

International Conference

The Role of Intercultural Communication in Adapting Ethnic
Groups to the European Union Social Space

Conference Programme

This conference was financed through the Jean Monnet project n. 600235-EPP-1-2018-1-RO-EPPJMO-MODULE, with the title Intercultural Communication or Civic Integration. Daily Challenges in the European Social Space / ICCI

Programme

Thursday 4th of April 2019

12⁰⁰-15⁰⁰

Participants arrival and registration

15⁰⁰-15³⁰

Opening ceremony (Aula Magna, University of Oradea)

Speakers:

Ioan Mihaiu, Prefect of Bihor County

Ilie Bolojan, Mayor of Oradea

Constantin Bungău, Rector of the University of Oradea

Sorin Curilă, President of the Senate of the University of Oradea

Karla Barth, Project Manager, Dean of the Faculty of Social and Humanistic Sciences, University of Oradea

Mircea Brie, member of the project, professor at the University of Oradea

15³⁰-16²⁰

Plenary Session

Keynote speakers: *Karla Barth*,
Cristina Matiuța

Ali Musliu, Ylber Sela (Tetovo, North Macedonia)

North Macedonia after Prespa Agreement: challenges and perspectives towards the EU

Pásztor István Zoltán, Péntes János (Debrecen, Hungary)

The issue of Roma integration in the systems of local governments and minority self governments

Goudenhooff Gabriela (Oradea, Romania)

Integration, Disintegration, shaping fluid Identities in Romanian Diaspora

16²⁰-16³⁰

Discussions

16³⁰-17⁰⁰

Coffee break

Workshops

Workshop 1

Intercultural dialogue and interethnic coexistence in the European Union

Boardroom Hall of University of Oradea

Workshop 2

The Role Of Intercultural Communication and European education

PractiPass Hall, Faculty of Social and Humanistic Sciences

Workshop 3

Social values, integration and multicultural compatibility in Europe

Conference room - Library of the University of Oradea

17⁰⁰-18³⁰

Presentations

Workshop 1

Keynote speakers: *Penzes Janos, Dragoş Dărăbăneanu,*

Jusuf Zejneli, Faton Shabani (Tetovo, North Macedonia)

Macedonia-Greece Dispute Resolution Agreement And The Constitutional Amendments

Dorin Dolghi (Oradea, Romania)

STRATCOM approaches to the vulnerabilities and risks of inter-ethnic relations within the European Union

Andriana Kostenko (Sumy, Ukraine)

Civil control over implementation of the commitments under The EU-Ukraine association agreement

Elsa Pollozhani (Tetovo, North Macedonia)

Distinguishing the multicultural from the multiethnic, and EU integration: Albanians in the Republic of North Macedonia

Ana Damaschin (Cluj Napoca, Romania)

The essential role of intercultural dialogue in social cohesion, equality foster, reconciliation between peoples and peace among nations

Dragoş Dărăbăneanu (Oradea, Romania)

Multicultural Values and European Social Compatibility in Romanian Society

Polgar Istvan (Oradea, Romania)

Intercultural Dialogue and corporatist identity. Tools for cross-border employment on the Romania-Hungarian border

18³⁰-19⁰⁰

Discussions

Workshop 2

Keynote speakers: *Corneliu Pădurean, Maria Cristina Florescu,*

Corneliu Pădurean (Arad, Romania)

European Union in history textbooks in Romania

Alina Pădurean, (Arad, Romania), **Florin Vasiloni** (Cluj Napoca, Romania)

European Values and Intercultural Dialogue in Romanian Schools

Mircea Brie (Oradea, Romania)

The National Identity and Intercultural Education about Minorities in Central and Eastern Europe

Daniela Crina Lezeu (Oradea, Romania)

The role of the school-family-community partnership in disabled children's education

Georgeta Bara, Marioara Roșan (Oradea, Romania)

Intercultural education in educational institutions in Romania. Various activities based on intercultural projects in the kindergarten

Alexandra Adelina Petrikaș (Oradea, Romania)

The cultural adaptability of the Romanian children who returned to their country

18³⁰-19⁰⁰

Discussions

Workshop 3

Keynote speakers: *Alexandru Solcan, Ionuț Mihai Oprea*

Victoria Goreainov (Chișinău, Moldova)

The role of intercultural communication in Eastern Europe

Bottyán Botond Zsolt (Oradea, Romania)

The ideological conflict on migration

Laurențiu Petrila (Cluj Napoca, Romania)

Multiculturalism and Europe. European Values in the Context of Globalization

Alexandru Solcan (Chișinău, Moldova)

Desideratum of Unification in Socio-Cultural and Political Space of Republic of Moldova at Present Stage

Ionuț Mihai Oprea (Oradea, Romania)

Cultural and communication aspects in the diagnosis of social problems of urban communities in border areas

Laura Bochiș, Carmen Alina Popa, Balla Bobi (Oradea, Romania)

The impact of Erasmus mobility on the professional path of a graduate Educational Sciences

18³⁰-19⁰⁰

Discussions

19⁰⁰

Dinner

Friday 5th of April 2019

9⁰⁰-10³⁰

1st Presentation Interval

Workshop 1

Keynote speakers: *Maria Lia Pop, Ionuț Gabriel Erdeli.*

Christian Bergmann (Bern, Switzerland)

Switzerland – A multilingual Nation, not a Nation-state

Nataliya Nechayeva-Yuriychuk, (Fed'kovych Chernivtsi National University, Ukraine)

The Challenges of Interethnic Coexistence in the EU: the Political Dimension

Maria Lia Pop, Irina Pop (Oradea, Romania)

Communicating Roma Culture to Prevent Xenophobic Manifestations in the University of Oradea

Ionuț Gabriel Erdeli (Oradea, Romania)

The Study of Foreign Languages – the Key of the European Union

Dacian Puștea (Cluj Napoca, Romania)

The role of the Church (Protestant Church) in the relation with the EU

Emilia Nicoleta Schiop (Cluj Napoca, Romania)

The cultural values of the accession negotiations between North Macedonia and the European Union

Cătălina Mihaela Ficuț, (Bruxelles/Cluj Napoca, Belgium/Romania)

Intercultural dialogue – solution for the future of Europe

10³⁰-11⁰⁰

Discussions

Workshop 2

Keynote speakers: *Mircea Brie, Constantin Cătălin Pascariu*

Maria Cristina Florescu, Sorin Cuc (Oradea, Romania)

Theoretical aspects of Romanian vocational education in European context

Adela Bradea (Oradea, Romania)

Interculturality - a new general competence in the study of Romanian language and literature at the secondary education

Cristina Matiuța (Oradea, Romania)

European education in schools in Romania: traditional and digital tools

Maria-Gabriela Popuș (Cluj Napoca, Romania)

The Success and Failure of the Roma Children Integration in the French and Romanian Education Systems

Andra Maria Perțe (Oradea, Romania)

Fitting in the School System: The Case of Roma Children

Anca Iulia Simina (Oradea, Romania)

The Role of intercultural Dialogue in the EU Policy

Gabriel Bonaciu (Oradea, Romania)

Educational and cultural development in rural areas in European context

10³⁰-11⁰⁰

Discussions

Workshop 3

Keynote speakers: *Raluca Răcășan, Nicoleta Ramona Ciobanu*

Mădălina Cocoșatu (București, Romania)

Analysis of the activity of public authorities in Romania for the socio-professional integration of refugees

Diana Gligor (Cluj Napoca, Romania)

The effectiveness of EU funds in the social integration process of the European Union population

Alina Stoica (Oradea, Romania)

Labor migration phenomenon in European Union. Portugal perspective

Claudia Bacter (Oradea, Romania)

Social integration of young people leaving the child protection system

Aurora Gavriș (Oradea, Romania)

The European Public Prosecutor's Office – Consideration of attributions and perspectives

Raluca Răcășan (Oradea, Romania)

Specific aspects of participation in the context of vision impairment with respect to its domains and dimensions

10³⁰-11⁰⁰

Discussions

11⁰⁰-11³⁰

Coffee break

11³⁰-13⁰⁰

2nd Presentation Interval

Workshop 1

Keynote speakers: *Ylber Sela, Polgar Istvan,*

Natalia Putină (Chişinău, Moldova)

Republic of Moldova's policies in the context of liberalization of the visa regime with the EU - the impact on the migration process

Şerban Olah, Gabriel Roşeanu (Oradea, Romania)

Religious Values, Social Values and Economic Development in Central and Eastern Europe

Osman Mohamed Elmahdi (Oradea, Romania)

Study regarding refugee students challenges in eu countries

Irina Mihaela Pop (Oradea, Romania)

Lack of the intercultural dialog as a room for xenophobia

Mariana Buda (Oradea, Romania)

Social and Cultural Values of Catalans – between beliefs and reality

Marius Ioan Tătar, Dan Apăţeanu (Oradea, Romania)

Multiple Exclusions: Civic and Political Disengagement of Youth in the European Union

13⁰⁰-13³⁰

Discussions

Workshop 2

Keynote speakers: *Adela Bradea, Bottyan Botond Zsolt*

Adela Bradea, Valentin Blândul (Oradea, Romania)

Teaching and Learning in Special Education with Information Communication Technologies Project – a way of intercultural research

Karla Melinda Barth (Oradea, Romania)

The role of school-community partnership in the inclusive education

Loredana Muntean, Adina Vesa (Oradea, Romania)

Education for intercultural communication through art

Nicoleta Ramona Ciobanu (Oradea, Romania)

The power of storytelling in teaching and learning process

Anca Oltean (Oradea, Romania)

Images of Romanian Jewish community reflected in the newspaper “Adevărul”

Constantin Cătălin Pascariu (Oradea, Romania)

The movie - teaching material. The impact of video teaching methods on students

Sabău Anamaria Cristina (Oradea, Romania)

The Impact of Active-Participatory Methods in the teaching-learning process

13⁰⁰-13³⁰

Discussions

Workshop 3

Keynote speakers: *Simona Laurian Fitzgerald, Constantin Vasile Țoca*

Ionuț – Bogdan Berceanu (București, Romania)

The role of the Romanian General Inspectorate for Immigration (IGI) to ensure integration in the context of EU migration

Ludovic Nica (Cluj Napoca, Romania)

Corporate responsibility in European Union enlargement

Simona Laurian Fitzgerald (Oradea, Romania),
Carlton J. Fitzgerald (Henniker, USA)

Culturally responsive teaching

Violeta Cotilevici, Svetlana Cebotari (Chișinău, Moldova)

European integrationist aspirations - a factor driving the Moldovan-French partnership

Constantin Vasile Țoca, Vitalie Mirciu (Oradea, Romania)

The social integration of the Republic of Moldova into the European Community

Iulia Maria Said (Oradea, Romania)

The consequences of divorce on children in multicultural families

13⁰⁰-13³⁰

Discussions

13⁰⁰

Lunch

Abstracts

Claudia Bacter, University of Oradea, Romania

Cristiana Marc, University of Oradea, Romania

Sorana Săveanu, University of Oradea, Romania

Raluca Buhaș, University of Oradea, Romania

Social integration of young people leaving the child protection system

Young people coming from the child protection system represent one of the most vulnerable social categories exposed to risks such as social exclusion, abuse etc. When these young people leave the system they face a difficult situation: not having a home, lack of own means of subsistence and in most cases they encounter employment difficulties, and also health problems. The characteristics of many young people who leave child protection system are: lack of perspective on adult life, lack of knowledge and skills necessary for an independent life, emotional immaturity, vicious social relationships, dependence on the system and permanent assistance, lack of responsibilities related to a work program and performing work tasks, tendency to live together with people from the same environment. This paper presents the results of a qualitative study. Data were collected by using the following methods: the focus group interview with young people leaving the child protection system, and the structured individual interview with specialists working with these young people. The results state the fact that a successful social and professional integration of institutionalized young people depends to a large extent on the experiences they had during the years spent within the child protection system, on the way they are formed and trained for life, on the integrated community services aiming to support their social inclusion, and on receiving counseling/social and emotional support.

Georgeta Bara, University of Oradea, Romania

Marioara Roșan, University of Oradea, Romania

Intercultural education in educational institutions in Romania. Various activities based on intercultural projects in the kindergarten

The article analyzes the achievement of intercultural education in Romanian educational institutions, ways of promoting the concept of "learning to live together" among children / young people, the role of the educational institution in achieving intercultural education, learning of cultural pluralism and appreciation of diversity. Novelty consists of correlating the concept of "learning to live together" with the development of intercultural communication skills, which presupposes their learning from the early years of schooling both in the organized (formal education) and in

and through non-formal education activities informal. Finally, we will present some ways of achieving the intercultural goal in the kindergarten: common activities carried out within a wide range of intercultural projects that offered the opportunity to know the traditions and customs of Romanians, Hungarians, Slovaks, activities that proved to have a positive impact on preschool children irrespective of the ethnic minority to which they belong.

The educational institution is the main space for the learning of cultural pluralism through the valorization of diversity, a distinct note brought by the culture of each participant actor. Its role is a form of learning the values of pluricultural values; there are no higher and lower values, but there are specific values to be judged; it is necessary to "model" the ethnic eagerness of the majority and to strengthen the self-confidence of the minority.

Preschools are the lightest "processing" materials, if the educator has no prejudices, if there is passion, persuasion, love, and a permanent concern to value what an ethnic group is more valuable. "Dating, customs, and traditions have their role, verified throughout history, the cultural continuity of a nation." (A. Pașca, M. Foriș, A. Farcău, 2006, p.100).

That is why we have been looking for the kindergarten from the kindergarten, to cultivate the copies of the consciousness of belonging to the national culture, to the folkloric area in which we live. "It is natural that in an area with such a multicultural character as the Bihor area, the formation and education of children should not be allowed to run on its own, but it should be a great preoccupation of the teachers for the preservation and transmission of traditions and customs. The feeling of belonging to a multicultural community is formed from the early years of life, in other words, in the "seven years of home", which of course includes the years spent in the kindergarten. pre-school education as a whole, the mission to develop in forms and content multicultural education and training activities for children." (Silvia Dan, Radmila Luchici, Camelia Mîțu, 2005, p. 91)

Karla Melinda Barth, University of Oradea, Romania

The role of school-community partnership in the inclusive education

In the present paper I will analyze the role of the school community partnership in a successful inclusive education. In this partnership, the pupil, with or without SEN, should be placed in the middle, and activities must be designed so that they can commit, guide, determine and motivate the child to be involved in his own success. The paper wishes to present some concrete ways that contribute to the partnership: recognizing that all parents, regardless of the amount of income, level of education or background, should be involved in the education of their children. That is why we need to create programs to guide families to help children in learning, develop the capacity of school staff to work with families and communities, and build strong partnerships between schools and communities; and so on. At the same time, we will present best practice, schools in Romania, where this partnership shall be conducted in an excellent manner for the benefit of children.

Ionuț – Bogdan Berceanu, National University of Political Studies and Public Administration, Romania

The role of the Romanian General Inspectorate for Immigration (IGI) to ensure integration in the context of EU migration

Romania implements a specific immigration policy according to the needs identified at national level and at the same time concentrated, taking into account its impact on the other EU Member States, while ensuring equal treatment of immigrants and their harmonious integration into the host society. (Im) migration mostly describes the movement of non-EU nationals, also called Third Country Nationals (TCNs), to the EU and is often approached by governments and the public as something that needs to be controlled, managed, monitored and/or prevented. In this context at the national level, all European Union member states created public administration structures which have to manage this issue, implement strategies and policies in the field of migration and integration of migrants.

The aim of this work is to make a qualitative analysis at the Romanian national level regarding to role that General Inspectorate for Immigration (IGI) - a specialized structure of the central public administration has to implement policies in the areas of migration, asylum and the integration of foreigners, as well as a relevant legislation and strategies in these areas.

The research conducted in this paper will be mainly qualitative and it will be based on the analysis on national and European regulation and strategies as well as on the analysis of the official reports statistics published by IGI.

Christian Bergmann, University of Bern, Switzerland

Switzerland – A multilingual Nation, not a Nationstate

The topic of multilingualism in Switzerland is as old as the Confederation itself; in fact it is the oldest characteristic of Switzerland, going back to the reigning of Charlemagne in the ninth century AD. This paper wants to depict the traces of multilingualism in Switzerland and also describe the status quo as of today. In the course of the article, we will see where the languages are geographically located in Switzerland and how they are distributed among the people, we will discuss the legal framework of multilingualism in every language region. By doing so, we will start with the Federal Constitution and see, how the Swiss Federation is handling the languages. After, we will go a little bit deeper and have a look at state constitutions of bilingual states. For that matter, we will examine how the canton of Jura was formed due to language issues in the bilingual canton of Bern. We will also address the issue of minority group language rights and how Switzerland is handling the subject. Concluding the article with a short view on how the Swiss nation is constituted, by free will, not by ethnicity. Apart from the mentioned, the presentation will contain a group discussion about how the participants view the sticky subject of granting minorities language rights.

Laura Bochiș, University of Oradea, Romania

Carmen Alina Popa, University of Oradea, Romania

Bobi Balla, University of Oradea, Romania

The impact of Erasmus mobility on the professional path of a graduate Educational Sciences

The aim of this study is to capture the impact of Erasmus Student mobility program on professional path of a graduate student in Educational Sciences field at Bachelor studies level in Romania, University of Oradea and masters' degree in Finland at the University of Oulu / Oulun Yliopisto, in present teacher at elementary school level from Bucharest: Romanian-Finnish School.

To gathering the data, the structured interview was used, compounded from open questions which aims to: present the former training path; showing comparative from learners' perspective of higher learning systems, practical teaching skills and relationships between student-teacher, student-graduate from Romania and Finland; suggestions regarding improvement for academic curriculum; the own students' perceptions on professional skills and the difficulties regarding professional integration of a trainee teacher.

The data analysis method is qualitative analysis for the interview's answers through correlating them with information gathered from legislative law, the academic literature. According to collected data, the given experience to Erasmus Student Program Attendance creates opportunities in personal development as well in forming necessary competencies to performing job in European learning institutions with a greater impact.

Claudiu Gabriel Bonaciu, Babeș-Bolyai University Cluj-Napoca, Romania

Educational and Cultural Development in Rural Areas in European Context

According to the policies of the European Union, the rural environment must be further developed and, according to contemporary authors, "rural space needs to be redefined". In addition to the agricultural component developed and financed by the Common Agricultural Policy and the existing rural development instruments and mechanisms, education and culture are parts of the Romanian and European rural space. The social transformations in the Romanian rural area show demographic decreases felt in education as well as on cultural and educational spaces. Funding with European funds on cultural projects can contribute to the cultural and educational development of the rural population, provided that these projects directly involve the members of rural communities. The purpose of this study is to understand the role that education and culture have on rural space and how it can be developed through the policies of the European Union.

Botond-Zsolt Bottyan, University of Oradea, Romania
The ideological conflict on migration

In the present paper I will analyze the conflicting ideologies regarding migration. The nations of Europe are facing the most difficult question after the fall of the Berlin Wall: will they remain distinct nations with a clearly defined cultural identity or will they be washed in a form of multiculturalism proposed by the globalist elites? The answer to this question is shaped by political, economic and cultural interest groups who are waging a cultural war in Europe and North-America. The goal of this paper is to define the ideological groups participating in the conflict, to analyze their arguments and the possible consequences of the implementation of the resultant policies.

Adela Bradea, University of Oradea, Romania
Interculturality - a new general competence in the study of Romanian language and literature at the secondary education

The new programs of Romanian language and literature of secondary education are structured on five general competencies, based on the key competencies established at the European Council. The fifth added competence is targeting intercultural education. The goal pursued by the program is the formation of an individual able to use the Romanian language for learning purposes, both during schooling and throughout their life; an individual able to use the Romanian language for the purposes of social insertion; an individual who assumes his own linguistic and cultural identity, while being sensitive to intercultural and multicultural values. This article proposes a qualitative analysis of the Romanian language and literature curricula and textbooks secondary education, to highlight the strengths, but also the limits of the new approach to this discipline. Research has shown that although Romanian language and literature offers contexts, on certain subjects, to capitalize on and promote intercultural education, it is important for the teacher to be able, available and prepared to do so. It must be convinced that it is a requirement of our society's education to develop pupils' interest in intercultural issues, to develop an attitude of cultural and intercultural empathy, thus leading to the understanding of alterity and the refusal to discriminate.

Adela Bradea, University of Oradea, Romania
Valentin Blândul, University of Oradea, Romania
Teaching and Learning in Special Education with Information Communication Technologies Project – a way of intercultural research

The role of ICT in the educational system of today is well known. When these need to be adjusted to people with special educational needs, teachers no longer feel so well-prepared to use them in classroom work. Initial training of future teachers to teach students with special educational needs in mainstream education using the

most recent ICT facilities has been a common goal of several European universities, being materialized in an Erasmus project named „Teaching and Learning in Special Education project with Information Communication Technologies” - (TELESEICT). This article aims to present some aspects related to the issue of the education of students with disabilities in Europe, as well as some examples of good practices, results of the project, in which the University of Oradea is a partner. Our three-year research has proved that there is, on the hand, a need in Romania for sustained efforts by decision-makers to equip schools with the necessary resources to integrate and educate students with special educational needs and, on the other hand, to train teachers to use them.

Mircea Brie, University of Oradea, Romania

The National Identity and Intercultural Education about Minorities in Central and Eastern Europe

The European education should not be directed exclusively to knowing the minority communities, but also to understanding the mechanisms of management and development of partnership relations between the minority and the majority. The complexity of intercultural education concerning national minorities is given by the need for multiple approaches on different levels and with various depths of analysis that require interdisciplinary conceptual and methodological references.

Learning about and researching minorities, for them to transmit knowledge and experience to young people through education, have become an essential pillar of European values on the construction of an intercultural society based on direct and indiscriminate cooperation and collaboration between ethno-religious communities. It is known that European legislation and practice promote the idea of living together in the sense of social value consisting in accepting otherness, good understanding of the various ethnic groups within the same local communities and openness to communication and cooperation.

The diachronic analysis of demographic realities is combined with the analysis regarding legislative, administrative-political, cultural-educational, social-economic, linguistic issues, all filtered by European values, framework and national or European framework. In terms of education for and about minorities there is a need to develop a legal and institutional framework to enable and to promote an intercultural education system. National minorities should not only be able to express themselves freely and without any restrictions from the majority by adequate education, but their specific characteristics and particularities should be included in school curricula of the majority.

Mariana Buda, University of Oradea, Romania

Social and Cultural Values of Catalans – between beliefs and reality

The Culture of Region is one of the most powerful beliefs of Catalans, especially for those living in Spain. During the time, these beliefs transformed them in a

community with very strong desire of independence. The aim of this article is to reveal what are the social and cultural beliefs that made them feel so different from the rest of the Spanish territory and which is the reality of Catalans. What does influence so much the culture of Catalans?

Nicoleta Ramona Ciobanu, University of Oradea, Romania

The power of storytelling in teaching and learning process

The purpose of this article is to show concrete ways of learning and understanding of the surrounding reality using the story as the main source in the educational process, because children's imagination is the most powerful learning tool that we, adults, use to a lesser extent. The act of reading means an interaction between the cognitive level (What will we learn new?) and the affective - evaluative level (What emotions, states arouses the literary work?), but also a complementary relationship between explanation, comprehension and interpretation. Thus, reading, as a didactic discourse, requires not only the teacher's knowledge of the three levels - explanatory, comprehensive, interpretative reading, but also of the processes, their characteristics, the types of tasks that can be according to the students' stage or other. We already know that stories have forms that reflect a fundamental structure of the human mind, that a well-told story can be a well-learned life lesson, but also the fact that stories have infinite significance that can help us explain to children everything in a way more captivating and easier to understand. So we can say that stories are actually a passport to all corners of the world, past, present and future.

Mădălina Cocoșatu, National University of Political Studies and Public Administration, Romania

Analysis of the activity of public authorities in Romania for the socio-professional integration of refugees

Migration is a phenomenon that has grown in recent years in Europe. Taking into account the implications this phenomenon has on citizens and European states, the European Union has adopted refugee integration policies.

The development of the national asylum system has led to the harmonization of the legislation with the standards imposed by the obligations assumed by Romania by adhering to various international bodies and international legal instruments in the field of human rights.

International refugee protection involves a sustainable solution, such as voluntary repatriation, relocation and local integration.

Starting from the definition of integration and establishing the contextual framework of work, the present paper aims to analyze two dimensions of the integration process of refugees: the instrumental dimension of integration and the social dimension of integration, by analyzing areas where success is not only seen as a "result" of the integration process, but also as a "means" for achieving integration.

Cotilevici Violeta, Moldova State University, Republic of Moldova
Cebotari Svetlana, Moldova State University, Republic of Moldova
European integrationist aspirations - a factor driving the Moldovan-French partnership

Given the intensification of globalization and regionalization processes present around the globe, the bilateral and multilateral cooperation has become fundamental today, and a subject present in political and academic discourse. Both bilateral and multilateral cooperation becomes the area of manifestation of the foreign policy vectors of all international law actors, including the Republic of Moldova. In the context of new geopolitical metamorphoses, bilateral cooperation is launching new challenges for states and institutions to promote foreign policy. Under the conditions of regional integration processes, sovereignty of states and their diplomacy are indispensable elements, including for the Republic of Moldova that requires support for the European integration process.

One of the central goals of the foreign policy of the Republic of Moldova remains the extension of the bilateral relations with the European states, among which the French Republic, one of the main founders of the European Union. It should be noted that the complexity of this foreign policy stance requires the building of a consolidated dialogue with the states that can plead for the pro-European cause of the Republic of Moldova and which will identify the most fundamental affinities regarding the international or cultural evolutions.

For the Republic of Moldova, the political, economic and socio-cultural support granted by France represents a clear support in the process of democratization of society, of economic reforms and, in particular, of our country's rapprochement with European standards and values.

Under this aspect, the French Republic intervenes as the most honourable partner which permanently supports Moldova, a state distinguished by Latinity, the respect for the values of the French people and belonging to the francophone space. The inherence of the expanding of the regulatory framework for cooperation and fostering greater political, economic and socio-cultural interactivity is a current topic.

In the context of France's essential weight on the international arena, the continuous development of Moldovan-French cooperation becomes a priority of the foreign policy of the Republic of Moldova.

Ana Damaschin, Babeş - Bolyai University, Romania
The essential role of intercultural dialogue in social cohesion, equality fosters reconciliation between peoples and peace among nations.

In the contemporary world we are talking one more time about the restructuring of the European Union.

Cultural differences, namely traditions and customs, language, norms and values still dominate European society. Eleven years after the European Year of Intercultural Dialogue 2008, which referred to the transition from multiculturalism

which is a process of cultural separated coexistence, to intercultural dialogue being a prerequisite for mutual respect between cultures, communities and peoples, integrity, inclusiveness and cultural diversity and social cohesion, today we are talking about a return to nationalization and internalization of borders. Cultural differences caused by cross-border migration, ethnic or religious origins, emphasize the inability of mutual understanding in the complex society in which we live. In this article, we aim to present some theories of intercultural dialogue as a vital social phenomenon of the European Union. And explain why intercultural dialogue is a prerequisite for social cohesion, reconciliation between peoples and peace among nations. We underline the importance of intercultural dialogue as a fundamental element of equal communication and respect for cultural diversity, the development of equal opportunities and the development of a free European society. Currently, intercultural dialogue is a prerequisite for peace, an essential tool for resolving conflict management, a community in which different voices are heard.

Dragoş Dărăbăneanu, University of Oradea, Romania
Multicultural Values and European Social Compatibility in Romanian Society

The paper aims to highlight the role of intercultural dialogue in the development and evolution of European Union. The construction of global societies is a necessity and an ideal from the perspective of economic and geo-strategic achievements, which are essential motivations for the expansion of global spaces. The theories developed in this paper capture the role of social environment and social action in the sustainable development of the European Union, but also in overcoming of problems and barriers that can affect the functioning of the global space.

The data provided by the European Statistic Institute (GESIS), obtained from studies such as the Social European Survey or the European Public Opinion Survey, were used for the elaboration and argumentation of the presented ideas. The analyzes we present in this article are related to the Romanian population, but is analyzing the dimensions and social perceptions that influence intercultural relations between the citizens of Europe. Also we are going to understand the perceptions of the Romanians regarding the interactions with members of other cultures and nationalities.

Dorin I. Dolghi, University of Oradea, Romania
STRATCOM approaches to the vulnerabilities and risks of inter-ethnic relations within the European Union

In the past decade, the concept and methodological heritage of STRATCOM (Strategic Communications) have been adapted to a more comprehensive approach of public diplomacy and communication, both for external and internal audiences. In this perspective, the intercultural dimension of communication among different ethnic/national groups within the EU, implies two distinct approaches, having in

mind both positive or/and negative shared experiences during the history and the contemporary public political agendas. European public policies and correspondent public communication tools are often addressed to those actions/measures that improve and enhance the positive interactions among groups with the purpose to overpass the negative experiences, within a shared European identity, with common goals and interests, in the benefit of all. Still, there is a huge potential of exploiting the identity variables related to ethnicity/nationality, in relation with the European identity, to that extent that the negative reactions, emotions, perceptions can be transformed and used as resources to destabilize intergroup relations within regions, states and even the European integration project itself. Here we have in mind the increasing forms of nationalisms, populism, xenophobia and other radical forms of expression that occurred across Europe in the past decade. Also, we emphasize the third part intervention within the EU's multicultural dimension must consider the interference of Russian Federation within the so-called "information warfare", which brings into attention the relevance of the defensive role of STRATCOM in confronting specific Russian communication strategies such as reflexive control, Maskirovka and other specific means of using ethnicity/nationalism break the EU's internal cohesion.

Osman Mohamed Elmahdi, University of Oradea, Romania
Study regarding refugee students challenges in EU countries

The study represents the main educational crisis in Syria, we (here in EU countries) should be prepared enough for this sudden high number of refugees, including many students who needs education, not to have a sudden unwanted clashes between this fud of refugees and the local population. In this study, I am discussing the main challenges facing generally the refugees, and specially the refugee students among them, and then we will try to discuss the correct Methodology to overcome any unwanted complications.

Ionuț Gabriel Erdeli, University of Oradea, Romania
The Study of Foreign Languages – the Key of the European Union

Ever since the dawn of time, humans had to talk to each other in order to accomplish different tasks that allowed them to not only survive, but thrive. First of all, they had to communicate to people around them, their families, their tribe, and their allies, but as they started exploring they met other tribes with a different language than their own. In order to have connections with those people first they had to communicate through signs and different signals, but as the relations became more and more intense, eventually the sign language was no longer enough. From these first encounters a need was created, that is the need for somebody that could speak both languages and that could pass the message from one group to the other. That kind of alliances were the foundation of international relations and later that translated into what we now know as "The European Union".

Cătălina – Mihaela Ficuț, Babeş-Bolyai University Cluj-Napoca, Romania
Intercultural dialogue – solution for the future of Europe

With 28 countries and many other cultural clusters and identities within the European Union, intercultural dialogue is essential to avoid conflicts and marginalization of citizens based on their cultural identity. Intercultural dialogue is, in essence, the exchange of views between different cultures. Unlike multiculturalism, where the focus is on preserving separate cultures, intercultural dialogue aims to establish ties and a common ground between different cultures, communities and people, promoting understanding and interaction.

The European Union has faced many challenges in recent years, and the idea of unity and enlargement of the Union is blocked, moreover, the EU is facing Brexit, which shows us that the Union needs to shape a consolidation strategy and is in need for, enlargement maybe, just to ensure European citizens, that the European project is the best solution for Europe.

This year, we celebrate 100 years since the 1919 Treaty of Versailles, since Europe withdrew its borders and reorganized the nations after a period of disintegration due to the First World War. And also this year, Romania took over for the first time the Presidency of the Council of the European Union, and on May 9, in Sibiu, the fate of Europe will be resolved, which will be based on dialogue and unity, and the duty of our country is to be a mediator between East and West eliminating Europe's two-speed concept, which divides from all points of view.

Simona Laurian-Fitzgerald, University of Oradea, Romania
Carlton James Fitzgerald, New England College (NEC), USA
Culturally responsive teaching

As the world has become more integrated teachers have the responsibility to teach in a way that makes students more responsible and aware of the diversity that exists in the world. Teachers have to help students realize that there are multiple ways to look at how people should live and interact with each other. If we are to live in a world that is more and more diverse and complex, people have to learn how to get along. Students have to be taught that diversity is the natural cause of life, that cultural, religious, political, philosophical and egotistical views of the world will do nothing but continue to create conflict throughout Europe and the rest of the world. The paper presents ideas for educators to use to help their students be prepared to deal the realities of a diverse world.

Maria Cristina Florescu, University of Oradea, Romania
Ioan Sorin Cuc, University of Oradea, Romania
Theoretical aspects of Romanian vocational education in European context

In the present paper, we have surprised the types of technological vocation systems at European level, emphasizing the Liberal-English system, the Etatist-French

system and the Dual-German system, but also a brief incursion into the formation of the Romanian education system.

Previous works focusing on this theme reveal that three types of vocational training organization can be outlined at European level: French, English and German. Also it appears that they may represent a milestone in establishing a European vocational system, noting the need for rational adaptation to the specific national framework of each Member State. It can be noticed that in the last two decades the specialists in economics and sociology of education have addressed the problems regarding the interdependence between the training system and the economic and political systems specific to each context.

Currently there is no single model of European vocational education; precisely because the constituent nations differ from historically and economically (there are differences between coordinated market economy and free market economy, and greater differences between them and economies of totalitarian regimes). Different cultural premises, norms, attitudes, organization of the general education system, the social system, the form of government, the legislation (school, work), etc. can be added to these premises. Starting from the reality of the differences, we tried to highlight, starting from the literature we consulted, the way in which the vocational training systems appeared. We also described models of vocational training of human capital recognized at European level, so that we can answer the question: Is it possible for Romania to implement one of these models? Or: Can we implement and adapt certain features that are compatible in the Romanian context?

Aurora Elena Gavriș, University of Oradea, Romania

The European Public Prosecutor's Office – Consideration of attributions and perspectives

In 2017, initially 16, then 22 EU Member States decided to create and organize the European Prosecutor's Office, a structure to fight against fraud and cross-border fraud, money laundering and not ultimately, corruption. The stake of this institution is to overcome the limitation of national prosecutors about investigating financial crimes. Given that the access to European funds for projects implementation has become a way of working and development, both at individual and state level, it has become imperative to set up and operate an institution to investigate and prosecute irregularities in using the money, because according to statistics, almost 650 million EUR of the Structural Funds were inappropriately used in 2015 and VAT at least EUR 50 million was deluded. European Public Prosecutor's Office will be able to investigate the offenses and crimes committed in area of avoiding VAT payments for money used as well as the inappropriate or abusive use of funds and UE budget; the competency by value it's about 10.000 EUR and 10 million EUR. Such an organism will have much faster and more efficient material and territorial action in criminal and fiscal matters. European Public Prosecutor's Office will be specialized in crime repressing that harm the EU's financial interests and will operate through European prosecutors delegated with the supervision of criminal investigation, permanently rooms with responsibilities in making operational decision, also will be a college of prosecutors and an European Chief Prosecutor. The European Public Prosecutor's Office shall take attributions until the final year 2020.

Diana Gligor, Babeş-Bolyai University Cluj-Napoca, Romania

The effectiveness of EU funds in the social integration process of the European Union population

The integration process, at least politically, has seen an upward and accelerating trend in recent years, but not all citizens are socially integrated and do not benefit fully from being a European citizen.

Social integration and European citizenship can be seen from two perspectives: from the perspective of the actions taken by the Member States and official documents - all citizens of the EU Member States are socially integrated and have the status of European citizen, however, at a closer analysis, from the point of view of social cohesion and disparities between regions, there are a large number of people who are not socially integrated even in the communities in which they live (without discussing social integration at European level) nor are they aware of the European citizenship or the benefits of this status.

Social integration is defined as a process of promoting values, relationships and institutions that enable everyone to participate in economic, social and political life in a fair and equal way.

However, social integration is, in one way or another, conditioned by the disparities between people generated by income, education level, etc., so, at the present time; we cannot talk about a complete social integration either in Romania or at EU level.

Victoria Goreainov, Ministry of Foreign Affairs and European Integration of the Republic of Moldova, Republic of Moldova

The role of intercultural communication in Eastern Europe

Today the term "intercultural communication" is often used to refer to the wide range of communication issues that inevitably arise within an organization composed of individuals from a variety of religious, social, ethnic, and educational backgrounds. In an era of interference, intercultural communication is timely and advisable. The article analyzes the relation between communication, language and culture in the Republic of Moldova. In this way, it is necessary to emphasize that the language is a part of culture and that it plays a very important role in it, including in Republic of Moldova.

Gabriela Goudenhooff, University of Oradea, Romania

Integration, Disintegration, shaping fluid Identities in Romanian Diaspora

Questioning the construction of identity under the impact and pressure of integration in the European Union I am focused on the approach of some hypostasis of the concept of fluid identity, as a collateral outcome of multiple integration strategies, in the context of contemporary transnationalism, is one of the clues of the research carried out in the recent years on the relationship between the Diaspora and the nation-states, in a world of globalization where identities are shaping and reshaping, following communities, determining solidarities beyond the sense of belonging.

A fluid identity, populated by hyphenated agglutinate self-identification is where language (mother tongue) becomes a refuge in a new place, it ultimately means, in the light of the findings of this research, an emergent identity self-communicated through media and defining itself by every new feature acquired, permanently challenging boundaries and also reflecting the idea of *in betweenness*.

Communication processes set up societies and communities. The ubiquity of communication, the construction of the so-called social inventory of knowledge and the current status of communication culture in Western societies make the Diaspora and trans-nationalism phenomenon approach impossible without addressing the idea of communication. The identity can be addressed as a form of communication and perception and is a result of self-communication.

Adriana Kostenko, Sumy State University, Ukraine

Civil control over implementation of the commitments under the EU-Ukraine association agreement

Proclamation by Ukraine of its orientation towards the EU has left traces on the relationship between authorities and public. The events of 2014 played a significant role. Popular uprisings in Maidan were the response of pro-European citizens to a then President Viktor Yanukovich's refusal to sign the Association Agreement with the European Union (Agreement).

The implementation of Agreement will fail without active involvement of civil society. The special role in this process belongs to the Ukrainian side of the EU-Ukraine Civil Society Platform whose main tasks are to prepare an impartial analysis of the Agreement execution in various spheres, to make recommendations on priority steps to accelerate reforms, to clarify the tasks and significance of the Association Agreement to general public and to establish cooperation with European civil society.

The Agreement provides for the creation of the Civil Society Platform consisting of the representatives of civil society of Ukraine, on the one hand, and members of the European Economic and Social Committee, on the other hand, as a forum for holding meetings and exchanging viewpoints. Active participation of the public is required for successful and timely implementation of the Agreement terms. The reform implementation will not have a proper public control without interference of civil society organizations. The general public should be involved in monitoring in order to increase the transparency of programs.

Daniela Crina Lezeu, University of Oradea, Romania

The role of the school-family-community partnership in disabled children's education

Disabled children often have to surpass barriers encountered during their integration and participation to community life (school life and other services provided by the local community). School attendance is essential for children with disabilities as far as the acquisition of academic skills, of the adaptive behaviour, as well as the

enactment of their social and practical skills that are so much needed for a sheer participation to community life are concerned. To this end, disabled children need education – more than the other children – so as to maximize their development and increase their chances to succeed as adults.

Children with disabilities require both active intervention and specialized services for their education in schools. Still, the fact that most disabled children from developing countries neither benefit from specialized services nor from compulsory education is concerning. (Zlătescu et al., 2014).

Cristina Matiuța, University of Oradea, Romania

European education in schools in Romania: traditional and digital tools

The paper emphasizes the role of the education on European issues in building European identity and the sense of belonging to the European Union. It distinguishes between formal and non-formal education and reviews several learning methods, including traditional and digital tools. The perceptions of pupils, as beneficiaries of the educational process, are also taken into account, by analyzing some survey data. The paper suggests the need to focus more the school curricula on skills training, participatory learning, education of values and attitudes and less on mechanical transmission of information. The examples of good practice presented show the role of the European education, whether classical education or that one based on the use of new communication technologies, in the formation of an European consciousness, in the better understanding of the present by learning the past and in the development of participatory attitudes.

Loredana Muntean, University of Oradea, Romania

Adina Vesa, University of Oradea, Romania

Education for intercultural communication through art

Multiculturalism is an increasingly obvious feature of contemporary life. In this context, intercultural communication is not just a matter specific to any type of community, including school, but also a desideratum of the education process.

This article presents the educational valences of involving students from different cultures - Romanian, Hungarian and others (e.g. Erasmus students) in organizing and supporting extra-curricular activities such as charity concerts. We consider that practicing intercultural communication in different educational activities is an essential step in initial teacher education for primary and preschool.

The theories of the literature that deal with the subject matter transposed into the educational practice generate examples of good practices that open up new horizons in the approach of intercultural communication.

Ali Musliu, University of Tetovo, North Macedonia

Ylber Sela, University of Tetovo, North Macedonia

North Macedonia after Prespa Agreement: challenges and perspectives towards the EU

After almost 25 years of negotiation, Athens (Greece) and Skopje (Macedonia) agreed to end the long-lasting name dispute. The Republic of Macedonia became a member of the United Nations in April 1993, but as a result of a dispute with Greece over the name, it was admitted under the provisional description the Former Yugoslav Republic of Macedonia – FYROM. Given the breadth of name dispute and its complexity this paper will introduce the reader to the scope of the name dispute and aspects of name resolution since the independence of Macedonia in 1991/2. This paper analyses the name resolution component of the Prespa Agreement signed in June 17th 2018, with a discourse on the derivation of constitutional changes followed by the Parliament in Skopje and its present challenges and perspectives towards the European Union. In particular the analyses will cover three levels (i) analysis of processes which led to success/failure of name dispute, (ii) an empirical comparison of the process at the national and international level, (iii) the full implementation and potential obstacles that might be as painful and unpredictable as the negotiation itself. According to the compromise, the Republic of Macedonia will use the new name *erga omnes*, internally and externally, into the Republic of North Macedonia. Prespa Agreement and inter ethnic reconciliation are becoming the main challenge to the integration of North Macedonia into the European Union.

Nataliya Nechayeva-Yuriychuk, Fed’kovych Chernivtsi National University, Ukraine

The Challenges of Interethnic Coexistence in the EU: the Political Dimension

Contemporary EU is the Union of independent states almost all of which witness the similar problems with national minorities and interethnic relations. For last years the EU had to deal with a number of challenges. Between them: the referendum for sovereignty in Spain (the Catalonian problem), the Scottish referendum, the migrant crisis etc. Some of them have the historical roots, other – contemporary political and economic ones.

The interethnic problem is one which belongs to the most contradictory and unexpected. Even if governments of the states try to deal with it and even to prevent the certain political powers can use the ethnic factor to fuel the conflict and to use it for achieving some political aims.

For contemporaneity the willingness for independent or of changing the state belonging is the question which is actual for a number of modern nations and ethnic groups. And this factor is using by external power like RF for weakening the EU. So, for us the main task for contemporary EU is to defense the internal sovereignty of the state members and their information security.

Ludovic Nica, Babeş-Bolyai University Cluj-Napoca, Romania
Corporate responsibility in European Union enlargement

This article would like to attest to the role of transnational corporations in advancing of European integration and enlargement through their behavioral analysis at the social level. With the development of transnational corporations and the continuous improvement of their status, their influence on European economy and politics and social is more extensive and profound. In the process of the European Economic integration, investment, production and trade of transnational companies in Europe deepened the international division of labor and economic contact among European countries, The Lisbon European Council made a special appeal to companies' sense of social responsibility regarding best practices on lifelong learning, work organization, equal opportunities, social inclusion and sustainable development.

Şerban Olah, University of Oradea, Romania
Gabriel Roşeanu, University of Oradea, Romania
Religious Values, Social Values and Economic Development in Central and Eastern Europe

The paper examines the linkage between religious values, social values and economic development. First part is theoretically oriented. Second part is methodologically oriented and the authors would like to verify two hypotheses. One was made famous by Robert Barro and the second one by Ronald Inglehart. We use the World Value Survey Data Base, wave 6.

Anca Oltean, University of Oradea, Romania
Images of Romanian Jewish community reflected in the newspaper "Adevărul"

Jewish Community in Romania has become a much debated topic in the Romanian Journals after the demise of communism in Romania, after several decades of absence of the Jews from the Romanian public space. The articles found in the online archive of the Romanian Journal "Adevărul" dated especially from the last 3-4 years bring in front of the Romanian readers a community deprived from its rights and sometimes deported during the Second World War, and also a surviving community (what was left from deportations and emigration) of a small minority which still develop their activities in the framework of the Jewish Community, of the Sinagogues, of their memorial places, being also represented as a national minority in the Romanian Parliament. The journal "Adevărul" underlines fragments of their contemporary daily lives but also notices and keeps records of the anti-Semitic reactions and false perceptions relative to Jewish Community. The article intends to take the pulse of the public view of this community and to offer a few explanations when needed.

Ionuț Mihai Oprea, University of Oradea, Romania

Cultural and communication aspects in the diagnosis of social problems of urban communities in border areas

The paper aims to analyze some cultural and communication aspects that may appear in the work of developing of social problem diagnosis study in urban community from the border area such as Oradea is. The modularization of the social life of members of a community is also reflected in collective or community social issues from the community level. The culture and subcultures are particularly important elements that mark the problem of the diagnosis of social issues. The sub-culture of poverty and the social actors involved in this phenomenon have a defining role in the study of the diagnosis in community-based problems, alongside belonging to a minority group or to an ethnic minority. On the other hand, I would like to highlight the importance of interpersonal and institutional communication among the various social actors in the Community. The theoretical aspects mentioned above will be supported by practical examples extracted from the social diagnosis study, carried out in Oradea.

Alina Pădurean, Aurel Vlaicu University of Arad, Romania

Florin Vasiloni, Babeș – Bolyai University, Romania

European Values and Intercultural Dialogue in Romanian Schools

European values and intercultural aspects are a very topical issue nowadays, especially this year due to the Romanian Presidency of the Council of the European Union. For this reason, teachers have to answer certain student questions regarding EU aspects, implications of such a position and provide details on European institutions and EU membership. Mostly history teachers are involved in such a Q/A exchange but from our knowledge also foreign language teachers and therefore we wanted to see whether students learn aspects involving the EU in schools. Our study refers briefly to theoretical aspects regarding intercultural communication, development of intercultural skills and preservation of national identities in a multiethnic, multilingual and multicultural Europe. We also conducted a research among teachers and students in 4 high schools in Arad with the purpose of finding out whether EU related aspects are sufficiently covered by textbooks and to identify ways of integrating such knowledge in the Romanian curriculum for civic education, history or foreign languages.

Cornel Pădurean, Aurel Vlaicu University of Arad, Romania

European Union in history textbooks in Romania

Purpose of the presentation is to identify the extent to which various issues related to the European Union, are present in textbooks of history education in Romania. We want to follow as reflected the important moments of European construction, the presence of politicians who think the EU. Last but not least, we want to see that the European institutions are presented.

Constantin-Cătălin Pascariu, University of Oradea, Romania

The movie - teaching material. The impact of video teaching methods on students

We all look at movies or video clips, but we do it for recreational purposes without paying attention to this aspect. Many times we become sensitive to certain subjects, precisely because of watching a movie. It is important to add that some films on certain themes are based on a book, a novel; other films are built on a historical foundation of a people, events, etc. With movie imagery, we can find information about some of the events that happened in the past, we can discover new information about something unknown before, and why not, we can really discover ourselves. The use of films or videos as a teaching material is an educational method, not very new in Romanian education but effective and important in integrating Romanian education into the European context. Students and pupils have different ways to learn and understand some of the information they receive at the course hours. Through this article we want to highlight the efficiency of video materials in the teaching and learning process of students and pupils.

István Zoltán Pásztor, University of Debrecen, Hungary

János Péntes, University of Debrecen, Hungary

The issue of Roma integration in the systems of local governments and minority self governments

The paper provides a summary from the experiences collected as part of an extended survey carried out in 2016. The survey targeted the representatives of the local governments and members of the Roma minority self governments in the counties of Hungary. The survey was based on the adaptation of the Atlas of Roma Communities in Slovakia. The results drew the attention to the crucial issues of integration by the indicated problems and experiences of co-existence. The local representatives and the members of the Roma self governments gave overlapping answers in some cases regarding the factors of social integration of the Roma communities, but some of the responds differed from each other. Spatial tendencies and correlations were also discovered. Employment and education was highlighted as the most important factor to support the successful integration of Roma people.

Andra Maria Perțe, University of Oradea, Romania

Fitting in the School System: The Case of Roma Children

Nowadays, more and more primary and preschool teachers that are working in rural schools come to work with Roma students. In some rare and wonderful cases, Roma students succeed in their academic endeavor, but most of the times, Roma students do not blend in and they abandon school very early. This paper aims to investigate the main barriers in the way of school adaptation for Roma students from their own point of view and from their teachers' point of view.

Petrikaş Alexandra Adelina, Primary School Winnie Academy Oradea, Romania
The cultural adaptability of the Romanian children who returned to their country

Factual data show the fact that the pupils of the Romanian Diaspora families don't succeed to assimilate advanced Romanian - language skills, cultural skills or know only a few aspects of national identity.

These aspects bring to attention the difficulty of pupils' reintegration in our country's educational curriculum after they spent so many years in other linguistic and cultural environments. This trend of migration began in 2007, as soon as Romania joined the European Union, and has experienced considerable growth since 2009. The major causes were the poor economic situation, the social status, the study abroad, and last but not least political considerations.

Therefore, this study aims to highlight the causes of the reintegration problem as well as some statistical data regarding the pupils who returned to the Romanian education system, but also those who were born in the Diaspora, have studied there for a while, and now come to the country along with their families and their level of adaptability.

Thus, we could divide the pupils into two categories: those who began in the Romanian education system, have migrated abroad where they were settled for a period of time which was non-negligible, and then returned to the Romanian education system; and those pupils who were born in the Diaspora, have lived and studied there and then settled with their families in Romania.

All this data won't be obtained easily, because there isn't a clear situation regarding the number of children who are studying abroad or those who abandoned the foreign education system and returned to the country to continue their studies; although this data should be updated periodically.

Laurențiu Petrilă, Babeş Bolyai University, Romania
Multiculturalism and Europe. European Values in the Context of Globalization

The present Europe is now a field of culture clash more than ever. European culture, characterised by economic capacity and free trade market, has attracted very many ethnical groups and different cultures to this area that once developed for this very reason: cultural unity and Catholic faith. There were a lot of reasons for which Europe had become so permissive with the immigrants. Objectivity compels us to admit the fact that, having a more and more reduced natal increase, European governments felt obliged to produce and maintain public politics and governmental systems by opening frontiers. There are many European attitudes stating that multiculturalism is a failure in Europe, but there are very few voices to highlight the present moment of Europe or give predictions for a less and less European Europe.

In this study, I attempt to elaborate an incursion in the present moment in Europe about European Values. I will point out specific situations in Europe leading to the formation of a new culture within the European area and, afterwards, I will also underline the imminent forthcoming of a new set of social values. The European identity endures massive changes and it seems it is defeated by its very own dreams.

Loosely, the research attempts a social cultural analysis of the European area in the view of the multicultural challenges.

Istvan Polgar, University of Oradea, Romania

Intercultural Dialogue and corporatist identity. Tools for cross-border employment on the Romania-Hungarian border

European Union and integration in the European Community developed itself on three basic ways, creation of a common market, development of common institutions and several common policies. Market integration has progressed a long way, although it stops and restarts again. The institutional integration is left behind, but the most difficult of all is represented by the common policies, especially where they have required

The study is based on the available employment data, received from the Labor Inspectorates from Bihor and Hajdú Bihar counties from the two countries. The aim of the study is to examine, how the foreign citizens appear on the neighboring countries labor markets. Also, we tried to examine the socio-cultural effects of the foreign labor force in the recipient regions. Through the study we are willing to present also the structural differences between the two countries employment system.

Elsa Pollozhani, Institute of Spiritual and Cultural Heritage of the Albanians-Skopje, North Macedonia

Distinguishing the multicultural from the multiethnic, and EU integration: Albanians in the Republic of North Macedonia

Intercultural communication and dialogue, as well as interethnic cooperation and coexistence, represent some of the main conditions of a country's membership to the European Union. One of the countries aiming EU membership is the Republic of North Macedonia. Despite functioning for thirty years as an independent state, currently, the RNM has reached only the first step- screening- which implies the analytical examination and harmonization of the candidate country's legislation with EU's legislation. It should be emphasized the fact that RNM has made progress towards intercultural and interethnic cooperation; however, there is certainly a lot of work needed to be done for the ethnic and socio-cultural advancement of minorities. Yet, it should be pointed out that in RNM, very often it occurs that, intentionally or incidentally, the multicultural reality is equaled with the multiethnic reality. Therefore, this paper will examine the difference between the contingent of cultural rights and ethnic rights, which constitute two separate constitutional categories. While, the Macedonian majority is in favor of a mono-ethnic state with a multicultural society, the Albanian ethnic group aims for a more advanced multicultural and multiethnic state. Since Albanians compose the second largest group according to the number of the population in RNM, the paper will bring specific examples where cultural rights are considered as ethnic rights. Such confusion causes discontent, skepticism and tensions in the country. In turn, this situation becomes a cause for the slow pace of the country's integrations processes in the EU.

Irina Mihaela Pop, University of Oradea, Romania
Lack of the intercultural dialog as a room for xenophobia

The paper is analyzing the new xenophobia as a result of the intercultural dialog's lack, in the case of the European so-called Migration Crisis, 2015-2017. It focuses on the correlations between the lack of the intercultural dialogs and the paradoxical emerging xenophobia, in Western Romania. It studies three cases, in that area.

It defines the intercultural dialog – as a medium stage of the social dialog in a multicultural context – looking to the schools' messages, media messages, and the political messages. It considers the lack of the dialogs every case in which the messages are missed, used to refute the other, or simply with one partner reduced to a simple listener. (The upper dialog's stage, the trans-cultural dialog is about the exchanges of the values in order to create a new common culture as a common ground for the new creative and inclusive society. The multicultural dialog is about a public sphere where different cultures developed in a common area agree to accept the public expressions of their traditional neighbors' culture – not of the newly arrived people in the region – without attempts to learn about or to valorize them. On brief, there are three stages of a social dialog: at top, trans-cultural dialog as an “all-together”, welcoming, open and inclusive; at the middle, intercultural dialog between parts that send one to other messages about themselves as reliable partner; at the base, a multicultural dialog where different cultures tolerate each other.

It conceives the xenophobia as a social phenomenon consisting a) in collective fears and feelings to the Others – emotional level; b) in collective ignorance, or fake knowledge (stigma, prejudices, misunderstandings) about the Others – cognitive level; c) in collective manipulations (demonization of the Others) against the Others – trans-cognitive level; d) in collective attitudes (avoidances, isolations, rejections, blames, oppressions) of the Others – the first behavioral stage; e) in collective endeavors of persecuting, oppressing, cleansing, chasing, or even proceed to the extinction of the Other – the second stage of xenophobia.

The xenophobia could be measured using an Index of Xenophobia. Working with it in the three cases selected, we attempt to reveal that the lack of the intercultural dialog results in the gradual xenophobia.

Lia Pop, Irina Pop, University of Oradea, Romania
Communicating Roma Culture to Prevent Xenophobic Manifestations in the University of Oradea

The paper is drawing the attention on the perfidy of the pre-xenophobic manifestations: the ignorance – in our university, inclusively - of the groups' culture, unfairly treated as inferior. Most ignored culture is the Roma culture. According to studies that we developed in the University in 2015 and 2016, the frequency of such ignorance is incredibly high, in spite of some voices' arrogant claims that the University is acting in a multicultural milieu, reflecting it and is answering to multicultural needs.

We try here, to make these pre-xenophobic manifestations visible, having in mind that the mentioned ignorance takes multiple forms. Among these there is the disinterest, deny (such thing as Roma Culture does not exist), blames (sometimes, even, stigmas as in the case of the most popular form of this culture, the *manele*); to the use of "confiscated" elements of the Roma culture as being our, or being the prestigious Western culture's fruits.

Against the risky ignorance, we propose preparation of intra-university cultural dialogue. Namely, we invite you and any other willing to develop the cultural dialogue, to participate in the improvement and in replication of a course on the Roma and we are doing, in the Department of the Political Science' MA, *Public European Policies*. For us, it is a way of acting locally in combating the marching xenophobia in today Europe.

Further, it is proposing an open debate on the syllabus of the course as a practical intercultural dialog on an ignored but necessary form of intercultural dialogue in the public sphere, to which ecology we are responsible and morally accountable.

Maria Gabriela Popuş, Babes-Bolayi University, Romania

The Success and Failure of the Rroma Children Integration in the French and Romanian Education Systems

The integration of the Rroma children in the French education system represents a current issue of high interest, which affects both states. Romania ranks first in Europe having the highest number of illiterate people and a high rate of school drop-out. The percentages of these refer to Rroma people, and the failure of their integration within the society is due to their ethnicity, sheer poverty and to the unsuccessful methods employed by the authorities for their integration.

The present paper aims at providing an answer to the questions: What methods and instruments did a state like France use in order to integrate the Rroma children into the education system? What about Romania? Which were the first steps of the integration process in order to succeed in the end the integrating of the minors in the education system? Which is the percentage of integration of the Rroma children? All these questions are addressed in order to see why the methods for integration the Rroma children in Romania were not successful. The paper also aims at exploring the ways of integration and cooperation among states for a better integration of this minority.

Dacian Puştea, Babes-Bolayi University, Romania

The role of the Church (Protestant Church) in the relation with the EU

In the paper will present shortly the context and the role of the Church in relation with the EU. In especially we will discuss principal model regarding place of religion in the EU. We will focus on historical fact and future perspective, creating of image of the actual status. Also, we will define the status of the Church like an international actor. The role will be shortly presented in some study cases.

Natalia Putină, Moldova State University, Republic of Moldova
Republic of Moldova's policies in the context of liberalization of the visa regime with the EU - the impact on the migration process

The dialogue between the European Union and the Republic of Moldova on the abolition of visas for Moldovan citizens travelling to the EU was launched in June 2010 and in January 2011, Action Plan on was approved by the EU member states. The plan was focus on key areas such as: travel document security, including the introduction of biometric passports; illegal migration, including readmission; public order and security, personal data protection, external relations and fundamental rights. Negotiations have been divided into two stages: the harmonization of our legislation with EU standards and standards and, subsequently, the effective implementation of the measures. In order to follow the course of our country, the European Commission has submitted to Parliament and the European Council regular reports on the implementation of the plan. On 28 April 2014, the liberalization process reached its final point by amending the EU Regulation no. 539/2001 of 15 March 2001 on the abolition of the visa requirement for Moldovan citizens holding a biometric passport and travelling in the Schengen area.

Since the implementation of the visa liberalization regime with the EU, it has been 5 years. Visa liberalization should have for Republic of Moldova a huge transformative potential on political system across justice, liberty and security policies of the country. Free regime visa should bring benefits for the most category of Moldovan society. This study analyses the current state of play of the implementation of the EU visa policy instruments and assesses the positive impact of visa-free travel on trans-border mobility according to current visa application statistics. Another purpose of the paper is to highlight the impact of visa liberalization process oh migration process from Moldova to EU countries and pointing on problematic nature of migration process in a demographic, social, economic, political sense.

Raluca Răcășan, University of Oradea, Romania
Specific aspects of participation in the context of vision impairment with respect to its domains and dimensions

Difficulties in carrying out the various activities of daily life have a direct impact on participation of individuals (defined as the level of involvement in carrying out its own set of social roles) by increasing the amount of time, reducing their performance or impossibility to perform some activities, but also through the psychological impact that the difficulties might have. Through the present study we intended to analyze, in a descriptive-exploratory approach, specific aspects of different domains and dimensions of participation in a group of 80 people with impaired sight, with visual acuity less than 0.3 and a prevalence of cases with blindness and congenital deficiencies.

Anamaria Cristina Sabău, University of Oradea, Romania

The Impact of Active-Participatory Methods in the teaching-learning process

In modern school, the basic dimension according to which the methods of education are valued is their active character, i.e. the extent to which they are able to stimulate the interest of the students in the activity. From this perspective, specialized papers abound in the classifications of these methods, which are called active or participative, interactive, or modern. The phrase "active-participatory methods" is present in the works of distinguished teachers and tends to impose in Romanian pedagogy instead of the expression "activating methods". Taking into account the aspect of student activation in the teaching-learning process, the present study refers to both active and interactive methods. Modern pedagogy places great emphasis on experiential learning. The student is involved in stimulating activities to valorize and develop potential, but with respect to both rhythm and learning style. What was traditional and what became modern? We will answer this question in this article. One of the great challenges of contemporary society on a pedagogical basis is student-centered learning by stimulating creative, volitional, attitudinal and critical and action capacities. If in classical pedagogy the pupil appears more as a spectator in the didactic act, in the current orientation, he becomes co-participant and even the main actor of his own training. Modern pedagogy has shown that learning is deeper and more effective as the student is active, effectively participating in the didactic act and not just observing, listening, watching.

Iulia Maria Said, University of Oradea

The consequences of divorce on children in multicultural families

Family relationships have always offered a sensitive field of research receiving a great deal of moral, social, psychologic and legal attention. Alike a living organism, they constantly evolve, in accordance with the society. The family is integrating more and more in an international dimension. The progressive fade away of political, cultural, linguistic and professional borders, supported the upturn of the migration of people, with the outcome of increasing mix nationality marriages. Additionally, emerges the problem of the failure of mix nationality marriages and the consequences that flow, and especially the impact that divorce has over children born in these families.

Emilia Nicoleta Schiop, Babeş Bolyai University

The cultural values of the accession negotiations between North Macedonia and the European Union

This article is based on studying the negotiation chapters related to social and cultural values between North Macedonia and the European Union in the process of Europeanization amid the European crisis. The goal of the paper is to analyse the progress of the negotiations between these two entities. The objectives of the article are: to present the context of the negotiations, to show the institutions which are involved in the process, to present the negotiation groups, the lobby and a case from

the Ministry of Foreign Affairs, to show the current state of these negotiations (to analyze the most relevant negotiation chapters from the European reports), to evaluate. This state does not meet the conditions for membership of the EU, so that all negotiation chapters to be closed. To resolve this issue, the EU works towards revealing the mandatory requirements related to the accession process, while the candidate country is striving to meet their membership conditions by creating the necessary institutions during the process. About the methodology, the paper starts with the theoretical part (from special sources). There are official documents of studying the international elements. The paper studies the official occidental perspective of documents. In this article I am analysing some of the negotiation chapters from the European Commission reports on North Macedonia from 2010 and 2018. I am transforming the content in position documents. They will have the following structure after the analysis: introduction (presentation of the issue, the circumstances); points of agreement; points of disagreement and conclusions.

Anca Iulia Simina, University of Oradea, Romania
The Role of intercultural Dialogue in the EU Policy

European Union policy is based on cultural, religious and linguistic diversity, which encourages collaboration between Member States to improve knowledge of the culture of European Union.

Due to the fact that are various religious beliefs in European multicurrency societies, and this mix of cultures can affect the EU's economic, social and political development, there needs to be an effective dialogue between people and cultures to make this cultural society work.

This dialogue plays a fundamental role in building Europe where people live together, not just co-exist. It helps prevent racism, isolation and discrimination of immigrants.

Intercultural dialogue has been strongly promoted within the EU by introducing cultural communities into public spaces and promoting inclusion by recognizing the culture of refugees and migrants. Its main purpose is to promote equality, human dignity and a sense of common purpose in order to increase tolerance and respect for the other.

The EU Commission recommends the development of language projects to support intercultural dialogue, as knowledge of languages fosters professional insertion and mobility of people, creating the right framework for a better understanding of cultural diversity.

Alexandru Solcan, Moldova State University, Republic of Moldova
Desideratum of Unification in Socio-Cultural and Political Space of Republic of Moldova at Present Stage

The theme of Unification is present on the political agenda in the Republic of Moldova since the very proclamation of independence. The political actors in Chisinau approached the subject of Unification, trying to obtain the citizens' adhesion. The social and cultural factors have determined, to a great extent, the intensity and forms of manifesting the unionist tendencies in the space between the Dniester and the Prut rivers.

In the period 2009-2018 in Chisinau succeeded each other several governmental coalitions, which declared the European integration as the major political objective. Euro integration efforts culminated with the signing and ratification in 2014 of the Association Agreement between the Republic of Moldova and the European Union. But the financial and banking crisis, the effects of which were felt more in the years 2015-2016, resulted in a worsening of the socio-economic situation with an impact on the political processes in the Republic of Moldova.

All these events influenced citizens' opinions and perceptions regarding the country's developmental vector, including the unionist options. At the present stage, the subject of Unification is approached by political parties differently, this fact being reflected in their programmatic documents as well as in the electoral strategies applied in the elections. The sociological radiographs contained in the opinion surveys allow the identification of the social and cultural component in the constitution of the citizens' option concerning the subject of the Unification.

Therefore, the theme of Unification remains an actual one, and the analysis of the socio-cultural factors that determine this choice presents an interest for understanding both the political processes in the Republic of Moldova and the relations between the Republic of Moldova and Romania at the present stage.

Alina Stoica, University of Oradea, Romania

Labor migration phenomenon in European Union. Portugal perspective

Globalization, population mobility, and urbanization have grown ever before cultural contacts and cohabitation between different ethno-cultural groups and their ways of life. Although migration is one of the accompanying phenomena of a globalized society, economic analyses often don't pay enough attention to this highly topical issue which has significant impacts on individual economic subjects and also broad macroeconomic consequences.

The current study analyzes Portugal's point of view of the labor migration phenomenon that Western countries have faced over the last fifteen years, with particular emphasis on the Portuguese case. Our analysis is based on interviews conducted in the Romanian community (the common Latin background) and the African community in Lisbon. We will compare these results with the perspective of the authorities and the media in this country.

Marius Ioan Tătar, University of Oradea, Romania

Dan Apăteanu, University of Oradea, Romania

Multiple Exclusions: Civic and Political Disengagement of Youth in the European Union

An increasing number of studies show that the overall decline of civic and political participation in many European democracies mainly concentrates among the youth. A common interpretation of the disproportionate disengagement of young citizens is that they are apathetic and part of a generation which disregards civic and political issues. In this paper we question this conventional view and suggest an alternative perspective

that focuses on youth political marginalization as a symptom of social exclusion. Our findings point out that youth is a highly heterogeneous category of people having various levels of interest in public matters. We show that many young people face problematic transitions to adulthood and their civic and political engagement is hindered by various forms of social exclusion that especially affect the youth.

Vasile Țoca, University of Oradea, Romania

Vitalie Mirciu, University of Oradea, Romania

The social integration of the Republic of Moldova into the European Community

Starting from the concept of „European integration” interpreted as a generality, and making a crossover to the specificity of a certain type, we become aware, first of all, of its complexity. The Republic of Moldova has embraced Europeanization as a general image of self-development, and then, in the public space, to flow in many ways, tangential to all domains. When the Association and Free Trade Agreement were signed, both sides have immediately assumed respect for essential conditions from the viable outcome of the process. The social integration of the Republic of Moldova it is an important premise of the long process of accession, in this context, enhancing the cultural dialogue, the amplification of the multicultural cross-border cooperation process and the development of the socio-cultural elements between these actors is substantial. The ruin of the territory, censorship, collectivization, famine and repression marked decisively the society between the Dniester and the Prut, in other words, the Bolshevik influence succeeded in penetrating and bringing about major changes at the societal level, which today constitutes a slowing factor in the process of social integration.

Jusuf Zejneli, University of Tetovo, North Macedonia

Faton Shabani, University of Tetovo, North Macedonia

Macedonia-Greece dispute resolution agreement and the constitution amendments

Each state qualifies itself with different features of its functioning, such as the form of government that is defined by the constitution, basic constitutional institutions, election, their constitution and mandate, degree of respect for the fundamental rights of citizens, institutions for guaranteeing them and of course here can be accounted the its relationship with international organizations. Within the specifics of the organization of a state, the relationship with other states, especially the neighboring countries, has a special role. In this regard, the Republic of North Macedonia has had a long-running name dispute with the Republic of Greece, a dispute that has had a high impact on the process of Euro-Atlantic integration of the country, by the very fact of Greece’s influence in that direction. But now the feud – which for years has appeared to be an incurable problem – is heading a resolution. The country formerly known as Macedonia has officially changed its name, in a bid to end decades-long naming dispute with its neighbor Greece. Therefore, reaching agreement to resolve this dispute (known as the Prespa Agreement) is a crucial step forward for the Republic of North Macedonia, because it is in action which paves the way for the country’s integration perspective, especially in NATO and the European Union.

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