic engagement and employment***

Our paper is focused on the issue regarding student involvement in paid work during their university studies. Recent research brings to front the need to cover their financial costs as the main reason for students getting a job. This situation raises the problem regarding horizontal inequalities in higher education, with consequences also on inequalities in the labor market insertion. Considering the time spent at work which directly affects class attendance, we investigate the impact of employment status on academic engagement. Our study is based on data from a survey carried out among students from Hungary and Romania. Students from this region who are working while they study are those from the Master programs, those who need to pay their tuition, those with low household incomes and who had to work also during their high-school studies. Regarding academic engagement, our data indicate that working students have higher levels of academic engagement.

**Daniela Roman, Lioara Coturbaș**

***Students' theory regarding their academic motivation - an important factor in their future career***

Senior students in Psychology and Pedagogy of primary and preschool education participated in a study based on interview regarding their academic motivation. The

results show that their academic efforts throughout the years of faculty are influenced by school results and by the idea of getting a diploma (graduation). A variety of proximal factors have been identified as factors that support these students' motivation. Thus, we identified personal factors related to students and contextual, external factors. Among the personal factors we can mention students' characteristics (expectations, approach of study, self-regulation of learning) and students' beliefs (e.g. beliefs concerning the role of the teacher, beliefs about learning), whereas the external, contextual factors include academic factors (e.g. characteristics of the department, specific courses, examinations, academic tasks as related factors, feedback), social factors (e.g. teachers, family members, colleagues), the academic environment (e.g. physical environment, academic associations, volunteering activities). These results suggest that academic motivation is a key factor throughout the academic years, which has a sustained role in learning and in achieving career goals, factor that requires a more intense preoccupation from specialists. In particular, there is a need for methodological research other than quantitative research, for methods that can investigate the complexity of motivation throughout the faculty years.

**Andreea-Ioana Cozianu, Roxana Georgiana Holcã-Nistor**

***Romanian University Centres – a Traditional Education Supplier for the Middle East Countries***

Romanian University Centres used to be a Traditional Education Supplier for the Middle East Countries. The present paper starts from the premises of tying up the diplomatic relations with the Middle East countries, taken into account a number of phenomena: Romania as a trustworthy education supplier for the Middle East countries and Arab notables that have built a career in Romania, the Arabic emigration wave, and Romanian negative record of being on the second place in the world in the migration statistics. The Romanian academic forum could set as potential objectives to supply education services for the Arabic students, providing not only specialised education, but also a welcoming environment for those who would like to integrate. This can prove a real challenge for Romanian mentalities, acknowledgment of tolerance, and be quite an ordeal for the nationalistic tendencies. The clash of cultures is an ongoing subject to be dealt with by a lot of interested parties: decision makers, scholars and academics, labour market etc.

**Bianca Mada**

***The Factors Involved In The School And Professional Orientation***

The school and professional scientific orientation is not possible without the objective education of the self-knowledge of the targeted young person or child. Only by acknowledging his/her own real limits-his/her maximum strenghts and possible failures-the young person can make a valid choice. In order to choose the future job, career, the student must know what qualities, skills that job requires and he/she must be able to assess his/her own skills, qualitie s(and how developed they are), and also the ones

that he/she does not have. It is usually said that school is the main factor of school and professional orientation, as the influence of school is complex but indirect and most often it is not recognized as a determinant factor. On the other hand, in this domain of school and professional orientation of the students, it is the family that has the most powerful influence, it sometimes plays the main part in the student's decision. The influence of the family is working all the time, continuously, it starts early in life and it relies sometimes on *unprofessional* but convincing arguments-affective, economic etc-counteracting the school's influence. The specialized institutions in the school and professional orientation, functioning besides and out of school have complex functions of knowledge, information and orientation. The conjunctural factors that influence the process of professional orientation of some students or young people have in common the fact that they work without a schedule, system and with different intensity on a certain person. The work of these factors is not independent but congruent supporting the success or the failure of the school or professional orientation.

Karla Melinda **Barth**, Nicoleta Ramona **Ciobanu**

*The perspectives of career selection among students from the Pedagogy of primary and preschool education specialization*

"What do you want to be when you grow up?" This is the question every child answers at least once during childhood, even if the answers they offer do not exactly satisfy the family's wishes. Parents and family try to guide the child to a job or another, regardless of their personal skills or interests. When we have a new generation of students facing us, with every beginning of the academic year, we cannot help asking them about the motivation of choosing a teacher's job. It is known that this career provides a social prestige and, as is known, in the traditional Romanian society with the priest and physician, members of a community identified the teacher as a pillar of the community. Career guidance is the sum of predominantly dominant talents or skills. When talent and skills intersect with motivation, personal interests and values, and with the social and economic environment, the career path is optimally modeled. Pedagogy of primary and preschool education is a vocational profile, a job by which, as a teacher, it contributes to the formation of other people. The decision to follow this faculty is under the influence of certain factors, on the one hand, individual factors (skills, motivation, dominant personality traits, etc.) and on the other hand the psychosocial (the family, the group of friends, the demand on the labor market work, media, etc.). In this paper, we will try to determine how and to what extent these factors influence students in choosing this profession.

Gabriela **Goudenhooff**

*Education to employment in the EU. A Jean Monnet teaching experience*

In an attempt of documenting, research but mostly of improving the academic and preparing youth for labor market not only with professional knowledge but also with

abilities and skills for negotiation, job application, vocational orientation, I developed a project aiming to promote research in the EU social and educational area at academic level. Following these objectives, exploring the gap between theory and practice, fostering the dialogue between the academic world and policy-makers, in particular to enhance governance of EU policies and last but not least revisiting the role of (academic) education in strengthening the need of values and beliefs, we tried to spread European social values and to contribute to students' civic education aiming the idea that there is no complete human profile without social abilities and values.

This paper will present some achievements and findings related to three years of implementing a Jean Monnet module, called "A social Europe for Youth. Education to employment". Nevertheless I tried to point out some issues coming both from an academic "autism" explained by several factors like the lack of empathy, a strong urge in the research commitment, a weak motivation for working with students and a big gap between theory and application/practice.

Regarding students we have noticed some kind of lethargy - "Sleeping Beauty syndrome", lack of interest and collaboration, high expectations for the beginning of own career, a big gap between experience/expectation and reality and many other issues emphasised by the experience of the activities developed during this project.

**Polgar Istvan, Mircea Brie**

***Cross – Border Employment in European border regions. A daily reality in the Bihar – Hajdú Bihar Euroregion.***

As the EU takes on new members and its external boundaries gradually shift, socio-economic and political transformations are taking place at the borders that not only adumbrate new regional development opportunities but also many potential problems and tensions. In an enlarged Europe there are necessary long term commitments to support local and regional initiatives of cross-border cooperation. All this can be achieved through comprehensive cooperation that transcend political, economic and cultural dividing lines and that address socio-economic disparities, political tensions and potential conflicts of interest. The new research perspectives have contributed to the fact that borders are now largely understood to be multifaceted social institutions, rather than simple markers of state sovereignty.

Geographic labour mobility within EU member countries – both in terms of transnational migration as well as cross-border commuting has remained at a relatively low level until now.

The topic of labour market mobility is of particular importance in border regions, as it is part of the every-day life of citizens to cross the border, either to get to their work places or for leisure purposes.

Whereas much research activity has been devoted over the years to different kinds of migration, the other type of geographic labour mobility, cross-border commuting has been to a much lesser degree object of research studies.

The paper explores the significance of the state border in the daily life of the borderlanders, the inhabitants from the Hungarian-Romanian border, focusing in details on data collected from the Bihar-Hajdu Bihar Euroregion.

César **García Andrés**

***Erasmus Programme: History, Development, Enlargement and Main Obstacles***

Erasmus programme started in 1987, since that moment it has evolved over the course of more than 30 years. It is necessary to know what were the motivations that existed for the implementation of a university exchange programme and how it has developed during its trajectory, in order to understand how this European programme is currently seen.

This programme has also served, together with the development of the concept of European citizenship, to integrate the group of students within one of the fundamental pillars of the European Union, namely the people's free movement, which does not exclusively refer to workers. In addition, with the passage of time, new groups of society have been incorporated into the exchange programmes promoted within the European Union, such as people in training, young volunteers, and teachers and trainers. However, there is no doubt that the great importance that the Erasmus programme has achieved will be seen through the analysis of two facts, on the one hand, the new programmes for students that arise within the Community institutions and, on the other hand, the progressive increase in their influence within the European Union budget.

However, it also must be borne in mind that, although more than 30 years have passed since its launch, certain obstacles still need to be overcome within this programme. For this reason, this paper, in addition to showing an evolution through the history of the Erasmus programme, will also analyse how this framework has changed the way universities are seen in the European Union and the countries that do not belong to it, but that also benefit from this programme.

Ludmila **Maskova**, Eva **Hohn**

***Challenges of Study Programme for Labour Market – the Cooperation between the University and Practice (The example of European Cultural Studies programme)***

The paper is focused on the changes in the content of study programmes aimed at improving the employability of students in the labour market. When constituting the content of study programme, it is necessary to consider the requirements and needs of professional practice, and not the other way around. The cooperation between the university and practice takes variety of forms, such as fellowship programmes in various organisations in accordance with study fields (the working out of written works or final works from a practice: the use of practical knowledge by students, and others), lectures and seminars of practitioners, the transfer of theoretical knowledge into specific practice, and so on. We give the following examples regarding the subjects such as Management of Culture, Intercultural Management, Semiotics of Culture and Identity of European Cities. In the case of Management of Culture, inter alia, we pay attention to the working out of the projects of association, organisation, company and their evaluation in cooperation with expert practitioners, which is followed by discussions. The Semiotics of Culture is focused on the relationship between semiotics and marketing in the sphere of culture (the application of semiotics

and its signs to the advertising in cities, the analyses of advertising on billboards, smart billboards, and others, with respect to means of expression, the use of metaphor and metonymy in advertising, the function of woman in advertising, vulgarity of used expressions and their impact on the public, and so on). Within the framework of Intercultural Management, we focus on the meaning of intercultural differences in the environment of organisations, where the employees from various cultures work (invited lectures of former graduates working for multinational enterprises). We also deal with Identity of European Cities where we research into their sociocultural context. The term “city as a cultural space” has come into focus thanks to the research into urban identity. The cities are places of culture and a characteristic of society and their research is of interdisciplinary character. From cultural scientific point of view, we answer the question what lies behind the typical character of city, what is a distinctness of the cities.

The study programmes should flexibly respond to the requirements of professional practice and to reduce the stereotypes of existing posts.

**Jana Pecnikova**

***Importance of intercultural competencies for a professional career in the EU***

Intercultural competences are considered important soft-skills that should be learned by a person working in a multicultural environment. In our contribution, we focus on the development of intercultural competences in the context of European Cohesion Policy development, which envisages the cooperation of people from different cultural backgrounds. We assume that intercultural competences are a component that helps people to find employment in the EU labor market. The second part of the paper highlights specific cases of cultural differences that are reflected in the work environment.

**Dina Sebastião**

***Assessing the implementation of the Pillar of Social Rights: different labour markets as a barrier***

This paper intends to assess the actions made at the supranational level to implement the Pillar of Social Rights of the EU, proclaimed in 2017. It is mainly assessed the actions regarding decent wages, minimum income, and unemployment benefits, issues connected with the national labor markets. By looking at the report of the Commission about progress made on this, it's checked if there's some political action that may lead to a harmonization of wages and unemployment benefits which can face social dumping and migration unbalances. As preliminary conclusions, it can be said that, despite institutional intentions by the Commission, no significant actions were made at the EU level. Some hypotheses are made for the observed inaction, based on an analysis of the different national levels of wages and income, and the external competition strategies in the single market. This study will be complemented with other sources despite the Commission report, mainly economic and social reports and news on the media about leaders declarations on the issues.

**Loredana Berzovan**

***Sistemul de învățământ universitar german***

**De ce un studiu în Germania?** Cel mai mare stat din UE ocupa la nivel mondial locul patru în topul preferințelor studenților străini. Peste 370 de instituții de învățământ superior atrag, grație ofertei bogate și calitative de studiu (peste 15.000 programe), studenți din toată lumea. Alte motive atractive pentru un studiu în Germania sînt imbinarea dintre cercetare și predare, coordonarea foarte bună a studenților, precum și costurile moderate de studiu și trai. În plus, există numeroase programe în limba engleză, care permit celor care nu stăpănesc bine limba germană, să studieze în Germania, într-o atmosferă internațională. Astfel o diplomă obținută în Germania poate deveni o importantă rampă de lansare pentru o carieră internațională!

**Otilia Bradea**

***The role of educational counselling in the formative process***

This paper, entitled *The role of educational counselling in the formative process* aims at developing certain educational principles regarding the approach of the educational ideal. According to this concept, counselling is a complex process that involves the development of fundamental attitudes and skills, thus contributing to the formation of a value system. These educational counselling activities are not suitable for traditional methods, but are based on activities involving the interaction of the involved parties, having as a priority the cognitive aspects of the student, as well as the affective ones.

**Dana Elena Pușcașiu**

***A different approach to being a form teacher***

The job of “form teacher” is not certified by a diploma, neither is it taught in a higher education institution. It involves vocation and dedication. The form teacher is that “someone” who builds character without assigning grades, without teaching and without evaluating. S/he is the one who permanently keeps in touch with all parties involved in the development of school children: parents, teachers, school counsellors, managers. The form teacher listens to the children, finds ways of communication and helps all the people mentioned above reach an agreement ... or, at least, that is how things should be.

**Denisa Ioana Luca**

***Collaborative methods in the school-family partnership***

During the last years there has been an emphasis on a well-established mutual agreement between school and parents, based on an individual educational contract regarding child education. The purpose of this contract is to provide the optimum conditions for the implementation of the educational process due to the contribution and responsibility assumed by all parties involved in the education of the main school education beneficiaries, the pupils.

**Florina Szabo**

*The development of social abilities through counselling activities. Acceptance and tolerance*

Social skills are the skills we use on a daily basis to communicate and interact with others and, thus, they are vital in enabling us to make and sustain positive relationships with our peers. Since their presence or absence has proven to have a significant impact on individual academic and, later, professional performance, educators include social aptitude on the list of school education priorities. In Romania, form teachers are the ones who usually approach this aspect as part of their counselling and mentoring activity. As a result, issues such as empathy, tolerance and acceptance, efficient verbal and non-verbal communication, school violence, bullying, conflict resolution and efficient social interaction have become frequent topics during counselling classes. A methodological approach, beginning with the introduction of the topic, followed by the study of relevant examples, then practising similar situations and, in the end, the generalisation of the approached social skill, will enable our students to understand the importance of efficient social interaction and to function properly in various social environments.

**Daniela Ganea**

*Successful academic performance as a result of the collaboration between school and family*

Education is what defines human beings and it is acquired at home, from family members, at school and in the community. In the past, these three actors, family, school and community, were rather separated in their endeavours towards child education but, lately, it has been proven that a healthy and perseverant cooperation between them significantly increases children's academic performance, as well as their personal development. Education, in all its aspects, is meant to provide solutions for children's rapid and efficient adaptation to the society to which they belong. No matter how much they try, school educators alone cannot achieve this goal as they cannot replace the other institutions which play a role in bringing up self-aware, civilized citizens. Thus, child education in schools cannot be successful unless there is a strong collaboration with the other parts involved in this field.

**Manuela Fazecaş, Ruth Fazecaş, Ileana Varga**

*Rolul autoeficacității în decizia de carieră la adolescenți*

This paper examines the importance of self-efficacy beliefs in educational–vocational choice, especially for teenagers. There is a particular aspect of self-perception that has become central to Bandura's theory: it is self-efficacy, that is, the capacity to deal with specific situations. It is suggested that the concept of career-related self-efficacy expectations provides a useful framework for the understanding, assessment, and treatment of at least some of the antecedents to vocational indecision.

Sorina **Miheș**

***Concept of counseling, the types of counseling***

This paper treats the concept of counseling, the types of counseling, the main factors involved in professional guidance: school, family, economic units, media, other specialized institutions, the definition of career counseling, the explicit role of counseling : complex formation and development of the pupil, representing one of the essential ways in which the school must create not only the well-informed graduates, but the training of well-skilled people and instrumentalised with adaptive resources to the social and psychological demands of life, with a well-defined axiological system.

Maria **Hulber**

***The formative value of post-dramatic theatre***

The post-dramatic theatre takes the most unusual shapes nowadays. This term – post-dramatic theatre – does not necessarily refer to the directing games and the stage language as often unconventional interpretations of classical scripts, but also to the emergence of intertexts which can revive long established patterns. Many contemporary drama writers come up with personal register interpretations, materialized in an equal number of new creations connected to a tradition of deep artistic inspiration. From this point of view, William Shakespeare is the most tempting drama writer, whose work triggers a continuous auctorial dialogue which transcends time and space.

Matei Adrian **Botici**

***Self-knowledge and personal development***

Knowledge and self-acceptance are fundamental variables in the optimal functioning and adaptation to the social environment, in maintaining mental and emotional health. Family and School are the key institutions that create a framework in which children and adolescents can develop harmoniously according to their interests and to their own skills. The family and school become the place where the pupil begins to discover himself, to shape his own image, to develop self-confidence. Respect, appreciation, and reward are stimuli that encourage personal development, prevent and correct deficient and problematic attitudes and behaviors. According to human psychology developed by Carl Rogers and Abraham Maslow, each person is valuable in itself. Through his human nature, he has the ability to develop and choose his own destiny to validate his qualities and positive characteristics to the extent that the environment creates the conditions for self-actualization. Unconditional acceptance and positive thinking are attitudes that foster personal development. These fundamental attitudes, together with empathy, respect, warmth, authenticity and congruence are essential conditions not only for a good psychologist, but also for a teacher-counselor. There is a causal relationship between the formation of self-esteem in students and the unconditional acceptance of the teacher or adult in general. The message of value and uniqueness transmitted by the adult is very important in preventing self-mistrust.

Monica Liana **Secui**, Teodora Alina **Ene**, Traiana Miorița **Olea**

***Implications of gender stereotypes in students' perception of academic performance***

Gender stereotypes have a powerful impact on every domain of human activity, so the educational system inevitably reflects a part of the cultural beliefs about the characteristics that women and men are likely to possess, which could result in encouraging behaviours acknowledged as appropriate for both genders. Our study focuses on gender stereotypes in terms of personality trait and also on gender differences and similarities in students' perceptions of two school subjects, mathematics and language arts. A sample of 138 adolescents aged 13-18 years undertook a task design to assess the gender stereotypes in terms of personality trait and the in-group bias, the 30 traits included being selected from Bem Sex Role Inventory (Bem, 1974). A second sample of 54 girls and 56 boys, 17-19 years old, undertook a questionnaire design for the assessment of mathematics and Romanian language on six bipolar scales, and another questionnaire for the attributional style used in explaining the performance in mathematics and Romanian language, based on ability, effort, task difficulty and luck. The implications of our results are discussed highlighting the contribution of gender stereotypes to the possible limitations of both girls and boys academic achievement and career development.

Sara **Santilli**

***Planning the Future: The project «Stay passionate, courageous, inclusive, sustainable, etc...»***

The nowadays socio-economic conditions increased difficulties in larger groups of the population, even in the richest countries that seemed to have been able to defend themselves from the threats of exclusion and impoverishment. Particularly at risk are the young and individuals with vulnerabilities such as disability, stories of migrations, family unemployment, etc. (Cohen-Scali et al., 2018). As Hooley et al. (2018) also state, there can be no vocational guidance without empowerment, without individual self-determination, and personal wellbeing itself cannot exist without social solidarity and inclusion, without guaranteeing supports, protections, emergency lanes and rescue networks, at least as concerns people less able to compete. Vocational guidance must therefore regain its nature of social practice of support for people and of 'political' action, as regards also public decision-makers, so that the values of UN Agenda 2030 can be taken into account and that its invitation to reflect on some scenarios and emergencies that the future will bring to the new generations can be accepted. From this perspective, a new way of doing vocational guidance could be encouraging people to think about tomorrow and ask themselves which study course to undertake and what professional contribution to give in order to play their part in achieving by 2030 at least some of the 17 objectives that the United Nations has proposed to the whole world. In light of that, in the workshop will be presented the project «*Stay passionate, courageous, inclusive, sustainable, etc...*» developed by LaRIOS Laboratory of University of Padova, Italy (Nota et al., 2018) that is articulated, on the one hand, around a series of instruments and, on the other, around career intervention pathways. Specifically will be

presented different assessment instruments that lead young people to reflect on a series of future scenarios of which, according to the United Nations (UN), we will have to take responsibility as the quality of life of the next generations will also depend on how we will be able to cope with these different alarming problems and difficulties. Additional assessment instruments will present to stimulate young people to identify their concerns and hopes for their future, to reflect on their own ideas about the economy, the world of work, the importance of investment in studying and lifelong learning, how to plan their future in conditions of uncertainty, and also to consider the heterogeneity characterizing working contexts and societies, and the value of cosmopolitanism. Lastly, will be presentd measure to support young people to reflect about their responsibility in planning their future; to bring attention to resources such as curiosity, critical thinking (wisdom), reflexivity; to think about activities that could be become new passions.

**Mihaela Radu**

### ***Tips and tricks in career counseling***

The career counselor is constantly focused on collecting revealing data about the client's state. The area of interest in the evaluation can include acquisitions, skills, attitudes, preferences, interests, values, etc. Methods of collecting and evaluating this information include both formal and informal tools. In our workshop we will learn and practice some informal tools that help us collect relevant data on a wide range of issues in the career counseling process.

**Ioana Panc**

### ***Intercultural Competence 101***

Within the unified European and global labor market, cultural literacy has become a fundamental resource for accessing better job opportunities, being more productive in international teams and even in the process of better defining one own's identity under the deciphered forms of the "other". This set of attitudes, knowledge and skills are meant to help us perform effectively and appropriately when interacting with people who differ from us from a linguistic and cultural perspective. However, they refer to much more than speaking a different language and being knowledgeable about the products of art and scholarship, including literature, painting, music, philosophy and so on from another Culture.

During this workshop participants are invited to engage in exploration activities meant to help them understand the dimensions and the relevance of such intercultural competences.

**Daniela Crişan**

### ***Good science, bad science: Questionable research practices and the `credibility crisis` in Psychology***

Are you a scientific researcher or a consumer of psychological research, and you want to learn how to distinguish between *good science* and *bad science*? Do you wish to

know what are good practices to maintain the *credibility of psychology* as a scientific field? Or are you just interested to hear about one of the most controversial topics in psychological research – *questionable research practices (QRPs)*? In this session you will learn which are the most frequently-encountered QRPs, how to detect them, how to avoid them, and *why they should be avoided*. Furthermore, you will learn about the role of *open science* (i.e., making scientific research accessible to all levels of inquiry) in improving psychological science.

**Iulia Sara**

### ***OH cards – Bringing out the solutions in helping professions***

*Audience* - This program is designed for counselors, career consultants (GCDF), psychologist, psychiatrists, social workers, art therapists, mentors, coach, trainers, teachers, mediators, alternative health practitioners, students in mental health and helping areas and individuals interested in personal development.

*Purpose* - Associative cards activate the subconscious. The process of bypassing the mind allows advancement into the depths of the psyche. It takes only a couple of seconds to trigger free and spontaneous associations in the mind and reveal the power of our inner images, bringing into view the presence of archetypes and energies within ourselves. OH is a playful way to explore the subconscious, develop creativity and emotional skills, and bring us into contact with the essence of the self, a powerful process of transformation which magnifies our humanity. On the path to knowledge of self and others, associative cards are a great way to approach the concepts of self, ego, identity, and the understanding of relationships. An advantage of working with OH Cards is that they're quick and easy to learn how to use – no strategy, no competition, no judgment; the rules of “the game” are simple and easily adaptable. The concept of associative cards was inspired by principles of Gestalt therapy, humanistic psychology, and the work of Jung and Joseph Campbell on archetypes and myths.

#### *Learning Objectives*

On completion of the program participants will be able to:

1. Understand how OH-cards of association can be used in their professional / personal development areas.
2. Understand the ethics of using OH-cards.
3. Understand how cards can be used with self, in on-to-one sessions or with groups.
3. Understand the specifics of different sets of OH-cards.
4. Name at least two benefits of using Oh-cards in helping professions.

#### *Program Content*

1. Introduction: brief presentation of the genre of OH cards, benefits
2. Experiential activities with OH-cards\*
3. Review of all OH an AHA cards sets and books

Participants will be given instructions and different sets of OH-cards to interact with. Each participant will be given the opportunity to directly experience the usage of OH-cards on his/her own. Debriefing each activity will conclude in practical ideas for using the cards in the working environment of the participants.

## Short biography of authors

**Liliana Reis Ferreira** owns a PhD in International Relations and Political Science from *University of Minho* (Braga, Portugal). Currently, she is assistant professor in Lusíada University of Porto and University of Beira Interior and researcher in Portuguese Institute of International Relations. She has been awarded with the *José Medeiros Ferreira Award* (from the European Institute of Law Faculty, Lisbon University) for one of the best thesis on International Relations of Portuguese Universities linked to the European integration process. She has published a book *A Construção do Ator Securitário Europeu: A Hora das Escolhas* and edited the book *Climate Change and Global Development* to Springer. She published several chapters and articles in topics related to global governance and Common Security and Defense Policy.

**Lise Mogensen**, PhD (Social Justice), BAppSC OT (Hons), is a medical educator and interdisciplinary researcher at the School of Medicine, Western Sydney University, Australia. Dr Mogensen coordinates a research skills program for medical students, supporting more than 30 student research projects to completion annually. Her teaching approach and philosophy is informed by her research experiences and expertise. Dr Mogensen specialises in community based research using mixed methods and inclusive, participatory research approaches. She leads an international research network focused on developing participatory methodologies with vulnerable and marginalised children. Her particular research interests are the health and well-being of children and young people with disability, and issues of inclusion, identity, and life transitions. Dr Mogensen is also leading medical sociology research, including impactful and award winning projects on disability, health and wellbeing in the Australian Medical Profession.

**Ioana Panc**, PhD – her professional interests are in the area of career development and positive psychology. In her position as Vice Rector of International Relations at Titu Maiorescu University she coordinates the internationalization strategy and observes the impact such intercultural opportunities have upon students' careers. Her professional background includes expertise in human resources consultancy and management in international professional organizations and higher education institutions. As a certified International Master Trainer *Global Career Development Facilitator* (GCDF), she trained and supervised over 300 career facilitators, both in academic and business environments, in Romania and internationally. She is also an Associate Professor, teaching career counseling at Titu Maiorescu University and University of Bucharest, Romania.

**Andreea Szilagyi** is currently serving as a Director of NBCC-I. Former VP of NBCC-I, Dr. Szilagyi organizes and facilitates counseling professionalization outside the United States. She began her work with NBCC and NBCC-I during her appointment as NBCC-I's first international counselor-in-residence (2004–2005), and served as President of NBCC Romania and as Chair of the European office of NBCC-I, EBCC, located in Lisbon, Portugal. For several years, Dr. Szilagyi was heavily involved with the counseling professionalizing efforts in Europe. She is currently working closely with

educational and business organizations in Asia interested in supporting the development of the counseling profession. Dr. Szilagyí was an executive member of the International Association for Counseling. She is a founding member and at present is Vice President of the Association of Romanian Counselors (ACROM). She is also a visiting professor with University of Bucharest, with a full teaching load in counseling. Dr. Szilagyí is one of the first counselor educators in Eastern Europe, and her expertise is oriented toward the practice of career counseling, school counseling, counselor education, development of the counseling profession, supervision, and certification across borders. Raised in Râmnicu Vâlcea, Romania, Dr. Szilagyí earned her degree in education at the University of Bucharest in 1995 and her PhD in Education at Alexandru Ioan Cuza University of Iasi. Her doctoral program was the first in Romania to have a counseling focus. Dr. Szilagyí is an NCC, as well as a registered Global Career Development Facilitator (GCDF) International Master Trainer, Certified Supervision Professional (CSP) Master Trainer, and MHF Master Trainer. She also maintains membership in several counseling associations internationally.

**Sara Santilli**, PhD, Prof. at University of Padova, Italy. She is a psychologist, CBT therapist and a post graduate degree in Career Counseling. She collaborates also with La.R.I.O.S. (Laboratory of Research and Intervention in Vocational Guidance) at University of Padova. Research interest concern the fields of career counseling, career construction and work inclusion for people with and without disability. As regards career counseling, research efforts are directed toward the analysis of relationships between career adaptability, time perspective and quality of life in younger and university students and as regards psychology of disability, research activities, in collaboration with Centre of Disability and Inclusion at University of Padova, regard the analysis of factors associated with the social and work inclusion. Vice president of the Italian Society for Vocational Guidance (SIO), she is member of European Society for Vocational Designing and Career Counseling and the Italian Society of behavior analysis and modification and cognitive behavioral therapy – AIAMC.

**Marius Drugas** earned his master's degree in the management of human resources in 2005 and his PhD in 2008 with a thesis on self-determination, with applications in school and organizational psychology. He started an academic career in 2003 at the Department of Psychology at the University of Oradea, Romania, and currently he is an associate professor at the same department. His areas of interest focus on self-determination and video game psychology. He is one of the executive editors of the Romanian Journal of School Psychology and of the Psychological Thought (Bulgaria).

**Daniela Crişan** is a Ph.D. candidate in Psychometrics at the University of Groningen, The Netherlands. Her research focuses on test/scale construction and revision, item analysis, and person scoring using the Item Response Theory (IRT) framework. She has a background in Psychology (BSc.) and in research methodology and statistics (MSc.).

**Claudia Bacter** is PhD. Habil. Associate Professor at the Department of Sociology and Social Work, Faculty of Social Sciences, University of Oradea. The author has a Bachelor degree in Social Work and Psychology, and has gained practical experience in the field of Social Work during 1998-2009 when she worked as a social worker in projects and programs focusing on the social protection of people with disabilities, institutionalized children and other categories facing risk situations. She is the author and co-author of scientific studies on issues related to social categories in vulnerable situations, methods of intervention used in the direct work with beneficiaries of social care services, and the professional activity of social workers.

**Cristiana Marc** (Bachelor degree in Social Work and Law, and PhD. in Sociology) is a PhD. Lecturer at the Department of Sociology and Social Work, Faculty of Social Sciences, University of Oradea. She teaches disciplines related to social work system, social work theories, social work for family and children. The topics covered by her publications focus on child protection, training and professional activity of social workers, functioning of the social work system and social security system.

**Delia Bîrle**, PhD is a licensed psychologist and an associate professor in experimental psychology, school counseling, career counseling and psychological statistics at the University of Oradea, Psychology Department. She is, also, the coordinator of the Master degree program in the area of Educational Psychology, School and Vocational Counseling, at the University of Oradea. Her research interests that translated into books, numerous articles and conference presentations include: career counseling, school psychology, child development and moral reasoning. She is the main author of the book *Career counseling – the efficiency of a training program* (original title - *Consilierea carierei – eficiența unui program de training*), published in 2013. Also, she is the coordinator of more than 10 books and chapter books and more than 30 scientific articles published with prestigious international publishers (Palgrave McMillan, IGI Global Publishing), Romanian prestigious publisher (Romanian Academy Publishing House, Polirom Publishing House, SPER Publishing House, Didactical and Pedagogical Publishing House) and ISI Thomson Reuters indexed journals. She participated in 10 national and international project teams, funded by Romanian Ministry of Education, European Commission and different NGO's, numerous research projects in the area of career and education.

**Monica Liana Secui** is Associate Professor within Psychology Department at the Faculty of Social and Humanistic Sciences, University of Oradea and PhD in Psychology, "Babeș-Bolyai" University of Cluj-Napoca. She has participated to various training and mobility programs (Central European University, Budapest, Albert Ellis Institute, New York, Universitat Autònoma de Barcelona, Roma Tre University, University of Szeged). Her main fields of interest are social psychology, human development and intercultural psychology, being involved in research projects on the topic of gender identity, violence against women, cultural diversity in school, and sexism.

**Alina Stoica**, Assoc.Prof. PhD. at University of Oradea, Faculty of History, International Relations, Political Sciences and Communication Sciences, Department of International Relations and European Studies, member of the CEIS 20 (Centro de Estudos Interdisciplinares do Seculo XX), University of Coimbra, Portugal, Member of ISER (Institute for Euroregional Studies), Jean Monnet Centre of excellence Oradea-Debrecen, Member of the Romanian Association of International Relations and European Studies and coordinator of the Jean Monnet Module *Cultural Diplomacy, at the East and West Borders at the European Union-an Essential Element in the Process of European Integration*. She participated in numerous programs and national and international projects, lecturing at University of Coimbra (Portugal), in Salamanca (Spain), Siena, Padua and Venice (Italy). She has published over 45 articles in specialized journals, volumes of international conferences or book chapters, she is the author of the book *Romanian-Portuguese Diplomatic Relations (1919-1933). Martinho de Brederode-Ambassador to Bucharest* (University of Oradea Press, 2011) and *History of the European Idea* (Lambert, 2015), co-editor of Volume IX and XVI of the *Eurolimes* journal and the coordinator of the volume *Education and Faith Towards a Reunification of the Values*, (Marne, 2013), co-editor (with Ioan Horga and Maria Manuela Tavares Ribeiro) of the *Culture and Paradiplomatic Identity. Instruments in Susteining EU Policy* (Cambridge Scholars Publishing, 2016) and co-editor of the *The European Space. Borders and Issues* (with Mircea Brie and Florentina Chirodea), University of Debrecen Press, 2016, 586 p., ISBN 978-963-319-609-4.

**Sorana Saveanu** (PhD.) is a lecturer at the Department of Sociology and Social Work (University of Oradea). She is involved in sociological research since 2003. She is specialized in social research methodology and applied research and has a strong background in social surveys. Her field of expertise covers the Sociology of Education and Project management.

**Florica Ștefănescu** is a professor at the Department of Sociology and Social Work (University of Oradea). She teaches classes such as Economics, Human Resource Management, European Economic Policy. She published many scientific papers in the field of economics and economic policies, as well as papers with an interdisciplinary approach.

**Raluca Buhaș** is a lecturer at the Department of Sociology and Social Work (University of Oradea). Her teaching activity is focused on Family sociology and research methodology. She is also involved in the coordination of students' practical training. Her published papers address topics from family sociology, sociology of virtual spaces, and sociology of education.

**Ioana Andreea Cozianu** is a PhD university Lecturer at "Ștefancel Mare" University from Suceava, Romania. She graduated Political Sciences in 2002, and an MA in European Studies in 2004. She owns a post-university Degree in Public Relations and

Negotiation (2005) and a Degree in Psycho-pedagogy (2010). In 2011 she delivered her PhD Thesis in Political Science, with the title *Political Behaviour from the Perspective of the Integrative and Participatory Values* at „Al. I. Cuza” University from Iași, Romania. Her scientific background revolves in the area of project management, European Studies and International Relations, and Political Science. She teaches courses like Project Management, European Development, and Governance. She distinguishes by reach experience in the non-reimbursable funding and project elaboration and implementation, as both as a consultant, evaluator, project manager, or as a trainer or expert, within programmes like, POR/ POCU, SEE, Cross border with Ukraine or Republic of Moldova s.o.

**Roxana Georgiana Holcă-Nistor** is currently a Ph.D. student at the Faculty of History and Geography at “Ștefancel Mare” University of Suceava, Romania, where she develops a Ph.D thesis on Romania's relations with the Arab states in the Near-East in the context of the Arab-Israeli crisis, 1967-1989. She owns an International Relations and European Studies Degree (2014), and a MA in Cross Border Cooperation and International Relations' Management (2016). Her main research interests are specific matters related to the Islamic world and international relations and the development of Romanian and Arab states relations in the 20th Century.

**Bianca Ioana Mada** has graduated the Faculty of Human Social Sciences, Psychology specialization, at the University of Oradea in 2004. At the same university, she continued her master studies in the area of Human Resources Management, between 2004-2006. In 2014 she obtained the title of Doctor in Sociology, based on her graduate studies at the Sociology Doctoral School from the University of Oradea. She works as a school counselor teacher from 2004 until now at a high-school in Oradea. She is also interested into the scientific methodological research on topics regarding education, bullying, career counseling. This can be seen in her numerous articles published in scientific journals.

**Karla Barth** has a Ph.D. in Educational Sciences and is associated professor at the Faculty of Social-Humanistic Sciences, Department of Educational Sciences. Her main academic focus is inclusive education, speech therapy, psycho-pedagogy of children with learning difficulties. From 2016 is Dean of the Faculty of Humanistic and Social Sciences and in this context, she has a lot of intellectual relations with universities from all over the world. She published several books and articles on topics mentioned above and currently she is involved in European projects involving education areas.

**Nicoleta Ramona Ciobanu**, 38 years old, is a Lecturer PhD from University of Oradea, at the Faculty of Humanistic and Social Sciences. She has a PhD in Philology and currently she is training her students in the study of Romanian Language, Romanian Literature and Didactics. So far, she has been involved in projects regarding education and culture, and successfully combined her studies with work and other commitments. She has authored 2 books and more than 20 articles in scientific journals and collective

volumes. Her main research interests revolve around the field of didactics and child development at linguistic level.

**Gabriela Goudenhoft** is Associate Professor PhD, Head of the Department of Political Science and Communication Studies, Member of the Board of Faculty of History, International Relation, Political Science and Communication, University of Oradea.

With a BA in Philosophy and History, Bachelor of Law studies and a PhD in Philosophy, particularly concerned to develop inter and cross disciplinary studies that combine knowledge from areas such as philosophy, sociology, law, social psychology, media studies, discourse studies, social imaginary etc. In this respect she is the author of several articles, interdisciplinary studies and scientific papers, books in areas like political philosophy, social and political imaginary, diaspora, Human rights, Government, European policy, communication and discourse analysis.

**Mircea Brie** – Professor at the International Relations and European Studies Department at the University of Oradea. Ph.D. in contemporary history at the University of Oradea. PhD coordinator in International Relations at Babes Bolyai University, Cluj Napoca  
Main research fields: international relations, social history, intercultural dialogue, demography, border studies.

**Polgár István** – Lecturer in International Relations and European Studies. Ph.D. in contemporary history at the University of Oradea. Is a holder of the Jean Monnet Module “*Migration and European Integration of Minorities at the Eastern Border of the European Union*” (2013-2016) at the University of Oradea.

Main research fields: international relations and European studies, social history, migration, intercultural dialogue, border studies.

**Ludmila Mešková** is a Head of the Department of European Cultural Studies, Faculty of Arts, UMB. In her current pedagogical and scientific research activities, she focuses on intercultural relations, intercultural differences in business negotiations, corporate culture, intercultural management, terminology and professional phraseology in economic and financial fields. She was an initiator of the double degree program of students at the Faculty of Economics with the French universities in Poitiers and Reims. She has led national and international projects, received numerous government and non-government scholarships at prestigious French research organizations and universities. Ms. Mešková has lectured at universities in Paris, Versailles Saint-Quentin-en-Yvelines, Belfort, Reims, Angers, Granada, Vic-Barcelona, Salamanca, Mallorca, Mauritius, Sankt Petersburg and Prague. Her scientific studies have been published in France, Belgium, Spain, Italia, Brasil, Russia, Switzerland, Hungary, Turkey, Tunisia, the Czech Republic. She is a research editor of two domestic revue focused on foreign languages and interculture, and she is a member of editorial board of three foreign revue focused on Romance languages and cultural studies. In 2001 she received the French government decoration, The Knight of the Order of Academic Palms, for promoting French culture.

**Eva Höhn** is an Assistant Professor PhD. at the Faculty of Arts, Matej Bel University, member of the Department of European Cultural Studies, member of the Union of Germanists and Teachers of Slovakia and member of the Center for Language and Language Practice (CLLP) of the Faculty of Arts. She conducted research at the University of Vienna (Austria) and the University of Duisburg-Essen (Germany). As co-ordinator of the Socrates project, she has been involved in introducing Internet practice into higher education. In co-operation with the University of Erfurt, she coordinated the Erasmus project and is currently coordinating Erasmus + Teacher and Student Mobility. She is the author of several monographs on Austrian and German literature and cultural identity. Her pedagogical experience relates to the Cultural Identity of Austria; Beginning of German culture in Europe; Identities and cultures of Germany after 1945.

**Jana Pecníková** is an assistant professor at Matej Bel University, Faculty of Arts in Banská Bystrica, Slovakia. She works at the Department of European Cultural Studies as a teacher of academic subjects focused on cultural studies and European active citizenship. In her research she deals with cultural identity & heritage, interculturality and cultural-social forms of active citizenship. She publishes scientific papers regularly in Slovakia as well as abroad. She participates in many Slovak and international projects and conferences in cooperation with e.g. Jagiellonian University in Cracow, Poland; Université Paris 13, France. She often attends educational and research activities abroad. Web-page: <https://www.ff.umb.sk/jpecnikova/>

**Dina Sebastião** - PhD in European Studies, by the University of Coimbra. She has been studying national political parties and the EU, mainly social-democratic parties, regarding the issues of Economic and Monetary Union and Social Policy of the EU. She is also promoting the study of policies at the EU level, as a problematizing approach to reflect on the institutional future of EU. She has studied and the cross-border cooperation Portugal and Spain and intends to deepen this study in order to assess the emergence of cross-border communities and identity links. She has been publishing in peer-reviewed journals and books. Awarded with the “Jacques Delors Prize 2017 – Best Academic Study in Community Affairs”, with the work “Mário Soares and Europe: thought and action”, by the Jacques Delors Information Centre/Ministry of Foreign Affairs. This study has been the result of the development and continuing deepening of her master thesis.

**Loredana Berzovan** este profesor pentru învățământul primar titular la Școala Gimnazială ”O. Drimba” Lugașu de Jos începând cu 3 septembrie 2007. A absolvit Facultatea de Științe Socio-Umane în 2010, specializarea PIPP. În perioada 2016-2018; a studiat la Universitatea Oradea Politici Publice Europene.