



# Journal of Community Positive Practices

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*Proposal for Teaching Methods: Mosaic  
- Diversity Training*





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ASSOCIATION FOR SOCIAL AND ECONOMIC DEVELOPMENT AND PROMOTION  
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Colentina Road, no. 26, block 64, B2 ladder, apartment 97, sector 2, postal code 021181, Bucharest;  
Phone: 0040-21-240 73 03; Fax: 0040-21 240 73 03  
e-mail: [www.catalactica.org.ro](http://www.catalactica.org.ro); [corsorin@mailbox.ro](mailto:corsorin@mailbox.ro)  
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# FINANCING THE ROMANIAN EDUCATION SYSTEM, 1990-2004

*Iulian STĂNESCU\**

*Abstract: The underfinancing of the educational system, although acknowledged by the collectivity as being a social problem, never went beyond the stage of latent problem. The dramatic collapse of the economy in 1990-1992 and later in 1997-1999, marked all the aspects of the social life, the educational system included. The critical situation of the public finances caused a drastic reduction of the social expenditure and consequently money from the education was transferred to other sectors. The article identifies the relation of causality between the phenomenon of underfinancing of the educational system and the unbalancing of the international stand of the public finances of Romania, on the one hand, and the strategy of transition to the market economy, on the other hand. The requirements to adopt the European patterns will claim a reevaluation of the state-society relationship, which will increase the role of the state as promoter of the social policies. Thus, the underfinancing of the education, integrant part of the social system, will benefit of the positive effects of a reformulated response of the state towards the society.*

*Key words: education, underfinancing, social policies, European funds, social system*

## ***Education sub-financing- social problem of Romania in transition***

The period transition towards market economy meant, for the Romanian society, confronting a series of social negative phenomena, like poverty boom, social polarization, demotion of social capacities and population health (Zamfir, 2000; Stanculescu and Berevoiescu, 2004; Marginean 2004, Georgescu 2001). The dramatic economy drop in 1990-1992 and posterior in 1997-1999, compared to the magnitude of loss caused by the world wars (Beli, 2001), had market all the aspects

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\* PhD student of University of Bucharest, researcher, The Research Institute for Quality of Life, email: iulian7400@gmail.com.

of the social life, including the education system. The critical situation of public finances leads to a drastic cut of social expenses, in order to realize the budget deficit targets (Vacarel, 2001). Education union's protests, especially through general strikes of more than 5 weeks from February 2000 and autumn 2005, brought to public attention the state of demotion of the Romanian education.

In studies of quality life, the education theme sees determination in the chances of accessing different levels, the degree of cover and promotion (abandon), the population's level of education (education stock). The long term impact of individuals surviving comes from the fact that, besides the base function of professional training, the general function of socializing, education and social integration (Marginean and Bălașa, 2004).

In the transition period, education of considered a priority in Romanian development (Postocalche, 1990; Isărescu and Postolache, 2000). Education law in 1995 fixed a minimum finance of 4% from GDP (Vacareanu, 1995) which, unfortunately, would never have been respected.

In other states that faced a process of development in the last decades, especially the Asian ones, like South Korea, Taiwan, Singapore, education was one of the prime public investments as volume, in the context of lacking natural resources and intensification of the international competition in a globalized world (Stiglitz, 2003).

Where would education be in this picture of social problems in Romania in transition? According to Cătălin Zamfir (2006), social problems can be classified:

- potential problems, which are, in an objective manner, through the social effects they give, but have not been identified by the collective as being social problems;
- assumed social problems identified by the community as being so. They are divided into the following categories: latent, manifest and central.

Latent problems, although identified by the community as being social problems, do not generate an active social attitude, but a passive one: resignation, frustration or anxiety. Therefore, the central problem is the most important one for the moment that is in the centre of society/community attention. Manifest problems are associated with the community's will of acting and are in the process of being solved through an active attitude of solution and resource identification.

Sub-financing the educational system, although accepted by the community as a social problem, has never passed the stage of latent problem, despite of some negative effects, like:

- Deterioration of the material base and of the school unity network;
- Decrease in the quality of education;

- The transfer of costs regarding system support by the population;
- The increase in informal financial transfers from the society, tacit acceptance and resign towards this situation;
- Decrease in the education cover;
- Decrease in the standard of living for system budget employees, especially teachers.

Regarding the estimation of the dimension of these effects, we have in mind the statistic data regarding education situation and the public perception on system problems (Vlasceanu et al, 2002).

The deterioration in the material base and the network of school unities continued the tendency from the '80 when, due to the financial crisis, material expenses and of capital had been stopped (Vacarel, 2001). The degradation of bathrooms, the lack of thermal comfort in the cold season or the lacks of gyms were realities for the '90 school generations (Vlasceanu et al, 2002). In 1991-2004, the school population followed a decreasing course described by the demographic evolution, with a drop of 5, 06 million pre-pupils, pupils and students in the year 1990 at about 4, 4 million in 2004. The demographic situation affected especially the pre-school education, primary education and high school.

Table 1 - School population, 1991-2004 (year selection)

	1991	1995	2000	2001	2002	2003	2004
School population	5.066.031	4.594.513	4.578.383	4.565.279	4.554.466	4.496.786	4.472.493
Pre-school education	752.214	715.514	616.313	611.036	616.014	629.703	636.709
Primary and secondary education	2.730.306	2.532.169	2.498.139	2.411.505	2.320.536	2.198.312	2.122.226
High school	995.689	757.673	694.376	687.919	710.663	740.404	758.917
Professional education	365.860	288.674	222.234	239.550	252.347	270.215	279.124
College education	29.225	45.321	94.700	82.117	72.685	61.855	54.732
Superior education	192.810	255.162	452.621	533.152	582.221	596.297	620.785

Source: Romanian statistic Yearbook, 2004

Beyond the demographic context, the lack of financial means caused the reduction in school unities. Taking into account the fact that the old school network from the '80 was inadequate to the number of people from the pre-university education (they learn in three shifts), the reduction of 36% from the total unity number, with almost 50 % of the kindergartens and 31% regarding general schools cannot be justified out of



extra-financial matters. In addition, restraints have affected the rural and small towns, with a negative impact of the cover in education of the school age population

Table 2 - Education unities, 1991-2004

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Unities	28.303	28.951	29.129	29.376	29.327	29.536	29.815	29.084	29.409	27.633	24.481	24.304	23.679	18.012
Kindergartens	12.529	12.600	12.603	12.715	12.665	12.772	12.951	12.368	12.760	12.831	10.080	9.980	9.547	7.616
Schools	13.511	13.985	13.920	13.945	13.963	13.985	13.978	13.847	13.795	13.154	12.709	12.627	12.456	8.714
High schools	1.198	1.209	1.238	1.277	1.276	1.284	1.295	1.309	1.315	1.340	1.367	1.379	1.388	1.397
Professional schools	707	717	717	740	764	776	796	795	800	97	93	89	85	79
Colleges	310	384	589	636	596	624	693	659	628	90	106	103	78	84
Superior education	48	56	62	63	63	95	102	106	111	121	126	126	125	122

Source: Romanian statistic Yearbook, 2004

The decrease in the educational act is a fact proven by the results from the international tests PISO, which follow the evaluation of a representative sample of pupil from every state of the European space in what concerns a series of basic abilities (OEGD, 2004). Despite the positive news regarding the success of Romanian students at international contests (but without mentioning that for every winner from Romania are dozens from China or India), medium results at these tests do not caught the attention of the media. The loss of well prepared teachers, the weak material co-interest from education has dropped at about 60-61% from the buying force from 1990, the lowest point being of 49 % in 1997<sup>1</sup>.

The transfer of some expenses of the educational system to the population had been made through making some „repair funds”, class fund, school fund, without any judicial base, but without whom material tooling of the classes and necessary repairs would not be possible for most of the schools. In fact, parents financed directly the material expenses of the system.

Other transfers from the population to the system referred to the professors, through informal payments to a real industry of “meditations “. If at the beginning this practice did not come with pecuniary demands, but a had the form of practice circles for university exams, financial difficulties from the '80 have made this transformation possible, in an additional source of income for professors. In the '90, the phenomenon grew in high school, particularly for foreign languages. After the year 2000, there are signs in the media that groups of meditation are being made for

<sup>1</sup> The author's computing on the basis of the data from the Romanian Statistic Yearbook 2004, cap.4-Incomes, through the deflation GDP method.

secondary subjects, at which the participation is equivalent with avoiding not passing or small grades. Industrialization meditations pops the question of the equal chances in a high school or university exam, and the idea of free leaning, socializing young in a culture of informal changes and the prevalence of elder's governing despite the opposite (Vlăsceanu et al., 2002).

Table 3 - The degree education covers for the population of school age

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Total	63, 5	59, 9	60	60	61, 6	64	64, 7	65, 1	66, 3	67, 3	68, 9	70, 6	72, 9	74, 2
3-6 years	54, 3	51, 9	53, 3	50, 2	55, 2	63, 6	65, 5	67	68, 5	69, 5	66, 1	72, 3	76, 5	81
7-10 years	90, 9	92, 4	93, 8	96, 9	99, 4	96, 9	96, 7	94, 4	95, 8	95, 5	94, 2	97, 2	96, 5	98, 2
11-14 years	91, 4	88, 8	86, 1	86, 5	84, 6	92, 8	94, 3	98	98, 1	96, 9	95, 5	93, 2	94, 1	94, 2
15-18 years	90, 7	76, 1	67	63, 7	68, 9	59, 7	61, 1	61, 6	63	65, 9	74, 6	73, 9	73, 7	73
19-23 years	10, 6	12, 5	15, 1	16, 6	14	22, 6	24	24, 3	26, 7	28, 9	32, 9	36, 4	40, 7	43, 3

Source: the Romanian statistic Yearbook 2004

The cover drop in education is a cumulative effect of the above mentioned and a consequence of the fact that the population got poorer in the transition period. Although the total level of population with age school cover raised from 63, 5% in 1991 to 74, 2% in 2004, this fact is because of the positive evolution for the 3-6 year category (where the number of children got half due to the decrease in birth rate) and for the category 19-23 years, superior education was very low, even in comparison with the neighbor countries - about 10 %. The ideological motivation is the necessity of preparing work force for the industry, raise the numbers from the working class, not to form intellectuals, seen as a "social class", apart from the two dominant social classes, proletarian and peasants (Brucan, 1996). Moreover, due to the re-appearance of the unemployment phenomenon from the economical recession, attending to superior education was a hazy way or reducing unemployment, keeping young away from the labor market, where they could hardly find a job (Zamfir, 1999)

### ***The estimation of educational system sub-financing- set of indicators***

The analysis of the sub-financing problem's components requires using a set of indicators. In building such a set of indicators, the experience of European and international organizations is relevant, and the indicators present in the official

documents with strategic character, assumed by the Romanian Government. Therefore, we will follow types of indicators used by United Nations' organisms, OECD, UNESCO, World Bank and those from the common Memorandum from the social inclusion domain, signed between the Romanian Government and The European Commission (2005).

European Union publishes at every two years a report called Key Data on Education, with the target of measuring efforts made by the member states in education domain. Eurostat built four categories of indicators (2005), such as:

1. Finance 1: education expenses on an educational level, sources of finance (governmental administration, local, external sources, private establishments, other private sources) and transactional types;
2. Finance 2: education expenses of educational levels, suppliers of educational services (public or private) and resource categories (staff expenses, other current costs, capital costs);
3. Financesup 2: education expenses for debit services (expenditure for debt service)
4. Financesup 4: research expenses

Euryduce network has a series of indicators regarding education financing:

- The total education budget, as a part of public expenses in total and as a percent from GDP;
- Public expenses evolution for education as a part of GDP, for the private sector institutions and the private ones depending of governmental subventions;
- Public finance distribution on educational levels;
- Financial support for the families with children that attend obliged education in any school;
- Direct public support (scholarships /loans) for students/ pupils as a percent from the public expenses for education, according to the educational level.

OECD (2005) grouped as resources for the educational system:

- Expenses for education per student;
- Expenses for educational institutions, in report with GDP;
- The total public expenses for education;
- Assistance for pupil and establishments through public subventions;

- Expenses for institutions, on categories of resource and services.

For OECD, education expenses are very important: they are not a part of social expenses, they are investments. Also, in OECD data, the distinction is made between public and private expenses. Therefore, although the public costs for education in USA are traditionally lower from those in developed West- European countries, through adding the data regarding private expenses, the total weight of educational expenses, measured to GDP, is comparable with Occidental Europe.

The common Memorandum in the social inclusion domain (JIM) (2005) has among objectives, the growth of public social expenses in absolute terms and in relative ones (as GDP percent), with the maintaining of a balance in allocation for different sectors.

Evaluation indicators:

- Expenses for education per student;
- Expenses for educational institutions, in report with GDP;
- The weight of public and private in educational investments;
- The total public expenses for education;
- Assistance for pupil and establishments through public subventions;
- Expenses for institutions, on categories of resource and services;

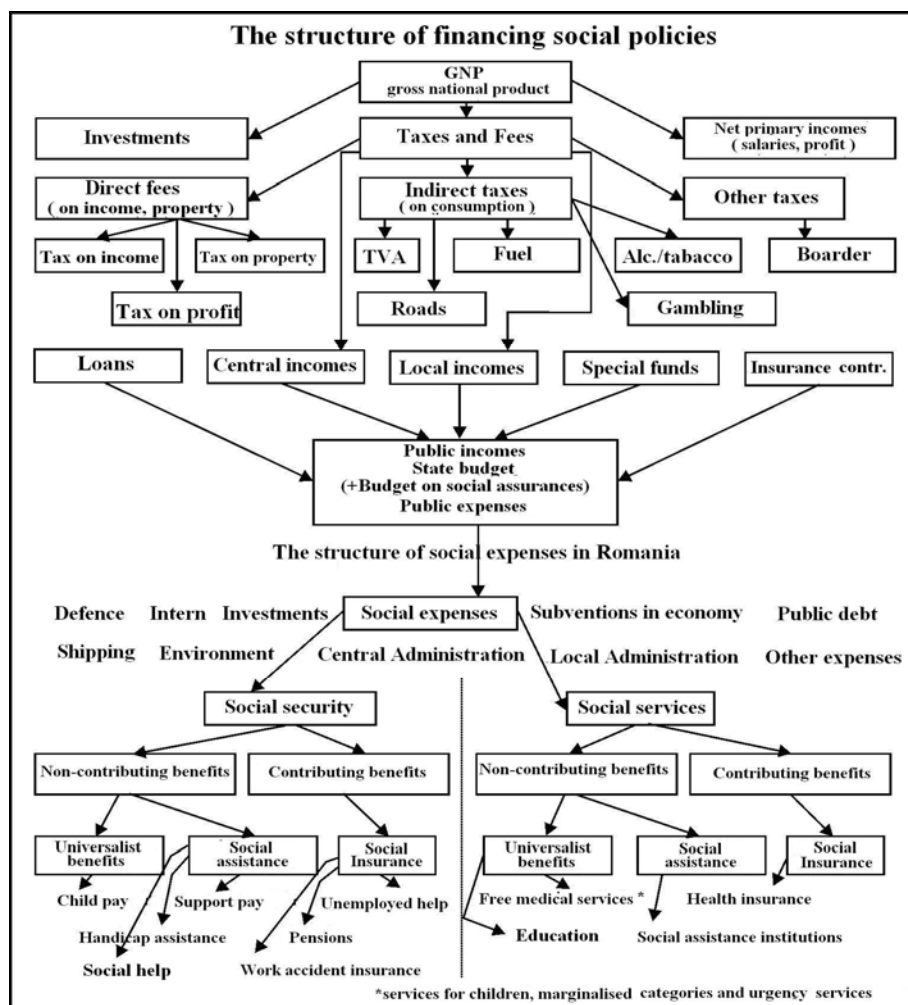
UNESCO, specialized organization from ONU, is referring to the base problem of education. The set of indicators regarding the resources of the education system has:

- Public expenses for primary school: a) as a percent from GDP; b) per pupil, as a percent of GDP per capital;
- The percent of public expenses for primary school, as a percent from the total public expenses in education.

The reports and studies given by the World Bank which contain the education financing aspect, refer to financial sources through:

- Macro-economical information (GDP, PNB, inflation rate etc.);
- Information regarding state budget (with the main reference at education expenses);
- Information gathered by the Finance Ministry about the financial fluctuations from private education institutions;
- Salary grids and information referring to the didactic norm, on levels of education, years of work etc.

In Romania, public expenses on education are apart of social-cultural expenses (Văcărel, 2003). For the social state or wellness, education is one of the most important public services, as number of employees, budgetary and addressability (Căce, 2004). In the structure of the social expenses, education is a part of social services which offer universalist benefits to the un-contributing direct beneficiaries, as the figure below (Pop, 2002):



Therefore, a system of indicators for financing the educational system from Romania can be structured:

1. Expenses according to the source of financing (state budget, local budgets, extra-budget funds, external credits, communitarian funds) or private (study taxes, incomes from research projects of public or private education institutions), as a percent from GDP and absolute sums, in constant prices;
2. Expenses according to educational levels, suppliers of educational services (public and private), as a percent from GDP and absolute sums, in constant prices;
3. Total expenses (public or private) per pupil/student, including subventions, scholarships or grants, expressed in constant prices or in divisions at the parity of the power to buy.

Statistic data available allow the covering only of point 1, but only what requires public financing.

In the public expense structure, financing the education is made by the state budget, local budgets, extra-budget funds and external credits given to ministries.

According to the functional classification of the public expenses, education is a part in the social expenses group. In the years 1990-2004, financing public costs placed Romania way under the European average, with about 18% from GDP from 25% in member states of EU.

Table 4 - GDP weight of social public expenses and education expenses 1989-2004

	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004**
Social public expenses as% from GDP	14,2	16,8	17,0	18,5	15,2	15,5	16,0	15,7	15,8	17,3	18,4	17,2	18,2	18,1	18,4	18,4
in education	2,2	2,8	3,6	3,6	3,3	3,1	3,4	3,6	3,3	3,3	3,8	3,1	3,2	3,6	3,9	4,1

Source: INS\*\* - party definite data.

This real sub-financing of the social sector will also be reduced in education. Although education law from 1995 set a minimum limit of financing with 5% from GDP, this requirement has never been respected, through the implicit juridical derogation of the state law budget.

The evolution of financing the public system of education was related with the general evolution of economy and the financial resource volume. Therefore, we can distinguish the following cycles of economical and financial evolution in the years 1990-2004:

- 1990-1992: the years of start for the economic reform marked an economic decrease; in parallel with maintaining financial balance; as a result, public expenses on education encountered a real growth of 26, 8 billion lei, in the prices of 1990, the decline's accentuation lead to a disequilibrium in finance in 1992; expenses on education dropped to 34, 5 billion lei.
- 1993-1996: the first re-launch period of economy; because of a careful budget policy and a moderate taxation, public expenses with education have grown, in real terms, in the second stage of the period, reaching 28, 78 billion lei, a maximum level reached in the '90.
- 1997-2000: the second recession period was marked by a severe decrease of public incomes, having as consequence considerable diminutions of education expenses, of only 23, 5 billion lei (1998). Syndical moves of protest lead to real growth in education expenses in 1999 at 26, 8 billion lei, most of it canceled by inflation in 2000, the real level of education financing being of 22, 34 billion lei.
- 2001-2004: the rebirth of national economy in the context of Romania adhering to European Union allowed a growth of public education financing, In 2004, public expenses on education reached the value of 37, 28 billion lei i 1990 prices, over 35 % more than in 1990.

Table 5 - Public financing of education  
(in constant prices), 1990-2004

	Anul	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Real public expenses on education	billion – prices 1990	24,00	26,89	24,52	22,81	22,26	26,16	28,78	24,77	23,59	26,83	22,34	24,38	28,80	32,72	37,28
PIB	Billion lei -1990 prices	857,9	747,2	681,5	691,7	718,7	769,7	799,7	750,9	714,9	706,3	721,1	762,2	800,4	842,0	913,5

Source: Computed from the Romanian statistic Yearbook, 2004 and the annual report from BNR,2004

Regarding public financing structure for education, most of it has been assured, in the '90, through state budget. Public finance report at the end of the '90 transferred most of the financing to local budgets.

**Table 6 - The relative structure of public financing for education, 1991-2002**

	U.M.	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total financing	% PIB	3,6	3,6	3,3	3,1	3,4	3,6	3,3	3,3	3,8	3,1	3,2	3,6
State budget	% PIB	3,53	3,47	3,02	3,00	2,85	3,01	2,83	2,89	2,56	2,51	0,85	0,83
Local budgets	% PIB					0,47	0,54	0,41	0,32	0,35	0,32	1,35	2,22
Other sources	% PIB	0,07	0,13	0,28	0,10	0,08	0,05	0,06	0,09	0,88	0,27	1,00	0,54

Source: Computed in the base of INS data.

This reform meant transferring material costs and of investments from state budget to local budgets, with maintaining expenses on salaries at the state budget level. Although, decentralization did not bring a better education financing, while the economy was in recession. Moreover, the rules that govern the public finances restrain even more, meaning that local authorities have lower possibilities to manage their own costs, because of the fact that they cannot have budget deficits. The mechanisms on going out the capital market of public local authorities are still in the first stages of development at a national level and are accessible only to cities with a high economical potential. Syndicates' pressure of the years 999-2000 lead to creating a special development fund for education, as an extra-budget fund. Fiscal evasion and the demands for transparency of public finances (most of the special funds have not been voted by the parliament) determined ending this fund.

In conclusion, the third financing source of financing is made of extreme financing, being through credits, especially from financial international institutions, as the World Bank, BERD etc., and investment banks, through communitarian financing.

**Table 7 - Public financing structure in real terms of education, 1991-2002**

	U.M.	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total financing	mld. lei	26,89	24,52	22,81	22,26	26,16	28,78	24,77	23,59	26,83	22,34	24,38	28,80
State budget	mld. lei	26,37	23,64	20,89	21,51	21,95	24,08	21,24	20,66	18,11	18,09	6,45	6,67
Local budgets	mld. lei	3,61	4,33	3,09	2,31	2,49	2,31	10,29	17,77	0,35	0,32	1,35	2,22
Other sources	mld. lei	0,52	0,88	1,92	0,75	0,60	0,37	0,44	0,62	6,24	1,94	7,64	4,35

Source: computing in the basis of INS and Annual Report BNR data, 2004



### *Factors that facilitate education sub-financing*

Education sub-financing has as cause two factors:

1. International disequilibrium position of the Romanian public finances;
2. The transition strategy towards market economy.

1. The situation of permanent deficit in the balance of external payments, it had determined the dangerous situation of declaring the ending of external payments, which is equal with bankruptcy in Romania on international financial markets. In the '70, Romania, likewise, the other neighbour states from the soviet block, had loaned big sums in circulating medium. At that time, because of the energy crisis from 1973, 1979, the access conditions to external credits have become very attractive as a result of abundance of petrodollars on the market. A balance on the world wide market through global demand reduction (consumption) meant that the major investments of the countries from the soviet block in heavy industry did not incarnate on profit, but on massive loss. Romania, orientated on a policy of medium and long credits, rapidly came, although with a medium external debt, in the situation of ceasing payments (1982). The solution found then by authorities to cover up the extreme deficits through freezing internal consumption, stopping the technologic imports and forcing the commercial balance to equilibrate, decreased the industrial and social capacities of the country. After the revolution from December 1989, the new government put pressure in front of the population's access to imported good consumption, so that the currency supplies run short in a year and Romania found herself in the 1982 situation (Vacate, 2001).

Table 8 - Economical indicators, 1981-1989,  
in million dollars USA

	1981	1982	1983	1984	1985	1986	1987	1988	1989
Soldul balanței comerciale	103	1814	1869	2310	1772	1680	2178	3850	2050
Soldul contului curent	-833	1040	1160	1719	1381	1395	2043	3922	2514
Total general balanță de plăți	-1381	807	10	128	-317	612	1041	-285	1252
Datoria externă	...	....	....	....	6830	6875	6272	2106	174

Source: Văcărel, I, *Fiscal politics and budget policies in Romania, 1999-2000*, ed. Expert, Bucharest, 2001, p.22; BNR Annual reports 1991-1995

In order to handle the financial crisis, the governments from the '90 appealed to the special institution created after the Second World War to help the member states to equilibrate the payment balance: International Monetary Funds (IMF). In exchange for the financial international support, Romania is obliged to respect the terms and conditions of the creditors from the Washington Consensus –generic name for a set of economic measures agreed with IMF, World Bank, USA Treasury, and USA Federal Reserve Bank. These measures implied the balancing of incomes and public expenses through budget austerity and fiscal discipline, the state's draw back from economy and society (privatization), also liberalization and deregulation of internal markets and external trade (Vlasceanu, 2001). The Consensus' Policies from Washington formed force lines of the transition strategy in the ex-communist countries at market economy, and the immediately putting in practice these measures received the title "shock therapy " (controversial form of treating patients with psychical illness' through electroshocks).

2. In essence, the financial support agreements of Romania, signed by successive governments from the '90 with IMF and World Bank, stipulated the stopping of economical loss, through privatization or even enterprise<sup>1</sup> liquidation and maintaining a strict control on the general consolidated budget deficit, macro-economy (Vacarel, 2001). The last stand-by agreement expired in 2003, being followed by agreements of preventive surveillance, at the request of European Union, as a guarantee of structural reforms implementations.

Regarding the consequences of applying the politics from the Washington Consensus, the comparison with member states EU is revealing: The total average social expenses is of more than 25% of GDP, while the Romanian government allocated only in 2004 19,4% from GDP for the social sector. This sub-financing is one of the factors of degradation of the social capacities and the continuity of a constant strain of social blockages in 1990-2004. In addition, years in a row, restraint has maintained. For Cătălin Zamfir, the legitimate question is not the price of financial development was in fact under-development (Zamfir, 2004). In this sense, the effects of sub-financing education will be felt in time as long as the generation formed in the hard years of transition are active.

Equilibrating the payment balance in 2004, because of massive capital entrances, reduction of the inflation rate at a bearable level and the integration perspective in

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<sup>1</sup> In this way, to see the agreements FESAL, ASAL, PSAL I and PSAL II with World Bank from the years 1997-1999, as GO nr. 30/1997 regarding the approval of the Agreement stand-by and the Memorandum regarding the economical policy of the Romanian Government signed with IMF and the Agreement with the Fund from 1999, Văcărel, I. (2001) Fiscal Policies and budget policies in Romania, 1990-2000, ed. Expert, Bucharest, p. 329-335

the European Union have eliminated Romanian's addiction towards the financing offered by the international financing institutions. Also, the integration process supposed an approach towards the European model, characterized through the high importance of social inclusion and cohesion. Therefore, the transition strategy cannot be the only political option for Romania. The sub-financing factor's dynamic of education in the period after the end of adhering negotiations to European Union (2004) shows an alternative to the tendency of the period before.

### ***Problem's dynamic prognosis***

The exigency of Romania's alignment to the European model will reclaim a revaluation of the state-society relationship. As a consequence, decreasing social risk in special situations (economical crisis, natural hazards) through policies of promoting a social organism capable to cope with such challenges is in the state's hands. In this context, the problem of under-financing education is a part in a long series of social problems (medical assistance, pensions, labor force occupation) tied by the state's reformed answer towards the society.

The perspective on medium term of the real growth in public expenses with education, beyond the minimum legal limit of 5% from GDP and communitarian average, will depend on the factors:

- Romanian's capacity of absorbing and co-financing the European structural funds after adhering;
- The managerial capacity of the education unities, especially for superior education, to attract other sources of financing than the public ones, especially from the private domain. In fact, such a demand supposes a better education orientation towards the demands from the labor market;
- Developing and implementing a strategy on medium term regarding taxation-being a EU member will bring the necessity of a higher taxation rate in order to sustain co-financing for the projects based on structural funds and cohesion, but not for paying Romanian's contribution to the communitarian budget;
- Stability and predictability in the domain of fiscal legislation – a low taxation, at least compared to the EU average, is not enough to attract investors. The stability of fiscal legislation and respect towards the foresights of the Fiscal Code regarding the announcement, usually, with at least 6 months before, of the introduction of a new tax and fee, give a mood of security to economical agents;
- The sub-financing education being considered by the community a manifest problem, associated to the will of acting. This implies an active attitude from the unions, the academic environment and media, and over coming the actual problem with a centrality character towards real cause-problems.

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## SOCIAL INCLUSION AT THE LEVEL OF THE EUROPEAN UNION

Dr. Sorin CACE\*

*...To live the social inclusion is to be an E.U. citizen...*

***Abstract:** This paper reviews the social inclusion issue at the level of the European Union. The main idea of the EU social policy is how there can be created new ways for everybody's well being, this meaning creating an European social model for an European active welfare state. The objectives of social policy are targeting not only the promotion of employment but also the improvement of living and working conditions, an adequate social protection, social dialogue, human resources development, all of that in order to permit a high and stable level of employment and to combat any kind of exclusion. The European Commission is encouraging cooperation between social partners in issues such as vocational training at European level, as well as the initiative to draft a multi-annual program for social dialogue. The European social systems are nowadays considered to be competitive, having real net costs comparable to those of the USA but with a more equitable distribution of the benefits and a similar level of productivity. All these results have been achieved mainly due to the political commitment of the EU to implement economic and social reforms.*

***Key words:** social inclusion, social integration, society, social policy, exclusion*

In this article we want, through a short description, to show how European social policy evaluated. Beginning with 1957, which one may consider as the birth of social policy of the EU, and until now, the main idea has been how Europe can create new ways for everybody's well being. In that case the essence has been to develop an *European social model* for an *European active welfare state*. Priority has also given to enhancing social integration and to the need of intervention in this field. At community level, develop mental actions to eradicate poverty have already taken place.

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\* PhD sociology and economics, researcher, The Research Institute for Quality of Life, email: corsorin@mailbox.ro.

## *Evolutions in the European Union's social policy*

The social policy of the EU has debuted ever since 1957, with the signing of the founding treaty of the European Union itself. As such, the Roma Treaty has laid the foundation of social policy stipulating the free circulation of workers and their freedom to decide where to settle, given the context of creating a common market. The same treaty has also stipulated the creation of the European Social Fund, an instrument designed to finance social policy and at the same time one of the oldest structural funds.

The next step was taken towards adopting *The Single European Act*, in 1986. The Act contains measures related to ensuring healthy and safety workplaces and introduces social dialogue as well as the concept of social and economic cohesion, a concept that has materialized into the establishment of *Social and Economic Cohesion Fund*.

The year of 1989 marks an important moment in the European social construction since it is when the first programmatic social policy document was adopted – The Social Charta. It stipulates fundamental social rights and draws the main action lines for social policy.

One year later, in 1990, The Maastricht Treaty (ratified in 1992) settles some of the most important objectives of the EU – a high level of employment and of social protection, equality between men and women [...], increasing the standards of life and the quality of life..." (Article 2). *The Social Policy Protocol* was adopted in 1992 and annexed to the Maastricht Treaty. The Protocol sets the objectives of social policy (already sketched in the Social Charta): promoting employment, improving the living and working conditions, combating social exclusion, developing human resources, etc. The Protocol has been signed by 11 countries, but not by Great Britain.

*The Green Paper* was launched in 1993, and opened the debate on the future of social policies at community level. It was followed, in 1994, by the *White Paper* that set the priorities of social policies until the year 2000. Such priorities were materialized into social action programmes designed to cover the periods of 1995-1997 and 1998 -2000.

In 1997, *The Amsterdam Treaty* (ratified in 1999) abrogated the *Social Protocol* and launched the *Social Policy Agreement*. A new article is included into the EU Treaty, an article known as *Title VIII* and which regulates the employment of the labor force. 1998 is also known to be the year when Great Britain signed the Social Policy Agreement and decided to participate in the social policy of the EU.

Once the Amsterdam Treaty came into force, the employment of the labor force became a priority objective and more than that, it turned into "an issue of common interest".

Without lessening competitiveness, the target is “to achieve a high level of employment”. In order to achieve this objective it is necessary to develop a “coordinated strategy” in the field. The Amsterdam Treaty has re-established the unity and coherence of social policy. It emphasizes the fact that social policy is in the competence of both the community and of each member state.

The objectives of social policy are targeting not only the promotion of employment but also the improvement of living and working conditions, an adequate social protection, social dialogue, human resources development, all of that in order to permit a high and stable level of employment and to combat any kind of exclusion.

Article 137 of the Treaty stipulates that decisions are to be taken together with the European Parliament and only after consultation with the Social and Economic Committee, as well as with the Committee of Regions in areas such as:

- Health and social security;
- Working conditions;
- Integrating the excluded persons into the labor market;
- Informing and consulting the employees;
- Equality between men and women concerning the opportunities to enter the labor market and the treatment received at their place of work.

It maintains the stipulation according to which unanimity is required in matters such as:

- Security and social protection for the employees;
- Protection of the employees in case their work contract is cancelled;
- Collective representation and defence of the interests of both the employees and the employers;
- Employment conditions for third countries citizens who are legally established within the EU territory;
- Financial contributions targeting employment and the creation of new jobs.

As concerns the remuneration, the right to associate, the right to strike and all these issues remain outside the competence of the EU as a community. The Amsterdam Treaty recognizes the fundamental role played by social partners. Such recognition is applied at two levels:

- At national level, where member states can assign the social partners to implement certain regulations (art. 137, p. 4);
- At community level, where the European Commission is responsible for promoting consultancy with social partners and for taking adequate measures to



facilitate dialogue and to provide unbiased support to all the parts involved. The Amsterdam Treaty has also placed equality between men and women among priority objectives. This new approach is aiming at enlarging and deepening the concept of gender equality.

The year 2000 marks a major moment in the evolution of social policy since it is the year when the *Lisbon Strategy* was designed. It sets the 10 years objective to transform the economy of the EU into the most competitive, knowledge-based economy. In the same year, the *Social Policy Agenda* was adopted; reiterating those specific objectives and elements of the strategy and converting them into a five years action programme which is currently the framework of social policy. A global strategy is taken into account in order to allow the EU to accomplish the above-mentioned objectives:

- Preparing the transition to a knowledge-based economy and society;
- Promoting those economic reforms leading to an increased competitiveness and pertaining innovation;
- Modernizing the *European social model* by investing in human resources and combating social exclusion;
- Maintaining an adequate balance between the macro-economic policies in view of achieving a sustainable growth.

The strategy was tried to be implemented mainly by means of the so-called “the open method of co-ordination at all levels”, a method which has already been employed in the strategy to promote employment.

*The open method of co-ordination* was accompanied by a strengthening of the role played by the European Council as a guide and a coordinator. The European Council is to examine the social and economic issues in order to ensure a global coherence and to closely monitor the progresses achieved. It has been emphasized that the economic, social and employment policies need to be interconnected<sup>1</sup>.

The conclusions of the Lisbon Summit are pointing out to the need to take measures in ten specific fields, starting with the informational society, business environment, economic reforms, education and vocational training, employment – with a stress on creating new jobs – modernizing social protection and promoting social integration. The accent is on modernizing the *European social model* and on the establishment of a *European active welfare state*. Priority is also given to social integration and to the need of intervention in this field. At community level, actions to eradicate poverty have already been taken.

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<sup>1</sup> Cace, Corina (2004), *Social Insurances: Management, evolutions and tendencies*, Ed. Expert, Bucharest.

The strategy must be conceived such as to allow the EU to create the adequate conditions for full employment and to strengthen regional cohesion.

The conclusions of the summit are also mentioning a communication of the EU endorsing a new programme for social policy.

The European Council in Nice (December 2000) endorsed the European Social Agenda that defines, in accordance with the conclusions of the Lisbon Summit, the actual priorities for action in the field of social policy until 2005.

With regard to the European strategy to combat social exclusion as well as all forms of discrimination, the European Council in Nice endorsed the objectives to combat poverty and social exclusion, recommending all member states to develop policies tailored to these objectives. As for modernizing social protection, the European Council in Nice has taken notice of the reports concluded by the High-Level Group assigned on social protection of the retired ("Social Protection") as well as those concluded by the Committee on economic policies. Both reports are drawing attention with regard to the implications triggered by the aging of the population. As a result, a global approach of the pensioning systems has been endorsed.

Important progress has been made at European level concerning negotiations on the project to enforce consultancy with workers and their informing.

On 20th of December 2000, The Council on "Employment and social policies" assembled to finalize the dossier regarding the European society, as a result of the recommendations of the European Council in Nice.

The European social policy has played a most significant role in the imposing of the economic power of Europe due to the development of a unique social model. Such model has been characterized to have the necessary qualities of flexibility and dynamism in order to adapt and react to the rapid changes in the European economy and society in general.

The conclusions of the Summit in Laeken (13-15 of December 2001) emphasize the fact the economy of the EU is going through a period of uncertainty and of slow growth due to a process of general slow down and of a decrease in the demand.

After analyzing the general economic situation of the EU, on the occasion of the Barcelona Summit, (15-16 of March 2002), the analysis extended to the progresses made with regard to the strategic objective set in Lisbon.

The emphasis is on the need to implement the structural reforms decided upon in Lisbon and Stockholm. Structural indicators are to be used in the assessment of the progresses made and in order to concentrate the actions to be taken.

After the assembly of the European Council in Stockholm, progress has been made with regard to various points contained in the Lisbon Strategy. After 30 years of debate an agreement was finally reached regarding the European society. Several structural economic and social indicators were adopted, including with regard to quality jobs, to combating poverty and social exclusion as well as key-indicators regarding sustainable development. Such indicators are to provide a better image of the progresses made by each of the member states.

The first objective in the European employment strategy is the increasing – until 2010 – of the employment rate up to 70%, as agreed in Lisbon.

An agreement was reached and endorsed by the Council with regard to main employment policies designed for 2002 and individual recommendations were made to the member states.

As for the actual implementation of the European social model and of the social legislation, the European Council has emphasized the political agreement between the Council and the European Parliament with regard to the directives to inform and consult the employees and to protect them in case the employer is insolvent. The stress was on preventing and solving social conflicts as well as transnational social conflicts.

The Council encouraged the Commission to establish a framework for allotting state funds to those institutions assigned to provide services of general interest. The importance of taking into account the gender equality when designing the economic policies was also emphasized and, within the euro-Mediterranean partnership, the stress was on defining a cluster of common indicators for social integration.

The European Council in Laeken took notice of the political agreement regarding extended coordination of the social security systems designed for third countries citizens and invited the Council to take, as soon as possible, the necessary measures. Correlating pensions, sustainability of the pension systems as well as their modernizing, were key issues to be discussed on the occasion of the summit. A similar approach was requested in view of preparing the report on social assistance provided to the elderly. A special attention needs to be paid to the impact the European integration shall have on the health care systems of member states.

On the occasion of the Summit in Gand (19 October 2001), the EU reaffirmed its commitment to accelerate the implementation of the measures stated in the Lisbon Strategy.

The report for the year 2001 regarding the social situation in member states focuses on four large fields:

- population;

- living conditions;
- income distribution;
- reliance on the society and participation in the social life.

A cluster of social indicators, which practically cover all the fields of social policy, accompanies the analysis: economy, demography, income and poverty, gender equality, health and social security.

The social summit held on 13 December 2001, focused on the joint declaration presented by the social partners in view of the European Council in Laeken. 15 years after the launching of the social dialogue at the European level, the summit drew several conclusions with regard to the social dialogue and identified methods for change management and for strengthening the social dialogue.

The objective stated by social partners and formulated in their joint declaration, is to develop a working programme for social dialogue for the period left until 2002. The joint declaration of the social partners assembled in Laeken Summit refers to:

- the specific role played by social partners in European government;
- improving the integration into the Lisbon Strategy of the tripartite concentrated efforts;
- a more autonomous management of social dialogue;
- social partners from candidate countries need to prepare for joining the EU starting with now.

A new community action programme was launched in January 2002. The programme was designed to encourage cooperation between member states in view of combating social exclusion. The European Commission, Council and Parliament allowing a deeper understanding and analysis, a more strengthened political cooperation as well as experience exchange and networking in the field of poverty and social exclusion also adopted the plan.

There are three fundamental principles guiding the concept of a “more social globalization”:

- promoting partnership and a “better democratic government”
- emphasizing the challenge of achieving full employment of the labor force.
- solidarity and social cohesion

Europe is defined by the values of fundamental rights. As stated in Nice, the objective of the EU is to promote absolute integration of fundamental rights into all policies and actions.

*The European social model* is one of the pillars of a wider strategy whose basis was laid ever since Lisbon and strengthened in Brussels on the occasion of the social summit.

For the past for years and since the launching of the great European employment strategy, 10 millions new jobs have been created and especially in the new sectors of advanced technology. The unemployment rate has dropped under 8% and inflation has decreased.

The European social systems are nowadays considered to be competitive, having real net costs comparable to those of the USA but with a more equitable distribution of the benefits and a similar level of productivity. All these results have been achieved mainly due to the political commitment of the EU to implement economic and social reforms.

Modernizing and reforming the markets at national level, the labor market systems and pension systems, the measures to combat poverty are mirroring increased capacity for change management. Another favouring factor is given by the improvement of industrial relations. A better government is an objective stated on a large scale.

The European Commission is encouraging cooperation between social partners in issues such as vocational training at European level, as well as the initiative to draft a multi-annual programme for social dialogue.

In spite of the progresses made, industrial relations are still considered to be a weak point. Those companies, which invest in their human capital, obtain better results. Still, it is considered that the management of human resources has not reached yet the desired level. The efficient cooperation at the workplace needs to be improved. In Brussels it was stated that some of the institutions and symbol-companies could have been saved if active measures had been taken in due time.

The European Commission decided to launch a consultative Document regarding anticipation of change and change management in order to strengthen a more dynamic approach of the social aspects triggered by restructuring.

The EU pledged to respect the total autonomy of social partners as well as the responsibilities of member states in the implementation of the open coordination method in the fields of employment and social policy reforms.

In the horizon of 2010, the level of employment should reach 70%, as stated in the Lisbon Strategy.

The question raised on the occasion of the social summit was related to the harmonization of short-term objectives with the long term ones in a manner that would allow continuous investment in quality, in humans, in places and services in

spite of changes. The process of restructuring is a complex one, it is transnational, it is increasing and too often it implies different procedures.

At European level it is necessary to create a climate of positive support and to set several healthy principles. The positive experience accumulated must be fully applied and so must the social partners' new ideas.

A mid term evaluation of the Social Agenda was performed in 2003 and as a result, the priorities on the agenda were adjusted according to the progresses made until recently and taking into account the political economic and social changes at the level of the EU Community. The above-mentioned evaluation revealed a visible change in the economic and political situation of the community as compared to the year 2000 (when the Agenda was launched). In 2003 Europe is characterized by a long term slow down of the economic progress sequential to a slow down in job creation and an increase of the unemployment rate. These are the new challenges social policy has to cope with for the next period of 2003-2005 if it is to accomplish the objectives set in 2000.

The problems identified during this evaluation spin around the *demographic tendencies* (the aging of the population and of the labor force), the fact that *gender inequities* are still present, the *nature of family* has changed (an increase in the number of mono-parental families which leads to the need to adjust the social protection accordingly), *technological changes*, *social disparities and poverty*. To all these issues we may as well add the challenges brought by the enlarging of the EU that is foreseen for 2004 when 10 more states will join the EU. On the other hand, while the economy of the EU is regressing, the economies of these 10 new states are experiencing a constant growth, fact that may give an impulse to the economic progress of the whole European community.

One of the main challenges in the social field brought by the enlargement of the EU has to do with the discrimination of ethnic minorities, and especially of the Roma (for new members) minority, a challenge which requires the finding of common solutions at the level of the European community. To this challenge we may as well add the migrating potential of the labor force and the manner in which the social scene of the European community will be affected. We can still expect that such a migration effect will be of a short duration and that the migration phenomenon will also happen in a reversed direction taking into account that the ex-migrant workers may choose to go back to their countries of origin once they have joined the EU. Going back to the general situation of social policy at the level of the EU, we may notice the tendency to heighten the role of "corporative social responsibility" – that is, the acceptance of a company to justify its decisions to the all parties involved and which are directly affected by such decisions.

Such a new concept of an economic-social nature has taken shape at the beginning of the 90's and it leads to the formation of socio-responsible companies, which take, into account the impact of their actions on the community and on the environment they operate in as well as on their employees and consumers. These companies choose to balance their economic profit with the needs of all parties involved. Promoting this new type of social responsibility is one of the main preoccupations of the EU targeting a combined approach of the economic, social and environment protection sectors.

Those are only a few of the elements around which social policy shall evolve in the years to come and to which we may add the continuous preoccupation for improving the quality of industrial relations (by developing quality indicators and promoting an understanding of industrial relations). Also, the development of the objectives set in 2000 is to be continued: increasing the number and quality of jobs, developing flexibility and security in the context of a changing environment, modernizing social protection, promoting gender equality, and combating poverty and social exclusion.

Constitutive elements of the Lisbon Strategy:

Table 1 - Policies, European instruments and concrete measures

Policies	European Instruments	Some Concrete Measures
Information Society	e-Europe Action Plan	- Internet access in schools, public services, companies - e-commerce
Enterprise Policy	Multi-annual Programme for Enterprise and Entrepreneurship European Charter for Small Enterprises	- Support to start-ups - Cutting red tape
Innovation Policy	Framework of Common Objectives	- Developing the national systems of innovation
Research Policy	6th Framework Programme European Research Area Towards 3% of GDP Action Plan for Research	- Networks of excellence - Integrated projects
Single Market Single	Market Agenda Financial Services Action Plan Risk-Capital Action Plan	- Telecommunications package - Energy - Single sky - Community patent - Galileo
Education	Common objectives and targets E-Learning Bologna Process for High Level	- New tools for lifelong learning - Convergence of degrees

Policies	European Instruments	Some Concrete Measures
	Education Copenhagen Declaration for lifelong learning Action Plan for skills and mobility	and recognition of qualifications
Employment	European Employment Strategy: Joint Employment Report, Employment guidelines and Recommendations for Member States employment policies	- Better employment services - Adaptability with security - Equal opportunities - Active ageing
Social Protection	Common objectives for pension provision Integrated approach for safe and sustainable pensions	- Coping with ageing
Social Inclusion	Common objectives Community Action Programme to combat discrimination Framework strategy on gender equality	- Targeted measures for the National Action Plans
Environment	Environment EU strategy for sustainable development 6th Community Action Programme for Environment Community Eco-label working plan	- Community Eco-label awards - Environmental inspections
Macroeconomic Policies	Broad Economic Policy Guidelines Stability and Growth Pact	- Redirecting public expenditure for growth and employment

### ***Social Policy Agenda***

*The Social Policy Agenda* represents both a programmatic document and the framework for the implementation of EU social policies for the period of 2000-2005. The Agenda was adopted in 2000 as a consequence of the Lisbon Strategy, which was also developed in the same year, under the presidency of Portugal. The Strategy sets the 10 years objective to transform the economy of the EU into the most competitive, knowledge-based economy and describes the strategy designed for its accomplishment, a strategy which mirrors almost all the economic, social and environmental activities of the EU. In other words, the objective of the EU for the following decade is to increase economic performance, to create more jobs (and better jobs), and to fully exploit the possibilities offered by a knowledge-based society.

*The Social Policy Agenda* takes over those objectives and elements of the Strategy and converts them into a 5 years action programme which in turn represents the



framework of the current social policy and whose basic principle is that of strengthening the role of social policy as a productive factor. In addition, the *Agenda* reflects the transformation of social policy and the switch from an approach based on minimizing the negative social consequences (which are due to structural changes) to an approach focused on quality and on “modernizing the social system and the investment in humans” and which integrate social policies with economic policies and employment policies.

#### A. Social policy priorities

The priorities for social policy for the period of 2000-2005 mirror the orientation towards quality and are given by:

- *a high level of employment* – targeting the creation and promoting of new jobs;
- *the quality of work* – it refers to better jobs and better way to combine professional life with private life. It implies the existence of better employment policies, reasonable wages, and an organizational labor scheme tailored both to the needs of the companies and to those of the individuals;
- *the quality of social policy itself* – implying a high degree of social protection, the existence of quality social services within the entire territory of the EU, equal and actual opportunities for all individuals and ensuring their fundamental and social rights by combining productivity with personal-professional satisfaction;
- *the quality of industrial relations* – implies a successful adaptation to the industrial changes and mirrors the impact of “knowledge”- that is, of the new technologies and research - upon economic progress.

These priorities reflect the current needs of the European society and are cross points of the new social policy. Adequate instruments accompany them and action plans specially designed in order to fulfil the above-mentioned priorities.

#### B. Social policy action plans

The major challenge faced by social policy at the beginning of a new millennium is given by the fulfilment of the above-mentioned priorities. That is why it is necessary to structure the priorities into specific objectives and to adopt several concrete action measures according to the identified situations.

As such, given the fact that the first two priorities - *a high level of employment* and *quality of work* – have to do with the dynamics of the labor market and with the professional sphere and are therefore treated together in joint action plans targeting:

- *better and more jobs creation*, to the purpose of increasing the general employment rate up to 70% and the women employment rate up to 60%;
- *anticipating change and change management*, as well as adapting to the new work environment (given by a knowledge-based society and by technological development) – by efficiently and accordingly informing of both the employers and the employees to the purpose of balancing flexibility and security at the workplace;
- *exploiting on the opportunities* provided by a knowledge-based society - by promoting continuous learning, promoting new forms of work schemes and increasing the employment opportunities for persons with disabilities;
- *promoting the mobility of labor force*, by implementing free circulation of workers and eliminating geographical obstacles, and by developing mechanisms to facilitate mobility (including the development of new technologies)

*Improving the quality of social policy* in itself is represented by measures focusing on various fields of the social life and it is closely related to the way in which social life interacts with professional life. The action measures adopted in order to fulfil this priority:

- *modernizing and improving social protection* in order to ensure a stable and secure income for individuals, to secure pensions and create sustainable pension systems and lead to the development of a competitive health system;
- *promoting social inclusion* – the objective is to prevent and eradicate poverty as well as to promote participation in the social and economic life;
- *promoting gender equality*, by encouraging the participation of women in the economic, scientific, social, political and civic life;
- *strengthening the fundamental rights and combating discrimination*, by ensuring the development and preserving of fundamental social rights.

*Promoting quality in the industrial relations* is perhaps the most important priority and the most innovative one targeting the intensification of social dialogue and promoting competitiveness and solidarity at this level. Other two development action lines are to be added to the above mentioned, corresponding to the extra-community dimension of social policy: preparing the enlargement of the EU and promoting international cooperation.

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# THE ABILITY OF INTERCULTURAL COMMUNICATION

*Radu MIRCEA\**  
*Vasile DRĂGOI\*\**

***Abstract:** The article presents a mechanism which enables the intercultural communication through improved methods and techniques of communication and the acquisition of the abilities of intercultural communication. Each individual is the bearer of patterns of thinking, feeling and potential manifestations, which he/she acquired along his/her life, and understanding the culture of the other facilitates communication. The intercultural communication refers to the communication between people whose cultural systems of perceptions and values are sufficiently different to alter/influence the process of communication between them. The ability of intercultural communication presumes an understanding of the way in which culture influences the expectations, behaviour and ability to recognise and use the cultural differences as resources to learn and solve the problems within different contexts. It also presumes the capacity for self-awareness and to use the abilities and techniques of communication in general. The article provides concrete aspects which can facilitate communication with people coming from different cultures.*

***Key words:** intercultural communication, communication, culture, behaviour, stereotype, active listening.*

When communicating with a foreigner, it is not enough just to know a common language, but also, as we will see in the following, to take into consideration a general variable that influences the process of communication, the culture in which the individual has grown. More and more foreigners come to our territory, and an efficient communication is the first aspect that needs to be paid attention in order to establish a mutual, profitable relationship and for avoiding possible conflicts.

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\* PhD student of University of Bucharest, Romanian Office of Immigration, Ministry of Administration and Interior, email: radu\_i\_mircea@yahoo.com.

\*\* PhD public order and national security, General Director of Romanian Office of Immigration, Ministry of Administration and Interior, email: vasile.dragoi@gmail.com.

The article targets two main objectives:

- understanding the mechanism through which the intercultural communication is made;
- identifying the methods and techniques of improving intercultural communication and gaining the ability for intercultural communication.

### ***Defining the concepts: culture, communication, intercultural communication***

We are communicating all the time—in our homes, at our jobs, in the group that we take part or in the wide community. No matter if we think that we understand each other, communication is a difficult process (think of how often you hear affirmations like: “he didn’t understand this” or “he really didn’t hear what I said”). The culture we attend is often at the base of the processes involved in communication and it influences our point of view, how we approach things, the way in which we behave in the group and community. People communicate different, because they come from different cultures, in which they learn languages, different rules and norms. Understanding the other’s culture facilitates communication. Every individual carries certain ways of thinking, feeling and potential manifestations gained along his life. Much of them come from childhood, because at that time individual is the most capable of learning and assimilating. As some thinking and feeling abilities had been implemented in a person’s mind, he has to let go of them before it is capable of learning something different and this giving up is harder than the initial learning. Human beings have a strong desire of being together with people who resemble them, whom they can share similar ways of acting, thinking, the same values and rules. We can say that they feel comfortable this way. But daily situation shows us that this thing remains a desire and the ways of human interaction are not the same for all. This fact does not become just discomfort for the actors of the interaction, but it can even represent experiences that are often shocking.

### ***The Culture***

Culture is a complex concept, with many definitions, but, in a simple way of understanding, culture refers to a group or community who shares common experiences that determine the members to have a view upon the world; it includes features of gender, race or nationality which are specific features of the belonging group. As an example, we can have a new culture if we move in a new region, through changing the social status or if we gain a disability. This way we realize that we belong, the same time, to more cultures. People are facing common problems, which need to be solved. But for these common problems there are different

solutions, because people think, feel and act different. From here, we conclude the necessity of understanding these differences, the motives and causes that are behind these differences.

Geert Hofstede, using the analogy of the way in which computers are programmed, sees culture as being a “mental programming”. Of course, this does not mean that people are programmed as computers. A person’s behavior is determined only partially by his mental programs, having a native ability to deviate from them and react in new creative, destructive or unexpected ways. The sources of some mental individual programs come from the social environments in which someone has grown and gained life experience. The programming starts within the family, continues in friends, at school, in groups of young, at jobs and life community. In other words, culture is the collective programming of thinking which distinguishes the members of a group from the members of another group. Culture is learnt, not inherited. It comes from the individual’s social environment; it is not a genetic inheritance. On the other hand, an individual’s personality is its unique set of mental programs which he cannot share with no other human being; it is based on features which are partially inherited and partially learnt, meaning that they are changed through the influence of collective programming (of culture), and the unique personal experiences (Hofstede, 1996).

Culture generates/offers interpretation schemes of reality and ways of behaving and it is a generating and sharing process for meanings inside a social system. This social system includes values, norms and ways of behavior, interaction and communicating with others. Culture is something learnt from parents, school, media or the wide community and is not something fixed, but is continuously changing. In order to facilitate the communication between persons belonging to different cultures, we need to understand the reality as being socially built, to understand that different groups can have values, customs, conventions and different suppositions about the world and different ways of communicating. Culture represents all the attributes of a group or a subgroup, dynamic attributes which are changing in time: shared values, beliefs and basic suppositions, but also the behaviors that they determined. Culture can be seen as an iceberg: the external part, visible (made of behaviors and beliefs) is explicitly learnt, conscious, hard to change and made of “subjective” knowledge. When we speak about culture, we also generalize other ways it cannot be possible. That is why classifications and the tips of culture can be seen only as generalizations and abstract things.

### ***Communication***

As the essence of human bonds, communication is the set of physical and psychological processes through which the operation of putting in relation is made in one or more persons in order to achieve some objectives (Irena Chiru, 2003). Communication is the exchange of messages and the creation of meanings/signification. Also,

communication is efficient in the degree in which we succeed in reducing misunderstanding.

We must start from the following premises:

- we cannot always know for sure what the other one thinks and feels;
- we are conditioned by symbols, often very ambiguous, which inform us about people;
- we use our own system (cognitive, of representation) of coding and encoding the reality that depends of our mental state at a certain moment.

Misunderstanding can appear because:

- transmitting the message in a way in which others cannot understand;
- different communication rules;
- language difficulties;
- different social contexts;
- unfamiliar conversation subject.

### ***Intercultural communication***

Communication takes place between people among which there are different degrees of familiarity. The concept of “foreigner” is a key-element in understanding the process of intercultural communication. A foreigner has limited knowledge upon the new environment, about the new norms and values. On the other hand, inhabitants have few information about a foreigner, about his believes, interests and customs. Generally speaking, communicating with another involves predicting and anticipating his answers. When we are communicating with someone familiar, we are, usually, confident in our anticipations/predictions, even if we do not realize these expectations. In contrast, when we communicate with foreigners, we are more aware of the wide category of possible answers and of the uncertainty regarding our predictions. Predictions suppose by the process of communication are based on data achieved from three levels:

- The cultural level - information about the other’s culture, about his dominant values and norms; often, it is the only accessible level of information, when we are communicating with foreigners. Even in this situation, a right understanding of culture from which it comes leads to “predictions close to reality”;
- The socio-cultural level - information about the group from which he belongs; these are dominant data used in intercultural communication;
- The psycho-cultural level - information about the individual characteristics (the kind of data relevant in communication between friends).

We understand these data through the process of social cognition. Social cognition is a process which involves grouping particular data in categories based on similarity and distinguishing individuals from categories according to the differences between them. Communication with foreigners involves the process of categorization and, also, using stereotypes, stereotypes which cannot be applied on present persons. In order to improve communication we must pay attention to the individual features, unique, of the interlocutor, but to be aware of our own behavior of communication, which involves:

- automate categorization (without conscious control) of the things and individuals and including them in stereotypes;
- most of the daily communication activities follow some familiar scenarios, but when we are communicating with foreigners, we cannot base on these scenarios. Our communication can be improved when we are aware of the fact that these familiar scenarios do not fit to the actual situation and try to change them properly.

Generally, in the process of communication, we try to reduce uncertainty. Communication with foreigners, involves, mostly, a high level of uncertainty, due to the difficulties in predicting their answers. We are experiencing uncertainty regarding the foreigner's attitude, feelings and their beliefs. Also, it is hard to explain foreigner's behavior in certain moments. The motivation of reducing this uncertainty is stronger when are expecting to interact in the future with them or when they are sources for a potential benefit. We can reduce the degree of uncertainty and accuracy of the predictions through getting information about foreigners, using the following three stages:

- passive observation of the foreigner;
- active search of information from his friends or other sources;
- getting direct information from the foreigner through direct discussions and questions, mutual exchange of information: give information about yourself in order to get information about the other.

Increasing the degree of uncertainty in interaction with foreigners is followed by a high level of anxiety, negative anticipations and feeling of confusion and even losing control of the situation- the fear of seeming incompetent, of being exploited or being perceived negative by the others (foreigners, but also members of your own group).

In our days, what is happening in a part of the world affects the others, the world is getting smaller and smaller regarding the means of communication and interactions with people coming from different cultures has increased. Unavoidable, misunderstandings and obstacles in communication appear. The study of

intercultural communication implies to the need of examining communication and the interactions between the people belonging to different cultures and subcultures. Fundamental in the study of intercultural communication is the belief that people are learning to communicate in their culture's specific way. A Chinese, an Australian or a Romanian learn to communicate as another Chinese, Australian or Romanian. Their behavior expresses meanings because it is taught and shared by others. In other words, it is cultural. This way, the means in which people communicate, specific to their language, style, nonverbal behavior are culturally determined. In this way, if cultures are different, the practices and communication behaviors will be different.

Intercultural communication is the communication between people of whom cultural system of perceptions and values are different enough to alter/ influence the process of communication between them. The possibility of appearing misunderstandings is present in every moment in the process of intercultural communication, especially if the cultural differences are high. More cultures are alike, less their influence in communication. For example, in the situations of intercultural communication in which Americans and Canadians are involved, their cultures do not have a strong impact on communication, because they have many things in common (language, geography, religion, political system, etc.), while if we refer to a situation of communication between Germans and Chinese, we can expect that the cultural differences between them (physical appearance, language, religion, the concept about them, etc.) to produce misunderstandings in communication. When we are communicating with someone from another culture, we must take into account the possible cultural differences, which come from perceptions/our different representations, which determine the way of communication. Understanding the way which people represent their world, their own values and beliefs leads to a better understanding and anticipation of the possible misunderstandings. But what do we understand through perceptions, beliefs and values in an intercultural context?

Perception is defined as being the internal process through which we select, organize and interpret information coming from the external environment. In other words, it is an individualized process and there are no persons that could perceive the world in the same way, and this thing gains a greater importance when we come in contrast with people who belong from different cultures. The way in which each and every one of us perceives the world is learnt and it is a part of our cultural experience. For example, if you want to choose a certain dish, clothing or to get some peaces of advice from a doctor, reactions to these events are learnt in your own culture. Our perception is cultural determined and influences our way of communicating with others.

Our beliefs are judgments which we have regarding what is real or probable. Usually, they are tied by objects or events which have certain characteristics about which we think are real, even in the situation in which we do not have obvious proofs.



For example, we have beliefs referring to religion (God exists), events (the meeting was a success), other people (she is friendly) and even about us (I am a hard working person). Most of our beliefs are ideas about the way in which things look so and function, about their causes, giving explanations about the aspects which would be unexplainable (climate, death, love, etc.). Just as our perceptions, beliefs are determined by the package and our cultural experience. Early we had learnt in what to believe according to what is considered to be valuable and true in our culture. In addition, our system of beliefs forms the base of our values that mostly determine the way of behaving and relations with others.

Values reunite the set of beliefs which serve to guidance and directing the behavior; it represents norm of culture and specify, for example, what is good or bad, right or wrong, polite or impolite, appropriate or inappropriate. In other words, it gives us a set of behavior rules which lead to reducing uncertainty in which regards the future. As perceptions and beliefs, values are learnt and, because of this reason, are the subject of interpretation. When we interpret a behavior, an object or event, we make judgments of value that reflect our particular culture. For example, an Englishman who appreciates a high personal distance could consider as being impolite a Mexican which is sitting too close or a Japanese who appreciates conformity can find inappropriate an American's excessive expression of his opinions. The relative importance of values in each culture can be relevant through expressions like: "Time is money" (USA), "A zebra does not misprice her own stripes" (Africa) or "It is not necessary to know the person, just the family" (China). A thing which needs to be avoided is to make simpler and generalize other cultures ("Asian students are like this one" or "African students are like that one" does not represent a thing because Asia and Africa are wide regions, made of many nations). Even the idea of a "Chinese student" is a generalization that often leads to deforming reality. When we refer to communication between cultures, we must not consider them separate and static, but more dynamic and in a continuous interaction.

### ***Obstacles in the process of intercultural communication*** ■■■■■

Anyone grows and physically and intellectually develops in a certain culture, which already existed before the birth. The influence of this culture is so subtle and total that we do not put the problem, in most of the cases, that our point of view, act and action in this world can be limited at the society in which we live, it can be a particular way of seeing things, feel and act in a specific way in a certain social group, that lives in a certain geographical region and period of time. Erich Fromm called this thing "social unconsciousness", and considered it to have an enormous force and influence upon people. As an example, someone who has lived in New York in the XIX century was influenced by things and different contexts from the ones we have been influenced, in the present. The specific of a culture can be, sometimes, the easiest thing to observe if we watch the common interest aspects of those who

belong to a certain culture (usual conversation subjects), but also what is not approached, what people do not talk about.

### ***Egocentrism***

In a communication process, people are involved with their own personality and individuality. Each and every one of us, behind our own culture, have personality features which are specific only to us, determined by the genetic inheritance, the structure and dynamic of the family, experience, education etc., features which affect our way of thinking, feeling and acting, giving us a personalized character.

### ***Dogmatism***

All human beings seem to have the natural tendency of conservation, to keep and protect what was considered in the past to function efficient. It happens that, in extreme situation, unfortunately not seldom, so called “dogmatist” to not allow the appearance of questions, doubts, new information. Short, they do not allow critics; they use circular arguments, such as: “I am always right. Why should I believe? Because I am always right”.

### ***Stereotypes***

Samovar and Porter (1991) defined stereotypes as being the perceptions or beliefs that we have about certain groups or persons, based on prior attitudes or opinions. In other words, stereotypes do not develop suddenly; they are formed in a period of time in a culture. They can be positive or negative and “help” us to give the surrounding world a meaning through categorization and classification of people and situations that we encounter. We use, often, stereotypes when we meet with people or situations that we are not used to; although stereotypes can reduce the fear of unknown, they interfere with perceptions and our judgments regarding persons and groups, leading to misunderstandings due to simplification, generalization and/or exaggerations that come with them. Affirmations like: “People of color are...”, “Sportsmen are not...”, “Women should...” are stereotypes due to the fact that they are based on half the truth or distortions referring to certain groups of people.

### ***Prejudice***

Prejudice, as stereotypes, can be positive or negative and, in general, refer to attitudes and intolerant and unfair opinions, regarding other persons or groups or persons, based on the simple fact that they belong to a certain religion, race, nationality or group. A person who thinks that he does not want certain people who belong to a certain group to live in the same neighborhood expresses a prejudice

based on opinions, attitudes, unfounded beliefs, which do not take into consideration the individual rights of a person, but only the characteristics that come from belonging to that group.

### ***Nonverbal communication***

Nonverbal communication involves the sum of stimulations (except the verbal ones) present in the context of a communication situation, generated by the individual and which contain a potential message. Nonverbal messages can take many shapes: personal space, gesture, facial and eye movements, using time, interpersonal touch, clothing etc. The meanings attached to these things vary from a culture to another and lead to misunderstandings. The role of nonverbal communication is often reduced, but, from the total messages sent by a person, 7% are verbal- words, 38% are vocal – inflexion, voice tonality, and 55% are nonverbal messages; more precisely, in case of a conversation, the verbal component has 35%, and the nonverbal one 65%. Therefore, willing or not, on purpose or not, we send and receive nonverbal messages and, based on them, we have prejudices and make decisions for us and others, regarding our own and other's experiences. The observation is more real in the degree in which, a weight of 90%, the impression about the interlocutor is formed from nonverbal information, in the first ten seconds of the meeting; the first messages, mostly nonverbal, color and determine the further perception (Irena Chiru, 2003).

### ***The competence of intercultural communication***

It is normal to join the community's values in which you have grown, live and interact, but, also, it is important to understand that your way of thinking and acting is not universal. Ethnocentrism is the belief in the universality of your own culture, through which you judge aspects from other cultures. In other words, saying that the vision upon world of your own culture is the only one available and true/ valuable.

Bennett (1993) proposed a model of stage developing of perceiving intercultural differences (model regarding the development of intercultural sensitivity), which underlines the stages through people pass in situation of intercultural contact:

1. denial: not admitting cultural differences;
2. defense: admitting some differences, but they are seen as being negative;
3. minimize: being unaware of your projections, which come from cultural inheritance;
4. acceptance: understanding the fact that the same behavior can have different cultural meanings;

5. accommodation: assessing the other's behavior from his perspective and adapting your own behavior to different culture norms;
6. integration: easily handling different cultural norms and solving, without conflicts, the possible identity problems.

The competence of intercultural communication is the degree in which a person adapts to the verbal and nonverbal communication behavior in a new cultural context. This competence is rather what it perceived about another person than the actual quality (internal feature/ ability) of that person. In other words, someone can seem able to somebody and unable to another person, especially when the competence of intercultural communication varies from a situation to another. An appropriate behavior in a cultural context means, on one hand, fulfilling rules, norms and expectations from that cultural context and, on the other hand, reaching goals from the point of view of communication (for example, avoiding uncertainty, ambiguity). There are three components of the competence of communication, which correspond to the features of the communication situation (the material and social context, interior contacts, status differences, the interventions of the possible tertiary etc.) which are interdependent:

- A) The cognitive component refers to how much does a person know about the other's culture and includes minimum knowledge about the dominant values and beliefs. Here we encounter the other side, the negative one: verbal and nonverbal simple and rigid scenarios, ethnocentrism, stereotypes etc.
- B) The affective component refers to the degree in which a person seeks to avoid the situation of intercultural communication, meaning that the motivation to interact with people from other cultures (in the conditions in which such a situation implies stress, uncertainty, ambiguity, anxiety) and the ability to manage such stressfully situations.
- C) The psycho-motor component is the manifestation of the cognitive and affective components and it includes verbal and nonverbal performances and the role played in situations of communication.

Regarding the preparing activity in the intercultural domain, there are three main approaches:

- the first one seeks getting knowledge and communication abilities regarding a particular culture;
- the second one seeks getting general abilities, which can be applied in the communication process to any cultural group and it leads to creating an addiction towards the given cultural context or towards certain "cultural experts";

- combining these two approaches through getting general abilities of communication, plus punctual knowledge referring to certain cultural groups.

The three approaches lead to gaining a competence of intercultural communication, but it highlights certain aspects. To know that a person comes from a country with a specific culture does not allow you to think that we have enough information about his way of thinking and behavior (the power to predict behavior), but rather alerts us regarding the possibility of potential misunderstandings in communication. That is why, the attempt to realize a list of how to behave with the members of the culture X, Y or Z is just a simple attempt to solve possible problems in communication, and, often, it is the cause of misunderstandings. Of course, knowing aspects about certain cultures is important in forming a personal opinion, but the fact of approaching every situation individually, taking into account the features of the interlocutor and the context, is more practical. To support this affirmation, many researches in the intercultural domain have shown that intra-cultural differences are more significant than intercultural ones. It is hard to know what is allowed in a culture and what not, from the outsider's perspective. It is useful to learn some communication strategies. For example, when you are in doubt, to ask about the meaning, using and connotation of terms. Anyway, you must be careful, if you are not sure that what you want to say is accepted.

We consider that the main steps of the preparing process in order to gain competence of intercultural communication (gaining knowledge, understanding, attitude and required abilities) are the following:

Stage 1. Understanding the way in which culture influences thinking and behavior, exploiting the way in which people built "an image of reality" (a mental model) and practicing reevaluation of the suppositions and conclusions (culturally determined). In other words, understanding the way in which behavior is guided by the "mental theories of action" (cognitive scenarios, programs that require that in situation X (conditions) the Z strategy will be used in order to achieve purpose Y). These mental programs are built through experience and are often learnt through the process of socialization in a culture (in family, school, organization); scenarios allow people to interpret and answer almost immediately, without being aware of this fact. This type of automat behavior is highly specialized and it becomes inefficient in a different cultural context.

Stage 2. Understanding the fact that, in order to communicate, firstly, it is required to listen, take and exercise your communication abilities needed in any kind of interaction/ communication, not just intercultural communication.

At first glance, communication in general, not just the one with foreigners, can seem easy, but in reality it is extremely difficult to achieve. First of all, because of the lack of understanding the way in which the mind works, the way in which information from

the exterior come continuously, are interpreted .To learn more, we need patience to listen . We can learn to listen, but we have to admit the way in which we do it now and what is needed. If we pay attention to the way in which we listen, especially our own thoughts and feelings, we will start to identify “our contribution”, our own projections introduced in the communication process. To really listen means to understand how much our present experience is owed to the present, information from this moment and how much to the past, information from memory “filters” (desires, perceptions, predispositions) through which we perceive reality. These filters determine us to not see reality s it is and to not respond to stimulations in a new manner, but in an old one, determined by the past experience. From here appears the necessity to learn to listen/ perceive the objective reality, in opposition with the mental agitation coming from memory, the need to distinguish between the inferences we make regarding our actual experience and the experience itself, objective. Chris Argyris (1974) from Harvard suggested that we do not make the difference between direct experience and own evaluations about this, that our own conclusions depend more on the past experience than the new one.

Most of us understand how important it is to prepare for communication, meaning to talk, but few realize how important it is to prepare to learn to listen. We are starting from the premises that listening is something natural, everybody knows to listen. Also, we consider that the listening activity is a passive one, it does not imply participation, and it is a natural process. When we are trying to really listen something or someone, we find this thing extremely hard, because we always project our ideas and opinions, prejudices, tendency and impulses; when these dominate, than we will listen with difficulty what is to be said. Someone can listen and learn (these two processes are tied) only if attentive, a state of calm, waiting or temporary suspending your own mental projections. Only in such a state a real communication can be made- we must consciously induce such a state in which communication can take place. This thing is not easy to do, but we can learn ways to change these automat habits. In order to achieve the active listening, we must be able to be aware of our own thoughts and feelings, to listen to us and only that we will be able to listen to others. The lack of listening abilities, of attention determines, more than anything else, the appearance of misunderstandings. Active listening is a habit, ability and it represents the base if an efficient communication. A good listener/communicator tries to totally understand what a person says. At the end, even if he will disagree, before this, he wants to know and understand what it is about.

### ***Active listening - a method of improving*** ***intercultural communication***

Active listening is a special ability to respond in a manner which facilitates communication and through which you can agree with thoughts and feelings

expressed; it involves the attempt to hear what the speaker said, from his point of view. In other words, it is a way of listening and answering to the person you are communicating with, a method which seeks to improve mutual understanding (structural form of listening and answer, which involves focusing the attention on the speaker; to listen involves an active commitment). Often, when they are speaking, people “half listen” what others say, thinking, at the same time, at something else, and then they are bound to a conflict, people are more preoccupied by forming answers about what they think than at what the other one said.

The benefits of active listening:

- it “obliges /forces“you attentively listen to the others;
- leads to avoiding misunderstandings;
- allows adopting an opened attitude which stimulates the other one to say/communicate more;
- leads to avoiding communication blocks and facilitates solving problems.

As a technique of improving receiving information through full attention given to the speaker, active listening encourages the other one to talk, assuring the interlocutor’s understanding. Active listening involves a permanent and aware exercise, through which changing messages is avoided, and also, respond behaviors of closing type and through which old habits of listening are eliminated (to pretend to be attentive out of politeness, listening only to facts or changing the channels in the middle of a conversation when the discussion is hard to understand, on the principle according to which we can “come back “in the conversation, a wrong thing).

Observable elements of active listening-indicators:

- open body language: face towards the partner, body slightly curved forward, without crosses arms or legs;
- facial expressions: to approve /shake your head affirmative, eye contact, smile;
- clarification questions: What would this thing mean? And what happened then?
- paraphrasing: So that is what happened? I heard if I got it right, that you said...
- bringing to discussion the partner’s feelings/emotions: You seem upset by this...I could tell that you are really upset.

In active listening, the most important thing is to remember not necessarily what you have to do, but what you must not do: give advice, suggestions, and solutions, tell your own problems, interrupt or change the subject. The main dimensions of the active listening process:

1. What are you doing?-body language;
2. What and how you say it? -words, phrases, tonality.

#### Studies on active listening:

- setting a relationship- the listener is kind, welcoming, assuring an open frame, comfortable, friendly, sure from the point of view of confidentiality, communication must not be interrupted;
- Encouraging the speaker to talk – through an open attitude and receptive to his words and personality, avoiding the communication barriers; using certain encouraging or strengthening interjections, the fact that the interlocutor is carefully listened, nonverbal language, there are many ways of encouraging the interlocutor to talk;
- reflecting the received message through paraphrasing gives the speaker the certainty that he is listened;
- encouraging the speaker to find his own solutions – in active listening, the receptor's role is to create a proper atmosphere to an approach between speaker and his own ideas and feelings, it is very important that the speaker to be the one who takes the decisions, chooses the solution, without being influenced by the receptor;
- summary and communication conclusions- communication must be ended as a summary and some conclusions.

#### *Conclusions*

It is more important to habitude the competence of intercultural communication than to get only the knowledge referring to different cultures, because at ant time new situations can appear and stereotypes and prejudices must be avoided. The competence of intercultural communication requires understanding the way in which culture influences the expectations, behavior and ability to recognize and use cultural differences as resources in learning and solving problems in different contexts, and the capacity of being aware of you and using communication abilities and techniques in general.

Every situation of interaction /intercultural communication is unique and, as a consequence, there are no standard solutions or methods. In such situations, people should reply to three questions:

1. How do I present my communication situation?
2. What would I like to accomplish/realize in this situation? What are my purposes?



3. What actions do I intend in order to fulfill my goals?

Through answering to these questions, we can understand how our cultural repertory influences perceptions and behavior and gives us the possibility to review the way in which we present the situation in purposes and action strategy. The intercultural communication competence implies developing an attitude that would fit in different cultural contexts.

The main difficulties can appear in the situations of intercultural communication:

1. Good intentions are not enough, practice is needed.
2. It is easier to say that you can adapt to a new context than to do so.
3. It is a great difference between knowing what you must do and acting right in practice

The stages you must take into consideration when you are in a situation of intercultural communication refer to the following aspects:

1. Remember the filters: we hear /perceive through our own filters, fact which distorts reality.
2. Listen like a witness- use the active listening techniques.
3. Make clear: before speaking, make sure that you understood what the other one is trying to say.
4. Reform: "I think you meant... is that right?"...until your partner agrees that you understood him.
5. Take a break before talking: ask yourself what are you following
6. Identify the cultural sources of misunderstanding:" in your culture/country, is this important problem? Or "In your culture/ country how would it be expected to react in such a situation?"
7. Identify the possible solutions: "What are you suggesting it should be done? How should we act?"
8. At the end, summarize and make clear the initial purposes and conclusions.
9. Check possible misunderstandings

### ***Selective biography***

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# THE CAUSATIVE RELATIONSHIP BETWEEN DRUG CONSUMPTION AND CRIME

*Drd. Adrian Marcel IANCU\**

**Abstract:** *The study regarding the relation of causality between the consumption of drugs and delinquency reveals the vicious circle formed by the drugs, crime and social misfitting, because only knowing the relation of causality between them and the transformations at the level of the individual, projects and programs may be developed in support of the individuals, for their psycho-somatic recovery and for social reintegration. The starting hypotheses referred to the following aspects: the consumption of drugs leads to committing crimes; the consumption of drugs and the crimes alter the features of personality at the level of the social fitting of the individual. The crime associated particularly to the traffic and consumption of drugs is one of the most serious problems confronting the society at this moment. This survey performed in Romania leads to a better understanding of the phenomenon. The problem of the drugs is a national and international concern and it forms the object of many debates within the specialised UNO and EU structures.*

*Key words:* penal policy, drug addiction, organisations, crime, treatment

Drugs are a severe problem, of seriousness more and more visible, and the problems due to drug abuse and illegal traffic are among the worst threats which the world is facing.

Delinquency is a complex phenomenon, generated by many factors, and its restraint implies political, economic, social, juridical, psychological and educative strategies.

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\* PhD student public order and national security Police Academy "Alexandru Ioan Cuza" Bucharest, National Antidrug Agency, Ministry of Administration and Interior, email: [ady\\_iancu62@yahoo.com](mailto:ady_iancu62@yahoo.com).

Crime associated to traffic, and drug consumption is one of the most serious problems that the society is facing now; that is why the problem of drugs is not just a national one, but an international problem, being the subject of vast debates in UN reunions and European Union.

Drug consumption, no matter if there are easy drugs or of risk, they are, among others, as effect accentuating human's aggressiveness- because of a wrong perception of reality, reducing pain sensibility -, what generates aggressive manifestations, violence and even crime. It is known that, for a long time, crimes were announced, hold-ups, robberies and other crimes made under chronic alcohol or drug consumption.

Teenagers and young using drugs are potential delinquents, because addiction and the hardness of the abstinence syndrome (withdrawal) determine them to use any ways of getting money needed to procure drugs. The first step (after selling personal objects, stealing money and valuable objects from home) is joining the little street traffic and pocket theft, after which comes car jacking, robbery and crimes of violence.

There are certain models that appear in the drug-crime relationship:

- intoxication<sup>1</sup> leads to violence;
- the consumers environment and drug dealers is a potential delinquent environment;
- the user needs money.

Meanwhile, it should be mentioned the fact that, despite other forms of crime, drug traffic and consumption is particular through generating or amplifying some adjacent phenomena, unfortunately not enough monitored, meaning hepatitis C, HIV, AIDS etc. without mentioning the fact that, in case of drug consumption, the lawbreaker is at the same time its own victim, and social costs for treatment and recovery are enormous and covered by the state.

Also, "it has been noticed that, rapidly, "models" from other countries are adopted, where organized crime tends to traditionalize –delinquents who act in drug, person or financial-bank frauds traffic domain are gathered in well structured groups, with ramification and back-up points in the territory and, often, in exterior; on the other

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<sup>1</sup> Intoxication is psychological and somatic charges produced by a psychoactive substance, changes which disappear when the substance is eliminated from the body. Abraham P (coordinator) (2005), *Dicționar de droguri, toxicomanii și dependențe*, Editura Științelor Medicale, București.

hand, such structures have used the most modern means of communication and fast movement, including electronic transfer of the profits gained through crimes<sup>1</sup>.

Significant is the fact that, in most of the researched cases, these profits, sometimes substantial, have been used in an important percent in order to corrupt public functionary, delinquents gaining this way the direct support or their protection<sup>2</sup>.

International studies (INCB), European (EMCDDA) and national (ORDT) demonstrate that between users and crime there is a tied bond.

Therefore, The European Monitoring Centre for Drugs and Drug Addiction<sup>3</sup> tries to divide crime associated to traffic and drug consumption into three main categories:

- pharmacological infractions, made under drug influence;
- compulsive economical infractions made in order to get drugs or the money needed to buy drugs;
- systemic infractions, specific to the drug market;

Connected infractions at the drug regime caught The United Nation Organization and EU attention, and we need to mention the fact that drug addiction can be associated to violence in two ways:

- direct violence generated by drug consumption;
- indirect violence – the drug addict lives in a marginal world, delinquent, being obliged to obtain drugs through any means or sums of money necessary for this.

Also, in a theoretical plan, there are different models<sup>4</sup> which try to explain the relationship between consumption and criminality:

- a) pharmacological models- intoxication leads to violence;
- b) the systemic model- the consumers and dealer's environment is one with a high crime potential;
- c) the model of delinquent bands - which explains the way in which deviant subcultures<sup>1</sup> are made;

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<sup>1</sup> The conclusion belongs to the general prosecutor of the Parchet from the High Court of Cassation and Justice, Ilie Botos, and it was exposed at January 10,2004 in The National Committee for Preventing Criminality *Evoluții recente ale fenomenului criminalității, tendințe și noi forme de manifestare.*

<sup>2</sup> Idem

<sup>3</sup> See EMCDDA 2007 report <http://www.emcdda.europa.eu/publications/>.

<sup>4</sup> See *Vezi Relația consum de droguri-criminalitate*, Niță, Vasile Gabriel (2002), în *Morala – factor de stabilitate socială*, Ed. M.I., București, p. 28-29.

d) label model- it explains the way in which an individual can be able to have a deviant behaviour as a result of social labelling .

Talking about the relationship drug consumption-criminality, we must approach, firstly, "the little criminality". The study of this relationship can be started through the analysis between drug consumption and pre-delinquency, meaning that almost 50% of the pupil who abandon school or those who absent use regular drugs.<sup>2</sup>

Regarding organized crime, reality has proven that there is a tight bond between drugs and the other specific activities which imply organized crime:

-terrorism: terrorists can try to use drug traffic as a cover up for the smuggling movements or for preparing terrorist actions. In addition, the existence of such big and illegal drug markets can facilitate terrorist activities, through supporting a network of "service suppliers " like the ones washing money, "cloned" mobile phone suppliers and identification document forgeries, which terrorist groups can use;

- washing money;
- live people traffic;
- smuggling arms or luxury cars stolen.

Crime analysis from trans-boarders have shown that drug traffic, in most of the cases, has a political base, most of the regions in which coca or opium is harvested are in instable zones from a political and military<sup>3</sup> point of view (Columbia, Peru, Bolivia, Byrmania, Afghanistan, Libya, etc.), local population assuring its existence on the base of these cultures, not having another source of income. Also, drug traffic is a way of obtaining the necessary weapons in case of civil wars<sup>4</sup> (Afghanistan, Libya, Pakistan etc.).

In order to know the dimension of the connected crime phenomenon at drug regime, it is imposed in the statistic forms to be more accentuated the drug consumption as a favourable factor, in order to appreciate the phenomenon at its real value.

In this context, we must settle which the report between drugs and criminality is. Is this an effect of its consumption or, as some have asked<sup>5</sup>, only one of the causes which facilitate, among others, the drug consumption also?

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<sup>1</sup> The sociologist Albert Kohen shows that delinquent bands appear as a result of class breaks; apud Nita, Vasile Gabriel, op.cit., p.30.

<sup>2</sup> *Afganistan Opium Survey 2008*, World Drugs Report 2008/ [www.unodc.org](http://www.unodc.org).

<sup>3</sup> Iancu, Adrian Marcel (2008), *Narcoterismul*, *Buletin de informare și documentare nr. 1*.

<sup>4</sup> Berger, Gilda (1988), *Drug Abuse. The Impact on Society*, Franklin Wats, New York, p. 55.

<sup>5</sup> Hasanov, Eldar H. (2002), *Lupta împotriva infracționalității legate de droguri. Aspecte de drept internațional și comparat*, Paideia, p. 9.

A study dedicated to the battle against crime tied to drugs starts with an attempt of defining drug addiction, in which the social problem is implied current: *The drug addiction is a negative social, juridical, crime, economical, biological and echo element which brings closer the social, juridical, crime, economical, biological and echo spheres of life and social activities, a phenomenon which manifests through the illness of drugs and the total facts of breaking the law tied to drugs or made in order to obtain means to get drugs or drunk from drugs.*<sup>1</sup>

A contemporary sociologist believes also that drugs can favour affiliations at deviant subcultures and associate the vice caused in most cases by the appeal to drugs with the concept of “secondary deviance”<sup>2</sup>, appeared when the individual accepts the label of deviant. The so called “label theory” of sociologists refers to the negative repercussions that he has, in the process of individual identification, the referee hierarchy being given to vices, the society showing, as an example, much tolerant attitudes towards alcohol than other drugs, although medics have proven that these medical consequences are more powerful than easy illegal drugs.

Summarizing, a drug psychology researcher<sup>3</sup> has realized a classification of the types of infractions associated to these and has reached the three types of crime:

- Economically compulsive model of violence- including infractions made in order to obtain money for drugs;
- The systemic model of violence which is the illegal consumption of drugs and, last,
- The psycho-pharmacological model of violence which depends on the type of drug used, of proportion, the consumer’s personality, and for how long the practice has been made.

### ***Research report: The causality relationship*** ***between drug consumption and crime***<sup>4</sup>

#### **A. Motivation**

Crime variation depends on the geographical and social environment, meaning the exterior conditions, which are the sources for additional stimulations, like alcohol or occasional/permanent drug consumption.

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<sup>1</sup> Giddens, Anthony (2001), *Sociologie*, Ed. All, p. 195 (capitolul „Deviație și delict”).

<sup>2</sup> Idem p.196

<sup>3</sup> Goldstein, Paul J. (1982), *Drugs and Violent Behavior*, p. 59.

<sup>4</sup> This study has been made with the support of The Service of Analysis and Crime Prevention Bucharest, September 2007.

Infraction, as a primary element of crime, can represent, from one case to another, the socio-economical-cultural influences and, last but not least, influences determined by individual particularities of the delinquent's personality.

Through research the aim was to determine the personality features of the drug addict, delinquent, drug addict who has caused delinquency, starting from the personality features of a normal individual and watching the way in which they transform under the drug and crime influence.

Also, researched has tried to establish the determination role that drug consumption has in doing crimes, in decreasing the social abilities of adapting. Meanwhile, we can say that doing crime can determine major changes in the individual's personality, in the possibility of social integration, firstly due to arrest period, in which the delinquent is deprived of freedom a good period of time.

The present study wanted to highlight this vicious circle of drugs, crime, social integration, because, knowing the causative relationship between them and the changes which take place at an individual level, projects can be developed, which are able to support the individual, for his psychological recovery and social reintegration.

#### B. Purposes

1. Identifying the changes that appear at the personality level due to drug consumption and crimes.
2. Identifying the changes that appear at the social adaptation level due to drug consumption and crimes.
3. Establishing the causative relationship between drug consumption, not adapting socially and crime.

#### C. Hypothesis

1. Drug consumption leads to crime.
2. Drug consumption and crime determine changes on the personality features.
3. Drug consumption and crime determine changes at the social adaptation level of the individual.

#### D. Methodology

##### Describing the work instruments

In order to do this study, the 16 PF personality questionnaire has been used, a scale of self-evaluation of social adaptation, the interview which included demographic



data (age, gender, level of study, civil state) and a series of questions which are included in the interview guide.

a) The personality questionnaire 16 PF

For Cattell, personality has a direct and differential meaning; it allows a prediction on what the person will do in a certain situation. In order to evaluate the features identified through factor analysis, Cattell built and published in 1950 the questionnaire of 16 personality factors. The inventory starts from the 12 key-features defined through factor analysis, and the items are selected on the basis of those saturation factors, without specifying the way in which they were initially formulated or chosen.

The factors assessed through factor analysis are bipolar structures which attempt to include the behaviour manifests specific to the dimension, gradually, from one of these poles, characterized through a maximum behaviour expression of an extreme dimension, towards the other, characterized through a maximum expression of the opposite. In the norm system of 11 standard classes used by Cattell, are significant for the person's real behaviour those features which take a position of standard 7 towards 10 or from 3 towards 0. The more active the feature is, towards a pole or the other, the maximum it shows of that's feature activism in the personality pattern expressed through the specific characteristics of that pole.

The questionnaire contains 16 essential factors (A-Q) and 4 secondary factors.

The essential factors are:

A - reserved-opened

B - intelligence;

C - emotional stability - emotional instability

E - obedience - dominance

F- expansion - non-expansion

G - weak supra- I - the force of supra I (not caring - conscious)

H - thence - parmia (withdrawal on his own person-boldness)

I - emotional sensitivity-excessive harshness;

L - alaxia-protension (distrust-trust)

M - praxermia-autia (rebel spirit-practical)

N - simpleton- perspicacity

O - trust-tendency of guilt

Q1 - radicalism –conservatism

Q2 - group addiction-independence

Q3 - weak ego-strong ego (voluntary self-control –character instability)

Q4 - weak ergic tension-high ergic tension (unsatisfied pulsations –satisfied)

The secondary factors are:

Factor 1 - adaption-anxiety

Factor 2 - introversion –extraversion

Factor 3 - emotive-dynamism

Factor 4 - obedience –independence

b) The scale of auto-evaluation of social adaption (SAAS)

The SAAS questionnaire contains 21 questions which explore the subject's motivation and behaviour, therefore:

- Occupation
- The interest for a job
- The interest for house activities
- The pleasure of working
- Interest for hobbies
- The quality of free time
- Family integration
- The quality of family relationships
- Sociability
- The quality of external relationships
- Social attractiveness
- Social compliance
- Implication in community activities
- Social curiosity
- Intellectual interest

- Difficulties in communication
- Sensibility towards rejection
- Vanity
- The difficulties in resource standardize
- Environment control

For every grade a degree between 0 and 3 is accorded, corresponding to the maximum and minimum social integration. The total score can be between 0 and 63 points.

On the base of these answers from this questionnaire, 5 categories of persons can be established:

- perfectly adaptable persons;
- socially disaffected persons;
- excluded persons;
- persons integrated through work;
- persons integrated through family relationships.

#### c) The interview

It was mostly used the semi-structured interview through which it was wanted to obtain information referring to: age, gender, family situation, socio-professional situation, drug consumption (if it is a consumer, since he had been consuming, if he is at the first detoxify cure), the type of delinquency, delinquency contest, the relationship between drug consumption and crime (what it had been first-drug or crime).

The questions had been structured according to an interview guide, but it had been wanted that discussions to be as free as possible, so that more relevant information about subjects could be obtained.

#### E. Participants

For the research activity, four groups of subjects had been established:

- the control group;
- the drug consumers group;

- the group of persons who have done crimes;
- the group of drug consumers who had done crimes;

Every group has been made of 60 subjects of different genders (30 women and 30 men), divided in three age categories:

16-20 years

21-25 years

26-30 years

The control group was made of high school pupils and students, the drug consumers group was made of subjects from the detoxify from the “Saint Stelian” Centre (who are under methadone treatment), and the groups of persons who had done crime and drug consumers who had done crime were made randomly, from persons in police arrest.

#### F. Procedure

The subjects were asked to complete the 16 PF questionnaires and the auto-evaluation scale of social adaptability as sincere as possible, choosing the answer that seemed most natural for them from the start. Before starting completing, they had been told how to complete them and assured that the results would remain confidential.

Further, in the interview, the discussions with the subjects had been made in a relaxed and comfortable atmosphere.

Completing questionnaire and interviews with the subjects took place between 1 June and 1 July 2007.

The data from the questionnaire had been introduced in a computer, and the results were statistically processed in order to interpret, in the SPSS program, the last step being to take the research report to redaction. These stages took place in August-September 2007.

#### G. Limits

- drug consumers (who made or not crimes) were being treated with methadone, which could influence their general resolute capacity.
- the interview conditions from police arrest did not create an adequate atmosphere for the subject's psychical comfort.

-the control group was made only of pupils and students, but the people from infraction groups, drug consumers and drug addicts who had done crimes had different education levels.

## H. Result analysis and interpretation

### a) The 16 PF personality questionnaire

#### *Factor A - reserved-opened*

At a weight of 49, 2% of the drug consumers, high standard cotes had been registered (from 7 to 10), which characterizes an opened behaviour, manifested through sociability, cooperation, polite kindness, adaptation. The affective characteristics for open people are the easy way in which they live, they are emotional, the interest for people, generosity in interpersonal contacts, they are not very attentive in keeping promises and obligations.

This percent is progressively dropping at the control group (45,8%), persons who done crimes (36, 9) until drug consumers that had done crimes (34,6%). Actually, it had been noticed that a relatively high percent (64%) of the persons who had done crimes and drug consumers with crimes show a behaviour characterized through aspects like being reserved, ego, critical spirit, coldness and indifference, suspicion, a preference for a single life.

#### *Factor B - general resolute ability (clear thinking- abstractive capacity)*

The group of drug consumers who have done crimes registered minimum standard cotes between 0 and 3 to this factor, which shows a weak mental ability, an inferior morality, the tendency of easily abandon, lack of interest towards intellectual subjects, lack of general knowledge. Drug consumers obtained low proportion (5%) minimum standard cotes between 7 and 10, and the group of people who had done crimes registered a lower frequency (2, 4%) of the maximum standard cotes. The maximum standard cotes show a vivid intelligence, consciousness and perseverance in solving problems, the tendency of thinking abstract, logical, towards intellectual and cultural achievements.

After the One Day ANOVA test, it had been concluded that the subjects from the control group had a resolute ability much higher than the other three groups (drug consumers, persons who had done crimes, drug consumers who had also done crimes), the difference between the averages of the control group with every one of

the others had shown a probability of 95%, the significance level (sig.)<sup>1</sup> being in the other three cases 0.

In conclusion, we can affirm that drug consumption and infractions influence negative the resolute ability of the subjects, the combination of the two vices being terrible for the individual.

#### *Factor C - emotional instability- emotional stability*

More than half the drug consumers group (51,9%) and the group of persons who had done crimes (54%) manifest emotional instability (a weak ego), characterized through immature affectivity, instability, not being constant in attitudes and interests, excitability, hyperactivity, they run from responsibilities, abandon easily, they are not calm, implication in conflicts, agitation.

The group of drug consumers that had done infractions registered a high percent (67%) of individuals with emotional instability and this situation could be explained through the fact that constitutional tendencies can be negatively influenced by the frustrations they feel in detention.

A result that can be underlined is obtaining the weight of 57% of the members from the control group with an average emotional stability, which determines us to affirm that the more active presence of the psychologists could support the ego, getting mature, for increasing the emotional stability.

The ANOVA test shows a maximum level of significance (sig. 0,000) towards the difference between the averages of the control group with drug consumers and between control group and drug consumers who have done crimes, fact which confirms the existence of major differences regarding emotional stability for these groups. Also, a significant difference (0,001) is between the control group and the group of persons who had done crimes.

#### *Factor E - obedience- dominance*

A 46% weight of the drug consumers have obtained high standard grades, which indicates is aggressive, combative, stubborn, self-confident, affirmative, strict, even harsh and hostile, austere with an affected gravity behaviour. At women, this

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<sup>1</sup> The difference is significant when sig. is smaller than 0,05 for a 95% probability. The closer sig. is to 0, the stronger the association between features, so the difference between groups is significant.

dimension is shown through the tendency of being in the centre of attention, while to men it involves a higher aggressivity.

Almost a half from the control group and the one for persons who had done crimes (49%, 49, 4%) have registered medium values of standard grades, being characterized by a medium independence. A rather small percent of the persons who had done crimes (27%) show an aggressive, independent behaviour and we are taking into account the fact that, in the drug consumers who had done crimes group, a decrease of 5% has been registered of the combatant, self-confident subjects, apart from the drug consumers, and we can affirm that the detention period influenced the obedience-dominance factor. This influence is manifested through an addictive, obedient, conformist and easy to dominate behaviour.

#### *Factor F - expansion- non-expansion*

The control group is characterized in a 40% proportion by an expansive, enthusiast, cheerful, vivid, and spontaneous in reaction behaviour.

Over 50% of the drug consumer subjects, of those who had done crimes and those have crimes at active; have registered at this factor medium values of the standard grades. Drug consumers with crimes manifest, in a proportion of 25, 2% an impulsive, expansive, enthusiast, direct, voluble, expressive, tied to the group, spontaneous in reaction behaviour. Drug consumers and those who had done crimes manifest this type of behaviour in lower weights (16, 5% and 16%) being characterized by a moderate, introspective, with a tendency towards depression and daydreaming, slow, uncommunicative behaviour.

The ANOVA test sets a significant difference (sig.0, 036) between the averages of the control group and the group of persons who had done crimes, an explanation being the fact that the environment in which the individual lives can influence this factor. Therefore, the detention environment supposes harsh norms of living than the easier, less strict, creator of optimism and freedom environment.

#### *Factor G - weak ego-the ego's force*

The control group shows, in a proportion of 25%, a strong ego, meaning behaviour characterized through a high concentration capacity, consciousness, perseverance, responsibility for I, and respect for the others. These people prefer the company of efficient people; they succeed in various activities which imply perseverance and a good mental organization. A weight of 58% of the subjects of the control group developed an ego at a medium level.

Drug consumers, are characterized in a proportion of 46,5% by a medium ego, and 37% show a weak ego, exteriorized through a behaviour which lacks tolerance to frustration, changing, influenced, with a generalized sensibility, nervous tiredness, who neglects social obligations and is not interested in the collective moral norms. It can be affirmed that the weak development of the ego can be the cause of drug consumption.

Persons who had done crimes have, in a 63% proportion, a medium ego and 29% of the subjects have a weak ego. In a rather small percent (8%), these subjects developed a strong ego; this finding could be an explanation for their anti-social behaviour.

Drug consumers who had done crimes are characterized in a 53% proportion of having a medium ego, and 35% a weak one. 12% have developed a strong ego.

The ANOVA test settled a significant difference (sig.0, 027) between the averages of the control group and drug consumers who had done crimes, which shows a poor development of the ego and determines behaviour of dissimulation, vagrancy, uncontrolled huffs, destruction and breaking the law.

#### *Factor H - threctia- parmia (shyness- boldness)*

33% of the control group got high values at the standard notes, which shows a feeble sociability, boldness, courage, interest for the opposite sex, impulsivity, frivolity, anxiety with a high emotional resonance (parmia), 49% of the subjects registered medium values of the standard notes.

Persons who had done crimes are in a proportion of 42% threctia, meaning that they have a dominant character with the tendency of withdrawal upon their own person, careful, reserved, distant, contemplative with moderate interests.

The ANOVA test established a significant difference (sig.0, 0015%) between the control group and people who had done crimes. The explanation for this difference could be given by the period of detention which had traumatizing effects on them, starting a feeling of relative inadequacy towards what is happening around.

Drug consumers who had done crimes registered low values to this factor in a weight of 47%, meaning that these persons are threctia, with the manifestation described above. A slight increase can be noticed in the number of threctia persons, in this case the group of persons who had done only crimes; the explanation could be given by drug consumption.

The ANOVA tests established a significant difference (sig.0, 002) between the averages at the control group and the group of drug consumers who had done



crimes. The significance level is closer to 0 in this case than the persons who had done only crimes without consuming drugs, the average difference being higher than in the previous case. The increasing difference can be explained through the presence of drug consumption.

Drug consumers have the following values at standard grades:

- 55%- medium;
- 24,8%- low (threctia)
- 20%- high (parmia)

*Factor I- harria-premsia (harsh, realistic – emotional sensible)*

The control group has registered a frequency of 38% for the high values of the standard grades, which shows behaviour sensitive to aesthetic, severe, anxious, and rather emotional immature. These persons seek for help, sympathy, are friendly, tolerant with them and the others, introspective, creative, with a rich interior life. In the social plan, they manifest a relative frivolity, anxiety, being anxious to catch attention.

Drug consumers have an emotional sensible behaviour (30, 6%), and the persons who had done crimes show a behaviour characterized by a medium sensibility.

Drug consumers with crimes registered a high frequency of the low values of the standard grades (42, 5%), meaning that they manifest a realist, harsh, even cynical behaviour. These persons do not expect extraordinary things from the others, they find support in them, have a practical spirit and a relative insensibility towards the others, they do not take into account the physical inconveniences.

The ANOVA test established a significant difference (sig.0, 014) between the averages in the control group and drug consumers who had done crimes, the subjects of the two groups being in opposition regarding their relative behaviour at the harria- premsia factor.

*Factor L - alaxia-protension (confidence- tension)*

The control group got 33% high standard cotes, which indicates behaviour characterized through tension, untrusting, jealousy, unwillingness, suspicion, shyness, rigidity, indifference towards the others. At a medium level there are 57% of the subjects.

Drug consumers have the prior behaviour characteristics described in a proportion of 31% and 61 % of the subjects got medium values of the standard grades.

Persons who had done crimes registered a frequency of 31, 3% and behaviour at the opposite poll (pretension) than the other three groups of subjects. These persons have a behaviour characterized through trust, adaptability, cooperation, a kind seriousness, but full of spirit and interest for the others. At the medium level there are 55% of the subjects from this group.

The ANOVA test establishes a significant difference (sig.0, 028) between the averages of the persons who had done crimes and the control group. Also, significant differences (sig.0, 007) had been registered between the averages of the group of people with crimes and the averages of the group of drug consumers, the frequency of the people with behaviour in the pretension poll being higher to drug consumers than people who had done crimes.

This difference can be explained through the fact that, mainly, drug consumption determines the individual to be more suspicious, rigid in relationships, to show interest for his interior life than the people around him.

Drug consumers who had done crimes registered the highest frequency (40%) of high values for standard cotes, being characterized through tension, disbelief, suspicious, rigidity, harshness, indifference towards the others; 48% of the subjects are at a medium level in this factor.

The ANOVA test established a significant difference (sig.0, 01) between the averages of the group of persons who had done crimes and the drug consumers who had done crimes group. The combination between drug consumption and doing crime has a negative impact on the behaviour, the individual being extremely circumspective, being a tensioned element from the group.

#### *Factor M - praxermia-autia (practical-dreamer)*

The control group got 41% low standard cotes at this factor, which indicates the presence of a practical behaviour, conscious, (praxermia). These persons stick to the form and show a relative lack of imagination, they are logical spirits, expressive, opened to interests. 53% of the subjects from this group situated at a medium level at this factor.

At the drug consumers and people who had done crimes, we notice a slight increase of the frequency low standard cotes.

The drug consumers with crimes group registered in 39% of the cases behaviour at the praxermial poll and 57% at the medium level of this factor.

The ANOVA test did not settle significant differences between groups.

*Factor N - (puerility - subtlety)*

The control group got 37,5% low standard grades, which indicates the presence of a direct, puerile, natural, sometimes lefthander and unskilful behaviour. People from this category are easy to please, can not be affected but care about the people around them. Half of the subjects are at the medium level of this factor.

The drug consumers group, people who had done crimes and drug consumers who had done crimes registered 50% medium values of the standard grades.

It has been notices a slight drop of the frequency of subjects with a puerile behaviour from the drug consumers group (24%) and drug consumers who had done crimes (25%) than from the subjects of the group of people who had done crimes (33%). An explanation could be drug consumption, which can influence the emotional-affective mood of the individual, but we must mention the fact that this factor does not affect decisively the behaviour.

The ANOVA tests did not establish significant differences between the averages of the groups.

*Factor O - trust – tendency towards guilt*

The control group manifests in rather small proportion (24, 4%) calm, self-confident, clear, stress resistant, efficient, vigorous, sometimes brutal, with no phobias behaviour. 41, 2% of the subjects are at a medium level in this factor.

Drug consumers, people who had done crimes and drug consumers who had done crimes registered high percentages (63%, 63,4%, 67,4%) of the high standard grades at this factor, which shows the lack of security, an anxious way of being, depressive, nervous, he is reporting to existence, does not trust the others, suspicious, with feelings of guilt.

The ANOVA test established significant differences between the averages of the control group and drug consumers group (sig.0, 002), between the control group and persons who had done crimes (sig.0, 001). The maximum significant difference was registered between the control group and the group of drug consumers who had done crimes (sig.0).

In conclusion, the subjects of the three groups (drug consumers, people who had done crimes and drug consumers who had done crimes) clearly have tendencies towards depression, maximum emotional sensitivity, lack of self esteem, neuroticism.

People who seem tired in exciting moments, feel unable to face the harshness of day to day life, are easily discouraged and full of remorse.

These persons strongly react to difficulties, are easily discouraged, are not accepted in groups, are very sensible to the group norms, and barely adapt socially.

These behaviour characteristics are manifested by the persons who had done crimes (24, 6%) and drug consumers who had done crimes (26%).

#### *Factor Q1 - conservatism –lack of respect towards conventions*

The control group manifests in a proportion of 35, 3% a rather uncritical behaviour, of accepting norms, obtaining low values at the standard cotes for this factor.

More than 50% of the interrogated subjects from all the groups got medium values at the standard cotes.

We must underline the fact that a rather high percentage (41%) of the persons who had done crimes has a more conservatism behaviour.

#### *Factor Q2 - group addiction –personal independence*

27, 4% of the control group have the behaviour characteristics of the type of individual who goes with the group, seeks social approval, and follows fashion.

The same behaviour characteristics are found in the persons who had done crimes 924, 6%) and drug consumers who had done crimes (26%).

More than 50% of the subjects, from all the groups, got medium values of the standard come to this factor.

We must underline the fact that the biggest frequency of independent persons (23, 3) and the highest frequency of the medium value at standard cotes (60%) are in the drug consumers group. These persons prefer to decide alone, experience no satisfaction regarding group integration and the group tends to refuse them.

#### *Factor Q3 - weak ego-strong ego*

19,5% of the control group show a good self control, represent the type of individual who tries to apply and approve acceptable ethic norms, wants to do good, takes the other into consideration, he is provident and willing to control expressing emotions, has an adequate self image because of an adequate integration.

More than 50 % of the interrogated subjects from all the groups received medium values of the standard cotes for this factor.

Drug consumers manifest in the lowest proportion (6, 2%) a strong ego feeling, and can be characterized through lack of control and uncontrollable sensitivity (28, 3%). These individuals accepted an ideal self image through which they guide their real behaviour.

People who had done crimes show almost the same frequencies as the control group, increasing with a small difference (5%) the number of subjects with a pour integration, in conflict with themselves(20,7%).

Drug consumers who had done crimes registered the highest frequency of the small standard grades (30, 5%) meaning that they can be characterized by a weak ego, pour integration and in a continuous conflict with themselves.

Therefore, we can conclude that drug consumption determined a pour ego feeling, produces conflicts with the ego, which would affect the self image. In the situation in which drug consumption is combined with doing crimes, maybe also from detention, the self image is seriously affected.

#### *Factor Q4 - weak ergic tension –high ergic tension*

The control group manifests in a proportion of 33, 7% a tensioned behaviour, intent, excitable, full of frustrations. Medium values of the standard cotes were obtained by 58, 5%.

Also, the drug consumers who had done crimes are characterized by this type of behaviour in a 39% proportion.

A drop is registered in the case of persons who had done crimes (22%).

#### *Factor F1 - adapting-anxiety*

The control group is characterized through a relative adaptable behaviour, in a proportion of 26, 5%, and more than half of the subjects show a medium adaptability. 16, 6% of the subjects show high anxiety and so not socially adapt.

Drug consumers (33%) and people who had done crimes (32%) show anxiety, with the difference that those who easily adapt (7, 4%), in the drug consumers case and 22 % in the case of people who had done crimes.

The frequency of those who show high anxiety is high (49%) in the case of drug consumers who had done crimes, and the frequency of those who adapt is higher

(18, 8%) than in the case of drug consumers. These people feel incapacity towards life requirements.

The ANOVA tests settles significant differences between the averages of the control group and the group of drug consumers (sig.0,018) and a maximum significant difference has been obtained between the averages of the control group and drug consumers who had done crimes (sig.0,000).

#### *Factor F2- introversion- extraversion*

More than 50% of the subjects from all the groups manifest a medium exteriorization.

In a rather high percentage (32, 4%), people who had done crimes are characterized through introversion, meaning the tendency towards shyness, inhibition in relationships.

Drug consumers are also characterized as being introversive (22%) and drug consumers who had done crimes (18%).

#### *Factor F3 - sensitivity –dynamism*

The control group registered the highest frequency (45%) of the low standard cotes, indicating the presence of a diffuse sensitivity at a significant number of subjects. These persons tend to reflect a lot when facing difficulties, examining the situation on all sides before acting, action which appears too late due t this.

Over 50% of the people who had done crimes and drug consumers who had done crimes manifest a medium sensitivity.

The number of persons characterized by a diffuse sensitivity decreases for persons who had done crimes (36%) and drops to drug consumers who had done crimes.

#### *Factor F4 - obedience –independence*

The control group registered a weight of 53, 5% low standard cotes, which indicates a moderate, passive, tied and addicted to the others behaviour, with the tendency of getting approval and support from those they need and to orientate his behaviour according to those who give them this support. 40, 8% of the subjects manifest a medium independence.

Drug consumers are characterized by the lowest frequency (24, 5%) low standard cotes, which indicate the presence of an independent, with tendency of aggressiveness, bold behaviour. These persons really look for situations in which

they tolerate or encourage such an action. 64% of the subjects show a medium independence.

People who had done crimes registered a weight of 55, 4% low standard cotes, which sows a moderate, passive behaviour at a rather significant number of subjects. Only 1, 2% of this group manifest independence.

Drug consumers who had done crimes are characterized by a medium independence in a proportion of 50%, and 41% show an obedient behaviour. Only 9% exteriorize an independent behaviour.

The ANOVA test settled a significant difference (sig.0, 008) between the averages of the drug consumers group and the group of persons who had done crimes. One explanation for the obedient behaviour, people who had done crimes show, could be the transformation that take place at a behavioural level due to detention period.

## b) Self-evaluation scale of social adaptation (SAAS)

### Item's analysis

#### 1. Occupation

The control group has an occupation proportion of 100%, while the drug consumers group 48%. The frequency of delinquent who had worked before doing crimes is of 74% and drug addicts with crimes 58%.

#### 2. Interest for a job

While the subjects from the control job are 85% interested in the activities they do at work, 50% of the drug consumers who work show interest. In the case of delinquents and drug addicts who had a job, 70% of them show interest for their job, respectively 53%.

#### 3. Interest for domestic activities

From the drug consumers who do not work, 29% of them are interested in household activities, in the case of delinquents and drug addicts who had done crimes and do not work, 17%, respectively 14% show this interest.

#### 4. The pleasure of fulfilling tasks

The control group fulfil task with a lot of pleasure in a proportion of 61 %, while 56% of the drug addicts fulfil them with the same pleasure, and among delinquents and drug consumers who had done crimes the weight is of 57%.

*5. Interest for free time activities*

77% of the control group show a high interest for leisure activities, drug consumers - 60%. Less interested in hobbies are delinquents (46%) and drug addicts with crimes (40%)

*6. The quality of free time*

47% from the control group spend their free time in a pleasant way, while 32% of the drug consumers can say the same thing. Delinquents and drug consumers who had done crimes spend their free time in a pleasant way 37%, respectively 24%.

*7. The desire to spend time with family*

40% of the control groups want to meet often their family, while 61% of the drug consumer group wants the same thing. Delinquents and drug consumers who had done crimes want to see their family in a proportion of 70%, and 53%.

*8. Family relationships*

54% of the control group affirmed that they have very good family relationships, and 44% of the drug consumers. Delinquents and drug consumers who had done crimes consider that family relationships are very good in a proportion of 48% and 46%.

*9. Relationships with others*

76% of the control group affirm that they have many other relationships, as well as 52% of the drug consumers. Delinquents and drug consumers who had done crimes have good relations with others in a proportion of 44% and 47%.

*10. Establishing relationships with others*

78% of the control group establish in an active and very active way relationships with others, as well as 45% of the drug consumers. Delinquents and drug consumers who had done crimes establish relationships in the same way in a percent of 64%, respectively 66%.

*11. Relationships with other people*

55% of the control group establishes very good relationships with other people, as well as 41% of the drug consumers. Delinquents and drug consumers who had done crimes have very good relationships with people in a proportion of 54%, 50%.



*12. The values given to relationships*

92% of the control group gives a high value to human relationships, as well as 30% of the drug consumers. Delinquents and drug consumers who had done crimes value relationships with people in a proportion of 40% and 35%.

*13. How often other persons are looking for them*

93% of the control group affirm that this happens often, as well as 59% of the drug consumers. Delinquents and drug consumers who had done crimes can make this affirmation in a proportion of 78% and 54%.

*14. Respecting social rules*

47% of the control group always respect the social rules as well as 43% of the drug consumers. Delinquents and drug consumers who had done crimes always respect these rules in a proportion of 52% and 29%.

*15. Implication in community life*

74% of the control group are implicated in community life, as well as 52% of the drug consumers. Delinquents and drug consumers who had done crimes are involved in community life in a proportion of 68% and 53%.

*16. Interest for information about people and things*

95% of the control group show interest for getting this information, as well as 63% of the drug consumers. 87% of the delinquents and 74% of the drug addicts who had done crimes show interest for this kind of information.

*17. Interest for cultural, technical information*

49% of the control group manifest a high interest for obtaining this information, as well as 39% of the drug consumers. 35% of the delinquents and 21% of the drug addicts who had done crimes are very interested in this information.

*18. How hard do they express their opinions?*

18% of the control group have problems in expressing their opinions, as well as 23% of the drug consumers. Delinquents and drug consumers who had done crimes have the same problems in a proportion of 42% and 22%.

*19. They feel excluded from the circle of friends*

94% of the control group do not feel excluded from friend groups, as well as 21% of the drug consumers who had done crimes. We must underline the fact that 30% of the people who had done crimes have same feeling.

*20. The importance of physical aspect*

39% of the subjects from the control group consider that physical aspect is very important, as well as 92% of the drug consumers. 42% and 49% of the delinquents and drug consumers who had done crimes think the same.

*21. Difficulties in managing financial resources*

32% of the control group has problems in managing financial resources, as well as 44% of the drug addicts. A higher percent (60%) is in the delinquents group and 40% of the drug consumers who had done crimes.

*22. The capacity of organizing life environment according to desires*

97% of the control group affirm that they are capable of organizing their life as they wish, as well as 82% of the drug consumers. 91% and 71% of the delinquents and drug consumers who had done crimes say that organizing life environment is not a major problem.

***Analysis of the categories of social adaptability***

In order to see if there are significant differences between groups in what regards social adaptation, the One Way ANOVA test has been used and another supplementary test (Bonferroni Post Hoc).

Therefore, it can be noticed that the subjects from the control group are situated mainly, in the category of strongly adapted people, while drug consumers, people who had done crimes and drug consumers who had done crimes are in the other categories (social disposed people, excluded persons, people integrate only through work or people integrated only through family activity).

After the One Way ANOVA test it had been shown that the subjects from the control group are more in the strongly adapted persons in comparison with drug consumers, the difference between the averages of the two groups being significant with a probability of 95%, significance level (sig.0,002<sup>1</sup>); also, it can be said with a

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<sup>1</sup> The difference is significant when sig.<0,005

probability of 95% and a significance level of 0,003 that the control group subjects are strongly adapted, in comparison with drug consumers, as well as in comparison with drug consumers who had done crimes, with a significance level of 0,000<sup>1</sup>.

In the socially disposed people category, drug consumers and drug consumers who had done crimes fit in, in comparison with the control group, with significance levels of 0,028 and 0,001 (with the same probability 95%).

Socially excluded persons, in comparison with the control group, are those who had done crimes and consume drugs and had done crimes (significance level in both cases of 0,001).

In comparison with the control group, drug consumers, those who had done crimes and drug consumers who had done crimes fit in the category of people integrated only through work (without being integrated through other activities), the significance levels being 0,036, 0,03 and 0,002.

Drug consumers who had done crimes, in comparison with the control group, are mainly integrated only through family activity (significance level 0,018), while drug consumers who had not done crimes are more integrated through family activities than drug addicts who had done crimes.

Therefore, using the association test One Way ANOVA, it had been seen that, while the people from the control group are strongly adapted, those from the other groups are divided in the other categories of social adaptation, such as:

- drug consumers-socially disposed people mainly, but also people integrated only through family activity or people integrated only through work;
- people who had done crimes- people excluded, but also persons integrated only through work or family activity'
- drug consumers who had done crimes- mainly, socially disposed people, but also persons integrated only through work or family activities (mentioning that these people are little integrated through family activity than drug consumers who had not done crimes).

#### d) Significant socio-personal data

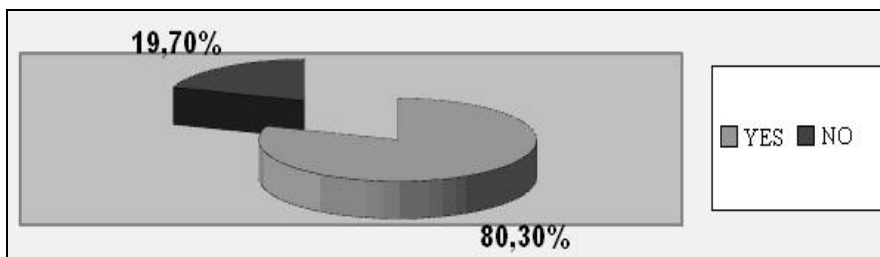
As we can notice from the frequency analysis, 80, 3% of the drug consumers who had done crimes affirm that the drug has preceded infraction, meaning that the

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<sup>1</sup> The closer sig. is to 0, the stronger the association, so the difference between groups is higher.

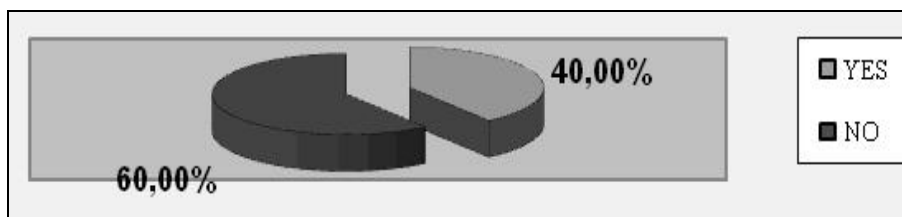
hypothesis that drug consumption leads to crimes has been confirmed (hypothesis 1).

*Graphic 1: Did drugs precede delinquency?*



In addition, it can be noticed that, among people who had done crimes, 40% of them had done other crimes than does for which they were in detention when the interview took place, which means that a high percent of those who had done crimes (drug consumers or not) have a high probability of coming back, as it is shown in special literature.<sup>1</sup>

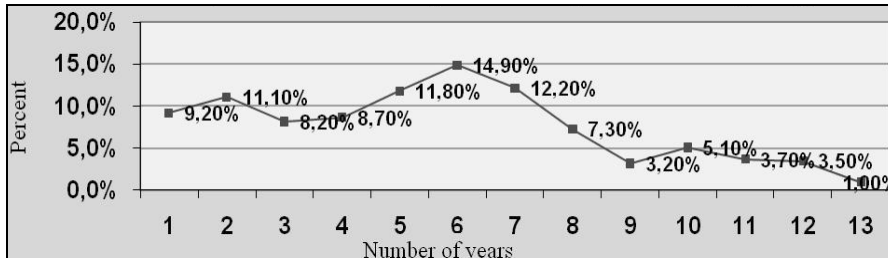
*Graphic 2: Did the subject do any other infractions?*



The biggest weight between drug consumers and drug consumers who had done crimes is at the drug consumers on a period of 5 and 7 years (38, 9%), maximum 6 years (14, 9%). The explanation could be the fact that in these years, the subjects enter more detoxification treatments and, although they cannot resist temptation, they start to be aware, more and more, of the organic and psychical harm caused by drugs. It can be affirmed that, due to this mood, the percent of those who consume drugs for a long period of time is more reduce in comparison to those who have a medium period of addiction.

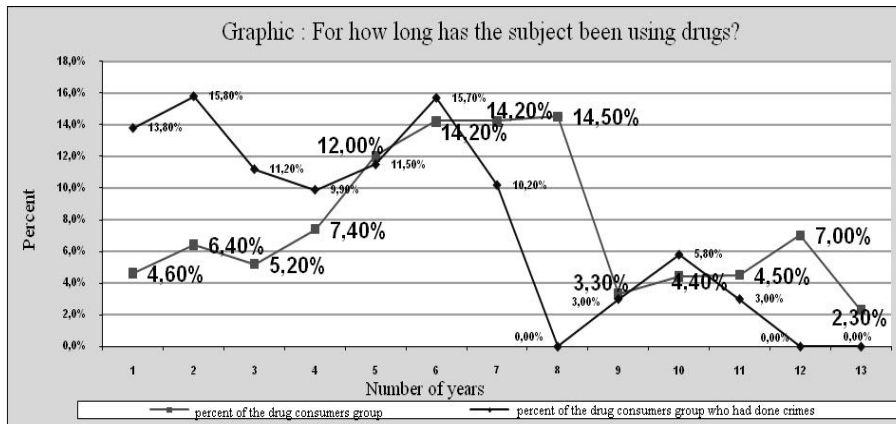
<sup>1</sup> White, R.; Haines, F. (2000), *Crime and Criminology: An Introduction*, Second Edition, Melbourne, Oxford University Press.

Graphic 3: For how long has the subject been using drugs?



As the next tests shows and the T addiction test<sup>1</sup>, between the drug consumers group and the group of drug consumers who had done crimes, there is a significant difference (sig.0, 000) between the numbers of years of consuming drugs. Therefore, while the drug consumers who had done crimes are in the first part of the axe, meaning between 1 and 6 years of consumption (77,9%), drug consumers who had not done crimes are at the middle of the axe, meaning between 4 and 8 years of consumption (62,3%).

Graphic 4: For how long has the subject been using drugs?

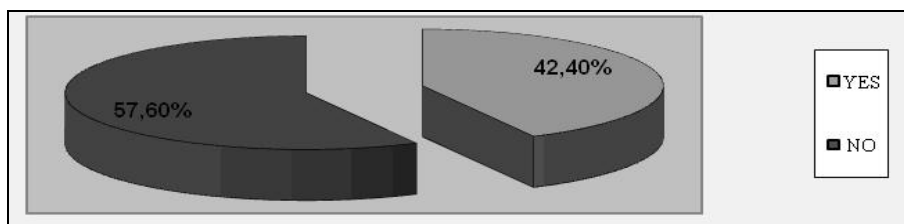


Among the drug consumers and drug consumers who had done crimes, 57,6% affirm that they have been through more than one detoxification treatment, which

<sup>1</sup> For a high difference between groups you need the sig. of the T independence test to be smaller than 0, 05 for a 95% probability.

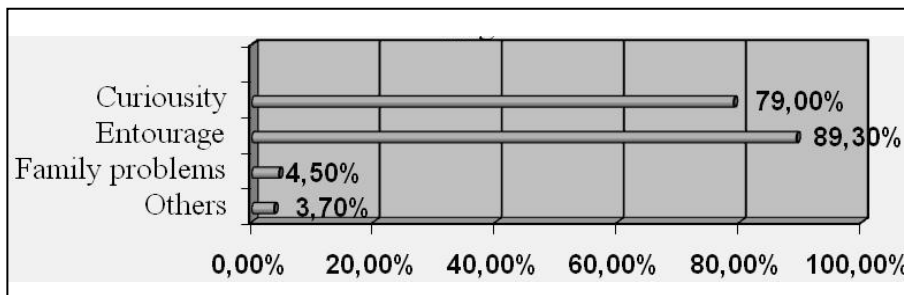
demonstrated that the subjects are aware of the fact that they must give up drugs, but, unfortunately, addiction being already created, family, material, psychical and social support must be very strong and for a long period of time in order to be good.

*Graphic 5: Is the subject at his first detoxification?*



The main reasons invoked by subjects for starting drug consumption are mainly entourage (89,3%), curiosity (79%), family problems or other reasons which have been mentioned by few of them (4,5% and 3,7%). We can conclude from here that the lack of information regarding the destructive effects that drugs have, lack of attention and communication with the family, can be causes which determine young to get into bad entourages and try unknown things.

*Graphic 6: The motive due to which the subject started to consume drugs*



The results from the association tests (Chi –square of table and cells) shows that education is important for the group to which the subject belongs (the level of significance (sig) for the Pearson’s Chi-square coefficient is 0,000<sup>1</sup>), so that people who had done crimes are in a larger proportion than the other groups from the

<sup>1</sup> For an association to exist, this has to be smaller than 0,05 for a 95% probability

category of people with 5-8 classes and in a smaller proportion of the persons with 9-12 classes (residual adjusted values of the Chi-square tests are 2,4 and -3,4<sup>1</sup>). On the other hand, drug consumers are in a smaller proportion than the other groups from the category of people with a poor education (0-4 classes or 5-8 classes), residual adjusted values of the Chi-square test being -2, 9 in both cases.

After the Chi-square test, it had been noticed that there is an association between education and drug consumption, meaning that people who have had a poor education (0-4 classes) relapse in a greater proportion than other categories (residual adjusted value of Chi-square test 2,2).

Also, it can be noticed that those who had done crimes are in a bigger proportion married, comparing to other groups (residual adjusted values of the Chi-square test 2, 5).

### ***Conclusions and proposals***

The groups are characterized by the following personality features:

A. Control group (people who did no crimes and do not consume drugs)	B. Drug consumers group	C. The group of people who had done crimes	D. The group of drug consumers who had done crimes
- sociability, cooperation, adaptability, generosity in interpersonal contacts (46%)	- sociability, cooperation, adaptability, generosity in interpersonal contacts (49%)	- sociability, cooperation, adaptability, generosity in interpersonal contacts (37%)	- sociability, cooperation, adaptability, generosity in interpersonal contacts (35%)
- live intelligence, medium capacity to be abstract	- hard to understand or learn, reduce resolute capacity (74%)	- hard to understand or learn, reduce resolute capacity (89%)	- hard to understand or learn, reduce resolute capacity (83%)
Medium emotional stability, rich emotional resonance	- weak ego, emotional instability, diffuse sensitivity (45%)	- weak ego, emotional instability, medium emotional sensitivity, diffuse sensitivity (36%)	- weak ego, emotional instability (67%), diffuse sensitivity (36%)

<sup>1</sup> In order to exist an association between two characteristics, the residual adjusted values must be bigger than 1, 96 for a 95% probability.

A. Control group (people who did no crimes and do not consume drugs)	B. Drug consumers group	C. The group of people who had done crimes	D. The group of drug consumers who had done crimes
- self confident, stubborn, bold, courage	- powerful dominance (46%), high aggressivity, stubbornness, harshness, hostility	- medium aggressivity	- powerful dominance
- medium independence	- high independence	- medium independence (49%), tendency to reapply on the same pardon, reserved, distant, with moderate interests	Medium independence, impulsive (25%), tendency to reapply on their own personality, reserved, suspicious, with moderate interests (47%)
- expansive, happy, spontaneous in reactions (medium extraversion)	- introspection with the tendency of depression, interest for the interior life more than for others (17%)	- introspection with the tendency towards depression, interest for the interior life more than for others (16%)	- introspection with the tendency towards depression, interest for the interior life more than for others (25%)
- powerful ego, high capacity of concentration, consciousness, responsibility for myself	- weak ego, irresponsibility, intolerance to frustration, generalized sensitivity, emotional sensitivity (37%), ideal self image which does not correspond with reality	- weak ego, irresponsibility, intolerance to frustration, generalized sensitivity, emotional sensitivity (29%)	- weak ego, uncaring
- practical, lack of imagination, consciousness, capable of remaining cold blooded (41%)	- practical, lack of imagination, capable of remaining cold blooded (46%)	- practical, lack of imagination, consciousness, capable of remaining cold blooded (45%)	- (practical, lack of imagination, opened to interests (39%) realists, harsh,



A. Control group (people who did no crimes and do not consume drugs)	B. Drug consumers group	C. The group of people who had done crimes	D. The group of drug consumers who had done crimes
			insensitive towards others (42%)
- tension, untrust, shyness (33%) - impulsive	- tension, untrust, shyness (31%), reduce prudence in social reports	- trust, adaptability, cooperation, interest for others (31%)	- tension, untrust, lack of cooperation (40%)
- naive, sentimental, anxious, relative emotional immature	- naive, sentimental (24%)	- naive, sentimental (33%)	- naive, sentimental (25%)
- medium anxiety	- high anxiety, depression, lack of security, feelings of guilt (63%)	- high anxiety, depression, lack of security, feelings of guilt (63%)	- high anxiety, depression, lack of security, feelings of guilt (67%)
- seek for social approval, follows the group, fashion (27%)	- exaggerated independence, poor group integration (28%)	conservative, respect for conventions (25%), obedience (55%)	- conservatism, respect for conventions (29%), seek for social approval, follows the group (26%), obedience (41%)
- good self control, adequate self image	- lack of control, uncontrollable sensitivity, always in conflict with himself	- medium control	- uncontrollable, conflict with themselves (31%), tensioned, frustrated (39%)
Good adapting capacity	- poor adapting capacity (7,4%)	- medium adaptation capacity	- low adaptation capacity (19%)

Regarding social adaption, the groups have the following features:

A. control group(people who had done done crimes and do not consume drugs)	B. Drug consumers	C. People of crime	D. Drug consumers who had done crimes
They are perfectly adapted people	Most of them are socially disposed persons and in a smaller degree people integrated only through family activity or work	Most of them are excluded people and less people integrated through work or family activities	They are socially disposed persons and in a smaller percent people integrated ly through work or family activity(with the observation that these people are less integrated through family activities than drug consumers who had not done crimes)
These persons have a very important extra-family relationship network which leads to satidfactions and which they try to extend.They are interested by cultural activities, leisure activities and organize very well their personal environment	Socially disposed people do not receive abything from the society. This person is not a part of any social group and does not respect any rule. The family core does not exist, feeling totally excluded. People integrated through family activities have few extra-family relationships which lead to less satisfactions: The with to compete with that you face in life is weaker. The main feature is the great love for family	Excluded persons do not try to establish extra-family relationships and do not have demands from the social group. These persons are not preoccupied by social rules, organizing resources or environment, are not implicated in any activity and does not pay any attention to hiself. The family does not raise to his expectance and feel excluded	People integrated only through work do not have many extra-family relationships, and no special requirements in this domain. They have certain difficulties in expressing themselves and are pour informed about the environment. They are a little curious and have no pleasure from the few activities they take part in. Family relationships are treated with indifference, have difficulties in fitting in resources and they do not succeed in finding a sphere of personal freedom

The changes that appear at the personality level due to drug consumption and doing crimes:

- Low sociability, cooperation, generosity in interpersonal relationships;
- Diminished resolute capacity;
- Emotional instability;
- Low self-control;
- A permanent conflict with themselves;
- Aggressiveness, high hostility;
- A well developed dominance factor;
- High anxiety, feeling insecure, feeling guilty;
- Depressive manifestations;
- High impulsivity;
- Weak ego, irresponsible;
- Intolerance to frustration.

People who had done crimes show a more trust, adaptability, cooperation, and a high interest for the others, although they present a reserved behaviour in comparison with people who consume drugs.

Drug addicts have a reduced capacity of adapting, are careful in social reports and show a higher independence than people who do crimes, which makes their integration much harder.

The personality suffers the most important changes in the case of drug consumers who had done crimes.

It can be affirmed that hypothesis 2, according to which drug consumption and doing crimes determine changes of the personality features, had been checked.

Social adaptation changes that appear due to drug consumption and doing crimes:

- Decrease of finding a job;
- Lack of interest for job activities;
- Lack of interest for household activities;

- They do not fulfil their tasks with pleasure;
- Lack of interest for leisure activities
- The quality of free time is affected;
- The attachment for family increases(especially at drug addicts), which reduces the capacity to integrate in a group;
- Deteriorating family relationships
- Decrease of the chances of extra-family relationships;
- They stop acting in order to establish interpersonal relationships(especially drug addicts)
- Deterioration in relationships with others, feelings of exclusion (especially drug addicts)
- Decrease of the value for inter-human relationships;
- Friends do no longer look for them;
- They have problems in expressing their opinions (especially delinquents);
- Lack of interest for information in general;
- Have problems in managing resources;

Friends still look for delinquents; they are more involved in community life and more interested of new information than drug addicts. The major changes regarding social adaptability had been registered in the drug consumers who had done crimes group.

It can be affirmed that hypothesis 3, regarding drug consumption and drug crimes determine changes in social adaptation, had been checked.

Also, we can affirm that the hypothesis according to which drug consumption can lead to crimes(hypothesis 1) had been confirmed, because, among drug consumers who had done crimes, 80,3% of them say that drugs preceded infractions .

Regarding the motives invoked by drug addicts for starting to consume drugs (mainly entourage and curiosity), we can determine that the lack of information regarding the destructive effects of drugs (especially in the short period when addiction is created), lack of attention and communication with the family can be causes that determine young to take part in bad entourages and experience unknown things.

As we have seen during this research, after in significant difference between the drug consumers and drug consumers who had done crimes regarding the number of years of consumption, we can say that addicts are more vulnerable in doing crimes in

the first years of consumption, when addiction appears and the need material resources to get drugs.

In addition, we should notice the fact that, among people who had done crimes, 40% of them had also done crimes for which they are not in detention at the moment of the interview, meaning that an important weight of those who had done crimes (drug consumers or not) have a high probability of relapsing. An explanation could be the reduced possibility of social insertion, adapting to social life requirements which are always changing, as it is shown in special literature.

Among drug consumers, a large number of them had went through more detoxification treatments, which demonstrated that the subjects are aware of the fact that they must give up drugs, but addiction had been already created and family, material, psychical and social support is vital and it must manifest on a long period of time in order to have results.

## ***Proposals***

After this research, we can make the following proposals:

- is must be insisted on informing about risks in using drugs, especially in the upper classes of the secondary school and all high school classes, because people at puberty and adolescence are vulnerable to this type of behaviour (the studies of The National Anti-drug Agency showed that the age of the first drug consumption is near 14-16 years<sup>1</sup>).
- we also propose starting programs of preventing which would involve school advisors, through which information would be presented regarding drug consumption effects, so that it could be capable to transmit the message to students, their parents and teachers.
- Because the role of family is essential in preventing drug consumption, and in supporting drug consumers in order to follow detoxification treatments and social reinsertion, support is also needed from prevention officers and experts from the National Anti-drug Agency.
- For the addicted ones, taking into account the fact that from this study we have concluded that these persons are vulnerable in committing crimes especially in the first years of consumption, we recommend an early identification of drug

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<sup>1</sup> National report of drug situation, 2008, National Anti-drug Agency/Romanian Observatory for drugs and addiction, Chapter II, Drug consumption in general population and specific subgroups, p.19, available at [www.emcdda.europa.eu](http://www.emcdda.europa.eu)

consumers and guiding them towards specialized institutions so that they could receive help.

- people who had done crimes (drug consumers or not) have a high probability of relapsing, so we must underline the important role of specialists in social reinsertion (social assistance, probation counsellors, police of penitentiary specialists).

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# PROPOSAL FOR TEACHING METHODS: MOSAIC- DIVERSITY TRAINING

*Felisbela RAIO\**,  
*Bjarne Anton STAEHR\*\**

**Abstract:** *This article proposes the presentation of results from project Grundtvig 1 MOSAIC. The main objective from the project was identifying methods of teaching which can contribute to a higher success in social inclusion. After the research made, the conclusion was that every teacher/ disseminator/ social assistant /employee must have special knowledge and personal intercultural abilities. In order to attract different types of students, the combination of theoretical study with activities of forming the abilities is required. Testing the MOSAIC project- Forming in diversity in different states and institutions had revealed the importance of a module, designed for an European concept and which offers a certain flexibility through the fact that different approaches are combined and different aspects are treated.*

**Key words:** *cultural competences, flexibility, education, social inclusion, abilities*

One of the aims of the Grundtvig 1 MOSAIC was to propose some teaching methods in order to make education for social inclusion more fruitful. Taking in consideration the different target groups that the European partner institutions of MOSAIC deal with, as well as the different tasks of education carried out by the partner institutions, it came to the conclusion that the proposal for teaching methods has to contain transversal aspects that are important for all teachers, trainers and disseminators in an European context.

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\* Researcher, Francisco Gomes D'avelar Foundation Professional School, expert of MOSAIC project, email: monteiroraio@hotmail.com.

\*\* Researcher, Fof Kolding, expert of MOSAIC project, email: bjarneanton@yahoo.dk.

We defined these transversal aspects as follows: knowledge about the social and economical background in Europe, intercultural competences and soft skills. We created a “diversity training that combines political education about the European Union, the countries of Europe or issues like migration and globalization with carefully selected practices developed by international professionals in the field of intercultural education”.

### ***MOSAIC-Diversity Training***

Now, that we had a global frame for our diversity training we did the next steps in order to fill this global frame with concrete aims, tasks and methods.

### ***MOSAIC-Diversity Training: Aims, tasks and methods***

After evaluating the specific needs resulting from our questionnaires, analyzing relevant publications that deal with education and formation in Europe<sup>26</sup> and taking in consideration our experience as teachers, disseminators and social workers we drew the conclusion that every teacher/disseminator/social worker/employee has to have

- A) Personal intercultural competences and has to gain
- B) Special knowledge in order to cope with different people from a society that becomes more and more multicultural in a growing and developing Europe.
- C)

*We defined these special competences and special knowledge as follows:*

***A. Personal intercultural competences (transversal competences for education in Europe):***

1. *Empathy*
2. *Capability of changing one's point of view*
3. *Respect towards the other (same eye height)*

<sup>26</sup> Nick, Peter. Ohne Angst verschieden sein. Differenzerfahrungen und Identitätskonstruktionen in der multikulturellen Gesellschaft. Frankfurt/Main 2003  
- All different – All equal. Education Pack. Council of Europe, Youth Directorate. 1995. Web-address: [http://www.coe.int/T/E/human\\_rights/Ecri/3-Educational\\_resources/](http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/).  
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- Social Inclusion. T-Kit No. 8. Council of Europe and European Commission. 2003. Web-address: <http://www.training-youth.net/site/publications/tkits/tkits.htm>



4. *Reflect on the terminus culture, sensitise for different cultural contexts*
5. *Critical view on myself: I am not a monolithic bloc of culture myself (not a member of only one cultural sphere, I am continuously changing etc.)*
6. *Critical view on the own cultural centrism (we are not necessarily the umbilicus of the world)*
7. *Tolerate ambiguity; bear differences, without feeling menaced (why not curiosity instead? or openness to possible enrichment?)*
8. *Capability of noticing and discerning the individual (against the phenomenon of pre-characterizing an individual as a typical representative of a minority, losing the capability of accepting him or her as an individual with individual qualities and attributes)*
9. *Be aware of how media and current discussions in public influence my behaviour (kind of hidden agenda that leads or accompanies my actions)*
10. *Sensitise for how the mechanism of stigmatising and discrimination is working.*

*B. Special knowledge as a kind of theoretical background (European theoretical dimension) that depends on the target group of the training and of ongoing discussions in each country. Please, find examples below:*

*What does integration mean? Present and discuss different European approaches and theories of integration Europe and EU*

11. *migration*
12. *work and unemployment/labour market*
13. *conjunction of poverty/richness and racism/superiority,*
14. *ethicising social conflicts*
15. *etc.*

Dealing with all the above-mentioned aspects (1 to 12) properly, needs time! We do not at all think that after a one-week seminar the participants will come out transformed in some European intercultural experienced super-disseminators.

Which level we can reach with the participants of the training depends on their background, their basis of similar trainings, their disposition to go deeply into the subject etc. But in a first step this training will be able to sensitize, to open eyes, to make them become aware of certain problems.

By combining training on intercultural competences and soft skills with training on theoretical knowledge we also responded to different types of learners: some may be really keen on doing exercises with the aim to learn about themselves and how and why they behave towards certain people and at the same time hate reading texts, whereas other learners may only trust a cognitive way of becoming wise and hate everything that has the faintest similarity with games.

We took a lot of methods for the training from publications developed by the Council of Europe (mainly “All different – All equal. Education Pack”; but also “Intercultural Learning. T-Kit No. 4”; “Social Inclusion. T-Kit No. 8”), because of the European point of view that already lies behind these texts. Secondly, we found it important that every institution, every trainer who wants to carry out our training had an easy access to the publications we used. And this is the case here; you can find them on the internet (see first footnote).

### ***MOSAIC-Diversity Training: Flexibility***

We developed a one week diversity training to be able to integrate the training part for personal intercultural competences as well as the part for increasing the theoretical knowledge because we consider this integrated training necessary and important. Yet, we know that not every teacher or disseminator is willing or able to spend a whole week on training. At the same time, an institution that wants to offer training may decide that their staff needs intercultural education more than theoretical eye-openers or vice-versa.

Our one-week module offers material for five training days. If an institution wants to prepare a shorter version it should find enough material or hints to fill two or three days. We cannot propose THE short version because each institution has to analyze its own target group and what their needs of training are. As example, we will add a shorter version of the diversity training as carried out as pilot training in Hamburg.

### ***MOSAIC-Diversity Training: Modules***

#### **Module for 5 days**

*Module for diversity training in a European context*

*Target group: disseminators in Europe who deal with migrants*

*5 training days*

Designed in the framework of the Grundtvig<sup>1</sup> cooperation project MOSAIC (Manual for social inclusion by education)

1<sup>st</sup> day: Monday

Morning

- What is diversity training? A short introduction
- Why do teachers, trainers, staff of local authorities, and social workers for young people etc. need, shortly: DISSEMINATORS need special competences and knowledge to deal with people? Competences that go beyond technical knowledge and (in the case of teachers) pedagogical and methodological competences.
- Unit to get to know each other
- Presentation of the week's program
- Unit on the subject of: *what is my personal cultural background? How fix and secure is my own identity?* e.g.: One equals one (page 133<sup>27</sup>). Three short activities on the subject of personal identity, characteristics in common and differences (part A deals with inclusion/exclusion, part C with common characteristics), (Time: part A and C ca. 1 hour)
- or: confusing supposed simple/secure cultural concepts as for example the signification of a circle in different cultures

Afternoon

- Context Europe: migrants in Europe and educational/social situation (or other marginalized groups such as handicapped, socially weak groups): facts and backgrounds
- Work in small teams with selected texts, documents, material
- Presentation and discussion in plenary

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<sup>27</sup> Please note: The mentioned page numbers refer to the "All different – All equal. Education Pack", published by the Council of Europe, Youth Directorate in 1995. You can find it as pdf-file on the internet with the following address:  
[http://www.coe.int/T/E/human\\_rights/Ecri/3-Educational\\_resources/](http://www.coe.int/T/E/human_rights/Ecri/3-Educational_resources/) and then click on link: education pack etc. You can download the whole manual: education pack as pdf.

2<sup>nd</sup> day: Tuesday: stereotyping/own prejudice/racism

Morning

- Euro-Rail “à la carte” (page 78) *Prejudice and limits of tolerance, images and stereotyping about different minorities. None of us is a racist but ... This activity is about looking at prejudice using an everyday situation: travelling together in a train.* (Time: 90 minutes to 2 hours),
- Group or individual? Unit, raising the awareness about the mechanism to treat individuals as typical representatives of a special, clearly characterized group.

Afternoon

- White future (page 181). *How values are transmitted through language, stereotypes and prejudices, the dangers of using language in an uncritical way* (Time: 45 minutes)
- Film or short film (according to the availability in each country)

3<sup>rd</sup> day: Wednesday: get sensitized in order to understand how stigmatizing and discrimination are working

Morning

- Me too! (Page 120). *The differences between people and the things they hold in common* (Time: 30 minutes) as icebreaker.
- Film: Blue eyed<sup>28</sup>, 93 minutes
- Informal discussion about the film in small groups

Afternoon

- Facilitated discussion in plenary
- Just do it! (Page 102). *Discrimination of people who are different. The mechanisms which maintain minorities in an underprivileged position in our society* (time: 1 hour)

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<sup>28</sup> In Blue Eyed, we join a group of 40 teachers, police, school administrators and social workers in Kansas City - blacks, Hispanics, whites, women and men. The blue-eyed members are subjected to pseudo-scientific explanations of their inferiority, culturally biased IQ tests and blatant discrimination. In just a few hours under Elliott's withering regime, we watch grown professionals become despondent and distracted, stumbling over the simplest commands. The film: Blue eyed is available on the internet: [www.eyetoeye.org](http://www.eyetoeye.org) and <http://www.newsreel.org/films/blueeyed.htm> (information in English)

4<sup>th</sup> day Thursday: mechanisms/backgrounds of discrimination/taking up a position

Morning

- Portraits (page 148). *The identification of social success with economic success. How social and economic factors diminish or raise the possibilities of social success* (Time: approx 2 hours),
- Where do you stand? (page 178) *Racism, anti-Semitism, xenophobia and intolerance. Responsibility of one's personal actions. What do we think about racism and discrimination? How capable are we of defending our own points of view and of understanding that of others?* (time: 1 hour)

Afternoon

Getting in contact. *Visit of an association or a structure in our town where people of the target group (here: migrants) are self-organized.*

5<sup>th</sup> day: Friday

Morning:

- Theoretical approach: integration. What could that be?
- Short film and work in small teams with selected texts, documents.
- Presentation of the results and discussion in plenary.

Afternoon:

- towards practice: reflection of the week and developing concrete prospects
- in small groups: how can we put into practice results, contents, consequences etc. of this week in our own work (for our own behaviour, for teaching others etc.)

Evaluation of the week

***Module for 2 days***

"Dock Europe GmbH" - Hamburg carried out a pilot diversity training for the staff of the local cooperating partner Wege in den Beruf (Ways into profession), Passage GmbH.

The target group consisted of seven very experienced, well-trained teachers and consultants, all women, who teach and consult migrated women. Some of the training participants had a migration-background themselves, and for all of them the diversity training was not the first training that dealt with intercultural aspects. So it was clear that, for example, units to train their capacity to be empathetic or have respect towards their

clients/students weren't necessary any more, etc. Instead, "dock Europe" decided that for these participants a unit to train how to make up one's mind and defend a position and argue could be interesting as well as – because that's their every day work life – how to deal with the fact that so many teachers often pre-characterize a new student as typical representative of a minority. As a theoretical issue, "dock Europe" considered the whole discussion about integration that came up in Germany after the murdering of the film producer van Gogh in the Netherlands, as typical. This debate was used to deal with the so-called hidden agendas that influence teachers and disseminators in their every day contact with their students or clients. Even in this short version of diversity training "dock Europe" tried to maintain the integrated approach of intercultural education and theoretical background.

### *Module for a Diversity Training in a European context*

Target group: disseminators in Europe

2 training days

Designed and tested in the framework of the

Grundtvig1 cooperation project MOSAIC (Manual for social inclusion by education)

#### 1<sup>st</sup> day

##### Morning (3 hours)

- unit to get to know each other
- presentation of the program
- icebreaker
- unit on the subject of:
  - What is my personal cultural background?
  - What are diversities and similarities in the group?
  - My story (education pack, page 12729) (Time 1, 5 – 2 hours)

##### Afternoon (3 hours)

- icebreaker
- Group or individual? Unit, raising the awareness about the mechanism to treat individuals as typical representatives of a special, clearly characterized group.

<sup>29</sup> "All different – All equal. Education Pack", published by the Council of Europe, Youth Directorate in 1995.

2<sup>nd</sup> day,

Morning (3 hours)

- icebreaker
- theoretical unit: power and influence of media and public discussions (kind of hidden agenda that influence disseminators)
- issue: integration
- 1<sup>st</sup> step: work in two different groups with selected texts containing two different approaches to the concept of integration. The chosen texts were published after the murder of van Gogh in the Netherlands
- 2<sup>nd</sup> step: present the key arguments in plenary
- 3<sup>rd</sup> step: discuss the two different opinions
- 4<sup>th</sup> step: how and to which degree are we influenced by discussions that dominate during a period of time the media? Does this influence have consequences for my behaviour towards my students? How do I make up my mind/take over a position? Do I always have to hold a fix and consistent view?

Afternoon (3, 5 hours)

- icebreaker
- *Where do you stand? (Education pack, page 178) making up one's mind to statements in the context of racism, anti-Semitism, xenophobia and intolerance. Responsibility of one's personal actions. What do we think about racism and discrimination? How capable are we of defending our own points of view and of understanding that of others? (Time: 1 – 1, 5 hours)*

Deep evaluation of the training

### ***Piloting of the MOSAIC-Diversity Training in the partner countries of MOSAIC***

Each partner of the Grundtvig 1 cooperation project MOSAIC carried out pilot diversity training, based on the modules described above.

The Danish institution (FOF Kolding), offered the training to a target group that consisted of competent and experienced teachers, teaching unemployed marginalized refugees and ethnic Danes. Therefore the Danish institution stuck more

or less to the 2 days' module, added by the film "Blue eyed" as proposed in the 5 days' version. Denmark supported the integrated approach by combining intercultural training units with theoretical methods that were linked directly to current discussion in Danish public.

Also the Finish partner, Harjavallan Kansalaisopisto (Harjavalta Adult Education Centre), together with its local partner Eurajoen Kristillinen Opisto, carried out the integrated approach (intercultural training units and the theoretical methods). The target group consisted of experienced language teachers for Finish people and migrants. In the theoretical approach they focused on a reflection of the notions "multicultural" and "intercultural" and the power and influence of media, based on recently published articles. The training part for intercultural and soft skills aimed at raising awareness about the mechanism to treat individuals as representatives of a characterized group as well as stereotyping and discriminating.

Catalactica Organisation, the Romanian partner, focused very much on the theoretical part of the training. Their target group consisted of experts in Roma issues (three Romanians and three Roma). Based on statistical material, the development as well as the content of prejudices against Roma was discussed as well as the image of Roma in the Romanian press.

The Portuguese partner modified the training insofar as he opened it also to students. Concentrating on the unit "Getting in contact, visit of an association or a structure in our town where people of the target group are self-organized" as proposed in the 5 days' version of the MOSAIC-Diversity Training, the Portuguese school organized a trip to Lisbon with a visit of the association SOS Racism. The observations made during the trip as well as the talk with a representative of SOS Racism were fundamental for discussions and reflections about prejudices, xenophobia and racism and solutions for integration carried out in the next days at school.

In the evaluations, done after the trainings in all institutions, the training was given a positive feed back. The participants (often teachers and trainers) were fond of having the time, the space and the interlocutors to deal with subjects which are essential to their every day work and which so often remain un-discussed. The combination of training personal skills as well as discussing and deepening a relevant theoretical background resulted reasonable.

## **Conclusion**

The piloting of the MOSAIC-Diversity Training in six different countries (Denmark, Finland, France, Germany, Portugal, and Romania) and in six very different institutions underlines the importance of a module, developed for a European context



that offers certain flexibility by combining two different approaches and by dealing with different aspects.

The Romanian partner, for example, evaluated his training that focused on the problem of discrimination of Roma as extremely important in order to find ways of intervention to improve the situation of Roma in Romania. Other countries concentrated on different topics because they have to deal with other problems. Another difference lies in the fact that an institution may be located in a big city or in a small town in an abandoned region, or in the target groups of the teachers or disseminators. A European training for teachers, trainers and disseminators must give sufficiently space for a reasonable adaptation in each institution but must, at the same time, try to train the common topics and skills, which are needed everywhere.

The MOSAIC-Diversity Training (with its two modules proposed in this chapter) as well as the pilot courses in which the training was tested in six different institutions in six different European countries is a first step towards a teacher training that is suitable to be carried out all over Europe. Yet, it still needs further practice, evaluation and amelioration.

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