Work package 2 - Research

Activity 2.1 - MAP INFORMATIONS. State-of-the-art research in the 3 partner countries on use of artistic and sport disciplines in teaching and reflection on the added value given by art, sport and creativity (Italian report, Romanian report and Turkish report)

Index

1. The state of the art in relation to inclusive teaching, non-formal learning, soft skills
2. Inclusive education
3. Traditional and innovative methods of investigating the needs of young people, the use of arts and sport to develop and implement the soft skills
4. Soft skills, 9 arts and sport

1. The state of the art in relation to inclusive teaching, non-formal learning, soft skills

The education system is a means of preparing children for active life, which inevitably also relates to arts and culture as significant components of everyday existence. Education means not only the acquisition of knowledge, but also the formation of skills and attitudes, developing imagination, creativity and interest in usefulness and beauty. Education must ensure, among other things, openness to knowledge and recognition, appreciation and cultivation of artistic values.

The arts and education work together by their very nature, and the concern for the systematic capitalization of the potential benefits of putting them together is continuous, both worldwide and in Romania.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

At the moment there are a large number of activities and initiatives that maintain an open and direct link between the formal education system and the field of arts, both in curricular and extracurricular frameworks.

In terms of inclusive education, the teacher is the one who has to draw up personalized intervention plans, with personalized objectives and personalized evaluation methods, related to the individual progress of each child, depending on his/her real learning possibilities and rhythms. The teacher can create a learning strategy that includes relaxation activities, outdoor ecological activities, movement therapy, melotherapy, occupational therapy activities, inter-knowledge games, making musical instruments, dance therapy, exercises to identify emotions using various images, stories, plays, physical exercises, all of which contribute to the development of communication skills, of awareness and expression of emotions, of increasing self-esteem, to the formation and development of adaptive individual and group behaviours. Also, group therapies, sports activities, movement games made in the form of cooperation and competition actions offer participants the opportunity to learn through play, rules of behaviour within the group, practical motor and musical skills, facilitating the identification of some properties of the materials used, the recognition and naming of different perceptual color motor structures, the shape and size with which they have come into contact.

The arts approach in education uses the arts as a way for teaching general subjects and as a way of deepening the understanding of these topics. For example, using colors, shapes and objects derived from the visual arts and architecture, one can teach subjects such as physics, biology, geometry, or by introducing drama or music one can teach foreign languages.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In the structure of Romanian pre-university education, only two subjects in the artistic field have a compulsory status, individualized, throughout the compulsory education Musical Education and Plastic Education and during high school the subjects Music Education and Visual Education have allocated one hour/week or one hour every two weeks. In primary education, the way of organizing artistic education involves connections between several curricular areas. The approach of the artistic field in the structure of the primary level of education is transversal and involves the connection between the art curricular area and the curricular area Physical Education, sport and health, through the discipline of Music and Movement, having allocated 2 hours / week and the discipline visual arts and practical skills represents a bridge between the curricular areas Arts and Technologies, with 1 or 2 hours / week. Apart from the existence of independent disciplinary structures, with a clear school time allocated, the artistic field is also integrated within other disciplines. For example, literature is studied in the disciplines of native languages and literatures, modern languages, classical languages. Elements of cultural and heritage education are part of the study of history, the curriculum also comprising sociocultural contents. The structure of pre-university education also offers the possibility of developing an individualized path of training, by building curricula according to the interests of students, parents and other members of the local community. These programs have the status of curriculum at the school's decision and have a school time allocated in the framework curriculum. The curricula that are part of the central curriculum offer at the school's decision are approved by order of the Minister of Education and can be used by all teachers who consider the topic opportune, in relation to the students' learning interests. This offer includes Education for Architecture and the Built Environment, Play and Movement, Education

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

for the Landscape, Drawing in Everyday Life, Education for Heritage, Body and Social Harmony.

Also through the Ministry of Education is managed the annual calendar of national educational activities, in which can be selected and financed activities in the artistic and cultural field, sections visual arts, literature, music, dance, theater, folklore, traditions, customs, cultures and civilizations, sports-tourism field. Most of the educational projects formulated involve competitions and festivals. Among these practices of extracurricular activities there are: drawing contests, reading weeks, essay contests, the contest "World of stories", the decorating contest, interdisciplinary contests, intercultural contests, creative contests and recitations, painting workshop with works inspired by literary texts read, literary creation workshops, viewing plays, musical auditions, activities of the choral group, exhibitions of drawings, drawings on asphalt.

All these activities showed a correlation between students' participation and changes both at the inner level (dexterities, competences, regulation of emotions, attitudes) and at the social level (emancipation of marginalized groups, change of their public image). Thus, those who participated in several such projects proved superior performance, unlike the students who were involved in few such activities or did not participate at all. Also, a causal relationship has been highlighted, for example: training in the field of music or playing an instrument develops phonological and speech perception skills and, in addition, leads to increased IQ, school performance and facilitates language learning, theatre training / theatre education, by staging stories at class level, contributes to the development of verbal skills and, as an activity that

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

involves the analysis of characters, helps to understand others, studies on the effects of dance indicate the improvement of visual-spatial abilities.

In this respect, the following directions of action were targeted in Romania: awareness raising, recognition and promotion of the role of artistic education, development of cooperation/partnerships in order to support, promote, implement and disseminate the results, initiation, evaluation and sharing of good practices in the field, development of policies and programs for the implementation and evaluation of its impact, training of teachers and artists involved in the development of education artistic, supporting and developing research on artistic education and promoting its results, financial and political support for implementation measures, ensuring material resources for implementation, connecting content to the existing culture at local level, attracting cultural operators in promoting and implementing artistic education.

Non-formal education includes all the instructive-educational actions structured and organized in an institutionalized framework, but outside the education system. Non-formal education includes activities: recycling, visits, excursions, scientific circles, etc. Non-formal education includes any educational activity, intentional and systematic, usually carried out outside the traditional school, the content of which is adapted to the needs of the individual and to special situations, in order to maximize learning and knowledge and to minimize the problems he faces in the formal system (stress of grading in the catalog, required discipline, doing homework, etc.). The activities carried out in the area of non-formal education are optional or optional, being exercised through institutions or environments, such as: children's clubs, libraries, museums, theaters, cinemas, houses of culture, non-governmental organizations. This type of education covers the learning needs of children, young people, while presenting the

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

advantage of an instructive-educational space more flexible than the school one, offering them a greater freedom of action, a differentiation of the educational offer in relation to their interests, a wider motivational field and more open to the personality formation process.

The reporting of the teaching activities to the student's training profile, resulting from the legislative assumption of the eight european key competences, helps the teacher to build a coherent approach in the classroom. In order to regulate their own action, the teacher can resort to a context analysis in which the descriptors of the key competence "cultural awareness and expression" can be relevant indicators for observing the potential for the development of artistic activities through the school. For example, in a research carried out in the Institute of Education Sciences, which involved the analysis of the support provided by the official curriculum for the formation of the key competence "cultural awareness and expression" (knowledge, skills, attitudes), it was found that, at that time, there were three of the six descriptors related to knowledge (awareness of the local cultural heritage, national and European, basic knowledge of major cultural works, understanding the importance of aesthetic factors in ordinary life), two of the four aptitude-related descriptors (critical and aesthetic appreciation of works of art and performances, as well as personal expression through a variety of means, using their own innate abilities, comparing his own opinions and creative expressions with those of others) and some elements of the two descriptors referring to attitudes (deep understanding of his own culture and sense of identity, creativity, will to develop his own aesthetic sense). The analysis of the educational context from the perspective of the competence "cultural awareness and expression" also provided information about the descriptors that were not

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

supported through the school curricula. These included descriptors on knowledge (basic knowledge of contemporary popular culture, understanding of cultural and linguistic diversity in Europe and other regions of the world, understanding of the need to preserve cultural and linguistic diversity in Europe and other regions of the world), skills (sighting and transferring social and economic possibilities in a cultural activity, the formation of creative skills that can be transferred to various professional contexts, personal expression through a variety of means) or to attitudes (respect and open attitude towards the diversity of cultural expression, the will to develop its own meaning through personal practice of artistic expression and participation in cultural life). All these descriptors can be developed and supplemented with resources from outside the school time: activities provided in contexts of non-formal education, extracurricular activities organized with the school's resources or in partnership with bidders of artistic education programs and projects. Therefore, a simple analysis of the state of affairs can offer, both to teachers and to the offerers of activities in the area of non-formal education, solutions for the coherent and intentional articulation of the artistic and cultural education of the students.

2. Inclusive education

Inclusive education has emerged as a natural reaction of society to its obligation to ensure the necessary framework and conditions imposed by the specifics of education of people with special educational needs. According to the principles promoted in the field of education by international bodies, it is mentioned that persons with disabilities have the same fundamental rights as other citizens of the same age, without discrimination on grounds of sex, language, religion, political opinion, national or social origin, financial status or any other characteristic of the person concerned or his family.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Education for all has been defined as access to education and its quality for all children. In order to reach out to all children and to become open, flexible, adapted and oriented towards each and every one, education must involve in practice a change of optics, namely a new orientation that emphasizes cooperation, partnership, social learning and valorization of positive, humanistic relationships in education.

Inclusive education is a concept that is based on the principle of the equal right to education for all children, regardless of the cultural or social environment they come from, regardless of religion, ethnicity, spoken language or the economic conditions in which they live. This concept envisages the achievement of the objective "education for all" which requires the reform of the public school and the education system, thus better responding to the needs, potential and aspirations of all children, including those with special educational needs.

Developed from the concept of integration, inclusive education focuses on a wide range of children who could be marginalized or excluded from the education system because of the apparent difficulties they face. From this perspective, the beneficiaries of inclusive education are all children, regardless of the material state of the family, the environment of residence, ethnicity, spoken language, age, religious affiliation, health status, learning characteristics, including orphaned children, abandoned, lacking parental care or coming from disadvantaged families, institutionalized children.

Inclusion should not be treated as a particular subject but as a new approach to the development of the school system. A primary aspect is to know how to provide each student with the optimal education according to their skills and needs. The possibility for all students to participate in class activities is a determining factor in the planning

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

of these activities. Differences between human beings are normal, they contribute to the enrichment of each society and must, of course, be reflected in schools. It is the school that must favor participation and mutual aid through various working methods.

Education for all corresponds in school education, to the inclusive school. Inclusive education and cognitive activation can only be successful in a broad social context that understands and allows collaboration between the parties involved: children, teachers and teachers, authorities, community and legislators. A change of law without changing the attitude of teachers does not bring anything new, and without an appropriate legislative basis, changing the attitude of teachers will not bring about proper change.

The inclusive school refers in a narrow sense to the integration/inclusion of all children, regardless of the capacities and competences of adaptation and therefore of learning, in a form of education.

In a broad sense, it means that every child is supported and worked for the benefit of all. Each child is understood as an active participant in learning and teaching because it brings with it: an experience, a learning style, a social model, a specific interaction, a personal rhythm, a way of approach, a cultural context to which it belongs.

The specificity of integration means: to educate children with special needs in ordinary schools, together with normal children; to provide specialized services (recovery, educational therapy, school counselling, medical and social assistance, etc.); to provide support to the teaching staff and school managers in the process of designing and applying the curricula; to allow the effective access of children with special needs to the program and resources of the usual school (library, sports fields, etc.); to

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

encourage friendly relations and communication between all children in the classroom/school; to educate and assist all children in understanding and accepting their differences; to take into account the problems and opinions of parents, encouraging them to get involved in school life; to provide individualized support programs for children with special needs; to accept changes in the organization of instructive-educational activities.

Taking into account the new curricula, a trend of modernization of education is aimed at the flexibility of instruction and education in order to ensure the development of the capacities and aptitudes of each student, in relation to their own possibilities. The school is asked to organize the teaching-learning-evaluation process in such a way as to put the student as early as possible in possession of his own means of acquiring knowledge, of applying in practice constantly and creatively.

Inclusive education tries to get children with disabilities (mild or serious, hidden or obvious) to participate in daily school activities, along with other students. According to the legislation in force, people with disabilities, regardless of the nature or degree of disability, have the right to a free school education, adapted to their needs and desires. People with disabilities and their families are the main decision factor regarding the choice of the form of education / education – ordinary, special, educational alternative, etc. Ensuring equal opportunities in education implies that the education needs of people with disabilities have a value equal to those of other people. Equalization of opportunities takes into account both the general and individual needs of education and aims at eliminating the obstacles that may appear in accessing and participating in the educational process.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

The school authorities and institutions have the obligation to ensure the environmental conditions and services and the necessary equipment in the school units (special or ordinary), in order to facilitate the equalization of the chances in the access, movement, communication (including specific and alternative) and the effective participation in school spaces of people with disabilities. The school policy for people with disabilities encourages the gradual integration of special education services into the usual education/education system. Inclusion in ordinary schools is made according to the psycho-social potential of the child, his school performances, the benefits on the development of his personality, plenary and free.

Special and mainstream schools must cooperate in ensuring a continuum of educational offers to ensure choice and combination between the two systems (special and ordinary). In the conditions of schooling in mainstream education, the educational authorities and teachers have the obligation to know the ways of working with students with integrated disabilities, of adapting the school structures and organization, of the curriculum and of the ways of examining the progress in learning. Providing the specific services needed, including supportive teachers, is essential. It is necessary to carry out an ample process of information and education of teachers, so that the change of attitude to start with them, and then to propagate in turn a fair, non-discriminatory attitude towards people with disabilities. It is particularly important that the process of spreading knowledge and promoting a non-discriminatory attitude towards people with disabilities be extended to parents, to the entire community.

Teachers involved in inclusive education emphasize the development of activities that involve teamwork and cooperation, on respecting the cultural identity of each child and on constantly monitoring the effectiveness of teaching - learning - evaluation

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

activities at the level of each child. At the same time, the school support and remediation programs, the use of the possibilities offered by the curriculum at the school decision and the involvement of the parents in various extracurricular activities organized at the level of the education unit represent as many steps towards the school success of each child.

Of course, the process of transforming the traditional school into an inclusive one requires time and new techniques of approach on the part of each teacher. The objectives of inclusive education are aimed at combating school non-participation, as well as school dropout and failure, through steps that overcome the barriers imposed by the material, personal, family or social difficulties faced by children. At the same time, inclusive education aims to ensure optimal learning conditions that give everyone the chance of an equal start in life from an educational point of view.

The principle of equality of chances represents the basic concept of the inclusive school, through the application of which it contributes to the cancellation of differences in valorization based on subjective, ethnic or social criteria. Inclusion at school level is achieved by respecting and valuing the socio-cultural differences existing among students and by promoting the richness and diversity of the educational experience resulting from these differences. An inclusive school is flexible, a school that approaches the teaching - learning - assessment process in a dynamic and attractive way, a school that, through the support it offers to all children, is a basic factor of social inclusion, contributing to the elimination of prejudices related to belonging to a certain environment and to the breaking of existing barriers between the different groups within it.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

In conclusion, inclusive education is a process that responds to the diversity of children's needs by increasing participation in learning and reducing exclusion. This implies a series of substantive changes from the perspective of the educational content, of the didactic-pedagogical approach, of the structure of the education system and of the educational strategies.

3. Traditional and innovative methods of investigating the needs of young people, the use of arts and sport to develop and implement the soft skills

Students have access, within the school, through extracurricular activities, to both the artistic and sports fields. However, steps are being taken to ensure that the focus on each area corresponds to the interests of the students.

Artistic, cultural, sports activities developed through or outside the school curriculum are subject to evaluation from the perspective of the quality of education, in relation to the school development plan. This evaluation is carried out constantly within the Commission for Evaluation and Quality Assurance in the school and may highlight favorable factors or bottlenecks in the development of some school programs, be they in the artistic, sports or other fields. The choice of curriculum-type programs is determined by the parents' expectations and the students' real training interests, and the offer proposed by the school is influenced by the size of the school and its human and material resources. The assessment of students' interests in one field or another can be done according to traditional methods, with questionnaires in letric or

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

electronic format, using, for example, Google Forms, an application that is part of the G.Suite for Education toolkit.

Creating questionnaires through this application is free of charge, responses are limited to one time per person, and the results are automatically recorded on an Excel spreadsheet, giving the school the possibility for these results to be verified in real time throughout their course.

At national level, in order to include and value artistic activities in education, a research was carried out including questionnaires for students and parents, as well as interviews addressed to teachers and cultural operators.

The questionnaires aimed at establishing the art areas relevant for students and projections for the future, the usefulness of artistic education in school, the ways in which artistic activities facilitate learning and permanent development, experiences of correlation of artistic activities (educational and extracurricular) with school subjects, types of artistic activities in which children participated and ways of valorization, the degree of involvement of parents in organizing and conducting artistic activities and assumed roles, attitudes of children developed through artistic activities, the extent to which parents consider that they develop a cultural education capital within the family.

The interviews addressed to the teachers, the persons in charge with the educational and extracurricular activities, the principals and the school inspectors followed aspects such as perspectives on the usefulness of art and artistic education in school and in everyday life, difficulties encountered in carrying out artistic activities and solutions found, identifying the experience capital regarding the organization of artistic activities at school level (identification of resources, designing, organizing and carrying out

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

activities, valuing products, feedback), the degree of professional development necessary for carrying out artistic activities at school level (strengths and weaknesses), ways of intervening in the future to overcome the identified difficulties and to expand and capitalize on artistic activities in education.

On behalf of the cultural operators, it was necessary to identify the experience capital regarding the organization of artistic activities at school level, the training capital offered to teachers as a support for the development of artistic activities, ways of intervention for the extension and capitalization of artistic activities in education.

The opinion of all those interviewed was that in Romania artistic education is poorly represented in schools, if one takes into account the school time allocated to artistic subjects (plastic education and music education) in the curriculum. Also, the two artistic forms directly present in the curriculum, fine arts and music, are insufficient to explore the inclinations and abilities of students in the artistic sphere, either due to the lack of qualified personnel (especially in rural areas) or due to the lack of adequate resources to create attractive learning experiences. That is why a transversal training path is required, through other disciplines, or through projects or other types of extracurricular activities with artistic elements.

From the point of view of the choices made by the students, it was found that the school's residency environment correlates with one or the other of the fields of art. Thus, students in rural schools are more attracted to music than their urban peers, whose preferences are divided between several areas, as the general trend shows. Dramatic art and fine art are almost non-existent among the preferences of students in rural schools, most likely due to the lack of access to the forms of manifestation of

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

these fields. The school, however, can direct the student to have concerns about art, by simply organizing educational activities that highlight and capitalize on that field, ultimately achieving the refinement of the students' taste in one field or another of art.

Among the expectations of the future regarding the artistic areas of interest for students, theatre, music, dance are most frequently identified. The students resort to the organizational formulas with which they meet more often in school life: competition, show, exhibition, club, circle. Thus, theatre would like to be customized through activities such as theatre performances, theatre classes, theatrical exercises, plays. For music, concrete expectations imply: modern music concert, exhibition of musical instruments, auditions and interpretations, practical presentation of different styles of music, musical and instrument lessons, vocal music, choir, music weeks with different representatives of contemporary music, folk music contest, young composers. For dance, concrete expectations imply: different styles of dance, modern dance, social dances, sports dance, rap dance classes, club and dance activities, performances with different styles of dance, ballet.

With a lower frequency, among the future expectations regarding the artistic fields of interest for students are present activities such as painting (painting on canvas, painting on glass, painting the table and stone chairs in the yard, making a painting together with the colleague), artistic photography, drawing, computer graphics, crafts and handicrafts, visiting museums and art galleries.

The examples extracted from the options formulated by the students can support the teacher in his intention to offer activities of interest and with a greater openness to

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

other areas of experience: urban art, graffiti contest, metal sculpture, exhibition of antique books, photography exhibition, jewelry, educational film, environmental design, decoration for Halloween, embroidery, architecture, mock-up exhibitions, making short films, sculpture, crafts, origami, ceramic handicrafts, going out to museums, libraries, exhibitions, make-up courses, video editing, film workshop, photo exhibition, exhibition about favorite artists, presentation of lessons in a different way that tends towards artistic activities, exchange of experience with young artists from other countries.

Participation in artistic activities has created an experience capital for all the protagonists involved: pupils, teachers and decision-makers, parents, representatives from institutions and bodies outside the school. The pupils, in addition to assisting in presentations or performances (visits to the museum, concerts, plays, etc.) experienced the assumption of a role that would involve active participation in the creation of artistic products (plays, music performances, decorative objects, etc.), had the opportunity to learn about different artistic forms (their history, basic concepts etc.).

School continues to be the most important place where children and adolescents build their critical apparatus for understanding the experiences they participate in during classes or outside school hours. These experiences are structured into several dominants that can be associated with possible educational objectives related to the capacity of critical thinking, the ability to solve problems (in relation to real-life situations), collaborative capacities. The benefits can be found at the cognitive, attitudinal, actional and relational levels.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Art in school means for students an experience from which they can learn new things that can help them in life and influence their future, discovering their own resources and a possible career, practicing imagination and creativity as an incentive to gain experience, develop skills from a professional point of view. The image of personal life is shaped by the options for certain values, by self-knowledge and by the qualitative use of free time.

4. Soft skills, 9 arts and sport

The list of artistic fields considered for the implementation of artistic education includes: architecture, sculpture, dance, music, literature, poetry, visual arts and film, media, photography.

Among the benefits of involvement in artistic activities is noted the increased weight given to the utility of artistic activities to stimulate communication, networking and teamwork. There are also benefits of children's participation in artistic activities manifested at an attitudinal and emotional level: they feel better at school and are more balanced in relation to daily activities and responsibilities. Children's ability to communicate is a strength not only in children's school work, but also in relation to the skills they need outside of school and throughout their lives. Communication and collaboration are aspects that are associated with personal and socio-professional success.

Art and artistic education help facilitate communication with other people, having influences on collaboration, partnership. Students who participate in group activities become more cooperative, those who have discovered certain talents become more

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

interested in school, rejoice when promoted, have a greater willingness to dialogue, accept differences in perspective or show empathy.

Artistic education gives adolescents the opportunity to explore their creativity, to use their imagination, through an integrated approach to the cultural -artistic phenomenon, to develop their critical thinking, through observation, discovery, analysis, reflection, to form skills to solve problems, to take risks, to self-assess / self-knowledge, to identify spiritual dimensions and more complex life models. The roles of art from the perspective of everyday life, which refer to knowledge and aesthetic skills, the capacity of social interaction and the management of interpersonal relationships, the capacity of social integration, are not to be neglected.

Art, as a way of developing social skills, also has an important role in social integration, including for people with SEN and those with behavioral disorder.

Another aspect is related to the usefulness of art and artistic education for solving problems with an impact in society, for example the benefits of these activities in risk situations: lack of motivation for learning, risk of dropping out of school, groups from disadvantaged areas, relations between people with disabilities and other students, etc.

Equally important is the usefulness of art in relation to personal development: increasing self-confidence, the capacity for personal expression and self-esteem.

From the social point of view, the usefulness of art consists in procuring efficient ways of expressing social problems, but also in the possibility to effectively solve such problems, as well as in the development of society, through the creative solutions it

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

offers. Through art, it creates availability and skills of constant observation of the public space, as a carrier of artistic and cultural values and as a place of collective memory.

The formative impact of art education activities is considered significant for understanding and expressing personal experiences (emotions and feelings) and favoring self-knowledge, by discovering talents and expressing their personality. The impact of art on the student involves harmonious development, intellectual development, the formation of beliefs and attitudes, availability for collaboration, awareness and motivation for participation in artistic events, the quality of the use of free time. Contact with the emotional side that art facilitates is seen as an important asset in generating interest in understanding the world in general and in learning in particular. People engaged in an artistic endeavor are credited with a better understanding both of their own needs and experiences, as well as with an increased receptivity to the needs and feelings of those around them.

The roles of art and artistic education in relation to everyday life are most frequently structured, on the following directions: the development of a quality life and behavioural models, the development of the capacities of observation and analysis, as a support for the understanding of life. The development of a quality life and behavioural models involves opportunities for: constructive leisure, inner balance, harmony of mind and family, beautiful environment, the way to dress and the option for a decent outfit, the option for other behavioural models than those in everyday life, in the media and on the street.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Also, physical education in school contributes not only to the good physical condition and health of students, but also helps young people to do and better understand physical activity, with positive influences for their entire lives.

Through physical education in school, the formation of knowledge, practical and intellectual skills, as well as the appropriation of ethical values, which contribute to the development of the capacity of social integration of the individual, is ensured. The qualitative specificity of physical education does not consist in the fact that a physical effort is made, but in the objectives pursued, in the way in which this activity is carried out and in the emphasis placed on the formative value of the training content. Thus, the student who participates in the physical education lesson reacts through a complex behaviour, which incorporates the motor skills, physical condition, knowledge and pleasure for movement. Health, harmonious physical development are important prerequisites of children's qualities, capacities and character traits. The favorable influence of the state of health, the increase of the body's effort capacity by practicing the vital functions and adaptation to the environment, as well as the formation of their individual and collective hygiene habits, are the fundamental reasons of society and the value of physical education. Physical education also has the task of contributing to the development and formation of the same personality traits and components as the process of intellectual training and the general system of instruction and education. The development of the acuity and precision of the senses, of the capacity to perceive space and time, the favouring of the development of the spirit of observation, of initiative and imagination along with the stimulation of the development of the new social relations of the child in the conditions created by the mass education and the influence of the character traits, are educational tasks of great significance through

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

which the integration of physical education in the complex process of education and instruction is achieved school, interference with other educational objects. Physical education and sport develop a complex area of interests, needs, motivations. It educates ambition, courage, distributive attention, determination, firmness, perseverance, calmness, modesty, honesty, multiple traits of will and character. Intellectual qualities, physical qualities and moral qualities are outlined with maximum durability and efficiency in bodily activities.

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.