The Developmental Needs and Aspirations of Teenagers, Premises for the Implementation of Programs Based on Experiential Learning

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Abstract: This article starts from a personal vision according to which any adolescent could develop personally and socially, anywhere and anytime, if he had an environment with offering learning experiences, he would acquire development tools, which he could use throughout life and would benefit from the support of the main educational partners (family, school, community) in his training.

Starting from this vision, between December 2018 and June 2019, we initiated and carried out an exploratory study, within the Department of Educational Sciences, at the Faculty of Psychology and Educational Sciences of the "Babeș-Bolyai" University, Cluj-Napoca under coordination of the University Professor Vasile Chiș, who aimed to identify the educational needs of adolescents in Romania, for the design and implementation of educational programs, for their personal and social development. In the study, we asked teenagers to fill an online questionnaire, in which they were encouraged to answer questions openly and honestly, the answers being anonymous and the lack of answer variants being considered to be correct or wrong. Over 750 respondents provided answers to the questions "What would you like to learn if you could choose" and "What would you most like to do in life, if you had the time, energy, money, self-confidence and support of your family?". The results of the study open the discussion on the need to approach education from a multilateral and personalized perspective, depending on the individual needs of the beneficiaries. In the context in which education for well-being begins in the first years of family life, continues in school, can be extended to non-governmental organizations and is supported by the community and businesses throughout life, this work reflects the current needs of education, anchored to the future aspirations of adolescents in Romania. Based on the results of this study can be outlined a portrait of the Romanian adolescent, ideas for personalizing education and solutions for educational agents to design and implement programs and projects adapted to the educational needs of today's adolescents, tomorrow's adults.

Keywords: *adolescents' needs and aspirations, educational agents, personalization of education, promotion of well-being, experiential learning.*

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1. Introduction

THE NEED FOR PERSONALIZATION OF EDUCATION - PREMISES FOR DEVELOPMENT

Regardless of the country they come from, the cultural heritage or the standard of living they have, people share a common need to discover and experience life in as many of its forms as possible, in search of happiness, fulfillment and the meaning of their own existence. But in order to achieve inner balance it is necessary to know and understand ourselves, to belong to social groups in which we can assert ourselves and in which our value is recognized, and in the medium and long term to contribute to the progress of society. These are some of the personal needs and aspirations that induce our motivation for our own development and evolution through education (Robinson & Aronica, 2015).

We take into account the fact that adolescence is the age of great questions, challenges and transformations, being the favorable field for the development and consolidation of skills whose effects will be expressed in the level of school performance, in the ability to adapt to various life situations, in the quality of intra and interpersonal relationships, subsequently in the efficiency and effectiveness of professional results. Adolescents can thus become able to produce the desired effects on those with whom they interact and make their contribution in the environments of which they are part, in accordance with their own ideal of life and their own values.

THE NEED TO IDENTIFY THE NEEDS OF ADOLESCENTS

It is a reality that so far various specialized services have been developed to meet the needs of people everywhere. Practically, there is not even an industry that does not adapt its services and products in accordance with the requirements of direct and indirect beneficiaries.

Educational services represent a “set of specialized activities, performed by specific methods and techniques, developed and carried out in public institutions or organizations belonging to a community, which aims to solve various categories of problems related to education and instruction of various categories of beneficiaries within the relevant community” (Gherguț, 2007, pp. 19-20).

However, the question is “why should we care about the needs of adolescents?” Why ask them what those particular needs, expectations and desires are? Why should we get used to this reflective process, then get them

used to asking themselves questions and giving answers? Because apart from research or educational programs, which are tools in our development, these types of questions talk about the lives of our children. The ability to ask questions can be an introduction to experiential learning and the development of key competencies that will accompany them throughout life. When they will be adults, parents, specialists in the chosen fields, with the responsibility of other lives on them, they will wish to have asked themselves these questions more often. And our role as educational agents is to give them a reference example of how they can make improvements in life through education. This vision of education emphasizes collaboration between family, school, institutions and local organizations, so that all the educational environments can provide models and experiences that create relevant connections between the adolescent and the community.

EXPERIENCE-LEARNING ORGANIZATIONS - EXAMPLES OF GOOD PRACTICE

At present, there is a rich variety of organizations that offer global educational projects and programs from which we can take good practices, learn and from which we can be inspired to ensure a better adaptation of contemporary pedagogy to the requirements of society and to the real training and development needs of teenagers.

The main organizations that have been facilitating, for decades, programs built on the principles of experiential learning, contributing to the development of a better world are World Learning (2019) since 1932, The Association for Experiential Education (2019) since 1972, Global Expeditions Group (2019) since 1985, Outdoor Education (2019) since 1998, and European Institute for Outdoor Adventure Education and Experiential Learning (EOE) (2019) since 1996. Moreover, the organization founded in 1981 by David Kolb himself (Kolb, 1984) named Experience Based Learning Systems, LLC (EBLS) (2019), was founded to provide the general public with the latest results in research and lifelong learning.

In Romania, the main accredited organizations that facilitate programs and projects based on experiential learning are: Cercetașii României (Scout, 2019) since 1912, Fundația Noi Orizonturi (2019), since 2000, Asociația de Educație și Cultură Outdoor – AECO (2019), since 2006, Școala de Valori (2019), since 2009 and Teach for Romania (2019), since 2013.

In order to create innovations in education, it is necessary not only to understand how the new generations learn, but also to rely on their collaboration to introduce in the practice of current learning innovations

with which their teachers are not familiar (Penido, 2018) but which young people appreciate and look for them in the process of their training.

From the analysis of twenty organizations based on experiential learning, including those mentioned above, both in the country and abroad, we found as valuable the following examples of good practices, transferable and useful to consider by the vectors of change in education (Kolb, 1984):

- experiential learning has no barriers, limits or boundaries, it can be done anywhere, by anyone, anytime;
- the educable participates actively, shows initiative, involvement, creativity;
- the learning space and environment are vital for facilitating learning;
- the learning activity is focused on the educable/participant and on the activity;
- learn for the future;
- importance is given to inner experiences and self-discovery;
- motivation is focused on acquiring competences;
- direct action and experience combine with guided reflection, analysis and decision-making on real-life situations;
- the process is the key: over time, education becomes an integral part of life, and learning a living, daily, continuous process; the experiential learning process is continuously adapted and improved, depending on the personalized objectives of the participants and the changes of the different environments; programs evolve and diversify over time;
- assessment should be formative, measuring the transfer of knowledge and the development of skills and attitudes for each individual;
- the highest results are attained when the educational agents work simultaneously and, in a team, in order to create a better education.

2. Research questions and purpose of the research

The study started as a result of a personal desire to open a dialogue between the educational, research environment and adolescents in Romania. The study started from the following questions, related to the personal and social development needs of adolescents, unidentified by school and family:

1. What do teenagers want to learn in the medium and short term?

2. What do teenagers want to achieve in the long run? What are their aspirations and development needs, starting from their own ideal vision of life?
3. How can educational agents support adolescent development through experiential learning?

In short, the overall objective of the study was to identify the educational needs of teenagers, relative to expectations and personal interests. To achieve this goal, the answers to the questions “*What would you like to learn if you could choose?*” and “*What would you most like to do in life, if you had the time, energy, money, self-confidence and support of your family?*” were analyzed.

Starting from the results of this study, **the purpose of the initiated research is to design and implement educational programs** based on experiential learning, for the personal and social development of adolescents in Romania.

3. Research methods

3.1. Participants

The research took place between 2.12.2018 - 21.06.2019 and targeted adolescents aged between 14 and 19 years. In total, 775 respondents from Suceava, Cluj, Maramureș, Bucharest, Iași, Bistrița - Năsăud and Brăila counties responded. The respondents were both adolescents from urban areas, in proportion of 56.9% and rural, 43.1%, which makes the data provide a balanced perspective on the needs, preferences and expectations of the surveyed adolescents, depending on the environment of growth and development.

83.2% of the participants in the study come from families where their parents are married and live together and 97% of them study at a state school. Of these, 57.3% study in real profile, 28.1% in human profile, the difference coming from middle school, vocational schools, high schools with economic profile and handicraft schools.

3.2. Methodology

The study was exploratory, descriptive, the situation being little known and studied.

A first constraint was to choose the most appropriate research method, depending on the situation analyzed and taking into account the aspects of quality, cost and time. Because we wanted to collect a large amount of information, but also because the topic of the study is a personal

one that involves information related to privacy, we decided to avoid face-to-face data collection and opted to collect data online.

Thus, we built, developed and validated the online questionnaire as a research tool, in accordance with the requirements of the study. The questionnaire offered a number of advantages: shorter lead time, operability of providing information, the possibility of exercising a more rigorous control of the way information is collected and processed, lower costs, efficiency and effectiveness of the questionnaire process and easy dissemination. The platform for creating and disseminating the questionnaire was Google Docs.

Moreover, in order to protect the personal data of the participants, but also to encourage them to be open in the dialogue, in the questionnaire we avoided to collect identification and contact data.

After the elaboration and launch of the questionnaire, the constraints related to the reluctance of some of the selected educational units to support the study by disseminating the questionnaire among adolescents. In order to correct this, the County School Inspectorates from Suceava and Cluj were called upon. The questionnaire was also distributed on social networks, through the Grow Up for Life page, created in 2017 in order to support the entire doctoral research project.

Last but not least, because we wanted to get as much free information as possible from the participants, the questionnaire had both closed-ended, multiple-choice questions and open-ended questions. In this way, the respondents were able to express themselves freely, not being constrained by predefined answers. This has had a multitude of benefits for research, in terms of the amount of information collected, the variety of responses and the identification of needs and aspirations that are worth reflecting on and researching. However, in order to perform the statistical analysis of the information, all 1550 answers required a standardized coding of answers by answer categories. To maintain the line of research, coding was performed according to the nature of answer and the answer patterns identified as repeatable. As some answers were complex, they were associated with several codings, such as multiple answers, so that the statistical analysis is as accurate and complete as possible. The percentages and totals presented below are related to the number of subjects surveyed.

4. Results

4.1. Results

The results of the study can be used as premises for new research, studies and the implementation of programs based on experiential learning. It must be mentioned that the data of the present study are not representative at national level and cannot be extrapolated to the level of all adolescents in Romania. They are exploratory in nature, but provide educational agents with relevant information about adolescents' attitudes, needs, expectations and behaviors.

Research Question 1: *What would you like to learn if you could choose?*

In the top of the choices of teenagers regarding what they would like to learn if they could choose is experiential education (specified by 20.3% of study participants), followed by personal development (18.8%), foreign languages (12, 9%), mathematics and natural sciences (9.9%), music, theater and fine arts (7.9%), financial education and entrepreneurship (7%).

Table 1. Research Question 1: What would you like to learn if you could choose?

		Answers		Percentage
		N	Percentage of total answers	of total subjects
What would you like to learn if you could choose?	Communication	22	2,6%	2,8%
	Personal and social development	146	17,5%	18,8%
	Experiential education	157	18,9%	20,3%
	Financial education and entrepreneurship	54	6,5%	7,0%
	Military education	15	1,8%	1,9%
	Philosophy and Social-Political Sciences	19	2,3%	2,5%
	History and geography	17	2,0%	2,2%
	Foreign languages	100	12,0%	12,9%
	Literature	6	0,7%	0,8%

Mathematics and natural sciences	77	9,3%	9,9%
Music, theater and visual arts	61	7,3%	7,9%
Body and mind health	16	1,9%	2,1%
Sports and dance	19	2,3%	2,5%
Technology, engineering, computer science	69	8,3%	8,9%
Architecture	8	1,0%	1,0%
I do not know	46	5,5%	5,9%
Total	832	100,0%	107,4%

Percentages and totals are related to the number of subjects
(Source: Authors research)

Figure 1: The study and development interests of the respondents in the short and medium term (Source: Authors research)

Further, we will briefly present the first three answers, which recorded the highest percentages:

Experiential education:

The first category of answers regarding what the participants in the study want to learn the most was experiential education, which registered a percentage of 20.3% of the answers.

Through experiential education, respondents refer to "practical things", "concrete things", "things that will be useful in my life", "things useful for my future", phrases that have been used most often. Most participants mentioned that they want to learn how to "cope in life", how to "organize", how to "cope without parental help", how to "provide first aid", how to be successful in life and how to make the right choices".

Other examples of concrete answers, which have been coded in this category are the following:

- *"Let's have cooking options, let's learn to fix something, let's learn not to give up so easily, let's learn to communicate better with each other"*
- *"I would like to learn things necessary in life, for example about bills, buying an apartment, college, things that everyone needs to know"*
- *"Practical things to help me in life, about life, relationships, the world around me, to learn to think, to make decisions on my own. I would like to learn about God, how to know myself"*

There are also teenagers who want to return to traditional handicrafts, such as "pottery", "to sew, to knit, things that have been forgotten in time", while others are forward-looking to "new, different things", "more about what awaits me in the future."

Personal and social development:

The second category of answers regarding what the participants in the study want to learn the most registered a percentage of 18.8%.

Respondents whose answers were coded in the category of "personal and social development" want to learn psychology, to develop their emotional intelligence, that is, to recognize and manage their own emotions. They also want to develop the ability to be empathetic, to understand and interpret other people's emotions.

In the same category there are answers related to relationships, self-knowledge, self-development, development of teamwork skills, communication and collaboration. Adolescents want to learn how to develop their own person in a harmonious and complete way.

A repeated answer is about self-knowledge. Adolescents want to learn how to know themselves and how to be better people, according to their own living standards.

Foreign languages

The third category of preferences of the study participants registered a percentage of 12.9% of the answers.

This need is so closely linked to the desire to discover different cultures, to study abroad, to travel, as well as the willingness to participate in various international projects.

In essence, it is about expanding horizons, exposure to the new, learning through experience, communication and direct relationships. Ideas and needs formulated in the previous categories are resumed, which confirms the fact that young people are aware of their learning and development interests and are open to their satisfaction.

Moreover, we identified the desire to study other foreign languages that are not found in the compulsory curriculum at the school's decision. A number of 53 respondents provided concrete examples, naming the foreign languages they want to study or deepen:

Figure 2: Foreign languages of interest to the respondents on the short and medium term (Source: Authors research)

The relationship between the study profile of adolescents and their preferred study interests found in the answer to the first research question

As can be seen from the chart below, experiential education is on the first place in the top of preferences, being ahead only in the case of the human profile, by personal and social development, by about five percent.

Also, most teenagers, regardless of their profile or level of education, would like to learn more about personal and social development.

Figure 3: Top study preferences of short and medium-term respondents (Source: Authors research)

The relationship between the gender of adolescents and the answer to research question 1:

We noticed the following different preferences depending on gender: girls' preferences in terms of education are directed, especially, towards: personal and social development (22.2%), experiential education (20%), foreign languages (14.8%), mathematics and natural sciences (9.7%) and music, theater and fine arts (8%).

In the top of boys' preferences there are: technology, engineering, computer science (22.6%), experiential education (16.5%), personal and social development (11.7%), financial education and entrepreneurship (10.1%), foreign languages (8.9%) and music, theater and fine arts (7.7%).

The relationship between the age of adolescents and the answer to research question 1:

The desires for what teenagers would like to learn if they could choose are relatively similar, regardless of their age.

Research Question 2: *What would you mostly like to do in life if you had the time, energy, money, self-confidence and family support?*

More than a third of those surveyed (37.7%) want, if they have the time, energy, money, trust and family support, to travel. A percentage of 15.2% of study participants want to be fulfilled professionally and personally, 12.3% want to be social entrepreneurs/help people, 12% want to have their own business and 6.7% want to be surgeons/ doctors/ psychologists/therapists.

Table 2. Research Question 2: What would you mostly like to do in life if you had the time, energy, money, self-confidence and family support?

		Answers		Percentage
		N	Percentage of the total answers	of total subjects
What would you mostly like to do in life if you had the time,	To have my own business	93	10,6%	12,0%
	To have my own home	6	0,7%	0,8%
	Ensure order and law enforcement	24	2,7%	3,1%
	To travel	292	33,4%	37,7%
	To make music/theater/film/fine arts	41	4,7%	5,3%

energy, money, self- confidence and family support?	To be a social entrepreneur/to help people	95	10,9%	12,3%
	To be an architect/ designer	6	0,7%	0,8%
	To be a surgeon/ doctor/ psychologist/ therapist	52	5,9%	6,7%
	To be a developer/ designer/ engineer/ IT specialist	22	2,5%	2,8%
	To be fulfilled professionally and personally	118	13,5%	15,2%
	To be a writer/editor	10	1,1%	1,3%
	To be a sportsman/dancer	30	3,4%	3,9%
	To put the bases of a family	22	2,5%	2,8%
	To protect animals and nature	12	1,4%	1,5%
	To study in the country or abroad	20	2,3%	2,6%
	I do not know	31	3,5%	4,0%
Total		874	100,0%	112,8%

Percentages and totals are related to the number of subjects
(Source: Authors research)

Figure 4: Life interests of the respondents on the long run
 (Source: Authors research)

Further, we will briefly present the first three answers, the ones that recorded the highest percentages:

To travel

With a percentage of 37.7% of the answers, travels rank first in the top of preferences.

From the answers provided it was possible to identify the fact that teenagers have several reasons why they want to travel:

- to have new experiences. Adolescents want to discover new traditions, new people and cultures, languages and customs different from those of their home country, which can help them expand their horizons;
- to get to know each other better;
- to make the world a better place through their own involvement;

- to study, volunteer or work;
- to share the joy of travelling and the needs to discover together with the love ones, family and friends;

Some examples of answers were the following:

- „I would like to discover different traditions, to learn to cook different meals from all dishes of the world, to study people that live in tribes; to contribute to scientific discoveries in chemistry, biochemistry, biology and nanotechnology”.
- „I would like to travel a lot so that I will be able to discover new cultures. I would like to initiate some actions that would help unfavored, discriminated and marginalized children, in order to integrate them in the society and in order to provide them a different image upon life, making them aware of their own potential.”
- „I would like to travel everywhere around the world, I would like to provide voluntary work, to be more involved in funds' raising for noble causes, to be able to help the wounded persons in one way or another.”

To be professionally and personally accomplished

With a percent of 15.2%, this is the category of answers in which most of the examples of specific jobs were recalled. Some examples would be: flight attendant, model, photographer, company director, math teacher, TV presenter, accountant, psychologist, therapist, teacher, pilot, manager, ambassador, DJ, politician.

Among the answers that were repeated are the following „to become a successful man”, „to fulfil my dreams”, „to do what I like”.

Other examples were the following:

- „To become a successful man from all points of view. To invest in me, in the persons who need my help and to ensure a future for myself so that I could at least survive.”
- „If I would have all necessary resources, I would like to create something that would be acknowledged or that would help many people. On long term, I would like to create a brand, and on the short run I would like to customize and improve an already existent product (probably it has to do with my age, but I would like to work on a computer or a machinery)”.

To be a social entrepreneur / to help people

By means of the answers provided, 12.3% of the teenagers showed their desire to answer certain social needs that the current systems are not capable to cover or cover them insufficiently. They want to generate a change towards better times, wither through their businesses, donations or volunteer actions.

Young people are motivated by helping people and wish, besides the businesses that generate profit for them, the freedom to produce profound social changes, in the benefit of groups of persons or even the society. In fact, from the collected answers, an increased interest to start private businesses, from the point of view of the opportunity to contribute to the social welfare and everybody's social welfare, and not only of the ones who can afford it can be observed. As stated by Greg Dees, professor in this field of activity at Duke University, the social entrepreneurship means „fulfilling the mission and impact assessment” and differs from the classical entrepreneurship through the social welfare, that is more important than particular and business interests (Martin & Osberg, 2007).

Some examples of answers provided were the following:

- „To start-up a center for teenagers, not necessary for teenagers with disabilities, but with problems, for example, teenagers suffering from scoliosis, like myself, in order to help them both physically as well as psychically.”
- „I would like to do volunteer activities and build more hospitals in which sick people or children with health problems would be treated.”
- „To create an NGO that would protect women aggressed by their partners and to put in place information campaigns with respect to the Bullying phenomena.”
- „To start-up a non-profit organization for strays and anti-prostitution.”

Relationship between the teenagers' profile and the answer to the research question no. 2:

Most of the teenagers, irrespective of the studies they learn in, would like to travel, if they had time and energy, money, trust and family support.

The main wishes of the teenagers learning in the science profile are professional and personal accomplishment (17.6%), having their own business (12.2%), to be social entrepreneur / to help people (11%).

The desires of the teenagers learning in the Humanities resemble the wishes of the ones learning in the science profile more precisely, besides travelling, they wish to be social entrepreneur / to help people (15.6%), to have professional and social accomplishments (13,3%) and run their own business (11.9%).

The wishes of the teenagers learning in a vocational field are slightly different than the ones previously mentioned. As such, 40% wish to travel, 14.3% have their own business, compose music / theatre/ film/ plastic arts,

respectively to be social entrepreneur / help people. 11.4% want to be professionally and socially accomplished.

Those that are still in secondary school have as main wishes, the wish to travel (36.4%), run their own business (18.2%), be social entrepreneur/help people (13.6%), ensure enforcement of law and order (9.1%), be socially and professionally accomplished (9.1%) or be sportsman/dancer (9.1%).

Figure 5: Respondents' top of long-term life preferences
(Source: Authors research)

The relationship between the teenagers' gender and the research answer no. 2:

No less than 43.1% of the female teenagers wish to travel, 13.9% wish to be social entrepreneurs /help people, 13.3% wish to be professionally and socially accomplished, and 10.4% wish to have their own business.

Teenage boys wish mostly to travel (26.2%), to be professionally and socially accomplished (19.4%), wish to have their own business (15.3%), wish to be social entrepreneurs /help people (8.9%), wish to be sportsmen or dancers (7.7%) or wish to be developers / designers / IT specialists (7.3%).

Relationship between teenagers age and the answer to the research question no. 2:

Irrespective of the age, the wish to travel occupies the first top position, followed by the desire to be professionally accomplished and have financial stability. At the high-school respondents the desire to be involved in people's problems, to help people and protect animals and nature in general demonstrating a stronger awareness of appurtenance not only to human society but also the unity or the interdependency between man and nature is strongly observed. The young people in secondary school make themselves noticed with a classification of desires slightly different: they want to travel, to run their own business (20%), to be social entrepreneurs (14.3%), to be sportsmen or dancers (11.4%). At the age of 14, the percent of those not knowing what they want is 0%. At the opposite pole, the respondents aged 19 are the ones (13%) who do not know what they would like to do in life should they have time, energy, money, confidence in themselves and support of their families.

5. Discussions

Internationally, experiential learning is subject to a variety of successful implementations and significant progress on five continents (Asia, Europe, America, Australia, Africa) and over 150 countries (World Learning, 2019).

The Romanian organizational environment is no exception to the global trend of the contemporary orientation towards the modern paradigm of learning, in which the learner actively participates in his/her own formation and development, and the partnership between him/her and the educational agents is promoted. Through the internationally recognized

benefits, experiential learning has also come to be addressed at the national level.

But as we have seen in the research results, there is a need for harmonization between the educational environment, the economic environment and the social environment in the future, so that the training offered to adolescents is able to provide the qualitative basis of the skills and competences necessary for their personal, social and later professional development.

In this context, the development of educational curricula based on experiential learning remains an imperative for the development, on a national scale and not only, of an extracurricular alternative viable for adolescents' development, all the more since the educational, economic and social environment represent agents of change with a significant impact on youth development.

Collaboration is needed between educational institutions, non-governmental organizations, associations, the private and state business environment, local governments and ministries in order to customize education in accordance with the developmental needs and aspirations of adolescents and with the increase in the opportunities for personal and social development of adolescents.

In the absence of this collaboration, the gaps between what is taught in schools, the personal aspirations of adolescents and the skills of the 21st century required on the labour market will continue to exist.

The training of young people for the future could be done coherently, with an integrative vision of the future. A vision focused on collaboration between family, school, institutions and local organizations, in which they design educational curricula that develop skills anchored in the 21st century and create relevant links between the adolescent, school, family and community is a starting point with multiple benefits in the future. This can be done anywhere in the world, starting at any time.

In respect of the data provided by first research question, it is important to identify methods and instruments by means of which these learning needs would be fulfilled, irrespective of the fact that we talk about the formal, non-formal or informal learning environment.

In the formal learning environment, the previously mentioned ideas in the respondents' answers can be integrated in the educational classes, in the optional disciplines settled upon the school's decision, in the "Another type of school" program, within projects, homework, or even through excursions and activities developed together with other organizations in partnerships.

In the non-formal learning environment, development workshops, camps, practical or online teaching modules by means of which youngsters could benefit from training could be organized. Even the business environment could get involved in teenagers' development, by means of their own internal practice programs, starting from the age of 16 and through participation in career fairs and career orientation fairs. A collaboration between an educational unit and a company, from the same city, can lead to a better personalization of education and to a personal and social development of the adolescents involved. In addition, courses, articles, e-books could be added, and these can be shared in the online environment. Taking into consideration the increased popularity of the online media among teenagers, a variety of learning tools can be created and delivered to all interested teenagers, and the state and private business environment could create a communication bridge with these youngsters even prior to choosing a faculty or having a job.

In the informal learning environment, the family members could have open discussions with their youngsters with respect to the aspects that are relevant for them related to life, career, way of things. The examples such as „how to replace a tire, how to cook, how to fix something, how to build something” are activities that can be carried out anytime within the family and, more than this, are beneficial both from the point of view of the relation between the parent and the teenager as well as of the teenager's psychosocial and emotional development. More than this, initiation of these activities by parents would generate a major advantage for the household and the youngsters would feel that they learn, are integrated and are given responsibilities regarding the household activities and have their roles within the family, prior to coming at age and leaving the parents' house. These activities would make them responsible and would prepare them for the student's life, adult life and employee.

From the point of view of the answers received at the second research question, the situation can be perceived in the following manner. The answers that received lower scores are correlated with the fields of activity that are either, not promoted, either promoted in an unfavorable manner, or are not attractive due to various reasons. In such a case, we refer to an opportunity of development for the business environment and for the educational environment: because a low number of the teenagers nowadays want to have in the future jobs that are not included in the answers provided above, this means that the jobs that these teenagers would search for shall be different than the ones currently provided by the labor market.

Consequently, the youngsters' change for desire must be undertaken by infrastructure and stability of the business and education environment.

Autonomy and independence that the youngsters wish would imply a tendency of this generation to not be attracted by traditional workplaces. The teenagers nowadays, will wish to have the freedom to work and travel, and even to work from the places to where they travel, meaning that a full-time job in the office could become obsolete and invalid.

As such, each educational agent has its own part and its own tools it can use in the development of the teenagers nowadays. Until a coherent strategy shall be created, that would connect these agents and would follow a logical stream in youngsters' development, it is necessary to develop the ability to ask and find out what their needs are, any time we have this opportunity. Starting from the example above, we would recommend that each family, school, tutor, trainer would initiate actions by means of which it shall be identified which are the needs and expectations of the target groups, prior to developing and implementing workshops, courses, programs and large-scale projects, that imply costs, time and substantial resources. Prior to investing, it is important to create a connection and scale mutual expectations. And maybe, starting with this generation and together with this generation, we can build together a strategy that would be adapted to future generations.

That is why we consider that experiential learning is a viable alternative in the education of the future, at the international level, as it has the potential to bring together the personal environment, the educational environment, the business environment and the social environment. Although it is considered that the school must train individuals capable of generating value in the labour market, it is no longer a novelty that the education of the future will fail to develop based on the existence of a single type of education, but of different, complementary, personalized models of education. The education of the future will develop from the synergy of the three types of education, formal, non-formal and informal, giving rise to new educational models, in which flexibility and collaboration will lead to the creation of new development frameworks for adolescents and not only, regardless of the country of origin.

The main feature of the education of the future will be given by the new initiatives and new approaches that will bring the educational environment together with the business environment, the social and family environment in order to generate qualitative results from a personal, social and professional perspective. And, in this regard, all we can do now is to identify new ways of collaborating in order to design and implement

curricula focused on the personal and social development of adolescents. Last but not least, by identifying and promoting as many best practices and working tools as possible useful for educational agents, in time we will witness the improvement of the educational process at the level of the educational, economic and social environment, starting from each adolescent.

The question from which the current study could be continued is the following: why some teenagers, while getting older, become indecisive in respect of their own future? Why, according to this study, at 14 years old the percentage of those who did not know what they want in life is of 0% and at 19 years old the percentage rate is the highest in the entire teenage period, respectively 13%?

6. Conclusions

The parents of experiential education John Dewey, Kurt Lewin, Carl Rogers and David Kolb continue to be nowadays inspiration sources for the contemporary initiatives of development through experiential learning. Currently, experiential education is found in a variety of institutions from educational and academic, state or private ones, to non-profit organizations, foundations and companies, in order to increase the level of development of individuals.

In the modern learner-oriented paradigm of learning, it is important to open even more the dialogue with the adolescent in front of us as the main source for identifying short-, medium- and long-term development needs.

According to the data processed in this study, the portrait of the teenager can be described as follows: the teenager is oriented towards practical learning, he wishes to make actual things, to be active, to make things with his own hands. He is interested to improve learning foreign languages of international circulation (Spanish, English) and is ready to study languages such as Japanese, Chinese, Korean, Hebrew, or Nordic languages. He wishes to travel and get in contact with new cultures and civilizations from which he will learn and develop socially and professionally. Afterwards, he wishes to return to his country and open a personal business by means of which he will monitor his own personal interests, but also to help the community. More than having a profit generating business, the teenager wishes to help the ones around him through social impact projects, NGOs, hospitals, organizations that would help people in underprivileged areas.

This youngster wants to help develop a better world, meaning to contribute to the resolution of problems that threaten our well-being and that of the planet as well. Having the 21st century competencies developed he could have the capacity to solve complex problems that are related to our physical and mental health, consumption of resources, protection of the environment and animals, re-forestry, fashion industry. He wants to learn engineering, mathematics, informatics, to work in research and find cures for diseases and other problems that affect collective well-being. The fact that he wants to learn psychology, develop emotional intelligence, to be a psychologist in his turn, doctor, councilor, reveals the fact that there is a need for educational environment, business environment, and educational agents that provide trainings, consultancy and orientation to collaborate for a harmonious development of the youngster.

This generation of teenagers, if sufficiently supported by specialists that have the ability to facilitate learning spaces, mentoring, coaching and experience counselling, could stand for a base for the development of a better society, that experiences an actual well-being.

Regarding the usefulness of the results at international level, it is worth mentioning that the information collected from the undertaken research is useful for the following categories of educational agents interested in introducing experiential learning in the learning and development activities of adolescents:

- national and international learning communities (educational institutions, non-governmental organizations, companies and associations);
- parents and family members;
- trainers and teaching staff concerned with the introduction of these ideas in the curricula they design and carry out and in the learning activities they coordinate;
- infrastructures connected to the reality of today's generations (social networks, dedicated sites, course trainers, workshops and cultural and educational events);
- authorities, specialists from research and development institutes, from knowledge-based organizations;
- experts in various fields of the business environment;
- knowledge-oriented organizations, independent consultants and companies specializing in the development of education systems.

This research provides starting points for developing curricula that support the adolescent to actively participate in their own development in accordance with their own interests and aspirations.

The results of this research are a confirmation that adolescents want to work with educational actors (family, teachers, school principals, professionals in various fields, representatives of non-profit organizations and business specialists) in order to develop personally and socially.

Regarding the capitalization of research results, through the Grow Up for Life center, established in 2017 to support this research and develop its own programs, we will continue to involve and support adolescents in their own training and development, through experiential learning, through collaborations with teachers, family, with the business environment and the community, so that, through our common vision, the personal, social and later, professional development of adolescents is closer to the requirements of the 21st century and to their own aspirations.

To conclude, we invite you to reflect together upon an answer provided by a teenager aged 17. The answer was included in the categories „To travel”, “To be a social entrepreneur /to help people”, “To protect animals and nature”:

„I would like to travel, to help orphan children, children with incurable diseases, to develop the field of genetics, succeeding in discovering diseases starting from intra-uterine life, to develop this field. To perform research with respect to cancer, struggling to find a cure, a clear and accurate prevention method, to settle a treatment scheme and educate population in respect of the importance of recycling, taking care of the environment and our planet. I would like to heal suffering people. To build a better world in which envy, lies, falsity and meanness would not dominate”.

My question addressed to you is the following: if there are more teenagers like this one among us, when we meet them, how can each of us get involved and how can we help, so that these teenagers could learn to direct their energy into results and transform some of these noble objectives, dreams and ideals into reality? What can we do, for every teenager out there that deserves our support and collaboration? As we could see in the article above, we have a say and enough chances to create collaboration and results together. Let's start from here!

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