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The Characteristics of a Successful EFL Teacher in the Learners' Eyes

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Abstract

There are two major interrelated reasons behind examining the topic of this paper. In fact, even after many years of their learning English as a foreign language, a large number of secondary school students' level of proficiency in the language is so low that they cannot use it communicatively, and cannot major in it at university, either. Accounting for their underachievement, a large percentage of such students claim that many teachers still play traditional roles in the teaching-learning process, which has contributed to the problem. The main purpose of this paper, therefore, is to explore the extent to which such a claim is justifiable. In this frame of reference, a questionnaire was administered to a certain number of students on the extent to which the teacher is responsible for the issue, as well as what they personally think the key characteristics of a successful EFL teacher are. Along with this, the paper will equally look at other qualities that ought to be available in EFL teachers with the overall aim of helping them to do their job successfully, and hence attain the expected learning results.

Keywords: English; foreign language; EFL learners; EFL teacher; teacher roles, affective roles; academic roles, teacher development

Introduction

Achieving a good level of proficiency in English as a foreign language among a high percentage of secondary education students in many Tunisian schools is still a formidable challenge for both the teacher and the learner even after many years of formal instruction in the language. There must be diverse objective reasons behind the issue. In this setting, wondering about the various reasons behind the issue, many EFL teachers believe invincibly that the main reason is mainly related to an educational system which has proved unable to meet students' and their parents' expectations. Many others think that what lies at the root of the problem is lack of enough exposure to the language, in the sense that the classroom is often the sole environment where students are exposed to it. However, whenever asked about the causes of their low level of proficiency in English with the aim of prompting them to improve, a lot of secondary school EFL learners, as pointed out above, lay part of the blame on the teacher. This could be claimed to be justifiable in case the teacher adopts traditional ineffective roles in teaching the language and in dealing with the students both as learners and humans. By implication, in order for the EFL teacher to get round the problem of her or his students' underachievement in the language, it is recommended that s/he should assume particular affective and academic roles as one drastic measure that can contribute to effective teaching and successful learning.

What lies at the root of the problem?

A questionnaire was administered to 117 fourth-year Tunisian secondary school students from two different schools. They were asked to which extent they think the teacher is responsible for the learners' low proficiency level in English. The results of the questionnaire show that the smallest percentage of answers (23.93%) is the one that does not consider the teacher responsible for the learners' low level in English. About 50% of the questioned students think that s/he is to reproach to some extent, whereas 31 out of 117 students representing a remarkable percentage of 26.50% believe that s/he is to blame for the problem to a great extent. These results would prompt us to investigate what should be done on the part of an EFL instructor, so as to redress the state of affairs.

For the sake of delving a little deeper into the matter, the same number of students (117) and one class of second-secondary school students totaling 33 individuals from another school were requested to specify what they blame their EFL teachers for in regard to their low achievement in English. Their overall answers center around a number of undesirable aspects of behavior related to the teacher's affective and academic roles. Below are examples:

Examples of undesirable aspects of behavior related to the teacher's affective roles:

unfriendly; not understanding; does not call us by our names; often nervous; shouts at us; does not respect students; indifferent to students' problems; mocking students; punishing students; too severe; favors some students at the expense of others.

Examples of undesirable aspects of behavior related to the teacher's academic roles:

lazy; sitting most of the time; sometimes refuses to explain what students don't understand; can't control class; gives very low marks for oral tests; his tests are very difficult; assigning homework, but doesn't control or correct it; uses difficult words; getting absent.

It is undeniably true that a teacher behaving as described above causes her/his students to scorn her/him and direct their attention from the subject s/he teaches, which is likely to lead to low results.

The same questioned students were asked to list what they think the qualities of a good teacher are. What they listed also pertains to her/his affective and academic roles. Following are examples of such qualities:

Understanding; having a strong personality; can control class; lenient; helps students with tests*; gives good marks; involves all students in lessons;* friendly*; cheerful; uses easy methods in his lessons; treats all students equally (i.e. does not favor certain students at the expense of others); discusses students' personal problems.*

All this leads us to deduce that students are really aware that successful teaching can be achieved by the teacher's imperative combining of her/his affective and academic roles, which implies the necessity of adopting a humanistic approach in her/his teaching methodology.

Teacher roles

On the basis of the undesirable aspects of behavior on the part of the teacher mentioned by the questioned students, as well as what I personally noticed among colleagues, a number of teachers still maintain a traditional role. Such a role has two principal characteristics: being authoritarian and speaking most frequently in class. One major reason behind being authoritarian is to maintain discipline in class, as a number of teachers believe. Regarding being the one who speaks most of the time in class, it could be deduced that it may be the result of the teacher's severity, in the sense that a severe teacher may cause many students to be reluctant to participate in learning activities, by reason of their apprehension that they may make mistakes, which they think may provoke an undesirable reaction on the part of the teacher. Another reason is that being accustomed to her/his constant talk in class is very likely to make the students listen to her/him passively much more than playing an active role in lessons.

Accounted for by many teachers, their frequent talk in class is mainly the result of the low proficiency level of many students. Referring to the matter, one teacher once said, "I often feel I am teaching myself."

However, however serious and numerous the difficulties are, a successful teacher does not resort to assuming a traditional role that she herself or he himself may be aware that it cannot bring off the expected learning results.

Teacher affective roles

The affective roles of the teacher are intrinsically associated with her or his relationship with students as a person rather than a teacher in the mere traditional sense of the term. In this sense, Marks (2001: 82) points out that "the term 'affect' includes 'anything to do with the emotions, moods, dispositions and preferences'."

Taking affective factors into account is of considerable importance to the teaching-learning process. These include the learner's personal emotions and interests, and hence her or his positive or negative attitudes towards learning activities. The teacher ought to be aware of the importance of these factors and the necessity of her or his being able to deal with them properly, so as to contribute to the success of the learning process. In this respect, the teacher's affective roles are of crucial significance. Instances of the teacher's key affective roles are examined below.

Friend: Relying on a personal experience and on what the students mentioned in the above questionnaire, a good successful teacher is someone who establishes a good relationship with all students acting as a friend, and treating all of them on equal terms avoiding to favor brilliant learners over weak ones, or sympathize with males at the expense of females, or vice versa.

Apart from the teacher-student relationship, it is recommended that the teacher establish a good student-student relationship based on mutual respect and cooperation, which can contribute to facilitating the teaching-learning process in an agreeable atmosphere. Richard–Amato (2003) refers to this point arguing that "in classrooms in which mutual respect is lacking, differing values can lead to conflicts between student and teacher, and between student and peer" (p. 66). Therefore, it is imperative – as Ebata (2008) advocates – that teachers "teach all the students the importance of having respect for one another in a classroom, so that each of the students can actively participate in lesson."

Another factor relating to the teacher's role as a friend is calling learners by their first names. Doing so is, on the one hand, one aspect of the good teacher-student relationship; it shows the teacher does not keep learners at a distance, but s/he is rather one of them. On the other hand, it motivates the learner and gives her or him some confidence, especially in situations in which s/he is addressed praising expressions followed by her or his first name when s/he answers questions correctly or performs tasks in the right way.

Hess (2001: 16) lists a number of benefits of learning students' names that concern both the teacher and the learners. She argues that learning students' names is essential, because

. it promotes good basic human relationships;

. it is helpful in monitoring students' records (test results, attendance, assignments);

. calling people by their names is basic recognition that they are individuals, and are being respected as such;

. calling students by their names helps us to call them to order;

. we begin to feel more comfortable with a class as soon as we know our students' names;

. students themselves feel better when they know the names of classmates.

Motivator: Motivation is of a vital role in language learning. In this framework, one of the qualities of a good teacher is someone who is aware of this fact and implements it in class via diverse ways bearing in mind that motivating students frequently can actually pave the way for successful learning, and hence facilitate effective teaching.

 Model: Acting as a model is not solely one of the teacher's academic roles, but it can be included in her or his affective roles. Putting it plainly, the teacher is not only a model for students to follow in teaching them the language, but also in guiding them directly to acquire some moral values and good aspects of behavior by, say, giving them pieces of advice in this respect, or indirectly through positive traits of her or his personality, which arouses their interest in learning. Where the teacher's personality is concerned, it is irrefutable that it can affect the students' perception of the teacher and their learning from her or him.

A few students among those questioned about the qualities of a successful teacher mentioned "*strong personality*", and one female student cited *"elegant"*. In this setting, one ingredient of a person's personality is the way they are dressed. By implication, one of the characteristics of a successful teacher is maintaining an admirable appearance. This would bring her or him respect and esteem on the part of students. The fact that many of them sometimes try to imitate their teacher in her or his good looks, and would like her or him to have a good opinion on them in this regard shows how important the teacher's appearance is in their eyes.

In a nutshell, the teacher's having a good-looking appearance is highly recommended, in view of the fact that students learn better from someone whom they respect and reckon as a model at more than one level.

Fun: One of the definitions of fun according to *Macmillan English Dictionary* (2002) is "someone who you enjoy spending time with, especially because you enjoy the same activities." In this setting, students usually prefer teachers who are humorous to those who are very often serious and hardworking. A number of students among those to whom the aforementioned questionnaire was administered about the characteristics of a good teacher jotted down words and phrases connected to humor, such as *funny*, *makes pupils laugh*, and *tells jokes*. In the very context, Weiss (1993: 42) points out that "when students are queried about the characteristics of a teacher they most appreciate, they often reply 'a sense of humor' and 'the ability to communicate knowledge in an interesting way'." Therefore, an important characteristic of a successful teacher is being personally humorous and introducing humor in her or his lessons, so as to spare students being bored and anxious, and increase their attention span. Maurice (1988) stresses the role of humor in helping acquire or learn languages holding that "[…] much has been written in the field of TESL/TEFL in recent years about the place of affective

factors in language acquisition. Humor, as one affective 'technique', can be of some help to us in our task of facilitating acquisition within the classroom." Gagné (1985), in turn, lists a number of instructional functions of humor. These are: (a) activating motivation, (b) informing the learner of the lesson objective, (c) directing attention, (d) stimulating recall, (e) providing learning guidance, (f) enhancing retention, (g) promoting transfer of learning, and (h) eliciting performance.

In a later section dealing with the teacher's academic roles, we will make suggestions for ways of introducing humor in various learning activities relating to the four language skills.

Social worker: Undertaking such a role in the right way requires the teacher to be au fait with the different social backgrounds of learners, their various interests and feelings, as well as their diverse attitudes towards learning.

As it is very likely to be difficult for the teacher to have enough information about all these issues relating to every individual student and recall it, s/he can resort to what is called a background questionnaire, which s/he can keep during the whole academic year, so as to refer to it whenever need be.

A duty of the teacher's as a social worker, and one of the highly-appreciated qualities of a good, successful teacher is helping students with their personal problems, or at least taking them into serious consideration in case of learner frequent absenteeism, misbehavior, unsatisfactory learning performance, or low exam results. Dealing with the teacher's role as a social worker, Wiriyachitra (1995) suggests that "s/he should create an atmosphere of friendliness and trust by listening to students, accepting their ideas/opinions, and if they have any problems finding ways to solve them." Acting as such will certainly cause students to change much for the better at the level of their affect, their conduct, their perception of the teacher, and their view about learning.

Concluding her above statement, Wiriyachitra (1995) affirms that "students will feel relaxed, confident, assured, and not embarrassed. This behavior can definitely lower the students' affective filter which, in turn, may enhance learning." Personally, it is my experience that the students who have got some help from the teacher with their personal problems, and generally enjoy a friendly relationship with her or him show considerable interest in her or his subject matter, and do their utmost to ameliorate their proficiency in it.

In sum, it could be held that by assuming particular affective roles in the right way as those examined above can facilitate the teacher's various academic roles a great deal. Roughly, the very claim is expressed by Arnold and Brown (1999) who point out that "by attending to the affective realm [...], teachers might well find that their whole task becomes easier."

Teacher academic roles

It is argued that in the course of foreign-language classes, teacher roles are sometimes undertaken spontaneously or without the teacher's being aware of what they are. One characteristic of a successful teacher is being knowledgeable about the different roles s/he ought to play and the learning activities that can be best performed through assuming one or more particular roles.

In this section, we will consider the main academic teacher roles that are deemed to be in marked contrast with traditional roles, and on the other hand can help engage students as much as possible in learner-centered activities, and are hence of real benefits to the achievement of successful learning.

It deserves mention that the principal teacher roles that will be examined include other secondary, but important roles as will be discussed.

Group leader: What may count more with respect to the two-term name of this role is its first part, *group*; not *leader*. The teacher acting as a group leader implies her or his being the head of the whole class as one group or divided into a number of small groups, and does – of course – not signify monopolizing the performance of the learning activities on her or his part, because they should rather be student-centered. Rogers (2002: 190) sums up the function of the teacher as head of the group briefly stating that "[it] is to keep the group together, to keep things going."

The teacher's role as a group leader lies primarily in devising suitable activities compatible with the learning objectives intended to be fulfilled, clarifying the instructions for these activities – acting thus as a manager – so as to ensure everybody understands what to do, and sometimes initiating them, or asking a good student to so do, if need be, for the sake of a better performance by the whole class.

With reference to the above questionnaires, some students stated that one of the characteristics of a successful teacher is making the whole class participate in lessons, while some others expressed roughly the same opinion in different terms asserting that one of the teacher's qualities they disapprove of is caring only for a few good students.

In this frame of reference, the teacher's acting as a manager also involves assisting everybody in taking part in all classroom activities concentrating somewhat more on the shy and low-achieving learners; and in parallel with this, s/he ought not to allow good students to take the lion's share of participation and outpace slow or weak peers in pair or group-work activities. Rogers and Horrocks (2010: 206) refer to such students as *persistent talkers* who try to monopolize the discussion, and recommend that "it is important not to let them wreck the group."

Behaving with students of different levels of proficiency as suggested above requires the teacher to be of an outstanding pedagogical competence and to acquire sufficient knowledge about certain learners' psychological characteristics so as, say, not to embarrass weak learners by prompting them too much to be constantly active and present the desired performance, and on the other hand not to dampen brilliant learners' enthusiasm so frequently that they may feel frustrated and discouraged. Therefore, the teacher should not only be a pedagogue, but also somewhat a psychologist – as it were – in respect of taking into account her or his students' various feelings, emotions, and reactions to the various learning activities, as well as to the ways the teacher should behave with them as persons and her or his attitudes towards their learning performance.

Equally as a group leader, the teacher can function as a promoter of the target-language learning, mainly during group-work activities. Plainly speaking, for instance, as learners tend to use their mother tongue while working in groups, s/he should entice them through diverse ways to keep using the L2 as much as they can.

Group member: Acting as a group member denies the teacher's being considered as authority in the classroom, and opposes the traditional belief that s/he is the only source of knowledge and the sole person who teaches. In point of fact, such a role implies the teacher's performing activities alongside students learning from them while they are learning from her or him. Briefly, in other words, s/he is a teacher and a learner at the same time. Freire (1988: 67) strongly approves of such a role arguing that "the teacher is no longer merely the one – who – teaches, but one who is himself taught in dialogue with the students, who in turn, while being taught also teach." In this way, as Larsen-Freeman (2000: 28) points out, "the teacher and the students are more like partners in the teaching-learning process," which would help students – as Harmer (1998: 9) suggests – to be responsible for their own learning, which is one of the characteristics of good learners.

One practical way of encouraging students to be self-confident and making them realize that they are responsible for their own learning is to allow them sometimes to suggest homework assignments associated with a particular language-skill activity. The teacher together with all the students may agree upon a particular homework assignment for the whole class with the intention of giving all students some freedom to do the homework that suits their ability, thus taking into account the learners' different proficiency levels, so as to guarantee everybody does the assignment.

From the above-considered roles derives the teacher's part as a 'co-communicator' (Littlewood, 1981). This is mainly manifest in her or his participating in various forms of interaction with learners, such as dialogs, role-plays, simulations, and class discussions. The teacher-learner interactions have different aims. For instance, a particular form of interaction may take place between the teacher and a good student as an example for the whole class to follow with the object of facilitating a learning activity before they engage in performing it.

Further, as a mere 'co-communicator', the teacher can, of course, take part in class debates expressing her or his own views, listening to students' arguments, and agreeing or taking issue with them; and on the other hand, giving learners a chance either directly or indirectly to freely comment on her or his opinions and argue for or against them if the situation entails to so do. Behaving as such, the teacher makes it clear for students that s/he is not the domineering teacher who is the lone fountain of knowledge, whose voice is the most frequently resounding in the classroom, and whose standpoints are irrefutable truth. Therefore, since the teacher-learner relationship is horizontal, the teacher is regarded more as a friend – as noted above – and also as a 'co-learner' (by analogy with Littlewood's (1981) use of the term 'co-communicator'). In this way, students become self-confident or more so, and feel psychologically at ease, and that they learn in a comfortable atmosphere, which spares them apprehension of errors, and thus assists them in expressing themselves freely. All this can be among the key factors that can help promote effective teaching and achieve successful learning.

It is worthy of note that in much ELT writing, considerable mention has been made of the teacher as a learner without actually exploring what s/he can learn from students. In order for the teacher to learn from students, s/he should primarily

learn about them. A threefold query, in this regard, is to be raised: a) what should the teacher learn about students? b) What can s/he learn from them? c) What benefits does the teaching-learning process derive from both types of learning?

What the teacher ought to learn about her or his students are specific issues that are connected with their learning and have particular effects on it. It is recommended that the teacher deal with these issues in such a way as to make them affect learning positively. Principal instances of these are discussed below.

. Language attitudes: Students have different attitudes, either positive or negative towards the target-language learning depending mainly on their need for the language and their proficiency level in it. In this context, the teacher can assume the role of a psychological stimulator in boosting learners' positive attitudes and helping the students who have negative attitudes to rid them of such attitudes, and create in them positive attitudes, in that these can enhance learning.

. Learning styles: These are also referred to as learning strategies. Students of whatever proficiency in the language they are learning have a variety of learning styles on the basis of their command of the language as a whole, as well as their standard in the various language areas. By way of illustration, a student who is good at grammar and weak at mastering vocabulary may find no difficulty in the teacher's methods of teaching grammar, but may find it difficult to learn vocabulary if, for instance, the teacher does not often use the learners' native language. Such a student may prefer that the teacher use the learners' mother tongue, and when learning on her or his own, s/he may use bilingual dictionaries very often in order to comprehend unfamiliar lexis, which is a strategy that can be reckoned as ineffective, especially in case it is resorted to frequently. In this situation, the teacher can assume the role of mentor. S/He ought to encourage student effective learning strategies, but in respect of ineffective learning strategies, it is recommended that – as is the case for learner errors, the teacher should sometimes be tolerant of them. One justification for this argument is that the teacher's disapproval of ineffective learner strategies in one way or another may result in certain negative attitudes towards learning on the part of students. However, the teacher's tolerance of certain ineffective learning strategies can be taken as a temporary measure. In the course of time, as the teacher notices that students' performance is improving, s/he can recommend learners implicitly to get rid of those strategies and substitute them for effective ones.

Affective interests: It is of considerable importance that the teacher be in the know of the students' overall affective interests that are in connection with the learning course. One of the factors through which the teacher can take up the responsibility of a motivator is satisfying those interests as possible as s/he can. What the teacher can take into account, in this regard, are comprehension materials (listening and reading passages), speaking and writing topics (oral and written production), and certain types of activities, such as games, role-plays, and songs. The teacher should often select what can comply with the students' interests, so that they can carry out the desired performance, and hence achieve the expected leaning results. By implication, therefore, it is imperative that the teacher should not depend much on the contents of textbooks as one measure that can take part in fulfilling the above-mentioned objective.

Language needs: The most significant learners' need for language is their ability to use it communicatively for diverse purposes, such as entertainment, traveling abroad, and jobs requiring fluency in the language. But, many learners are not aware of their current and future needs for English. In this setting, a further role assumed for the teacher is a counselor. S/He ought to advise students about the necessity of learning English and sensitize them to their needs for it as the most used language for communication worldwide.

Besides what the teacher personally knows about the above-considered issues, using questionnaires, diagnostic tests, and interviews is of considerable assistance in providing her or him with sufficient data about those issues.

Responding to the previously-raised query as concerns what the teacher can learn from students as a 'co-learner', one could hold the claim that s/he can:

. learn how to adjust her/his teaching methodology in accordance with the overall proficiency of the whole class. A teacher who does not know enough about all students' learning abilities and styles may not do so; it is likely that s/he keeps her/his teaching techniques always or often in conformity with brilliant students' level only.

. become more tolerant. Tolerance of learner errors and ineffective learning strategies helps build self-confidence in students, and consequently can aid effective leaning. Tolerance also implies patience, which is one of the qualities of a successful teacher. If s/he does not deal patiently with certain challenges, such as students' underachievement and disruptive behavior, s/he is likely to risk feeling frustrated, which may make situations worse.

. easily find out the areas of weakness among students; and in the light of this matter, s/he can prepare a suitable remedial program.

. assume another valuable role: needs analyst. This requires the teacher to select the appropriate instructional materials and devise the learning activities suitable to the language needs of students. Such a role can pave the way for the teacher to get a more important job as a syllabus designer.

Additionally, the teacher as a 'co-learner' can equally learn directly from students, namely bright ones at both cognitive and pedagogical levels. For instance, they can remind her or him of or provide her or him with information s/he has forgotten or s/he does not know. Still, the teacher can learn from students how to approach certain tasks (e.g. problem-solving tasks and games) in a better way and perform them in a shorter time than s/he personally does.

It deserves mention that as a 'co-learner', the teacher should not feel ashamed of or embarrassed by learning from students. S/He ought rather to show them be it explicitly or implicitly that s/he is modest; s/he is not the only dispenser of information nor is s/he a know-it-all, and that s/he can learn from them as they do from her or him, as well as from one another. This is very likely to strengthen the good teacher-student relationship, motivate the whole class, and build or promote learner self-confidence.

In a word, the role assumed for the teacher as a group member can help her or him a great deal discover new key factors of success associated with the teaching-learning process, and can subsequently assist her or him in acquiring a more effective teaching methodology.

Facilitator: This teacher role is equally of paramount importance to the teaching-learning process for it facilitates both the teacher's and students' tasks. The role entails a set of factors in connection with the teacher, the types of learning activities, and the instructional materials.

Assuming the part of facilitator involves particular qualities of the teacher both as a person and an instructor. A couple of such qualities are – as noted above – being humorous and establishing a friendly relationship with students. So far, we have examined how the teacher can be fun as one good trait of her/his personality. We suggest, in the table below, examples of humorous learning activities as a procedure for facilitating learning.

Language skills	Examples of activities
Listening	Listening to songs; exchanging riddles in group-work activities; listening to music while doing another activity.
Speaking	Singing songs; telling jokes; chatting on the Net with English-speaking people; performing funny role-plays; describing a comedian comically; completing a short story funnily; telling riddles.
Reading	Cross-word puzzles; cartoons; reading comic selections; reading funny short stories.
Writing	Writing jokes; writing funny mini-sagas; writing about a trick you played on someone; writing about a trick someone played on you; shadowing the lyrics of a song in writing.

Fig. 1: Examples of humorous learning activities

Ur (2006) refers to the benefit of inserting amusing elements in English courses asserting that if students are listening to something entertaining, they are likely to attend and get benefits from the listening experience. Moreover, the occasional introduction of components like songs and stories into English lessons can improve student motivation and general morale, and show the language in a new light – not just as a subject of study, but as a source of enjoyment and recreation (p.63).

Another duty of the teacher as a facilitator is acting as an advisor. As was suggested above, it rests with her or him to increase the students' consciousness of the great value of English as a worldwide medium of communication, and raise their hope for being good or better at using the language communicatively. This can be done through pieces of advice, as well as via providing learners with instructional materials that can assist them in being able to so do, such as newspapers, magazines and short stories; and guide them how to reap profit from them during their autonomous learning.

Equally of potential benefit as a measure for facilitating learning for students and contributing to their becoming effective learners is the teacher's communicating with their families via various ways, and making them feel that they can really contribute to the success of their children's learning. This argument is supported by Kraft and Dougherty (2013). They conducted a study based on a randomized field experiment which found that the frequent teacher communication with students' families increased the learners' engagement and their motivation for learning.

Probably included in the role of the teacher as a facilitator is her or his responsibility as an evaluator, and hence as a promoter of effective learning. In this frame of reference, although tests are an inevitable part of the teaching-learning process as they are the usual means of evaluating the learners' performance, they ought not to be used as gauges to measure the rate of success and failure of students. They should rather be utilized as a mere means to see how much progress they have carried out, and as one stimulus for achieving the expected learning results. For the teacher's part, they also serve to help her or him verify the extent to which the teaching objectives have been attained.

  It equally rests with the teacher assuming the part of facilitator to do her or his utmost, in collaboration with colleagues and the school administration, to provide learners with the necessary instructional materials that can ensure a better performance of purposefully-selected learning activities that conform to the students' affective interests and language needs. Further, facilitating the learning conditions for students on the part of the teacher also includes the setting where the teaching-learning process takes place. Plainly, the classroom ought to be a location where both the teacher and students work in a restful and comfortable atmosphere. One matter assuring such an atmosphere, namely in case of large classes, is that learners should be seated in a way that can allow them to work at ease in small or large groups, and make it easy for the teacher to move about, see and hear everybody in the classroom.
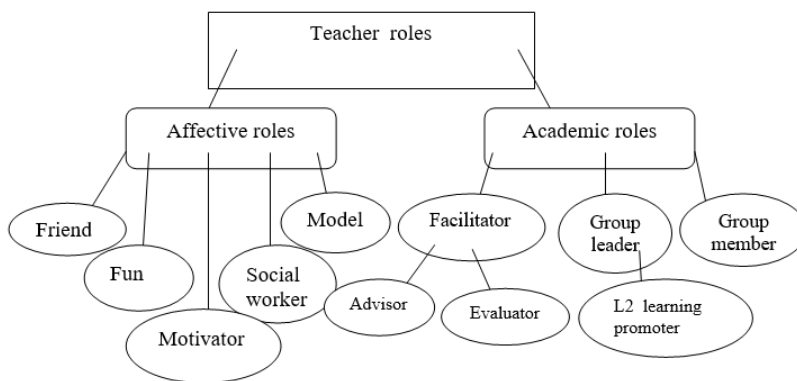
Fig. 2: Teacher roles

Teacher development

Another fundamental hallmark of a successful teacher is being aware of the necessity of professional development as a key factor that contributes a great deal to success.

Defining teacher development

As a process, teacher development refers to the operation of constantly improving one's teaching experience through a wide variety of ways and keeping up with innovative teaching methodologies, so as to do one's job as successfully as one should.

As an outcome of a process, teacher development as defined by Richards and Schimidt (2002: 542) is "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically."

Ways of developing as a teacher

It is affirmed that developing as a teacher need not cover only teaching methodology, but also other areas that can aid effective teaching performance, namely general knowledge (necessarily including educational psychology), scientific competence in one's specialty, collecting and developing instructional materials, gaining and bettering class management skills, and so forth. Within a similar framework, it is unwise to restrict teacher development to the in-service training sessions under the guidance of ELT inspectors and teacher trainers. These are not usually enough at all in terms of frequency, and are most often limited only to purely pedagogic matters. It is, therefore, strongly recommended that a teacher seek out ample opportunities and diverse ways of developing herself or himself on her or his own.

Listed below are ways the teacher can develop herself or himself on her or his own.

. Self-evaluating teaching performance on a regular basis. As suggested by Nolasco and Arthur (1995), this can be done by the use of observation sheets, or recording lessons on audio or video tape. The aim behind such a procedure is to overcome weaknesses and boost strengths;

. Observing colleagues' lessons and inviting colleagues to observe your lessons, and devoting enough time to discussion just after each observation;

. Asking students occasionally to jot down what they appreciate and what they do not about the teacher's lesson, as well as what they would suggest how certain activities can be better performed. The teacher should study what students have jotted down at a later time, and take into consideration the useful remarks. Since "teachers can never be quite sure what their students think of them," as Harmer (1998: 3) puts it, learners can also be asked to do the same at the end of the academic year as concerns the teacher's character and her or his teaching methodology during the whole year. This can be written in a sheet of paper without the students' writing their names, so that they can express themselves freely. As recommended above, students' voices in that regard should be taken into serious account, because they can contribute to improvement;

. Devoting time to reading a variety of printed and electronic publications on ELT topics, educational issues, and teacher development. In this setting, Prodromou (1991) suggests subscribing to ELT magazines and journals. This would make the teacher avidly interested in reading, and thereby enlarge her or his knowledge in the field of English language teaching;

. Trying to contribute articles on ELT subjects and/or educational concerns to journals and magazines. Publishing articles is very motivating; it enhances reading and searching on the mentioned areas, which subsequently assists teacher self-development;

. Taking part in setting up a specialized ELT room in educational institutions, where a variety of resources and teaching materials are to be collected in collaboration with the teaching and administrative staff.

Other ways contributing to teacher development proposed by Prodromou (1991) include (a) joining professional organizations, such as IATEFL and TESOL, and attending their conferences whenever possible, (b) forming local teacher's groups and holding regular meetings to discuss common problems, (c) inviting fellow teachers/teacher trainers and guest speakers to contribute lectures and workshops, (d) publishing an ELT newsletter on a local or national scale, and (e) arranging ELT book exhibition with the help of ELT publishers, organizations, such as the British Council, or relevant ministry.

Conclusion

The teacher's assuming the affective and academic roles discussed above can be considerably beneficial to the teaching-learning process. Notwithstanding, it is worthy of note that one may argue that in situations where EFL classes include a sizeable percentage of low-achievers, the teacher playing such roles, especially that of a group member, in accordance of which s/he learns from students while s/he teaches them, with the aim of fulfilling the objective of making students responsible for their own learning may be reckoned as too idealistic. Therefore, EFL teachers, students, and their parents having such a pessimistic view should bear in mind that success cannot be achieved in just one day. No wonder, attaining the desired results is a gradual process. On the other hand, achieving one hundred percent success is beyond even the most successful and most experienced teacher, but achieving some or even the least success is, of course, much better than yielding to disagreeable situations and being hopeless of improving them or changing them for the better.

Aside from the various affective and academic roles a teacher ought to assume with the object of contributing to effective teaching and successful learning, teacher development is a requisite for the same aim. Following from all this, it should also be borne in mind that our real success as teachers does not lie solely in helping good students to be better, but in large measure in assisting low-achievers in being successful learners.

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Characteristics of Accountancy Education

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Abstract

The framework and development of International Education Standards (IES), attention is given to both the content of the IES, moving from guidelines to standards and to the process of their establishment by the International Accountancy Education Standards Board (IAESB). As in all sectors of the global financial infrastructure, benchmarks for accountancy education in countries with very different characteristics have become increasingly important. The IES establish the necessary elements of pre-qualification and post-qualification education and training. Conceptual subjects are covered in a Framework for IES with the objectives of the IES, the mission and strategy of the IAESB, the consultative process and, not in the least, the nature, scope and authority of the IES. The roles of learning, education, on-the-job training and off-the-job training are considered. The Framework and the strategic plan of the IAESB both point to the objective of the IES being ultimately being accepted by governments, regulators, academics, accountancy practices and the public. Over the last decade the IES have become increasingly accepted as benchmarks for good practice. The competency framework distinguishes three major areas: general country characteristics, standards for accountancy education, and competency pillars for accountants and auditors. The use of the competency framework makes it possible to present country results in a comparable format that can be used for analysis and evaluation. IES have been used as benchmarks for accountancy education on a country level. Higher level requirements of the IES are discussed, as well as the principles of the benchmarking methodology. Classification criteria for the selection of countries are considered.

Keywords: Accounting education, global business, accountants, quality of accounting education

Disciplines Accounting

JEL classification: M40, M41, M48, I22, I23, I24, I25, A23

1. Introduction

Quality in higher education generally, and accounting education specifically, has gained increasing international interest over the past two decades. This has been reflected in calls for evidence of quality in curriculum design and student learning outcomes, and increased accountability for performance from key stakeholders. At the same time, the globalisation of higher education has led to increasingly diferent student in accounting (Watty, 2007). The meaning of quality is a complex issue, recent empirical evidence from a study of Australian accounting academics suggests that quality is a process of transformation for students; not a process of compliance to a rigid, quality (Harvey and Green, 1993; Watty, 2006). The qualification, education, training and experience of professional accountants and auditors are of crucial importance for the functioning and developing of the global financial infrastructure.

A wide range of stakeholders, including universities, regulators and standard setters, professional accountancy organizations and accountancy firms as well as *issuers* of financial reports and *users* of accounting services depend on their professional expertise and skills.

Competences and capabilities of accountants and auditors play a key role in the functioning of the international financial infrastructure. The IAESB[1] which is the successor of the IFAC Education Committee also plays a significant role in the globalization of accounting education standards.

2. Global Accountancy Education Research

The IAESB's mission is to serve the public interest by strengthening the worldwide accountancy profession through the development and enhancement of professional accounting education. The IAESB seeks to achieve its mission through the development, adoption, and implementation of International Education Standards ("IESs").

During the last quarter of 2015 and first quarter of 2016, the IAESB conducted a maintenance review of the Framework (2015), Glossary (2015), and suite of 8 IESs. This review considered only drafting changes and was limited to the following:

• Pure terminology changes, matters of language, typographical corrections, or other drafting issues and

• Drafting changes necessary in order to improve consistency, clarity, and accuracy within the body of an IES and between the Framework (2015), Glossary (2015), and the suite of IESs.[2]

The IAESB is currently working to support the adoption and implementation of the extant IESs. Guidance projects include the development of implementation support materials for[3]:

• *Learning Outcomes Approach*- the IAESB has developed a suite of guidance material to support the implementation of a learning outcomes approach by those responsible for IPD[4] professional accounting education programs, CPD[5] programs, and the development of professional competence through practical experience.

• *Entry to Professional Accounting Education Programs*- The IAESB has developed a suite of guidance material to support the implementation of IES 1, Entry Requirements to Professional Accounting Education Programs (2014), including materials that assist Professional Accountancy Organizations in understanding the multitude of factors that influence an individual's success or failure within a professional accounting education program.

• Professional Competence for Engagement Partners- the IAESB has prepared a Questions & Answers publication and a webcast series to address questions or issues that might arise on implementation of IES 8, *Professional Competence for Engagement Partners Responsible for Audits of Financial Statements* (2016) by professional accountancy organizations, public accounting firms, or engagement partners.

The IESs improve the quality of professional accounting education worldwide by prescribing requirements for:

• Entry to professional accounting education programs;
• Initial Professional Development ("IPD") of aspiring professional accountants; and
• Continuing Professional Development ("CPD") of professional accountants.

3. Competency Framework for Accountants and Auditors

A competency framework for accountants and auditors has been developed. The competency framework distinguishes three major areas:

• *General country characteristics*-define the context in which accountancy education takes place. Attention is given to overall country characteristics (legal system, economic position, region)

• *Standards for accountancy education* (IES) professional characteristics (professional regulation and recognition)

• And *competency pillars for accountants and auditors* qualification characteristics (practice rights of accountants and auditors; international recognition of qualifications).

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1 IAESB, International Accounting Education Standards Board, International Federation of Accountants, Education
2 Handbook of International Education Pronouncements, 2017 Edition, IAESB
3 Changes Of Substance From The 2015 Edition Of The Handbook And Recent Developments
4 Initial Professional Development
5 Continuing professional Developement

Country Characteristics	Accountancy Education	International Developments
Differences between countries	Core elements of accountancy education	Codification based on international developments
• Cultural background • Legal system • Economic position • Higher education	• Professional qualification objective and standards • Final examination of professional competence • Professional education • Practical experience • General education	• Standards • Guidelines • Directives
Country characteristics define the regulatory environment and the structure of accountancy education in a country		IES of the IAESB can be used as benchmarks for international comparability and recognition of qualifications

Box 1 Competency Framework

Source: Global Accountancy Education Recognition Study 2012

The use of the competency framework makes it possible to present country results in a comparable format that can be used for analysis and evaluation. IES have been used as benchmarks for accountancy education on a country level.

Higher level requirements of the IES are discussed, as well as the principles of the benchmarking methodology. Classification criteria for the selection of countries are considered. Recognition of the qualifications of accountants and auditors between countries at present largely depends on national regulation. This makes it a challenge to find an objective and transparent method to establish substantial equivalence between qualifications as a basis for mutual recognition agreements.

Box 2 Competency Framework

Accountancy Education	Standards and Implementation Guidance
Conceptual Framework	IAESB Framework for IES
Pre-Qualification	
Entry Requirements	IES 1 – Entry Requirements Professional Accountancy Education
Knowledge, Skills and Attitudes	IES 2 – Content of Professional Accountancy Education
	IES 3 – Professional Skills & General Education
	IES 4 – Professional Values, Ethics & Attitudes
Practical Experience	IES 5 – Practical Experience Requirements
Assessment	IES 6 – Assessment of Professional Capabilities & Competence
Post-Qualification	
Life-Long Learning	IES 7 – Continuing Professional Development
Specialization	IES 8 – Competence Requirements for Audit Professionals

Sourse: Global Accountancy Education Recognition Study 2012[1]

Characteristics of accountancy education can be used to identify differences between qualifications. They are based on an overview used by International Federation of Accountants (IFAC) for its compliance program for member bodies[2]. Evaluation of the status of accountancy education with its components of qualification, education and training in different countries and regions compared with the requirements of the IES.

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[1]National Association of State Boards of Accountancy (NASBA), Professor Dr Gert H. Karreman, Professor Belverd E. Needles Ph.D., CPA, CMA, A.M. Verweij page 8.
[2] IFAC, International Federation of Accountants, About IFAC, Membership & Compliance Program, www.ifac.org

International mobility of accountants and auditors and the recognition of their qualifications are of global interest. Qualification requirements in most cases are different between countries, but increasingly they are based on International Education Standards (IES) and other applicable regulation.

Characteristics of Accountancy Education

1. Certification Requirements:

- Is there a program of professional accountancy education?

- Is there a practical experience requirement?

- Is there a final assessment of professional capabilities?

- Is Continuing Professional Development (CPD) mandatory?

2. Providers of Professional Education:

- Professional accountancy organizations?

- Universities, and/or other providers of higher education?

- Government bodies?

3. Responsibility for Education Requirements:

- Government or government agency?

- Government with the accountancy profession?

- Professional accountancy organizations?

- Universities, and/or other providers of higher education?

4. Licensing Requirements for Auditors:

- Academic study?

- Practical experience?

- Licensing examination, and/or final qualifying examination?

- On-going requirements to retain a license (CPD and/or re-examination)?

Box	3	Competency	Framework

Characteristics of Accountancy Education

Certification Requirements	Professional accountancy education
	Practical experience
	Final assessment
	Continuing professional development
Providers	Professional accountancy organizations
	Universities and education institutes
	Government
Responsibility	Government
	Government with the accountancy profession
	Professional accountancy organizations
	Universities
Licensing	Academic study
	Practical experience
	Licensing examination
	Continuing professional development and/or re-examination

Sourse: National Association of State Boards of Accountancy

Characteristics of qualifications of accountants and auditors that are relevant for the establishment of substantial equivalence between professional qualifications around the world. Accountancy Profession: Normally when an MRA is established this is based on consideration of substantial equivalence between qualifications. As accountants and auditors function as members of professional organizations, it is important to consider the quality of the profession. A proxy for this is full or associate IFAC membership of a Professional Accountancy Organization (PAO), compliance with IFAC SMOs, regional and global affiliations, and MRAs.

The framework is divided in General Characteristics, Accountancy Education and Competency Pillars. Regional regulation and agreements are considered as part of General Characteristics. The content of Accountancy Education is based on the IES. For comparison between qualifications the last part of the framework is essential in which four Competency Pillars that are based on the IES are distinguished:

➢ Pillar 1, Personal Development: university entrance level and academic study; professional skills and general education; professional values, ethics and attitudes
➢ Pillar 2, Professional Accountancy Education: accounting, finance and related knowledge; organizational and business knowledge; information technology
➢ Pillar 3, Professional Development: practical experience requirements; assessment of professional capabilities and competence; continuing professional development
➢ Pillar 4, Competence for Audit Professionals

The competency pillars cover qualification, professional education, practical training and CPD of accountants and auditors. The framework is based on the 'Framework for International Education Standards for Professional Accountants' that is published by the IAESB, and on classification criteria. Use of the framework makes it possible to refer to the most recent version of applicable standards, to update information about countries that are included in the study, and to add new countries in a later stage.

Box 4 Competency Framework

Competency Sub-pillars	
Personal Development	University Entrance & Exit Level (IES 1 and IES 2)
	Professional Skills & General Education (IES 3)
	Professional Values, Ethics & Attitudes (IES 4)
Professional Accountancy Education	Accountancy, Finance & Related Knowledge (IES 2)
	Organizational & Business Knowledge (IES 2)
	Information Technology (IES 2)
Professional Development	Practical Experience Requirements (IES 5)
	Assessment of Professional Capabilities & Competence (IES 6)
	Continuing Professional Development (IES 7)
Competence for Auditors Professionals	Advanced Professional Knowledge (IES 8)
	Advanced Professional Skills, Values, Ethics & Attitudes (IES 8)
	Advanced Practical Experience, Assessment & CPD (IES 8)

4. Core Model of Accountancy Education

Systems of accountancy education in countries are influenced by the characteristics of the countries that are considered. To help understand differences between countries it is relevant to consider classification criteria. An overview of countries is presented in Table 4.1 In the first column countries are divided in six regions: Asia & Pacific, Central Europe & Eurasia combined with Middle East & North Africa, European Union, Latin America, North America, and Sub Saharan Africa.

Box 5 Core Model of Accountancy Education

Accounting in the public interest	Characteristics of accountancy education	International cooperation
Stakeholder approach to accountancy education • Standard setters • Professional accounting and auditing bodies • Government agencies • Regulators • Donors • Educators • Investors Cooperation between stakeholders is a necessary condition for accountancy education that is relevant on the country level and compliant with international standards	Certification requirements: professional accountancy education, practical experience, final assessment, CPD Providers: professional accountancy organizations, universities and education institutes, government Responsibility: government, government with the profession, professional accountancy organization, universities Licensing: academic study, practical experience, licensing examination, CPD and/or re-examination	Global and regional initiatives • IAAER academic and professional partnership • UNCTAD capacity building initiative • Regional academic associations • Global accountancy firms and professional associations • Twinning International networks play an important role in achieving comparability and progress

Sourse: Global Accountancy Education Recognition Study 2012 (NASBA 2013)[1]

For legal system in the second column of Table 4-1 a distinction is made between common law, civil law and mixed. It is of interest to observe that due to the influence of international standards and regulation the number of systems that have to be considered mixed has increased. However for understanding it may still be relevant to consider the historic background of a country. Attention is asked for the situation in Saudi Arabia and in Canada. Saudi Arabia has an Islamic (sharia) legal system with elements of Egyptian, French, and customary law.

Table 4.1: Country Selection

Country	Legal	Economic	Information
Asia & Pacific			
Australia	Common law	Innovation	GAE 2002, 2007; ADI
Hong Kong	Mixed	Innovation	GAE 2002, 2007; ADI
India	Common law	Factor	GAE 2002, 2007; ROSC 2004
Japan	Civil law	Innovation	GAE 2002, 2007
Malaysia	Mixed	Efficiency	GAE 2002, 2007; ROSC 2012
New Zealand	Common law	Innovation	GAE 2002, 2007
Pakistan	Common law	Factor	GAE 2002, 2007; ROSC 2005
Singapore	Common law	Innovation	
Sri Lanka	Mixed	Factor	ROSC 2004
Middle East, North Africa, Central Europe & Eurasia			
Kazakhstan	Civil law	Efficiency	ADI; ROSC 2007
Kosovo	Mixed	Not available	GAEB 2005; ADI; ROSC 2006
Moldova	Civil law	Factor	GAEB 2005; ADI; ROSC 2004
Saudi Arabia	Common law	Factor	GAE 2002, 2007; ADI
Serbia	Civil law	Efficiency	GAEB 2005; ADI; ROSC 2005
Turkey	Civil law	Efficiency	GAE 2002, 2007; ADI; ROSC 2005
European Union			
Czech Republic	Civil law	Innovation	GAE 2002, 2007; ADI; ROSC 2003
France	Civil law	Innovation	GAE 2002, 2007; ADI
Hungary	Civil law	Efficiency	GAE 2002, 2007; ROSC 2004
Ireland	Common law	Innovation	
Italy	Civil law	Innovation	ADI
Netherlands	Civil law	Innovation	GAE 2002, 2007; ADI
Romania	Civil law	Efficiency	ROSC 2009
Sweden	Civil law	Innovation	GAE 2002, 2007
United Kingdom	Common law	Innovation	GAE 2002, 2007; ADI

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1 Global Accountancy Education Recognition Study 2012 (NASBA 2013)Professor Dr Gert H. Karreman Professor Belverd E. Needles Ph.D., CPA, CMA, page 20

Latin America			
Argentina	Civil law	Efficiency	ROSC 2007
Brazil	Civil law	Efficiency	ADI; ROSC 2005
Chile	Civil law	Efficiency	ROSC 2004
Colombia	Civil law	Efficiency	ROSC 2003
Cuba	Civil law	Not available	
El Salvador	Civil law	Efficiency	ADI; ROSC 2005
Mexico	Civil law	Efficiency	GAE 2002, 2007; ADI; ROSC 2004
Peru	Civil law	Efficiency	ROSC 2004
Venezuela	Civil law	Factor	
North America			
Canada	Common law	Innovation	GAE 2002, 2007
USA	Common law	Innovation	GAE 2002, 2007; ADI
Sub Saharan Africa			
Cameroon	Mixed	Factor	
Ghana	Mixed	Factor	ROSC 2004
Kenya	Mixed	Factor	GAE 2002, 2007; ROSC 2010
Lesotho	Mixed	Factor	
Senegal	Civil law	Factor	ROSC 2005
South Africa	Mixed	Efficiency	GAE 2002, 2007; ADI; ROSC 2003
Tanzania	Common law	Factor	ROSC 2005
Zimbabwe	Mixed	Factor	ROSC 2011

The stage of economic development naturally has a high impact on labor market needs and on priorities for accountancy education. This is also true for the legal system that can have a major impact on accountancy education and the balance between academic and professional approaches. The analysis in this chapter shows that the IES can play an important role in achieving comparability of professional qualifications, education and training of accountants and auditors. However for the consideration of results due attention should be given to the influence of country characteristics.

5. Recognition of Qualifications

It is of interest to consider how some major players approach the recognition of qualifications and whether their conclusions are based on applicable international standards for professional qualifications of accountants and auditors. In the analysis three standard setters are considered and three professional conglomerates and one global organization. The standard setters are the International Federation of Accountants (IFAC), the International Accounting Education Standards Board (IAESB), the European Union (EU) and the International Auditing and Assurance Standards Board (IAASB).

➢ *IFAC and IAESB:* The IFAC Statements of Membership Obligations (SMOs) summarize the requirements for IFAC member bodies. SMO 2 requires compliance with IAESB International Education Standards (IES) but this is only mandatory if the IFAC member body is directly responsible. According to IFAC "globally accepted standards should minimize differences between countries and jurisdictions, thus reducing international differences in the requirements to qualify and work as a professional accountant". IFAC does not address responsibility for qualifications and accepts differences between countries. The IES are promoted as benchmarks; recognition of qualifications between countries is not considered as a specific subject.

➢ *European Union:* Qualification requirements for auditors are included in the EU 8th Directive; EU Member States must include the requirements in national law. The requirements cover university entrance level, program subjects relevant for auditors, practical experience in an auditing environment, assessment at university final examination level, and CPD. The EU only regulates auditors in view of their public function; there is no regulation for accountants in the 8th Directive. Each Member State has to establish procedures for the approval of statutory auditors from other Member States. At present an aptitude test is required that is limited to national law and professional rules relevant for auditors. In future it may also be possible for candidates to choose an adaptation period.

➢ *IFAC and IAASB:* The IAASB is responsible for the ISA. According to ISA 600 a group engagement team has, among others, to obtain an understanding of the component auditor's professional competence. ISA 600 does not refer to applicable international standards on the qualification, education and training of local experts. It can be argued that this creates uncertainty for the selection of benchmarks that can ensure that ISA 600 requirements are met.

There are two major differences between IFAC and EU regulation. The IFAC IES cover competence requirements for accountants and auditors; although the IES are increasingly used as country benchmarks, they are only mandatory when a professional accountancy organization is responsible. The EU 8th Directive (EU, 1984) is mandatory for auditors, the

position of accountants is not considered; the requirements are implemented in national law for each country in the EU. For consideration outside the EU it is necessary to consider that EU auditor qualifications are considered to be equivalent. The requirements of the 8th Directive are so general that actually major differences between EU countries still exist. This has to be taken into account when recognition of auditor qualifications between EU countries and countries outside the EU is considered. The review of the component auditor's competence required by ISA 600 is not based on consideration of any international standard.

6. Recognition of Qualifications in Albania

In Albania, Institute of Authorized Chartered Auditors Albania (IEKA) became a member of the International Federation of Accountants (IFAC) in May 2000. IEKA is also a member of the Federation Internationale des Experts-Comptables Francophone (FIDEF) and the South East European Partnership on Accountanc 2003.

IEKA is a full member, International Federation of Accountants (IFAC), Signed and endorsed the Memorandum of Understanding to International Accounting Standards Board (IASB), Mediterranean Association of Expert-Comptable, and South-east Europe Partnership for Accountancy Development (SEEPAD), Federation of Accountancy professions of Francophone countries. Improving the Existing Educational Requirements in Accordance with IESs, Prepare new regulations on professional training of candidates to complete the accountancy education program, and on continuing professional development of members, improve relevant practical training procedures and assessment in accordance with IESs.

Review existing education programs for candidates and make necessary improvements in accordance with the requirements of the Audit Law, the regulations on professional training, IES 2, Content of Professional Accountancy Education Program and IES 4, Professional Values, Ethics and Attitudes (Completed, September 2010 further, update, ongoing). In cooperation with Albanian universities – IEKA Council will continue to make proposals for reviewing the accounting professional education curricula, especially the part of education that is provided by the Universities (June 2014 ongoingthis has to be harmonized with other changes). Establishing a system of recognition (accreditation) between IEKA and Universities. IESs requirements to be promoted to various Universities in the country. (Completion date January 2017). Update CPD programs of IEKA`s members in accordance with the Audit Law requirements, relevant regulations, as well as the requirements of IES 8, Competence Requirements for Audit Professionals.Action Plans are developed by IFAC members and associates to address policy matters identified through their responses to the IFAC. Compliance Self-Assessment Questionnaire. They form part of a continuous process within the IFAC Member Body Compliance Program to support the ongoing development and improvement of the accountancy profession around the world. Action Plans are prepared by members and associates for their own use based on the national frameworks, priorities, and processes and challenges specific to each jurisdiction. As such, they will vary in their objectives, content and level of detail, consistent with their differing national environments and stages of development, and will be subject to periodic review and update. IEKA is in an ongoing process of reviewing the education requirements to ensure that they comply with International Education Standards (IESs), EU statutory audit Directive, the Albanian Audit Law, and to improve the delivery of accountancy education and CPD trainings. IEKA also promotes relevant requirements to Universities.

7. Conclusion

In the field work of accountancy development local challenges are faced in a large variety of ways. A distinction can be made between general characteristics of a country in the field of accountancy development, the position of the accountancy profession in a country, and specific considerations for education and training.

local culture and ethics principles of accountancy professionals and local financial markets differ from the international benchmark focused on the 'public interest', which prevents convergence with international (education) practice as this may not (yet) be cost effective and profitable.

The PAO may not have a legal foundation, which usually is the reason for undesired competitive initiatives when for example a PAO show enhancement of its financial position (CPD-activities), which is a waste of human resources and a risk for low quality CPD-activity.

Where the profession is small, the limited number of professionals prevents development of a sound education system and other necessary requirements like a system of quality control and investigation & discipline.

Country level development may go slowly (education included) as the PAO faces no authoritative power in important areas of development, creating the necessity of improving its reputation of being the center of excellence (IAESB promulgates IESs through PAOs).

For long term sustainable development it is necessary to encourage change of attitude and mind-set of all stakeholders involved; intellectual assistance usually is necessary. This is a recommendation to start worldwide with accountancy education and training in a harmonized way, but fit for purpose and step by step. A local approach, based on local needs and cultural grounds is unavoidable.

IEKA is in an ongoing process of reviewing the education requirements to ensure that they comply with International Education Standards (IESs), EU statutory audit Directive, the Albanian Audit Law, and to improve the delivery of accountancy education and CPD trainings. IEKA also promotes relevant requirements to Universities.

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Implementation of U.S. Immigration Policies

Burçak Gündal

Sıddıka Öztekin

Abstract

Immigration and refugees are sets of global flows of people who are seeking information, technology, economic stability, and military, political, and social asylum. Immigrants and refugees, which is one of the categories of migrants, represent only one of many global exchanges in an increasingly independent world. As the number of immigrants increases, the national, demographic, and socio-economic composition of the foreign residents in a host country are impacted by the immigration and immigrant policies of the receiving country. Immigration is inseparably part of the American national identity and always will be, and the United States would not continue to grow without immigration. In setting immigration policy in the United States, policymakers must be sensitive to both the U.S. vulnerabilities and the effects of American policies on the countries of origin. Since the post 9/11 period in the United States, immigration, immigration policy and implementation have been debated issues. Especially after Donald Trump was elected, the debate about migrants and immigration issues has increased even more. The purpose of this study is to show the development of immigration in American history, the positive and negative effects of immigrants on American economy and social life, and the question of the effects of social inclusion policies on the immigrant problem.

Keywords: Immigration, The effects of immigrants, The United States' immigration policy, social inclusion.

Introduction

The decision of immigration consists of two characteristics, which are "push" migrants away from their home and "pull" migrants toward the receiving area. These differentials may be economical, such as differences in earnings, employment, and educational opportunities, or political, such as differences in freedoms rights or family, such as differences in the geographic location of family members (Immigration Policy Institute, 2015). The policy issues that result are different and complicated to solve also, immigration policy issues differ from country to country, according to their demands, values, and needs (Hochschild &Mollenkof, 2008, p.3).

In 2010, there were 40 million foreign-born people living the United States, and 220 million international migrants in the world. Almost one in five residents in the United States was immigrants. Therefore, the U.S. is known as the heart of immigration, or as a "nation of immigrants" (Hirschman, 2006, p.1) After the terrorist attacks of September 11, 2001, American policymakers decided that the immigration system required a thorough critical reexamination and potential overhaul in order to prevent future attacks (Siavelis & Coates, 2009, p.50). Since the post 9/11 period in the United States, immigration, immigration policy and implementation have been debated issues (Brick, Challinor & Rosenblum, 2011, p.1). Also the question of immigration from Mexico, and other Latin Americans became more noticeable. According to Barrack Obama's report in 2014, the old administrative weakness had to be lifted and new reforms had to be settled in the solution of the immigration problem. These innovations needed to be regulated in a way that would include the rights of migrants, illegal immigrants and their families, and in the visa system to meet the needs of the day. Innovations in migration management had to be included in the implementation area of regulations and integrated within social and economic changes within the security axis of border management (American Immigration Council). However, Donald Trump's exclusive and polarizing discourse for immigrants in the 2016 elections contrasts with the immigrant country of the United States.

Immigration provides the United States with new ideas, allowing innovation, the U.S. to become a more productive, competitive, and successful nation in the 21st century. In the United States, the group size of immigrants, the historical legacy of immigration, and the recent immigration growth rate all vary by locale and region (Gold & Rumbaut, 2009). However, although immigrants bring benefits that improve American culture, both immigrants and U.S. citizens also

construct many barriers, such as illegal immigration and unauthorized immigrants in the United States. Politicians must consider how immigration policy will affect sending and receiving countries' residents' recent and future demands. The policy mechanism should support an evaluation of current immigration policy and new immigration policy should be established (Immigration Policy Institute, 2015).

Positive effects of Immigration

Migration has both positive and negative sides for the communities to which they migrate. Positive impacts happen if migrants volunteer, and are allowed to improve their new communities' economic, social, and cultural opportunities. Therefore, migrants are not only winners but sometimes also losers in the immigration process (Martin& Hamutal, 2011, p.50). The US is the country that receives the most immigration in the World. Migrants in the United States are more assimilated compared to European countries, and migration policy in the United States is a controversial topic. While discussions are usually interested in cultural issues, immigration has economic implications. Economic research finds little evidence that foreign labor reduces US wages and jobs. Estimates of economic theories and academic research indicate that immigration does not affect long-term wages and has a positive impact on migration for the domestic and general economy (www.budgetmodel.wharton.upenn.edu). Immigration has a positive effect on the country of origin. Immigrants improve the receiving countries' trade balance, and reduce unemployment and higher wages. However, immigration generates more costs than benefits for the nation, resulting in a major public policy issues (Asch, 1994, p.193-198).

Research confirms that the legalization of migration and the increase of legal immigration will increase the economy and increase tax revenues. The results of the survey show that GDP will increase, enactment will have more tax revenue, and immigrants will have more economic activity and will pay more taxes. GDP gains vary from 0.3 per cent to 0.8 per cent (83 billion to 150 billion dollars), depending on the increase in labor power through immigration reform and the increase in the income of illegal immigrants to be enacted (Enchautegui, Lindner, Poethig, 2013, p.12). In the last decade, 43% of the increase in the labor force in the United States constitutes immigrants. Immigrants represented about a quarter of entries into the most strongly declining occupations in United States (28%). These jobs include in the United States, they concern mostly jobs in production, installation, maintenance and repair (www.oecd.org).

Immigration has an important effect on the size and distribution of the United States. Most immigrants come to the United State because of its economic opportunities. Many immigrants have become naturalized U.S. citizens and vote, and some hold political office. Because the United States provides economic opportunities and social benefits, hundreds of millions more people would immigrate to the United States. Immigration has been encouraged by economic transformation, helping the United States adjust to new economic conditions. Immigration can be an essential and effective tool for the United States' foreign policy, which helps the U.S. gain political influence overseas. (Meissner, Meyers, Papademetriou, &Fix, 2006, p.51). Undocumented immigrants provide substantial support to the social security system. Each year, Social Security taxes are withheld from billions of dollars in wages earned by workers whose names and Social Security numbers do not match the records of the Social Security Administration (SSA). According to records of social security administrations illegal immigrants paid $ 13 billion payroll taxes to Social Security Foundation Funds in 2010 (Stephen Goss, et al, 2013, p. 3).

Immigrants create significant employment in large and small businesses. A report from the Fiscal Policy Institute found that immigrant-owned small businesses employed 4.7 million people and had $776 billion in receipts in 2007. With it 18 percent of business owners in the U.S. were foreign-born—higher than the immigrant share of the population (13 percent) or labor force (16 percent) (Kallick, 2015, p.2.). Therefore, the United States must be selective in its immigration policy. Immigration policy should be designed to assist immigrants' contribution to the economy (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, p. 7-27). Current immigration policies with respect to both legal and illegal immigration encourage the entry of a disproportionate number of poor immigrants into the United States. The U.S. immigration policy should help U.S. citizens achieve the American dream. Americans should determine U.S. immigration policy and benefits (Siavelis & Coates, 2009, pg. 32). Immigrants and refugees become a fundamental part of the local communities, economies, and labor markets of America, affecting a growing population and the history of immigration (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, p.5-14).

Building relationships between refugee and immigrant organizations and receiving communities fosters two-way integration (Office of Refugee Resettlement). Immigrants assist the United States in being a leader of the competitive international market, and in creating new jobs regarding changing global market conditions (Office of Refugee Resettlement). Immigrant workers are raising the sorrows of domestic workers in two ways. First, the level of education of immigrants and local workers and the professions and skills they are working in are different. Along with this, the work done by domestic and

migrant workers is linked. So increasing the productivity of these domestic workers raises their wages. Second, the addition of immigrant workers to the labor force stimulates new investment in the economy, which in turn increases the demand for labor, exerting upward pressure on wages. (Peri, 2006; p. 6,)

Negative effects of Immigration

Most Americans are beginning to acknowledge the positive effects of immigrants. On the other hand, many Americans fear that the United States has too many immigrants. Most immigrants are assimilated by American economy, society, and culture. The United States is known as a nation of immigrants, but most Americans want immigration restricted in spite of this (Gold & Rumbaut, 2009). However, many immigrants, older generations of them, refuse to join the American mainstream, and are not assimilated into American society. The first generation settles in ethnic regions, maintains culture continuity with their origins, and prefers to speak their mother tongue. The second generation speaks fluent English and is eager to join the American mainstream. However, this assimilation is not painless, automatic, and immediate (Hirschman, 2006, p. 5-6). For Instance, new immigrants face more extensive obstacles than second- generation immigrants, regarding political participation, the low level of education and English proficiency, and their undocumented or illegal immigrants as well as legal immigrants. On the other hand, second-generation Mexican and Central American immigrants have a force to shape future political life in the United States, because of their English abilities, highly skilled workforce, and their citizenship status. Therefore these immigrants from Mexico and Central America play key roles in the economic, social, and political life of the United States (Brick, Challinor & Rosenblum, 2011, p.7-16).

Immigration has had a disproportionate effect on the demographic size, ethnic diversity, culture, and character of American society. Immigrants and their children are assimilated and adapt to American society, and immigrants participate in American institutions in ways that are allowed in American culture (Hirschman, 2014, p. 7-9). The political struggle results from the concern that high levels of immigration might create problems more difficult to solve than the typical economic, cultural, and security problems. The immigration problem is a prior policy problem; governments should implement immigration policy that involves immigrants in the policy decision-making process (Hochschild &Mollenkof, 2008, pg.3-5).

Because immigrants move into areas that tend to be more disorganized, and face many economic, cultural, and social barriers, the United States has a high level of crime rate among immigrants and their living areas (Mears, 2002, pg. 284-288)

Displaced people and unauthorized immigrants encounter significant risks; giving the impression that migration is out of control. The common belief is that immigrants displace existing workers and reduce their wages, as well as threating the nations' cultural identity (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, pg.5).

Illegal immigration produces insecurity about America's borders, economy, and costs of an isolated underclass. Illegal immigration has also impact on wages at the bottom of the pay scale.

Unauthorized immigrants cannot be integrated into American society. Because of the high cost of unauthorized immigrants, communities face the problem of demands for services from unauthorized immigrants, such as education and health care.

Illegal immigration has a dramatic effect on the United States. Immigration policy has mainly been a part of federal responsibilities. Because illegal immigration is a regional matter, debate of the United States immigration policy is overwhelmingly a domestic issue. At the national level, migration is not an influential tool to solve unemployment. The effect of immigration on the unemployment rate is that immigration is a regional problem. For instance, in 2013, the top six states with the largest proportion of Mexican immigrants were California, which is the 37 percent of the total Mexican immigrant population, Texas, which is the 22 percent of total Mexican immigrants, Illinois, which is the 6 percent, Arizona is the 4 percent, and Georgia is 2 percent as well as Florida' Mexican immigrants populations (DHS, 2014). These effects can be problematic to determine at the national level. The economic effect of immigration on the sending countries is an increase in unemployment in the receiving country (Asch, 1994, p.185-205). Local communities also face problems of health care and education facilities. Local policy programs create or enhance education systems, help reduce income inequality, and support small businesses and establishments (Meissner, Meyers, Papademetriou, &Fix, 2006, p.100).

The problems of employment are language proficiency, level of education, discrimination, foreign qualifications, and access to social and professional networks. These problems impact on policymakers to consider their views of immigrants concerning the academic performance of migrants' youth, low employment rates, dependence on welfare, and families living on the poverty line (Petrovic, 2015, p.14-25) .

Many state and local governments force unauthorized immigrants to leave their communities therefore lose economically. These problems effect on policymakers reconsider their views to immigrants and immigration problems. (Rodríguez, Chishti, &Nortman, 2007, p.8-47). Local and State policymakers should understand the interconnecting dynamics of changing migration flows and security challenges (Papademetriou, Doris, & Eleanor, 2013, pg.15).

Integration and Social Inclusion for Immigrants and Refugees

Integration is an important indicator which includes five main gages, which are language abilities, socio-economic achievement, political participation, residential locale, and social interaction with host communities. These gages are important to understand about full integration of immigrants into the United States. Full integration into the United States communities takes more than one generation because the newcomers are learning English, interacting with members of the receiving society, and beginning to participate in the political process. (Jiménez, 2011, pg.5-7). Therefore, policymakers, governments, and agencies should take into account five main instruments of integration, when they create policy about immigrants.

The United States is often observed as a successful model for immigration integration. The United States invests in immigration at all levels of government, considering the education systems and social services at the state and local levels. Whichever terminology, of integration or assimilation, melting-pot, salad bowl, or mosaic is used, American history has been successful as a result of large-scale immigration. Integration takes place across immigrant groups and includes most pointers of social, economic, and cultural mobility, such as educational accomplishment, participation in the labor force, income, and job quality.

Generations of immigrants assess progress differently. First-generation immigrants have been employed at lower socioeconomic levels; however, second-generation immigrants improve substantially to their parents, regarding indicators such as, language proficiency, socioeconomic attainment, citizenship, political participation, housing integration, and social life (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, pg.8-9). For instance, second generations of immigrant teenagers from Latin America have higher degrees and more successful graduation records than the newcomers' generations (Meissner, Meyers, Papademetriou, &Fix, 2006, pg.37). To be successfully integrated, newcomers should participate in decision-making and coalitions. These vehicles of integration can substitute for effective collaboration in order to meet the challenges of economic, cultural and social change. Therefore, government, non-government, and private partnership should be included in attracting individual immigrants to participate in the decision-making process. Resources should flow to integration-focused policy to create coalitions as well as building and training opportunities (Mudde, 2012, pg.10-21).

The immigration system should cover how to enforce immigration laws, how to process immigration benefits, how to encourage business innovation, and how to welcome immigrants to this nation. (Boushey, 2007, pg.3-8). Integration allows immigrants and refugees to achieve both economic independence and civic participation, depending on institutions and organizations.

A national integration and immigrant policy should seek to build relationships between government and civil society to achieve positive integration outcomes for newcomers and their families. Local levels of relationships between different kinds of organizations should be built to respond to the immigration challenges of social, economic, cultural, and political integration. Policymakers at the local and state levels have the resources to attempt such an integration programs. Also, elected representatives have a direct impact on refugees' and immigrants' education, transportation, workforce development or law enforcement. Integration depends on not only individual capital, friendship networks, and family resources, but also society's willingness to remove barriers to social and economic inclusion (Mudde, 2012, pg.27).

After all reviewing of literature about immigration, and integration of immigrants, there are several essential points, which are founded. The most important idea is that Immigration is a vital component of economic growth and competitiveness. Migrants closely linked in the United States economies. However, the influence of the economic crisis on immigration resulted in a complicated process, which is hard to interpret (Jiménez, 2011, pg.3-7). Immigration plays a serious role regarding complicated cultural, religious, security, economic, and political problems. (Mudde, 2012, p.7). The U.S. model of immigration faces a major problem, which is the economic climate. Immigrants' social and economic integration should link to their destination communities. Integration policy failed with anxiety about security the immigrants after 9/ 11. The U.S. refugee resettlement systems also face some challenges. These challenges include insufficient coordination between the various government and nongovernmental entities (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, p.12).

Recommendations and Conclusion

The politics of immigration has played an important role in American political development. The conception of America as an immigrant nation, that should be open to racially, ethnically, linguistically, and culturally diverse populations, has been challenged by policymakers. While the numbers of immigrants are growing, integration is driven more than immigrant-targeted policies (Jiménez, 2011, p.18-21). The politics of immigration in the United States includes different target groups, but immigration policy making will be necessary for solving immigration problems in the United States (Thangasamy, 2010, p.24-52). Governments should be open to learning lessons from immigrants' experiences and adopting innovative new ideas. Government works together public and private sectors to adapt programs consider strategies to bring immigrants new knowledge and ideas (Fourth Plenary Meeting of the Transatlantic Council on Migration, p.1). There is a vital demand for new and comprehensive thinking about involving immigrants in national policies. Therefore, the United States needs a new immigration policy and systems for integrating immigrants into its communities. Policymakers should have better information and knowledge to accomplish immigration and integrate immigrants properly (Somerville, Durana, & Terrazas, 2008, p.1-24).

The immigrant community must lead the two-way interaction, which local communities should not only support, but also encourage training for immigrants and refugees. The host communities should also acquire the resources to better understand refugee and immigrant resettlement and cultural practices. Governments should improve the cultural integration of immigrants. Therefore, they should not only establish policies that allow different immigrant groups, but also protect the majority culture as well as the minority culture (Joppke, 2012, p.1-15). To be successful integration of newcomers with local communities must build strong economic, social, and cultural ties. The process of two- way interaction includes not only immigrants but also receiving countries (Meissner, Meyers, Papademetriou, &Fix, 2006, p.70). Policymakers should regulate status of unauthorized immigrants, redesign electoral systems, develop and coordinate policies toward immigrants and immigration, enhance civic organizations that integrate immigrants into communities, figure out the implications of transnational legal statuses, incorporate immigrants and their children into schools, jobs, and neighborhoods, and prevent isolated, ideologically motivated youth (Hochschild &Mollenkof, 2008, p.3-5).

Immigration policy should be set in response to domestic demands and take into account the safety of foreign countries. If the countries want to develop international policies, they have to consider the regions, which are an important element in making immigration policy (Terrazas, 2011, p.23). Policymakers should consider policy actions, invest budgets, and innovate program design, including expanding and innovating parent education and English language programs (Park, & McHugh, 2014, p.16-18). To be successful, policy should consider how migrants work together regarding the multiple social, cultural, economic, and political interests. The most important governance priorities should be throughout the region, local, and state with accountability and transparency. Regional economic growth triggers the whole of countries which policymakers take into account when building physical and human-capital infrastructures to attract economy for both immigrants and citizens (Papademetriou, Doris, & Eleanor, 2013, p.10-64). The United States should seek the ways of better understanding immigrants and encouraging their integration and participation in communities. If local governments maximize the benefits of immigration among newcomers and host communities, they solve problems of public education, health, and safety services of immigrants immediately and enhance efforts regarding successful linguistic, economic, and civic integration of new comers and their families.

However, federal civil rights provide these services and consider it a waste of public funds with too many communication barriers for effective services (McHugh, 2014, p.2-5). Integration of immigration is not only becoming complex but also costly.

Public policy on immigration in the United States needs four essential components, enforce both border and workplace, create a market- sensitive mechanism for legal immigration, be fair in addressing the problem of illegal immigration, integrate immigrants into communities, promote learning English (Westen, 2009, p.3-13). The best immigration policy should target not only seeking policy objectives and the outcomes with the evolution of immigration flows, such as demographic, economic, and geopolitical circumstances, but also register the social impact and cultural reactions of immigration. The heart of effective immigration systems is derived from flexibility, adaptability, and the capability to learn from domestic and international experiences, and efforts.

Policymakers of the United States invest in education workforce-training systems, develop public infrastructure, think about regulatory policies and social protection reforms, reduce barriers to employment and create incentives to work (Fargues, Demetrios, Papademtriou, Giambattista, & Madeleine, 2011, p.18-20).

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Debt-Driven Water Privatization: The Case of Greece

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Abstract

The privatization of water services is a basic conditionality in the structural adjustment programs imposed by international financial institutions, such as the IMF and the World Bank, on indebted countries. In the same sense, the financial assistance that has been offered to Greece from Troika, since the beginning of the financial crisis, in the late 2009, was accompanied by the commitment, to privatize, among others, the two largest public water companies. The consequences of water privatization policies include increases in prices, poor quality of services, little or no investment, rise of income inequality, high levels of corruption, loss of jobs and deterioration of working conditions. Despite the fact that privatization of water supply companies has been proven to be ineffective in many parts of the world and the *tendency* towards the *remunicipalization* of water services that has lately been detected, international financial organizations continue to set water privatization as conditionality. The unconstitutionality of the policy and the strong opposition of citizens and unions to water privatization seem to be inefficient to prevent the Greek government to proceed to the establishment of a public-private partnership in the water supply sector.

Keywords: Debt-driven water privatization: The case of Greece

1. Introduction

Many countries, especially developing ones, resort to borrowing from international financial institutions, such as the IMF and the World Bank. These organizations provide funds to governments in immediate financial emergencies. In exchange, governments of the borrowing countries are committed to adopting certain policies as a condition for receiving funds. In most occasions the terms of the contracts entail the rule of 'one size fits all' without taking into consideration the different characteristics of each local economy. The imposed policies are influenced by the dominant economic ideology, neo-liberalism. The basis of the neoliberal theory is the decrease of government power, the freedom and deregulation of the market and the unquestionable privatization of state property (Askitas, 2016).

One of the most common conditionalities is the privatization of water and sanitation systems. Despite the fact that the management of such bodies by private companies has been proven ineffective in many countries, both developed and developing, and the global trend of water remunicipalization, international financial organizations insist on imposing water privatization as conditionality to borrowing countries. A prime example of such actions is the case of Greece.

Since the beginning of the Greek financial crisis, in the late 2009, Greek governments have signed three memorandums of understanding with 'Troika' (a group of three international institutions consisting of the European Commission, the European Central Bank and the International Monetary Fund) in 2010, 2012 and 2015. Troika's mission was to monitor and assess the countries that were receiving loans from the EU and the IMF. The financial assistance offered was combined with a commitment to implement a strict program of conditionality measures, including the privatization of several state-owned companies. Among others, the privatization list included the two largest public water companies in Greece. This act started an array of reactions both in a national and international level. However, even after the strong opposition against privatization and the public statements of the Greek prime-minister disclaiming any thought of commercialization of water, Greek authorities move forward with the privatization of these companies.

The purpose of the present study is to analyze the water privatization policy that international financial institutions impose on indebted countries through conditionality, to present the obligations of the Greek state for water privatization under the memorandums and to investigate the privatization attempts of the two largest supply and sewerage companies of Greece, against the European and international trends. In the end, it makes an effort to outline the potential consequences of water services privatization in Greece.

The rest of the paper is organised as follows. Section 2 presents the international organizations pressure for water privatization policy. Section 3 analyses the conditionality in water sector *privatization* that has been imposed on Greece via the memorandums. Section 4 explores the privatization efforts of the two largest public water companies of Greece, namely the Thessaloniki Water Supply and Sewerage S.A. (EYATH) and the Athens Water Supply and Sewerage S.A. (EYDAP). Section 5 lists the consequences of water services privatization in indebted (and not only) countries and section 6 the potential consequences of water privatization in Greece. Section 7 concludes.

2. International organizations pressure for water privatization

Throughout the years, many developing countries, experiencing an economic crisis, call upon international financial institutions to provide them with assistance. The International Monetary Fund (IMF) and the World Bank are the oldest and the most well-known ones. Apart from the aforementioned organisations, other international financial institutions that provide financial aid to developing countries is the African Development Bank, the Asian Development Bank and the Inter-American Development Bank. Any member state of these organizations may request financial assistance, if it lacks sufficient financing to meet its net international payments. Most of these financial institutions frequently cooperate with each other on many levels to provide assistance to their member countries, conditional *upon* the adoption of certain policies (Bank Information Centre, 2017).

The IMF and the World Bank provide loans to governments, especially of poor countries, that are unable to obtain funds through the financial markets and they commit governments to implement certain policies as a condition for receiving funds. In particular, IMF resources provide a cushion that eases the adjustment policies and reforms that a country must make to tackle its balance of payments problems, stabilize its economy and help restore conditions for strong sustainable economic growth (IMF, 2016). Following the request, the IMF and the target country configure a lending "arrangement" which may, depending on the lending instrument used, specify the economic policies and measures the country has agreed to implement to resolve its balance of payments problem (IMF, 2017). The so-called structural adjustment programme usually includes measures aiming to improve the functioning of markets and institutions and promotes, for instance, tax and financial sector reforms, privatization of public enterprises etc. The rationale behind the adoption of structural adjustment programmes is to increase export earnings, through which the target country is expected to pay off its debts (The Thistle, 2000). In most cases, the arrangements are detailed in a 'Memorandum of Understanding'.

Within the European Union, the Euro area countries, experiencing severe financing distress can request assistance from the European Stability Mechanism (ESM) (European Commission, 2017). The ESM is an intergovernmental institution which raises its funds from the international capital markets and it grants loans in order to safeguard the financial stability of the Euro area. A precondition for the ESM bailouts is the implementation of a tough macroeconomic adjustment programme, prepared by the European Commission, in cooperation with the European Central Bank and, sometimes, with the participation of the IMF. The conditionality includes reforms that focus on: a) fiscal consolidation, such as reductions in government expenditure and public administration costs and increases in revenues through privatizations or tax reforms, b) structural reforms, aiming to increase employment and improve competitiveness and c) financial sector reforms, in order to strengthen banking supervision or recapitalize banks (ESM, 2017).

Although international financial institutions are seemingly neutral, in fact, they are dominated by the interests of industrialized countries. The voting power of countries is determined by their capital contribution to the institutions as well as other political factors associated with their influence on the world (The Thistle, 2000). Specifically, in IMF, the G7 controls more than 40% of the votes on the Board of governors, while the US and the European Union together carry more than 55% of the votes (Bullard, 1999). The rest of the approximately 150 member countries are either under-represented or totally excluded from the decision-making process. In the World Bank, the president traditionally comes from the USA and his choice entails congressional involvement; in the IMF, the managing director is traditionally a European (The Thistle, 2000).

The policies that the institutions impose on borrowing countries are highly neoliberal; they promote 'labor flexibility', tax increases and social spending cuts (especially in education and health), privatization of public sector enterprises and

property (particularly utility and public transport companies) and financial liberalization. The neoliberal conditionality regime leads to deregulation of the economy, deprivation of public sector from its property and dismantling of the welfare state; on the other hand, it highly benefits large trans-national corporations and wealthy investors (The Thistle, 2000). The empirical evidence from the implementation of the neoliberal practices shows that these policies have been devastating for people, infrastructure and the environment.

Since the water supply and sanitation system are under governmental control, in most borrowing countries, the privatization of water utilities is included in the broader set of privatization policies that international financial institutions promote through conditionality. Particularly, in 21 countries, which proceeded to a loan arrangement with the IMF and the World Bank, conditionality included the imposition of water privatization or cost recovery requirements (Alexander et al., 2001). Cost recovery is associated with the elimination of state subsidies that increase budget deficit. Specifically, in developing countries, the justification for water privatization is based on the fact that the economy is too weak to provide subsidization of water and sanitation services. In this case, water consumers should cover the cost of these services. Financial institutions claim that the sale of public enterprises will have beneficial effects not only on the water system administration but also on the country's public debt and budget deficit. Moreover, the resources generated through privatization and cost recovery policies could provide access to water to a higher percentage of the population. However, this is not confirmed by the empirical evidence (Alexander et al., 2001).

Among the countries that were forced to adopt water privatization policies are Ghana, Mali, Mozambique, Tanzania, Argentina, Bolivia, Uruguay, Madhya Pradesh, Indonesia, Angola, Benin, Guinea-Bissau, Honduras, Nicaragua, Niger, Panama, Ruanda, Sao Tome and Principe, Senegal and Yemen (Alexander et al., 2001). The last example, in which the process is not completed yet, is Greece. The consequences from the implementation of these policies are examined in section 5.

3. Water sector privatization as conditionality in Greece

In the aftermath of the global financial crisis of 2007, Greece *was confronted with the most severe* economic *crisis* in its post-war history. The Greek sovereign debt crisis began in the late 2009, for reasons that lie *beyond the scope of* the present *study.* Greece was shut out from borrowing in the financial markets. The austerity measures that were adopted by the government, such as government expenditures cuts, tax increases, shrinkage of the public sector etc, fell short of their goals. In order to avert bankruptcy - and to avoid spreading crisis to other EU countries too, the Greek government requested and received three bailout loans in 2010, 2012, and 2015 from a triad of organizations, called 'Troika', consisting of the European Commission, the European Central Bank and the International Monetary Fund. The financial assistance offered, was combined with a commitment to implement a strict programme of conditionality measures, which were outlined in three Economic Adjustment Programmes, usually referred to as 'Memoranda of Understanding'. Financial disbursements were conditional on the implementation of austerity measures, budget cuts, structural reforms and privatization of several state-owned companies. Among others, the privatization list included the two largest public water companies in Greece.

In the First 'Memorandum of Understanding', the privatization-related conditionality was directly related to the opening of markets in the transport and energy sectors; indirectly, it was imposed through cuts in expenses of public enterprises and public investment, staff reduction in the public sector and divestment of state assets. The primary aim was the reduction of the fiscal balance from 14% of GDP in 2009 to below 3% of GDP in 2014 (European Commission, 2010). This could be achieved through consolidation, based on measures that generate savings in the public sector's expenditures and improve the government's revenue-raising capacity. Specifically, the first adjustment relied on expenditure cuts equivalent to 7% of GDP. The cuts in public spending aimed at releasing resources to be utilised by the *private sector* and subsequently at improving competitiveness. The public investment reduction was set at 0.2% of GDP per year. Among others, the measures included reductions of public employment (0.3% and 0.2% in 2012 and 2013, respectively) and cut transfers to public entities by 0.4% in 2012. On the other hand, tax increases amounted to 4% of GDP. Furthermore, the first memorandum foresaw the reinforcement of the role of the Hellenic Competition Commission (HCC), since network industries were going to be progressively liberalized, especially in the transport (railway services) and energy sectors. Certain measures to achieve greater transparency, improve financial performance and reduce losses in state enterprises were undertaken. The potential divestment of state assets, including those of land owned by public enterprises or the government, was placed under review. The government was also committed to re-examine the scope of improving corporate governance and strengthen the supervision of state-owned assets. The privatization plan for the divestment of state assets and enterprises was intended to accumulate at least € 1 billion, during the time period 2011-2013, by reducing the state intervention in the real economy, improving market efficiency and cutting fiscal contingencies (European Commission, 2010).

In the Second 'Memorandum of Understanding', the expansion of privatization was a harsh conditionality. The privatization programme aimed at raising revenues by € 50 billion in the medium term; privatization receipts should have been € 4,500 million in 2012, € 7,500 million in 2013, € 12,200 million in 2014 and € 15,000 in 2015 (Second Memorandum of Understanding, 2012). The government was pledged to sell all its remaining shares of the state-owned enterprises, if necessary, in order to achieve the goals of privatization. The establishment of the Hellenic Republic Asset Development Fund (HRADF), in 2011, helped to this end. According to Law No. 3986/2011, the object of the Fund is to exploit the private property of the Greek state and the Greek public entities, whose share capital is entirely, directly or indirectly, owned by the Greek state or legal entities. The public control should be limited only in the cases of critical network infrastructure. The revenues from the exploitation of these assets must be exclusively applied for the repayment of the Greek public debt. Moreover, these proceeds would not substitute fiscal consolidation efforts and they would not be counted in the calculation of the annual general government deficit. The second economic adjustment programme committed the government to transfer to the HRADF all assets that were expected to be privatized in 2012 and 2013 and to expedite the privatization process. At that time, much public property, including the Thessaloniki Water and Sewerage Company (40%) and the Athens Water and Sewerage Company (27.3%), had been transferred to the Fund with the scope of selling it gradually (European Commission, 2017). The intermediate steps, which had to be made, so as to ensure that privatization would be successful in terms of receipts, were included in the restructuring of loss-making firms, state-aid clearance, rights clearance and regulatory changes, including the unbundling of utilities. The driving force behind this decision was that, by transferring assets in key sectors of the economy to more productive uses through privatization and concessions, would encourage foreign direct investment (FDI) and other private investment, supporting the economic recovery and long-term growth. Given the assets targeted for sale, the government anticipated € 50 billion in proceeds over the lifetime of the asset sale program, including at least € 19 billion through 2015. The steps to move the privatization process forward in 2012 were, for the most part, prominently transferring the asset to the privatization fund and appointing the advisors, restructuring of the asset, filling in public policy and regulatory policy gaps, designing the tender process, receiving approval of European Commission regarding to procurement, competition and state aid, running the tender and obtaining all necessary by-law approvals. Moreover, the programme designated that the HRADF would not be able to transfer assets back to the general government. If the Board of Directors of the HRADF determined that an asset was not able to be sold in its current form, it would be sold in pieces or it would be liquidated. The HRADF was able to raise money, on market terms, but it could not grant liens over any of its assets, if this might have prevented or delayed the relevant assets from being privatized. As far as the Thessaloniki and Athens Water and Sewerage Companies are concerned, regulators and pricing policy were established by June 2012 (European Commission, 2012).

In the Third 'Memorandum of Understanding', among others, the Greek authorities were committed to implement a privatization programme in order to support investment. The conditionalities included the establishment of an independent Fund, known as 'Super Fund', targeted to privatize independently evaluated Greek state assets (Law No. 4389/2016, Article 197). The Super Fund was a private development company which would operate for the public good, by applying rules of the private sector (Law No. 4389/2016). The overarching objective of the Super Fund was to manage valuable Greek assets, which would be utilised to the maximum, based on the guidelines of the Organisation for Economic Co-operation and Development (OECD). Its goal was to protect, create and, ultimately, maximize their value which would be monetized through privatizations and other means. The methods of property utilization consist of the privatization through sale, the transfer of any property or personal rights, the leasing of assets, the concession of the right of use or exploitation, the conferral of management and the restructuring of businesses and real estate. Public enterprises monitored by the Super Fund would: a) be subject to the appropriate supervision in accordance with the laws of the state and the EU, b) implement and support the government's policies and c) undertake the provision of 'Services of General Economic Interest' (SGEI) (Law No. 4389/2016). The Super Fund was planned to be managed by the Greek authorities and supervised by relevant EU institutions. Its management would be comprised by three members appointed by the government and two representatives of the creditors with the right of veto (Hellenic Corporation of Assets and Participations, 2017). The revenues from the privatization programme would be used to repay the recapitalisation of banks and other assets, to decrease the debt to GDP ratio and to conduct investments (Euro Summit, 2015). As far as the water policy was concerned, the agreement foresaw the establishment of a stable regulatory regime as a key to propel investment in the water networks and to protect consumers in terms of pricing policies (European Commission, 2015). The government was obliged to take all necessary actions to fully implement the regulatory framework for water utilities, based on the methodology completed by the Special Secretariat of Water in 2014. The EU would provide technical assistance. The programme also aimed to further enhance and strengthen the water regulator, in order to enable it to take independent regulatory decisions. The privatization method of the Thessaloniki Water and Sewerage Company included the sale of 23% of share capital; HRADF

would preserve 74% of the shares. In the case of the Athens Water and Sewerage Company, the privatization method included the sale of 11% of the shares, whereas HRADF would maintain 27% of the shares (European Commission, 2015).

4. Privatization attempts of public water companies in Greece

4.1. Thessaloniki Water Supply and Sewerage S.A. (EYATH)

The Thessaloniki Water Supply and Sewerage Co. S.A., trading as EYATH S.A., was founded in 1998 by Law 2651/3.11.1998 and resulted from the merger of the Thessaloniki Water Supply Organization S.A. (OYTH S.A.) and the Thessaloniki Sewerage Organization S.A. (OATH S.A.). OYTH and OATH, which had been bodies governed by public law, had been converted into *Sociétés Anonymes* on 25.6.1997. The company is supervised by the Ministry of Economy and Finance and the Ministry of Macedonia-Thrace, and its effective term is 99 years, running from 3.11.1998 to 3.11.2097. In the early 2000s, the Interministerial *Commission* for *Privatizations decided to* sell off the shares from the share capital increase and the existing shares owned by the Greek State - which had been its exclusive shareholder up to that point. In 2001, EYATH's extraordinary general meeting of shareholders unanimously decided to increase the share capital and list the company's shares on the Main Market of Athens Stock Exchange (ATHEX) (EYATH, 2017). The same year, a thirty-year contract was signed in Thessaloniki that granted to the municipal company Thessaloniki Water Supply and Sewerage CO. S.A. (EYATH) the exclusive right to provide water (EYATH, 2017).

In 2012, the transition of public assets into the Hellenic Republic Asset Development Fund (HRADF) was decided. Thus, in 2014, the company stocks were sold partly to the private sector (74% of the share capital is held by HRADF, 5% by the French company Suez, while the remainder are free trading in the Athens Stock Exchange (Asset Development Fund, 2017). However, in 2013, the representative of HRADF announced the sale of 51% of shares of EYATH (Save Greek Water, 2013). After the announcement, a competition was proclaimed for the auction of EYATH and the most prominent interested companies were the Israeli water company Mekorot and SUEZ (which already owned 5% of the shares). These firms would take over the company's management, in association with the Greek construction firm EllAktor (Petitjean, 2014). Since then, many actions and campaigns occurred in Thessaloniki, aiming to block further privatization of EYATH. Resolutions and demonstrations have been the main tools for citizens to press the government to keep water in public hands. The most significant actions are the 'SOSTE to NERO' coalition and the 'Initiative 136' movement. The 'SOSTE to NERO' coalition was created by unions and has managed to get the support of both local and international forces to its purpose (Petitjean, 2014). The 'Initiative 136' was also created by a group of citizens and unions; its goal was the transformation of EYATH into a cooperative ownership, with the owners being its 'customers', the citizens of Thessaloniki. The concept behind this coalition was that every citizen would buy a non-transferrable share of the company, which was valued at €136 per household. In order to accomplish its goal, the movement 'Initiative 136' called for international assistance from 'ethical investors' and social finance organizations, in order to help takeover EYATH. However, 'Initiative 136' ended in an unfortunate way, when its proposition was not accepted by the HRADF (Petitjean, 2014). Noteworthy is that, on 18th May 2014, during an informal but well-organised referendum that was held in Thessaloniki, 98.3% of the citizens voted against water privatization. In the case of EYATH, the term of preserving 50% plus one share of EYATH by the state, was imposed by the Hellenic Council of State; thus, only a minority stake could be sold to the private sector (Council of State decision No 1906/2014). The ratio between the sale price of EYATH and its financial results are similar: about €110 million for a 51% stake, whereas the business posted a net income of €18 million in 2013, a turnover of €77 million, with €33 million cash reserves and €135 million equity (Petitjean, 2014). According to the decision, the next steps adopted by the Government are as follows: 1) selection of consultants from HRADF until the third quarter of 2016, 2) evaluation of alternative options for the sale of 23% of shares, 3) business plan creation and accomplishment, and 4) improving the regulatory framework and adoption of the revised Concession from the Company and the Hellenic government (Asset Development Fund, 2016).

In a Press Conference, on 9th September 2016, the Greek Prime Minister stated: 'The public form of water is established. The government tries to increase the revenues and the competitiveness of the company under the governmental control. In this time of free economy and market, it is clear that the governmental control can be ensured by the majority of the company's shares. The involvement of key investors holding the marginal of shares will enhance the competitiveness of the company. The government will not sell the majority of the shares, water is a public good. Nevertheless, EYDAP and EYATH are part of the market economy, so the government has to be more flexible in its decisions' (Limperis, 2016). However, the decision of the Parliament, taken on 27th September 2016, granted the share capital of EYATH that belonged to the state to the Super Fund. People reacted intensely to the undemocratic decision. Water companies' employees went on strike, cutting off even the water supply at the offices of the ruling party (SYRIZA) in Thessaloniki. The case is still in

progress, as the actions of citizens, stakeholders and NGOs against the inclusion of water companies in the Super Fund will continue, until it is ensured that these policies will not be implemented.

4.2. Athens Water Supply and Sewerage S.A. (EYDAP)

The municipal Athens Water Supply and Sewerage Company (EYDAP S.A.) is the largest water supply company in Greece with 9,500 km of pipeline length. It provides water services to approximately 4,300,000 customers and sewerage services to 3,500,000 residents in the greater Athens and Piraeus area. The company was founded in 1980 after the merge of the 'Hellenic Water Company' (EEY S.A.) and the 'Greater Athens Sewerage Organization' (OAP S.A.). In 1999, EYDAP took its present legal form, as all of its major assets were transferred to the company 'EYDAP Assets' and remained state property. The same year, EYDAP signed a twenty-year contract, stating that the company would undertake the exclusive provision of water services. In January 2000, it was listed on the Main Market of the Athens Stock Exchange (EYDAP, 2017).

In 2012, according to the common ministerial decision 206/25.4.2012, 34,033% shares of EYDAP, which was under the governmental ownership, was decided to be transferred to HRADF (SEKES, 2012). However, this action was not completed, because the EYDAP union requested the cancelation of the decision. This request has been accepted from the Hellenic Council of State and the conflict between civil society and private companies was finally resolved in 2014 after the Hellenic Council of State decision to block any further privatization of these companies for the sake of public health. The fact that the company did not pass entirely into private hands is due to the Greek citizens uprising and the resistance shown by European and international movements. Furthermore, the Court set the condition that the Greek state would maintain at least 50% plus one share, on the grounds that the right of citizens to water access is above any private initiative aiming to make profit through this procedure. In 2014, the company was partially privatized (the Greek state holds 34.03%, the HRADF 27.30%, investor John Paulson 9.99%, and the remainder is in free float in the stock market (Asset Development Fund, 2016). HRADF's 61% stake in EYDAP could be sold for €350 million, which compares well to a net annual profit of €62 million out of a €353 million turnover in 2012, €43 million cash reserves, €881 million equity and €1.2 billion owed to the company by the Greek government and various agencies and businesses (Petitjean, 2014). In 2015, the topic of water companies' privatization reappeared on the government's agenda, as a result of the agreement on prerequisites for loan performance between the Greek government and its creditors. Despite the success of the Pan-European initiative 'Right2water' to gather 32,000 signatures against the commercialization of water (Save Greek Water, 2016), on 27th September 2016, the Greek Parliament voted a law on the integration of EYDAP in the Super Fund. Judging from the purpose of the Super Fund and the way it operates, it seems that the aim of water companies will not be to ensure water quality and sewage treatment as a social good. After this blatant violation of access to water as an inalienable human right, over 3 million messages were sent to the members of the Parliament who stood against these measures (Save Greek Water, 2016).

5. Consequences of water services privatization in indebted (and not only) countries

The global experience of privatization programs in water and sanitation services indicates that the private sector could not achieve the desired results. The privatization of water has led to several problems, mostly associated with increases in water tariffs, reduction in water quality, health problems, limited use of water supply, corruption and increases in government spending. Despite the catastrophic consequences for both the state and the citizens, lenders insist on keeping privatization of water services as a requirement in adjustment programmes. Below are listed examples of indebted countries with IMF/World Bank-*imposed water privatization programmes.*

In Ghana, the fault lied in the very first stage of the contract, which was very general and lenient toward the obligations of Aqua Vitens Rand Limited (AVRL). Specifically, AVRL invested nothing in the already poor state of the Ghana Water Company (GWC); noteworthy is that the state of the company was the reason for its privatization. Having failed to fulfil the arrangement to the end and by spreading falsehoods about the efficiency of their company, AVRL did not manage to reduce non-revenue water and improve water quality. Due to the consistently poor performance in six other target areas, the contract was rendered null and void (Remunicipalization tracker, 2017).

Another example is that of Maputo in Mozambique, where a 15-year contract ended prematurely in 2010, when the government bought back 73% of the water supply from the holding company, Fundo de investimento e Património do Abastecimento de Água (FIPAG). The partnership did not meet the contractual targets and obligations, since, after increasing water supplies, the volume of non-revenue water did not have the same outcome (Remunicipalization tracker, 2017).

In Tanzania, CWS company entered into a problematic contract with DAWASA, in 2003. Five months later, CWS stopped paying its monthly lease fee, resulting in a drop in the company's revenue by a third. This was due to the fact that new costumers did not register in the billing system, while the existing ones benefited from increased flexibility in making payments directly to the company's revenue collectors. After that, the government decided to terminate the contract prematurely (Remunicipalization tracker, 2017).

In Argentina, the contract was based on neoliberal recommendations and was considered as a flagship of privatization, worthy of replication by other countries. However, the private operator failed to comply with its contractual obligations and followed a strategy with the sole purpose of extraordinary profits, but Argentinean authorities turned a blind eye. This strategy was successful during the period of forced stability of the Argentinean currency (1993-2001), but imploded prematurely with the collapse of the neoliberal model in 2002 (Remunicipalization tracker, 2017).

In Uruguay, Obras Sanitarias Del Estado (OSE), the national public body who served as the provider of drink and wastewater services for the whole country and the private company URAGUA, who were tasked with the provision of water, had reportedly broken contractual obligations to renew and expand the water network. They also charged excessive service rates and connection fees that wide sectors of society could not afford. Services were of poor quality and even some public taps were disconnected (Remunicipalization tracker, 2017).

Noteworthy is that the negative results of water privatization are not limited to developing indebted countries that were forced to implement privatization policies, but also to developed countries that decided to privatize their water service companies for political and economic reasons. Various studies show that private water companies have been less efficient than the public sector even though they had access to better technology (Saal et al., 2007), they have caused environmental problems, they tend to overcharge their customers or raise the prices of household bills in order to open new sewerage facilities. According to a World Bank study, the increases in productivity that have been observed, with a simultaneous reduction in staff did not lead to a reduction in prices (Gassner et al., 2009). In most countries, private water companies invest less than the public enterprises for the maintenance and upgrading of the network (Castro and Heller, 2009); it is assumed, that in order for entrepreneurs to decide to invest, they expect that their investment will secure them a greater profit than the original cost, which in water services is not feasible (EPSU, 2012). It seems that, in all cases, water supply constituted a monopoly of certain companies, while in most cases no contest for the assignment of the project had taken place. The cases of Paris, Jakarta and Buenos Aires confirm the desire of companies to engage in joint ventures rather than compete with each other. Furthermore, in France and Italy some private companies have been convicted by the Commission for Protection of Competition for non-competitive behavior (EPSU, 2012). There have been several cases of deception of the public from private bodies trying to ensure a long-term profitable contract, at the public's expense. In several occasions, the companies Suez and Veolia have been accused of public officials' corruption, illegal contribution policy, bribe, price fixing, cartels' management and fraudulent accounting, such as in the case of Buenos Aires, France, Italy and the USA. According to a report from the Cour des Comptes (1997) - the National audit body in France, the system of privatization on which Suez and Veolia built their sovereignty, was routinely faulty: 'The lack of supervision and control from public services was aggravated by the lack of transparency of this form of management, and has led to abuses' (EPSU, 2012). In most cases, the terms of contracts, between the private and public sector, are confidential documents; hence, public accountability is impossible. In others, such as that of Buenos Aires, the terms of contracts were renegotiated repeatedly, with the purpose of ensuring more privileges and benefits to private companies at the consumers' expense. Another case is that of Berlin, where the Public Private Partnership (PPP) concession contract was kept secret and included a written guarantee of great profit. In 2012, the Federal Cartel Office ruled that the agreement violates German law on competition; therefore, the company was forced to reduce prices by 19% (EPSU, 2012). Thus, in many cases, the continuous growth in fees was not arbitrary, but the result of these negotiations. One of the main arguments for the transitioning from public to private sector is the earnings expected to be raised through the sale of the water company. However, in fact, governments earn far less than the real value of these firms, especially in cases where the buyers know that the government is forced to sell the company, which appears to be a common phenomenon in countries where financial institutions are involved. In some cases, in which the purchases made at the state's desired price, the cost can possibly be transferred to consumers through raising prices. For instance, in France, private companies paid millions to obtain the water supply license; after completion of the transaction, the companies added an "entrance fee" on consumers' bill. Thus, the profits of the public sector were made at the expense of the consumers (Hall and Lobina, 2001). As a result, the countries are more likely to lose money even after selling part of their property, significantly decreasing their profits and rendering them unable to pay off their long term debts (EPSU, 2012).

6. Potential consequences of water services privatization in Greece

Taking into consideration the aforementioned examples, the consequences of water privatization in Greece are not expected to differ. First of all, since the beginning of the financial crisis, in Greece, the market value of public companies, and generally of all the public and private sector assets, has decreased substantially and it has fallen below the *objective value*. As a consequence, the revenues from the privatization of water companies will fall short of the ones that could be obtained in the pre-crisis period and they will not be able to cover a significant part of public debt. Moreover, potential buyers will try to downgrade even more the value of the companies, since they are aware that the Greek authorities are obliged to sell them. The selling price of the companies is not expected to increase through tendering, since the international experience has shown that international water companies prefer to engage in joint ventures rather than compete with each other. Even if the authorities put pressure for selling the companies at a certain price, it cannot be ensured that these costs will not be passed on to the consumers after the takeover of the company by the private sector. Ultimately, the water service companies are profitable and their sale will result in a loss of revenue for the government and difficulties in repaying public debt.

After privatization, the natural water monopoly that will be created, will allow private companies to demand monopoly prices, which will be substantially higher than the prices under perfect competition. Furthermore, the private sector's priority to make large profits goes hand in hand with price increases. This notion of private companies may have destructive ramifications on poor households, which do not have the ability to cope with high water prices compared to wealthier households (Tilch and Schmitz, 2013). Specifically, in Greece, the rise in water prices in combination with the economic crisis will increase the number of people who will lose their human right to have access to water and sanitation, as this was established by the United Nations on 3/8/2010 (A/RES/64/292) (UN, 2010). Global experience has shown that privatization does not bring in new investments. On the other hand, in cases where new investments were carried out, this entailed a dramatic increase in tariffs. Private companies will try to raise their profits by laying off the companies employees; immediately after the privatization, they will recruit them – since they have the necessary knowledge and skills, but with more flexible working conditions (Kallis, 2014). The customers should also be concerned about the quality of water that private companies provide, since the deterioration of water quality is an additional method private companies apply to restrict their operational costs. Moreover, the lack of financial motives and the weak supervision may lead to the indifference of the companies about the size of potential problems that customers may face (Tilch and Schmitz, 2013). The privatization of the country's largest water companies, EYATH and EYDAP, involves the risk of losing control on the decision making, regarding the country's water policies and planning. Private companies would be reluctant to promote water saving, since this would induce a decrease in sales (Kallis, 2014). Given the weak regulatory framework in Greece and the high rate of corruption, it is unlikely that the water privatization will ensure benefits for both the state and the people. Finally, the sale of these companies would result in a scandalous violation of the democratically expressed will of the Greek people, as it has been recorded at the Thessaloniki referendum on the 18th of May 2014 (Save Greek Water, 2016). After all, the negative effects of water privatization have already been noted by our European partner countries and lenders, which have turned to the remunicipalization of their water companies.

7. Conclusions

This paper examines the discursive strategy for water privatization that international financial institutions, such as the IMF and the World Bank, impose on indebted countries through conditionality. Evidence from water privatization projects around the world reveals increases in water prices, degradation of water quality, restrictions in water access. People of indebted countries often face the tragic trade-off dilemma between food, water, health and schooling (Alexander et al., 2001). Regardless of the devastating results of water privatization at both the social, economic and environmental level, international financial institutions insist to turn a blind eye on such examples and continue to pursue a global privatization plan.

In Greece, the financial assistance offered, was combined with a commitment to implement a strict program of conditionality measures, which included the privatization of the two largest water and sewerage state companies. Despite the global trend of water remunicipalization, 'Troika' puts pressure on the Greek government to establish a public-private partnership in the water supply sector. Even after the strong opposition of citizens and unions and the State Council's decision, the privatization of water services remains a conditionality. Any attempts on privatizing water supply and sewerage in Athens and Thessaloniki is expected to have similar social and economic consequences to other indebted countries.

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Human Resources Management in the Public Hospital Case of the University Hospital Centre of Oran

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Abstract:

it would seem that the University Hospital Centre of Oran suffers from an insufficiency in the control existing human resources and of an inadequacy enters the needs and the profiles existing on the one hand, and that it would not have a true policy of management of human resources which would enable him to benefit best from the resources human available to take up the challenges of management and the development of services provided to the patients.

Keywords: Human resources management, University hospital, Public sector, Recruitment, Skills assessment, Skills training.

Introduction:

History of the personnel management is old, complex and varied. It evolved, particularly between two poles, from the 19th to the end of the 20th century, moving from an undifferentiated function to a strategic function. Two major steps marked its development during the second half of the century.

Between 1950 and 1970, signs of the function recognition and professionalization appeared, then the conquest of autonomy, and finally, the introduction of human relationships techniques. At the same time, the research of the match between the expectations of men at work and the constraints of the organizations appeared.

From the 1970s, a phase of transformation of the socio-economic data, particularly in the public sector, emerged. The transformation of values, aspirations, and claims altered the power link in the work environment, especially because of the economic and technological progress as well as the organizational and social-cultural sciences.

Within such new context, human resources' management is becoming predominant. It has progressively upgraded to a strategic function and is contributing to the control of the change management.

The public hospital is part of such evolution dynamics and constraints. The empowered human capital is a factor of production and collective mobilization through participatory management. The human resources function is involved in this new mission.

Study of the personnel function is defined through two themes. It is concerned first with, a comprehensive approach regarding the human resources' management in every sense and which addresses the review of the achievement of the best possible adaptation of staff resources to community needs. It affects, in particular, the rules governing the implementation of the best organization in a changing environment.

The other aspect of the personnel function is concerned with the administration of people. It seeks to define, for each member of the community, the most judicious application of rules that clearly organize function within it and satisfy individual and legitimate aspirations.This more customized personnel function approach requires the use and command of tools that satisfy skills, training and the assessment needs of the social body.

At the stage of our work, we hope to show that the human resources' theme is concerned with the field staff and that the difficulties encountered cannot be solely borne by the human resources function but they must be transmitted by the entire management.

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The UCH of Oran, our research topic, seems to need a great effort to be modernized and manage its human resources.Faced with this situation; the following research issue came to mind quite naturally: What are the development lines for the establishment of an efficient and adapted management of human resources within the UCH of Oran?

The hypotheses of this research are based on:

-Human resources' management in the public hospital will be used to manage employment and develop resources;

-The hospital management will be used to support the change and include requirements and expectations.

The structure of this work retains such vision. Dividing the theoretical framework in two parts allows dealing separately, but very complimentary. On the one hand, it highlights the institution, its management, evolution in a changing world, communication, motivation and satisfaction to improve working conditions and. On the other hand, itis concerned more specifically with the human resources' management in terms of the previewed management of jobs and skills, recruitment assessment and skills training.

Therefore, the main objectives that we seek to achieve through our research in the empirical framework are:

- Establish the social report of the UCH of Oran and analyze the characteristics of the current human resource structure.

-Make an analysis of the current human resources' management of the UCH of Oran and identify shortcomings and malfunctions.

-Suggest the developmental lines of a new human resources' management policy in the UCH of Oran and provide operational recommendations for its implementation.

1. The theoretical framework

1.1. The employment management and resource development

1.1.1. The human resources' management

The human resources' management has always been of critical importance in the professionals' career. Actually, the first hospital resources' are its human capital. Taking account of the human factor has changed considerably over time and gradually with the advances in medical sciences, techniques, and computing, the nursing staff had then to be trained.

Such management is a set of practices with the objective of mobilizing and developing human resources for greater effectiveness and efficiency in support of the strategy of an organization. To put it simply, it is divided into two major branches: on one side, the administration of human resources such as payroll, legal matters, contract, etc, which is a more vertical activity. On the other side, the development of human resources, including human resource planning, recruitment, management and skills training, etc.

1.1.2 The human resources' management in the public hospital

According to J.O. Arnaud and G. Barsacq, the personnel management in a hospital is perceived from two approaches.

- The legal-administrative approach, which has as a purpose the status application and the administrative action. It corresponds more to a management of grades than individuals.

- The fiscal, economic and financial approach which corresponds to a staff management while respecting the budgetary limits without any qualitative logic.

Thus, according to O. Derenne and A. Lucas, the human resource management can be presented in four dimensions corresponding to the official representations: rank, index, occupation, and workstation.

- The administrative approach:

The hospital employee is in a statutory and regulatory situation governed by laws and decrees containing provisions relating to public service.Today, the Public Service Act leaves some leeway for decision-makers as for the choice of people to the extent that recruitments are based on an entrance examination, profile, choice of managerial position, evaluation, grading, etc.

- The financial approach:

This approach is concerned with the hospital staff recruitment procedures on the basis of indexes, bonuses and allowances, and also from the perspective ofcontrolling the evolution of the wage bill.Actually, the personnel costs are about 70% of the operating expenses.

- The management skills approach:

The hospital official does no longer appear as only a "rank" but the concept of "occupation" is necessary for the human resources' management. Human resources' management policies are, therefore, directed towards:

* The staff development with the generalization of appraisal interviews.

* The training plan in coherence with the expected skills.

* Recruitment, including managerial positions on the job profile base.

* The development of career paths for the personnel.

- The work organization approach:

The mission of hospitals is to provide care for patients 24 hours a day and 365 days a year.Work organization management then becomes the spearhead of the human resources' department.The role of management is to organize work over time while maintaining the quality of life at work as well as health conditions and officers safety.

Jocelyne Abraham stated in her conclusion that "Hospitals are trying to introduce human resource management practices whose purpose is rationalized in the use of their human resources.They develop responsibility, give more autonomy to health care units, introduce new evaluation systems, and raise awareness about the need for effective assessment techniques, think of differentiated pay and promotion systems. These changes do not happen smoothly.

The main reasons are threefold, on the one hand, the lack of a culture of measurement due to the historical lack of competitive pressures directly perceptible, on the other hand, a strong culture of business directed towards care quality, based on dedication, competence and teamwork, and finally, the elementary stage of managerial culture of leadership".

1.1.3 Areas of resources Development

1.1.3.1 Jobs and skills management

According to Christian Batal "The jobs and skills management is a tool for the human resources' management, which is generally defined as an iterative process that allows an organization to provide timely individuals with the capacity and sufficient motivation to "be able", "know" and "want" the jobs, fulfil missions and carry out the activities that are useful to life and evolution".

This tool is a part of several perspectives:

-A quantitative and qualitative perspective.

-An individual and collective perspective.

-A financial perspective.

Among the concepts related to Employment and Skills Planning Program in the public sector, we find the notion of competence, occupation, employment, function, the workstation and the concept of rank.

This tool is also a clear approach where we can find four major phases:

• Study of the current needs and available resources.

• Projection of the future needs and the necessary resources to fulfil them.

• Analysis of gaps to fill in order to adapt the current resources to future needs.

• The application of a policy implementation based on conventional supports of the human resources manager.

This tool also is part of a strategic plan for recruitment, internal mobility management, requalification plans to ensure the internal modification of the competencies and professional promotions.

1.1.3.2. Recruitment

To save and improve its quality level, the hospital must maintain a selection process when recruiting. Indeed, the personnel's skills are a vital asset to the hospital so it can develop a quality approach, and according to Cremadez: "The hospital is an organization whose efficiency is mainly based on the skills of professionals that comprise it".

Recruitment includes a set of successive operations that occur in a specific order so as not to omit or over value a phase.

- The origin of need.

- Application.

- Selection.

- Reception.

- Supervision and evaluation.

- Training and granting of tenure.

1.1.3.3. Skills assessment

The evaluation concept is gaining more and more importance in the modern organizations which aim to be effective and efficient. But beyond a mere fad, evaluation is an integral part of everyday life: "Assessing is the question of meaning".

We mean the right meaning. According to Piveteau: "This is to indicate the meaning. Meaning is never given, it is always to build and rebuild. In an unstable, unpredictable and uncertain universe, a man of an organization can only live of meaning".

According to Hervé Leteurtre, assessment is part of an iterative and retroactive approach. Such assessment is based on "the appraisal of the work of an officer whose duties were defined in relation to the objectives of the hospital have been met in a procedural, environmental and human context that is imposed on him, and which effects were measured according to indicators previously identified and known to him".

For the author, the assessment is viewed as a process:

- Based on criteria, providing a basis for the assessment, behavioral criteria, autonomy...

- Which is jointly developed: for him, there are interrelations between decision-makers and implementers, as evaluators and evaluated.

- Which measures behavior: any professional act reflects social behavior signing a result.

By comparing and analyzing the results of the agent from year to year, the assessment contributes to an improvement in practice.

According to Jacques Piveteau, assessment should not limit itself to the notion of the result. "It must be understood as a regulatory mechanism between two people, a mutual adjustment process, and an assessment whose main value is that it remains qualitative".

With the annual assessment procedure, Hadji wonders about the meaning given to assessment: "Assessing not a professional, but a person is seeking and building, without that such construction could ever be considered complete, the suitable referent to allow capturing this person in his irreducible singularity. There will be assessed only when the qualitative emerges in the quantitative".

Assessment is based on the approach of skills of an assistant during the annual evaluation interview with the manager. Its aim, with the use of any tools, is to arrive at a consistent conclusion on the overall results obtained from the assistant, in relation to criteria defined and expected by the company. Competence is defined through three levels; the assessment will follow this schedule and will include three areas of exploration:

- Assessment in terms of resources: knowledge and skills (theoretical or practical).

- Assessment at the level of results: performance.

- Assessment at the level of potential, capacity to act «the proper skills".

1.1.3.4. Skills training

Training accompanies us throughout our lives to understand knowledge. Four main steps make the organization and management of training in an institution.These steps, which are accompanied within a specific cycle and reproduced every year are:

-Detection of needs;

- Development of the training plan;

-Implementing the plan and monitoring the initiated actions;

-Finally, assessment of the results on one hand, and on the other hand, the adopted measures and methodologies.

1.2. Evolution of the organization and change management

1.2.1 Organization and management in the hospital

Henri Mintzberg's work "The structuring of organizations «reviews in a reliable manner the specifics of the hospitals' organization in the chapter on «Professional bureaucracy".His full description of the organization as a "structural configuration"admits to developing specific aspects of the hospital organization. It is defined as:

-A strategic top represented in the hospital bythe management group.

-An operating core that gathers those responsible for carrying out the essentialtasksof the organization (care units, doctors, and the nursing staff).

-A hierarchical level, the mediator between the top and bottom. It is represented by the supervisory staff.

-Functional managements devoted in particular to the organization's economic dimension.

-Logistics: I. e. cooking, laundry, transportation. These services reduce the operating core's tasks, which are considered secondary in relation to the fundamental mission of the institution allowing it to better focus there on.

The hospital organization field highlights the following features:

-A fundamental role of the operating core, in a manner different from the core units that are relatively independent of each other. As the evolution of diagnostic technologies and complex care have resulted in creating links between care services and diagnostics assistance services, for example, the hospital remains an organization where the level of specialization is very high.

-The position of the manager who manages all the organizational confusions. Indeed, the latter been appointed by the Minister of Health is responsible for the hospital's management before the board of directors. Moreover, he finds his legitimacy and power in his continued ability to keep the operating core from the upheavals that can be generated by policy changes and contradictions of the regulatory authorities.

-A hierarchical levelsettled between the strategic apex and the operating core. The director has either the abilities or the skills to guide the heads of medical services. However, he finds a level of a logistics-management and a level of a nursing staff-management, in the same way as he finds a functional hierarchy between the doctors-heads of the department and the staff.

-A highly developed logistics under the control of the functional management members. In this sector, medical and logistics being belonged to two different worlds encourage large coordination failures, which have a strong impact on the service quality.

-Formal coordination mechanisms are weak. According to M. Cremadez, the advantage is given to two other coordination mechanisms that are the mutual adaptation between individuals and qualifications rationalization. These concepts, with their limits, allow admitting the dynamics of the hospital organization.

-The mutual adaptation based on the quality of relationships between managers provides a bond through simple, informal information, and remains therefore strictly linked to the personality of the interlocutors.

-The qualifications' rationalization gives the immediate coordination using the homogenization of the individual behaviors. It is acquired through training and allows staff within the same group to know what they can expect from each other.

The somewhat static idea of the hospital operation needs to be improved by a more dynamic conception.

-Differentiation

Organizations are open systems that must remain in a dynamic equilibrium with their environment.The hospital structure, in a number of units, divides the environment into many different sub-environments. Each hospital service maintains favorable relationships with a part of the environment. R. Lawrence and J. W. Lorsch determines the phenomenon of differentiation.

This concept helps, for service, to determine the methods of work organization, individual behaviors and the types of relationships that differentiate it from other services.

This phenomenon, which occurs in several lines of an organization, is part of a dynamics. It allows adjusting the organizational characteristics to the proper sub-environment ones.

Moreover, differentiation is the origin of efficiency and every organization has to maintain a degree of differentiation of such configurations. Actually, it should not be allowed by a desire for consistency, to reduce the differences but rather seek to value them. Differentiation in most hospitals is found in many forms:

• Directors/ Medical differentiation:

Two opponent worlds, it opposes the professional world in services seeking especially qualitative objectives, consisting of staff and patients, to an administrative world with the objectives of quantitative and economic nature, based on the relations with the administration in a broad sense, such as authority.

•Logistics/Operating core differentiation

Logistics activities depend on the administrative world and pursue objectives of profitability or with lower cost. The operating core, made up of doctors, pursues meanwhile qualifying objectives and cost control is not their main concern.

•Differentiation within the operating core

The distinction between the medical and non-medical staff is not secondary. If the latter is less explicit in each service in relation to the needs of interaction between doctors and paramedics, linked to the needs of patients, to pathology and treatment, it is more explicit in the context of establishing the hospital's general policy. In the case of complications or uncertainties, power struggles and ideological battles may occur. Unlike the medical staff, the paramedical body is managed in a centralized and hierarchical manner.

Differentiation supports the natural barriers to communication. The more an organization will be differentiated, the more it will be difficult to make services cooperate. Actually, every service will be oriented to see the problem in terms of its knowledge of the requirements of the hospital environment. Thus, the need seems to setup discovery measures and dispute resolution.

- Integration

According to P. R. Lawrence and J. W. Lorsch, integration is based on knowledge of the differences, which ensure harmonization's with common objectives. The cause of the required integration depends on the acuteness of differentiation.

The essential function is a hierarchy. When differentiation is low, the hierarchy, together with the formal systems such as procedures, planning and control systems, is enough to have the essential level of integration sought to be efficient. It can be insufficient when differentiation is increasing. Additional integration methods must be developed in order to make

coordination easier and more adaptable by a multiplication of modes of collaboration between individuals.According to M. Crozier and H. Serieyx "Organizations should not survive thanks to the men and women who obey, but to men and women who decide and commit".

In a world led by effectiveness and efficiency, management was, until the 1980s, more imitated into the economy and management than sociology. Currently, the sociological approach, starting from people at work and their relationships with each other, requires the leaders to bring a different vision of the organization to design as a set of real relationships between interdependent individuals.

Also, management at the hospital should be estimated by taking into account various elements of the organization:

-People At work are not only employees but also actors and have, therefore, a margin of autonomy and a form of power. To be motivated, they need to find meaning in their work.

-They progress in an exceptionally complex system, which is the hospital, with its human, economic, scientific variables, etc.

-To predict changes, run projects and innovate, it is vital for the leader to transform his image and build a strategic thinking.

Power is a concept that covers many forms and this term may designate different realities:

-Power is a function of the state: legislative, judicial, executive powers. In this context, power is exercised by the entire social body.

-Power represents the legal competence of a person and it concerns the function he performs.

-Hierarchy is associated with the command authority. Hierarchical power is an organization's quality like the army.

There are also other aspects of power, such as domination, force or influence and which will not be discussed.

1.2.2 Change in the hospital

According to Georges Arbuz and Denis DEBROSSE, the hospital enjoyed an uninterrupted evolution during postwar boom period from1945 to 1975, intensifying its renovation and developing its technical actors without really study and treat the difficulties generated from this development: methods in strikingly modern and penetrable, separation between services, hospitals looped over themselves, the progressive division of the professional teams and dismemberment of tasks due to specialization and prioritization, etc.

Such phase is old starting from the 1980 sand even from the 1990s, in the context where the hospital had henceforth to improve its practices and organization in reply to the numerous conflicts and demands of the environment. The public hospital service supports various external and internal reorganizations, whose guiding lines are looking for the best quality with lower costs, humanization and special services, definitely a matching occupation of the consumer and a general health approach:

-Seeking the best possible quality at the lowest cost.

-Humanization and customization of the hospital services.

-A coordinated management of the user and a global health approach.

Through this evolution change has become a major concern forthe hospital director and according to Denis DEBROSSE"Running a hospital today is being able to succeed in its modernization".

Fundamentally, we cannot fail mention that individuals do not necessarily oppose resistance to change: there are people who are generally quite favorable to innovation.

Nevertheless, when reporting a change, the first position of individuals is that they generally express resistance, which is partially neutral and passive at first. Such resistance does not mean a definitive rejection, but it is justified by the fact that individuals seek to understand the current developments and cannot easily reject the forms or practices that they have primarily accepted.

According to A. BERNADOU"What is natural is resistance to change, not the opposite «since we find in humans " a defense system against the ideas, opinions and others' behaviors whose aim is the same: keep the one's psychic integrity".

Change cannot be decreed and to achieve it, it should not be unilateral.

1.2.3 Communication and social dialogue in the hospital

Communication is an essential activity for the life of an organization. In an organization, communication is related to the structure concerned to combine the attention of individuals and teams. We mean by formal communication network all the formal networks seeking to focus the information movements within and outside the organization.

Inside an organization, messages have a changing content and may take three main directions: downward, upward and horizontal.

According to Joel Cauden: "The internal communication plan is a consultation plan that tends to be conceived as an open prediction. It is built from an analysis and prior evolving needs to meet as well as from available means".

In absolute terms, the plan determines:

-The objectives of the program or the expected information campaigns,

-Relevant messages to be disseminated,

-Goals, causes, and routes involved,

- The planned intervention models,

-Schedule, resources and the budget to respect,

-The recommended methodology, etc.

The internal communication plan must ensure that the dissemination of the downward and upward information takes all the present and necessary channels and supports for a wider distribution of news, facts, events, knowledge, messages and other types of information that are desirable to bring to the attention of society, patients and users.

Through good communication, we can improve the social dialogue in the hospital. Therefore, we must enrich the inter-professional relationships by encouraging the membership of professionals and develop the social dialogue.

1.2.4 Motivation and satisfaction to improve working conditions

Employers and researchers have always been interested in motivation and satisfaction at work. Several theories consider the motivation theory as a content based on the incentives to action.

Maslow's theory invented the term "Hierarchy of needs" in 1940to define the origins of human motivation in relation to work, identifying the physiological and psychological needs.

The Alderfer's ERG Theory, which states the motivation, is to actor meet three sets of needs consisting of existence (E), relatedness (R) and growth (G).

MCCLELLAND's common thread of research was that the desire to succeed is partly responsible for the economic growth. More specifically, its work aimed to discover whether there is a relationship between the need to succeed and the performance levels of individuals, businesses, and corporations.

After having established the existence of such link, MCCLELLAND developed a training program to stimulate the desire for success among managers, small business, and other groups.

One of the McClelland's studies indicated that small businesses «established" to have a stronger need to succeed participated in the community life, invested more inenlarging their business and employed twice more people than subjects of a control group that had not received such training.

The process theories consider motivation from another angle. In such theories, what motivates a person in a given situation may not be appropriate for another person or another situation.

In this context, these theories focus more on orientation and the persistence of a behavior motivated by the emergence of motivation.

According to the expectations' theory or the Expectancy-Instrumentality-Valence theory developed by VROOM, the motivation as process is determined by three factors that would combine multiplicatively: expectancy, instrumentality, and violence.

According to Patrice Roussel "Satisfaction is commonly defined as a feeling of well-being. It is the «pleasure resulting from the fulfilment of what we expect, desire, or simply of a desirable thing".

In the organizational field, this concept does not raise any problem of interpretation and LOCKE studies on this topic is used as a reference.

Work satisfaction is defined by Locke as "A positive or pleasant emotional state resulting from the assessment made by a person of his work or work experience". It is thus an emotional response of the person facing his job.

2. The empirical framework

2.1. Domain and tools of investigation

To delimit our effective area of investigation, we began by drawing up a strategy for the Human Resources Management field at the University Centre Hospital of Oran (UCH).

The choice of the investigative tools is dictated by the nature of the target population, and we used three additional investigative tools:

-The social report in the service of a vision of the social system.

-The interview guide serving a qualitative analysis of the human resources' management system.

-The questionnaire which aims to complement the interview guide, to reach more people and check the findings of the interview guide.

2.2 Presentation of results

2.2.1 Prospective quantitative approach

-Workforce distributions and evolution of the workforce as per corps:

The University Centre Hospital of Oran has actually 4114 agents distributed into:

-917 represent 22% of the administrative corps.

-612 represent 15%for the medical corps.

- 1451 represent 48%for the paramedical corps and 634 temporary agents.

- Workforce distribution as per status:

The University Centre Hospital of Oran has 3480 permanent agents and 634 temporary agents. We note that the tenured agents represent 85% of the total workforce, while the temporary agents represent 15%. This is an important disparity in the configuration of the human resources at the University Centre, Hospital and which leads to raising questions of motivation and commitment and consequently the performance of16% of the organization's human resources.

-Workforce distribution as per gender:

The feminization rate of the services' personnel at the University Centre Hospital of Oran represents 58% of the total workforce. The paramedical staff corps is the most feminized with a rate of 58% for the medical staff, and 54% of the administrative staff, and it represents 33%.

We note the considerable importance which tends to put women in general in the specific jobs of the University Centre Hospital. This specificity, though positive is not without consequences for the functioning of the UCH in terms of absenteeism.

-Staff evolution: The UCH experienced a significant staff evolution in 2005 with209 new recruits, including 104 in the administrative corps, 10 in the medical corps 95 in the paramedical corps. As for departures, except death and mutation, retirement is the most requested.

-The structure as per age: About 2420 officers are aged between 25 and 40 years, which means that the UCH staff is young.

- Seniority Degree of the Human Resources: For the UCH of Oran, we find that the staff does not represent a very significant seniority.

2.2.1.2 Training, attendance, and strikes:

- Training: Information on this aspect at the UCH is scarce. Therefore, we tried to use the limited information available, which was the training plan for 2009-2010and the budget related to the training field.

- Staff attendance: This part cannot be treated because of the lack of information and the absence of the Human Resources Management System (HRMS).

- Strikes: All the strikes of the UCH of Oran staff form part of the collective action initiated by the entire staff of the public service. Since 2006, such strikes have taken a recurring character where every year in protest action was planned by the trade-union bodies of different crops.

2.2.2 Qualitative approach

2.2.2.1 The UCH organization and missions

At first, we tried to measure the agents' degree of knowledge about their work environment through knowledge of the mission carried out by the UCH and its role as a service provider for the patients' benefits and finally, the knowledge of the members of the UCH organs.

- Knowing the organization and its mission

*Knowing the regulations of the University Hospital organization:

Regulation (laws, ordinances, decrees, circulars, orders...) is the basis for the organization of the University Hospital. It defines, among others, mission, organization, and functions of University Hospital. This is the main point of entry into the university hospital environment.

However, we find that 60% of the interviewed staff ignores such regulations. And out of the 40% who knows about them, 65% have never read them.

*Knowing the University Hospital missions

20% of the respondents do not know all the missions of the University Hospital. 45%believe that their knowledge is only partial. Only 35% knows the mission of the University Hospital of which the majority represents managers and practitioners.

-Knowing the members of the University Hospital bodies

Members of the University Hospital bodies are supposed to be known by any University Hospital staff. However, the results showed that it was not the case since60% of the staff knows only afew of them.

*The UCH strategy

Based on the principle that a poorly understood or an unknown strategy is a strategy doomed to failure, we will try to find out how things are at the UCH.

The officials we interviewed believe they do not see clearly the strategy of their UCH and denounce the lack of communication in this regard. The results of the questionnaires confirm such statement; a majority of70% of the staff questioned ignores the objectives set by the management of the Hospital.

2.2.2.2: The management style at the UCH

We will try here in after to shed light on the prevailing management style in the UCH of Oran through the results obtained after questioning the hospital staff:

-Decision- making system

Direct discussions with some officials and UCH executives show that they consider integrating the decision-making system more as a constraint than a self enhancement.

The questionnaire results show that75% of the staff questioned considers that they are not involved in preparing the decision-making, 15% are sometimes requested while only 10%feels they are part of the decision- making system.

- Participating management and teamwork

The answers of the respondents revealed that 90%believes that the style of the current management is not participative and that teamwork is almost absent; everybody is content to perform the tasks without having any dialogue or group dynamics.

- Management per objectives

The survey showed that only 3% of the respondents believe their manager's favor management per objective against 90% who thinks that such management style is totallyabsent, and 7% believe it is incomplete.

- Delegation

The respondents' answers revealed that over 80% thinks theyare evolving in an environment where delegation is practically absent.

As 20% of them believe there is a delegation of work, but it remains low and concerns only low-rewarding tasks.

2.2.2.3: Information and communication system

In this regard, we will try to identify and qualify the process of internal communication within the UCH. To do this, we relied on direct interviews and questionnaires.

- Qualification of the communication process

The communication between managers and their employees is considered non existent by 40% of respondents. It is weak and occasional for46%of them, while 6%aresatisfied with the level of communication and 8%, considers it good and up to it.

We had interviews with the UCH employees confirm such figures. Actually, communication, according to them, is arbitrary, not very formal and has no goal. Such communication is reduced in most cases to circular or memos. Thus, 80%of the respondents feel that informal communication is the most dominant within the UCH.

- Access to information

Although information is the raw material for most CHU services; two employees in three (70% of the employees surveyed) always or often find it difficult to access to it. 25%of the employees surveyed find it difficult sometimes, and only 5%feels they do not have difficulty accessing information when needed.

2.2.2.4: Motivation policy and working conditions

In this part, we tried through direct questions to assess both the degree of motivation of the UCH agents and working conditions.

The first question is whether the agent feels motivated to carry out his work. The answers provide a relatively negative assessmentsince75%of the respondents feel they are not motivated. 20% are moderately motivated and only 5% feel motivated.

The second issue deals with working conditions and all employees feel that working conditions in the UCH are very unfavorable.

2.2.2.5: Policy of the Human Resources Management

The policy of the human resources management in force at the UCH of Oran will be approached through four lines, namely:

• Recruitment policy.

• The provisional management policy of jobs and skills.

• Skills assessment policy.

• Training policy.

-Recruitment

In the survey, we will try to identify the different facets of this process in particular through the effective recruitment method, the match between the target position and the recruited profile and definition of the workplace.

As for the recruitment process, it appears that every third employee was hired at the UCH through a recruitment method that goes beyond the standard competition framework.

In terms of the match of the target position with the recruited profile, the survey results show a rate of 30% dissatisfied about the adequacy position/profile (administrative body); such rate is deemed to be very high.

The lack of a clear definition of positions is likely to further aggravate the situation. A majority of 40% of the respondent's claim that the posts they occupy are not clarified.

- The provisional management of jobs

Most of the interrogated employees confirm that there is no provisional management, but an annual plan for human resources' management.

- Skills assessment 100% of the respondents confirms that the responsibility of rating falls within the management's competence. They all severely condemn the administrative procedure for assessment. They judge the system «rigid, archaic, scholastic and whose criteria are obsolete".

-Training policy

Regarding the participation of the agents in identifying the training needs, 90% of the staff surveyed state that they are not consulted during the design of training plans and that their real needs and expectations are not taken into account in the design of training plans.Only a very small minority affirms to be involved in the definition of training plans.As for the training needs, the large majority of the UCH employees are not satisfied.

2.2.2.6: The Human Resources function

The HR function is the focus of the human resources management. The aim in this part of the survey is to highlight the reality of the human resources function within the UCH of Oran. For this, we will approach the function in two ways:

• **The internal axis**: where we will focus on its hierarchical positioning, its organization, its services, the means available and its own motivation system, etc.

• **The external axis**: where we will approach the function through the perception of the employees as internal customers about their human resources function.

- Internal diagnosis of the human resources function

*Structure and means allocated to the human resources function

For the human means of the human resources management, interviews with the employees of these departments how that they have never received training on the concepts and human resource management techniques. They learned in the field.

Regarding means and tools, we found that the management does not have the necessary means and tools to perform the duties of the human resources function properly. For working conditions, the critique that often comes up during interviews is that related to working conditions, which are considered unsuitable.

*Position of the HR function in the management system of the UCH **of Oran**

Apart from many hierarchical considerations, the human resources function plays a single operational role; it is still in the stage of the personnel administration.We also note that even the administrative role of the function remains hampered by a cumbersome legacy and difficult to manage.

The mission of the human resources function is not formally recorded and is not perfectly in tune with the standards of human resource management.Such situation is caused by the low priority given to such a function on the one hand, and on the other hand, the lack of openness of the said function, successful elsewhere, and which became the standard for the human resources management.

* Assessment of the policies carried out by human resources management

In principle, the human resources function carries out a set of human resources policies in coherence with the strategy and the general policy of an organization.

The diagnosis of the human resources function within the UCH shows that no human resources policy is neither defined a priori implemented. Thus, recruitment, provisional management of jobs and skills, skills assessment and training skills are processes and managerial levers that are completely absent from the scope of action of the human resources function.

- External view of the human resources function

Secondly, we will approach the human resource management function through the perception of the employees of the UCH. For this, we used questionnaires and the results are as follows:

* Efficiency of the service provided by the human resources function

The performance of a service relates to the means allocated.Accordingto70% of the respondents, the HR function providers are characterized by certain slow, 20% believe that the performance in terms of time is average, while10%finds the services efficiently.

*The culture service of the HR function

At the UCH of Oran, 10% of the respondents believe that their human resources management is absolutely in a client/provider configuration, 20% also believes it, but find that this relationship feeble and must evolve and develop further. 50% do not identify with the customer / supplier relationship with respect to their human resources management and20%did not make any statement.

2.3. Recommendations

Our recommendations were made by taking into account both the legal and institutional framework of hospitals in Algeria. They were dictated by the reality of the human resources management and adjusted to address the aforementioned deficiencies based in particular on the main lines, which emerged during our analysis. We made such recommendations around areas of improvement.

-The first line is about upgrading the function of the human resource management to normalize its operations, fulfil its basic missions, and consequently support the change desired by the management.

-The second line recommends the provisional management of jobs and skills which are absent at the public health institutions. Such lack of interest, probably due to the lack of result, is mainly explained by the excessive exploitation and lack of pragmatism in the methods used.

-The third line recommends hiring, which is a major managerial act. It represents a significant investment for the institution. That is why the introduction of a recruitment procedure must strive to coordinate the actions of the professionals concerned, allow choosing the best candidates and adapt their skills to the institution's needs.

-The fourth line recommends skills' assessment. Implementation of such skills assessment system contributes to greater objectivity, transparency, participation and accountability of all actors. Professionalization and commitment of all require a real force of conviction and time.Once the plan is integrated, we witness a management operation where the win-win agreement is undeniable.

-The fifth line recommends the organization of the UCH. The expected reform must bring new management rules, new procedures which are in line with the universal rules of management and modern management rules which consist of providing effective care, rational, efficient and economically acceptable costs, competition and bearable by the financial capacity of the country.

- The sixth line recommends management. Actually, a University Hospital Centre manager should promote a participative managerial management in a clear ethical and communicable vision. He should arouse commitment and create energies so that the participation of stakeholders in the continuous improvement of the organization becomes a reality. It is the central value of management focused on the quality of service provided to people.

In order to achieve this, the manager has no choice but, firstly, focus action on the objectives of the institution and, secondly, be clear and rigorous regarding the notion of power and delegation, the functions and the place of each person, services delivered to users and their rights and duties.

-The seventh line recommends motivation. The University Hospital Centre faces many changes concerning the financing mode, management, and quality assessment mode. All within a general context in which the social demands are increasing.

Such mutations of the hospital environment have a strong impact on the working conditions, work characteristics and the professional environment at the hospital.

In such an environment; what about work motivation of the human resources of our public hospitals? This question is becoming increasingly prominent because of the connection between staff motivation at work and the quality of patients nursing. Therefore, it is crucial, in human resources management logic, to know the motivating factors at work in order to ameliorate them.

If the Algerian public hospital wants to best fulfil its public service mission to provide quality care, the work motivation issue of its human resources must be subject to special attention by the local managers and main leaders.

-The eighth line recommends an appropriate, reliable, accurate and fast communication system. If such criteria are met, the institution may obtain three major advantages:

*Dissemination of relevant information, which enables everyone to understand the institution, to constantly adapt to hazards, to be independent and effective at work;

*Exchange, mutual enrichment, coordination and interaction between people and services;

* Joining an ambition, values, common projects and the solidarity of all.

If communication is often experienced as a necessary evil, it is also because the human resources management is a major challenge in organizations. Actually, people are emotional and reasonable and we cannot predict which of these two aspects will be mobilized in a situation. Reactions and behaviors have an element of unpredictability.

Showing willingness to communication is the starting point of measures, which should be structured in any point of an organization. The tools and techniques are means in the service of a policy. Without such policy, they are likely to be sediment at the whim of the communication tools, trends, and developments, and quickly become more opacity symbols than elements of transparency in the eyes of employees.

An essential task of management will then be to ensure that the global approach to problems is most often present. The relationship mode dominantly observed being often reactive to the environment.

All such reactions may be effectively controlled by the internal communication. E. DUPUYand I. RAYNAUD distinguishes, for example, twelve communication principles that may encourage the staff's empowerment and commitment:

-**Lucidity**: It involves understanding the internal communication contingency.

-**The real will**: It results in the formalization of the communication function and budget allocation.

-**Transparency**: It opposes to the penchant for secrecy.

-**Simplicity**: It allows sticking to the message comprehension.

- **Rapidity**: It allows sticking to the event.

-**Duration**: It ensures that communication is a durable and progressive process.

-**Tenacity**: It aims to strengthen the message's significance.

- **Communication development**: It must be viewed as a heavy investment.

-**Adaptation**: It means that the internal communication is based on a corporate culture and cannot be reduced to a sort of imported gadgets.

-**Adaptation**: It states that communication is not neutral and that it transmits intentions.

- **Anticipation**: It states that communication also forms part of a future that must be identified even if it takes uncertain outlines.

Most of our recommendations involve a change, in particular practices, which is a difficult goal to achieve. Nevertheless, "Without denying the importance of the difficulties to be resolved, there are real opportunities for the development of the hospital system if the only one takes the trouble to understand the components, implement the appropriate methods and gets involved in a management style of a new kind" (Arbuz and Debrosse).

Faced with the many "recipes" that claim to deliver a «turnkey» solution for conducting and managing change, our aim is much more modest.It will not be a truth, but simply a collection of proposals based on the analysis of the specific situation of the UCH of Oran.

Conclusion

The survey we conducted at this establishment leadsusto think, as some theories assume, that the appropriation of change by the staff is fundamental to evolve the practices of the hospital workers in a healthy environment, which is in constant motion.

Therefore, change management cannot be seen as a function of design, command and control, but should seek to create favorable conditions for the appropriation of change, participation of individuals, investment of the close, executives, human support through training and communication, structural support for the institutionalization of change and making the environment adequately.

In the absence of the staff's empowerment and the long process of support, simple diffusion of practice guidelines is not enough to secure the adoption of new practices.

We are aware that our conclusions may be polemical, to the extent that they amount to consider in a sense that the manager has to share power and pay more attention to personal contributions.

However, it seems on one part that it is not a question of a "sacrilege" because power is not an end in itself and, on the other part that this approach is useful and necessary for that the hospital continues to meet best the requirements constantly evolving of the population and environment.More than ever, the manager has an exemplary role. He can promote the development of the professional practices without revising his own management methods.

This research is certainly not free from limitations both in terms of theory, methodology, and of the formulation of conclusions.However, one of the limitations of this work is the one related to the limits of our research.Indeed, the extent of the human resources' management team made us reform the main objectives of our research every time and progressively.

There was another limit relating to our field of investigation portfolio. Actually, we could not reach some of our research target entities, including the Department of Health and Hospital Reform. In addition, the last limit was relating to the lack of researches in management and human resources' management in health institutions in Algeria.

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Evaluation of EU Cohesion Policies within the scope of Lisbon and Europe 2020 Strategies

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Abstract

In order to increase the level of integration and development at the scale of the Union and to raise the conditions of competition on a global scale, EU has announced two basic development strategies within the process: Lisbon Strategy (2000) and the Europe 2020 Strategy (2010). Though the EU 2000-2006 Cohesion Policies corresponding to the 2000-2006 fiscal period and 2007-2013 Cohesion Policy Program that was reformed in comparison to the previous program were prepared within the scope of the Lisbon Strategy, 2014-2020 financial program and Cohesion Policies have been produced within the context of EUROPE 2020 Strategy. During the said process, the objectives and priorities as well as the budgets of the EU structural funds have changed. In March 2000, the European Council meeting in Lisbon set the strategic goal of transforming the EU into 'the most competitive and dynamic knowledge-based economy in the world' within a decade. Among the jointly agreed goals to be attained by 2010 were raising investment in research and development to three per cent of gross domestic product (GDP) and increasing the rate of employment within the EU from 61 to 70 per cent of the working-age population (Teasdale, 2012). Based on the interim evaluations of Lisbon Strategy, EU Commission stated that the required specific objectives could not be achieved because the financial crisis and planned reforms could not be implemented. At the same time, the major expansion in 2004 made the existing inter-regional disparities more evident. Published on 2010 by EC, Europe 2020 Strategy (which is considered to be a reviewed and updated Lisbon Strategy) brought in a new expansion in terms of achieving the initial objectives. The strategy in question focuses not only on the economic – social cohesion but also on spatial cohesion. However, the statistics within the process reveal that the economic, social and territorial cohesion could not be achieved at the scale of EU yet, even it has been asserted in a report, which was prepared by the Secretariat of the Conference of Peripheral Maritime Regions (CPMR) in 2015 that besides the disparities between the Member States, disparities between regions within countries increased, as well. Within the scope of this study, it will be discussed how much the cohesion target, given in the founding treaty of EU is reflected on the development strategies; the role and accomplishments of these strategies and funds in achieving that target. While the role and accomplishments of the Europe 2020 Strategy, which is still in effect today, are questioned in terms of ensuring particularly the territorial cohesion, also the importance and the priority granted to urban spaces in order to achieve the objectives of strategies - as well as objectives of the founding agreement – will be discussed. The Method of the Study can be summarized as the literature survey based on the Lisbon and Europe 2020 Strategies of European Commission, the EU Financial Period Programs and observations and critics prepared by a variety of institutions as well as the evaluation of the findings based on statistical datas.

Keywords: Lisbon Strategy and Europe 2020, EU Structural Funds, Regional/Cohesion Policy and Territorial Cohesion

Introduction

Boosting the scale of economic and social cohesion, achieving sustainable economic development, achieving a balanced and environment-friendly, sustainable economic development at the scale of the Union has been considered as the community's mission in Article 2 of the Treaty on EU (TEU, 1992,Article 2). The community focused on succeeding in this objective specified in the founding Treaty in such a way that all the policies, including competitiveness, common economic market, regional policies would not be in contrary with the application of open economic market. Achieving the purposes such as the presumed future increase in the structure of EU-15 and as the participation of new members under the average

GDP level of the Union, strengthening the economic and social structure at the scale of EU and the goal to improve the competitiveness at the global level within the process have brought the Lisbon Strategy (2000) into the agenda.

The Lisbon Strategy[1]mainly focused on goals of strengthening the opportunities of economic competitiveness of EU on a global scale, finding solution to the problem of increasing unemployment and overcoming the problems in the social security system. Upon the adoption of sustainable development strategies, the scope of the Lisbon Strategy was expanded. The program of cohesion policies for 2000-2006 corresponding to the Fiscal Period 2000-2006 of EU and the program of cohesion policies for 2007-2013 has been prepared within the scope of the Lisbon Strategy.

However, the economic crisis that rocked also the EU as all over the world and the major expansion in 2004 made the existing inter-regional disparities more evident and complicated the implementation of the projected reforms within the context of the Lisbon Strategy. According to the official declarations of EU, despite of the financial, economic reforms and the measures taken under the Lisbon Strategy, the lack of coordination between Member states recognized as one important negative factor, among others.

 In the interim assessment of Lisbon Strategy, being confessed with the objective of transforming the EU to "the most competitive, dynamic and knowledge-based economy in the world" until 2010, it has been ascertained that the results achieved at the scale of the Union fell behind the expectations. The findings showing that economic growth, employment levels and GDP fell at a rate of 4% at EU level as of 2009, brought up the Europe 2020 Strategy in 2010. Important changes are projected within the context of the Europe 2020 Strategy without making any climatic changes in the EU's economic and social infrastructure, without abandoning the sustainable policies in terms of the protection of the environment. The Strategy aims to transform EU into an economy, supporting the social and regional cohesion until 2020, based on knowledge and innovation, by using the resources efficiently, environment-friendly and more competitive, but also creating high-employment (EC, 2010, AKSES, S. İKV, 2013). .

 2020 Strategy at the Union scale, described three basic priority areas, consisting of Smart Growth, Sustainable Growth and Comprehensive Growth, 5 goals and 7 initiatives; The EU 2014-2020 fiscal budget focused on the strategic priorities and objectives set out in EUROPE 2020.

1.AB-2007-2013 Economic Budget Period/ Cohesion Policies and Background

Though the principle of reducing the regional differences between Member States appears in the Treaty of Rome (EEC), there are not any particular regional policies or funds for this purpose. Its first move was to organize a "Conference on Regional Economies" in December 1961, attended by national administrators with responsibilities in the area and experts in the field. The main outcome was to kick-start a process of reflection on the subject, including the setting up of working groups comparing different experiences and methods, the commissioning of territorial studies, and the promotion of exchanges of experience among national governments. At an institutional level, the output of this work was officially recognised in 1964 in the Community's First Medium-Term Economic Policy Program, which provided the basis for the first Commission Communication (or Memorandum) on Regional policy in 1965.(…….) But the regional policies at EU level have been connected to an official procedure by the establishment of the European Regional Development Fund (ERDF) within the process of adopting the participation of England in the Community after the Paris Summit of 1972-74. However, the fund has a very limited budget compared with the common agricultural fund of the community and Social Fund (David, A. 2005).The total agreed budget for the Fund was 1.3 billion European Units of Account over a three year period (1975-8), representing around 5 percent of the Community budget. The distribution of resources to each Member State was determined on the basis of a system of national quotas, setting out the percentage share allocated to each Member State. The shares were largely worked out on the basis of inter-state bargaining, linked to net budgetary balances, and did not have a direct, explicit link to Community regional development needs.

The regional policy at the level of the Community and re-arrangement of the funds occurred upon the adoption of The Single European ActSEA (1985). After this date,the total budget of the funds,the European Regional Development Fund (ERDF), European Social Fund (ESF) and the European Guidance and Guarantee Fund (EAGGF) within the EEC, gathered under the name of Structural Funds, increased two-fold. Moreover, the amount of the Regional Development Fund (ERDF) has increased under the umbrella of the Structural Funds (Wiilims, R.).The change, which was called as reform in the

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[1]Although the necessity of " developingthe European Social Model" was mentioned as the ideological dimension of Lisbon Strategy, it is mentioned that the economic structure to provide a more productive and employment at a higher rate should be US type.(İnan,A. 2005).

regional policies of the Community is explained with the necessity creating an economically and socially cohesive regional policy within the union, the persistence on building an economic and political unity against the economic and social changes at the global level since the differences of regional development within the community after the expansion towards Greece, Portugal and Spain, which are behind the average development of the EEC,after 1980.

The legal basis was addressed through the Single Act of 1985. The first major Treaty revision constitutionalized Cohesion policy by introducing the specific title of Economic and Social Cohesion. The policy objective was defined as promoting the "overall harmonious development" of the Community and "strengthening economic and social cohesion", particularly by "reducing disparities between the various regions and the backwardness of the least- favored regions" (Article 130a).. . The key task of the ERDF was also restated, namely, "to redress the main regional imbalances in the Community through participation in the development and structural adjustment of regions whose development is lagging behind and in the conversion of declining industrial regions" (Article 130c)(Gian Paolo Manzella, Carlos Mendez,2009)**.**

The regional policy of the Community has entered a new era with the founding agreement of EU in 1992. Besides the Structural Funds,the Cohesion Fund has been created for the use of countries in Northern Europe as well as the Southern Europe, consisting of Spain, Portugal and Greece (the countries joining the Community upon the expansions of EU after 1990 and 1980) in order to ensure the economic and monetary union at the level of the Community and increasing the social cohesion. The Cohesion Fund was mainly created for leveraging the procedures on the protection of the environment and improvement of transport, energy infrastructure networks (Williams, R....).In the process, EU regional policy, cohesion fund and structural funds integrated by acting together and start to be called as cohesion policies. Though there are considerations about the Treaty of Rome (Article 158) in the literature of the EU regional policies, that the cohesion policies exist since 1958 because the phrase "the reduction of disparities between the levels of development of various regions" is mentioned within the objectives of the community, economic and social cohesion policies of EU after 1980 based on a different concept within the framework of the regional policies, which the welfare society model is based on and which is the social-economic climate, where the founding Treaty of Rome aroused.The economic-social cohesion and regional policies of EU have been formed on a more competitive neo-liberal economy policy axis.

Despite the aim of the EU cohesion/regional policy is to reduce the regional disparities and increase the social cohesion, regional policy goals are increasingly concerned with optimizing the contribution of regional resources to the creation of economic growth by promoting competitiveness and reducing unemployment. This is true for smaller EU countries where regional differences are comparatively small (Austria, Denmark, Netherlands, Switzerland), as well as larger Member States which have suffered relatively high, nationwide unemployment for much of the past 20 years and which have extensive areas experiencing deep-seated industrial decline and social problems (German Institute for Economic Research and European Policies Research Centre, 2001). Before the expansion of EU in 2000-2004,the countries benefiting the most within the scope of the structural and cohesion funds have been Greece (42.6%), Portugal (35.2%), Ireland (26.7%), the newEast German State (18.9%), Italy (Mezzogiorno-17.4%) and Spain (14.7%) (EC, 2007).

However, within the entire process, the great structural transformation in the regional policies of EU corresponds to the period after the year 2000 when the EU Lisbon Strategy was adopted. Though the EU regional policies and funding structure are always associated with each other, EU was to expand towards the biggest and poorest countries (the former Socialist East European countries) at once after 2004, brought up to revise the regional policies within the context of its target to reach the level of a competitive region at a global scale through economic-social cohesion Union-wide.

The regulations were subsequently approved by the Council between May and July 1999. In line with the Commission's Agenda 2000 communication, four main aims underpinned the reforms. The first was to increase the concentration of support. This led to a reduction in the number of priority Objectives (from six to three) and in the proportion of the Community population eligible for support under the two territorial Objectives 1 and 2 (from 51.3 percent to 40.7 percent of the Community population). Responding to Member State criticisms, there was also a reduction in the number of Community Initiatives from thirteen to four (INTERREG, EQUAL, LEADER AND URBAN) and a corresponding cut in their budgetary allocation (to 5.35 percent of total resources). Increased thematic concentration was also sought in the mainstream programs. Commission guidelines were published to steer Member State priorities for Structural Funds intervention during the programming process, while, in line with the Treaty of Amsterdam, the European Social Fund was increasingly tied to the European employment strategy. (Gian Paolo Manzella and Carlos Mendez 2009)

The period, when the financial program for 2000-2006 was created, is characterized with the existence of the economic conditions becoming more serious due to the transition to the common currency,the strong financial consolidations all

around EU and the increasing unemployment rate that found its equivalent in the Treaty of Amsterdam in 1997. These difficult economic conditions largely explain why, different from previous reforms, the share of funding allocated to Cohesion policy for the 2000-2006 period remained stable. The agreement was reached during the Berlin European Council of March 1999, allocating €213 billion to Cohesion policy, €39.6 billion of which was accounted for by post accession assistance (Gian Paolo Manzella and Carlos Mendez,2009).

In the financial period of 2000_2006 within the context of EU cohesion/region policy, the number of targets was reduced to three, whereas it was six[1] during the previous period:

Objective 1: adopted as the incentive for the development and structural cohesion of regions lagging in development. Objective 1 and Objective 6 have been unified under this objective in 2000-2006 period. The regions covered by Objective 1, are determined to benefit from the European Regional Development Fund (ERDF), European Social Fund (ESF), European Agricultural Guidance and Guarantee Fund (EAGGF),Fishing Guidance Financial Tool.

Objective 2: considers the support of economic and social change the regions, which are in structural difficulties and socio-economic transformation. As a part of the former Objective 2 and 5b and 5a,the crisis areas depending on the fishing sector are addressed here. These regions are supported by the European Regional Development Fund and European Social Fund.

Objective 3: cover the regions that are not included in Objective 1 and Objective 2. The former Objective 3 and 4 fall under this section. The measures on this issue are supported by the European Social Fund. Transferred by: **İncekara, A. &KılınçSavrul, B**., Yıldız and Akdağ, 2006:41).

During the financial program for the period of 2000-2006, the number of the Member States of EU reached 25 but the difference of development between the regions increased almost by two times. Nonetheless, some of the countries receiving aids before exceeded 75% of the average GDP of EU, they were invited to contribute on developing of the new members. Most of the beneficiaries of cohesion policy are the countries in Central and Eastern Europe now. % 35.7 (308 billion euros) of the total budget of the EU was allocated to integration policies with the financial perspective of 2007-2013; 62% of this allocation was related to growth and employment projects.

1.1.AB-2007-2013 Financial Budget Program, Structural Funds and Cohesion Policies

The last reform of the Cohesion Policy for the period of 2007-2013 should be analyzed within the context of a mixture of political, economic and financial issues, having deep impacts on the form and content of the policy[2]. The recent expansion towards the Eastern Europe was effective in the re-arrangement of the EU funds. Although the total population of the EU increased around 20% due to the participation of new member states, GDP increased only around %4-5. Nearly all regions of the new members are within the scope of Objective 1 of the EU and under the average GDP of 75% (David.A,2005). Therefore, the benefiting of the new members from the structural funds for the period of 2007-2013, has been a subject for debates among the EU -15 countries.

1Objective 1: was determined for the poorest regions with an average GDP of less than 75% of the EU average. Especially Spain, Portugal, Greece, Italy and East Germany benefited from this target.
Objective 2: was determined for regions with high unemployment rates or regions where job losses are experienced. It is especially defined for Central-Northern Europe regions with old production technologies, industrial area degradation, and some regions of Italy and Spain.
Objective 3 and 4: were defined fight against long-term unemployment, creating new jobs for the young population. Britain, France, Germany, Spain and Italy are the countries that benefit the most of this target.
Objective 5: It is aimed to help agricultural and rural areas.
Objective 6: After the expansion of the Union in 1995, this target was added for the low density regions of Northern Europe.
2For a detailed review of thecontext, debate, negotiationsand final agreement on the 2006 reform see: Bachtler J andWishlade F (2004), SearchingforConsensus: TheDebate on Reforming EU CohesionPolicy, in EuropeanPolicyResearchPapers, No 55,
EuropeanPoliciesResearchCentre, University of Strathclyde, Glasgow; Bachtler J andWishlade F (2005),
FromBuildingBlockstoNegotiatingBoxes: The Reform of EU CohesionPolicy, in EuropeanPolicyResearchPapers, No. 57,
EuropeanPoliciesResearchCentre, University of Strathclyde, Glasgow. Bachtler J, Wishlade F andMendez C (2007), New Budget, New Regulations, New Strategies: The 2006 Reform of EU CohesionPolicy, in EuropeanPolicyResearchPapers, No. 63,
EuropeanPoliciesResearchCentre, University of Strathclyde, Glasgow. 47 Facingthechallenge,
theLisbonstrategyforgrowthandemployment, Report fromthe High Level GroupchairedbyWim Kok, November 2004. 48 Sapir A. et al. (2004), op.cit.

Another important contextual factor was the increasing importance being attached to the EUs growth and jobs agenda. The Lisbon Strategy was formally launched in 2000, but the lacklustre performance of the EU economy and the difficulties in implementing the program soon became evident.**(** ManzellaG,P,and Mendez.C,2009).**).** In the third Report on the economic and social cohesion (EuroActivFebruary 19, 2004), a large-scale revision of the cohesion policy within the context of the 2007-2013 budget has been requested. On 15 July 2004, the Commission proposed a new legislation package, aiming to spend cohesion funds for the objectives contained in the Lisbon (innovation, growth, employment) and Götenburg**h**2001 (sustainable development) strategies.

Following the inter-institutional agreement in April 2006, the overall amount of resources available for Cohesion policy over the 2007-13 period was set at €347 billion, representing 35.7 percent of the EU budget. The regulatory package was approved in July 2006, embodying the most radical reform of the policy since 1988 .A key aim was to introduce a more strategic approach for targeting EU priorities, centered on the Lisbon strategy and involving a new planning framework. Strategic EU objectives for Cohesion policy were identified in Community Strategic Guidelines (CSG), while the Member States set out national objectives and a strategy in line with the CSG in a National Strategic Reference Framework (NSRF). Together, these two documents provided the basis for the design of the operational programs. A "Lisbon earmarking" instrument was also introduced, whereby Member States agree to focus the available resources on specific categories of expenditure directly related to Lisbon themes. (ManzellaG, P, and Mendez.C,2009).

In June / July 2006, both the Council and EU Parliament came to an agreement on the debated reform (EC,2007). In this regard, the following objectives of the EU cohesion policies have been specified as below:

• **Convergence[1]** (former Objective 1**):** Supporting growth and job creation in the least developed Member States and regions,.The regions having a per capita GDP less than 75% of the EU average (mostly regions of the new Member States) will be funded.

• **Competitiveness and employment** (former Objective 2): Designed for the assistance of the rich Member States in the issues of economic and social change, globalization and the transition to the information society. The employment initiatives shall be formed by taking the European Employment Strategy (EES) into consideration.

• **Regional cooperation:** Designed for promoting cross-border cooperation programs to find common solutions to the issues such as urban, rural and coastal development, development of economic relations and networking of SMEs.Establishment of a new authority to manage the cooperation programs".

In terms of financial resources, the Council of Europe allocated 307.6 billion € for the cohesion policy for the years 2007-2013 as of December 17, 2005. 81,7% of these funds were reserved for the objective of convergence, 15.8% was reserved for objective of competitiveness and 2.44 % was reserved for European Territorial Cooperation (EC,2007).

The structural funds and community initiatives in the period of 2000-06 were replaced by a new structure that simplifies the system. The differences between the cohesion policy for 2007-2013 and the previous period are as follows:

In the period 2007-2013, Urban II and Equal initiatives have been taken under the convergence and cross-regional competitiveness &employment objectives.

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[1]Economic Growth Theories and the Convergence; When one mentions real convergence between countries/regions, it generally means the approximation of the levels of economic welfare across those countries/regions. Economic welfare of a country is generally proxied by GDP percapita. For that reason, the question of real convergence is related to economic growth. (Aktar, nagiahan)
There are conflicting views in the literature regarding the relationship between convergence and economic integration. Two main economic growth theories arriving at opposite conclusions can be cited, the neoclassical growth theories and the endogenous growth theories. The differences in points of view are caused by diverging beliefs in the underlying assumptions on econornic growth.The neoclassical Solow theory points out the importance of the capital accumulation and technological progress in the process of economic growth of countries (Robert M. Solow, 1956.). returns to capital, the model states that output per worker can rise if and only if the technological progress takes place. Endogenous growth theories developed in the 1980's, on the otherhand, emerged as an attempt of understanding the forces behind technological progress which the Solow model leaves it out as unexplained. Asserting that income convergence between rich and poor countries/regions may not be the only possible outcome, they emphasize the research and development efforts in the accumulation of new ideas` (Romer, 1990) and the role of human capital (Lucas, 1988) in the production of goods (for more details:...)

Three new objectives contain Interreg III, Equal and Urban II, which are the former community initiatives and the missions of Objectives 1, 2 and 3 where the funds were reserved in the previous financial periods.

Interreg IIIhas been integrated into the European Regional Cooperation objectives.

Urban II and Equal programs have been integrated into the Convergence, Regional Competitiveness and Employment objectives.

Leader + program and the European Agricultural Guidance and Guarantee Fund (EAGGF) were replaced by the European Rural Agricultural Development Fund (EAFRD).

Fisheries Guidance Financial Instrument (FIFG) was replaced by the European Fisheries Fund (EFF). EAFRD and EFF have their own legal basis and will not be addressed together with cohesion now (EC,2007).

The cohesion policy architecture					
2000–06				2007–13	
Objectives Community Initiatives Cohesion Fund	Financial Instruments			Objectives	Financial Instruments
Objective 1 Regions lagging behind in development terms	ERDF ESF EAGGF-Guarantee EAGGF-Guidance FIFG			Convergence	ERDF ESF Cohesion Fund
Cohesion Fund	Cohesion Fund				
Objective 2 Economic and social conversion zones	ERDF ESF			Regional competitiveness and employment	ERDF ESF
Objective 3 Training systems and employment policies	ESF				
Interreg III	ERDF			European territorial cooperation	ERDF
URBAN II(*)	ERDF				
EQUAL (*)	ESF				
Leader +	EAGGF-Guidance				
Rural development and restructuring of the fishing sector beyond Objective 1	EAGGF-Guarantee FIFG				
4 objectives 4 Community initiatives Cohesion Fund	6 instruments			3 objectives	3 instruments

Figure 1: The New Cohesion Policy Architecture

Source: (EC,2007)

The greatest innovation in structuring the EU Funds in the 2007-2013 fiscal period[1]is the cohesion fund functioningindependentlyno longer. The Cohesion Fund, together with the ERDF and ESF function in line with the objectives

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11**EuropeanRegional Development Fund:** Theregulation on the EuropeanRegional Development Fund (ERDF) definesits role andfields of interventionssuch as thepromotion of publicandprivateinvestmentshelpingtoreduceregionaldisparitiesacrosstheUnion. The ERDF willsupportprogrammesaddressingregionaldevelopment, economicchange, enhancedcompetitivenessandterritorialcooperationthroughoutthe EU. Fundingprioritiesincluderesearch, innovation, environmentalprotectionand risk prevention, whileinfrastructureinvestmentretains an important role, especially in theleastdevelopedregions.

The EuropeanSocialFund: The EuropeanSocialFund (ESF) will be implemented in linewiththeEuropeanEmploymentStrategyand it willfocus on fourkeyareas: increasingadaptability of workersandenterprises, enhancingaccesstoemploymentandparticipation in thelabour market, reinforcingsocialinclusionbycombatingdiscriminationandfacilitatingaccesstothelabour market fordisadvantagedpeople, andpromotingpartnershipfor reform in thefields of employmentandinclusion.

of the cohesion funds, cohesion policy. Therefore, the same programmingis subject to the rules of management and control (for details, see the General Administration).

Through this new cohesion policy, the Commission aimed to achieve the following objectives:

• **Strategic approach:**Auditingthe entire programming processes at national and local levels, which will be executed by EU per a single political document (Community Strategic Guides) in the issues of growth, socio-economic and political regional integration

• **Simplification:** reducing the number of objectives and regulations; single funded programs; streamlined eligibility rules for expenses; more flexible financial management; more emphasis on monitoring, evaluation and control.

• **Decentralization/** stronger involvement of regional and local actors in the preparation of programs (EC, 2007-2013).

1.2.Discussions on Cohesion Policy Achievements Over the Period of 2007-2013

The European Commission assesses the Cohesion Policies of 2007-2013 periods successful on the basis of independent expert evaluations.

In the report titled "9 Ways Cohesion Policy Works For Europe-Main Results 2007-2013[1]",issues such as creation of employment, positive effects on the reduction of regional differences, effects on the increase in GDP etc., are shown as the indicators of success. 2.74 EURO extra GDP until 2023and the cohesion policy investments constitute vital financial source for many members, and equals to 57% of some state capital investments (EU average: 6.5%). Besides an estimated number of SMES of 400,000, also 121,400 new initiatives are financially supported, it is argued that the transport networks and transport ability have been extended, the fight against climate change is supported, the quality of life in cities increased etc.

However, in a report published in 2015 by the CPMR Secretariat[2], the recent regional GDP statistics show that the regional differences increased, although the gaps between Member States expand, the gaps between regions within the same country increase as well (Figure 2).

According to this report, if the average regional GDP of the years 2011, 2012 and 2013 is used, the compatibility of 32 regions will change within the scope of the cohesion policy. 31 of those 32 regions will fall one category (from "developed regions" to "transition regions") and only one region will raise by one category. One of those regions (Madeira, Portugal) will fall from the category of developed regions to the category of less developed regions.

Excluding the exception of Malta, all Member States of Mediterranean are worse and below the EU average:

CohesionFund: ItappliestoMemberStateswith a GrossNationalIncome (GNI) of lessthan 90% of theCommunityaveragewhichmeans it coversthenewMemberStates as well as GreeceandPortugal. Spainwill be eligibletotheCohesionFund on a transitionalbasis in thenewperiod, theFundwillcontributealongsidethe ERDF tomulti-annualinvestmentprogrammesmanaged. In a decentralisedway, ratherthanbeingsubjecttoindividualprojectapprovalbytheCommission. About167.2millionEuropeans (34.4% of the EU-population) live in theregionscoveredbytheCohesionFund. Union, RegionalPolicy 2007, *Cohesionpolicy2007–13)*.

EuropeanGrouping of TerritorialCooperation1: TheEuropeanGrouping of TerritorialCooperation (EGTC) establishedbyArticle 159 of theTreatywhichfoundedtheEuropeanCommunityaimstoovercometheobstaclesin front of thecross-bordercooperation. Thisgroupingshallimplementthecross-border program sor projects. National, regionalandlocalauthoritiesandotherorganizationsrecognized as publicinstitutionsorunions of suchinstitutionsfunction in accordancewiththecontractsconcluded(EuropeanUnion, RegionalPolicy 2007, *Cohesionpolicy2007–13)*.

InstrumentforPre-Accession Assistance: ThefinancialinstrumentsimplementedforTurkeyandBalkans in thepast(PHAE, ISPA, Pre-ParticipationStructuralPolicy Media, Sapard CARDS (Support of theCommunityfor Re-structuring, Development andStability in theBalkans) andPre-Partipational Financial AidforTurkey), havebeenreplacedbyInstrumentforPre-accession Assistance(IPA) as of January2007.

1http://ec.europa.eu/regional_policy/sources/docgener/evaluation/pdf/expost2013/wp1_synthesis_factsheet_en.pdf

2CPMR Secretariat 2015, *What do the recent regional GDP statistics tell us about Cohesion?* CPMR Secretariat.Erişimtarihi: 10 Ekim 2016, http://cpmr.org/wp-content/uploads/2015/08/Analysis-from-the-CPMR-Secretariat-Regional-GDP-statistics-July-2015.pdf
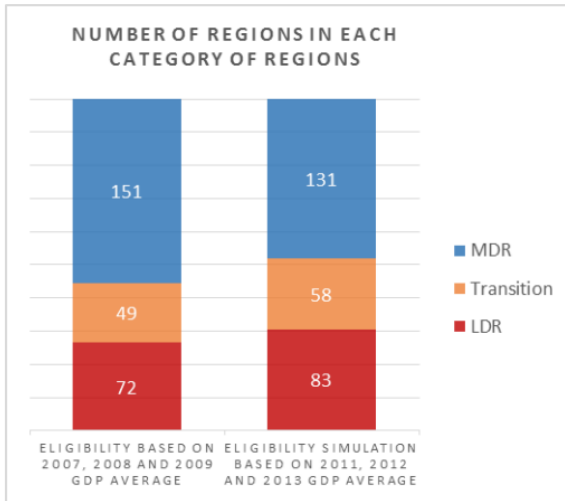
Figure 2: Number of regions in each category of regions

Source CPMR Secretariat by 2015

On the other hand,The lagging regions report[1]" ''Competitiveness in low-income and low-growth regions'' identifies five main reasons as to why some regions have not yet reached the expected rate of growth and income:

The macroeconomic framework has a significant impact on regional economic growth.

Lagging regions have lower productivity, educational attainment and employment rates compared to the other regions in their country.

Underdeveloped regional innovation systems, skills gap and poor institutional quality undermine the growth potential of lagging regions.

The significant population losses in low-income regions and especially the out-migration of the younger and more educated population may limit their growth prospects.

Public and private investment dropped in these regions, especially in low-growth regions.

There are also some criticisms over the criteria used to assess whether or not regions are eligible for funds, and how these funds are then used? Objective 1 funding, which makes up two thirds of the structural funds, is only available in those EU regions (NUTS level 2) where GDP per capita is lower than 75% of the EU average. These criterias do not allow for inter regional disparities, and regions can find that they lose their eligibility for funding despite still having some very needy areas within them (Oktayer, N. 2007). However, as far as we know, there are no available studies presenting a counterfactual analysis, i.e., comparing their results with the situation without regional policies. This is particularly relevant since, if a particular region were not "better off" despite benefiting of EU's regional policies, this would not necessarily mean that the aid was not efficient, since the region might have been "even worse off" without that aid (Rivero& others, 2005).

2. The Europe 2020 Strategy and the 2014 – 2014 Cohesion Policy

 The Europe 2020 Strategy, as a reaction of the European economy against globalization to the basic problems experienced at political level is a strategy prepared to overcome the structural problems of the economy of EU experienced across the globalization and in this sense, it is a resuming text that replaced the Lisbon Strategy (Akbaş, G. &Apar, E., 2010).

The EU strategic report explains the economic and social reality of the EU as follows: :" *The recent economic crisis has no precedent in our generation. The steady gains in economic growth and job creation witnessed over the last decade have*

1Published by European Commision in Brussels on 10.4.2017.

been wiped out – our GDP fell by 4% in 2009, our industrial production dropped back to the levels of the 1990s and 23 million people - or 10% of our active population - are now unemployed. The crisis has also made the task of securing future economic growth much more difficult. The still fragile situation of our financial system is holding back recovery as firms and households have difficulties to borrow, spend and invest. Our public finances have been severely affected, with deficits at 7% of GDP on average and debt levels at over 80% of GDP – two years of crisis erasing twenty years of fiscal consolidation. Our growth potential has been halved during the crisis. Many investment plans, talents and ideas risk going to waste because of uncertainties, sluggish demand and lack of funding."(EC,2010)

The scope of the Strategy can be read as an effort to find a solution by taking the structural economic – social problems surrounding the EU and ongoing economic and environmental problems on a global scale into consideration. The policies brought up by the strategical documents under the expression, "more unity outside and more coordination inside on the basis of this crisis and the approach to transform the current global crisis into an opportunity",it is emphasized that the member states should follow policies which are more holistic and sensitive to the priorities of EU and consistent practices" (Akbaş, G. &Apar, e. 2010).

Europe 2020 puts forward three mutually reinforcing priorities[1] to offer a vision of Europe's social market economy for the 21st century;

– *Smart growth: developing an economy based on knowledge and innovation*

– *Sustainable growth: promoting a more resource efficient, greener and more competitive economy.*

– *Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion.*

and the Commission proposes the following EU headline targets:

 – *75 % of the population aged 20-64 should be employed.*

 – *3% of the EU's GDP should be invested in R&D.*

– *The "20/20/20" climate/energy targets should be met (including an increase to 30% of emissions reduction if the conditions are right).*

 – *The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree.*

 – *20 million less people should be at risk of poverty.* (EC, EUROPE 2020, 2010,pgh,.05-6).

The Strategy also foresees the following Flagship Initiatives:

"*Innovation Union" to improve framework conditions and access to finance for research and innovation so as to ensure that innovative ideas can be turned into products and services that create growth and jobs.*

"Youth on the move" to enhance the performance of education systems and to facilitate the entry of young people to the labour market.

"A digital agenda for Europe" to speed up the roll-out of high-speed internet and reap the benefits of a digital single market for households and firms.

"Resource efficient Europe" to help decouple economic growth from the use of resources, support the shift towards a low carbon economy, increase the use of renewable energy sources, modernise our transport sector and promote energy efficiency.

"An industrial policy for the globalisation era" to improve the business environment, notably for SMEs, and to support the development of a strong and sustainable industrial base able to compete globally.

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1 For details: (EC, EUROPE 2020, 3.3.2010, http://eur-lex.europa.eu/LexUriServ/)

"An agenda for new skills and jobs" to moderniselabour markets and empower people by developing their of skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.

"European platform against poverty" to ensure social and territorial cohesion such that the benefits of growth and jobs are widely shared and people experiencing poverty and social exclusion are enabled to live in dignity and take an active part in society.((EC, EUROPE 2020, 2010,pgh,.05-6).

These seven flagship initiatives will commit both the EU and the Member States. EU-level instruments, notably the single market, financial levers and external policy tools, will be fully mobilised to tackle bottlenecks and deliver the Europe 2020 goals. As an immediate priority, the Commission charts what needs to be done to define a credible exit strategy, to pursue the reform of the financial system, to ensure budgetary consolidation for long-term growth, and to strengthen coordination within the Economic and Monetary Union.(ibid)

2.1. The Europe 2020 Strategy and the Changes in the Cohesion Policies : The New Era[1]

 The scope of the last cohesion policy, Article 174,Treaty of Lisbon (2010) has been described as: 'In order to promote its overall harmonious development, the Union shall develop and pursue its actions leading to the strengthening of its economic, social and territorial cohesion. In particular, the Union shall aim at reducing disparities between the levels of development of the various regions and the backwardness of the least favored regions''.

The new cohesion policy aiming not only the less developed regions,but all 274 regions of the Union,became the main investment policy and is associated directly with the objectives of the Europe 2020 Strategy. In this context, principles such as thematic concentration, result orientation and the use of appropriate financial instruments are very important.

What's new in 2014-2020 Cohesion Policy ?

The EU budget period fits to the current Strategy's objectives ;

Focus on results

Performance reserve: 6% funding allocated in 2019 to programmes and priorities which have achieved 85% of their milestones.

Necessity of pre-conditions for an effective EU investment: Thematic ex ante conditionalities (Linked to the thematic objectives and

investment priorities of Cohesion Policy and applied in relation to investments in the specific thematic area: strategic, regulatory and institutional pre-conditions, administrative capacity), General ex ante conditionalities (Linked to horizontal aspects of programme implementation and apply across all ESI funds: anti-discrimination policy, gender equality policy).

Cohesion policy is part of the European Structural & Investment Funds (ERDF, EAFRDCohesion Fund, ESF,EFF) for the period 2014-2020, 454 billion Euros have been allocated to represent the second largest portion of the EU budget.

 In order to ensure the investments to be focused, most of the ERDF, will be spent on the fields under four big growth objectives (Research and Innovation, SMEs, ICT and the low-carbon economy). At least 80% of the resources available in the more developed regions and 50% of the resources available in less developed countries shall be allocated to major sectors within the growth objectives. There are similar rules for the ESF and at least 20% of the total ESF resources shall be used for encouraging social inclusion and the fight against poverty.

1The "A Cohesion Policy Agenda on the basis of reforms", published in 2009, aims to form an integrated vision for Europe 2020 Strategy. The report suggestedto combine the spatial integration with the socio-economic integration, in addition, the spatial integration to play a central role in the integration of the EU. With this approach, both the development of local policies as well as strengtheningthe regional and local actorsit areaimed. The simplification of management and control mechanisms is among the innovations proposed by this report. For details: **Samecki, P., 2009. *Orieantation Paper on Future Cohesion Policy. European Comission in charge of Regional Policy, Brussels.***

Different allocation ratios have been assigned in accordance with the level of development of regions (underdeveloped regions: 50%, transition regions: 60% and developed regions:: 80%) (EC, 2014). At least 26 billion Euros of these funds shall support low-carbon economy (energy efficiency and renewable energy). Besides, in the distribution of ERDF resources, there are 3 separate obligations[1].

Thanks to the European Social Fund (ESF),the cohesion policy, will provide a significant contribution to the EU priorities in the field of employment through for example education, lifelong learning, social inclusion etc. At least 20% of the total ESF resources shall be allocated for encouraging social inclusion and the fight against poverty. At the same time, the new youth employment Initiative linked with the ESF will provide a special focus on young people (EC, 2014).

When the national contribution of the Member States and leverage effect of the financial instruments are combined, the overall economic impact of the cohesion policy in the new period, is expected to be more than 500 billion Euros.
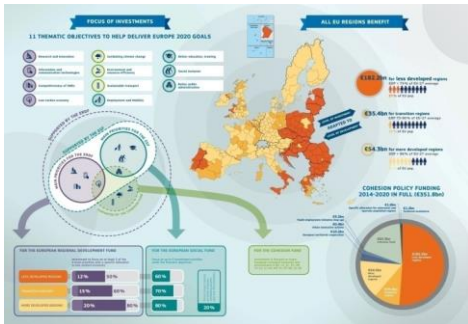
Figure 3 How does the 2014-2020 Cohesion Policy shape Europe 2020 Strategy's objectives

Source: PANORAMA: Cohesion Policy 2014 – 2020   Nr: 48 Winter 2014

Between 2014 and 2016, the Funds are expected to account for approximately 14% of total public investment on average, and even to reach up to 70% in some Member States.

Figure 4: Proportion of ESI Funds of public investment

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1 For details: (PANORAMA: Cohesion Policy 2014 – 2020:48 Winter 2014).

2.2.Urban Dimension and "An EU Urban Agenda for the Smart Cities of the Future" of the Cohesion Policies for the Period 2014-2020,

The cities, where more than two-thirds of the total GDP of EU is produced, are regarded as the very important actors in achieving Europe's 2020 targets. In overcoming the economic crisis, in addition to the development of existing facilities of the cities,investment capacities to attract investments are also sought. Moreover, the cities and urban areas have a key role not only in terms of urban congestion and propagation, protection of environment and resources, climate changes and reduction of GHG emissions as well as in economic, social& and territorial cohesion policies. Within the framework of this prediction,the Former Regional Policy General Directorate has been reorganized as the Regional and Urban Policy General Directorate for the new period by the EU Commission.

In the terms of financing; most of the investment priorities in the period of 2014-2020 were relevant initiatives in the fields of development of low-carbon strategies, improvement of the built environment or facilitating mobility within the urban areas and this ratio is expected to increase. For more, each Member State is obligated to spend at least 5 % of ERDF for integrated actions for sustainable urban development.

The Urban Europe 2020 Strategy was developed by the 'European Innovative Partnership for 'Smart Cities and Communities'' ((EIP-SCC), a Stakeholder Platform Member, to enrich the EU Strategy 2020 and to develop Smart Cities of the Future.

The priorities and initiatives of the Urban Europe, designed as an integrated strategy for the Smart, Sustainable and Comprehensive Urban Development of European cities and communities in order to enrich Europe 2020 have been described as follows;

I. **Smart Communities and Cities**: Knowledge and innovation based (Innovation; Education; Digital Society) development of social and urban economy;

II. **Sustainable Communities and Cities**: Promoting more resource efficient, greener and more competitive communities and cities (Climate, Energyand Mobility; Competition);

III. **Comprehensive Communities and Cities**: Promoting a social and urban economy based on high employment to provide social and regional integration (Employment and Skills; Fight Against Poverty) (Urban Europe 2020: An EU Urban Agenda for the Smart Cities of Tomorrow).

Conclusion

It is seen that the regional / cohesive policies of EU and the distribution of the funds and budgets from the beginning until today have been associated with the spatial expansion and with the levels of the community's economic and social development. Since the early periods of the ERDF (1973), the regions under the 75% of the average (Target 1) and the problematic urban areas in economic and social sense have been supported. It is seen that ESF, which was established by the founding Treaty of Rome (1958), provided partial support to the target 1 regions. But the EU funds operated separately until the SEA (1986). On the other hand, the EU funding has a completing role in the period of 1970s-1986. All funds of the EU were integrated under the Structural funds after the SEA (1986), as the first structural change in the regional and fund structures. In that period, the effectivity of the Union scale for the regional policies and usage of the funds seemed to have increased.

The 2000 Lisbon & Europe 2020 strategies and the EU regional/cohesion policies and structural funds are considered as a new period when the strategic approach was strengthened in association with the expenditures.

At the scale of Europe after the period 2000-2006, the EU funds have been integrated within the scope of 3 objectives within the framework of "convergence, competitionand regional cooperation"strategies. However, the impacts of the global economic crisis in front of the achievement of the Lisbon Strategy objectives within the process and the critics about the economic social structure within the Union focused on "*Smart growth, Sustainablegrowth,and Inclusive growth*" with the 2020 Europe Strategy on the axis of the coherence/regionalpolicy.

PERIOD	2000 - 2006		2007-2013			2014-2020		
TOTAL BUDGET	€ 195 bn		€ 374 bn			€ 351.8 bn		
DISTRIBUTION	Budget (€ bn)	% of T.B*	Distribution	Budget	% of T.B	Distribution	Budget	% of T.B
Obejtive 1	136.5	70	Convergence	305.5	81.7	Less Developed Regions	182.2	51.7
Obejtive 2	22.4	11.5	Regional Competitiveness	59	15.8	Cohesion Fund	63.3	18
Obejtive 3	23.4	12	Territoral Cooperation	9.1	2.44	More Dev. Regions	54.3	15
						Transition Regions	35.4	10
						E.Terriorial Cooperation	10.2	2.8
						Youth employment Initiative	3.2	0.9
						Specific Allocation**	1.6	0.45
						Technical Assistance	1.2	0.34
						Urban Innovative Actions	0.4	0.1

* Total Budget

** Specific Allocation for Outermost and sparsely populated regions

Table : Budget of Cohesion Policy during 3 different periods

Source: Authors of this Article

The Europe 2020 Strategy appears as a rather complex structure when the policy options, developed within the framework of all headings and their links with each other despite of the simplified priorities for the realization of the vision and the basic initiative headings are identified within the context of such priorities. In this sense, the critic to the Lisbon Strategy to be too complex, is valid also for the Lisbon Strategy. In addition, since all of the objectives aimed to be achieved will be formed on an economic-social ground, the reality that such ground is interacting with the changes at the global level, can be regarded as the othe problem against the achievement of the objectives.

Though the final objectives are clearly specified, the national criterion of EU to be described as 28-1 and the economic-social indicators expressed in hundreds consisting of different regional scales is one of the key problematics in achieving the strategy.

The one by one association of the strategic proposition with the EU policies and creation of agendas at the level of each sector at the scale of commission can be shown as the strengths.

Moreover, for the Member States to develop programs complying with the 2020 objectives, creating a reporting system andEU Council to be responsible for the management of the strategy are regarded as the positive aspects of the Lisbon Strategy (Akbaş, G. &Apar, E., 2010).

 Despite of the complex structure of the priority and initiative headings of the strategy, the determinations in association with the existing conditions in the introduction text of the strategy document and the claimed objectives show that the strategy focuses on the solution of the problem of unemployment, which increased after the crisis in the EU, completion of economic common market and increasing the competition power of the EU economy with North America and China.

The subheadings of smart and sustainable development priorities, particularly under an industrial policy for the globalisation era; heading towards EU innovative technologies and clean energy sources, the manufacturing industry, having an important place in the EU economy and raising the competitiveness of SMEs and creating new employment opportunities seem to be very important. Under the priority sustainable growth; development of alternative integrated systems in combating against climate changes and the reduction of $CO2$ level in the transportation networks and infrastructure, reduction of the share of natural resources in energy consumption and raising the protection of natural sources and sustainable development are intended.

A clear framework was aimed at the scale of EU and for the member states by detailing the the problems of employment, approaches on the social security system, increasing social and **territorial cohesion** which were the essence of Lisbon Strategy are maintained in the Europe 202 Strategy and under the heading of Priority of Comprehensive Growth, social problems, especially such as increasing poverty, access to adequate education, social gender and ageing population.

In current cohesion policies and funding, about 2/3 of the total budget is alocated to less developed and transit regions, thus it is anticipated that it will be effective in achieving the objectives of the strategy.

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Preclusion of the Right to Submit New Facts and Evidence According to the Law on Contested Procedure in Kosovo

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Abstract

The market economy and changes within Republic of Kosovo's legal system, which imposed the need of legal changes within the field of contested procedure also, have caused this procedure to become more efficient *vis-à-vis* legal provisions which were in force until October 6th 2008. Through the Law on Contested Procedure (hereinafter "LCP"), the legislator has aimed, *inter alia*, to make the contested procedure more concentrated, and thus, more efficient. In this regard, the Kosovar legislator has determined that it is mandatory for the parties to present any and all relevant evidence for resolving the dispute until the preparatory session, and in the event that one was not held, until the first main hearing session. As an exception, the parties may present relevant evidence even after this stage of proceedings, provided that their failure to present said evidence no later than at the preparatory session, respectively first main hearing session, was through no fault of their own. I consider that these legislative amendments are vital to ensuring practical implementation of the principle of efficience in the contested procedure.

Keywords: Contested procedure, preclusion, preparatory session; main hearing session; evidence; facts.

Introduction

A well-prepared judge for trying the case is one of key preconditions for the contested procedure.

Before scheduling the preparatory hearing, the appointed judge must initially make a legal analysis of the case in such way that it allows him to identify relevant contested facts between the parties. This enables him to better identify the evidence which needs to be administered for a rightful and fair verification of the factual situation.

It is not a rare occurrence for the Kosovar courts to have judges attempt to identify relevant and contested facts between litigants in the preparatory hearing, without any pre-hearing preparations. As one would expect, this negatively effects both the efficiency of this session hearing as well as the contested procedure in its entirety.

Of course, the law cannot compel the judge to prepare for the main hearing, however, it may create the conditions for the judge to more efficiently prepare for the case trial.

The 1976's LCP did not guarantee an efficient concentration of the procedure. According to this law, the litigants had the possibility to present new facts and evidence as late as at the conclusion of the main trial. Said legal remedies had such impact that the procedure would thereby be forever delayed.

Contrary to the legal provisions of 1976's LCP, Article 428.2 of current LCP foresees that "During the procedure the parties can present new evidences if it is deemed that because of circumstances they could not present them or propose at the preparatory session respectively. (sic.)"[1]

Thus, as may be noted, LCP in Kosovo only exceptionally allows the parties to present new facts and evidence after the preparatory session. The institute of precluding the right for presenting new facts and evidence will be further analyzed in a more critical and detailed manner, in harmony with other institutes of the contested procedure.

Facts. Legal facts are facts which are relevant in legal terms. A fact is legally relevant if it is considered suitable for causing legal consequences[2].

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1 Article 428 of Law No. 03/L-006 on Contested Procedure, found at: https://gzk.rks-gov.net/ActDetail.aspx?ActID=2583
2 . Gradnjasko Pravo, Rasovic Zoran, Pravni Fakultet Podgorica, 2009, pg. 368.

The definition of facts may also be provided as follows:

Facts are people's actions or natural events to which the law relates certain legal consequences.

The definition of legal facts which are created by people's will are also defined by the Law No. 04/L-077 on Obligational Relationships. Namely, Article 18 states:

1. The intention to conclude a contract may be declared through words, customary signs or any other action from which it can reliably be concluded that the intention exists.

2. The declaration of intention must be free and genuine.

Contract is a legal fact established by human action, whereas an earthquake or floods, while also legal facts, are beyond human control, i.e. natural events. An owner may ensure his house from natural disasters through an insurance company. That said, in the event of destruction due to natural disasters, a legal fact is established, given that in such moment the affected person will be entitled to request damage compensation from the insurance company.

Based on legal alternatives provided by LCP, all relevant facts which the law interlinks certain legal consequences with, should be presented no further than at the preparatory session, and only exceptionally, as was previously established, throughout the main hearing session(s).

Article 253 (b) of LCP determines that a lawsuit should include all facts on which the plaintiff basis his claim. Without a clear description of facts, one will be unable to identify the applicable substantive law which would resolve the issue between litigants. Therefore, facts are *minor premise* of judicial syllogism.

As such, facts upon which litigants base their claims, may be fixed (read: unchangeable), or may change throughout the process. Here, for example, think of a labor contest where the date of termination of employment relationship is a fixed fact, whereas on a judicial contest for damage compensation, the requested amount of damages is variable given that throughout the entire procedure the lost profit may grow and change until the trial conclusion at the first instance.

Considering the above, it is vital for Claimant to be very mindful while presenting fixed legal facts as part of his lawsuit, for the legal deadline to present such facts is no later than at the preparatory session. Exceptionally, these facts too may be presented after the preparatory session, provided that the failure to present said evidence no later than at the preparatory session, respectively first main hearing session, was through no fault of the party.

In contrast, variable (changing) facts may be presented at all stages, as those may not always be determined upon initiation of legal procedures, i.e. upon submission of lawsuit or preparatory hearing respectively.

Article 257 i LCP[1] regulates amendment of claims/lawsuit. According to this article, a lawsuit may be amended with respect to the height of request for damages, but only provided that such changes are a consequence of circumstances born throughout the trial proceedings.

Preclusion of right to present new facts and evidence on the contested procedure, after the preparatory session, constituted a positive, qualitative change of rules of procedure. Should the litigants propose a new fact throughout the course of main hearing sessions, the court must, prior to approving such proposal, assess and verify whether such fact could have been presented on the preparatory session. If the Court establishes that the proposed fact could have been presented no later than at the preparatory session, it must rejects its reviewing, despite its relevance vis-à-vis the outcome of the contest. Otherwise, the party dissatisfied with the final Decision may appeal said Decision due to the fact that it has relied on facts which have been presented in contradiction with Article 428.2 of LCP.

Evidence

In the Kosovar contested procedure as in contested procedures of other countries alike, whether they belong to a common law or a civil law legal system, evidence is used as means of verifying facts considered relevant for the case being tried.

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1 257.1 Changing the claim means change of the uniqueness of the claim charge, expansion of the claim charge or presentation of a different request from the existing one. 257.2 The charge is not recognized a changed one unless the plaintiff hasn't changed the judicial basis of the claim charge, even though the plaintiff has reduced the claim charge, added or improved the specific sayings mentioned in the claim. (sic.)

Article 319.2 of LCP states that "*proving involves verification of all facts which are important for the verdict*". The legislator has expressly foreseen that the only facts which need to be verified are those relevant for the verdict, excluding facts which are insignificant and in no way affect the rightful and fair judgment of the case. The appointed judge must be very well-prepared in order to be able to identify the facts which are relevant for the outcome. For that, he must make the distinction betweem the relevant and insignificant facts for the case before the main hearing session.

The court has the authority to determine what evidence is necessary to verify relevant facts, and which of the presented evidence by the parties will be considered as insignificant or irrelevant vis-à-vis important facts. The court must exercise such authority at least before the preparatory hearing[1].

Legal norms, whether material or procedural, may only be fairly and rightfully applied provided that the factual situation upon which the parties base their claims have been fully confirmed and verified.[2] As to which facts will be considered verified and which not, is a matter to be determined by the court due to its discretion to freely decide based on its conscientious and prudent assessment of evidence, as well as the result of the entire procedure.[3]

Se cilat fakte do të konsiderohen të provuara e cilat jo, vendosë Gjykata në bazë të çmuarjes me ndërgjegje, e të kujdesshme të provave, por edhe në bazë të rezultatit të gjithë procedimit (Neni 8.1 i LPK-së).

LCP does not contain the definition of evidence, however, based on probative means foreseen within this law we may derive the definition of evidence/proof according to which "*evidence is information about facts and circumstances which interlink with the disputed matter and are taken from sources provided by law*".

In this regard, in order to establish the facts, LCP provides the following probationary means: witness, documents, experts, field examination and hearing of parties. Thus, it is only through these probationary means that the parties may establish facts within the contested procedure.

With few exceptions, the LCP has renounced the principle of scrutiny and investigation. The parties are obliged to prove the facts which they affirm, whereas the Court shall disapprove parties factual claims only in special circumstances, *i.e.* cases which concern violation of legal order, legal provisions and rules of public morals. In the event that these universal goods are infringed, parties' claims in relation to evidence will be refused.

Compared to the former Yugoslavian LCP, the current LCP has noted progress in relation to the taking of evidence during trial through transferring the burden of proof from the court to the parties, thereby minimizing the role of the court in this regard. This legal choice impacts procedural efficiency and causes the litigants to become more active and contribute to clarifying relevant facts and circumstances, especially considering that litigants have the best factual knowledge of the case.

Preclusion from Presenting Facts and Evidence After the Preparatory Session

The efficiency of contested procedure in Kosovo remains unachievable although legal choices are very progressive in terms of procedure efficiency. Such ineffectiveness violates article 6 of the European Convention of Human Rights, a crucial part of which is a fair and timely adjudication. If this trend of inefficiency persists, the Republic of Kosovo will face numerous lawsuits upon joining the Council of Europe, due to the breach of principle of trial in a reasonable time.

As was noted earlier, former Yugoslavian LCP promulgated in 1976, was in force in Kosovo until October 6th 2008. This law allowed the parties in procedure to present new evidence as late as at trial's final stages, specifically as late as at the last hearing session. Alas, it appears that current judges find it difficult to abandon old Yugoslavian LCP practices and embrace new legal choices which guarantee an efficient procedure.

1"**Article 406**

406.1 Depending on results in the preparatory session the court will decide about what will be discussed, which facts will be considered in the main hearing session.

406.2 Propositions that are not seen as essential are refused by the court and this fact is stated in the court order as well as the reasons for such refusal.

406.3 There is no appeal against these orders from paragraph 2 of this article.

406.4 During the later proceeding, the court is not obligated with the decisions given based on this article provisions. (sic.)"

2 .E Drejta Procedurale Civile –I - , Brestovci Faik, Universiteti i Prishtinës, Prishtinë, 2006, pg. 232.

3 Article 8.1 of LCP.

In fact, article 402.1 of LCP states that upon inviting the parties for the preparatory session, the invitation should emphasize that parties are obliged to present any and all evidence in this hearing session, that is, all evidence which they consider relevant for a fair and rightful judgment.[1]

If we take a look at an invitation for a preparatory hearing, we may note that it more or less always contains the following content:

If Claimant does not show up in the first preparatory session, despite being duly invited, it is considered that he has withdrawn from the lawsuit, according to article 465 a.1 of LCP.

If neither of the parties show up at a later hearing session, the court will postpone and reschedule the hearing.

If neither of the parties show up at the rescheduled hearing session, it will be considered that Clamant has withdrawn from the lawsuit, according to article 436 al.1 of LCP.

For contested cases of small values, the above mentioned provisions for dismissal of cases will not be applied.

In this procedure, parties must present any and all facts and evidence until the end of the main hearing session, given that parties may not present new facts or suggest new evidence in the appeal against the Decision issued in this instance. Based on article 436 et.4 of LCP, this Decision may only be appealed due to violations of rules of procedure or erroneous application of substantive law, Article 436 et.4 LCP.

As may be noted from the aforementioned content, the obligation foreseen within article 402.1 of LCP, where parties are required to present all evidence no later than at the preparatory session, is nowhere mentioned.

As we discussed earlier, Article 428.1 of LCP obliges the parties to present all facts and evidence at the preparatory session, and any deviation from such rule whereby the court allows the parties to present facts or evidence at a later stage may only be allowed in exceptional circumstances. It is crucial for the court to focus on the procedure and insist that the parties are well-prepared for the preparatory session. With the current rules of procedure, court's role is passive, insofar that it limits courts' competence to managing/directing the process and decision-making.

Through changing the procedural position of the court, the Kosovar legislator has sought to guarantee court's neutrality on the taking and administration of evidence, given that the court's role in democratic societies is to guarantee justice without interfering on the process of proving facts. Such interference could be interpreted by the parties in procedure as an indication that the court is interested or biased towards a certain outcome of the case which would benefit a particular party. This, considering that the proposed evidence from the court may be more favorable or convenient to support the position of one of the parties, thereby causing the court to lose its neutrality while adjudicating the matter at hand.

The procedural activization has been left to the parties, rightfully so, especially in view of the facts that it is said parties who have a certain legal interest to confirm their allegations. This procedural position of parties in procedure helps the entire process, as the main information derives from persons with most knowledge on the contested case. Legal provision foreseen in LCP enforce the role of the attorney-at-law, given that only a person with good knowledge of the law will be then able to prevent any negative consequences a party unfamiliar with the law may face, which could cause it to fail at presenting all relevant evidence in due time.

Some Issues with the Judicial Practice in Kosovo

As noted, Kosovar courts are finding it somewhat difficult to give up the implementation of the fundamental principle of Yugoslavian LCP, namely the principle of review and investigation, according to which both the parties and the judge could present new facts and evidence as afar as at the final procedural stages.

On our daily *legal life*, we are witnesses of a system both reluctant and failing to apply advanced rules of LCP, which would promote procedural efficiency and remove the burden of proof from the court and transfer it to the parties. Being an attorney at law myself, I am an 'eyewitness' of continuous legal actions which violate new concepts of contested procedure. In the

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[1]"**Article 402 of LCP**

402.1 The court notifies the conflicted parties if they do not appear for the preparatory session in the invitation for the session, as well as that they should bring all facts based on which are their claims and that they will use during the procedure. They should also bring all documents and things they would like to use as evidence."

following section of this paper, I will be presenting two cases from the judicial practice in Kosovo which clearly show an improper application of rules of procedure, with respect to the burden of proof, probative means and issues interrelated with procedural efficiency. Due to ethical reasons I have removed any names or identifying signs for the judges, parties or other confidential information.

Case 1 – The Basic Court in Prishtina, on a main hearing session held on 08th of October 2015, accepts Responsent's suggestion to present new evidence, without addressing Claimant's objections against said proposal, considering that the parties are not legally allowed to present new evidence unless that prove that they were unable to present said evidence at an earlier stage, and that the failure to present it at an earlier stage was through no fault of their doing.

CASE 2 – The Basic Court in Prishtina, while holding the main hearing session on 25.09/2015, issued a Decision whereby it obliged the parties to submit all facts and evidence related to the contested case no later than 15 days from that date, through a written submission. Neither of parties was required to prove that the failure to submit all the relevant evidence to that day, was through no fault of their doing. As any reader would argue by now, this action falls in contradiction with Article 428.2 of LCP.

Similar cases from the judicial practice in Kosovo are very frequent, however I am only providing the above two for purposes of this paper. Alas, courts in Kosovo are still unprepared and unwilling to apply advanced concepts of rules of procedure enshrined within LCP.

Conclusions and Recommendations

The erroneous application of rules set forth within LCP, which effectively promote the rights of parties in procedure, is a consequence of fundamental lack of knowledge of LCP, and partially a result of an ongoing resistence of judges to apply the new set of rules of procedure. It is more than evident that through such improper application of rules of LCP, particularly with respect to deadlines for submitting and proposing facts and evidence, has a direct impact on procedure causing undue delays and thus preventing a procedural efficiency.

Courts in Kosovo, however, must be very mindful of Kosovo's expected membership in Council of Europe, which is a precondition for the Kosovar citizens to address their claims at the European Court of Human Rights, due to abuse of the principle for a trial in due and reasonable time. This situation, if nothing else, should mobilize the Kosovar court to join efforts and properly apply LCP, without showing a sentimental or biased attitude towards parties which fail to present facts and evidence as legally requested.

I Recommend that the Appellate Court in Kosovo annuls all Decision issued by the Basic Courts, which have based their Decisions on facts and evidence presented after the preparatory session, unless proven that the failure to do so was part of their objective incapability. Without such attitude, it is very hard to affect changes to raise efficiency at the first instance. By ignoring strict rules within LCP dealing with such matters and in such way neglecting procedural efficiency, we give unfair advantage to the negligent party. Therefore, non-compliance with article 428.8 of LCP should be seriously and vigorously addressed and treated by the Appellate Court, which should serve as basis to annul the first instance judgment.

A Study of the Client Culture Influences on the Creation of Tailored Design Homes in New Communities Around Cairo

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Abstract

The design process of residential homes is one of the most dynamic ones, due to its strong interrelation with the life patterns, economical strategies, needs and cultural traits of the clients. This is relevant in the case of tailored design homes in the new suburbs around Cairo, where the client aims to fulfill several of his life goals and visions, in addition to the possible freedom of design creations which are not as much bounded to the limitations inside the city. Accordingly, the architect has to deal with twofold aspects, first is aiming to understand and react to the clients culture and second to produce accepted architectural values and qualities. Although both aspects appear to be intertwined, however, case studies reflected that in several aspects, the clients' culture affects the production of the aspired design vision. Thus, the paper aims to discuss the dilemma through two case studies in one of the gated communities around Cairo, based on qualitative analysis of how the designer managed to mediate the design of tailored homes between the clients' culture and the production of valued architectural quality. This study will be based on the brief and anonymous explanation of the social profile of the clients' social background which acted as the motivator in the design process, based on interviews with architect who worked in the design development process.

Keywords: culture, domestic tailored design, design process, design patterns.

Introduction

The design process of residential houses is one of the most dynamic ones, due to its strong interrelation with life patterns, economical strategies, needs and cultural background of the clients. This is relevant in the case of tailored design homes in the new suburbs around Cairo, where the client aims to fulfill their dream homes in addition to the possible freedom of design facilities which are not as much bounded to the limitations inside the condensed city context. Accordingly, the architect has to deal with twofold aspects, first is aiming to understand and react to the clients culture and second to produce accepted architectural values and qualities. Although both aspects appear to be intertwined, however, case studies reflected that in several aspects, the clients' culture affects the production of the design based on their personal traits. Thus, the paper aims to discuss the dilemma through two case studies in one of the gated communities around Cairo, based on qualitative analysis of how the designer managed to mediate the design of tailored homes between the clients' culture and the production of valued architectural quality. This study will be based on the brief and anonymous explanation of the social profile of the clients' social background which acted as the motivator in the design process, based on interviews with architects who worked in the design development process. In addition to this, analysis of the design outcome interrelated with the clients' intervention will be analyzed. To better understand this analysis, a brief literature review will be made to critique and highlight the inter-relation between culture and the materialization of behavioral patterns in domestic architecture.

Literature Review and Critique of the inter-relation between Culture and Domestic Architecture Design

This part is concerned with the critique of how culture affects the design patterns and outcomes of dwellings and homes. The statement of "an Englishman's home is his castle" reflects that while individuals and families might face a lifelong struggle for self assurance in the public life, "the private home is a 'haven' or 'retreat' where we are free to express our individualism in whatever way we choose", (Chapman and Hockey, 2002). In accordance with that, Chapman and Hockey, (2002) further emphasize that the 'home' as an idea, place and object consumes a large proportion of individuals' incomes, and penetrates their dreams and their leisure time while the physical absence of a home presents a major problem to both society and the homeless themselves. And as a theoretical relevance, it is agreed upon that consistency of popular images

and experiences of home life can produce vital clues as to how society's members both produce and respond to social change, (Chapman and Hockey, 2002). This is further asserted by the fact that the alterations in the home's designs come about in response to changed patterns of urban life, employment, expectations of leisure, privacy, respectability, community, security and the projection of social status. Those aspects will be very important to reflect upon in the analysis to regard how new homes in Cairo suburbs can be a translation for those cultural aspects.

Raporport (1985) further exposes that "home environments comprise most of the built environment. They also have extraordinarily high affective (and often economic and social) significance: they are the primary settings par excellence". That's why they are of great interest to users. They are also of great interest to researchers. From a social and communal perspective, Raporport (1985) argue that if homes are not chosen and designed they are not conceptually "home". An imposed setting is unlikely to be a home environment.

This critique forces the designer of "homes" rather than houses to question the following aspects before the design is created, (Rapporport, 1985), what characteristics of people, as members of a group, or as individuals, influence (or, in design, should influence) how built environments are shaped? What are the effects of the built environment on human behavior, well-being, mood, and so forth? What mechanisms link people and environments in this mutual interaction? Those kinds of questions will be further exposed in the analysis of dwellings according to social profiles and activity patterns in the upcoming part of the research.

It is important to note that there are several constraints which obstruct the creation of pure "dream homes" in the physical settings. Those constraints as Raporport (1985) lists are the resource constraints, what can be afforded, what is in fact, available to the individual or group, and the market constraints of supply and price. Accordingly, the analysis will focus on cases of similar constraints to limit the variables to cultural traits.

Furthermore, home environments are part of larger, culturally variable systems of settings and are themselves best understood as that system of settings within which a particular set of activities takes place disregarding the variability of activities and, specially, their latent aspects. For example, the type of work and where and when it occurs influences the choice of home environment. Should work become more home centered as many predict the nature of home environments will also change. This is evident in the different settings of houses and their design patterns across history which will be discussed below.

From another side, different groups may see home environments differently: primarily as settings for family life, as indications of prestige or status, or as safe havens. Each emphasis leads to a different environmental quality profile. Different profiles are associated with changes in use, for example, housing as a setting for private recreation or as a workplace. Profiles can help interpret studies of preference for residential environments, although group variability and associational considerations must be included, (Raporport, 1985).

Through a brief historical review of how social patterns affect the design patterns of homes, Chapman and Hockey (2002), show that the open-plan design of 1960s housing removes that private space within which women formerly managed tasks such as cooking, sewing, washing and ironing. In the absence of separate kitchens, outhouses, dining rooms and parlours, women experience an additional pressure to maintain the entire ground floor of their homes in a state of order equivalent to that once required only in the secluded space of the front room. As Le Corbusier sets out objectively, the house is a "machine for living". He envisioned a desire to produce works of art and design based on objectivity and rationality. Based on that, facing social and economic problems after World War II, and for the purpose of solving complex design problems and meeting user requirements, the fact of design was considered as a problem-solving and decision-making activity, (Bayazit, 2004).

In addition to this, as Walker (2002) explains that modernist architects, most importantly Le Corbusier, Mies van der Rohe, and Walter Gropius, strongly rejected the homey values, national character, and decorative aesthetic of the Victorian period and defined modernism against domesticity. The modern home was reconceived as a machine like stated previously. Modernist architectural language was itself "objective," stripped of any lingering Victorian sentimentality or domesticity. Like the words that architects used to describe them, modernist houses, such as Le Corbusier's canonical Villa Savoye of 1929, near Paris (fig. 1), were also stripped of ornament and domesticity. In the so-called new architecture, decoration, traditionally associated with the feminine, became a hallmark of bad design. Although purportedly gender neutral and universalist in its values, modernist domestic space was implicitly masculine, defining, and controlling, operating through surveillance and the "domination of the gaze", Walker (2002).

Walker (2002) further presents that the modernist approach that proposed the architect as a manipulator of seemingly neutral, abstract space also pursued the "home as laboratory," a site of social and formal experimentation that failed most significantly and visibly in the large-scale, socially disastrous superblocks of postwar public housing but succeeded most fully in tailored private houses, such as the Eames House in California (1949–50).In postmodern culture, architectural approaches that link theory to practice have also flourished within the conditions of urban domesticity.

Critical Analysis of How Clients' Culture Impacts the Design Product for Tailored Design Homes: Case Study Analysis

People spend more time in their homes than in any other space. The home ideally provides a safe, comfortable environment in which to relax, communicate, learn, and be entertained. Increasingly, it is where people connect with friends and family, conduct business, manage resources, learn about the world, and maintain health and autonomy as they age. People invest considerable amounts of time, money, and emotional energy to mold their homes into living spaces that meet their needs.

It is crucially important to regard the value and importance of enhancing architectural design for the homes according to the debates discussed above and also stemming from what Hillier et al (1987) imply that "architectural design affects human behavior in some way that it acts as an independent variable in a describable process of cause and effect". In addition to this, "domestic space layout reflects cultural codes in which activity patterns, styles and spatial layouts all seem to be interrelated", (Hillier et al, 1987).

This approach connects the debates to another scale of adapting the patterns, activities and needs of the users in blended design criteria to balance the needs Vs. the architectural quality. As Nigel (1982) presents, design is a process of pattern "synthesis", rather than "pattern recognition". The solution is not simply lying there among the data; it has to be actively constructed by the designer's own efforts. Thus, the main role of the designer is to use such a code, which enables the designer to effect a translation from individual, organizational and social needs to physical artifacts. This code is supposed to express and contain actual connections which exist between human needs and their artificial environment. In effect, the designer learns to 'speak' a language, to make a useful transaction between domains which are unlike each other (sounds and meanings in language, artifacts and needs in design) by means of a code or system of codes which structure that connection, Nigel (1982).

From the personal level of the individual client, Gautam et al (2007) define culture as a sort of 'software of the mind'. Accordingly, every person carries patterned ways of thinking, feeling and reacting. These are partly unique and partly shared with others. The unique part belongs to the individual's personality level. The common part which belongs to the collective level taking into account that culture is a collective phenomenon and is shared at least partially with other people living in the same social group, either on the level of the family, or the group membership on the social class levels or the national levels. Thus, culture can be treated as the collective programming of the mind that distinguishes the members of one group or category of people from another.

The next part will address the case studies selected for analysis based on the previously exposed debates of how the users' culture, profession and background affects the creation of the spaces inside the home and the inside-out spatial relation. The two cases represent two different approaches for dealing with the spaces however, two main variables were not changed to reflect upon the possibility of creating totally different approaches will maintaining the profession of the users. In addition to this, both houses are located in Cairo's suburb, 6th of October, and were custom-made homes not modeled houses. The analysis which is based on the architect's interview will cover three main points, first the social profile, second the spatial organization of the main living space and third is the relation between the inside and the outside spaces.

3.1. Case Study One: The Home of an Architect

This case study chosen for analysis here will represent the values of aesthetics created by an architect who designed his own home for his family, with an annexed studio and a guest suite. The analysis will cover the previously stated points, the social profile, the inside-out relation and the concept of the inter-relation between the main living room space and the hobby spaces.

3.1.1. Social Profile

The home accommodates a family of four members and possible visits from parents. The social profile of the users are the architect who is also a professor and needs space for the work meetings or design production inside the home, however, without a compromise of the privacy of the spaces for his wife and two daughter, who mainly do most of the activities in the

living room and the outside garden and swimming pool. The architect also needed a space for his hobby, playing squash inside the home. In addition to this, a separate however linked to the home guest suite was required for the parents who pay short visits.

This profile affected the design of the home through several main points, first the need to create an annexed studio space within the home complex which has access from the outside and interesting views, without compromising the private spaces of the rest of the family members. This was solved architecturally via the space shown below, (fig. 2) in which the studio is linked as a separate mass to the outside entrance and the main entrance of the home. To achieve a more valuable addition of the annexed the studio, the roof was utilized for photovoltaic panels, which add a sustainable dimension to the design.

The other main players which affected the design were the possibility of receiving guests as parents of the architect, whose guest suite was preferred to be located within the same mass as the home, visually linked to the main recreational spaces, however, maintaining their privacy. Thus, a studio was added on the second floor as shown below (fig. 3), accommodating the living room, the workspace of the parents, and the private kitchen all as one open plan design, with a private entrance from the main lobby space of the rest of the home.

3.1.2. Inside-out relations

The main concept behind the design of the inside-out relation as presented in the architect's sketches displayed below and the outcome of the realistic design, (figs. 4-7) is to create a dynamic link to the outside environment through several aspects. First the creation of extended terraces linking the main reception area, the living room and the guest suite with the outside pool area and garden. From another side, maintain the maximum privacy of the living room which is this case is located in the basement level, in direct contact visually and functionally with the pool but not compromising exposure.

3.1.3. Main Living spaces and hobby spaces

The heart of the home, or the main living and hobby spaces are linked internally as shown below (figs. 8-11). The design was targeting the maximum utilization of the functional and energetic space while maintain the conservative background of the users and the aim to create privacy in the shadows of the dynamic use of the household. Thus, as shown below, the basement level links the living room to the everyday kitchen of the home all in one open plan setting. The privacy was maintained by the extension of the upper terraces, as well as the segregation of the reception and studios in different levels.

3.2. Case Study Two: The Home of a Newly-wed

This case study embodies a different approach of how architects deal from a spatial organization aspect with the varying need of clients. The case study exposed below is a home tailored for the needs of a newly married couple whose social profile will be exposed below to analyze how this affected the design.

3.2.1. Social Profile

The users whom the architect dealt with in this case were both fresh graduates who adopted a more introvert approach of creating all the needs of the home and hobbies, such as sketching and reading inside the home with lesser interaction with the outside environment. There were no frequent visitors expected thus there was no need to create a guest space. Also both worked independently outside the home, so merely a space for home activities was required not a formal meeting space with outsiders.

3.2.2. Inside-Out Relations

Based on the social profile explained above, the inside space was created as a triple height vertical open space linking the heart of the home with the livable spaces. This was more or less a re-interpretation of the inner courtyard of old homes, yet, through a contemporary encounter. It was appreciated by the users to limit the horizontal extensions via open terraces, however, on the contrary to create several openings to enhance natural light, shades and shadows in the inner spaces. In addition to this, it was required to create extended walls for hanging photos or sketches and books. Since all the spaces are introvert space, it was essential for the architect to create a dynamic inner space to provide an aesthetic experience in the inside. This was created as shown below (figs. 12-14) by maintaining the inner heart of the home visually and spatially linked to the main pitched roof experience of the home.

3.2.3. Main Living Space

The main living space of the home was in need to be linked to the workspace visually as shown below (figs. 15, 16). This was enhanced through an open plan strategy adopted by the designer, to interrelate the horizontal connectivity of the spaces with the vertical visual connectivity. From another side as was shown in the figures above, the open plan of the first floor connected the daily pantry space with the living room to maintain a utilitarian flexibility for the users.

4. Discussion

Based on the previously studied literature review and the analysis conducted on the two case studies maintaining the same variables of being custom-made homes in Cairo's suburbs, great variation can be tackled here as to the influence of the client's needs and cultural traits on the design of the homes. Primarily are the horizontal and vertical settings of the homes, based on the life patterns and activities of the user. The first case in which the home accommodates complicated hierarchies of users each with different requirements and activities provided a challenge for the architect to create a dynamic complex which inhibits several spaces visually connected as one home yet totally varying in treatments in the scale of the horizontal connectivity.

From another side, the second case study reflected a lesser complexity of uses; however, the main challenge for the architect was to create a dynamic inner space which aids in the patterns, lifestyle and activities of the users. This was maintained through the introvert yet flexible and dynamic horizontal attachments of spaces.

5. Conclusion

The paper aimed to highlight a very important dilemma in the contemporary expansions of suburbs which is the personal variations of client's needs and culture in their home Vs the canned houses created by the real estate developers in which the user is merely offered models to choose from without any tailoring to the specific needs of the client in this category of homes.

The literature review highlighted that what we are suffering now in Cairo's expansions to the East and to the West was more or less similar to the European dilemma post World War II, reacting in the prefabricated canned houses. However, it is clear that personal differences of clients create richer built environments and provide an opportunity for limitation of the chaotic reactions in the built models seen in several gated compounds around Cairo. All this can be created within the already provided economics, however, merely providing quality of the built product.

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Figure 1, Le Corbuseir's Villa Savoy, https://www.khanacademy.org/humanities/ap-art-history/later-europe-and-americas/modernity-ap/a/corbusier-savoye, 2017.

Figure 2, The Architect's Annexed Studio, Author, 2017

Figure 3, The Architect's Parents Guest Suite Located in the last floor, Author, 2017

Fig. 4, Architect's sketch of the vision of linked terraces, Author, 2017

Fig. 5-6, Architect's sketches and vision Vs achieved building, Author, 2017.

Fig. 7, Extended Terraces linking outside spaces with the reception and guest house, Author, 2017.
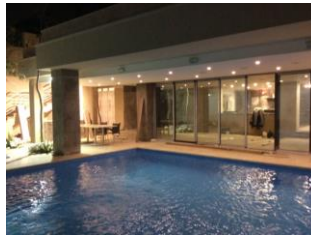
Figs. 8-9, Functional Hobby Spaces attached to main living room, Author, 2017.

Figs. 10-11, Living room space connected with the kitchen in a direct open plan setting with the pool level, Author, 2017

Fig. 12, Main vertical inner space linking the main spaces of the home, Author, 2017

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Figs. 13-14, Main vertical connections linking visually the different workspaces, the living room and the open space, Author, 2017.
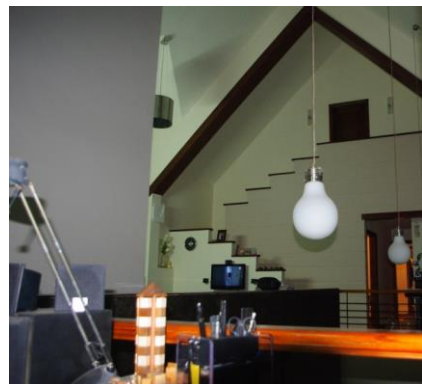
Figs. 15-16, The living room acting as the heart of the home horizontally connected to the workspace and vertically connected the open inner space, Author, 2017.

The Characteristics of Discourse in Pocapan Gara-Gara (a Case Study of Tristuti Rahmadi Suryasaputra's Scripts)

Suratno

Abstract

The use of the Javanese language in the *discourse of pocapan gara-gara* (DPG) by Tristuti Rahmadi Suryasaputra includes various linguistic tools, namely: (1) The use of informal means for communication goals as to be attractive and comprehensible and so that the messages conveyed are easily captured by the audience. This encourages the presence of code mixing, interference, linguistic elements, and the shortened forms; (2) The situational aspect, which includes the speaker, hearer, situation, and the choice of topic, which in turn consists of social, moral educational, cultural, and political topics. The goal of the utterances in DPG is to convey social criticism, to give suggestions and reminders to the hearer (H), and to present satirical remarks about current or actual events.

Keywords: informal style, situational aspect, and discourse goal.

A. Introduction

Man cannot be separated from language since language is always used to form thoughts, feelings, and desires, and acts as a tool for conveying meaning or for communicating with other people (Samsuri in Wijana 2006:163). We can imagine how difficult it would be, without language, for a person to express his or her thoughts, feelings, desires, and opinions. Language is also believed to possess power, and for this reason, a person can use language according to his or her own wishes. Hence, the power of a spoken event can be used by the speaker for various different media in accordance with his goals, such as influencing, ordering, inviting, informing, advising, criticizing, educating, or enlightening the interlocutor.

If we look closely, we can observe various functions of language in an utterance. Mey (1983) states that the context of a spoken situation which forms the background to the manifestation of an utterance is influenced by two things, these being social context and societal context. The former refers to the language that appears as a result of communication and interaction between members of a community which is characterized by a highly specific social and cultural background. It consists of gender, age, level of education, social and economic status, background of the mother language, ethnicity, personality, and so on. The latter is determined by the relative social status of each member of society within the social institutions existing in a particular society and social environment. Therefore, social context is based on solidarity, while societal context is based on the power and authority of the speaker.

Likewise, Leech (1983: 13) emphasizes the context of the background of understanding and the context of the speech situation of the speaker and hearer. The context of the situation taken into consideration includes: the speaker and hearer, the physical and social environment, the goal of the speech, the illocution, and the speech itself. Fisherman (1972: 15) meanwhile, states that the factors determining the realization of a speech act include who is speaking, who is being spoken to, and when the speech takes places.

According to another language expert, Sudaryanto (2004), the determinant of manifestation of an utterance is essentially based on four aspects, namely who is speaking, who is being spoken to, the relationship between the speaker and the hearer, and the topic of the conversation. In connection with this, the motivation of the speech act is also related to the aspect of appropriate language use. This is mentioned by Austin (1962), stating that the use of language in communication involves a number of aspects, namely: 1) what is being communicated, 2) the goal of communication, 3) the person being engaged in the communication, and 4) the place in which the communication takes place.

The determinant of the meaning of an utterance is described in detail by Poedjosoedarmo (1985) using the abbreviation *OOE MAU BICARA* 'Hi I wanna talk', which stands for: 1) *O1* (the speaker), 2) *O2* (the hearer), 3) emotion, 4) meaning and goal, 5) the presence of *O3* (the third party) and other items, 6) order of speech, 7) subject being discussed, 8) instrument,

9) nature of the speech, 10) scene of the speech, 11) register, and 12) rules. This is on the same lines as Suwito's statement (1985) which states that an act of speech in communication is influenced by: 1) place, 2) mood, 3) participants, 4) goal, 5) opportunity, 6) rules, 7) tone, 8) style, and 9) genre.

Within the sociolinguistic concept, language is influenced by the structure of its society. The structure of the society in turn is also influenced by a number of factors, such as who is speaking, with whom, where, when, and for what. Taking these factors into consideration, it is not possible to use the term "single style" speaker" that was introduced by Bell (in Wijana, 2006: 5-6):

"There are no Single Style Speakers of a language because each individual controls and uses a variety of linguistic styles and no one speaks in exactly the same way in all circumstances.

Based on the statement above, there are a number of variations of language, such as style (formal or informal), speech level, register, dialect, and sociolect. According to Kencana, language has three main functions, namely as a tool for cooperation, communication, and self-identification (in Wijana 2006: 6). The use of language as a tool of communication includes the use of language to involve the individual attitude of the speaker (including the *dalang* 'puppet master') in a social relationship related to interactional function. The *dalang* is a very important figure in a shadow puppet theatre or *wayang* performance. For this reason, he is the only person responsible for the success of a *wayang* performance. The above function is to send a factual and proportional message. In a speech event, the main use of language is to form and provide a social relationship. This is in accordance with Nababan's statement about the function of language (in Wijana 2005: 6) which says that the function of language is to communicate, or to act as a tool to preserve an association and relationship between people so as to form a social system or society.

One of the applications of language as a communication tool is its use by the creator or composer of a script for a shadow puppet play, namely *Tristuti*, for a performance in Bandung by Manteb Soedarsono. The scripts of plays by Tristuti Rahmadi Suryasaputra (hereon referred to as *Tristuti*) have for more than the past ten years succeeded in influencing numerous *dalangs*, including popular *dalangs* (Anom Suroto and Manteb Soedarsono), local *dalangs*, beginners, and even graduates from higher educational institutions in arts in Surakarta. This influence has spread throughout Central Java, the Special Region of Yogyakarta, and some parts of East Java, as well as a number of areas outside Java. The *janturan*, *pocapan*, and treatment of scenes by Tristuti have influenced *dalangs* as a result of the socialization of the two popular *dalangs* mentioned above.

One particularly noticeable aspect of Tristuti's scripts is the distinctive nature of the language used. Tristuti has a specific form, style, and character of language, in particular in the use of *pocapan* and *janturan*. In the world of shadow puppet theatre, there are two kinds of description of the situation and a character, namely *janturan* and *pocapan*. The former refers to the description of the events that a character or number of characters experience, accommodated in a particular scene and accompanied by a musical composition or *gending*. Meanwhile, the latter refers to the description of a character's mood or inner situation. This may be portrayed with or without musical accompaniment. In addition to having a unique character and colour, Tristuti's scripts are felt to be more communicative to the audience, especially in the narration about a place, situation, or character.

In general, Tristuti's *pocapan* in the *gara-gara* scene are humorous and fresh. The *pocapan gara-gara* to be discussed in this paper contains a description of a situation of turmoil. This *pocapan* was composed for a performance at the PPI building in Bandung by the *dalang* Manteb Soedarsono with the story of *Durna Gugur* 'The death of Durna'*,* on 19 August 1994. The *pocapan* describes an age of destruction, full of artificiality, insults, and immoral acts that are becoming increasingly rampant. This *pocapan* ends with the hope that all people in this world will remember important moral teachings and remain faithful to God's words.

Since the texts for the *wayang* plays written by Tristuti are used widely by the two popular *dalangs* Anom Suroto and Manteb Soedarsono, many young *dalangs* who emulate their style are also indirectly using the *wayang* texts of Tristuti. Hence, Tristuti's *wayang* texts have become an interesting phenomenon to study. This is also due to the fact that they have managed to replace the existence of other *wayang* texts.

The *Gara-Gara* scene is the first scene in the second act of a performance, or the section in *pathet sanga*, and in this scene the *dalang* introduces the *Panakawan* clown servants who engage in witty banter while awaiting their master to arrive, usually interspersed with various jokes and the latest musical compositions. The *Gara-Gara* scene is one of the most popular parts of a performance and is eagerly awaited by the audience. The position of the *dalang* in the *Gara-Gara* scene

is that of an entertainer, following the audience's enjoyment of the dialogue in the first section (*pathet nem*) which is of a more serious nature. The *Gara-Gara* takes them to a more relaxed situation and relieves the earlier tension of the performance. The DPG by Tristuti has a unique character if compared with the DPG of other *dalangs*.

The writer (O₁) designed the DPG to respond to various social issues, criticisms, and hopes and expectations for a better life. The writer uses the medium of language to communicate with the reader or the listener by communicating in two different forms, namely direct communication and indirect communication. The former occurs when the script is performed in front of an audience while the latter uses the medium of a script (as reading material). The linguistic medium used by Tristuti in DPG uses an informal style and situational aspects.

Based on the above phenomena, the study focused on the following questions:

How does Ki Tristuti make use of the informal style in the DPG?

How does Ki Tristuti make use of the situational aspects in the DPG?

What is the goal of Ki Tristuti's utterances in the DPG?

B. Discussion

1. Use of Informal Style

The use of language style, especially in artistic communication, is not always limited to a formal language style. Script writers such as *Tristuti* also often use informal language styles so as to be more communicative with the audience. The use of different styles also takes into consideration the compatibility with the situation and conditions. Communication here means to whom, for what purpose, and under what conditions the DPG is presented. The use of an informal language style in DPG is based on a number of factors, such as: (a) the socio-cultural background of the writer and the reader or audience, (b) the situation and conditions surrounding the communication event between the two speech participants, and (c) the fact that the writer (O₁) and the audience (O₂) are Javanese, specifically from Central Java, and more specifically from the city of Surakarta. As such, the use of an informal language style in DPG makes use of various media and linguistic forms by taking elements of the Indonesian language in accordance with its goals and adapting them to the situation and conditions. The use of informal styles includes: forms of code mixing, interference, linguistic elements, and use of contraction.

Code Mixing

Code mixing is a linguistic practice which combines two or more different languages, by including elements from one language into another language. These elements no longer have their own function, as explained by Suwito (in Wijana, 2006: 171). Code mixing may be in the form of single words, the repetition of a word, groups of words, idioms, or clauses. Tristuti's DPG contains code mixing in the form of single words, as seen in the following utterances:

Ngabotohan sadhéngah papan, êndêm-êndêman sadalan-dalan (12/11). *Akibaté **perkelahian, pembunuhan**, lan **pemerkosaan** dumadi ing ngêndi-êndi panggonan* (14/11)

'Gambling everywhere, getting drunk on every street. As a result there is **fighting, killing,** and **rape** happening everywhere'

Utterance (1) shows an incidence of code mixing in the form of single words. The words ***perkelahian, pembunuhan***, and ***pemerkosaan,*** which belong to Indonesian language, are mixed with Javanese Language in order to generate informality within the utterance. Besides, the reason is that the shadow puppet performance was taking place in Bandung, in which non-javanese people live, so Indonesian words were used in order to be communicative to the viewers. This was intentionally done by the writer who wished to express his feelings to audience effectively.

Interference

According to Suwito (in Wijana 2006: 181), interference is in principle the use of an element from one language in another language that is being used by the speaker. If we look at the rules of language, this is a language deviation. From the point of view of language rules, interference should be minimized as far as possible. Interference in DPG is particularly practiced in a morphological level, or to single words. Examples can be seen in utterances (2) and (3) below:

*Wong pintêr dikrincung nganti pêngung, sing bodho diugung dadi priyagung barêng kuasa kumlangkung, nyêkêl gawéyan 'ra tau rampung, cak-cakané kaya tumênggung, yèn **dikritik** ngêtokké pênthung, sênêngané mung digunggung.* (18/III)

'A smart man is tricked, making him half crazy; a fool is flattered into becoming a high official, after gaining power he becomes proud, his work is never finished, he acts like a regent, if criticized he becomes angry, he wishes always to be exalted.'

*Pangwasa 'ra kêndhat nindhês rakyat, sing béda **pendapat** dibabat, dianggêp dadi **penghambat** dituding dadi usrêg masyarakat* (24/1V)

'A ruler always suppresses the people, those with a different opinion are cleared away, considered as obstacles, accused of causing unrest among the people.'

Utterances (2) and (3) contain interference on the word *dikritik* in utterance (2), and the words *pendapat* and ***penghambat*** in utterance (3). According to the rules regarding the proper and correct use of the Javanese language, this is a deviation or interference in the use of the Javanese language. This does not mean that the writer does not know or understand the concept of correct Javanese. Rather, it is intentional and aimed at enhancing the communicativeness and expressiveness of the utterances.

Use of Linguistic Elements

Language styles, according to Soewandi (in Wijana, 2006: 184), are based on linguistic principles and can be distinguished as either complete styles or incomplete styles. If the discourse is an integral unit with special and complete characteristics, it is referred to as a complete discourse. These characteristics include all linguistic elements, namely: writing and spelling, pronunciation, vocabulary (forms and types), word structure, phrase structure, use of sentences, and discourse. The category of complete styles includes the language styles which convey knowledge, facts, opinions, information (journalistic), and other language styles that are used to convey something in an expressive way.

Based on Soewandi's statement, the DPG utterances fall into the category of complete discourse due to the fact that they also contain linguistic elements, namely: writing and spelling, vocabulary (forms and types), word structure, phrase structure, use of sentences, and have the form of discourse. For a clearer picture, see the example below:

Wulang agama ora dipêrcaya, anak padha wani wong tuwa, panguwasa gandhèng rèntèng karo durjana, mula adil makmur 'ra bisa warata. (6/1)

'Religious teachings are not believed, children rebel against their parents, officials are friends with criminals, hence justice and prosperity are not enjoyed by everyone.'

Utterance (4) makes use of linguistic elements from the level of words, sentences, vocabulary, and intonation in order to create an integrated and complete discourse. It contains a place for speech which constructs a complete discourse. The four sentences: (4a) *Wulang agama ora dipêrcaya* 'Religious teachings are not believed', (4b) *anak padha wani wong tuwa* 'children rebel against their parents', (4c) *pangwasa gandhèng-rèntèng karo durjana* 'the rulers make friends with criminals,' and (4d) *mula adil lan makmur ora bisa warata* 'hence justice and prosperity are not enjoyed by everyone' are made up of words, phrases, and vocabulary so as to create an integrated discourse which contains facts and the *dalang's* opinions which are expressively conveyed.

Use of Contraction

The informal style employed in DPG is also generated by the use of contracted Javanese words, in the form of a shortened word, an acronym or an abbreviation According to Moeliana (in Wijana, 2006: 186), an acronym is an abbreviation which uses the first letters of words, the combination of words, or a combination of letters and syllables from a series of words that are needed to make a word. In the utterances of DPG there are combinations of syllables taken from a series of words that are needed to form a word. An example of this can be observed in the sentence below:

*Gara-gara mênangi jaman édan mèlu édan atiné '**ra** têkan, yen '**ra** mélu mêsthi kapiran* (9/11)

'The commotion in facing such an insane era, we can't bear to go crazy too, but if we don't we will starve'

*Tundhoné '**dha** lali Sang Maha Agumg* (19/111)

'As a result, everyone forgets about God the Almighty'

In utterances (6) and (7) we find word contractions of Javanese words **ora** to become ˈ**ra** 'not' and the word **padha** to become **'dha** 'all'. By using such a contracted form, the writer of DPG can generate an informal style in her discourse.

2. Use of Situational Aspects

In the communication between the speaker (O1) and the reader/audience (O2), in order to connect, both parties must have a similar degree of background knowledge in order that the speech conveyed by (O1) will be understood by (O2). Situational aspects include all the background knowledge of the writer (O1) and the reader/audience (O2). According to Leech (in Wijana, 2006: 189), situational aspects are all the physical aspects and social setting. Fatimah, meanwhile (in Wijana, 2006: 189) describes situational aspects as: the situation of the speaker, listener, time, place, scene, topic of speech events, form of message or advice, code, and channel.

Based on this description, the situational aspects to be considered in the DPG will focus on a number of situational aspects, namely the situation of the speaker (writer or O1), the situation of the listener (O2), and the topic.

2.1 The Situation of the Writer (O1)

The speaker or the writer of DPG is a puppeteer or *dalang* who has a strong background in Javanese culture and comes from a family of other *dalang*. Tristuti studied at SMA B Negeri High School in Semarang and graduated in 1957, subsequently working as a teacher at SMA Purwadadi for a while. Tristuti's educational progress was closely related to the encouragement and guidance of his stepmother, Wilhelmine Vrederik Wenskhenk, a Dutch lady who married his father (Purbo Asmoro, 2004: 21-22)

2.2 The Situation of the Listener (O2)

The participants of the discourse in the DPG consist of the writer who acts as the speaker, and the reader who acts as the listener, and in a communication relationship, the two parties have a relationship as the one who conveys the message (communicator) and the one who receives the message (communicant). The reader, or in this case audience of the DPG at the performance in Bandung consisted of people from a variety of different social backgrounds, including Java, Sunda, and Sumatra, but the majority were clearly Central Javanese people who were working in Bandung. Hence, the majority of the audience (O2) had a background knowledge of Javanese language and culture.

2.3 The Situational Aspect of Topic

Script writers such as Tristuti undoubtedly has a special ability to read the signs of the age, in the sense that she has the skill to create discourse that is interesting, actual, and related to the current phenemenon or issues in Indonesian society. As we look at the topics contained in the DPG, we can see that these include social, moral education, cultural, and political topics.

2.3.1 Social Topics

The data of DPG describes the information contained in the script, and given by the speaker (O1) to the audience/reader (O2), about the unnatural social situation in the present day. The speaker describes the situation of an age that is in turmoil full of artificiality, insult, and immorality that are getting increased day by day as in javanese community as we can look at utterances (8) and (9).

(8) *Gara-gara tan bisa kêndhat malah dadi saya nékat, jagat sangsaya bêjat, akèh janma 'ra wêdi kuwalat.*

'The commotion will not end soon but rather become even worse, the world is becoming more depraved, many people are no longer afraid of being struck by a curse or calamity as a result of breaking a taboo'.

Saréngat dianggêp kêparat, jajil laknat dadi sahabat.

'Islamic law is considered paganism, the cursed Satan is befriended'.

2.3.2 Topics on Morality

The speaker (O1) gives information which reminds people not to be enticed by a situation that is filled with (temporary) artificiality but rather to pay attention to God's word so that the world will become a more peaceful place, as for example in utterances (10) and (11).

(10) *Wêdia ing pêpacuh Gusti kanggo nggayuh hayuning bumi amrih antuk swarga adi* (30/V)

'Fear the prohibitions of God, for the sake of the world, in order to attain true heaven'

(11) *Barênga mêmuji, ing bumi kêbuka pakarti suci, naluri héwani dadia budi insani,…* (32/V)

'Let us pray together, that the world be filled with pure and holy acts, that those with bestial desires turn into moral beings ......'

2.3.3 Cultural Topics

The reader/audience (O2) gains information from the speaker (O1) through utterances which describe the limitations of the artist in his concern for the situation described, as in the utterances (12) and (13).

(12) *Gara-gara saya ndadi, sing crita mbacutké ora wani* (28/V)

'The turmoil continues to get worse, the speaker dares not to continue'

(13) *Garapan dhalang mung nggêgulang sêni, pamrihé mung sawiji padha balia mênyang piwulang agami* (29/V).

'The work of the *dalang* is only a work of art, there is only one left that is awaited, let us remember once again the religious teachings'

2.3.4. Political Topics

Political topics are used as themes in the DPG, amongst other to describe the discriminative actions of those in power, the inclination of people to side with officials who only think of themselves, and to make the most of opportunities that arise while they get the chance and are in power. This can be seen in the sentences below:

(14) *Wong bêcik 'ra kêtitik wong ala disubya-subya* (5/1)

'Moral people are ignored, evil people are applauded'

(15) *Pêngadilan 'ra bisa jalan, budaya suap wis dadi sêga jangan jalaran pangwasané nêrak tatanan* (14/11)

'Justice cannot be upheld, the habit of bribery has become a day to day occurrence because officials fail to obey the rules'

(16) *Jamané jaman ngaji mumpung* ....(16/111)

'It is the age when people make use of opportunities and circumstances .....'

3. Goals of the Discourse

The discourse goals conveyed by the writer based on the utterances wihin the dialogues between the charracters in the DPG can be presented as follow:

Conveying social criticism about a situation experienced by the speaker, from the point of view of the speaker. Examples of utterances conveying social criticism can be found in the followings:

(17) *Wong bêcik 'ra kêtitik wong ala disubya-subya* (4/1)

''Moral people are ignored, evil people are applauded'

(18) *Kabèh janma mung nguja hawa, sing baku sêdyané tumêka 'ra maèlu marga kang utama* (5/I)

'Everyone gives a free reign to passion, the important thing is to achieve ones desires, so people ignore the noble way'

(19) *Wulang agama ora dipêrcaya, anak padha wani wong tuwa, pangwasa gandhèng rèntèng karo durjana, mula adil lan makmur 'ra bisa warata* (6/I)

'Religious teachings are not believed, children rebel against their parents, officials are friends with criminals, hence justice and prosperity are not enjoyed by everyone'

Pêngadilan 'rabisa jalan, budaya suap wis dadi sêga jangan jalaran pangwasané nêrak tatanan (14/II)

'Justice cannot be upheld, the habit of bribery has become a day to day occurrence because officials fail to obey the rules'

 Jamané janma ngaji pumpung, adol gêndhung (III/16)   'It is the age when people make use of opportunities, give priority to pride'

The speaker intends to give advice, and reminds the listener (O₂) to return to a path of obedience to God's teachings. Examples of utterances that are related to this are as follows:

Garapan dhalang mung nggêgulang s*êni, pamrihé mung sawiji, padha balia mênyang piwulang agami* (29/V)

  'The work of the *dalang* is only a work of art, there is only one left that is awaited, let us remember once again the religious teachings'

Wêdia ing pêpacuh Gusti, kanggo nggayuh hayuning bumi amrih antuk suwarga adi (30/V)

  'Fear the punishment of God, for the sake of peace in the world, in order to attain true heaven'

(24) *Élinga sing padha lali, amrih rahayu sagung dumadi* (31/V)

'Remember, all those who have gone astray, so that all creatures will be saved'

Barênga mêmuji, ing bumi kêbuka pakarti suci, naluri héwani dadia budi insani, adil makmur bisa warata murni, ora kandhêg ing sanubari (32/V)

'Let us all pray, that this world be filled with pure and holy acts, bestial desires turn to moral conduct, so that justice and prosperity are enjoyed by all, not only in our minds'

The speaker conveys satirical comments about things that are happening today, when insolence is becoming a cause for concern. This can be seen in the following examples:

*Wong pintêr dikrincung nganti pêngung. sing bodho di ugung dadi priyagung barêng kuasa kumlangkung, nyêkêl gawéyan 'ra tau rampung, cak-cakané kaya tumênggung, yèn **dikritik** ngêtokké pênthung, sênêngané mung digunggung.* (18/III)

'A smart man is tricked, making him half crazy; a fool is flattered into becoming a high official, after gaining power he becomes proud, his work is never finished, he acts like a regent, if criticized he becomes angry, he wishes always to be exalted'

Tumindaké kaya sétan awut-awutan, 'ra nggagas pêpacuh Tuhan (11/II)

'His behaviour is like the devil, knowing no rules, no longer caring about God's prohibitions'

The speech of DPG has a mission or goal to convey ideas, thoughts, and expectations that those in power will change their attitudes and return to their real job of bringing prosperity to the people and preserving world peace. All these are related to all the problems that are spoken.

C. Final Note

As`the final remark, the popular DPG written by Tristuti are mainly substantiated by the social criticisms as well as social concern about the present negative circumstances in Javanese society, which is well-known for its politeness. On one hand, the Javanese community longs for values ensuring a life that is full of harmony and balance, so that in general they repress or sacrifice their own wishes or concerns for a greater benefit. On the other hand, in day to day reality we often encounter immoral acts (killing, rape, fighting, corruption, and so on). Thus, it appears as though people are no longer abiding by social values and norms of javanese people. In reality, there is a strong tug between the action that is expected and the ideal that should be met, while on the other hand what is actually taking place in society is far from what is desired. In addition, prosperity is still a long way from being enjoyed by the lower classes, and many people are still unable to afford the high prices of staple commodities.

The DPG by Tristuti describes that moral values are no longer being upheld by society. Likewise, people no longer care about God's prohibitions or commandments, and as a result, immoral conduct is rife. This also affects the behaviour of officials so that the justice and prosperity that the people long for is still a long way from being achieved. The description ends with the hope that everyone will remember and continue to fear God, so that they will attain happiness in the world and the hereafter. In addition to describing the situation that the writer has witnessed himself, Tristuti's DPG also criticizes

all the unnatural actions that are occurring in society today. This is depicted in the ever decreasing values of courtesy, religiosity, and justice.

Tristuti's DPG describes the unnatural situation in the world and has the goal of helping to improve or create a better world. The work has a background in the Javanese language and culture. As such, it can be concluded that the emergence of ideas, thoughts, or concepts are due to the sense of dissatisfaction felt by the writer (O_1) regarding the present situation. Another goal of the work is to criticize, satirize, give suggestions, and remind the listener or all those concerned with the topics presented. From a contextual point of view, DPG manages to create a lively, fresh, light, attractive, and communicative effect on the reader/audience (O_2).

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Appendix

Discourse in the Pocapan Gara-gara by Tristuti Rahmadi Suryasaputra

I

1 *Gara-gara anapaki tandha-tandha jaman*.

'Commotion follows the signs of the age'.

2 *Gara-gara jaman Kaliyoga, jaman kang waton béda, kêbak sandiwara*.

'Commotion in the age of Kaliyoga, an age full of attitudes that wish to be different, full of drama'.

Kabèh dadi sulaya.

'Everything is a mess'.

Wong bêcik 'ra kêtitik, wong ala disubya-subya.

'People with morals are disregarded, evil people are applauded'.

5 *Kabèh janma mung nguja hawa, sing baku sêdyané tumêka, 'ra maèlu marga kang utama.*

'Everyone gives a free reign to passion, the important thing is to achieve ones desires, so people ignore the noble way'.

6 *Wulang agama ora dipêrcaya, anak padha wani wong tuwa, pangwasa gandhèng rèntèng karo durjana, mula adil lan makmur 'ra bisa warata.* 'Religious teachings are not believed, children rebel against their parents, officials are friends with criminals, hence justice and prosperity are not enjoyed by everyone'.

7 *Sing miskin tambah sangsara sing sugih saya numpuk bandha*.

'The poor suffer more and more misery, the wealth of the rich piles higher and higher'.

Gara-gara ora bisa mêndha, malah dadi andadra.

'The commotion cannot subside, but becomes even worse'.

II

9 *Gara- gara mênangi jaman édan, mèlu édan atiné 'ra têkan, yèn 'ra mèlu mêsthi kapiran.*

''The commotion in facing such a crazy era, we can't bear to go crazy too, but if we don't we will starve'.

10 *Wêdi ora kumanan, mula kabèh 'dha dadi wong édan, kanggonan mélik sing tanpa paitan, pamrihé kabèh pêpénginan bisa kêturutan, 'ra nggagas gawé tunané liyan.*

'For fear of not getting what they want, many people lose their minds, they have many expectations but no assets, their goal is for all their desires to be fulfilled, but they do not care about the suffering of others.

11. *Tumindaké kaya sétan awut-awutan, 'ra nggagas pepacuh Tuhan.*

'His behaviour is like the devil, knowing no rules, no longer caring about God's prohibitions'.

Ngabotohan sadhéngah papan, êndêm-êndêman sadalan-dalan

'Gambling everywhere, getting drunk on every street'.

Akibaté pêrkêlahian, pêmbunuhan lan pêmêrkosaan dumadi ing ngêndi-êndi panggonan.

''As a result there is fighting, killing, and rape happening everywhere'.

14 *Pêngadilan 'ra bisa jalan, budaya suap wis dadi sêga jangan, jalaran pangwasané nêrak tatanan.*

'Justice cannot be upheld, the habit of bribery has become a day to day occurrence because officials fail to obey the rules'.

III

Gara-gara durung rampung, malah kêdlarung-dlarung.

'The commotion is not over but is becoming even worse'.

Jamané janma ngaji mumpung, adol gêndhung. 'The age when people make use of opportunities, give priority to their pride'.

Kabèh sarjana dadi panji klanthung, lonthang-lanthung turut lurung.

'Many university graduates cannot find work and roam the streets'.

Wong pintêr dikrincung nganti pêngung, sing bodho diugung dadi priyagung barêng kuasa kumungkung, nyêkêl gawéyan 'ra tau rampung, cak-cakané kaya tumênggung, yèn dikritik ngêtoké pênthung, sênêngané mung digunggung.

''A smart man is tricked, making him half crazy; a fool is flattered into becoming a high official, after gaining power he becomes proud, his work is never finished, he acts like a regent, if criticized he becomes angry, he wishes always to be exalted'.

19 *Tundhone 'dha lali Sang Maha Agung.*
'As a result, everyone forgets about God the Almighty.'

IV

Gara-gara 'ra dadi suda malah saya ndadra.

'The commotion does not subside but gets even worse.

Gara-gara tan bisa kêndhat malah dadi saya nékat, jagat sangsaya bêjat, akèh janma 'ra wêdi kuwalat.

"The commotion will not end soon but rather become even worse, the world is becoming more depraved, many people are no longer afraid of being struck by a curse or calamity as a result of breaking a taboo'.

Saréngat dianggêp kêparat, jajil laknat dadi sahabat.

'Islamic law is considered paganism, the cursed Satan is befriended'.

Sing mlarat saya kêsrakat, sing sugih ngêmpyaki jagat.

'The poor become even poorer, the rich are on top of the world'.

Pangwasa 'ra kêndhat nindhês rakyat, sing béda pêndapat dibabat, jalaran dianggêp dadi pênghambat dituding dadi usrêg masyarakat.

'A ruler always suppresses the people, those with a different opinion are cleared away, considered as obstacles, accused of causing unrest among the people'.

25 *Sanadyan ana waskat, ning ora kétok mripat.*

   'Despite careful supervision, their work is not effective'.

26 *Kabèh padha nékat nganti 'ra béda endi pêjabat endi pênjahat.*

   'Everyone becomes reckless, there seems to be no difference between criminals and officials'.

27 *Sêbab para penggêdhé 'ra patut dadi kéblat.*

   'Because officials do not deserve to be followed'.

V

28 *Gara-gara saya ndadi sing crita mbacutaké 'ra wani.*

   'The commotion becomes even worse, so that the speaker dares not to continue speaking'.

29 *Garapan dhalang mung nggêgulang s*êni, pamrihé mung sawiji, padha balia mênyang piwulang agami.

   'The work of the *dalang* is only a work of art, there is only one left that is awaited, let us remember once again the religious teachings'.

30 *Wêdia ing pêpacuh Gusti, kanggo nggayuh hayuning bumi amrih antuk suwarga adi.*

   'Fear the prohibitions of God, for the sake of the world, in order to attain true heaven'.

31 *Élinga sing padha lali, amrih rahayu sagung dumadi*

   'Remember, all those who have gone astray, so that all creatures will be saved'.

32 *Barênga mêmuji, ing bumi kêbuka pakarti suci, naluri héwani dadia budi insani, adil makmur bisa warata murni, ora kandhêg ing sanubari*

   "Let us all pray, that this world be filled with pure and holy acts, bestial desires turn to moral conduct, so that justice and prosperity are enjoyed by all, not only in our minds'.

33 *Mugi tansah lêstari bangsa, nêgara, lan pêrtiwi*

   'May our country, nation, and motherland be long-lasting'.

   (Purbo Asmoro, 2004: 79-81)

Literary Translation between Albania and Spain, a Cultural Bridge between Two Countries

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Abstract

The present paper aims to evidence the literary translation as a cultural bridge between the two countries, Albania and Spain. It is a topic which has interests in terms of literary translation because the literary translation Albanian-Spanish and vice versa is a non-treated topic in our country. Literature is a bridge between the two countries and language possesses all the characteristics of culture, because when it is translated it is produced an exchange of linguistic systems. In this paper, we will present chronological data on the number of literary translations in both countries, respectively in Albania and Spain, and we will explain the importance of literary translation as a process that connects cultures, inasmuch as the literary translation aims to transfer literary or artistic experiences of a culture to another culture. Moreover, this paper will provide an overview of the impact of literary translation in both cultures, Albanian and Spanish.

Keywords: literary translation, culture values, Albania, Spain.

Introduction

An overview of Spanish in Albania

According to the report of Cervantes Institute of 2016, Spanish language is a native language for more than 472 million people and a second most spoken language in the world after mandarin Chinese.[1] Spoken in 21 countries, recently Spanish has become a language which is requested in Albanian schools and universities. Spanish became for the first time, part of the 'Asim Vokshi" high school curriculum in 1979-1980, to be interrupted after 4 years and then to be part of the curriculum again after 1990. Spanish was taught only in this high school until 2007. One year later, the Spanish embassy enabled the opening of the Department of Spanish in the Faculty of Foreign Languages, in the University of Tirana. With the opening of this department and the support of the Spanish embassy, the department could draw a cooperation project with some universities in Spain. Titled "'Fortalecimiento del Departamento de Español de la Facultad de Lenguas Extranjeras de la Universidad de Tirana', this Project was financed by the Spanish Agency of International Cooperation and Development (AECID). The Project planned programs that could come to help to the syllabuses, but also the specialization of the staff, and also the supply with necessary didactic materials, dictionaries, digital tables (boards), etc. In order to implement this Project, a very important part was on the cooperation with the International University Menendez Pelayo (UIMP). With the opening of the department of Spanish, the number of students enrolled was 40, the lowest number in the faculty. With the passing of the years, the number was increasing and today the number of students enrolled is 75, exceeding the number of students enrolled in Turkish, Greek or Russian. The interest of students to learn this foreign language is increasing, as it is increasing the number of students in other departments of the Faculty of Foreign Languages, who choose Spanish as a second language to learn.

Tendencies of translation, then and now (yesterday and today)

As we all know, from the practices of cultural communication, at different periods and places, translation has played an important role in human history development, in various relations among peoples, as well as in forwarding scientific and literary knowledge among them. Without translation, this great bridge of communication in the civilized world, this picture of extraordinary achievements in civilization, we wouldn't have the possibility to discover values of languages and spaces, at different periods of time and at different written models. Moreover, without the mediation of translation, as a possibility

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1El espanol: lengua viva. Informe 2016, Instituto Cervantes, http://ëëë.cervantes.es/imagenes/File/prensa/EspanolLenguaViva16.pdf

of communication extension, thus exchanging values, it wouldn't be possible for the cultural integration of different settings, as an edge of spiritual values intercommunication of different peoples and cultures.

Besides being an interconnectivity bridge, translation serves also as a mirror where there are generally reflected changes happened during the years, but also where the verification of achievements and changes of different cultures happened and also the process of mutual exchange happens. However, the discipline of translation of literary works is now a real scientific discipline with a well-defined object, what has enabled the contact of most important moments in culture, science and literature. We shall not forget that the symbol of this process is the Babel Tower, thus the need of people to "decode" messages different languages transmit. This made it possible that individuals, through translation, come into knowing the culture, literature and scientific achievements. Besides the great steps on the last years on intercultural, interlinguistic and interspatial relations and achievements in art, science, politics and economy, the real creator in translation, which is already a real scientific discipline and which works on bases of well-defined standards, is Saint Jerome, the father of the Church, who, even though being alone in Belen, in the end of the fourth century dedicated to the translation of the Bible in Latin, a task which took 30 years. With this oeuvre, he put the foundations of translation and the weaknesses of cultural intercommunication. As a theoretical result of this extraordinary and preliminary effort, but also as a result of the practice gained in translation, Saint Jerome left a legacy for the future of human civilization, a document which explains the tendency for interpretation, which is titled "Letter for Pammaquio".

In this uncommon letter of its kind, with wide mythological submissions and of an explicit nature, among many things, he speaks of the principles and methods of translation, with which he would build the first translation poetics: De optimo genere interpretandi (On the best way of translating). [1]

Writings on translation, as an interconnectivity bridge and as a communication picture, are as old as the century which forwards the Christian epoch. The need for communication among cultures made translation a window where to see the civilized world from. The writings of Cicero, Horacio and Saint Jerome (4th century A.D.) had a great influence on intercultural communication settings until the 20th century. [2]

They have enabled the developments in science, culture and literature, as a process without which peoples would not have the possibility to come into contact with progress. Even though the practices of translation date back many years, its study as a special discipline in the institutions of higher education do not date back than the second half of the 20th century. [3] It is noticed a great contradiction between translation as a living process, the contact with a different culture and the aspect of study, the diffraction and perfecting of communication methods through translation. On the other hand, this act has not been given the place deserved, as a means and extraordinary way of communication between edges of civilizations. After a very long way from century to century, from one stage to another, translation has the status of a special discipline, which is studied and analyzed scientifically only in the 20th century, carrying also the delays and unavoidable lacks. During 1950s and '60s of the last century, a translation study, far from the idea to be an autonomous discipline, was considered as a branch of applied linguistics. [4] At the end of Second World War, we find the first works which carry the problem of translation, as a practice and method which needs to be defined in all its aspects, as a clear situation when the debate started for the level of translating different works, for the methodology and various forms. Translation, even though it was considered as a sub-issue of linguistics, thus leaving it again under the shadows of linguistics, when in fact in its content, structure and function, with the aspects it represents, is broader and much more specific as a process. There are many ideas and discussions on translation, on the ways and models, but the right definition on its nature seems to be the one from the American linguist Eugene Nida: Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style. [5] Symbolized already as connecting bridges or as a necessary means for cultural exchanges and seen more as an unavoidable need which grows from day to day, translation as an open act and process is a worldwide phenomenon, which is studied in all its stages, but which seems that it hasn't still found an ultimate and complete definition. But, it is still in the beginnings of building a unity theory of translation, based on scientific foundations, able to clarify in all aspects – communicative, pragmatic, linguistic

1Salinas Viereck, Roberto, La traduccion como instrumento y estetica en la literatura hispanoamericana del siglo XVI, Universidad Complutense de Madrid, 2003, p. 43.

2Ajazi, Edlir, Aspekte teorike dhe praktike të përkthimit, Universiteti Tiranës, p. 2.

3Ajazi, Edlir, Aspekte teorike dhe praktike të përkthimit, Universiteti Tiranës, Tiranë, p. 2.

4Luis Estevez, Jose Alberto, Las traducciones escritas de letras de canciones: Bob Dylan en Espana (1971- 2006), Universidad de Laguna, Curso 2009/2010, Tesis Doctorales, p. 24.

5Nida, Eugene Albert, Language Structure and Translation: Essays, Stanford University Press, California, 1975, p. 33.

and especially aesthetic – that very complicated process which we call in a very simple term: translation. [1] Translation is a very complex process that implies the transmission of information between different languages, spaces and nations, which often encounters major difficulties of the nature of a single value, i.e. semantic and aesthetic compatibility of words of different languages, therefore, often used the expression traduttore / traditore, translator / traitor. In fact, the translation of any nature whatsoever, has its difficulties, especially when cultures are far from each other, not only geographically, but more on that civilization and cultural aspects. A good example of this can be the case when an Albanian interpreter tries to bring in Albanian translation of the fall of snow in Alaska, the coldest place in America, where the temperature can mark the -60 degrees Celsius, and the land itself has several kinds of descriptions for the word snow itself or the type of its fall. Many theorists in translation, already viewed it as a process that also consists of translation criticism, have explored the inside and tried to see it from an interdisciplinary, autonomous and scientific perspective, as an approach that enables expansion communication spaces with the process itself. Vinay and Darbelnet define translation as "transition from language A to B language to express the same reality" while Catford argues that translation represents "the replacement of textual material in another language." [2] While Eugenio Coserio is of the opinion that the translation from a linguistic point of view means to reproduce in another language, maintaining the unique and transforming what is inevitable. The philosopher George Steiner notes that translation is the behavior of the silent mode in the active state of a given situation or text, that happens in intercultural relations. Until the twentieth century translation was seen by more as an almost exclusively philological perspective, being away from the objective of the field representing. With the proliferation of Russian formalism, structuralism and subsequently, the translation concept continued to be treated in a manner distinct from linguistics, while the theory of communication led to the adoption of sociolinguistics and psychology related disciplines, which reassessed the translation act. Nowadays modern disciplines, such as comparative stylistics, comparative literature, semantics, grammar and systemic, communication theories, cognitive theories join the discipline in question, but none of them fully includes it. [3] Discourse on what translation represents, in practical terms, and proper theoretical marking, remains open, being perfect every day, but the research aspect does not follow the pace of the act of translation. If you add the other fact, namely the translation theory as an inevitable act that deals with early modeling and presents the different schools of translation, along the long route that has been translated as an autonomous process and is so well blessed in all meanings of various alloys and various science, culture, art and literature, problems come up and it becomes more complex.

Translation of literary works from Spanish and vice versa

According to a study carried out in the terrain, in some of the most important institutions, as the National Library and the Library of the Faculty of History and Philology, but also with the support of some publishing houses in Tirana, the number of translations from Spanish to Albanian is 135. This is a higher figure compared to that of Albanian works translated into Spanish, which is 74. The first translation from Spanish to Albanian dates back to 1928, of the novel 'El ingenioso Hidalgo Don Quijote de la Mancha', Miguel de Cervantes de Saavedra, which was translated from the literature professor from Shkodra and at the same time translator, Ndoc Vasija. For the Albanian reader, this was the first introduction to "Don Quijote" but also to the first Spanish translations. Some years later, in 1932, the translation of Don Quijote would come to Albanian from another translator, poet and famous diplomat, Fan S. Noli. For the Albanian press of those years, translating to Albanian this representative novel of Spanish literature, brought a lot of discussions, but people were also enthusiastic about this world oeuvre which could not lack in Albanian. In "Republika" newspaper of Boston, on October, 22nd, 1931, the columnist nicknamed "The Student" writes an article called "Don Quijote and Albania". With a very enthusiastic language, he expresses his joy that this novel is coming to Albanian, and introduces also the values of the translator, the importance of its translation for Albania and Albanians. "We definitely believe that this 'plume knight" which is bringing to Albanian the masterpiece of Cervantes, for the good of all Albanians, and not only for those who want to die for Albania." [4] The following years would bring other translations of Spanish literature, by broadening the cultural and literary horizon of Albanians towards the Spanish country. We can mention here some of the Spanish writers who were brought masterfully in Albanian during the years of dictatorship, where we encounter a lot of censorships in translation, such as: Vicente Blasco Ibanez,

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1Pema, Alket, "Mbi përkthimin në gjuhën shqipe të poezisë së Uolt Uitmanit", Universiteti Tiranës, 2014, p.7.

2Llacer Llorca, Eusebio, Sobre la traduccion: Ideas tradicionales y teorias contemporanes, Universitat de Valencia, 2004, p.179.
3Vukovic, Jovanka, Como definimos el concepto de traduccion?, Cagnolati, Beatriz. La Traductologia: Miradas para comprender su complejidad, Universidad Nacional de La Plata, 2012, p.11-12.

4Nushi, Admira. Don Kishoti, ky humbës fitimtar. Tezë doktorature, Universiteti Tiranës, 2015, p. 41

Lope de Vega, Pablo Neruda, Mariano Azuela Gonzales, Armando Salinas Lopez, Federico Garcia Lorca, Gabriel Garcia Marquez, Miguel Angel Asturias, Ernesto Castro, Aquilino Ribeiro, Maria Alise Barozo, Romulo Gallegos, Julio Cortazar, Isabel Allende, etc. Spanish literary translations albeit censored and not fully translated helped the reader to approach closer to Spanish reality. Another work which found support of the Albanian reader was theatrical works of Federico Garcia Lorca 'The House of Bernarda Alba ", a work in which reflected Spanish society in the era of Franco during the Spanish Civil War in the years 1936-1939. House of Bernarda was not confined to the four walls, or in the black clothes of female characters but was the personification of the state and the Spanish government and the poor socio-economic state. Some of the aforementioned authors were brought back again in Albanian language after 90 years because during the long years of dictatorship they had been censored. One of these Spanish or Latin American authors, whose novel was not published in full but the translation was censored, is the Chilean writer Isabel Allende, with her work 'House of Spirits'. The text was originally published with interference inside, because of censorship that existed in that period. The second edition after the 90s created the ultimate possibility of communicating with the entirety of her novels. Spanish literary translations in Albanian language had an extraordinary increase in the year '56 and onwards reaching a record of 49 literary translations until 1988. Two years later, with the fall of the dictatorship translations would be allowed to be completed and the readers, already Spanish literature enthusiasts had the opportunity to become acquainted and to read contemporary Spanish and Latin American authors. From 1990 until April 2017 the Albanian reader has had the opportunity to read about 76 Spanish literary translations.

Table Nr.1

Chronology of Spanish literary translations in Albania	
Period: 1928 - 1944:	Translated works: 10
Period: 1956 - 1988:	Translated works: 49
Period: 1990 - 2017:	Translated works: 76

Albania, country of eagles with an ancient history but not very well known by the Spanish state has such a wide range of translations. If we take a look at the history, we may note that there are various events, although few in number linking the two nations. Historical relations between Albania and Spain are too few, not to say somewhat non-existent. With the opening of the Spanish Embassy in Tirana, Albania, in 2006 and the following years it is made possible and continues to work from both sides to get as much cooperation in various cultural, social, economic and political fields. It is therefore not surprising the fact that there is a somewhat small number of literary translations, compared to the Spanish in Albanian. The first literary works in Spanish from Albanian language dates back to 1973, of Ismail Kadare's novel "The General of the Dead Army", neatly translated by Ramon Sanchez Lizarralde. This novel was very well received by the Spanish reader and had a great resonance in the Spanish press. The first literary translations from Albanian into Spanish, made possible by the translator Ramon Sanchez Lizarralde, a graduate of the University of Tirana, Faculty of History and Philology of Albanian language, in 1983, will be a cultural window but also a bridge to Albanian literature, particularly affecting closely a true but distant reality for the Spanish state itself. The first literary books that were translated into Spanish language were the novels of Ismail Kadare, with various themes which enabled recognition in a broader aspect of the eagles' country. Of the many titles by which there is a historical reality or even unknown Albanian customs for the Spanish people, we can mention the cruelty of rivalry between Orthodox and Catholics in the novel 'Constantine and Doruntine', the parable against totalitarianism and totalitarian evil in the novel "The Palace of dreams", the divorce of Albania with the Soviet Union in "The great winter" or revenge and bloodhood in canon in 'Broken April', the theme of which was received very well by the Spanish reader, enabling more closely recognition of literary culture but also of local customs. Spanish translator Ramon Sanchez Lizarralde has translated about 30 novels of the Albanian writer Ismail Kadare over 25 years, giving an invaluable contribution not only to the culture and the Albanian state to be recognized more closely in Spain but also by building a connecting cultural bridge between these two countries. Although the writer Ismail Kadare has the largest number of literary translations in Spanish language, thanks to translator R. S. Lizarralde who was also 'Albanian voice' in Spain, there are also some other writers whose works are in Spanish bookstores. Among them we can mention: Fatos Kongoli, Petraq Risto, Bashkim Shehu, etc.

Table Nr.2

Chronology of Albanian literary translations in Spain		
Author	Period	Nr. of publishings
Ismail Kadare	1973 – 2014	64
Agron Tufa, Ervin Hativi, Gentian Çoçoli	2004	1
Petraq Risto	2008	1
Starova Luan	2008	1
Fatos Kongoli	2009-2014	7

Although fewer in number, literary translations in Spanish helped escort a culture, tradition and wider recognition of the Albanian state, which until four decades ago was almost unknown to the Spanish people. In a research done on the internet and in social networks it is noticed that the translation of literary works, has created a new image but also more positive image in the eyes of the Spanish reader towards the Albanian state. By reading the Albanian works, the reader is familiar with the Spanish dictatorship, history, events, expressing traditions, loyalty but also hospitality as one of the most significant features of our country. The same thing is noticed in the Albanian social networks where there are a lot of blogs or various literary forums where discussion on Spanish and the Latin American literature, as well as the importance of translation of the most prominent literary works. Today, literary translations, unlike the dictatorial period of the Albanian state, coming into Albanian from the original language but also without censorship, allowing even closer and closer recognition of cultures.

Concluding Remarks

In conclusion, we can say that literary translations are not only a bridge between countries, but also help to expand the horizon by unifying elements between the respective cultures. Literary translation is not only a literary product of a novel or language, but it is also a value adjustment from one culture to another. It is the only bridge which brings together countries and cultures in order to create a universal cultural circuit.

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Risk Factors for the Involvement in Criminal Behaviors in Adolescence

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Abstract

The objective of this study is to present a general overview of the risk factors that are defined by the youth as causes for their involvement in criminal activities. Method: The sample of the present study consist of 78 youth who have been sentenced in the Albanian Executive Penitenciary Institutions, regarding data collected by the interviews that inestigate within family and peer relationships as well as statistics of the institutions where juvenile serve their sentence. Data refer to the 2014-2015 time extention. Results: The number of youth involved in criminal behaviors is considerable and referring to the statistics it is progressively increasing. As it seems some indicators related to the family environment are revealed as risk factors for the commitment of juveniles in criminal behavior. Despite the influence of the personal and family factors have in juvenile criminal behavior, the peer influence is another potential risk factor. Conclusions: Teeanage needs to be seen as a very delicate period where the external inflences strongly affect the way the adolescent will try to recognize and orient themselves in life. The powerful influence of familiar facotrs through his or her development will be introduced in the mode how the adolescent will posit themselves as an adult with responsibilities to his living environment. Influences of the familiar factors will affect in their turn the way the adolescents will choose to display himself in front of peers and will be influenced either by them in an effort to find themselves and their path in life.

Keywords: adolescent, family, criminal behavior, risk factor ,peers.

Introduction

Youth commitment into criminal actions is a known occurrence of the modern societies and of course our country which cannot be an exemption. The phenomenon of involving youth into criminal behaviors have wondered our society since the raising number recently.

In this context, it is of highly relevance to clear the age-boundaries of the minors involved in criminal activities with the purpose of evidencing and defining the targeted-group based in the Albanian legislation.

Specifically, referring to the legislation,"children"or "juvenile" is considered the person under the age of 18. Individuals under this age, are grouped in:

-Individuals under 14 years old

-Individuals under 14-18 years old

According to the Penal Act of the Republic of Albania, the minimal limit to charge penal responsibilities is 14 years old. For the individuals at 14-18 years old, the penal law take use of the term "juvenile" (Hysi,2000). Studies completed in the field revealed that the delinquent behavior of the youth is generated by the psycho-social risk factors (Duggan, Jones, 2017) which interact between them. In an effort to analyze the causes of this quite disturbing phenomenon, it seems that the role of family and peers to have a significant influence relating to the criminal behaviors (Greenman, Matsuda, 2016). This paper aims to present the situation of the youth in law conflict, focusing essentially in the factors that constitute a risk for youth involvement into criminal behavior. In the context, the aimed target-group are the youth in law conflict at the Executive Penal Resolution Institutions. Studies in the field have revealed that juvenile criminal behavior is produced by the inapropriate parental practices (Kuhl et al., 2015) that constitute one of the causes and predictors most powerful of delinquency. In comparison to the children of families without behavioral issues, in the families with children who show these forms of matters, it is thought that they unintentionally reinforce the negative behavior of children. Children maltreatment or abuse, is generally associated with other family risk factors and in commiting delinquent acts in early ages (Bernasco et al., 2013). Focusing especially in the relationship between the physical abuse and aggressivity shown by the youth, a study in this context suggest that 20% of abused children turns in delinquents before the adult age. Being witness at family violence (Zweing et al., 2014) affects in the increase of behavioral problems especially in males. Also, according to studies in field it results that in many families where mothers are subject to violence, at the same time, children are subject to violence. Being abused or witness of family violence is thought to affect juvenile behavior twice more than being only a witness to violence (Kaplan et al., 2016).

Compared to males, whose parents remained married, males with divorced parents are thought to show more issues of the antisocial and not compliant behavior along the 10 years old. The results of a study conducted, about 45% of juvenile male parents with behavior problems (Henggeler et al., 1998); suffers of antisocial personality disorder (O'Connell et al., 2009). The same levels were reported for substance abuse and depression. It is widely thought that peers with deviant behavior have more influence on the youth with a criminal history regarding the increase of number and severity of criminal acts (Carpentier et al., 2011). Research in the field have shown data that reveal that criminal groups exert a considerable influence in the delinquent behavior of their members imposing the member's conformity to the group norms (Deslauriers et al., 2010). Recent studies reveal that refused teens from their peers are several times more riskiness to show an antisocial behavior (Freeman et al., 2005) in the same way in future compared to the non-refused children. Through interviews conducted it is aimed to explore on the risk factors that push youth to be involved in delinquent behavior.

Methodology

Research study are focused in the exploration of risk factors related to family dynamics and peers relationships. The sample of this research are juvenile who are sentenced in four Executive Penintenciary Institutions (I.E.V.P) in the Republic of Albania. This sample is composed of 78 youth who were sentenced for different offences.The time of data collection regards the years of 2014-2015. Youth in law conflict in the period of interview were all males. The instrument used in generating data analysis was a child's interview focusing in the exploration of their relationship and the possible family influence of peer as the adult perception. The length of the interview were 15 minutes where youth were assisted by a specialist of the social affairs department.

Procedures

Initially the relevant institutions were informed regarding the aim and the procedures of the research and we have taken the authorization for implementing. On the study aims we either informed the juveniles in legal conflicts, who accepted to be involved in the study. Ahead of the intervew, participants were given the neccessary explainations about the study purpose and confidentiality of identification data. Juveniles who voluntarily accepted to be contribute in the development of the study, were ensured with the confidentiality and anonymity of their responses.

Results and discussions

Juvenile involvement in criminal behavior referring to I.E.V.P. statistics in the period of 2015 concerning the court final decision judgement, reveals that only 20 adolescents have been sentenced whereas the other part are in the trial process (refer to table 1).

Table 1. Number of minors in Penintenciary I.E.Acts, November 2015

Institutions	Detainess	Convinced
Kavajë	20	20
Vlorë	18	-
Korça	3	-
Lezhë	17	-

Referring to the objective of exploration of the risk factors in criminal behaviors concerning family and peers, it results that 8% of the youth have had a family member involved in criminal activity. This factor may negativily affect adolescents. Another component resulting by the interviews is that 15% of them report to have a family member sentenced with a final decision. In about 7% of the youth it is encountered an alcoholics abuse family member (relating to an alchoholic father). The lack of care throughout the growing process and especially in the early pre-adolescence time is claimed by 8% of the minors. Family did not express any interes for the feelings and issues the minor faced. Another concerning indicator relates to the irregular surveillance and parenting styles without defined boundaries which may push the teen into confussion regarding parental roles and in an increase levels of anxiety and stress as a lack of structuring and rules in the familiar context that the adolescent has in particular a need during this growing phase. In about of 8% minors report that in their familiar environment were often a subject of physical, sexual or emotional violence.Whereas 10% of them declare they were witness of family violence. About 10% of adolescents reveal experiencing the loss of a family member. In 13% of youth have had to take care and be responsible for another family member. 19% of them reveal that they had to face with other problems as some issues of mental health of parents, abandonment, divorce etc.

The second factor examined in the study was the presence of peers as risk factors in involvement of criminal behavior during adolescence. Referring to the data collected from interviews with youth was provided that: about 21% of the minors have not any social relationships with peers, and 43% of them consort with peers involved into criminal behavior, about 26% state they have not any socialization and link with criminal behaviors. Regarding to criminal acts it comes that 34% of adolescents have commited their offense in groups and that 43% of them realized that they had no one to pass their leisure time, thus a lack of suitable activities to develop a working routine for the young.The majority of minors 52% claims to pass their free time in streets or adult places, 24% declares they often have been involved into risk activities and lastlty 43% refer they have to provide themselves their income sources as neither their family helped them nor they had a work. Since this framework we could reveal that regarding family as risk factors we encounter a very interesting combination of factors that weigh the picture and seriously threat the normal development of adolescents. Refering our research that growing into an unstructured and iregular environment, not having the parental attention and care, the involvement of a family member in criminal activities, having a sentenced family member, growing in a physical, emotional and sexsual violent environment, facing an alcoholic parent, being witness of a family violence, being orphaned and having in charge family members develop a full picture of the risk factors concerning family. Regarding peer influence it seems that as risk factors in the involvement of adolescents in criminal behaviors a significance lays in the factors relating to the lack of relationships with peers, involvement and passing time with friends employed into criminal activities and not having friendship relations with non delinquent adolescents.

Conclusions

The more riskiness adolescents to be involved in criminal behavior during the period but also in a continuity of their life have a mix of factors that constitute a very serious view.

The strongest influence is seemed to be on the factors related with family dynamics. Anyway, the relation between a family who is not present and does guide adolescent to find their way, increase the chance in the influence of peers. It is important to supervise teens life not aiming to control them but to sustain and orient in this period of big physical-psychic-emotional changes. The role of family is decisive in the way we will try to keep youth away from crime. A very positive component is to design and implemet rehabiliation programs of youth in the penintenciary institutions. Eventhough, these programs would not bring stable changes in the improvement of youth behavior, if there is not reduction in the risk factors and if there are not structures that offer re-integration programs in post-release time.

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Risk Factors for Recidivism in Juvenile Criminal Offenders

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Abstract

In the Republic of Macedonia, very few authors are actively working on classification, evaluation, and criteria for choice of treatment of juvenile delinquents, while others are working on the evaluation of the treatment and implementation of new forms and types of interventions. On the one hand, the imperfect intervention models, and on the other hand, inadequate scientific methodology, are oftentimes factors contributing to a state which leads to problems and intervention models that are created and evaluated in one socio-cultural environment, and implemented in another environment, much more different to the former. The penological analysis of recidivism is concerned with two types of factors, such as inadequate social reaction – an improper criminal sanction, and inadequate treatment and unsuccessful process of resocialization, i.e. inadequate treatment in the facility where the sanction is being endured (Boshkovic, M., 2006). The abundance of studies conducted on the topic have all shown that the lack of parental support and mutual trust are closely correlated to the phenomenon of juvenile delinquency, which in time could lead to re-offending and recidivism. The focus of the current study is to validate the assessment instrument used by the Department of Juvenile Justice to determine a referred youth's risk to re-offend.

Keywords: recidivism, child, risk factors

Introduction

The validation of an assessment or instrument used in the prediction of risk to recidivate is critical to ensure the predictions that come from that instrument and the recommendations made based on the predictions are indeed the best possible. The first step to being able to provide effective treatment to juvenile offenders is the use of a validated risk/needs assessment to determine the risk level ofthe youth, which determines the needed intensity of treatment, and the individualizedcriminogenic needs, which must be targeted in order to reduce the likelihood of recidivism. Beyond the importance of the safety and security of theyouth served, one of the most challenging tasks for a criminal justice agency of that magnitude isto ensure the provision of appropriate, evidence-based treatment services to the youth referred inan effort to reduce their risk of re-offending and increase public safety. A critical step toproviding empirically proven, appropriate treatment to a juvenile offending population is theimplementation of an evidence-based, validated risk/need assessment.

Republic of Macedonia as a developing country, experiences a lot of parallel processes that have impact on the overall life of the children. The number of children in conflict with the law is constantly rising, as well as the number of re-offenders, which indicates that there is a need for conducting scientific research on this problem in order to determine the reasons for this phenomenon and if possible, to find appropriate programmes for reduction and prevention of this phenomenon.

Recidivism at children perpetrators of crimes, is not properly followed, although it is widely present, and it is not reducing and it becomes a threat, for the children themselves being perpetrators of crimes, as well as for the society as a whole. The problem becomes more complex and quite frequently it is combined with other severe forms of social pathology, drugs,

violent behavior, committing group crimes, etc., which indicates that the problem is not properly taken care of, namely, there is just declarative commitment without being accompanied with institutional or financial supportive measures.

The absence of good data about the number of children who appear as reoffenders, and the increased number of such children, indicates that there is a need for undertaking scientific research to determine the causes for this phenomenon and to propose appropriate interventions for overcoming this significant challenge.

Only few authors deal with the issues such as classification, appraisal or criteria for selection of appropriate treatment, while others investigate the evaluation of the treatment and introduction of new types and forms of interventions. The imperfect intervening models on one hand and the scientific methodology on the other hand, are the frequent factors for a situation which frequently results with problems in undertaking appropriate action and intervention models created and evaluated in a socio-cultural environment with specific population, very different from the conditions in it.

In the scientific literature (Milutinović, 1976, Singer, 1996, Lakićević, 2000, Buljubašić, 2008) the recidivism at children in conflict with the law is marked as definite indicator for unsuccessful re-socialization measure or lack of appropriate social measures, which is common feature of all recidivisms, regardless of other divisions, meaning that the criminal sanction or other alternative forms of social reactions for the first crime or previously committed crimes, did not give positive results and the children continued to commit other crimes.

The penological analysis of recidivism speaks about two types of factors, such as inappropriate social reaction – improper selection of criminal sanction, inadequate treatment and unsuccessful process of resocialization, that is, inappropriate treatment in educational-correctional institutions where the sanction is taking place.

In penological sense, recidivism indicates that the sentence and the provided treatment in the institution did not give positive results in terms of resocialization (Iilić Z., Jovanić G., 2011).

The conducted researches indicate that recidivism usually happens in a period of one year after the committed crime. The children that perpetrate crimes in violent manner are more prone to recidivism. Some research studies indicate that if the child has started with crimes early in his/her life, there is higher probability that the child would become violent and chronic perpetrator of crimes when he/she would grow up.

The skills for committing crimes increase with each perpetrated crime. The reoffenders that have committed more crimes in a shorter period of time are called chronic reoffenders.

Recidivism is also determined according to the time interval between two events,that is from the time from leaving the institution until the moment when the reoffending happened. So for example, many researches done on programmes for recidivism showed „recidivism rate of one year "namely the participants in the programme most frequently committed crime again in a period of one year after they left the correctional institution.

The time interval represents a summary of the following intervals: from leaving the correctional institution until the moment of apprehension, from the moment of apprehension until the moment of interrogation, from the moment of interrogation until the moment of the trial, from the trial until the sentence and from the sentence until the perpetration of the next crime. Only the first interval refers to criminal behavior, all the others are reflection of the legal system.

The answers from the interviews with the members of the expert team from the Centre for social work, in terms of the selection of sanctions, showed that most of them think that the sanctions are well selected, but there are problems in regard to the implementation of the sanctions 85%. If we take in consideration that part of the sanctions are not applicable 11%, due to lack of possibilities for alternative measures, the general useful work although required, is not frequently used as a measure.

The children who are perpetrators of crimes or reoffenders in conflict with the law, are given different sanctions in order to reduce the chances for recidivism. In compliance with the Law on justice for children (Official Gazette of RM 148/2013), the children in conflict with the law are most frequently sentenced with different educational measures and the most frequent of those is enhanced supervision represented with 77,14%, followed by disciplinary and institutional measures. The financial penalties and imprisonment are the rarest ones with 17,15%. In our case, the alternative measures and the safety measures are not given by the responsible institutions.

The data from the research conducted for children that are sentenced with institutional measure and imprisonment showed that 74,2% are reoffenders. 46% of them perpetrated crime with the same group (social multiple recidivism), 17,8% of the

children committed crime in a different group (general multiple recidivism), 8% of the children perpetrated the same crime (common special recidivism) and one child is perpetrator of crimes in a different group (general common recidivism). The most frequent one is the special multiple recidivism (Kitkajn,2014).

The recidivism is frequently linked with the effects of the reaction of the community towards the children in conflict with the law. In the Criminal Code of the Republic of Macedonia, the reaction of the society goes from non-initiation of proceeding against children with the application of the principle of opportunity, to educational measures and criminal sanctions as the last option. Alternative measures have been introduced so the children would not enter in the criminal legislation system when that is required and possible, in order to avoid stigmatization of the children.

It's quite worrying that over one third of the total analyzed cases, 33%, the children reoffenders were at the age below 14, with particular representation of children at the age of 13 (18%) out of all analyzed cases.
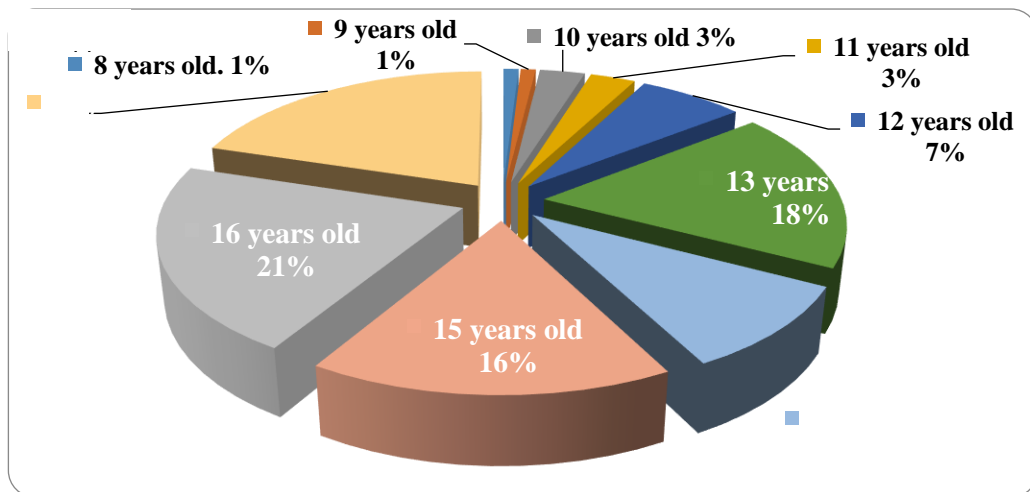
Chart No. 1: *The age of the child at the time of the first perpetrated crime (Risk factors for recidivism, Council for Prevention, Buzarevska G., Dimitrijoska S,, 2015)*

The knowledge, skills and the attitudes of the employees are of utmost importance for the process of support to children in conflict with the law, in terms of creation of appropriate interventions and overcoming the risks.

The level of knowledge in the area of social protection, of the members of the professional teams in the institutions that work with children is very different, ranging from basic knowledge in this area, to advanced knowledge in the area of with children in conflict with the law.

From the conducted interviews with the expert personnel it can be concluded that they recognize their weaknesses such as overload of work, insufficient education and training of some of the staff in the area of work with children in conflict with the law, small number of professional service providers in the institution, lack of technical conditions (premises and conditions for conducting field work, and visits to the families of the children.

Instruments /techniques used in the process of appraisal

For purpose of assessing the child and the family relations and interactions, and the parental capacities, special questionnaires were designed, such as grading of housing conditions, map for social networks, culturegrams, questionnaire for strengths and weaknesses in terms of the emotional and social relations, scale for assessment of hyperactivity and attention deficit. There is also questionnaire for parental supervision and scale и for day-to-day difficulties of the parents, family activities and time line for the events in the family. The techniques are used depending on the choice of the service provider. Although the development of the genogram is an obligation of the team in compliance with the guidelines provided by the Institute for social work, it is rarely developed in practice.

The Institute for social work has developed standardized techniques, tests (health, development, mental-health, educational and other instruments for appraisal of the needs) for assessment of the personality and risks that the child is exposed to, as well as the capacities of the child and his/her family. The instrument for assessment of the risk at children that are given educational measures is not developed.

The instrument for assessment of the risks for recidivism and the needs of convicted persons/children is developed. The application of the instrument is supported with manual developed by the Directorate for execution of sanctions of the Republic of Macedonia for purpose of improving the resocialization and successful reintegration in the society. The instrument for assessment of the risk and needs of the convicted children contains open-ended and closed-ended questions divided in 10 areas.

Criminal trends - it refers to the perpetrated crime that plays important role in the prediction of possible recidivism, but there is also data about the previous behavior of the convicted person/child. This area is represented with 15% within the overall factors that have impact in the appraisal of the risk.

Mental disorders of the person - it refers to socialization of the child, inherited factors, development crisis. Through this area it is possible to obtain information about possible short-term or significant mental disorders in the anamnesis of the convicted child, possible disorders in the childhood period and the adolescence, asocial characteristics, intellectual abilities and possible consumption or addiction to drugs, alcohol or pills. The presence of this factor within the overall factors equals to 15%.

Understanding of the illness or disorder - it is important part in the creation of the picture for the convicted child, his/her understanding and acceptance of the others and the world in general and itself, which is very important for the implementation of the Plan for individual work with the beneficiary/child. Whether the behavior of the child is real or it is such only to obtain specific treatment benefits? This area is represented with 5% within the overall assessment of the convicted child.

Specific conflict behavior - the objective in this area is to obtain information about the perpetration of the crime; what is the reason for the crime (whether it is some specific conflict situation); whether the convicted child has a high or low level of tolerance of frustration for overcoming specific conflicts or undefined indicators in the area of conflict behavior that might have impact on the assessment of the risk for recidivism. The Aggression domain is next, which measures tolerance for frustration, hostile interpretation of the actions and intentions of others, and belief that yelling or belief that fighting resolves disagreements. This area is represented with 10% within the overall factors of impact in the risk assessment.

Social skills - this area covers the aspects which are linked with the current living style of the convicted child, who does he/she spends time with, are there any stabile friendships, how does he/she spends the free time, does the child in conflict with the law have twisted perception about the social reality, what are his/her communication skills, etc. The final domain examines skills that could potentially help the youth to avoid anti-social behavior. These skills include the ability to recognize that there are consequences to one's actions, ability to set realistic goals, ability to apply appropriate solutions and problem-solving and situational perception. This area covers 15% of the overall appraisal from the application of the instrument.

Criminal history - it refers to the number and the type of the committed crimes by the convicted child, his/her attitudes, perceptions and behavior, whether the person is a primary perpetrator and if there are other forthcoming proceedings against the child. This area is represented with 15% within the overall assessment and it plays important role within the overall assessment of the risks for recidivism.

 Assessment of the youth's prior criminal history. It includes information on the age at which the youth first made offense, seriousness of prior offenses in terms of number of prior felonies and prior misdemeanors, prior commitment placements, prior escapes, and the type of offenses (such as weapon, against person, and sex offenses).

Facing the fact - it is an area which refers to the preparedness of the convicted child realistically to face the penalty and during the treatment phases, to develop realistic feeling to resolve the consequences. This area participates with 5% within the overall factors covered in the appraisal.

Options for treatment – this area refers to the determined needs for treatment, the preparedness of the convicted person to accept the treatment or the existence of resistance or conditions and opportunities in the institution for efficient treatment of the convicted child. This area participates with 5% in the assessment of the risk and it has general impact on all indicators of the instrument.

Preparation for treatment - this is very important area which is aimed to ensure information about the preparation of the convicted child for treatment. The acceptance of the treatment by the convicted child and his true preparedness for the treatment, means also acceptance of the planned treatment activities which are to be implemented in the course of the serving of the sentence. This area participates with 10% of the grade of the assessment.

The preparation for releasing the child is an important segment of the risk assessment of the convicted children, since it is linked with the family and the involvement of the child in the family life, planning of the income, accommodation, planning of the future of the child, whether the convicted child accepts assistance and support from other institutions, etc. If these indicators are not properly treated, there is high risk for recidivism.

The self-assessment questionnaire for the convicted child is a comparative instrument which is used to evaluate the needs of the convicted child and for assessment of the risk and his/her subjective awareness about his/her needs and problems. This instrument enables the convicted child to recognize his/her feelings, priority needs and to obtain the overall picture about himself/herself. The self-assessment questionnaire for the convicted child is comprised of four parts:

personal data;

assumptions which, if fulfilled would mean that the child would stop committing crimes;

factors which have an impact on the behavior or represent a cause for his/her criminal behavior and problem for normal functioning;

things which are needed to the convicted child (writing, reading, depression, loneliness, anger (stress, housing).

The conducted survey in 2015 with representative sample of 35 children that serve sentence in prison in the Penitentiary in Tetovo and the Penitentiary in Ohrid showed that there is a high risk for repeated recidivism at 26% of the children, 34% of the children are exposed to low risk for recidivism and 40% of the children have middle size risk for recidivism. Having in mind that there isn't any child with very low risk for recidivism, it can be concluded that the risk for recidivism is present among all the children who are spending time in prison.

The educational aspect of the children within the survey indicates that 43,28% of the children that serve time in prison are illiterate,17,1% of the children have incomplete primary education and about the same percentage of the children have completed primary education and only 2,86% of the children are with completed secondary education.

In terms of working habits 51,44% of the children did not have working habits, 42,84% of them had partially developed working habits and only 5,72% of the children have developed working habits (Kralevska B, 2015). This indicates the high risk for recidivism at children who are spending time in prison.

The intersectoral cooperation is present between the Centre for Social Work and other authorities or organs that represent different relevant ministries (police stations, medical centres, schools, schools, the Public Prosecutor's Office, the Court), local self-government and NGO's that work in the area of protection of children. This cooperation is linked with the implementation of the Law on Justice of Children (so called,cooperation in the line of duty"). There is a Protocol for implementation of the Law on Justice of Children which regulates this cooperation in more precise and efficient manner, in terms of the roles and responsibilities of the partners in the implementation of activities regulated by the law.

The good cooperation among the partners is an important factor for the Centre for Social Work in the process of implementation of activities with children in conflict with the law for ensuring support to the children and their respective families.

The involvement of partners in the appraisal, and in the implementation of sanctions is of different intensity due to the complexity of the problems and the individual needs of the children in conflict with the law.

The mentoring programme helps for reducing the high level of recidivism. The core concept is to develop alternative models for provision of support to children with their active participation in order to ensure the process to be in their best interest.

The mentoring programme was introduced for the first time in the Republic of Macedonia in 2010, as pilot project – project in frames of the Justice for Children Project financed by the European Union and co-financed by UNICEF. In a period of one year, the programme paired students with children with children in conflict with the law who required assistance for new beginning in life. The pilot programme gave excellent results – there was not a single re-offender among the children included in the programme. The programme was continued in 2013, with inclusion of the centres for social work from Veles

and Kumanovo and with participation of many mentors, and today the programme is part of the Programme for social protection which every year is passed by the Government.

Recommendations

There is a need for development of methodology for monitoring/evaluation of the process of work with children at risk or children perpetrators of crimes. In the report on prevalence of crime among children it can be seen that up to 87,1% of the children appear as perpetrators of several crimes.

While many young adults who come into contact with the juvenile and criminal justice system there remains a population of young adults who are at moderate to high risk of reoffending under the supervision of both systems. Given the scarcity of research on what works for these young adults, few states have targeted strategies specifically at reducing recidivism and improving other outcomes for this population. The following recommendations are intended to address this gap and help state policymakers, agency leaders, researchers, and the field to advance policies and practices that can help these young adults transition to a crime-free and productive life.

Recommendation: Tailor supervision and services to address young adults' distinct needs

Both juvenile and adult criminal justice system leaders should ensure that services and supervision for young adults are developmentally appropriate and address the distinct needs of this population. While research findings are limited, existing literature and consultations with experts and practitioners in the field identified the following elements that will likely need to undergird any effective strategy for improving outcomes for young adults under justice system supervision:

■ Targeted cognitive behavioral approaches to address criminal thinking and antisocial behavior

■ Career pathways that integrate education, vocational training, and job-readiness supports to ensure that young adults are prepared to join and succeed in the workforce

■ Targeted mental health and substance use treatment so that young adults are better able to manage their conditions

■ Life skills training to ensure that young adults are ready to transition to independence

■ Family involvement or connection to a supportive adult to help young adults navigate the difficult transition to adulthood regardless of the strategy employed to improve outcomes for young adults, it will only succeed if justice system professionals are equipped to successfully engage and work with this population. All staff that interact with young adults, including corrections, parole, and probation staff, should receive ongoing training on how interventions should be tailored to young adults' distinct needs.

Policymakers should require and fund agencies to analyze recidivism data by the following additional variables, listed in priority order, to understand system effectiveness:

■ Youth demographic groups, so juvenile justice systems can identify deficits in system performance for youth who share certain characteristics or come from specific geographic areas.

■ Placement type, facility, service provider, and length of stay, so juvenile justice systems can know which providers are generating recidivism reductions; how long it takes to produce such outcomes(and when more time spent in services/facilities doesn't produce better results); and where opportunities exist to use system resources more efficiently.

■ Youth's service needs and programs, to understand how best to prioritize resources within the juvenile justice system and across other service systems to address youth's needs and ensure that these resources are used only for interventions that address these needs effectively, with resulting reductions in recidivism.

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Malaysian Product Design Identity: Review on the 'Keywords'

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Abstract

Considering Malaysia as a multi-ethnic country, it is difficult to determine and define the cultural identity to represent Malaysia (Mun, Fern, & Chin, 2015), and use it as a characteristic in designing a product. This has been a challenging issue for most Malaysian local designers to design a Malaysia-look product based on a national identity characteristic. There is no proof that the product characteristic can be summed up or generalized based on the understanding of multi-ethnic agreement decision-making (Zainal, Othman, & Samsudin, 2015). With regards to Malaysia, the primary issue is about the national identity identification for product design. This issue then prompted to the question that would Malaysian designers be able to establish a Malaysian product with a national identity by looking at this multi-ethnic society? This research reviews the literature concerning Malaysian identity based on articles and visuals. It aims at getting the general keywords related to the components in culture and yet to be incorporated with the design characteristics at the beginning of ideation process. The basis of this study is referring to the dominant culture study by Edensor (2002), cultural identity components evaluation by Ibrahim (2015), and culture and identity 'key issues' by Clarke (2011). By understanding the cultural component within the society, pulling out the keywords, and validating the chosen keywords by conducting a survey, these keywords will act as the guidance in visualising a characteristic; and there will be greater chances for Malaysian designer to success in developing products with strong Malaysian identities.

Keywords: Cultural components, Malaysian identities, Product design characteristics

1. Introduction

As design charms in diverse styles, it must be defined that it also has a particular function and existed in the boundless regime of processes – industrial, architectural, engineering, interior, fashion, etc. It does not always construe itself in isolation, but rather in a state of participatory and collaborative assistant to the method of processes, bringing about unique and diverse functionalities, often pursuing their imaginative agendas, depending on their directions, interests and goals. To begin with, Malaysia is well endowed with good taste and living, constitutionally matched by plenty of design diversities. In this respect, design plays a crucial role in the understanding of the essence of its people; living lives multiculturally in harmony and peace. Malaysia, a perfect place, because of arts in designing, grows lavishly in such a sanctuary and space, to stimulate thinking, ideas and innovations.

In its journey to exceed in design-based products business, amongst other things, Malaysian needs to see itself relative and definitive plain with other countries, which progress well in this. Malaysia can look in particular like the Norway and Denmark - a design driven country, the US - well-known of their streamline design, or Singapore - their universal design standard; if Malaysia chooses to advance its ambitions in the creative industry. As industrialisation and manufacturing businesses are at peak, Malaysia needs to have determined designers, in all disciplines, to meet innovative challenges, and to fill its high ambitions. This call is in-line with the national vision 2020, one of the components that aiming at Malaysian products will excel for the world's market share (Shamsuddin, 2015). One of the essential factors that the designer should know is, a good design brings together the identity of the products and it deals with new public perception (British Design Council, 2013). Since the exposing of the vagaries of forms to the modern society, e.g., bright lights, media and colour, to respond to as the community evolves - as opposed to the rural societies who have to cope and adapt to the sudden changes of visual values in designed form, which are entirely different, unlike traditional or craft-arts.

It is important to understand the matter within the culture in Malaysian society. The identified issues then will form the basis of its identity, and then the designer can take an inspiration from there to create a Malaysian product with Malaysian identity. Marzuki (2007) stated that, debates in national identity are a very controversial topic to be discussed, given that Malaysia is a multi-ethnicity country. Malaysia is one of the examples of a highly pluralistic country with more than 80 ethnic groups. They practice different religions, traditions and speak various languages (W. Husin, 2012). Because of this difference, to avoid disharmonies and to build an effort towards unification of cultural and arts, the Malaysian government introduced the National Cultural Policy in 1971. This policy is a basis for interpreting the identity in a context that can be adopted by all the people in Malaysia (JKNN, 2016). The National Cultural Policy was formulated by considering the facts of the orientations of Malaysia, regional history and its position as a centre of civilisation's meetings and trade over the past two thousand years ago.

2.0 Contemporary Malaysian Product Design Identity issues

The effort to show the Malaysian identity in design are already there in certain products, such as the buildings, gates, statues, lamp posts, craft items such as pewter and jewelry (M. Ibrahim, 2007). Malaysian can see on the architectural for example; the MARA building is one of the symbolic of Malaysian identity with a blend of several elements. With Malay boat-shaped podium block, and the outside mural influenced by *pucuk rebung*[1]; this motif was embroidered with a variety of woven *songket*[2] that symbolises the identity of Malays in Malaysia. The National Library, which is located in Jalan Tun Razak, was a concept influenced from the Malay headdress or *tengkolok*[3]. While in Klang and Selangor, there are sculpture and statue crafted based on the shape of the *keris*[4] and *tengkolok. 'Tengkolok* or headdress symbolises the monarchy while the *keris* act as a symbol of power and strength of the Malays. *Wau*[5] or kite, the Malay traditional game is also a symbol for Malaysia Airlines, the lamppost design in Putrajaya influenced by the arabesque motifs blending with Malay traditional weapons which are the *keris* and Malay dagger. All of them clearly shows the height of elegance and the art of Malay people which indirectly accentuate the Malaysian identity.

In the context of product design, especially when it comes to mass production, Malaysian identity has never been prioritised due to the manufacturer are more concerned towards the profitability of the company (M. Ibrahim, 2007). Identity in product design is important. Application of Malaysian identity in product design can offer lots of advantages, especially with changes in technology and market forces.

A daily bulletin for marketers by warc.com discussed the issues about the branding of Malaysian products (warc, 2015). They believe that brands can help in building the Malaysian identity. They consider that brands play a significant role in promoting the sense of national unity, according to the study conducted by them among 18-35 years old respondents in Kuala Lumpur, Klang and Kuching. They found out that the Malaysians have the feels to want to see the brands that can reflect the country's multiculturalism society. The study carried by warc.com also stated that the diverse ethnicity and other practice mix have all contributed to the effort of strengthening the Malaysian identity. Though more than half of the respondents from the study recognises themselves as Malaysians before their particular ethnicity, they were conscious of how these social components of religion and ethnicity will create a fragmented sense of the national identity.

3.0 Malaysian Identity: An Overview

Before this research discuss the keywords within the social components in Malaysian society, it is important first to understand the orientation of Malaysia itself based on its general identification; i.e., Geographically, demographically, affiliations, etc. This identification guides this paper to narrow down the search and look extensively in selected aspects that are major as identification towards Malaysian identity, in visuals and keywords. This research then looks into related theories in the field and will pull out the most vibrant components to elaborate the next process of discussions.

3.1 Malaysia: The Orientation

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1 **Pucuk Rebung**, is an original Malay motif that had been used for long time ago and still applying it as a traditional Malay Motif.
2 **Songket** is a fabric that belongs to the brocade family of textiles of Indonesia, Malaysia and Brunei. It is hand-woven in silk or cotton, and intricately patterned with gold or silver threads
3 **Tengkolok** is a type of headdress used since the period of Malay Sultanate. In Negeri Sembilan, Tengkolok is widely known as 'Destar'. The arts skills and creativity of the folder known as 'Tukang Lipat' gives variation in designing the Destar.
4 **Keris,** is an asymmetrical dagger with distinctive blade-patterning achieved through alternating laminations of iron and nickelous iron
5 **Wau** is an intricately designed Malaysian moon-kite (normally with floral motifs) that is traditionally flown by men in the Malaysian state of Kelantan. It is one of Malaysia's national symbols

Malaysia, a bustling melting pot of religions and races where Malays, Chinese, Indians and other ethnic groups live together in harmony. Malaysian multicultural society has yielded a gastronomical utopia and is home to various festivals. One of the key attractions is its extreme contrasts, which add up to a theme of diversity. Modern buildings and skyscrapers look down on wooden houses built on stilts, and five-star hotels are just a few metres from the ancient reef. Most people often mistakenly use the term "Malay" to refer to Malaysian, but Malay refers to only one of the many ethnic groups that make up modern Malaysian society. The national culture is more accurately referred to as 'Malaysian Culture' or '*Kebudayaan Malaysia*' in the national language (Shamsul, 1996).

In Malaysian society, the various ethnic groups have their own distinctive cultures; they include Malay, Chinese, Indian, and Eurasian as well as various indigenous groups living on the peninsular and in nearby Sabah and Sarawak. A unified Malaysian culture is something that is still developing in the country. There are several initiatives being taken by all parties in order to achieve this unity. And various avenues are being used. One of the proven successes is via a government programme known as the *1 Malaysia Project*. At the national level, two distinct groups can be discerned: first, the elite among Malays who dominate the country's politics, and second, the Chinese who help develop the country economically (J. Chin, 2015). The Malay and Chinese are the two ethnic groups that are most prominent in building the nation. They are sometimes competing, but their complementary influences are now shaping the culture as a whole. To date, North Borneo, where the two states of Sabah and Sarawak are located, has been less influential in shaping the national culture, and their extremely vibrant ethnic culture are shrouded by the wealthier, and much larger peninsular society (Gom, Jiony, Tanakinjal, & Siganul, 2015).

Figure 1: Malaysia map taken from Malaysia Administrative Divisions

Looking at the geography, Malaysia is split between eastern and western parts that were united into one country in 1963 (Ireland, 1963). The western region usually referred to as the Malay peninsular, stretches from the border of Thailand to the island of Singapore. Sabah and Sarawak, in the north of Borneo and separated by the country of Brunei, is referred to as the Eastern part of Malaysia. The Peninsular is divided by the central mountain range called 'Banjaran Titiwangsa'. The east coast is more agrarian; less populated and demographically has more Malays. The western region of the peninsular is industrial and more urban, and is the region where the majority of immigrants live and work (Gale, 2007). The capital city of Malaysia is Kuala Lumpur, located in the middle of the western immigrant belt. The federal government administration is located in Putrajaya, some 30kms south of the city.

Demographically, there are thirty-one million people in Malaysia, and throughout its history the territory has been sparsely populated relative to its territorial region. Only twenty-percent of the population lives in Sabah and Sarawak, the rest is on the peninsular (Gale, 2007). Demographically, 61% are Malays, 24% Chinese decent, 10% of Indian descent, and 5% others. These figures have a great deal of significance in the history of the peninsular. The country of Malaysia country, because of its colonial history, was created with this diverse demography in mind. There have been discussions about

curbing immigration, in the 1930s and 1940s, Malay leaders organized their community to discuss this. Malaysia as it is today was created after independence in 1957, when the Borneo together with its substantial population of indigenous people was added to Malaya; i.e. added to the peninsular (Ireland, 1963).

With respect to language, Malay is Malaysia's sole national language and became the official language in 1967; this became normalized without fanfare. There is an illustrious history of this Austronesian language as the lingua franca throughout the region. However, English is also widely used, not least because it was the administrative language of the British colonizers (Ying, Heng, & Abdullah, 2015). Nowadays, along with Malay and English, there are some other popular languages spoken, such as a combination of Mandarin, Hokkien and Cantonese by the Malaysian Chinese. Most of the Malaysian Indians speak Tamil, and various other languages and dialects flourish among aboriginal groups, especially in Sabah and Sarawak. This multilingualism society is well acknowledged by the Malaysian government, and this research can see it through several media such as televisions broadcasting and radios, where the stations are using multiple languages particularly in their news channels (Firdaus, 2006). Given the Malaysian people are so linguistically heterogeneous, they tend to be adept at learning other languages; many of them know multiple languages. The rapid industrialization in Malaysia since the 1980's has tended to maintain the importance of English and this has become the language of business (Thirusanku & Yunus, 2014).

Given the diversity in identities, based on religious beliefs, demography, and linguistic affiliation, the selection of cultural symbols can be a source of tension (Haque, 2003). In this diverse society, any selected national emblem risks privileging one group over another. For example, the king is not just the symbol of the state, but it is also a symbol of the Malay political hegemony. To avoid the misperception in symbolism, the society tends to choose, or often emphasizes, natural features like the sea turtle, the orangutan or the hibiscus (Independenceday.com, 1997). In terms of economics and business, products also have nationally represented logos, such as the national car manufacturer Proton, Malaysia Airlines, and the Petronas Towers, which is the world's highest twin tower, have somehow symbolize the modern days of Malaysia. Looking at the other context, the government slogan of 'Malaysia Boleh' (Malaysia Can!) is a way to encourage a greater accomplishments in every aspects, the slogan of 'Malaysia Truly Asia' is seems to be a successful effort within its program as it attracts tourist to come to this diverse ethnicity of Asian culture in Malaysia (Ismail, 2017).

3.2 Selection of Cultural Components

Dominant theories of the national identities are concerning the nation history and political economy, and the elements in culture usually refer to be either in the area of high culture, the ceremonies or invented traditions, or folk culture. These are reified concepts of culture, which are relevant because they are the part of the cultural matrix surrounding the nation. Concerning this research, where it tends to review the broad national product design identity keywords, it was supported by Edensor, stating that, the attempt made to establish the national identity meaning cannot incorporate the whole cultural matrix; i.e., cultural, social or political (2002, p. 8). Edensor then continues by stating that it should concentrate on symbolic dimensions, and a few selective to suit the purposes of the intended studies.

This research then further looks at the different theories of culture and identity, from a broad view and the personal aspect. Several components of culture and identity described by Clarke (2011) and several identification variables outlined by Ibrahim (2015) that is more focused on the person's identity; which also reflected the national identity from psychological perspectives. It is important to review these available theories to have a strong ground in selecting the suitable components for evaluations. This research then drew a framework to put the theories and understanding together to pull out the keywords from there. The basis of the selected keywords are from the discussion within the theories (figure 2), and later was supported by the literature from Malaysian perspectives. Eight components were chosen, which are the religions, fashion, food, festive season, architectural, arts and craft, and traditional sports and games.
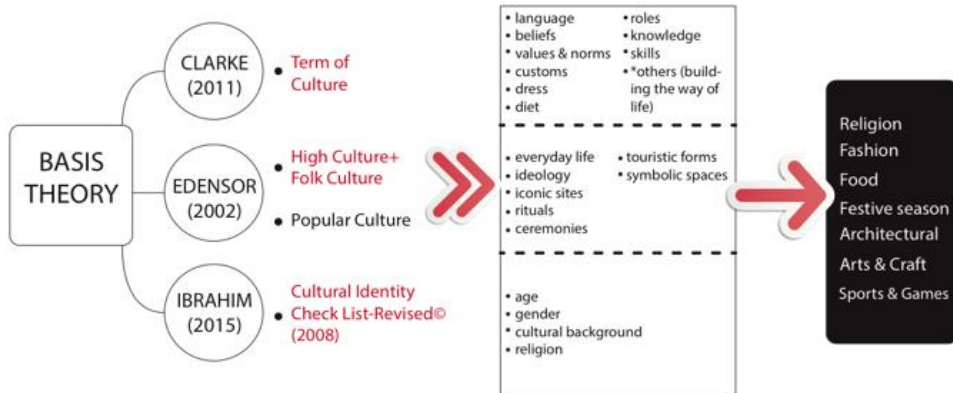
Figure 2: Theory review approaching the cultural components

3.3 Review on the selected components

The first impressions of the foreign culture can seem literally and figuratively incomprehensible when the tourist arrived in any country that they are visiting. They will experience an array of different traditions, societal norms, languages, all of which offered beautiful and rewarding sensory experiences. As a tourist, they begin to put together the unfamiliar aspects surrounding them and create a rudimentary understanding of what Malaysia is like when they start to interact with the locals. As soon as they enter Malaysia, they will understand it through its delightful street food, sounds of calls to prayer, and its artistic decorated religious places feasting a multiplicity of traditions in religions. This scenario brought to the understanding towards one of the Malaysia's most amazing aspects - the diversity of its people. Comprising various ethnicity including Malays, Chinese, and Indians and other minorities, Malaysia is distinctly multicultural.

While reviewing the selected social elements within Malaysian societies, this study will highlight the relevant keywords associated with each component.

3.3.3.1 Religions

One of the unique Malaysian aspects is the mixture of religions that live together, despite the country often being identified as an Islamic country. Each of the **diverse** societies derives from equally different religious traditions (W. N. W. Husin & Ibrahim, 2016; Malaysian Government, 2014; Yaacob, 2011). Calling for prayer adhan of the mosque are blended with scents of burning incense; women in hijab walk next to women wearing the saris; storefronts sells wooden carvings of Ganesh next to sculptures of the Buddha. By experiencing these traditions, the tourist sensory experiences changes into a broader context of culture, which will enrich their everyday lives.

Figure 3: The diversity of religion in Malaysia

Malaysia recognises the right to practice religion but also places boundaries on this right with the stated goal of fostering social **harmony** and protecting Islam as the main religion of the country (Malaysian Government, 2014). The government of Malaysia, which monitors Islamic religious activities, promotes Sunni Islam above all other religions. Malaysia maintains a parallel legal system, with several civil cases covered by Sharia for Muslims. Ibrahim (2013) stated that religious freedom and tolerance in Malaysia is acknowledged by many and argued by few. He then added saying that one of the common factors devoted to Malaysian economic growth and development is the presence and maintaining of religious tolerance and harmony among Malaysian multiracial and multi-religious citizens.

Each of the ethnic groups maintains its identification culturally - tradition, religion and language, making Malaysia not just multi-ethnic, but **multi-religious**. In Malaysia, people can meet all the major religions around the world: Islam, Buddhism, Hinduism and Christianity. Referring to the Population Census in 2010, 60% of Malaysians are Muslims, 19% are Buddhists, 6.3% Hindus, 9.1% Christians, and 5.6% were of other religious (Yaacob, 2011). In Malaysia, religious groups tend to reflect with ethnicity. Malays usually described as Muslims. Islam has been recognised as a reference to identity that shaped Malay of today. Nevertheless, Islam, as practised by Malays, has also included some factors of pre-Islamic Malay called *'adat[1]'* (Williamson, 2017; Yaacob, 2011). Most Chinese are Buddhists. Buddhism, as practised by them from school, is deeply inspired by Taoism, Confucianism, other old beliefs and worship to the ancestor. The majority of Indians are Hindus, although some Indians are also Muslims and Christians. Most of the Bumis in Sabah and Sarawak are Christians, although there are also Muslims and animists amongst them. *'Orang Asli'* of Malay Peninsula practised some forms of animism, but an increasing number of them have converted to either Islam or Christianity in recent time (Yaacob, 2011).

3.3.3.2 Traditional Dresses: The Fashion Statement

The diversity and richness of traditional Malaysian dresses can be seen throughout the country. There is a variety of beautiful and **colourful** clothes which vary in style and design from one state to another (Mohd Shuhaimi Ishak, 2010; Mun et al., 2015). The appear of modern Malaysia in the early 1960s extends to add further of the fascinating collection of traditional dresses. Malaysian clothes include the Borneo of Sabah and Sarawak, also rich in culture and tradition from its **diverse** ethnicity and indigenous people, contributed further to the Malaysian fashion heritage (Thomas Willamson, 2011).

Today, Malaysian are the most fortunate to see the precious legacy of traditional dresses of different ethnic groups and societies in Malaysia as their cultural identity that can make them proud. The traditional Malaysian clothes become a **kaleidoscope of colours, vibrant and a visual delight** to everyone (Thomas Willamson, 2011).

Figure 4: The Malaysian traditional dresses

Malaysia Tourism Ministry webpage did describe the scenario and history of Malaysian traditional attire. From a beautiful tribal head-feathers with bark body-covers to antique gold-woven royal '**songket**' fabric, the fashion of Malaysia's traditional textiles and dresses are **colourful** and **diverse**. In the ancient years, the indigenous tribes wore **nature** made bark clothes and beads. With the arrival of the ancient kingdoms, the Malay rulers and the Royals used hand-loomed beautiful textiles

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1 **Adat** is a customary law of the indigenous peoples of Malaysia and Indonesia. It was the unwritten, traditional code governing all aspects of personal conduct from birth to death

and **sophisticated** Malay *batik*[1]. As foreign trade grew, textiles and costumes such as Indian '*pulicat'* or plaid 'sarong', Chinese silk, and the Arabian jubbah a robe with loose sleeves introduced to the people. Today, traditional attire such as the *Baju Melayu, baju kebaya*, Chinese *cheongsam* and Indian *saree* are still widely worn (Tourism Malaysia, 2017).

3.3.3.3 Malaysian cuisines

The culture of one ethnicity can be seen through several ways and one of the most distinct forms through the cuisine or food. Md. Nor (2012) stated that food or traditional cuisine had a profound influence on cultural identity through ethnicity and some elements in the food preparations, as well as the consumption, are part of the ethnic identity.

Malaysian foods and cookery consists of cuisine traditions and practices discovered in Malaysia and indicates the multiethnicity society of its people. As a result of foreign powers colonisations, historical migrations and its geographical positions within the Asia Pacific region, Malaysia's food and culinary style today is primarily an assortment of traditions from its diverse ethnicity society (Hamzah, Karim, Othman, & Hamzah, 2013; Ramli, Suhaimi, Salehuddin, Zahari, & Abdul, 2015; Yoshino, 2010), the Malay, Chinese, Indian and Bornean ethnic people. Malaysian food also is highly influenced by the style of cooking from the Middle East, Indian, Europe, China and Indonesia; this is because the peninsula used to be the trade centre over the centuries (SBS Food, 2015). The mixture of influence then resulted in a harmony of tastes, making Malaysian dishes incredibly complex and different.

Figure 5: The variety of Malaysian traditional food

In general, Malaysian food can be considered **spicy**. The foods are not usually included the chilli on each ingredient, but there will at least be a chilli-based or sambal as part of the servings (SBS Food, 2015). Malay cookery often using the traditional herbs from South-east Asian, spices originating from India and China, and the Middle East cuisine also influences some of them (Nor et al., 2012; Yoshino, 2010). Those combinations are leading to the **aromatic** blends of cumin and coriander which are the basis of most Malay curries, with lemongrass, fenugreek, cardamom and kaffir lime leaves (Nor et al., 2012). Most places in Asia, rice is an essential staple and usually, serves in most courses. Thai or local rice is the most common, but in biryani dishes, they are using the Indian basmati. 'Nasi lemak' or coconut rice, a speciality of rice steamed with coconut milk and served together with dried Anchovies or 'Ikan Bilis', hard boiled eggs, cucumber, peanuts and 'sambal'; it is considered Malaysia's traditional cuisine. Nasi lemak often served with curries or a hot spicy meat stew known as 'rendang'. Noodles are another favourite starch staple, as are Indian meals such as 'chapati', 'tosei' and 'roti canai', which are commonly eaten with breakfast.

Through the early migration during the colonisation, local Malay often married the early Chinese settler, which gave rise to a generation of *'Peranakan'*, a mixed of Malay-Chinese. The Malay title *'nonya'*, a term of respect towards older women, has become familiar with the characteristic of a Malay-Chinese cooking technique of the *Peranakans* (SBS Food, 2015; Traveller, 2013; Yoshino, 2010). Looking at the Malaysian desserts, they are amazingly **creative** and **colourful** (Yoong &

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1 **Batik**, the art or method of producing coloured design on textiles by dyeing them, Malaysian and Indonesia share the same history of Batik.

Lim, 2014), the dessert or *'kuih'*, commonly served during high tea and can be easily found in any road-side food stall selling breakfast in the morning.

3.3.3.4 Malaysian festive season

Malaysia is a multicultural, multi-religious and multi-racial society (Mohd Shuhaimi Ishak, 2010). Malaysia also is one of the places in the world where people can experience a **multitude** of cultural festivals and celebrations (Soh, 2012). The community is made up of three main races, which are the Malays, Chinese Indians, and several other ethnic groups in Sabah and Sarawak. Given with the ethnic culture of different roots and origins, Malaysia is a nation that **tolerates** the tradition of various religious beliefs and cultural festivals (Ibrahim Abu Bakar, 2013). Traditional and modern celebrations of each ethnic group picture the treasured **legacy** that help them to continue exist until today (Mohd Shuhaimi Ishak, 2010, p. 13). The government acknowledges them, and in fact, holds particular dates as official public holidays for the celebration. Malaysian government and its people realise that, as one of the effort to maintain the **harmony** and peace within the society, festivals and celebrations of each ethnicity must be allowed to continue as of how they should be (O. C. Abdullah, 2012). Holidays, festivals and celebrations are important, as they are the foundation of **mutual respect** and understanding for all the ethnicity. Besides, there are provisions and outlines in the law that protects the heritage and identity of all Malaysians. By a strong synergy within the Malaysian society, Malaysia has made much improvement socially since its independence in 1957 (Mohd Shuhaimi Ishak, 2010). Finally, the understanding and cognitive respect among Malaysians towards other religious and cultural observances have reached somewhat a high level of harmony within the Malaysian society.
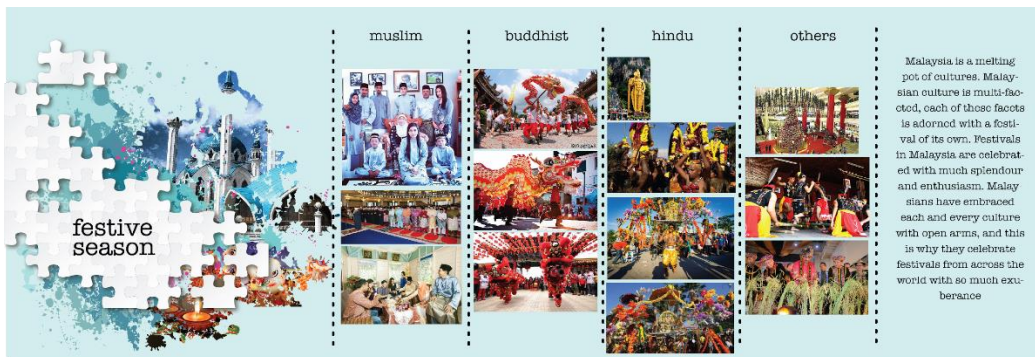
Figure 6: Malaysia festivals and celebrations. The festivals in Malaysia usually reflected the religions of the society celebrating it, while at the same time Malaysian do celebrate other types of festivities such as the food festivals, lights festivals etc.

Malaysia hosts various festival celebrations of different cultures and religions, such as *Hari Raya Aidilfitri* which comes after the holy month of Ramadhan, *Hari Raya Haji* for the Muslim, for the Chinese, the Mid-Autumn Festival and Chinese New year, Deepavali, *Wesak* and *Thaipusam* for the Indians and Christmas for the Christians. There are also the Harvest festival or *Gawai Dayak* and *Tadau Kaamatan* for the aborigines ethnics in Sabah and Sarawak. In Malaysia, everyone is welcome to participate in any of the celebrations regardless of any religion they are because they believe in **togetherness** in everything (Toumi, 2017), and Malaysian people always open their doors for people to come and celebrate the occasion together.

3.3.3.5 Malaysian Architecture

The evolution of Malaysian styles in architecture is one of the greatest achievements of the local architectural design history. The history of Malaysian architecture was critically discussed by Ho (2005) and Finch (2015, p. 4), it shows that even though there are lots of influences from foreign countries, the style of design still showing the identity of this region. In the 5th century AD, merchants from China and India used the trade route in the East-west Malay peninsula and stopped at *Tanjung Dawai* before they continue their journey. The sailors or merchants travelling between China and India sees Tanjung Dawai as a perfect destination to get a rest while waiting for the changing of monsoons. At the same time, they spread their culture and religion while they were doing the trades. This cultural-spread activity is evident during early Hindu-Buddhist culture in *Tanjung Dawai*, Kedah - they had left their marks in the form of tomb temples known as 'candi' at Bujang

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Valley or 'Lembah Bujang'. Later centuries, Kedah became a place of Sri Vijaya, the Sumatran kingdom. The origin of the Indian Kingdom's architectural styles could be discovered in the early construction of Majapahit and Sri Vijaya Empires, dated from the 7th to the 14th centuries. Eventually, Malacca's port was established as an important meeting point, where it became an important trading centre for transportation route between India and China. The merchants or traders brought along their customs and cultures, which had influenced the existing local's culture.

Malaysian architectural styles have been classified according to the design of the buildings according to Heritage of Malaysia Trust. The structural consists several influences by the Malay, Chinese, Indian and Europeans sources whihch are a mixture of various styles, and modified to suit the Malaysian environment. The Malaysian architectural styles also can be summed up in a timeline by referring to the next figure.
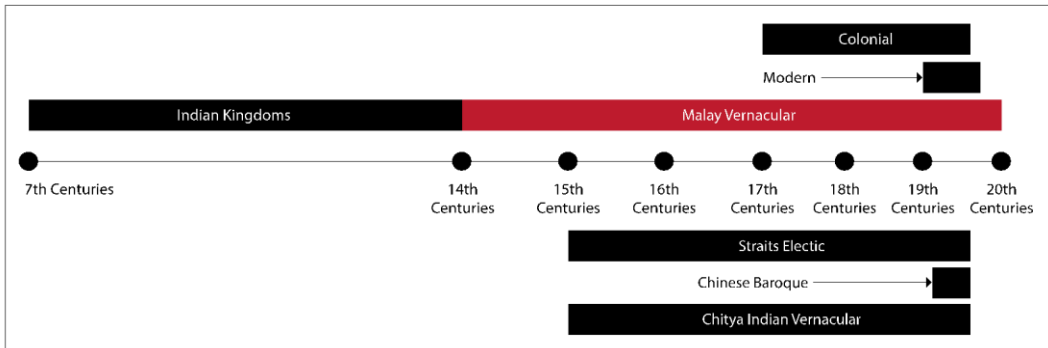
Figure 7: Malaysian architectural influences timeline

The European forms have long influenced the Malaysian architectural styles even before the Second World War. These are evident when looking at the buildings in most west coast peninsula cities such as in Perak, Penang, Malacca and Kuala Lumpur. These styles has been highly modified to suit the tropical climate while combining the form of Malay, Chinese, classical Portuguese and English architecture. In the 15th Century, when the Chinese traders came to the Malacca Straits Settlement places, they had brought the 'Straight Electic[1]' styles when constructing their buildings. Later after that, when the British came and modernisation era approaching, the shop houses and terrace houses have created a unique style in urban buildings with the combination influences from the Dutch, Portuguese and English. This urban architecture also has been altered to cope with the tropical climate of Malaysia, making it unique in its own style.
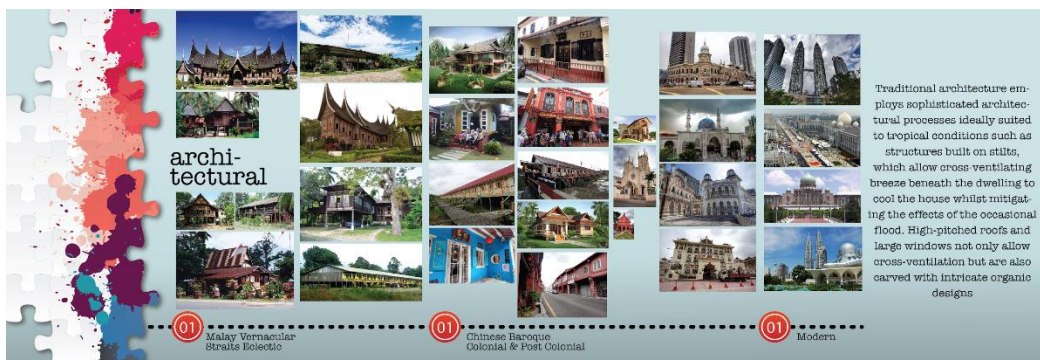
Figure 8: Images of most Malaysian architecture, which holds the identity of the people in the region

After looking briefly at the history and influences towards Malaysian architecture, this research is then looking at each ethnicity in particular. Traditional Malay homes or buildings employ **sophisticated** architectural processes to suit the

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1 **Straits Eclectic** is a form of architectural style prevalent in vernacular shop houses in George Town from the early 20th century

tropical conditions (Surat et al., 2010). This technique can be seen through most of the buildings was built on stilts (to cool the house by allowing the **cross-ventilating** breeze beneath the dwelling) while at the same time lessening the effects of flooding which occur every end of the year. Today, most Malay or Islamic buildings incorporated the element of **Moorish** design and can be seen at the Islamic Art Museum, several government buildings in Putrajaya, and most of the mosques design throughout the country (Rasdi, 2010).

The Chinese architecture has two distinct types, the traditional and **Baba-Nyonya**. The traditional buildings of Chinese culture can be seen on the temples found throughout the country (Ahmad, 1994). The Baba-Nyonya styles, especially in houses architecture can be seen in Penang and Malacca, this kind of houses was built with an **indoor courtyard**, decorated beautifully with **colourful** tiles. Looking at the Indian style of buildings, local Hindu temples exhibit the colourful and exciting architecture of Southern India, since most of the Indians in Malaysia coming from there (Anjum, 2007). The most elaborate and ornate Hindu temple in Malaysia is the Sri Mahamariamman in Kuala Lumpur, which built in the late 19th century. The temple's decorative aspects included sophisticated **carvings**, lots of **gold ornaments**, hand-painted motifs and various exquisite tiles from Spain and Italy (Tourism Malaysia, 2011).

Two unique and distinct architectural highlights of the indigenous peoples of Sabah and Sarawak are **water villages** and **longhouses** (Finch, 2015; Ho K. C., Hasan A. S., 2005). Longhouses are traditional community homes to the **riverine tribes**. These stilted and **elongated structures**, often roofed with **thatched leaves** or **woven 'atap'**, tied with creeper fibre and built of axe-hewn timber. Longhouses can accommodate between 20 to 100 families. Rural water villages built on stilts are also usually located along seafronts and riverbanks. The houses linked by plank walkways with boats anchored on the sides. The people often travel by 'sampan' or 'canoe' to move around the village.

3.3.3.6 Traditional arts and craft

Given that foreign countries historically have influenced Malaysia, there are significant steps taken by the artisans and creative people to preserve their traditional art and forms (S. Abdullah, 2010). For example, until today, in the main occasions, *'Mak Yong[1]'*, the traditional form of *Malay drama* still played in the opening ceremonies (Yousof, 1990). This genre of an act where they combine dance and sings and play out the **heroic** tales about the beloved **king** and **princess** of 'Tanah Melayu'. This show performance then followed by *'Gamelan[2]'*, an orchestra performance consisting metal percussion instruments including drums, gongs and xylophones (UNESCO, 2008).

Other traditional artistic and musical form is *'Wayang kulit[3]'* - an old famous theatre art-form using **shadow play** and **puppets** to tell the epic tales of the Ramayana (Randhawa, Puah, & Loone, 2005; Yousof, 1990). Garland Making or '*Bunga Malai'* is an essential part of the artistic heritage of Malaysian Indians for religious and spiritual occasions like moving house, welcoming important guest and most of them played during the weddings. The Malay martial art - *Silat*, with *'keris'* or *'tombak'* as the weapon, is the traditional Malay art of self-defense combines various supple movements, which help people to defend themselves under any provocation (Nizam, Shapie, & Elias, 2015). *Silat* has been thought in most schools in Malaysia as part of the curricular activities. For the indigenous people, the 'Orang Asli' and various other ethnicities in Sabah and Sarawak, the use of *'sumpit'* or blowpipe help them during hunting, and it is also an integral part of the martial art of their people (Gomes, 2004).

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1 **Mak yong** or **mak yung** is a traditional form of dance-drama from northern Malaysia, particularly the state of Kelantan.

2 The **Malay Gamelan** which exist today in Malaysia is basically from the courts of Riau-Lingga, Terengganu and Pahang state in Malaysia. Even it is said to be originated from the land of Indonesia, the Javanese, Malays Gamelan has developed a distict identity compared to the Balinese (Bali province in Indonesia), Javanese (Jawa province in eastern Indonesia), and Sundanese (The 'Sunda' ethnic in Indonesia). Malays Gamelan usually played at royal and traditional occasions during the Pahang Sultanate, Sultan Ahmad (1882-1914) and Sultan Sulaiman, Terengganu (1920-1942).

3

As most artisans are Muslims, Malaysian handicraft designs are heavily influenced by Islam. The religion prohibits the depiction of the human form in art. Hence, most designs are based on natural elements such as the interlacing of leaves or vines, flowers and animals

Malaysia boasts a delightful variety of traditional handicrafts. Choices range from priceless authentic antiques to exquisite modern hand-made crafts

Figure 9: Malaysian traditional arts and crafts (most of them in the picture are souvenirs). Some of the craft arts are usually daily use items, but the Malaysian artisans realised that these products hold a significant value towards their ethnicity identity and make them as souvenirs for the tourists

Malaysian arts and craft are as **vibrant** and **colourful** as its multicultural background (Ashbee, 2014). Most Malaysian arts and crafts influenced by **nature** such as **leaves, flowers and animals**, and most craft arts in Malaysia is **hand-made** which resulting in an emotional value towards the product (Haron, Yusof, Taha, & Mutalib, 2014; Hays, 2013). From arts and expression on clothes to kites, Malaysian artisans use various media to express their intentions. The internationally renowned Malaysian crafts and arts are pewter products from the Royal Selangor Company (Ashbee, 2014). Each state in Malaysia have their kind of products as artistic work, made the souvenirs from Malaysia unique, colourful and vibrant in its ways.

Batik, a traditional technique of hand-dying fabrics, and also refer to **decorative-classic nature motifs**, is a favourite souvenir from the east coast states in Peninsula, Kelantan and Terengganu (Legino, 2012; Tourism Malaysia, 2017). **Songket** is another popular Malaysian fabric, made by weaving silver and gold threads together with fabric threads to create an exquisite design. Textiles and fabrics sometimes give deeper spiritual significance. The method of **weaving** the *'pua kumbu'*, a sacred ceremonial textile, for instance, represents a socio-religious and spiritual job for the Iban women in Sarawak. Another traditional handicraft item is *'labu sayong'*, a black coloured and glossy clay jar. Every gourd-shaped jar needs days to be formed and this usually did in manual, engraving, firing, and then drying. The most genuine *labu sayong* can be found in Kampung Sayong in Perak. The Malay traditional game, *'Wau'* or a kite, is one of the Malaysian heritage arts and craft (Zaki & Azhari, 2016). The *'wau'* has been translated into a symbol and can be found as an airline logo for Malaysia airline (MAS). Wau's frame was made from a bamboo, while the motifs and patterns drawn on rice paper are carefully glued on the wau piece by piece.

In expanding to its handicraft market and value, Malaysia's modern art scene is turning their views and starting to discuss how to move forward. Malaysian arts and craft was considered as relevant and dynamic, and some of the work from Malaysian contemporary artisans has been auctioned at record prices in international level, establishing visionary and imaginary Malaysian artists as a drive to be recognised (S. Abdullah, 2010).

3.3.3.7 Malaysian Traditional Sports and games

Malaysia in History has been colonised by the British, Japanese, Dutch and Portuguese before eventually, they gained independence from the British in 1957 (Williamson, 2017; Yaacob, 2011). The colonisation by the British has given the greatest impact on total strata of the country (Omar, Majid, & Puteh, 2006). During the occupation by the British, they brought Indian and Chinese to work in the mining industry and rubber estate plantations. This historical migration brought along with them their customs, beliefs, religion, rituals, and also their preferences in sporting activities.

Omar (2006) had discussed the Malaysian sports until today, and he has divided the discussions of traditional Malaysian games into three different times, before, during and after the colonisation. Before the conquest by foreign powers, Malaysian traditional games and sports were mainly influence by animism, a belief where a vital force does exist in human and animated objects. Some of the examples are:

Silat - martial arts and a form of self-defence which involves a belief in spiritual powers and requires meditation.

Kite flying - it was believed that initially kites were flown as a magical rite in connection with the harvesting of the rice at paddy fields.

Cock-fighting - required the shaman master who was seen to chant and blow incantation to the birds or the trained chickens for blessing and sprinkled over them the 'charmed water'.

During the colonisation, the British have managed to establish the colonial education, which gave the most pervasive influence on the evolution of plays and traditional sports culture in Malaysia. Colonial education and learning also reconstructed certain traditional values and also affected the mindset of the younger generation who practised Western values. The introduction to western sports such as rugby, cricket and soccer spread fast among Malaysian societies. In 1957, Malaysia gained independence from the British government. The separation or the 'divide and rule' of the different races during the colonisation era, resulted in every race practising their sporting activity lacking in the integration of any other races. Sports and games in Malaysia after independence, acted as a means to develop the spirit of national integration and nationalism among the Malaysian societies.

Malaysian traditional games have significant value in shaping the culture of the ethnicity in Malaysia (Omar et al., 2006). It is not just a game or activities; it is a cultural heritage that should be preserved by the Malaysian, as it is an essential part of the nation identity. Looking at the tourism promotion brochure to promote Malaysia, they are focusing on promoting the tourism hotspots, culture, or food, but, traditional games in Malaysian culture seem to be forgotten even though these unique activities can attract international and local tourists (Shah, Chyan, & Hisham, 2014).

Figure 10: Several images showing the traditional game played and what they are using. The children play most of the game during their free time

Leong (2009) discussed the scenario of Malaysian traditional games in Malaysia. He stated that now, people can watch the traditional game being played in the **rural** areas. Most of the games are **simple** and just using the **nature** such as catching the spider to pit against another spider, red saga seeds as marbles, walking on stilts made of coconut shells, 'baling selipar' or throwing sandals in a formation; these are the games or activities that often hold spectators in awe. To conclude, Malaysians' great sense of society is exhibited in most of their traditional games and **pastimes**. These games are still played by local children during their free times and are also a popular activity during festivities such as the weddings or during the harvest season.

4.0 The 'Keywords'

After reviewing the cultural components of the Malaysian society, this research conducts a questionnaire to select the most vibrant keywords, which are related to each element. More than 200 participants involved in this questionnaire, which helps to strengthen the chosen keywords. The results of the survey are shown in the tables below:

Table 1: Survey on keyword: Religious and Beliefs

Cultural Components	Keywords	Citations	Responses
Religions and Beliefs	Diverse	(W. N. W. Husin & Ibrahim, 2016), (Malaysian Government, 2014), (Yaacob, 2011)	12.6%
	Harmony	(Malaysian Government, 2014)	32.1%

	Multi-religious	(Yaacob, 2011)	10.4%
	Tolerance	(Ammar Fadzil, 2011), (Bakar, 2011)	27.6%
	Adat	(Williamson, 2017)	17.3%

Table 2: Survey on keyword: Traditional Dresses - The Fashion statement

Cultural Components	Keywords	Citations	Responses
Traditional Dresses: The Fashion Statement	Diverse	(Hanisa Hassan, Zaman, & Santosa, 2015)	10.1%
	Colourful	(Mohd Shuhaimi Ishak, 2010; Mun et al., 2015)	28.2%
	Sophisticated	(Mohamad, 2001)	9.6%
	Songket	(S. Abdullah, 2010; Ashbee, 2014; Haron et al., 2014)	25.7%
	Batik	(Legino, 2012; Thomas Willamson, 2011; Tourism Malaysia, 2017)	26.4%

Table 3: Survey on keyword: Malaysian Cuisines

Cultural Components	Keywords	Citations	Responses
Malaysian Cuisines	Spicy	(SBS Food, 2015)	33.7%
	Aromatic	(Nor et al., 2012)	22.4%
	Peranakan	(SBS Food, 2015; Traveller, 2013; Yoshino, 2010)	8.2%
	Nyonya	(SBS Food, 2015; Traveller, 2013; Yoshino, 2010)	11.8%
	Creative and Colourful	(Yoong & Lim, 2014)	23.9%

Table 4: Survey on keyword: Festive seasons and celebrations

Cultural Components	Keywords	Citations	Responses
Festive Seasons and Celebrations	Multitude	(Soh, 2012)	3.2%
	Tolerates	(Ibrahim Abu Bakar, 2013)	23.7%
	Legacy	(Mohd Shuhaimi Ishak, 2010, p. 13)	6.3%
	Mutual Respect	(Mohd Shuhaimi Ishak, 2010, p. 13)	35.2%
	Togetherness	(Toumi, 2017)	31.6%

Table 5: Survey on keyword: Malaysian Architecture

Cultural Components	Keywords	Citations	Responses
Malaysian Architecture	Sophisticated	(Surat et al., 2010)	9.7%
	Cross-ventilating	(Rasdi, 2010).	11.4%
	Moorish	(Rasdi, 2010).	0.4%
	Baba-Nyonya	(Ahmad, 1994)	3.9%
	Indoor-courtyard	(Anjum, 2007)	1.7%
	Colourful	(Anjum, 2007)	11.6%
	Carvings	(Tourism Malaysia, 2011)	15.2%
	Gold Ornaments	(Tourism Malaysia, 2011)	1.7%

	Tatched Leaves	(Finch, 2015; Ho K. C., Hasan A. S., 2005)	12.2%
	Wooven	(Finch, 2015; Ho K. C., Hasan A. S., 2005)	13.9%
	Tropical Climate	(Surat et al., 2010)	18.3%

Table 6: Survey on keyword: Traditional Arts and Crafts

Cultural Components	Keywords	Citations	Responses
Traditional Arts and Crafts	Makyong	(Ismail, 2017; Tourism Malaysia, 2011; Yousof, 1990)	0.8%
	Gamelan	(Ashbee, 2014; Tourism Malaysia, 2011, 2016b)	0.5%
	Heroic	(UNESCO, 2008)	7.9%
	Kings and Princess	(UNESCO, 2008)	0.2
	Silat	(Hays, 2013; Nizam et al., 2015; Omar et al., 2006)	0.2
	Keris	(M. Ibrahim, 2007; Independenceday.com, 1997; Zaki & Azhari, 2016)	7.6%
	Tombak	(M. Ibrahim, 2007)	0.7%
	Sumpit	(Gomes, 2004)	1.4%
	Vibrant	(Ashbee, 2014)	6.7%
	Colourful	(Ashbee, 2014)	4.1%
	Nature Influences	(Haron et al., 2014; Hays, 2013)	21.8%
	Batik	(Legino, 2012; Thomas Willamson, 2011; Tourism Malaysia, 2017)	12.2%
	Decorative Classic	(Legino, 2012; Tourism Malaysia, 2017)	11.8%
	Songket	(S. Abdullah, 2010; Ashbee, 2014; Haron et al., 2014)	8.7%
	Weaving	(S. Abdullah, 2010; Legino, 2012)	6.3%
	Wau	(Hanita Hassan, 2014; M. Ibrahim, 2007)	9.1%

Table 7: Survey on keyword: Traditional Sports and Games

Cultural Components	Keywords	Citations	Responses
Traditional Sports and Games	Pastimes	(Ewe, 2009)	41.9%
	Nature	(Khairi, 2009; Tourism Malaysia, 2016a)	33.2%
	Simple	(Khairi, 2009; Tourism Malaysia, 2016a)	24.9%

Based on the outcome of the survey, this research has selected 3-5 most selected keywords to represent each cultural element. This process of filtering the result of the literature lead to more reasonable keywords for each component.

Referring to the article discussing Malaysian identity, Malaysian should look into several elements, which are the National Principle, the Constitution and Vision 2020. The other important aspect when the research is looking for Malaysian identity is the National Cultural Policy. Extracting the elements from those four components in searching for the national identity should not change the rights of the bumiputras, national language, free culture, the special rights of Malay kings, and religious practice by all races.

This research aiming at finding the keywords within the Malaysian identity, to establish suitable keywords, which will be incorporated into the Malaysian product design. After the process of discussing the related theories in cultural studies,

reviewing the cultural components within the Malaysian society, and conducting a survey to support the discussions, this research have come out with several relevant keywords to be incorporated with the Malaysian product design identity.
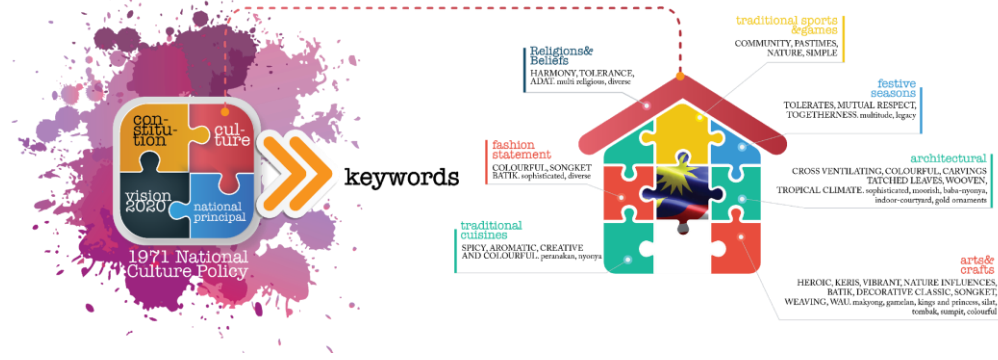
Figure 11: The most suitable keywords that represent each cultural elements within Malaysian society to be incorporated into Malaysia design products

5.0 Discussions

The 'keywords' selected to be incorporated into Malaysian product design were summarised in the next table.

Table 8: Malaysian Product Design Identity 'Keywords' based on the selected cultural components within Malaysian society after conducting a survey

	Cultural Components	Keywords	Unpopular keywords
1	Religions and Beliefs	Harmony, Tolerance, Adat	Multi-religious, Diverse
2	Traditional Dress	Colourful, Songket, Batik	Sophisticated, Diverse
3	Malaysian Cuisines	Spicy, Aromatic, Creative and Colourful	Peranakan, Nyonya
4	Festive Season	Tolerates, Mutual Respect, Togetherness	Multitude, Legacy
5	Architecture	Cross-ventilating, Colourful, Carvings, Thatched Leaves, Woven, Tropical Climate	Sophisticated, Moorish, Baba-Nyonya, Indoor-Courtyard, Gold Ornaments
6	Arts and Crafts	Heroic, Keris, Vibrant, Nature Influences, Batik, Decorative Classic, Songket	Makyong, Gamelan, Kings and Princess, Silat, Tombak, Sumpit, Colourful
7	Traditional Sports and Games	Community, Pastimes, Nature, Simple	

However, there are several issues maybe occur which trigger the confusion among the respondents related to the keyword given. The issues are:

Keywords will work on just within the cultural components:

The aim of this research is to identify the relevant keywords within the Malaysian society. To determine the suitable elements of Malaysian culture, this study reviews the current related theories in cultural studies, then selecting the suitable components to represent Malaysia identity product-related. The outcome of this research, which is the 'keywords', is suitable to be used in various kind of product design; because they were extracted from the Malaysian cultural components that are suitable to represent Malaysian products. For example, the keyword of 'songket' should not just be a reference or influence in designing Malaysian attires, but it also can be applied into the motifs of automotive interior design, graphic in SME food packaging, etc. Those are the example of the possible confusions occurred among respondents when selecting the most vibrant keywords in each cultural elements.

Some keywords might be too general for them and should not represent the items in the selected cultural attributes:

This study evaluated the findings from the survey and examined some of the unpopular keywords among respondents. There are several keywords might be too general for them, for example, the word 'diverse', 'multi-religious', 'sophisticated', and 'colourful'; even though those keywords asserted in most article discussing Malaysian identity. Based on the comments given at the end of the survey, some of them said that those keywords are too broad to be incorporated into the cultural elements, and some of them saying that it is a general understanding of the country and less necessary to be added in a product design characteristic.

Keywords maybe using the unfamiliar term which drives the respondents feeling it is not suitable:

The using of several keywords such as 'Moorish' and 'multitude' might lead to confusion from the respondents. These are the strange and unfamiliar words, which they did not use, in everyday discussion. Based on the comment given, the respondent stated that the word looks interesting but it is wrong to select them without having proper knowledge about it.

5.1 Conclusion

The idea of developing a Malaysian product to be recognised around the world, to stand a level with major companies, is a good vision and it assured is challenging. Given that, it is logical and possible yet relevant seems Malaysia is aiming at becoming a developed country by 2020, it is a significant step to bring together the creative industry as it is helping the economy (Shamsuddin, 2015). Concerning to that, Malaysian creative industry which producing a product to be marketed worldwide should look into embedding the national identity to become more successful and help in establishing the Malaysian image to the world (B. Chin & Ling, 2013). Malaysian product, without a distinct identity, is hard to differentiate with the product from neighbouring countries (Razali & Hands, 2016).

The successful design products usually speak for itself and hold significant values to the users. These are when this study talks about identity and image of the product, whereby these two elements are the active components in determining the successful of each product and the brands they hold. In developing the identity, every element within the product surrounding plays an important role to mirror the user, as discussed in Kapferer (2009) brand identity prism; gestures, picture or even language are all the communicating images that the designer should come to understand and accept as it does mean certain things. If people look at London Black cab, they will conjure up different visuals representing the London city, the Londoners, and how good the services are. If the people are given the Apple products, the direct association of individuals is 'trust', 'safety' and 'loyalty and love'. Those are the two examples of strong identity products that are successful in the market, but Malaysia does not quite have that since the manufacturers are too concern about the profitability of their companies (Marzuki, 2002).

All the successful products in the world possess a significant meaning as the image trigger something in our psyche. Not just a product which is functional, they represent some deep intuitive wisdom which defies expression. Since our ancestors started painting on the cave walls, an image does stir us as nothing else does. There is always something behind the images and identity of the pictures. It encapsulates a society, culture, status, philosophy, prestige and power visually through various ways such as logos, emblems, flags, etc. - pictorial illustrations that provoke a response in people's mind.

This study has come out with a suggestion of keywords, which are relevant to be included into Malaysian design products where it is suitable. These keywords will guide the designer to make the decision when they are starting to create a Malaysian product with Malaysian identity. This research has applied the method by reviewing the literature and conducting a survey to obtain the final suitable keywords. This research also suggests that in the future, carrying out interviews with the expertise or authorities in each cultural element seems to be a good option in strengthening the validity of the keywords. Visualising and incorporating the keywords with a selected product also appears to be a good step in getting the suitable ways to apply the keywords.

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"Female Masculinity" in Dystopian Adolescent Fiction – Suzanne Collins' *Hunger Games Series*

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Abstract

In this paper, I seek to analyse the concept of 'female masculinity' by studying Suzanne Collins' *Hunger Games* series. Pro-feminist Masculinity theorists like R.W. Connell and Michael Kimmel regard masculinity as not an 'essence' that manifests itself in 'true' males but as a 'practice' that is held as quintessential to all males and hence often aggressively pursued by males in order to maintain their superior position to women and to other marginalized males. The 'practice of masculinity' thus often rewards the males with positions of authority and power. (Connell, Gender and power: Society, the person, and sexual politics, 1987). If gender is exclusive of sex, it follows that female sex is capable of practising masculine gender. Judith Halberstam advocates this possibility of female masculinity in her work by the same name. (Halberstam, 1998). She claims that female masculinity is not an imitation of male masculinity but a "glimpse of how masculinity is constructed as masculinity" (Halberstam, 1998, p. 1). She regards female masculinity to be superior to that of male masculinity as it is not depended on the process of 'othering' women. Hunger Games series which gained much popularity among adolescents and adults alike and has been lauded as an exemplary work of female freedom has also got major female characters performing acts normally associated with masculinity. This study scrutinizes whether the actions of these female characters in the series superimpose or subvert masculinity.

Keywords: Judith Halberstam, Masculinity, Female Masculinity, *Hunger Games*, subversion, power

Introduction

Second wave feminism often implied that all gender differences are socially produced. Simone Beauvoir famously proclaimed that "one is not born a woman, but rather becomes one" (Beauvoir, 1973, p. 301). Judith Butler in the *Gender Trouble* argues that it is "impossible to separate out gender from political and cultural intersections in which it is invariably produced and maintained" (Butler, 1990, p. 5). This argument effectively separates gender from being an essence of the biological body and exhibits it as a social construction or a gender 'performative' as Butler puts it. It suggests that gender is something that one performs or does continuously rather than one associated naturally with the body. Masculinity theorist Raewyn Connell extends this argument to administer it to male gender and asserts that "male body does not confer masculinity" (Connell, Gender and power: Society, the person, and sexual politics, 1987, p. 83). If gender can be separated from the biological sex, then it follows that it is possible to have feminine men and masculine women.

'Female Masculinity' is a phenomenon in which female bodies do masculine performatives. In this, traits ascribed as masculine, such as, power, aggressiveness and virility are transposed on a female body. Even though many masculinity theorists like Michael Kimmel and Todd W. Reeser have predicted the existence of such a masculinity, it was first extensively theorised by Judith Halberstam in her work of the same name, *Female Masculinity* (Kimmel, 2000)(Reeser, 2010). This work claims that "female masculinity is an independent and original gender that does not imitate an authentic male masculinity" (Gardiner, 2012). She elucidates in the work that "masculinity must not and cannot and should not be reduced down to the male body and its effects" (Halberstam, 1998, p. 1). She claims that far from being an imitation of masculinity, female masculinity reveals the fact that masculinity is a social construct and discloses its workings. Female masculinity also brings into light the connection between masculinity and power in society. Meanwhile, Judith Gardiner, in an article argues that female masculinity is nothing but an imitation of masculinity. This paper looks at female masculinity as depicted in a popular young adult fiction series, Hunger Games, in order to assess whether it is a subversion or an imitation.

Hunger Games series (2008-2010) by Suzanne Collins is a dystopian story with a strong female protagonist that attracted not only girls but also boys as well as adults into its fictional gruesome world of 'Panem'. This attraction for the boys and adults is mainly due to the fact that the main character lacks any feminine qualities and is depicted mostly along the lines of 'hegemonic masculinity', which are the qualities traditionally associated as ideal masculine characteristics. It is interesting that such strong masculine female characters are visible only in Young Adult dystopian tales that are set in parallel worlds and are mostly absent in realistic Young Adult novels. The mere fact that it is another world and not one's own, gives a lot of legitimacy to such portrayals. The Hunger Games series consists of three novels, *The Hunger Games (*2008*)*, *Catching Fire* (2009) and *Mockingjay* (2010). The first book in the series, *The Hunger Games* was marketed as a novel that explores "the effects of war and violence on those coming of age" (Collins, The Hunger Games, 2008, Backcover). However, this paper delineates that it also depicts the relationship between female masculinity and power.

Female Masculinity of Katniss Everdeen

Katniss Everdeen is the sixteen year old protagonist of the series who lives in the fictional world of 'Panem', which consists of twelve districts under the control of the Capitol. She is depicted along the lines of ideal American Frontier Masculinity which values self-sufficiency, courage, individualism and the rough outdoor life. It is "the image of the rugged, individualistic cowboy mastering a romanticized western landscape which became a widely recognized icon of gender ideology, one that persisted through the twentieth century as a uniquely American masculine ideal" (Carroll, 2003, p. 500). 'Panem' is depicted as the new dystopian North America (Collins, The Hunger Games, 2008, Backcover) and hence it is significant that Katniss displays American Frontier Masculinity. Katniss is introduced at the opening of the novel as the sole breadwinner of her family, a traditionally male role. She takes the role as the head of the family at the young age of twelve on the death of her father and provides for her mother and sister by hunting and gathering food from the nearby woods. Katniss is more comfortable in the woods than in the societies and among people. This shows that her female masculinity is derived from the legends of the frontier life when man was expected to secure food and sustenance directly from the woods and live in close connection with the nature. She even has the courage to frequent the black-market, 'Hob' which ordinary citizens of District 12 stay away from. She challenges the authority each time she ventures out into the woods as hunting and going into the woods outside of the fence is illegal there. Challenging authority is a characteristic which is mostly associated with teenage boys rather than girls. She dons masculine dresses which she considers convenient for hunting like her father's hunting jacket and boots. Thus, she literally steps into his shoes. Katniss' tough personality and practical mind is revealed to the readers at the very beginning of the novel when she confesses to having attempted to drown the stray cat that her sister, Primrose, brings home, as she did not have enough food to feed it. She is not build up as a traditional soft heroine but a tougher character with a practical head on her shoulders. She is depicted as "not the forgiving type" (Collins, The Hunger Games, 2008, p. 9). She kills Marvel, the tribute from District 1 when he kills her ally, Rue, without a second thought. Killing and hunting are natural part of life in frontier masculinity. Her aggressive nature is evident when she gets hold of her bow and arrow in the first hunger games - "The weapons give me an entirely new perspective on the Games...If Cato broke through the trees right now, I wouldn't flee, I'd shoot. I find I'm actually anticipating the moment with pleasure" (Collins, The Hunger Games, 2008, p. 197). Her self-sacrificing and protective nature comes out when she volunteers as a tribute for hunger games in order to protect her sister when Primrose's name is picked as the next tribute. Her protective instinct is also visible when she allies herself with the little girl Rue in order to protect her. She is portrayed as the ultimate survivor. Thus, Katniss' masculinity is modelled after the hegemonic American masculinity, which is frontier masculinity. Hence her female masculinity is imitative and almost all her actions can be considered as instances of hegemonic masculine practices.

The hunger games in this series are modelled after the Roman Gladiator Sport and it is a masculine event (Armitstead, 2012). Hence it is not surprising that the protagonist Katniss is also masculine in her actions. Katniss is proud of her healthy, strong body and takes care to maintain it. "The meat and the plants from the woods combined with the exertion it took to get them have given me a healthier body than most of those I see around me" (Collins, The Hunger Games, 2008, p. 94). She is much more concerned with a strong healthy body rather than just a beautiful one. She makes her body go through rigorous training and treats it like a weapon and sharpens it by training for the second hunger games and to take part in the rebellion later. "Every morning we do exercises to strengthen our bodies. We run and lift things and stretch our muscles. Every afternoon we work on combat skills, throwing knives, fighting hand to hand..." (Collins, Catching Fire, 2009, p. 184). This image of body as a machine or weapon is a distinctive masculine characteristic, as it is this notion that supported essentialist theory that masculinity is directly related to male body (Connell, Masculinities, 1995, p. 45).

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Katniss is so aggressively masculine that other hegemonic masculine male characters in the hunger games start to feel threatened. Cato, one such hegemonic masculine character fixes her as his nemesis and he targets her to kill. "He probably has had a special hatred for me ever since I outscored him in the training. A boy like Peeta would simply shrug that off. But I have a feeling it drove Cato to distraction" (Collins, The Hunger Games, 2008, p. 324).

The character Peeta Mellark is a foil to Katniss in that he is a feminized male character. He is shown as being good at baking, diplomacy and camouflage which are traditionally female gender roles. Peeta is good at camouflage, a passive defensive tactic that reeks of femininity. It is Freud who equated masculinity with activity and femininity to passivity. (Connell, Masculinities, 1995, p. 68). The naturalized relation between maleness and action is subverted in this series. It is Katniss who is always ready for action and adventure. Katniss loves aggressive sports like hunting and is a good archer, while Peeta is more artistic and is good at passive actions like painting and weight lifting. Katniss refuses to show emotion and cry at the 'Reaping'. Significantly, it is Peeta who cries at the train station and not Katniss. She constantly reminds herself not to cry as it would target her as a soft prey in the games later. Even in the 'Hunger Games', Katniss' is more rebellious and reactionary, almost challenging the authority like the event in which she covers her fellow tribute and ally, Rue's body with flowers and the incident with the poisonous berries. Whereas, Peeta's disobediences are often subtle and manipulative. Therefore, Peeta's masculinity can be regarded as 'subordinate' masculinity (Connell, Masculinities, 1995, p. 78), which is subordinated by more hegemonic masculinities like Gale's and Katniss' masculinities. Katniss' masculine position is emphasized in comparison with Peeta's subordinate masculinity.

Performances of masculinity always requires a model of masculinity on which it is based. Katniss' female masculinity is modelled after the other hegemonic masculinities in the novel like Gale's and Haymitch's masculinities. In the Hunger Games arena, it is often these two characters' words and directions that she remembers and follows. Gale's masculinity is very aggressive and rebellious. He hunts in the woods along with Katniss to provide food for his family. Katniss considers him as her perfect hunting partner. This herd hunting is a primitive masculine trait. It is Gale who teaches Katniss to set up snares while it is her father who teaches her to hunt using bow and arrow. Gale is often depicted as extremely hostile and stubborn with his own ideals of right and wrong. Katniss describes him as such -" Too handsome, too male, and least bit willing to smile and play nice for the cameras" (Collins, Catching Fire, 2009, p. 12). He is impulsive and Katniss is always cautious about his rebellious nature. She keeps her emotions and fears hidden away from him as he is incapable to deal with it rationally. "I'm so afraid, anyway, that any kind of emotional scene with Gale might cause him to do something drastic" (Collins, Catching Fire, 2009, p. 186). She is afraid that Gale would start his own rebellion against Capitol without caring for consequences. Gale's aggressive hegemonic masculinity threatens Katniss' female masculinity. Hence, it is also significant that it is softer Peeta than the more rebellious and traditionally masculine Gale, who wins Katniss' heart in the end. It is Peeta's feminine qualities that match with Katniss' masculine ones. Further, Peeta also doesn't steal away Katniss' masculinity and power. While, Gale makes her more feminine, it is Peeta who emphasizes her masculine qualities.

Haymitch Abernathy is the mentor to Katniss and Peeta in the Hunger Games and he is the person Katniss chooses to confide in when President Snow visits to warn her and later when she finds out about District 13. Though Haymitch is inebriated most of the time, it is his clever instructions that helps Katniss and Peeta win the first hunger game. Haymitch is yet another hegemonic masculine character on whose masculinity Katniss models her own. Even Peeta notices it, "Haymitch and I don't get along well in person, but maybe Peeta is right about us being alike..." (Collins, The Hunger Games, 2008, p. 385). It is significant that Katniss' masculinity is modelled after hegemonic masculinity of Gale and Haymitch for hegemonic masculinity "guarantees the dominant position of men and subordination of women." (Connell, Masculinities, 1995, p. 77). Therefore, it is more reasonable to argue that Katniss' female masculinity is more an imitation of masculinity rather than subversion of it.

Katniss' sister Primrose is yet another foil to her character. "Masculinity does not exist except in relation with femininity" (Connell, Masculinities, 1995, p. 68). It is the feminine characters in the novel that emphasizes the masculinity of other characters. Unlike Katniss, Primrose got feminine tastes. It is in relation to her that Katniss' masculinity becomes more visible. Primrose is bad at hunting but good at healing like her mother. She is portrayed as having a sympathetic heart which makes her care for humans and animals alike. When Katniss is expected to have a talent developed, her mother and Effie Trinket tries to interest her in various feminine activities like "cooking, flower arranging, playing flute" (Collins, Catching Fire, 2009, p. 39). However, it is Prim who develops a taste for all three things. This clearly exposes Primrose as a foil to highlight Katniss' masculine characteristics. Primrose is killed off in an explosion at the end of the *Mockingjay*. None of the feminine characters survive the rebellion at the end of the novel. Primrose is an instance of what Raewyn Connell terms as 'Emphasized Femininity'. Emphasized femininity is that which is defined as a subordination to hegemonic

masculinity and ideals, and "is oriented to accommodating the interests and desires of men" (Connell, Gender and power: Society, the person, and sexual politics, 1987, p. 183).

Katniss's disdain towards feminine things is often visible in the novels. She disliked her mom in the beginning for not being more strong at the time of the death of her father. "Some small gnarled place inside me hated her for her weakness, for her neglect, for the months she has put us through" (Collins, The Hunger Games, 2008, p. 53). She barely tolerates the weeping of the Capitol beauticians. Katniss thus regards any kind of weakness and display of emotion as abhorrent, similar to hegemonic masculinity. Though the Hunger Games series spend considerable time narrating the costumes that Katniss wear for the ceremonies of the Game, Katniss herself shows her disinterest in fashion. She is still more uncomfortable when Cinna, her stylist, dress her up in girlish dresses after the first hunger games. She thinks of her performance as "A silly girl spinning in a sparkling dress" (Collins, The Hunger Games, 2008, p. 136). Fashion is always regarded as a feminine quality, which clarifies her disdain towards it. She despises the fact that she was waxed and beautified before the games and feels less like herself. "I hadn't thought about it much, but in the arena at least some of the boys got to keep their body hair whereas none of the girls did...I was so happy when it grew back in, too" (Collins, Catching Fire, 2009, p. 48). Katniss feels "intensely vulnerable" after waxing. (Collins, The Hunger Games, 2008, p. 62). These feelings of vulnerability and liking for body hair arises out of her belief that feminine qualities are weak and had to be eliminated to achieve masculinity and thus, power.

Katniss sees hair ribbons and other female articles as extremely frivolous. "In our world, I rank music somewhere between hair ribbons and rainbows in terms of usefulness. At least a rainbow gives you a tip about the weather" (Collins, Catching Fire, 2009, p. 211). She holds herself much above the 'senseless' girls of her age. "Other girls our age, I've heard them talking about boys or other girls, or clothes. Madge and I aren't gossipy and clothes bore me to tears" (Collins, Catching Fire, 2009, p. 87). Thus, she relegates femininity as something to do with gossiping and clothes, and tries to stay away from it. Her attitude to feminine qualities are very near the brink of being misogynistic.

Katniss is so masculine in character that she cannot comprehend feminine characters. She is often baffled by Effie Trinket, "What must be like inside that woman's head. What thoughts fill her waking hours? What dreams come to her at night? I have no idea" (Collins, The Hunger Games, 2008, p. 54). The inability to comprehend another female character shows that there are no feminine traits in Katniss. She considers Trinket to be irrelevant as the values that Trinket embodies are mostly feminine. She views feminine qualities with disdain and feminine characters like her mother and Effie Trinket with annoyance and bafflement as she considers them weak and unable to protect themselves. She, being a female masculine character, cannot connect with them or comprehend their ways.

Katniss' rejection of feminine qualities has its origin in the hegemonic masculinity it is modelled on. Hegemonic masculinity gains power by subordinating other masculinities and femininities (Connell, Masculinities, 1995, p. 77). Here, female masculinity is not empowering women, but only subordinating other femininities. This disproves Judith Halberstam's claim that female masculinity is a subversive act that returns power to the females.

Female Masculinity and Power

The association of masculinity with power is clearly visible in President Snow who is the dictator of the Capitol. Female masculinity in the novel too aspire to reach that status, which hegemonic masculinity is delegated to in the novels. Katniss is masqueraded as an innocent girl in love rather than a rebellious leader by the Capitol in order to assign feminine qualities to her and thus, devoid her of the power associated with her masculine persona. She is made to wear young girl costumes so as to prove to the rebels that her rebellious act was actuated by blind love for a fellow tribute rather than anger towards the Capitol. Further, she is made to model for different costumes of wedding dresses by President Snow, so that the rebels will lose their interest in her as a potential leader for their cause. Love and fashion are accepted as feminine qualities and as such not associated with power or rebellion.

The novels consciously push any romantic angles between Katniss and Peeta to the background of the story. Katniss never admits even to her own self that she loves Peeta. It is the Capitol that popularises the romance between Katniss and Peeta in a move to reduce the power that Katniss have over the people of Panem. The districts of Panem start to view her actions as challenges to the authority of Capitol and make her the face of their rebellion.

In *Catching Fire*, Katniss is falsely portrayed to be pregnant, so that the Capitol will stop seeing her as a threat. This is an instance of feminizing Katniss by implicating impending motherhood, so that her masculinity and power associated with it dissipates. Katniss is strongly resentful of this idea of Peeta to portray her as pregnant as she is well aware that it takes

away her power and makes her seem weak. Here, all characteristics associated with females, including pregnancy is considered a vulnerability. Katniss' rejection of pregnancy ploy displays how her female masculinity is more misogynistic than empowering.

At the end of the third novel, *Mockingjay*, Katniss is portrayed as a mother with two kids. She loses her rebellious nature and does not take part in any politics or administration related duties, and is relegated to the role of a wife and mother. Her role is over as a saviour and her masculinity is stripped off her. She, who has been the face of the rebellion, is unceremoniously consigned to the life of a housewife. This reveals masculinity as a performance crafted to gain power. The moment that Katniss quits her masculine performance, she is reverted back into a feminine role with no power.

Judith Halberstam claims that female masculinity "offers an alternative mode of masculinity that clearly detaches misogyny from maleness and social power from masculinity" (Gardiner, 2012). However, Katniss embodies misogynistic characteristics in spite of being a female. Her power gained through her masculine performance too is only temporary. Hence, female masculinity here is not an alternative mode of masculinity, only a parody of it.

Other Female Masculine Characters

President Alma Coin, the leader of the District 13 is portrayed as a militaristic ruler who does whatever it takes to bring down the Capitol. Under her rule, District 13 survives Capitol attack and becomes self-sufficient. She is described as brusque and efficient without much sympathy. Her family is conveniently killed off in the novel, so that she can retain the masculine aura of a dictator. Coin even starts to see Katniss, the face of the rebellion as a threat to her power. Katniss notes that President Coin has been the first to publicly brand her as a threat (Collins, Mockingjay, 2010, p. 59). Often masculine characters perceive each other as a threat. Just like Cato perceives Katniss as a threat to his masculine power, President Coin also regards her as a threat to her position. Coin even wants to start another hunger games with Capitol's children as tributes in order to exact revenge. She turns out to be more manipulative and controlling than President Snow, and Katniss kills her at the end of the series. It is significant that the powerful characters in the series are females with masculine characteristics.

Johanna Mason is yet another powerful female character. In the hunger games, she pretends to be a coward and weakling, and hides till the number of tributes come down and then she displays "a wicked ability to murder" (Collins, Catching Fire, 2009, p. 214). She is depicted as very courageous and untouchable by the Capitol as she has no one left in her life that Capitol can hurt. In this way, she is even stronger than Katniss. Her choice of weapon is an axe, which itself is a masculine symbol. She is very rebellious and projects a rough exterior to all.

Cressida is the female director and rebel from Capitol that District 13 appoints to take films of the 'Mockingjay'. She has a "shaved head tattooed with green vines" (Collins, Mockingjay, 2010, p. 85). She is extremely brave to shoot videos among the explosions and even accompanies Katniss on her expedition to Capitol to kill President Snow. She, being a female masculine character, survives the rebellion at the end of the series. Atala is another female masculine character who is the head trainer at the Capitol's training centre.

Almost all the characters selling in the black market, Hob, are female masculine characters. Thus, traditionally masculine roles are handed out to female characters in these novels. Greasy Sae is the cook in the Hob, while Rooba is the butcher, who is described as a "short, chunky woman" (Collins, The Hunger Games, 2008, p. 265). Rooba is mentioned as a tough character to deal with, "you don't haggle with Rooba. She gives you one price which you can take or leave..." (Collins, The Hunger Games, 2008, p. 265). Ripper is yet another female masculine character who is an illegal bootlegger. However tough the political atmosphere of District 12 gets, she manages to stay in business.

Thus, there are several female masculine characters in Hunger Games series other than Katniss. All these characters are in positions of power and independence that comes with masculine performances in society. Except President Coin, who can be regarded as the major negative character in the novel, all other female masculine characters fare well at the end of the series. This further gives the impression that masculine performances are superior to feminine performances.

Capitol and Femininity

It is curious that the differentiation between the two genders is least in the Capitol. Almost all Capitol citizens use makeup and wigs to 'enhance' their looks, irrespective of gender. Effie Trinket and other citizens of Capitol are depicted as crazy about fashion, trying outlandish costumes and makeup. This display of feminine qualities by Capitol citizens further depict their frivolous attitude towards life and powerlessness with a dictator as a ruler. These feminine characteristics further help

in depicting them as the helpless victims who have no idea of what was going on in other states. It makes it easy on the readers' part to believe their incredulous and naive attitudes and eventually forgive them for their indulgent and lavish life. The association with feminine quality demonstrates their position in the power ladder. They are the ones most immediately in the visibility of the Capitol and under Capitol's constant surveillance.

The Capitol characters depicted in the series belong to two categories- the 'silly' beauticians with so called typical 'feminine' characteristics and the reporters, who help with the rebellion and who possesses masculine traits. Venia, Flavius and Octavia, the beauticians from the Capitol are almost depicted like spoiled children complaining at their insignificant lacks and crying at the drop of a hat. Even Katniss at one point likens them to innocent children. "They're not evil or cruel, They're not even smart. Hurting them, it's like hurting children" (Collins, Mockingjay, 2010, p. 53). But the Capitol rebels like Fulvia Cardew and Cressida are portrayed as masculine in nature with shaved head and militaristic attitude. The beauticians have no power in them and are mere puppets in the hands of President Snow, then later, in the hands of President Coin. Meanwhile, the Capitol rebels with masculine traits help Katniss to reach Capitol to kill President Snow. Thus, they are portrayed as much more important to the story. Cinna, the stylist is not from the Capitol. Hence, he is allowed to look almost masculine. Further, he has a distinct role in the rebellion and hence not invested with qualities associated with femininity in spite of his profession as a fashion stylist.

Institutions of authority like State is often masculine in nature (Connell, Masculinities, p. 73). Hence, in the series, Capitol is in a masculine position and it subordinates its citizens into feminine positions. Masculine positions are always in control and they often employ their position of power to kill and suppress those under their rule. In the series, Capitol has strict control over the Capitol citizens and punishes them harshly for smallest offences. Citizens' feminine position is symbolized by the powerlessness and emphasized feminine performances, like fancy costumes and makeup of the citizens of the Capitol.

Conclusion

This paper finds that the female masculine characters in Hunger Games series gain power associated with masculinity by 'imitating' hegemonic masculine performances. However, this imitation cannot be regarded as subversion as these characters are persuaded to regard their femininity as something to be shed away. Their performances are provisional and are mere parody of hegemonic masculine performances and the instance when these performances cease, they are relegated back to their subordinate feminine positions. Thus, this paper rejects Halberstam's claim that female masculinity is an original and subversive act which gives power back to the female and supports Judith Gardiner's notion that it is more an imitation of hegemonic masculinity.

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Ownership of Copyright in Works Created During Employment Relationships

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Abstract

The copyright in its infancy was provide protection only for the category of works of fine art but challenges followed by creations immediately should be undertaken measures regarding copyright during employment relationship. When authors of creations have seen the benefit of copyrights, they have risen their voice and acted to protect their creation. Therefore, it is very important that employers and employees with employment contract or agreement later make accurate determinations and clearly define their agreement. Law on Copyright in Kosovo almost every provision cited in this article has left open the possibility of defining many issues between parties, such as the expiration of period of rights to the employer, extra compensation etc. In the absence of clear contractual provisions shall apply copyright, and companies, that have invested heavily in a certain work, will lose right after the expiration of 10 years and all contracts that are associated with third parties, other-companies for allowing the use of a work after this deadline will be invalid because a party cannot achieve the right of copyright. This situation could cause many problems in the future for Kosovo companies which do not have much knowledge about the legislation in the field of copyright and do not take precautions to regulate the issue of transfer of rights to their employees. This Article discusses the idea ownership issue in the context of employment and independent contractor relationships. The paper recommends that since copyright is not familiar with the business regarding changing performance, therefore Kosovo laws should adequately support these circumstances of ownership in order for employees to give their best on his career. How employees could be owners of copyright. Which particular articles of Kosovo law on copyright should change?

Keywords: Copyright, employee, employ motivation, law, Kosovo.

Introduction

In its beginnings, the copyright provided protection to the category of pieces of fine works only. However, as the time passed by, its scope extended to other fields as well (such as photography, computer programs), particularly to the applied arts, (architecture, marketing, design, clothes designs, etc.) where the majority of these works were created during employment[1]. So, it is appropriate to make a question – to whom does the copyright belong as far the works created by an employee in his/her employments are concerned? In order to give an answer to this question, in the beginning, there should be made a distinction between the notion of the author and the copyright holder!.

The Law on Copyright and Related Rights No. 04/L-065, article 13, expressly provides as follows "An author is the natural person who created the work". Thus, in principle, the law excluded the legal person, namely the companies, from the option to be considered an author to the respective work. Certainly, this principle is substantiated on foundation of the copyright law itself, which protects the original intellectual creations in the field of literature, science and art (see article 8 of the Law

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1 A. Bertrand, "Copyright" Dalloz, Paris, 2010, p. 187.

on Copyright). Thus, an author of a work which is protected by a copyright may be a natural person only because the works represent a product of human creativity who through work expresses his own artistic personality.

However, there are certain copyrights which may be transferred from the author to the natural person by means of an agreement or in other cases as set out with the law. When the property rights are transferred through contract or copyright law, a natural or legal person who has received such rights, is considered holder of the copyright. Thus, the author of the work can be a natural person only, and the holder of such right can be either a natural or a legal person. One of the rights set out by the law when the author of a work is not also the holder of right is related to the cases of author's-employee's work who created its work whilst carrying out his/her daily duties and activities.

The Law on Copyright and Related Rights No. 04/L-065, article 126, para. 1, sets out as follows: *"When the author's work is created by the employee during his/her employment, whilst carrying out his/her duties or according to the instructions given by the employer, it is considered that the property rights and other author's rights were assigned exclusively and without limitations to the employer, for a period of ten (10) years, since the completion of the work, unless otherwise Provided by the employment contract or by another signed act with the employer"*. This act sets out the transfer of rights from the author who is a natural person/employee to the employer. The law provides a 10-year validity of the rights assignment – thus the author's rights are assigned to the employer on temporarily basis only, unless otherwise provided under the contract. The law does not exclude the option that the parties may agree to another term which is set out in the contract concluded between each other. The Law on Copyright and other related rights No. 35/2016 of the Republic of Albania provides a 3- year term only relating to assignment of works from the employee author to the employer[1].

For an employer to be considered the holder of works rights which were created by his/her employees, s/he should meet two requirements cumulatively, the first one, the work should have been created during his/her employment and the second one, the work should have been created by conducting the job tasks by the author. The Kosovar Labour, Law No. 03/L-212, article 3, section 1.10, defines the labour relation as *"an agreement or contractual arrangement between an employer and an employee for the performance of specified functions or tasks by the employee under the supervision of the employer in return for an agreed remuneration, normally in the form of money"*.[2] This means that in order to establish a normal lab our relation, the parties should conclude an employment agreement which the law defines it as *"an individual act which is concluded by and between the employer and employee, which set out the rights, duties and responsibilities arising out or in connection with the employment agreement pursuant to this law, collective agreement and the employer's internal act"*. Given the fact that the informality rate in the Kosovo labour market is high (there are no accurate statistics) where there many employees without employment agreements, we consider that there will arise quite problematic situations in a near future where the current employees, after they realize that they are entitled to additional rights for their works, shall file lawsuits with the courts to claim their rights. The employers who neither declared their employees nor offered them employment agreements with the sole purpose of avoiding taxes, in our opinion, shall not benefit from the application of article 126, consequently s/he shall not be considered a holder of copyright.

Therefore, even from this point of view, the employers who do not offer employment agreements to their employees risk at a later stage to lose any right over the created works by their employees during their employment and to be subject to lawsuit for copyright violations.

In addition to the labour relation as the first requirement, the work should be created by an author/employee whilst carrying out his/her duties. The same concept can be found under the Law on Patents No. 04/L-029, respectively article 20, para. 3 which sets out as follows *"...when an invention is made in the Republic of Kosovo in execution of a commission or an employment contract, the right to the patent shall belong to the person having commissioned the work or to the employer, unless it is foreseen otherwise by the contract"*[3].

As it is widely known, the job description is determined by the employment agreement and the employer's internal acts. If an employee has created a work which was not defined under his/her job description duties, the employer shall be considered the holder of such rights although such work might have been created during his/her employment. In such cases, the employer should conclude an employment agreement with the employee in order to assign the copyrights.

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1 The Republic of Albania, Law on Copyright and other related rights No. 35/2016.
2 For more see in: Law No. 03/L-212, article 3.
3 For more see in: Law on Patents No. 04/L-029.

But, is the employee entitled that in event of termination of employment agreement to use his/her work without any limitation before the expiration of a 10-year period as set out with the law? Although the law does not provide such a thing, it is considered that an employee, even in event of termination of employment agreement, before a 10-year period, may use his/her own work because by doing so s/he would make disloyal competition or would breach the confidentiality clause, certainly, in case the employee created his/her work by using his knowledge gained during his/her employment.

Further, the article 126, para. 2 provides as follows *"... the rights shall be returned the employed author prior to expiration of such term, in case of employer's death, respectively in case of employer's liquidation as a legal person".* Thus, in case the employer dies or the legal person is subject to liquidation, the author's right shall be returned to the employed author even if the 10-year term has not passed yet.

This legal formulation means that there is no need for any formality by the employee in event of the above-noted cases, it is sufficient to notify the employee about the employer's death or the company's liquidation.

Whereas, the para. 4 of the same article provides as follows *"Unless otherwise contracted between the author and employer, the employee, as the author of the work enjoys the right to claim additional compensation from the employer, if his/her salary evident disproportion with the incomings and savings realized due to the use of the work".* As per this provision, the author may request additional compensation, except his/her salary, by the employer, in events when the company achieved higher revenues from his/her work, provided that it is not provided otherwise under the agreement. According to our evaluation, such a provision is difficult to be enforced.

This takes place because it is very subjective the evaluation of disproportion between the salary and achieved revenue as a result of the work. The Law of Republic of Albania on the Copyright[1] has settled better this matter because it sets a limit to the additional compensation, except for the salary, onlyto cases when the employer assigns the copyright to a third party, and not for cases when the work is used for its own needs. The Albanian law also provides another quite interesting limitation relating to the use of the work of the employed author. The employer may use such a work only within his own activity scope as also defined under the employment agreement, while for other cases the employer has to seek prior written approval from the author who shall be entitled to additional remuneration. There are similarities even under the section "additional compensation" with the concept of the law on patents where the compensation amount is determined in proportion with the patent market value. A completely different practice can be found under the French law which under the article 111-1 para. 3 of the Code on Intellectual Property, expressly provides that the existence of a service agreement (including employment agreement) shall not serve as basis to assign copyright. Under the French System, the employed author, at any time after the creation of a protected work by copyright, may assign the property rights to the company where s/he works through a written agreement. The employee, in addition to his/her salary, shall be entitled to additional compensation.

The applicable law in Kosovo, article 128, provides exceptions from the said rule with regard to collective works which were created by an order, computer programs and databasis. In such cases, the law provides the assignment of all rights from the employed author to the person who ordered the work or to the company exclusively and without limitations. In terms of the author's collective works, pursuant to article 106, para 4, the requester of collective work of author enjoys the right to publish and use the work under his own name, however in each copy of work the list of participating authors shall be placed.

It is worth mentionioning that regardless who is the holder of the property right and other copyright[2], the author's moral rights (the right of authorship recongition, of first publication, of work integrity and repentance right) shall not be assigned to third parties– neither to the employer – but they shall remain the author's work. The assignment of author's moral rights is prohibited by law for the purpose of the author's own protection who might be under pressure to assign all rights. The author, even if he is not the holder of economic rights for his/her own works, he shall again remain its author and such a right shall be valid for unlimited time.

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1 Article 69 para 4 of the Law on Copyright and other related rights No. 35/2016 of the Republic of Albania provides that "In the cases when the employer, as per the employment agreement with the employed author, assigns the author's right or authorizes a third party to use the work for profit purposes, the author shall be entitled to remuneration in proportion with the gained profit by the authorization/assignment of rights to third parties.

2 Chapter III of the Law on Copyright stipulates that other author's rights are the right to access and expose, right on resale, the right of public borrowing and the right to special compensation.

Therefore, it is very important the employer and employee provide specific arrangements and clear definitions under their employment agreement or under a later agreement. The Copyright Law, almost under each of its written cited provision, has left open the option to the parties to define many issues through an agreement such as the following: to determine the term of assignment of rights to the employer, additional compensation, etc. In absence of such clear contractual provisions, the legal provisions shall be applicable and the companies which have invested a lot on a certain work, shall lose the copyright after the 10-year period has expired. Consequently, all the contracts concluded with third parties/other companies to grant permission for the use of such work, shall be deemed invalid following the expiration of such period, because a party shall not assign a right to another party for a right which s/he does not hold. This situation could cause countless problems to Kosovan companies in future which do not have much knowledge about the copyright law and do not take any prior action to settle the issue with their employees regarding the assignment of rights.

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Multiple Criteria Evaluation of Influence of Components of Entrepreneurship Education Programmes on Formation of Competencies

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Abstract

The article substantiates the concept of entrepreneurship education from the holistic perspective, which is interpreted in the context of education in its broad meaning and is related to knowledge, abilities of economics and business, value orientations, personal traits and their comprehensive development. The significance of content areas of the General Education Curriculum to development of entrepreneurship skills in schools of general education in Lithuania was analysed. Multiple criteria evaluation, based on expert evaluations, was applied for evaluation of significance of areas of the programme content mathematically processing and systemising the data. The significance of areas of programme content evaluated by experts was established using methods of indirect evaluation (ranking) and direct evaluation (percentage expression). The research showed that the data of expert evaluations, conducted using the methods of indirect and direct evaluation, coincide and, therefore, the data can be regarded as reliable. The conducted mathematical calculations show that multiple criteria methods can be successfully applied evaluating any other programme of similar kind.

Keywords: entrepreneurship, General Education Curriculum, Study Programme of Economics and Entrepreneurship, entrepreneurship education, competence of entrepreneurship, entrepreneurship skills, Multiple Criteria Decision Making, direct assessment method, indirect assessment method.

Introduction

Relevance. Entrepreneurship is a priority trend in educational activity and is determined as one of the most important general competencies. The investments allocated to their development can bring one of the biggest returns (*Entrepreneurship in the EU and Beyond: Report*, 2012).

Entrepreneurship education is a relevant scientific problem, which evokes numerous discussions. The concept of entrepreneurship based on holistic approach has to be interpreted in a broad way and related to knowledge, abilities of economics and business, value orientations, personal traits and their importance in all the spheres of life as well as to their comprehensive development (Ruškytė, 2016).

The General Education Curricular are in a consistent transition towards new policy on curricular development, i.e. from knowledge conveyance to building up of competencies (knowledge and understanding, abilities and value orientations) focusing on increase of flexibility and versatility of educational programmes and school learners' choice, application of innovative education methods and aids considering school learners' interests, age, level of understanding and experience (*Pradinio ir pagrindinio ugdymo bendrosios programos*, 2008; *Vidurinio ugdymo bendrosios programos*, 2011; *Pradinio, pagrindinio ir vidurinio ugdymo programų aprašas*, 2015; Ruškytė & Navickas, 2015). The innovative content of entrepreneurship education is renewed taking into account changing educational needs and expectations of school learners

as well as increasing variety of educational opportunities, strategic trends of economic growth, international educational tendencies, scientific and technological innovations (*Novatoriška verslumo ugdymo samprata*, 2016).

Problem. The generally acknowledged model for entrepreneurship education and its practical implementation has not been available up to now; therefore it is not clear how entrepreneurship can be developed best. The conducted research studies most frequently focus on the problems of entrepreneurship promotion rather than on entrepreneurship education.

As it is pointed out in the report of the research conducted in European schools in 2016, currently the absence of comprehensive learning outcomes related to entrepreneurship education is one of the main obstacles for formation of efficient and high quality entrepreneurship education (*Entrepreneurship Education at School in Europe*, 2016, p. 11).

The aim is to establish the significance of content areas of the programme of entrepreneurship education to school learners' entrepreneurship education.

The context of entrepreneurship education

In scholarly literature, the concept of entrepreneurship is discussed in different context and interpreted not uniformly. According to the researchers, the major confusions and uncertainties occur regarding the use of the concepts entrepreneurship, entrepreneurship skills, and entrepreneurship competency. Most frequently these concepts are used as synonyms but they are treated differently. This is most frequently related to the context of their use (Ruškytė, 2016, p. 67). Recently numerous discussions have been generated linked with the interpretations of the concept of entrepreneurship in its narrow and broad meanings.

The concept *entrepreneurship* is most frequently used in its narrow meaning in the contexts of economic nature and is determined as ability to take on risky actions to create economic added value and to gain profit, i.e., as an ability characteristic of a person, who establishes and develops own business. The concept *entrepreneurship* is often associated with a person, an owner or manager of a business enterprise, who seeks profit by taking initiative and putting his/her assets at risk. I. Komarkova, J. Conrads, and A. Collado (2015a, p. 4) state that in its narrow meaning entrepreneurship is linked with enterprises' activities and their functions. Entrepreneurship is a person's disposition and ability to undertake economic activities joining capital, work and other economic resources seeking profit and assuming all the related risk (Vainienė, 2008, pp. 282–283). Entrepreneurship is ability to apply possessed knowledge in personal life, to make risky decisions to set up and develop own business (Župerka, 2010, p. 137).

In a broad meaning the developed personal traits are associated with entrepreneurship, which allow to create not only an economic value but also social and all the other values (Zaleskienė & Žadeikaitė, 2008; Palčiauskienė & Virketytė, 2009; Čiburienė & Guščinskienė, 2009; Paulionienė, Rakauskienė & Durtinevičiūtė, 2011). Entrepreneurship embraces personal qualities such as initiative, creativity, self-confidence, a fast reaction to certain changes, a critical attitude, logical thinking, intuition and pursuance of career. Entrepreneurship embraces a wish to change something himself or herself and ability to accept and support innovations, to assume responsibility for own actions, to finish what has been started, to be aware of direction, to set up goals, to expect to achieve them and make attempts to do so. Entrepreneurship is characteristic of individuals, who are pro-active, show initiative, are curious, possess firm intrinsic motivation, inclination to innovations and are ready to take risks.

Entrepreneurship is determined as a way of thinking and personal, social and managerial competencies that make it possible for an individual to apply the possessed knowledge in daily life, i.e., as specific abilities that enable not only to organise own business but also to assume risk for the decisions made (*Ekonominio raštingumo ir verslumo ugdymo strategija*, 2004). Thus, in its broad sense entrepreneurship is related to the thinking and behaviour of the learner (Komarkova et al., 2015a, p. 4).

Entrepreneurship is ascribed to eight general competencies that are necessary for personal satisfaction and development, active citizenship, social integration and employment. It is defined as an ability to turn ideas into actions, i.e. as initiative, creativity, innovations and readiness to take risk as well as ability to plan and manage projects seeking achievement of the set goals (*Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*, 2006). The underlying knowledge, abilities and value orientations embrace ability to identify personal, professional and (or) business opportunities, including aspects of a broader attitude that reveal the context where people live and work.

In recent years entrepreneurship has been identified as a general competency or a competency, which is relevant to all the citizens and related to creativity, resourcefulness, new ideas and their implementation, therefore its education acquires a particular significance to implementation of social, technological and economic changes in various countries (Dudaitė & Žibėnienė, 2012, p. 166). Entrepreneurship as a general competency embraces two underlying aspects: 1) necessary knowledge, abilities and value orientations, whereof development can facilitate implementation of business ideas; 2) entrepreneurship is not linked only to economic activities and setting up of business but is associated with every member of contemporary society in all the spheres of his activity and life (Lackéus, 2015; *Entrepreneurship Education at School in Europe*, 2016, p. 21). Entrepreneurship competency consists of components, which include: 1) knowledge and abilities necessary for implementation of a specific activity; 2) abilities and value orientations linked with personal traits and behaviour (Komarkova, Gagliardi, Conrads, & Collado, 2015b, p. 35).

Generalising it can be stated that the concept of entrepreneurship is analysed in different contexts and is interpreted differently particularly because of the use of the concepts of *entrepreneurship, entrepreneurship abilities* and *entrepreneurship competency*.

The competence of entrepreneurship consists of knowledge of business, entrepreneurship skills, value orientations, personal traits and their comprehensive development, which also contributes to implementation of goals set for other study subjects.

In the programme *Economics and Entrepreneurship* in Lithuania, the content of education is provided in concentres. The content of each concentre consists of comparatively separate areas, which are integrated into the process of education: *orientation in the market, business organisation and development of entrepreneurship skills,* etc. (*Pradinio ir pagrindinio ugdymo bendrosios programos*, 2008).

The aim of teaching economics and development of entrepreneurship in a secondary school is, having selected the study subject of education, to develop knowledge and understanding of ongoing economic processes, to develop abilities to manage personal finances as well as to build up entrepreneurship competencies, to learn targetedly, to plan own life and career, to form a scientifically grounded attitude towards constantly changing economic activities (*Vidurinio ugdymo bendrosios programos*, 2011).

The structure of the programme *Economics and Entrepreneurship* consists of 5 content areas: *1. Orientation in the market, 2. Financial management, 3.Business organisation and development of entrepreneurship skills, 4. Analysis and evaluation of the state's role in economy and economic indicators, 5. Participation in international markets.*

The further research was conducted seeking to establish the significance of integral parts (components) of the programme to competencies to be developed.

Methods

The analysis of *scholarly literature, strategic documents of the European Union and the Republic of Lithuania, General Education Curricular and the Study Programme of Economics and Entrepreneurship*, which serve as basis for the presented concept of entrepreneurship competency in the context of general education.

The questionnaire survey of experts was carried out seeking to establish the significance of areas of the content in the *Study Programme of Economics and Entrepreneurship* for development of school learners' entrepreneurship.

Stages of expert survey organisation. The questionnaire form for experts was designed, which provided a possibility of evaluating significance of five areas of the content of the study programme to development of school learners' entrepreneurship in ranks and percentage expression.

A group of 16 experts was selected on the basis of non-probability targeted *sampling* (considering competence, qualification and experience of experts in programme development, their working experience in economics and entrepreneurship): 8 developers of the programme *Economics and Entrepreneurship* (6 teachers methodologists from Lithuanian general education schools and Republican Association of Teachers of Economics, one representative from the Department of General Education and Vocational Training of the Ministry of Education and Science of the Republic of Lithuania and one representative from Public Institution Junior Achievement Lithuania), 8 independent experts (3 teachers from Lithuanian University of Educational Sciences, who train teachers according to the study programmes of Economics and Entrepreneurship, 2 representatives from Lithuanian Economic Association, one representative from each of Lithuanian

Confederation of Industrialists, Lithuanian Business Employers' Confederation, Vilnius City and County Business Employers' Confederation, currently renamed into the Forum of Regional Development). The expert survey was conducted in December 2016.

Multiple Criteria Decision Making (MCDM) was applied evaluating the significance of the areas of the content mathematically processing and systemising data (Simanavičienė, 2011; Podvezko & Podviezko, 2014). Recently the method has been more and more widely used for evaluation of complex processes in social and economic phenomena.

Multiple criteria methods are applied when it is necessary to choose a rational alternative from a specific list of known alternatives, to systemise and mathematically process the presented situation – to form a line of alternative priorities (to rank alternatives), which showed an advantage of one alternative compared to others (Simanavičienė, 2011; Podvezko & Podviezko, 2014).

The number of multiple criteria is rather big and they differ in their complexity and specifics. However, none of them has been acknowledged universal for the significance of criteria. Scientists suggest using several methods for analysis of a complex phenomenon and studying of reasons for mismatch in evaluation.

An indirect assessment method, i.e., ranking of 5 content areas in descending order of their significance (the most significant one is assigned the rank equal to 1, second most significant one is ascribed 2, etc.). The best variant is expressed by the lowest value of the ranks established by experts. A direct assessment method, when the sum of all the weights of all the assessed criteria provided by each expert is one (or 100 %) and the highest evaluation complies with the highest value, was employed (Podvezko, 2005, 2006, 2008; Podvezko & Podviezko, 2014).

The data of expert questionnaire were processed and calculated using Microsoft Excel 2010.

To establish the level of agreement of experts' estimates of 5 areas of content, the Kendall's coefficient of concordance W (Kendall, 1962), which is based on the ranking of the evaluated criteria, was applied (Podvezko, 2005, 2006, 2008; Sėrikovienė, 2013; Podvezko & Podviezko, 2014). It is calculated according to the formula

$$W = \frac{12S}{r^2 m(m^2 - 1)},$$
(1)

where r – the number of experts (rankers), m – the number of criteria being ranked, S – the sum of squared deviations of each rank from the mean.

The mean of sums of expert evaluations was calculated applying the formula

$$\overline{e}_i = \frac{\sum_{j=1}^{r} e_{ij}}{r} = \frac{e_i}{r}.$$
(2)

The sum of ranks of each criterion e_i is calculated following the formula

$$e_i = \sum_{j=1}^{r} e_{ij}, (i = 1, \ldots, m).$$
(3)

The sum of squares S indicates the deviation from the mean $\overline{e}$

$$S = \sum_{i=1}^{m} (e_i - \overline{e})^2.$$
(4)

The total mean value of these ranks $\overline{e}$ is calculated applying the formula

$$\overline{e} = \frac{\sum\limits_{i=1}^{m} e_i}{m} = \frac{\sum\limits_{i=1}^{m}\sum\limits_{j=1}^{r} e_{ij}}{m}.$$

(5)

The highest value of S is calculated according to the formula

$$S_{\max} = \sum\limits_{i=1}^{m}(ri - \frac{1}{2}r(m+1))^2 = \frac{r^2 m(m^2 - 1)}{12}.$$

(6)

The closer the value of W is to the one, the higher concordance of expert evaluation is observed. If evaluations of experts significantly differ, the value of W is close to the zero (Podvezko, 2005, 2006).

The direct evaluation method was also used, when the sum of all the assessed criteria weights was evaluated in percentage, when the sum of evaluated criteria of each expert ω_i equals one

$$\sum\limits_{i=1}^{m} \omega_i = 1 \quad (m - \text{the number of criteria}).$$

(7)

The mean values of each assessed criterion and their weights ω_i (in percentage) are calculated applying the formula

$$\omega_i = \frac{\sum\limits_{j=1}^{r} e_{ij}}{r} = \frac{e_i}{r}$$

(r – the number of experts, e_{ij} – the evaluations of experts).

(8)

Since evaluations of experts are based on their subjective opinion, they are frequently contradictory, therefore in multiple criteria evaluation it possible to rely on their evaluations, on their general averages, to be more precise, only if they are not contradictory, i.e. their concordance is proved (Podvezko, 2005, 2006; Podvezko & Podviezko, 2014).

Research ethics. The research was carried out following fundamental values, universally acknowledged norms of ethics (Weiss, 2006; Kardelis, 2016; Ruškytė, 2016), following the principles of objectivity presenting results based on the research data; reliability conducting the research, describing research methods and expediency of their application to receive reliable data; honesty and respect for other researchers properly making references to scholarly and other sources and authors cited in the present research; goodwill and voluntarism that leave the right of self-determination of participating in the research; anonymity using the obtained data exclusively for the purposes of research with permission from all the participants.

Results and discussion

Evaluation of significance of areas of content of the programme to development of school learners' entrepreneurship education.

The sub-chapter presents the generalised data acquired after multiple criteria evaluation of significance of content areas in the programme of general education to development of school learners' entrepreneurship expressed.

The data of expert evaluation are processed and their level of concordance is calculated applying the formulas from 1 to 8.

The data of evaluation of significance of 5 areas of content obtained applying the method of indirect assessment (ranking) are presented in Table 1 and Picture 1 and show that the most significant area, according to experts, was *Business organisation and development of entrepreneurship skills, Financial management* is ranked second, *Orientation in the market* – third, *Analysis and evaluation of the state's role in economy and economic indicators* is seen as the fourth, and *Participation in international markets* is ranked as least significant out of five areas.

Table 1. The evaluation of significance of 5 content areas in the programme to development of school learners' entrepreneurship using the method of indirect assessment (ranking)

	Number of experts																Sum	A
Content areas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Orientation in the market	3	3	2	3	4	5	4	3	5	3	3	3	5	2	4	4	56	3
Financial management	2	1	3	2	3	2	1	2	2	2	2	2	1	3	2	2	32	2
Business organisation and development of entrepreneurship skills	1	2	1	1	1	1	2	1	1	1	1	1	2	1	1	1	19	1
Analysis and evaluation of the state's role in economy and economic indicators	4	4	5	4	2	3	3	5	3	4	4	4	3	4	3	3	58	4
Participation in international markets	5	5	4	5	5	4	5	4	4	5	5	5	4	5	5	5	75	5

Fig. 1. **The evaluation of significance of 5 content areas in the programme to development of school learners' entrepreneurship using the method of indirect assessment (ranking)**

The sum of all the ranked components e_i = 240 is calculated applying the formula (2), where m = 5 – the number of components, r = 16 – the number of experts. The sum of each ranked component is received according to the formula (3). The mean of all the sums of the ranked components $\overline{e}$ = 240/5 = 48 is calculated applying the formula (4). The sum of squares S = 1990 of the deviations from the total mean $\overline{e}$ is received using the formula (5). The highest value S_{max} = 2560 is calculated applying the formula (6). The value of Kendall's coefficient of concordance W = 0.777 is calculated using the formula (1).

The sum of weights of all the five ranked components ω_i = 1 are calculated applying the formula (7). The mean values and weights of each component ω_i (as a hundredth of means) are calculated applying the formula (8).

The data of evaluation of significance of content areas obtained applying the method of direct assessment (in percentage) are presented in Table 2 and Picture 2 and reveal that the most significant area is *Business organisation and development of entrepreneurship skills* (27.69 %, ω_i = 0.277), *Financial management* is ranked as second most relevant (21.56 %, ω_i = 0.216), *Orientation in the market* (19.19 %, ω_i = 0.192) is seen as the third most important, *Analysis and evaluation of*

the state's role in economy and economic indicators (18.75 %, ω_i = 0.188) is indicated as the fourth most significant area, whereas *Participation in international markets* (12.81 %, ω_i = 0.128) as ranked as the least important area out of five.
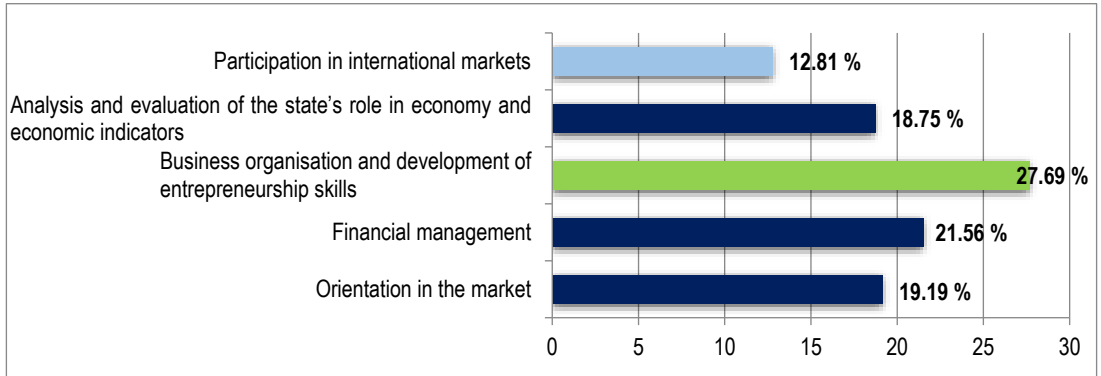
Fig. 2. **The evaluation of significance of 5 content areas in the programme to development of school learners' entrepreneurship using the method of direct assessment (in percentage)**

The comparison of the data of expert evaluation conducted employing the methods of indirect assessment (ranking) and direct assessment (in percentage) reveals that evaluations in both cases coincide.

The processing of the data of expert evaluation showed that *Business organisation and development of entrepreneurship skills* (ranked 1st; 27.69 %; ω_i = 0.277) is the most significant content area in the programme of school learners' entrepreneurship education, *Financial management* (ranked 2nd; 21.56 %; ω_i = 0.216) is the second most important. *Participation in international markets* (ranked 5th; 12.81 %; ω_i = 0,128) is evaluated as the least significant area.

The evaluations of experts may be considered reliable as the calculated value of the Kendall's coefficient of concordance W = 0.777 reveals a reliable concordance.

Table 2. **The evaluation of significance of 5 content areas in the programme to development of school learners' entrepreneurship using the method of direct assessment (in percentage)**

Content areas	Number of experts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Mean value	Sum of weights	Ranking according to
	Orientation in the market	10	20	20	20	20	15	20	10	10	20	27	30	20	20	25	20	19,19	0,192	3
	Financial management	10	20	20	20	20	15	20	10	10	20	27	30	20	20	25	20	21,56	0,216	2
	Business organisation and development of entrepreneurship skills	20	30	20	15	20	20	20	20	30	25	25	30	10	15	15	30	27,69	0,277	1
	Analysis and evaluation of the state's role in economy and	40	30	40	30	30	25	20	50	30	25	23	10	10	30	30	20	18,75	0,188	4
	Participation in international markets	20	10	10	20	20	20	20	10	20	20	15	20	40	20	15	20	12,81	0,128	5
Sum																		100	1	

Discussion

In their works the scholars present a considerable number of models for entrepreneurship education but they are not targeted at general education schools and differ in their discussed structural components. Therefore, there emerges a question, which of the components are most significant to development of school learners' entrepreneurship and which of them should receive most attention in schools of general education.

As scientific literature does not provide an opinion regarding the use of methods that should be applied evaluating the significance of content areas of the programme to development of school learners' entrepreneurship, this issue is also an equally important problem.

The qualitative research methods are highly popular in scientific research, which is based on identifying attitudes towards entrepreneurship, education programmes, methods, etc., therefore their results are regarded as not objective and reliable (Weiss, 2006). The scholars, who follow positivist approach that acknowledges possibility of objective research, usually apply quantitative rather than qualitative research methods (Arthur, Waring, Coe & Hedges, 2012; Creswell, 2014; Kardelis, 2016). Carol H. Weiss, a professor of Harvard University, suggests quantitative methods for evaluation of programmes (Weiss, 2006, pp. 141–143, p. 266).

Seeking to get as objective and reliable data as possible, the significance of 5 content areas based on evaluations of experts, was identified applying multiple criteria.

The research results substantiate that *Business organisation and development of entrepreneurship skills* is the most significant content area of the programme of entrepreneurship education, whereas *Financial management* is ranked as the second one. Naturally such areas should receive the biggest attention.

Since the number of multiple criteria is rather big and they differ in their complexity and specifics, none of them has been acknowledged as universal. The opinion of experts, who carry out evaluation, is usually different or even contradictory. Therefore scholars suggest using several methods for analysis of a complex phenomenon and studying of reasons for mismatch in evaluation (Simanavičienė, 2011; Podvezko & Podviezko, 2014). Therefore the results may be different having chosen other multiple criteria methods, having changed the composition of experts or the number of rated components.

Conclusions

The concept of entrepreneurship is interpreted differently but in the context of education entrepreneurship has to be understood as knowledge, abilities, value orientations in the field of economics and business, personal traits as well as their comprehensive development contributing to building up of school learners' competencies.

Having conducted the research, the significance of areas of entrepreneurship education, determined in the programme *Economics and Entrepreneurship,* to development of school learners' entrepreneurship was identified. The evaluation of the significance of areas of the programme content indicated by experts, which was conducted applying the methods of multiple criteria indirect evaluation and direct evaluation*,* revealed that *Business organisation and development of entrepreneurship skills* was regarded as the most significant area developing school learners' entrepreneurship, *Financial management* was evaluated as the second most relevant, *Orientation in the market* – the third, *Analysis and evaluation of the state's role in economy and economic indicators* was in the fourth place and *Participation in international markets* was ranked fifth.

The universality of methods applied during the research allows for their successful adaptation to evaluate influence of other components of entrepreneurship education programmes.

Interest conflict

The authors declare that there is no conflict of interests regarding publication of this article.

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Inclusive Economic Development Model as the Alternative of Sustainable Social-Economy Engineering -a Case of Tourism-Based Social Economy Development in Wakatobi Regency

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Yeni Wipartini

Abstract

Basically, inclusive economy development is the economy development contributing to majority of people in Indonesia aiming to poverty reduction. In the situation where the challenges become more complicated, the tourism development could be directed to the inclusive economy development based on tourism. It supports tourism growth centers. This enables to get inequality income and poverty reduction through pro poor tourism. This research uses an action research through observation toward various aspects relating to the development of inclusive economy. The results of this research identify that integrated tour and travel businesses become prospective business; furthermore, handy craft, food and beverages industries. If it is related to SWOT Analysis and study of tourism market; also the perception of local people, the most crucial consideration in developing the tourism based inclusive economy in Wakatobi is a forming of synergy among the large businessmen and people business as well as all people supports. Therefore, all tourists visiting Wakatobi get pleasure and satisfied and the businessmen get more and better benefits and profit. Another result shows that action to synergize businessmen is required to vague conflicts causing and occurring unhealthy competition. The creating of among-businessmen synergy is derived to be business model of tourism based associate-businessmen in Wakatobi Regency. The early step of the development of tourism based inclusive economy is conducted well, however there are some constrains to be considered to maintain and develop the formulated model and for that, risk assessment could be used.

Keywords: inclusive economy, sustainable development, business model and social-economy development

I. Introduction
1.1. Background

Inclusive economic development is essentially economic development that can contribute to the majority of the people, including leading to the eradication of people's poverty. In this case, inclusive economic growth must be built on three main pillars: maximizing economic opportunities, providing social safety nets, and ensuring equal access to all economic opportunities.

To respond to the increasing and the more complex challenges, tourism development can be directed to tourism-based inclusive development in tourism area, namely the development of a tourism economy that contributes to the wider community by encouraging the tourism growth centers, tourism business units, SMEs, and employment hired in Tourism destination in order to reduce income inequality and poverty alleviation through tourism (pro poor tourism).

Pioneering tourism-based inclusive development is conducted to creating a document planning and a tourism business model involving local and low-income communities. While the goal is to provide development direction and strategic tourism business management, in accordance with the characteristics and excellence of tourism in the area.

1.2. Research Question
1) How the tourism based business atmosphere in the Study Area, including: type of business, the number of labor, turnover, business competitiveness, and business institutions;
2) How tourism market demand which are not available yet in the study area;
3) How are the potentials, problems, and strategic issues of inclusive tourism-based development;
4) How the inclusive tourism development model;
5) How the business incubation model from low income local people.

6) How the commercialization of the business developed so that resulting product can be well informed to the market.

1.3. Research Goals

1) Map of the tourism based business atmosphere in the Study Area, including: type of business, the number of labor, turnover, business competitiveness, and business institutions;
2) Map of tourism market demand which are not available yet in the study area;
3) Analysis on potentials, problems, and strategic issues of inclusive tourism-based development;
4) Inclusive tourism-based development model;
5) Business development model of local people with low income;
6) Commercialization model of the business developed.

II. State of The Art

Action Research, triggered by the phenomenon that occurred in the tourism sector. The facts show that in general the tourism sector is growing rapidly, but local people are not the main players, they are only a small part, less important and easily replaceable due to lack of competence and capital. Business in the field of tourism that develops in an area generally controlled by the owners of capital and usually a newcomer. Indications that lead towards will happens in Wakatobi, a district that is very potential to be developed as the world's coral triangle, which became the center of attention as well as a major destination of divers from all over the world. To create and build an inclusive tourism business, socio-economic engineering is required to the surrounding community, so that they can become a major competitive tourism based business, if it is not done, then tourism in Wakatobi Regency will develop similarly to tourism areas elsewhere, Where local people are just spectators.

The method used in this research is Action Research, with the technique of data retrieval directly through FGD forum, conducted in three stages as follows:

Table 1. FGD Stages and Its Goals Setting

FGD	Goals Setting
1st	Mapping the tourism actual condition; Mapping of community involvement in local tourism activities; Potential of tourism development and community involvement therein; People's hopes and / or concerns about tourism development.
2nd	The direction of inclusive tourism-based development; Involvement (function and role) of the community in the tourism based inclusive development; Description of inclusive tourism development model.
3rd	Completion of inclusive tourism-based development model; Affirmation of the functions, roles, authorities and responsibilities of each tourism business actor in the tourism-based inclusive development.

FGD results are formulated into decision points to serve as a basis for the completion of the next stage, as the next FGD material.

Sources of research data are person, books and previous research results that can explain the phenomenon under study in accordance with the actual conditions.

Resource person is set purposively with the following conditions:

1. Key person of local tourism based business;
2. Willing and able to share and work in group in order to enhance the potential resources (local people and local nature);
3. Representative of local people;

Stages and the process of taking data graphically can be seen in Figure 1.
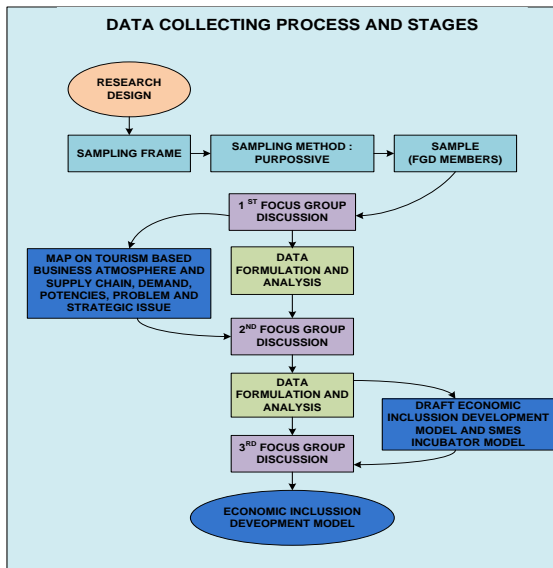
Figure 1. Data Collecting and analysis

2.1. Data Analysis

Data analysis is done descriptively, with the data retrieval stage as follows:

Table 2. Research Goals and Data Collecting Method

No	Research Goals	Data Collecting Method
1.	Map on Tourism based business atmosphere	On the spot Observation and Focus Group Discussion, library research.
2.	Map on Local Tourism demand which are not set up yet	On the spot Observation and Focus Group Discussion; discussion with local government and informal leader, library research.
3.	Map of potencies, problems and strategic issue on Tourism based inclusive business development	On the spot Observation, Focus Group Discussion, discussion with local government and informal leader, library research.
4.	Tourism based Inclusive business development model	On the spot Observation, Focus Group Discussion, discussion with local government and informal leader, library research.
5.	SMEs Incubator model	Library research, On the spot Observation, Focus Group Discussion, discussion with local government and informal leader, library research.
6.	Product commercialization	Library research, On the spot Observation, Focus Group Discussion, discussion with local government and informal leader, library research, actual and potential buyers

III. Research Result

3.1. Tourism Business Atmosphere

The results of the first FGDs indicate that the most appropriate tourism-based business field for entry into low-income communities can be illustrated in Table 3.

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Table 3. Decent Community Activities Developed in Inclusive Tourism

C	Rank				
	I	II	III	IV	V
Handicraft & Traditional Art	4	7	2	3	3
Transportation	1	1	1	2	4
Attractions	9	3	4	2	3
Home stay		1	2	5	2
Traditional Culinary	2	2	6	1	2
Agriculture Product				2	2
Fisheries		2	1	1	

The first FGD identified that the Business of Tourism Activity is a highly prospective business, followed by handicraft and food and beverage industries.

But in the first FGD also seen potential conflict among business actors, this became one of the factors that potentially lead to unhealthy competition among tourism-based business actors in Wakatobi.

The topic discussion of third FGD was the potential problem of unhealthy business competition, and its solution. The synergy among tourism-based business actors is expected to be a solution of the potential problem, which is also expected to strengthen the existence of local communities as the main actors of tourism-based businesses. Efforts to be pursued by tourism-based business actors in Wakatobi is done by gathering the entire potential of the Wakatobi community, which is in accordance with local wisdom.

The design of business synergy that support each other and strengthen business actors in Wakatobi, is revealed to be a business model of the Association of Wakatobi Tourism-Based Entrepreneurs, which can be illustrated as follows: The Wakatobi community's inclusive business model is conducted through the Wakatobi Businessmen Association, mapped based on the Canvas Business Model, as shown in Figure 3.
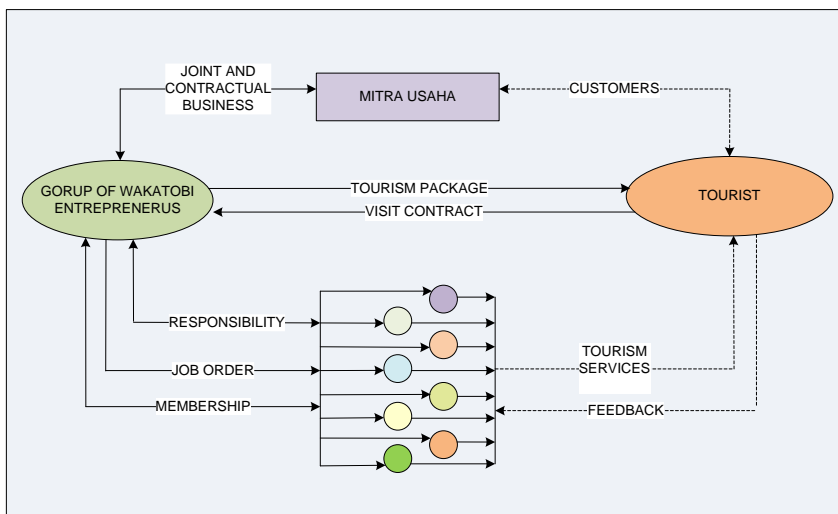
Figure 2. Joint Business Network Model of Wakatobi Tourism Based Business Entrepreneur

The business model of the Association of Wakatobi Tourism-Based Entrepreneurs, can be described as follows:

CANVAS BUSSINES MODEL ENTREPRENEURS GORUP OF WAKATOBI

7. KEY PARTNERS	5. KEY ACTIVITIES	1. VALUE PROPOSITIONS	3. CUSTOMER RELATIONSHIP	2. CUSTOMER SEGMENTS
• Wings Air • Garuda Indonesia • PT Pelni • Big scale Hotel dan Resort • Tour Operator	Wakatobi travel agent; Designing, offering, carrying out tourism activities to bring maximum benefit to the Wakatobi community.	Safe, Valuable and memorable tourism experience	Communication networks with customers (including those in the data base) conducted through social media (fb, IG, Path, Twitter, WA, Line) are professionally managed, and ready to offer travel packages according to tourists' wishes, answer questions, deal Complain, provide custom offers, and always maintain relationships with potential tourists and who have been traveling to Wakatobi.	• Divers, researcher of marine biota conservation, • Upper and Middle-class tourists and • Backpacker
	6. KEY RESOURCES • Commitment of Wakatobi entrepreneur engaged in tourism Local Government • ICT support (Social media network, data base, handling coordination)		**4. CHANNELS** Wakatobi Business Combination Web; Tourism Blogger; Food blogger (testimony), tourists (testimony), admin sosmed Wakatobi Businessmen Association; Airline (magazine), management and ship fleet of Pelni (advertising, merchandise logo, other) travel agency and travel agency.	

8. COST STRUCTURE	9. REVENUE STREAMS
• Investment costs (Application system, equipment and machinery) • Promotion Fee, • Operational and maintenance expenditures	Revenues from fees for tourists services, donations and Government program funds for marine biota conservation and other programs (National and Regional), revenues from supporting business units (equipment rent, workshop, guide, etc.)

Figure 2. Canvas Business Model of of Wakatobi Tourism Based Business Entrepreneur

Transformation Model of Wakatobi Tourism Based Business Entrepreneur can be describe as follow:
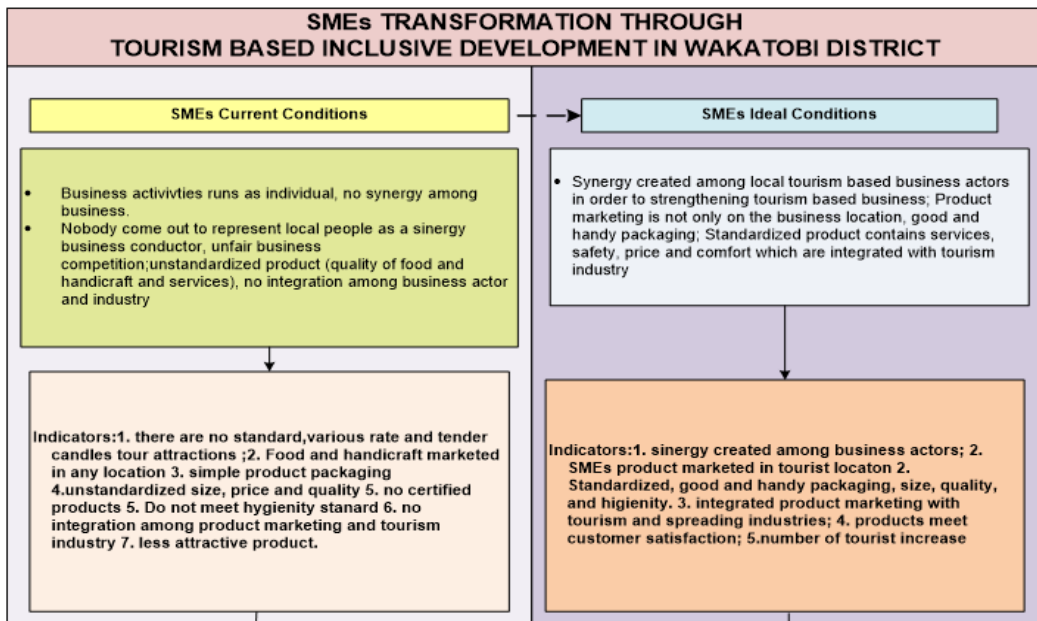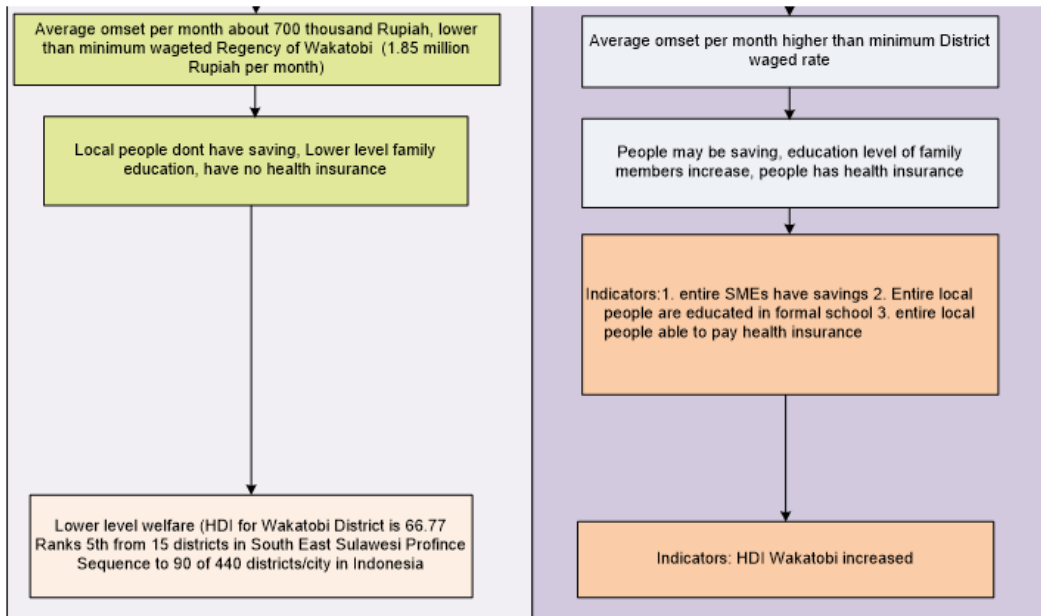
Figure 3. SMEs Transformation Through Tourism Based Inclusive Development In Wakatobi District

IV.
CConclusion and Recommendation
4.1.
Conclusion

1) This study is the base of inclusive tourism-based development activities, which is expected to have a very high impact on the successful implementation of inclusive economic development in the future, as this first phase of work will be the basis for the implementation of inclusive economic development in the next stage.

2) The early stages of inclusive tourism-based development in Wakatobi Regency have been well implemented, but there are still problems that need attention for the implementation of the next stage, this is outlined in the risk assessment of job implementation.

3) The potential of inclusive economic development in Wakatobi District is categorized as very high criterion, it is based on the habit of the people to dive and also act as local entrepreneur, entrepreneurship life is not something new for the local people. Cultural diversity creates a wide variety of culinary and uniqueness, which can be lifted into one of the tourist attractions, and the combination of marine and natural sports tours with culinary and crafts is utilized as a promising business potential.

4) Current tourist visits are key to the success of Wakatobi Regency's business community, as tourists are the market of various tourism products, so maintaining the continuity of tourist visits is a very urgent thing to do, the strategies undertaken are:

• Optimize the promotion of travel packages through multi-media multi-way and multi actors;

• Establish cooperation and partnerships with big businessmen and government in organizing events at provincial, national and international levels.

• Maintain the satisfaction of tourists visiting Wakatobi, with a charm as an indicator.

5) The orientation of inclusive economic development of SMEs target in Wakatobi Regency is more directed to the creation of regional and national international link, this is done by: establishment of network of business cooperation; Cooperation and synergy in seeking more attractive, better, safer and more comfortable tourism attractions and objects; Utilization of Wakatobi's souvenir center which is being initiated by the District Government, as well as marketing breakthrough of various products on-line and through tourist blogger.

6)   The commitment of Wakatobi District SMEs in the development of tourism-based inclusive is embodied in a follow-up plan that generally shows the seriousness and commitment of tourism-based SMEs.

7)   Creating business synergies through the combined efforts of SMEs Wakatobi, in the form of Cooperatives ;

- Maintain a commitment to take advantage of the joint venture to create synergies among tourism-based business actors;

- Mutually strengthen tourism area by dividing into its characteristics.

4.2.   Recommendation

1) This inclusive economic development program involves several government Institutions within Wakatobi District and Provincial level, it is deemed necessary to disseminate the program. This needs to be done to create synergies among government Institutions so that the Tourism Development Program of Inclusive Economy in Wakatobi Regency can run optimally.

2) District and / or Provincial Governments institutions may access various strengthening programs implemented by the National Government that are cross-ministerial (Ministry of Tourism, Ministry of Industry and Trade, Ministry of Cooperatives and SMEs, as well as other Ministries).

3) Policy and facilitation needs to be issued by the District Government requiring Hotel and other institutions to participate in marketing various products of SMEs.

4) To maintain the sustainability of the program, it is necessary to prepare the operational framework for monitoring and evaluation of each stage of implementation, complete with indicators of achievement. Nor are other relevant research, supporting the creation of socio-economic engineering models of society in inclusive development.

Difussion of Inovation of Creative Industry Values on the Tenants of Sragen Tehcno Park Trough Business Incubator Model

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Abstract

Currently creative industry in Indonesia is being develops as primary sector in economic development due to its capability to increase the value added of local resources, providing employment, and promoting tourism on the basis of sustainable development principles. Several techno park currently have been being developed by the government in various locations and various sector of economy as the focus of development. Sragen Tecno Park located in Central Java is one of Techno Park which focus on creative industry development trough business incubator model. In 2016 the program was followed by 10 (ten) new entrepreneurs as Tenants. By applying business incubator approach the Tenants were treated through the process beginning from selection, entrepreneurship training, managerial training, technical training, design and creativity training, as well as assistance, consulting, and advocating for marketing activities. Using the participatory action research, this qualitative study finds that business incubator model could improve creative industry values covering entrepreneurship values and art values of the Tenants, beside, supply chain and value chain of creative industry could be developed by the Tenant as well. This resulted in the improvement of business performance of the Tenant. Diffusion of innovation of creative industry values on the tenants trough business incubator model has indicated its effectiveness as an approach to develop Small and Medium Enterprises (SMEs), so that it has implication for policies of developing SMEs in other local resource based economic sector.

Keywords: Diffusion of innovation, business-incubator, creative-industry.

1. Introduction

Small and medium enterprises (SMEs) in Indonesia are the backbone of the economy. Currently there are 57.7 million SMEs or 99.99 % of total economic actors, providing employment of 107 million to 115 million people or 97.30 %, and contributing to the GDP of 58.98 % of total GDP. Business sectors undertaken by SMEs include: (1) agriculture 35.1 %, (2) Trade, hotel and restaurant 15.90 %, (3) Services 14.71 %, (4) Creative industry 11 %, (5)) Manufacture industry 9.22 %, (6) transportation and communication 4.44 %, (7) finance and real estate 2.3 %, and (8) electricity, gases and water 0.2 % (Central Bureau of Statistics, 2013). From this data, the creative industry ranked 4th in its business sector. However, the government in the future is increasingly giving greater attention because of its capability to increase the value added of local resources, providing employment, and promoting tourism on the basis of sustainable development principles. It is proven that the development of creative industries is handled by its own ministries, the Ministry of Tourism and the creative economy.

Creative industry development efforts undertaken by the Government, one of which is done through the establishment of Science Techno Park (STP) Ganesha Sukawati Sragen. This STP is one of 22 Techno Parks that has been built in Indonesia with the main objective to enhance the competitiveness of new business players based on local potential, especially creative industries. STP Ganesha Sukawati, as well as other STPs, is funded by the central government and developed by the Ministry of Research, Technology and Higher Education.

The problems faced by creative industries are the increasingly open and tighter competition resulting from the ASEAN, Asia, and global free markets. This requires the entrepreneurs to continue developing creativity and innovation. The strategy undertaken is to increase the capacity of business actors in the field of creative industry, in order to be able to produce

products that are highly competitive through a systematic and well programed and development methods. The program is a business incubator. In this case the business incubator can serve as an intermediary institution for the diffusion process of innovation of creative industry values to SMEs community through business incubator tenants.

Based on the above background we conducted a study entitled Diffusion of innovation of creative industry values on the tenants of Sragen Techno Park trough business incubator model. This study is conducted to answer the following questions: (1) Are the values of creative industries that include entrepreneurship, creativity and art value can be diffused to new entrepreneurs in the creative industries business, (2) whether business incubator can be an effective model or approach for diffusing creative industry values, which are indicated by business performance change, (3) How is the policy implication to develop SMEs in Indonesia. This study has been conducted by participative obstructive method to 10 tenant's creative industries in Sragen Techno Park from September 2016 until December 2016.

2. State of The Art

This state of the art includes the conceptual framework of the study, the methods undertaken, and the expected output and uniqueness of the study.

a. Conceptual Framework

(1) Creative industries

Creative industry is a new analytic definition of the industrial components of the economy in which creativity is an input and content or intellectual property is the output (DCMS,1998). Further, The UK Government's Department for Culture, Media and Sport (DCMS) define creative industry as: 'Those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property. As of 2015 the DCMS definition recognizes nine creative sectors, namely: (1)Advertising and marketing, (2)Architecture, (3)Crafts, (4) Design: product, graphic and fashion design, (5) film, TV, video, radio and photography, (6) IT, software and computer services, (7) Publishing, (8) Museums, galleries and libraries, and (9) Music, performing and visual art.

(2) Diffusion of innovation

Diffusion is the process by which on innovation is communicated through certain channels over time among the members of a social system. It is a special type of communication, in that the massages are concern with new ideas (Rogers, 1983). Meanwhile, Rogers also define an innovation is an idea, practices, or object that is perceived as new by an individual or other unit of adoption. It matters little, so far as human behavior is concern, whether or not an idea is "objectively" new as measures by the lapse of time since its first use or discovery. The perceive newness of the idea for the individual determines his or her reaction to it. If the idea seem new to the individual, it is an innovation. Rogers then states four main elements in the diffusion of innovation as he defined. The four main elements are the innovation, communication channels, time, and the social system.

In this study, the innovation is industries creative values covering entrepreneurship values, art values, and technological values. These values are intended to diffuse to the Small and Medium enterprises (SMEs) communities through the tenant of business incubator as the channel.

(3) Business Incubator

Business incubator began in the 1960s and really took off in the late 1990s as support for start-up companies who need advice and venture capital to get their ideas off the ground. Business incubators are programs designed to accelerate the successful development of entrepreneurial companies through an array of business support resources and services, developed and managed by incubator management and offered both in the incubator and through its network of contacts (Tidd, J, et al, 2007). Setiawan (2003) mentioned that business incubator is an education process so that in a business incubator have to be found key elements as follows: (1) input, i.e. the tenant which have been well selected, (2) qualified incubator management and the group of tutors as the educator, (3) curriculum of business incubator, i.e. innovation which will be diffused to the tenant, (4) infrastructure, i.e. facilities which are necessary to support incubation process, (5) methods which are used, consisting of training, tutorial, advocating, consulting, and assistance, (6) output, i.e. the tenants those have passed the program, and (7) environmental and government policy supports (figure 1)

Figure 1. The system of Business Incubator (Wawan Lulus Setiawan,2003)
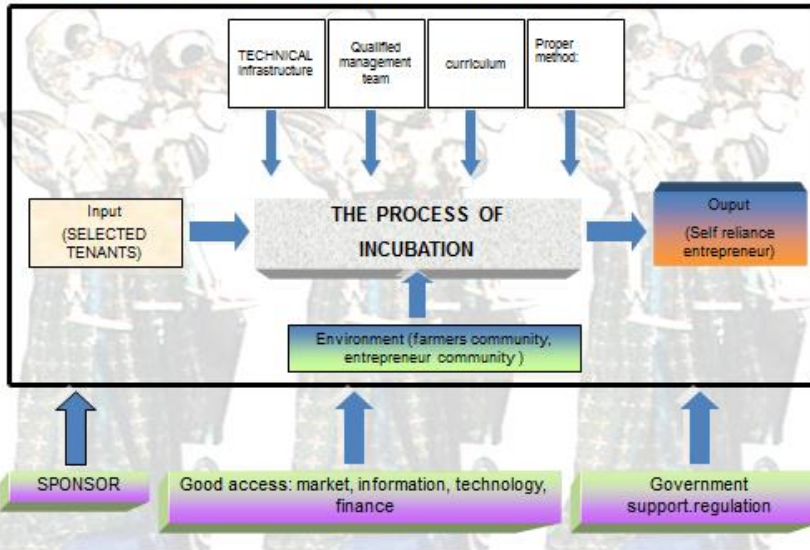
b.Method of Study

This study used the participatory action research method as one of the qualitative approach. Participatory action research (PAR) is an approach to research in communities that emphasizes participation and action. It seeks to understand the world by trying to change it, collaboratively and following reflection. PAR emphasizes collective inquiry and experimentation grounded in experience and social history. This method works beyond the participant observation method. In this method beside doing research, the researchers think and act a necessary intervention to the subject of the research, so that the researcher could involve in the process and evaluate the behavioral change of the tenants as the subject of research. The subjects of this study are ten tenant of Sragen Techno park in Central Java, Indonesia. This study was carried out from October 2016 until December 2016. The list tenants as the subject of research are as follows:

Table 1. Tenant of Business Incubator Techno park Sragen

No	Name	Business Sector
1	Mino	Furniture
2	Danar Nugroho HN	IT, Software
3	Silvester Adi Suryo	IT, Software
4	Rahmadi	Jeans
5	Tunjung Palupi	Handy craft
6	Sri Sundari	Handy craft
7	Ana Amelia	Batik, fashion
8	Suwanto A.R	Batik, fashion
9	Rina Pandansari	Batik, fashion
10	Rio Rizky Septianto	IT, software

The process of business incubation in which this study was carried out following several steps as follows:
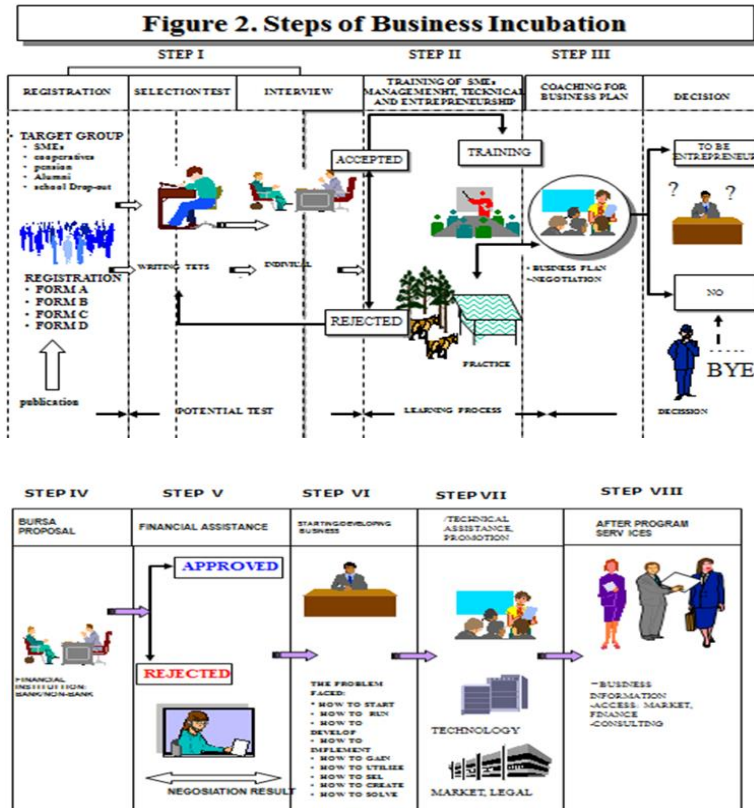
Figure 3.
Training ativities for the tenants of STP Sragen in the subjects of entrepreneurship, business management, art design, legal business aspect, information technology

Figure 4.
Site visit to the tenant outlet and production house, discussing some problem and issues faced by tenant business

c. Expected Output

This study was aimed at answering three research questions as follows: (1) Can the values of creative industries including entrepreneurship values, art values, and technological values be diffused to the new entrepreneurs, (2) Can business incubator be an effective model or approach for diffusing creative industry values, which are indicated by business performance change, (3) How is the policy implication to develop SMEs in Indonesia.

3. Fact Finding And Result
a. Diffusion of creative industry value

Business incubator activities conducted in this study include training, tutorial, consulting, and advocating on the subject of entrepreneurship, business management, legal business aspect, art design, and information technology. From the results of personal entrepreneurship quality measurement to 10 tenants with 10 indicators obtained data as presented in the following figure:
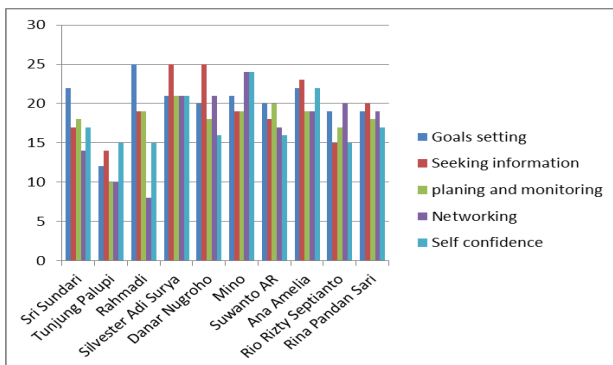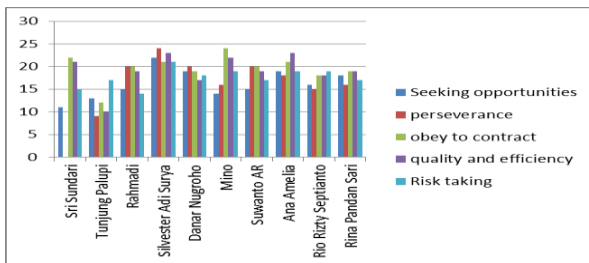
Figure 5. Personal Entrepreneurship Quality of the Tenants of Business Incubator STP Sragen

From the picture It is indicated that the tenant's entrepreneurial potential varies. The tenants then realized their strengths and weaknesses. With this figure, through the process of innovation, entrepreneurial value diffusion has awakened awareness (affective change) on themselves to develop themselves on aspects of entrepreneurial spirit.

From the aspect of knowledge (cognitive domain) obtained the data of the improvement of knowledge on the subject matter diffused to the tenants as shown in the following table:

Table 2. Score of Cognitive Change of Business Incubator STP Sragen Tenant

No	Subject Mater	Average Score of Pre-test	Average score of Post-test	Improvement (%)
1	Entrepreneurship	55,6	72,4	30,22
2	Business Management	41,4	66,3	60,14
3	Art Design	63,5	77,4	21,89
4	Legal Business Aspect	45,8	70,2	53,28
5	IT	48,6	62,8	29,10

The data above shows that the process of diffusion of innovation of creative industry values, entrepreneurship, art design, and IT conducted to 10 tenants through incubation process in generally has an effect on cognitive tenant change which is good enough.

b. Effectiveness of business incubator

The effectiveness of the business incubator as a diffusion of innovation media for the values of the creative industries is evaluated by assessing the change of tenants' business performance between before incubation program and after incubation program. A description of the change in business performance is presented in Table 3.

Table 3. Business performance Change of Business Incubator STP Sragen Tenants

Before Incubation	After Incubation
Managerial and IT aspect	
Business profile not available	Business profile available
Business plan not available	Business plan available
Book keeping not available	Book keeping available
Marketing information system not available	Marketing information system available
Business Legal aspect	
Legal standing not available	In progress
Legal business permit not available	In progress
Intellectuals property right not available	In progress
Quality of product	
Logo	

Display	
Design	
Business volume	Wifi4Go got business contract around Rp 100 billion EVO : got business contract around Rp 80 billion

The table 3 indicates that in general there has been a change in the business performance of tenants, except for the aspect of business volume, just two tenants that has shown the increase, especially the tenants of the creative IT business. While other tenants have not indicated an increase in business volume. This is because the duration of the incubation program is too short (only 3 months). In addition, the provision of space facilities and equipment for tenants late, just provided before the program ends.

Figure 6. Inauguration of Business Incubator of STP Sragen by Sragen Regent during the promotion of tenant product to Sragen regency

c. Policy Implication

Based on the fact finding of this study, it can be underscored that Sragen STP's business incubation program effectively diffuses the values of the creative industries to the tenants. In addition, the fact finding of this study shows the strengths and weaknesses of the Sragen STP business incubator program. Its strengths are; (1) Process sequences is systematic, (2) Selection process of the tenants was tightly done, (3) the number of tenants had been adjusted to the business incubator capacity, (4) the subject matter was formulated from the results of accurate need assessment, (5) the support of the central government And local government consistent, and (6) sufficient quantity and quality of instructor staff. The weakness are (1) the duration of the program was too short, i.e. 3 months. Whereas the incubation program is done at least in one full year, (2) the time of providing facilities and space for tenants was rather late, (3) the incubation process was mostly done out-wall.

Based on the fact finding, the policy implication is to continue and disseminate similar business incubator models at 22 Techno Park in Indonesia, with a broader business sector, with improvements to the program by paying attention to those weaknesses.

4. Conclusion
From the results of this study can be summarized as follows:
(1) Business incubation programs can diffuse the values of the creative industry
(2) The business incubation program has been effective as an approach to the diffusion of creative industry values innovation which is shown by being able to change the business performance of tenants.
(3) The policy implication of this study is that the business incubator program is recommended to be nationally disseminated

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Investment Promotion for Community Economic Development of Special Economic Zone: Study of Sez Mandalika and Bitung in Indonesia

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Abstract

Image is not merely a visual impression but a comprehensively perceived impression of something. This study focuses on image of zone defined as information association of location, important element signature of a cultural civilization, and visuality of region including Special Economic Zone (SEZ).   The Clear, well-organized and presented information of Social-cultural potency, economic growth, environment, and accessibility of a region determines the positive image of zone. A comprehensive visual impression of SEZ does not only accelerate the inflow of investments into the SEZ but also grows economic activity. Bitung and Mandalika as two Special Economy Zones in Indonesia have different characteristics. Bitung is a manufacturing of agriculture and ocean based region while Mandalika is a tourism based one. The efforts of developing positive image of zone have main position for investments as they encourage the realization of growth centers and service centers, connect and function the intraregional and interregional activities. Using the participative obstructive, this qualitative study finds that imaging of SEZ recognizes the region strategic value from the interests of social-cultural, social-economic, efficient usage of natural resources, usage of technology, the environmental function and capability. Through investment promotion, the image of zone is concerning the products and service fulfilling the expectations of investors and the users; therefore in long term this could provide multiplier effects, benefits, value added as well as the achievement of performance target of SEZ as strategic area. Investment promotion in both zones has more orientation toward linkage and acceleration values for SEZ realization for both investors and zone potency. The other findings of the study show that Mandalika SEZ emphasizing on promotion of competitiveness strategy, value chain, and tourism network, in another hand Bitung SEZ focusing more on promotion strategies for increasing value-added logistics, profit, benefit, and supply chain of industry. The investment promotion of SEZ has implications for policy of attracting financial investment to SEZ, organizing zone, and controlling spatial structure and pattern of SEZ in accordance with regional spatial plan.

Keywords: CED, image, investment - promotion, value-added

Introduction

Assignation of Economic Zone to develop a zone could be a Bounded Warehouse, Industrial zone, the area of Integrated Economy Development Zone, Free Trade Zone, and Special Economic Zone. Among all development concepts, a Special Economic Zone is the latest concept that has been effective and implemented since 2009 in Indonesia both for developing region and sector, as well as for integrating spatial zone.

Economic Zone is defined as a zone with certain border within Indonesia territory determined to conduct economic functions and gain special facilities. Basically, economic zone developed to create conducive environment for developing investment activities, to export and to trade for economic growth and to be catalyst of economic reformation.

The concept of economy development zone is expected to increase economic growth, accelerate investment in zone and in the following it would be able to give value added and improve the welfare of local people. Nevertheless the development of economic zone has to be conducted by concerning the fittest of spatial plan and the sustainable environment of the economic zone for long run. The development of ZES conducted must be based on optimizing the existing potencies and

minimalizing the limitedness and overcome some constraints. Based on the phenomena, it is crucial to study the plan of investment promotion of SEZ in Indonesia especially in Bitung and Mandalika locate in North Sulawesi and West Nusa Tenggara.

The effectiveness of investment promotion in attracting investors' desires toward SEZ would be determined by the quality of delivered information about the zone marketed as investment objectives. [1]. Referring to Gitosudarmo (1997) [2] that promotion is public presentasion, persuasive power, expressiveness, impresonal, commnunicative, incentive, and publicity, to make SEZ become known and famous and accelerate the growth for either domestic or foreign investors is required an systematic and well action plan covering messages that can be informing, persuading and minding.

The fundamental question in promoting investment in special zone is how the previous condition and the objectives of developing SEZ. Based on the objectives, the interest of investment, areas and public enquires effective and efficient investment promotion. Furthermore the next question is how the formulation of developing planning for SEZ as an area, and the formulation of policies as well as investment promotion activities in encouraging the developing economic zone

This paper is trying to explore an investment promotion Special Economic Zone (SEZ) in developing people economy in Bitung and Mandalika in Central part of Indonesia. Both are having different social characteristics, different cultures and different areas. The deeper substance was conducted by qualitative study in both zones that is about the effort to inform and promote the zone and the investment, to build image SEZ development, to encourage outside investment toward inside investment and to heave positive perception of existence attribution and benefits of SEZ.

State of the Art

Critical Review

The objectives of promotion are to send information, to influence and to mind a product toward audience. [3]. In line with SEZ, promotion means to introduce SEZ by sending complete information about potencies and direction of zone development; to influence either local or national investors and also international ones at once; thus they have intention to invest in SEZ. Promoting SEZ also makes the audience mind the importance and the benefits of SEZ. SEZ promotion is a strategic action plan conveying information of spatial or non-spatial zones rising desires so they are willing to invest in SEZ. As the consequences SEZ would be more existing and growing, providing more benefits for investors – government – society and emerging economy in sustainable long run.

As SEZ is an intervention toward a zone, zone investment promotion relates with presented image of zone existence and benefits based on owners, managers and users' point of views. Mackaye and Mumfor (1928) states that as an intrusion exotic flows into certain portions of innate or indigenous world, that link with primaval, rural, and urban environment [4]. In this context, SEZ development has role as the effort of zone economy development related to the efforts of attracting investment for sustainable zone development, combining rural area, relating rural-urban linkage and economic growth in SEZ. However, SEZ attraction and investment turn over into SEZ will influence social economy condition, sectoral economic contribution, industry activity ratio, job vacancy, workforce and emerging economy. Therefore, SEZ development as an action must be controlled or conduct long run controlling of invasion in order to make vision, revelation, ability, and perspective of evolution and within the plan of nature more clearly. [4]. This means that the stakeholders (government, business world, investors, higher education and society) must know the intrusive indigenous toward SEZ on each level: local, domestic or international levels.

SEZ is part of organic adjoining zone in spatial plan, development plan, and sectoral plan; thus informing SEZ to audience (investors, government, business world and society) means anticipating and responding rationality of every kind of plans influencing SEZ image as economic zone which is beneficial for everyone involved in zone development, the economic zone which has value added for every activity and has lasting value for environment. Forester (1993) mentions that a rational action of plan to face distortion either contingency of distrotion or socially unnecessary distrotion [6]. SEZ development, SEZ promotion and investment promotion in SEZ need to anticipate the possibilities of occurring misinformation or communication distortion. SEZ promotion and investment promotion in SEZ as systemic and integrated communication action are important as a learning process, a social integration, a rational purpose and the dynamic of social movement [7].

Riyadi (2013) says that investment promotion is a regional marketing [8], while Murwito states that it is an effort to empower a region investment [9]. Investment promotion is a systemic plan to develop an area to create business climate and

competitiveness of a region then investment promotion means exploring content, context, and strategy of image and zone identity packaging. Image could be approached based on kinds of offered values, the way of offering the value, the technology capacity and human resource capability in supporting content and context differentiations. [10]

Investment promotion could be explored from image differentiation, desire rising and attractiveness of the process of investment promotion; furthermore SEZ investment promotion is a high tendency toward a passion or attention to get close, to know and to be related with SEZ; as consequence of image differentiation in forms of zone identity, media, audiovisual, condition, logo, association or celebrity endorser [11]. Aakert (1990) categorizes promotion as an image differentiation moving from recognition, to recall, top of mind and to mind until emerging the image on every actor's mind [12]. It could be concluded that investment promotion is the resultant of promotion, investment and the development of SEZ products or activities.

Method and Technique

The study uses qualitative study and participatory obstructive technique. The active participation in plan formulation, primary and secondary data surveying, and Focus Group Discussion among stakeholders become the activities of information sources. Further all obtaining data were formulated through content approach and phenomenology for promotion, investment, zone development, community economic development in each SEZ.

Finding and Result of Research

As mentioned previously the investment promotion is included the SEZ profile, promotion differentiation, investment attraction, exploration of content, context, strategy in packaging image and identity of zone; in this case it is required to understand the initial conditions of studied zones - Bitung SEZ and Mandalika SEZ. The characteristics of Bitung are fishery industry, ocean, plantation, logistics and agribusiness. While Mandalika SEZ focuses on tourism development.

Profiles of Bitung SEZ

Spatial plan of North Sulawesi for year 2014-2034 is directed to be the safe, comfortable, productive Indonesia Gate for East Asia Pacific Zone based on competitiveness ocean, fishery, tourism and agriculture industries and environmental development as the first place. The strategic zones of this province are National Strategic Zone and Provincial Strategic Zone consisting of:

Strategic zone of economic growth interests including:
a. the corridor of northern coast zone from Manado to Bolaang Mongondow developed as recreation, tourism, trading and service zones
b. The corridor Bitung-Kema-Aimadi zone developed as the industrial locations in Bitung City and North Minahasa
c. The corridor of southern coast zone from Minahasa to South Bolaang Mongodow developed as the development of ocean and fishery , tourism and limited profession transmigration infrastructures
d. International Hub Port Bitung and in Lembeh Bitung Island, developed to support economic growth in Menado Bitung intergrated economic growth zone
e. Tanjung Merah Boting Special Economic Zone
f. Transportation strategic zone which is the development of Samratulangi Airport (Manade – North Minahasa Regency) and Tatapaan Airport (Minahasa Regency – South Minahasa Regency)

The direction of spatial zone of Bitung covers system of Municipality service center and Municipality infrastructure nets. The system of service center includes city service Center, Municipality Service Sub-center and Environment Center. The function of Municipality Service Center is service center of municipality government and center of trading and service activities at national level located at some villages there are   West Bitung Satu, part of Bitung Barat Dua, part of East Bitung and Central Bitung in Maesa District.

The Plan of Tanjung Merah Bitung SEZ development with 534 Ha located in Tanjung Merah village, Manembo-nembo village and Sagerat village is a part of Bitung City. This zone is also coastal reclamation zone from Grian Bawah village to Tanjung Merah. While the development of certain zone of 264 Ha covering enhancing industrial zones for fish processing, shipyard industry, coconut processing, food industry and metal industry.

The strategic city zone covers economic interest zone and the function of carrying capacity of environment. For economy relates with the development of Tanjung Merah SEZ in Tanjung Merah village, Sagerat village and Manembo-nembo village

in Matuari District, Bitung City North Sulawesi. Bitung SEZ is assigned by President Regulation 32-2014 of Assignation of Bitung Special Economic Zone.

Bitung SEZ is assigned with the government regulation to accelerate economic development in Bitung Citi zone North Sulawesi and to support accelerating and extending national economic growth. It is urgent to develop Bitung as Special Economic Zone. Bitung Zone has geo-economic and geo-strategic potencies and advantages.   For the geo-economic advantages there are strategic location as the growth center and also as goods distribution center and logistic supports in eastern Indonesia. Besides it has international access especially to BIMP-EAGA, AIDA, East Asia and Pacific. Moreover the proposed location is closed to the plan of international Hub Port development. This location is also strategic for fish processing industries as Sulawesi is the biggest fish producer and exporter in Indonesia contributing to Gross Regional Domestic Product; and it is also supported by the availability of sufficient water resource.

The geostrategic advantage is a concept of Special Economic Zone Development has been integrated with the concept of the development of integrated economic zone Manado Bitung, the development toll road nets Manado-Bitung and the development of Bitung International Hub Port. The government also commits to develop region investment climate through forming one-spot integrated service.

Bitung SEZ with 534 ha would be developed in five (5) stages:

1st Stage: the development of road infrastructures and basic utilities such as clean water, waste processing and ready-stock land.

2nd Stage: The extending of industrial land, increasing official infrastructures, galleries and convention hall

3rd Stage: The increasing road access and education facilities

4th Stage : The development of recreation area, housing area and utility facilities

5th Stage : The development of medium-large scale lands
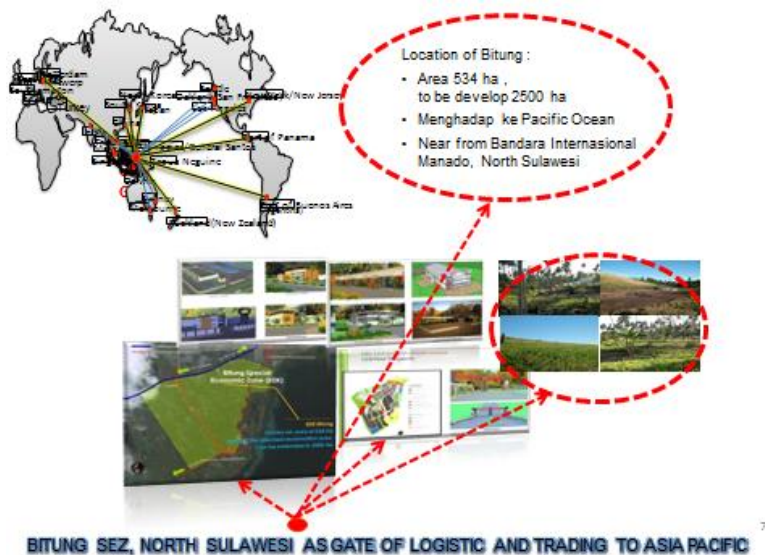
Figure 1. Bitung SEZ , Bitung, North Sulawesi, Indonesia,

Profiles of Mandalika SEZ

Spatial plan of West Nusa Tenggara Province for 2009-2029 aims to organize advanced and sustainable areas through spatial arrangement in a harmonious, balanced, integrated and sustainable manner in order to encourage the province as an agribusiness and tourism development. Spatial pan policy also improves the competitiveness of the region with carrying capacity of the environment and the sustainability of natural resources.

The policy and strategy of spatial planning of NTB provincial area are conducted through structure and pattern spatial plan for achieving purposing of spatial arrangement of province region. Spatial structure development policy includes:

1. Increasing the role and function of new growth centers as well as developing the role and function of existing growth centers.

2. Development of island-based space structure for Lombok Island and region-based for Sumbawa Island

3. Improving the quality and coverage of transportation, telecommunication, energy and electricity infrastructure, integrated water resources, garbage and sanitation services, as well as the needs of provincial areas.

Spatial Plan of Central Lombok for 2011-2031 has objective to arrange of spatial districts that is to realize a safe, comfortable, productive. It is aim in order to realize role of Central Lombok as center and entrance of Lombok Island tourism supported by local culture, agriculture , marine and fisheries with due regard to sustainable and environmentally sound development through good governance.

The Strategic Mandalika SEZ as part of Central Lombok, West Nusa Tenggara from the point of interest of economic growth includes:

a. Kuta and surrounding areas in Pujut Sub-district with the leading sectors of tourism and industry;

b. Selong Belanak and surrounding areas in Praya Barat and Southwest Praya Sub-districts with leading sectors of tourism and industry;

c. Sade and surrounding areas in Pujut Sub-district with the leading sectors of tourism;

d. Urban Praya area covering part of Praya Sub-district, part of Praya Tengah Sub-district, Praya Barat District, part of Praya Barat Daya Sub-district and part of Pujut Sub-district with leading sectors of trade-services, industry, education and tourism

e. Agropolitan Aik Meneng area covering North Batukliang Subdistrict, Kopang Subdistrict and Janapria Sub-district with leading sectors of agroindustry, tourism and conservation; and

f. Minapolitan area in Gerupuk and Awang area with fishery and industrial superior sectors.

KEK Mandalika is stipulated based on Government Regulation of the Republic of Indonesia No. 52 In 2014. In order to accelerate economic development in the region of Central Lombok regency, West Nusa Tenggara Province, and to support the acceleration and expansion of national economic development, it is necessary to develop the Mandalika area as a Special Economic Zone. The Mandalika region has potential and geo-economic and geostrategic advantages. Geo-economic superiority of Mandalika region is to have a marine tourism object which is a white sandy beach with exotic panorama and adjacent to the island of Bali. The geostrategic superiority of the Mandalika region is to have a concept of environmentally sound tourism development with the development of solar power plants and located close to Lombok International Airport.
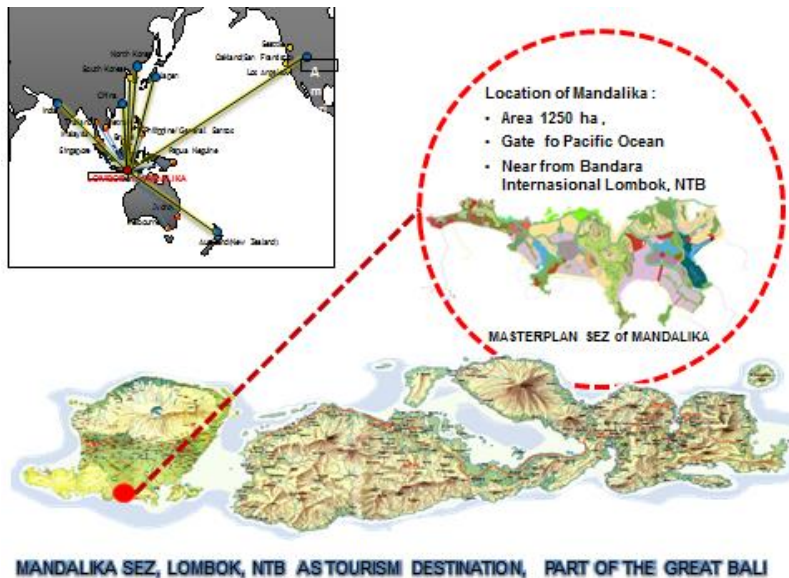
Figure 2. Mandalika, Lombok, West Nusa Tenggara, Indonesia

Investment Attractiveness and Zone Image

The image of the region is an impression of an urban or city area as a whole that is more than just a visual impression (Spreiregen, 1965). The image of a region represents an equation of a number of composite or information units linked to its place and may indicate an important element in urban cultural production that is to create a city parable (Short, 1996).

Bitung SEZ is located in Sub-district Tanjung Merah, Manemob-nembo, and Sagerat, Matuari District, Bitung City. Bitung City which is directly opposite the Pacific Ocean has an important role for Indonesia to play the wheel of global economy. Bitung Port is located on the pacific lips so that it can be utilized by the government in improving the economic competitiveness as well as suppressing export market to Asia Pacific Country. Bitung SEZ has potential in processing fish and other marine products, coconut processing and derivatives, and various agro-based industries. In addition, logistically, as a supporter of the international development of Hub port Bitung.

Mandalika SEZ has a regional image in terms of tourism. SEZ Mandalika is a tourism zone that has a major tourist attraction is marine tourism which is a white sandy beach with an exotic panorama. SEZ Mandalika is located in Kuta and surrounding suburbs. The development of areas outside the region has grown rapidly

In addition to regional and socio-economic image of the region, it is also important to support infrastructure. The infrastructures that support SEZ Bitung development are as follows:

1. Sam Ratulangi Airport, with a runway extension of 2,650 Meters, to 3,000 Meters.
2. Manado Toll Road - Bitung with length 39 Km, for stage 1 along 13.5 Km (while in progress).
3. Bitung Port, Dock widening and expansion area and container terminal facility in port area to become International Hub Port.
4. Ring Road, Waterdam, Power Plant, Rail Way

Investment promotion in SEZ to attract investment opportunities is carried out by :

1. Understanding foreign direct investment (FDI)
2. Building an Investment Promotion Agency (IPA).
3. Creating Investment Promotion Strategy
4. Building an Effective Partnership
5. Strengthening Regional Imagery / Tourism Destination

6. Targeting and Generating Investment Opportunities

7. Providing Investor Services

8. Monitoring and Evaluating Activities and Results of Investment Promotion

9. Utilizing Information Communication Technology

Zone Competitiveness and Zone Image

The regulation of Bitung SEZ has positive government supports such as tax reduction and local retribution for investors willing to invest in Bitung SEZ; permitting a foreign worker to be a commissioner or director and simplifying immigration process for foreign businessman in SEZ.

In Mandalika SEZ, the regent government in Central Lombok posts the development of SEZ in Spatial Plan Region Regulation, assigning Detail Spatial Plan of SEZ and acting as administrator below SEZ Board. In enhancing Mandalika competitiveness as tourism zone it requires regulation of local government, managers and society involvement making coordination among stakeholders become easy and able to guarantee and convince investors for both capital investment and share investment, infrastructures, as well as real capital and financial assets. The content of regulation must have the implementation policy of market and marketing feasibility, social – cultural and environment aspects, operational and production management, law and legal aspects, human resource management, and finance management aspect.

Government supports in developing SEZ could be seen in legal aspects. Competitiveness of manager synergy in realizing Bitung and Mandalika SEZs needs to be supported by society involvement and cross-sector institution and also suppliers and investors as institutional focus. Among stakeholders synergy is necessary to make legal permit easy. It is for infrastructure development, land acquisition, land managing and controlling; impacts of natural environment, social and cultural impacts and development of other tourism facilities are the main elements in creating conducive situation for investors and private suppliers involved in Bitung and Mandalika SEZs development. Their governments act as facilitators in accomplishing legal permit and land issues.

The followings are the steps of promotion in Bitung and Mandalika SEZ

1. Coordination and syncronization working program for investment in SEZ
2. Socialization of policies and regulations of investment in creating conducive investment climate
3. Formulating information system and synchronization and updating foreign and domestic investment data
4. Collecting non facility investment data in SEZ
5. Composing profile book, investment project proposal, leaflets and brochures
6. Updating website as investment support in SEZ
7. Promoting in foreign countries
8. Promoting in local country

Investment Promotion Activities in SEZ

There are several activities that initiated to achieve the objectives, strategies and policies and investment promotion of these zones. SEZ promotion activities carried out include

• Industrial development of Bitung industrial estate

• Tourism development of Mandalika

• Seminar and focus Group Discussion recognition and development of SEZ to public, private, community

• Improved investment services, or investment both domestic and foreign / foreign

• Increased intensity of sectoral coordination on investment in SEZ

• Increased intensity of meetings for facilitation and consultation of invesatsi and SEZ zones

• Improved monitroing system and evaluation of investors

• Increasing the implementation of service zones and zone development in the region according to spatial plan (regional and zoning regulation) consistently

• Technical guidance on SEZ management

• Technical guidance of one roof service within and around SEZ

• Recognition of SEZ profiles

• SEZ national and international conference

• Recognition of excellent products and industrial activities (manufacturing, fishery, logistics, and agro-industry) in Bitung

• Recognition of superior products and tourism activities in Mandalika

• Effective MICE implementation

• Talkshow of investment and development of SEZ region

• SEZ data and information center contains spatial information / data, industrial activities, activities and investment developments, and regulations

• Create SEZ information instruments, including Website, investment promotion leaflets, location leaflets and SEZ Zones, SEZ tabloids and booklets, SEZ electronic display (televison), SEZ SEZ investment electronics, Billboard Display and SEZ videotron.

• SEZ investment promotion exhibition at home and abroad

• Technical guidance for central and regional apparatus in serving SEZ investment

• Prepare detailed regional profile and investment directory on SEZ

• Making information instrument of economic area,

• ICT Center, Information Tourism Center, Industrial Information center, Government service center

The following is the pattern of investment promotion in SEZs:
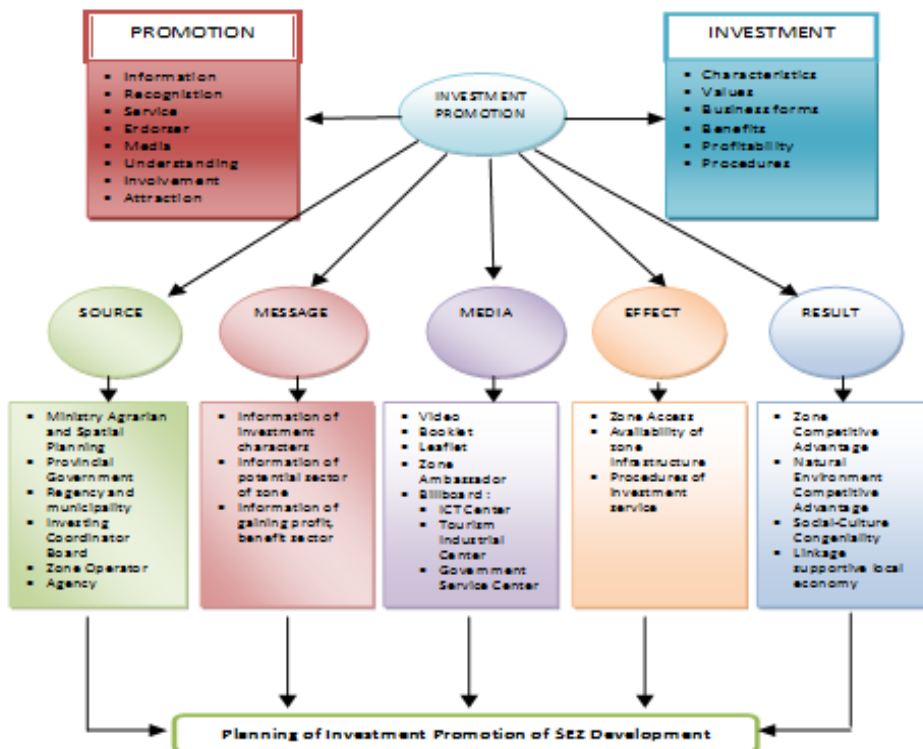
Figure 3. Pattern of Investment Promotion in SEZ Bitung and Mandalika, Indonesia

CONCLUSION

Investment promotion for SEZ is determined by strategy, policy, service and control. Strategy and policy consist of investment acceleration to build zone image and business development in SEZ. Acceleration investment includes providing of conducive and sufficient infrastructure for SEZ, confirmation and consistency of SEZ regulation are legal certainty guarantee, promotion and cooperation for SEZ, integrated service and the relevancy of investment promotion and the impact of SEZ. The derivation of the strategy is the policy of investment acceleration in kinds of cooperation, promotion

and control. Cooperation is held among other provincial governments, and or regency governments, third parties based on the principles of mutual adjustment, mutual understanding and mutual benefits.

The policy of investment promotion of SEZ consists of content, context and service of every SEZ, the composition of promotion materials, the promotion media and the promotion techniques for domestic and foreign countries. Besides that, the promotion policy is being approached through one stop point integration services providing information, consultation and help desk, legal permit, desk of local government, task force institution, and optimalization of investment services. Henceforth in investment promotion it is required the control policy in form of the development of investment realization data inventory, the guidance of coordination investment institution, facilitating in problem solving of investment task force and supervising for implementing investment catalyzing investment inflow toward SEZ.

Some instruments are used to implement the strategy and policy of investment acceleration including: strengthen aimed segmented investors, enhancing offered investment products, investment roadshow, digital marketing, e-investment, investment service delegating to one stop point integration services, simplifying permit procedure, the improvement of service infrastructures and management of human resources and technology based permit service.

The investment promotion gives impacts toward the existence and the development of SEZ, so that it is necessary to monitor and evaluate for ex-ante - ex-post evaluation, operational evaluation, strategic evaluation as well through coordinated monitoring and evaluation among stakeholders. Both monitoring and evaluation of SEZ investment promotion for CED cover some aspects of social, economy and environment. For social aspect, the sensitive area wherein gets impact of the SEZ development, social value protection within and around SEZ, specific zone direction (social) and direct social impact of SEZ are the objects of monitoring and evaluation. In point of economic aspect some of monitoring and evaluation targets are raw material supply, workforce, developing economic activities, product value chain within and around SEZ, as well as direct impact economy of SEZ. While cropland, land convention, protected crop area, zoning regulation and sustainable development are for the environment aspects

Investment promotion in SEZ consists of zone information, profile recognition, kinds of service, endorser, media, understanding SEZ advantages and investment, the involvement of actors and stakeholders as well as the pattern and communication are able to occur investment attractiveness into SEZ.

In order to gain effective investment promotion, it is necessary to display deep contents and contexts of investment including characters, values, quantity, kinds of business, benefits, profitability and procedures. The clearness of promoted SEZ explains of SEZ location spatially and non-spatially covering characters, uniqueness, size, zoning, magnitude, infrastructures and spatial development plan

Recommendation and Implication

SEZ investment promotion in Bitung and Mandalika basically consists of both internal and external prime mover linkage of SEZ, presentation of zone infrastructure, Information Communication and Technology, the mutual relation of promotion with outside zones, and providing with and without media promotion encouraging the attractiveness of SEZ, the investment inflow and sustainable SEZ development as beneficial and profitable economic zone for investors, government, business world and society.

Considering that investment promotion of SEZ is determining the investment performance, zone performance and media making of investment promotion, it is necessary for the local government, business world, higher education and society (quadruple helix) to conduct the strategic and tactical action in investment promotion to gain zone competitive advantage of natural environment, congeniality of social culture and linkage supportive local economy.

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Discursive Practices and Teaching Mediation to Support Learning in Mathematics and Italian in Primary School from Fenix Program

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Abstract

In order to define teaching principles to be adopted to support learning in Mathematics and Italian in primary school classes starting from the use of Fenix Program, the research was aimed at increasing the knowledge base available through the recognition of good teaching practices from the point of view of teachers in the form of professional routines. In a previous article (Maccario, 2016) we described some findings on the criteria that you can follow in the development of teaching sequences. This article presents a further order of the results concerning the dialogic-discursive structures that represent an important dimension of teaching mediation in accordance with the operational perspective of teachers. Also in this case it is phenomenology which refers to the practical knowledge as a source to be exploited for the construction of teaching principles and scientifically based knowledge in Didactics.

Keywords: Research-Development; Didactic Models; Didactic Action; Practical Knowledge; Discursive Practices; Professional Routines.

1. Introduction

It is accepted as given that one of the main tasks in pedagogical-didactic research is the elaboration of knowledge to support the professionalisation of lecturers and teachers. Within this view, referring specifically to applied research and research-development (Van der Maren 2014, 2003; Furlong & Oancea, 2006, 2008), studies aimed at putting in place innovative methodologies and the construction of didactic aids and materials represent a trend that works to consider professional training processes as particularly linked to the acquisition of abilities to analyse and compare practices, to plan and regulate action, and to reflect on personal practices and those of others (Rossi, 2015, pg. 50). One perspective of investigation that seems coherent with these requirements is the elaboration of didactic models such as theoretical-practical devices that may offer those involved outlines based on operative criteria and principles, supporting them in the processes of conceptualisation, analysis and professional self-reflection towards improved self-regulation (Cardarello 2016; Damiano, 2006; 2007). This option implies the recognition of professional practices as the foundation of proposals for educational and didactic innovation and the subject of study that pedagogical-didactic research has to consider, insofar as it is the source of the problems and studied a criteria for the discussion and examination of the capacity of the identified solutions and knowledge (Damiano, 2006). Taking into account these requirements, the article looks at the process and some results of research into the identification of lines of modelling innovative didactic practices starting from the *Fenix Programme* (Coggi, 2009, 2015) aimed at reinforcing cognitive and educational processes and supporting motivation such as factors to contrast scholastic failure[1]. Among other things, the Programme also proposes the use of games software in the logical-mathematical and linguistic ambits according to curricular progress criteria, in the ambit of didactic courses aimed at students with aspecific learning difficulties; meaning activities undertaken individually or in small groups in laboratories and conducted by specially trained lecturers/mediators. Experiments undertaken in predicted and controlled conditions (Coggi, 2009, 2015) confirmed the Programme's success and a previous study substantially confirmed the possibility of 'curricularisation' in ordinary didactic conditions, referring to the management of heterogeneous primary school classes

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[1] The article re-elaborates, develops and completes with brand new results as partially reported in D. Maccario: (2016) Didactic innovation in research perspectives. The Fenix Programme supporting teaching practices. *Pedagogical guidelines, (63)*, 3, pp.519-537; (2017) Didactic models and professionalisation of teachers. Research approaches. In P.G. Rossi (Ed.), *Integrating Video into Pre-Service and In-Service Teacher Training* (pp.46-64)*, Hershey PA (USA): IGI Global.

within our national context - (Maccario, 2009); starting with the first 'verification of sustainability', the research[1] aimed to again test the Programme in the local area (following the 'evaluation chains' logic - Van der Maren, 2014, 2003), in contexts and with subjects in relatively varied operative conditions, with the aim of studying its potential to support the didactic activities while supporting the professional development of the teachers. This research starts from the problem: *How to carry out primary school teaching in 'current' didactic conditions to reinforce the cognitive and motivational processes involved in learning in the mathematical-logical and linguistic ambits starting with the Fenix Programme? What may be the structuring steps of a Fenix didactic model supporting teaching activities in 'ordinary' classes*? The aim of the study consists in reconstructing elements of didactic modelling implicit in teachers' practices or rather the practical knowledge on how we can teach while making the most of the resources made available by the Programme according to the perspective of those involved. In other words, the attempt to find the phenomenology of those curriculum(s) in fact generated by use of the Programme, that within the general perspective of an activation of a management principle of teaching that aims to promote a personal knowledge elaboration process in the students and stronger autonomous learning and scholastic success. Elsewhere (Maccario, 2006, 2017), some results have been reported that refer to 'good conduct' according to the teachers' perspective, regarding criteria that may be followed in the development of didactic progress (Rey, 2005). This article portrays a further order of results that emerged concerning dialogical-discursive structures that represent an important dimension in didactic mediation according to the teachers' operative perspective; also in this case we are dealing with a phenomenology that refers to the 'knowledge of practices' as a source upon which to define operative principles in the management of didactic mediation.

2. Theoretic recognition

Below we refer to the results of the theoretic recognition that has been compared against four subject orders: the collection of elements supporting the hypothesis regarding the relevance of didactic models as constructed by the research to be made available to teachers to allow them to (re)think and act reflectively on the teaching practice and, in this way, innovate it by increasing and developing personal professional skills; the problems, logics and strategic-methodological possibilities of research aimed at constructing didactic models; the problem of identifying categories that allow us to conceptualise and operationalise teachers' didactic activities, considered a cornerstone of their professionalism and subject to study in didactic research.

2.1. Didactic practices and models

The usefulness of the didactic models as constructed by the research and made up of formalised outlines to aid teachers to think and enact the practice is greatly accepted (Damiano, 2007), therefore, it is considered possible that this become a subject to be clarified and analysed by those involved, in a process that is fundamental in supporting professional growth. These are theoretic hypotheses that must take on board the procedural nature of those events undertaken and controlled by field operators, usable insofar in that they can be identified by those involved as useful in representing their work (Cardarello, 2016) and understanding it in order to improve it. The recognition of the situated and dynamic character of the teaching processes and professional nature of the teachers' work pushes the concept of the method to pass onto that of the didactic model. The notion of method, generally inferred by knowledge gathered in scientific ambits contiguous to the pedagogical one or rather starting with results of experimentations on the field or, again, from local experience, both individual and group, or by operative implications and militant choices deriving from an adherence to educational ideals, highlights the procedural aspects of the didactic action, in a tendentially prescriptive or recommended interpretation and, implicitly, recognises the teaching practice as a set of applicative behaviour that may be regulated thanks to punctual indications attributed a general value. One of the main difficulties that may be ascribed to this position is the fact that a method – within its ideation and activation phases – cannot be independent from any reference to certain educational contexts and that it cannot be evaluated merely through the appreciation of its effects in absolute. The same method may have contrasting results depending on the situations, the students to whom it is aimed, the teachers and lecturers using it (Bru, 2015). The affirmation of the concept of model can basically be retraced to the recognition of the 'knowledge of practices' or rather of the value of the cognitive processes linked to the professional activity – different in nature to the cognitive processes of a more generalising and abstract character. In reference to the didactic practice and, in general, to the professional practice, interpretative hypotheses have been put forward that identify a crucial cognitive aspect in the processes of 'modellisation' and 'schematisation'. The term 'model' is used to indicate a general mental and schematic representation of a situation that allows those involved to imagine a number of variants, so as to sustain the processes of simulation necessary for the action (Damiano, 2007; Van der Maren, 2014, 2003) in line with the concept of pattern as an organisation of the action that anticipates its goals, rules, possibility to infer in situations, operative invariants, and which

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1 PRIN 2013- National coordination G. Domenici (Roma Tre University; local coordination C. Coggi, University of Turin).

allows us to reason and act depending on certain conditions (Vergnaud, 2011; Le Boterf, 2013). Didactic models, when shown to be effective considering the problems and intrinsic nature of teaching, become devices that can support the processes of mental modelisation implicit in practical choices, favouring control thereof. In the very terms of professional didactics (Pastré, 2007), it could be said that the availability of scientifically established didactic models may become a source from which to develop activity models if found they enrich the "cognitive models" instruments available to the teacher as susceptible interpretive keys - in the dialogue with the professional activity – that may support the evolution of the pragmatic schemes used. In other words, we have spoken of the acquisition of teaching skills in terms of didactic patterns (Laurillard, 2012), the development of which may be favoured by a confrontation with general principles that may give it form through reflective processes. The didactic models would therefore become devices to help the operators further understand the situation, with a heuristic function, supporting reflectiveness and ability to make decisions in the moment. A didactic model may be intended as the "simplified representation of operative patterns to undertake educational activities" (Damiano, 1994, pg. 91). It is a construct that refers to the representation of the "action of teaching, in the distinct operations of which it consists, relative to planning-conduction-reflection and which clarify the procedures and respective arguments that justify them" (Damiano, 2007, pg. 71). Within this interpretation, a didactic model is accredited as a teaching theory that serves to optimise the activity, to produce situations and to activate processes that potentially may offer less expensive performance considering the limits of the context. In general, a model includes a reference to the aims or steps of learning that one wishes to follow and selects guide-criteria for the process, offering a simplified representation of didactic events with the intention of saying not 'how should we act', but 'how can we act', taking all operative conditions into account.

2.2. Strategies of research-development

Among the theoretic positions constituting a reference point for didactic research into the study of innovative programmes, models and didactic aids, *Design Based Research* –DBR- is an approach within the Anglophone context that has been accredited with having highlighted, starting with the proposals of Brown and Collins (Brown, 1992; Collins, 1992), the need to take into account the situated character of learning and teaching processes, and to study educational processes and methods for increasing its instructiveness in natural conditions (DBR Collective, 2003; Barab, & Squire, 2004; Sandoval & Bell, 2004; Anderson & Shattuck, 2012). The focus is placed on the applied dimension of pedagogical research, which proposes as a privileged task the elaboration of intervention projects that can support the operators' actions and choices, in the attempt on one hand to overcome the difficulties linked to the large-scale surveying of strictly experimental methodologies, based on controlled inspections that tend, by their very nature, to validate the quality of new methods of intervention by decontextualising them and, on the other hand, the difficulty of ethnographic studies in overcoming the paradigm of descriptiveness and interpretativeness, in order to take on the challenge of transformativity (Pellerey, 2005). The validity of the research consists in knowing how to refer to natural educational conditions, thanks to results that can effectively be used to evaluate, communicate, and increase the effectiveness of the practices within the context being studied and auspiciously in a range of other situations in some way ascribable thereto. The identification and construction of the interventions is a collaborative task taken on by researchers and operators, starting from an understanding of the operative contexts, taking into account the most relevant literature relating thereto, of the pertinent theories and practices used in other contexts, and aims to resolve specific problems or introduce improvements in certain practices (for example, class management, evaluation methods, the use of educational technology, etc.). The collaborative process works on the initial phase to identify the problem, reconstruct the theoretic outline, develop the intervention project and its construction, realisation, evaluation and the creation of theoretic and operative principles. The final phase of DBR research particularly focusses on theoretic comprehension, reflecting the production of planning principles and operative solutions in its comparison with the cognitive legacy available following field experience. Unlike approaches based on research-action, DBR studies are developed not only to fulfil local needs but also to promote theoretical developments concerning problems regarding 'how' to teach and educate. Though this research strategy, conceptualised also as "interventionist ethnography" (Pellerey, 2005, pg. 6), has been the subject of discussion due to a series of difficulties that may be ascribed thereto, especially based on the evidence that it is able to generate, it has become a promising course for having made the importance and significance of educational research relevant again; if within the ambit of the DBR approach we substantially notice the need for coherence in research and its theorisations on educational situations, in order to be considered a 'test-bed' of their capacity, other positions refer more directly to the congruence regarding educational activities and practice, identified as a true subject of study, marking, in fact, an ontological turning point. This perspective goes hand in hand with the recognition of the professional character of teaching, causing the research to take on the support of the teachers' activities and professional development as its own elective mandate, with particular focus on the themes of education. Research is increasingly moving towards the 'practice-theory-practice' logic. Referring to the problems of applied research and, more specifically, developed research, the position of Jean Marie Van der Maren (2014) is especially significant within the Francophone ambit; he recognises, together with the progressive recognition of the demand arising from Francophone

ergonomics and the paradigm of *semplessità* (Van der Maren, Yvon, 2009), professional practices as a separate area of study. Regarding the research tasks, the main focus concerns the problem of teachers in actively and knowingly constructing their work, conceptualising and re-conceptualising it, and of disposing of didactic devices – "pedagogical objects" – useful in that way, possibly susceptible to not only local and temporary use but also to being amassed, in relation to their prerequisites, principles and their somehow proven effectiveness. In other words, for researchers, it basically means finding strategies to operationalise ideas and theories that may be of effective use to teachers in their professional activities. A field of research is set up which is validated more on functionality than truth, implying the identification of practicable and incisive solutions, given a group of priorities and limits, of values and contextual customs (organisational, of the local community ….). Because of the complexity that is typical of the situations subject to study and the *ruse* that characterises the functional practice as a fundamental point of reference, the research may take on a transdisciplinary or transtheoretic character, starting with an "epistemological rupture", a preliminary distancing from preconceptions and already-defined analyses. The criteria of «probability» which requires theories to give a representation of the objects to which they refer – professional activities – calls for particular attention to be paid to the coherence of cognitive logics, of the devices used and the nature of the data constructed: the general plans of the subjects' activity must confirm this activity, limiting as much as possible any deformations arising from unsuitable theoretic-conceptual categories or from incongruent instrumentation. From here, even the observation of the inappropriateness of decomposing approaches, which tend towards decontextualisation and the artificial simplification of the situations, to the advantage of basically comprehensive and dynamic interpretations. After all, we are dealing with research that does not tend to elaborate on solutions starting with theories, but rather aims to valorise and develop the solutions the operators have based on their experience. The applied function of the research is associated with a «clinical» approach which implies the participation of those involved in analysing the problems and in the identification of possible answers and solutions. A logic of inspection is configured founded on the theorisation of the practices following a cycle that starts with a description of the activities, distancing itself from them and their specific interrogation, in order to subsequently construct hypotheses and activity outlines 'starting from and relating to the practice'.

2.3. Didactic activities as a subject of inspection

Some trends of inspection have in particular thematised the need to identify categories that allow us to operationalise the work of those involved in the situation, restoring the constitutive complexity thereof, so it is clear and can be interpreted in formalised terms. The didactic activity is connoted, in general, in terms of inter-action, which may be surveyed in its contextual dynamicity by observing the recursive dynamics subtended to the manifest variability of the processes. The need for a research approach in which those involved can become subjects of the study processes and experience first-hand the development and sense thereof is confirmed. Enactivist matrix positions (Rossi, 2011; Rossi, Prenna, Giannandrea, & Magnoler, 2013) (re)propose the notion of a "structural coupling" player-situation to highlight how important it is to study the mutual influence between the teacher's and the student's auto-poietic systems - more than the direct action of one system over the other – regarding the learning tasks. In relative theoretic continuity, the paradigm of *simplexity* (Poizat, Salini, Durand, 2013), starting with the distinction between prescribed work and actual activity as proposed by the ergonomics of the French language, identifies the acceptance of the implicit complexity of the tasks or working conditions according to methods connoted by astuteness and elegance as a trait that qualifies the professional activity. The structural coupling – the exchanges – between those involved and the context would be characterised by *simplexity*, which would in turn be supported by processes of "typicalisation", or rather of research into similarities between the current situation and previous experiences within forms of generalisation necessary to the action. Other perspectives, substantially relating to the need to grant a renewed centrality to the student as a 'reality' around which we then construct or should construct within the didactic process, propose we basically conceptualise the action in a conversational key (Pellerey, 2014). The student - with his own 'resistances', unexpected answers, his own way of perceiving the world – is the point of reference for the intense activity that the teacher - starting with his own projects, intentions, hypotheses of action - puts into action upon seeing it as such; rather than being aimed directly at the student, the teacher directs this activity more to himself in order to establish more suitable possibilities for meetings and support, starting with the subjective and objective-instrumental resources that he deems useful for the purpose. An important cognitive focus is constituted by teacher-students exchanges and amongst the latter to study and understand the teacher's actions in order to set up the suitable conditions for the students' learning through the various types of - direct or indirect – communication to which it may contribute. According to an epistemological perspective of constructionist-Piagetist matrix, the conceptualisation of the didactic action as a "medial action" (Damiano, 2013) refers to the specificity of teacher-student interaction in the scholastic context as a negotiated sharing of learning tasks around cultural subjects, within a dynamic that structures and distinguishes didactic activity from other professional types. The subject of the research is represented by 'what teachers do in relation to what students do in order to learn cultural subjects'. The medial character of the didactic activity indicates that what is in play is not so much a direct knowledge

of the world but the comprehension of how others have described and explained it. The construct of 'professional routine' (Damiano 2006; 2013; 2014) as a possible unit of analysis, is put forward to explain the multimensionality and relative unpredictability of teaching, with the inclusion of the space-time and intentional dimensions that constitute them. The routines are to be intended as extremely regular sequences of operations, which allow us to identify the distinctive traits of the didactic activity, a sort of outline leaving the necessary margins for adaptation to take the mutability of the situations into account; these may be subject to study insofar as they are a concentration of what those involved are taught by the processes of reciprocal interaction and adaptation and, on the whole, can be "recognised as the basically unitary structure that characterises teaching, made evident through the corresponding actions" (Damiano, 2014, pg.35). Starting with the near theoretic matrixes, other study trends, essentially ascribable to Francophone professional didactics, propose the "practice organisers" notion, intended as "activity structures" or operatory invariants implicated in professional activities, including teaching (Pastré, 2007; Vergnaud, 2011; Bru M., Pastré P., & Vinatier, 2007).

3. Research system

The research was carried out following some specific steps: 1- training of the research group (researchers, expert Fenix teachers) and identification of the 'trial' schools; 2- research group validation of the problem and objectives; 3- definition of the operative hypothesis and distribution of survey methods; 4- didactic interventions on the field; 5- survey and constitution of the databases; 6- elaboration and discussion. The survey strategy adopted is represented by the case study, according to the logic of multiple cases (Denzin & Lincoln, 2011; Miles, Huberman, & Saldaña, 2014) instrumental to this survey and selected to give wider possibility for intensive observation, according to the criteria of relative variability. Specifically, the didactic practices of three highly experienced teachers[1] were studied; after participating in the initial phase of the study, and wishing to increase their own personal experience in the field, these teachers decided, voluntarily, to make the most of their onsite training, and adopted the Fenix Programme in order to find ways of personalising teaching to new, varying class-contexts. The research involved three schools from the Piedmont area (in the province of Cuneo) in small-medium towns, focussing on students of families living in medium socio-cultural conditions, with a limited number of students per class that the teachers considered as having difficulty in keeping up with the average pace of the class (3-5 students per class), against the overall results of the classes considered in need of improvement regarding learning and motivational autonomy and personal processes required to elaborate knowledge. The didactic activities are undertaken following systematic inflections over a school term. The didactic activities were studied based on the teachers' identification of observational units represented by activities/lessons with a clear beginning, middle and end, so as to make them easily identifiable and unique in representing teaching methods using Fenix activities to those involved. It was therefore expected to acquire a sample group of professional activity of importance for the teachers and relatively undertaken, to then be subjected to intensive observation in order to identify recurring cycles of activities or didactic routines. The study is based on an intensive use of video recordings in normal conditions in order to study the didactic activity – considered in terms of the inter-action between the teacher and students intent in learning and mediated by the multi-media device - according to outlines or activity trends. The use of fixed-camera videos[2] proved to be not only advantageous insofar as we could return to the processes observed, but also as it ensured good observatory validity allowing us to concurrently take into account the three fundamental polarities – teacher, students, contexts - of the teaching, learning and the dynamic interactions. Technical limitations, but also and above all the characteristics of the units of analysis – the routines – meant, nevertheless, that other instruments had to also be used (Vander Maren, 2014) such as field notes, focus groups and clarification interviews (Vermesh, 2011): the latter are particularly useful in obtaining a representation of the professional activity that includes not only the "work undertaken" but also the "work adopted" or taken on, or rather the sense that the players construct around their actions (Vander Maren,Yvon, 2009).

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1 Stefania Cucco and Alessandra Bettonagli- Didactic management of Mondovì (CN) I Circolo; Anna Maria Cornaglia – Didactic management of Fossano (CN) II Circolo

2 Thanks to the thesis students Debora Allasia, Debora Petté, Roberta Tolosano, students attending the course for a degree in Primary Teaching Sciences in Turin.

Fig.1: Survey Plan

	Classes	Number of students	Subjects	Total number of Fenix lessons	Number of observatory lessons	Hours
CASE A	III A- III B	32	Maths Italian	7	5	9
CASE B	II A - II B	28	Maths Italian	8	5	12
CASE C	I A - I B	29	Maths	7	5	10

The video recordings of the lessons and focus groups and the audio recordings of the clarification interviews have been transcribed and codified to allow integrated analysis of the context with the support of the N-Vivo 10 software. The categories are divided up (Miles, Huberman, Saldaña, 2014) based on the unit of analysis represented by didactic routines or recurring cycles of activity through which the teacher aims to promote students' activation in view of the appropriation of cultural objects with the support of the Fenix Programme.

4. Results

While an initial level of analysis has found five types of routines corresponding to operative outlines adopted recursively by the teacher-experimenters 'onsite' in 'designing' the sequences of tasks given to students in order to activate processes of cognitive and metacognitive re-elaboration of mathematical and linguistic contents set by the Programme –Rs- (Maccario, 2016), a further perspective of analysis shed light on a different category of recursive structures of didactic mediation referring to the management of dialogic-discursive flows -Rd-. By observing the verbal exchanges in the classroom, in the cases studied and in relation to the Rs recorded, overall we can identify seven activity outlines referring to the communicative exchanges between those involved – teachers and students – as they concentrate on the learning tasks proposed by the Fenix Programme. These dialogic-discursive practices that the teacher uses in order to support and supply the students' cognitive tension and ease the learning process (Lumbelli, 2003) are designed based on the students' response. They are trends that develop within the routines carried out by those involved in the interaction in a continual game of roles and expectations (Selleri, 2016) and which vary depending on the didactic strategies adopted. In this case, within the ambit of group discussions (on the classroom level or between groups of children) or in the teacher-student dialogue, we are looking more at open questions, in which the teacher is able to take on board the students' response and guide the discursive trend towards new cognitive steps (Selleri, 2016; Pontecorvo, 2004). We hereby take a look at and comment briefly on the Rd emerging from an analysis of the textual material obtained from the field studies and broken down into sub-routines (which, unlike the Rs, are not self-consistent). The below view, while inevitably suffering the effects of (hyper)simplification, in terms of linear sequential nature and immobility of the representation, does however offer advantages in the systemisation and clarification of the main logical-practical connections that generate the activity trends.
Fig.2: Rd case A

Rd.0 –Regulation of participation		
Rd.1-Analysis of delivery	Rd.1.1- Reactivation and (self)inspection of previous learning.	
	Rd.1.2- Identification of the task.	
	Rd.1.3- Operationalisation of the task.	
	Rd.1.4- Formalisation of the delivery.	
Rd.2 –Analysis and development of operative/thought strategies	Rd.2.1- Recognition of work strategies.	
	Rd.2.2- Formalisation of work strategies.	
	Rd.2.3- Identification of errors.	
	Rd.2.4- Identification and analysis of errors.	
	Rd.2.5- Identification, analysis, formalisation of errors.	
Rd.3- Solution of the problems	Rd.3.1- Identification of the problem and its formalisation.	
	Rd.3.2- Launch/taking on of the problem.	
	Rd.3.3- Re-formalisation of the problem.	
	Rd.3.4- Exploration and formalisation of resolutive strategies	Rd.3.4.1- Reflective (self)interrogation.

		Rd.3.4.2 - Re-formalisation of the problem.
		Rd.3.4.3- Collection-formalisation-analysis of strategic hypotheses focussed on the problem.
		Rd.3.4.4- Progressive definition of strategies-analyses focussed on the problem (with re-formalisation)-possible relaunch.
		Rd.3.4.5- Formalised ratification of strategies with the exploration of hypotheses of generalisation.

From the Rs point of view, Case A shed light on two typical activity outlines both characterised by the operative decision to start the didactic sequence with 'immersive' use of the games by students working in pairs or small groups in a laboratory, with no teacher mediation, and followed by a guided intergroup discussion in the classroom: in one case, in order to analyse the resolutive strategies adopted in order to examine its transferability to other contexts/tasks and, in the second case, as a problematising start directed to the development of new curricular learning (Maccario, 2016). From a viewpoint of the contents of the teacher-student discursive chains we can note, in addition to the recorsivity of exchanges required to favour participation (Rd0) (diffusive and imbricated with the other Rds), the dialogical confrontation cycles focussed on taking on the delivery (Rd1) which was gradually conceptualised, translated into operative terms and put 'into words' following shared methods, making the effort to adopt the formal language of disciplinary knowledge in play. A further category of communicative cycles can be recognised in relation to the analysis and development of operative and thought strategies implicated by the use of Fenix activities (Rd2); once again, this started with more intuitive recognition and more informal definitions and then led to a description in unambiguously shareable terms, with a focus on the identification, analysis and formalisation of possible errors. Problems resolution evokes a typical dialogical sequence (Rd3) that is particularly articulated, with an initial emerging phase in reference to the recognition-analysis-definition of the problem in increasingly strict terms (Rd3.1-2-3) and a subsequent phase (Rd.3.4.), particularly articulated (Rd3.4.1-2-3-4-5), all of which work towards supporting an increasingly less intuitive and more explicitly shared verbalisation of resolutive strategies.

Fig.3: Rd case B

Rd4 – Development of work/learning strategies.	Rd4.1. Exploration-analysis-formalisation of the delivery.	
	Rd4.2 Reactivation of previous learning.	
	Rd4.3 Guide to taking on the task.	
	Rd.4.4. Clarification and analysis of strategies.	
	Rd.4.5 Co-construction/co-analysis of strategies.	Rd.4.5.1 Simulation/prevision.
		Rd.4.5.2 Analysis of difficulties.
		Rd.4.5.3 Exploration of strategies.
		Rd.4.5.4 Identification and analysis of errors.
		Rd.4.5.5 Celebration of success.
	Rd4.6 Regulation/personalisation of rhythms/organisation of the work.	
	Rd4.7 Regulation of interaction.	
	Rd4.8. Reconstruction of the work process.	Rd4.8.1 Phenomenological reconstruction.
		Rd4.8.2 (Self)reflective analysis
		Rd4.8.3 (Self)learning outcome.
		Rd4.8.4 Decontextualisation and generalisation.

Case B shed light on a unique recursive didactic sequence, in which the teacher and the students – the latter organised in small groups – worked together in a laboratory to develop resolutive strategies to deal with the mathematics and Italian language tasks chosen from those offered by the Fenix Programme (Maccario, 2016). This case also resulted in a rather rich discursive phenomenology, moving from a focus on delivery verbalisation (Rd4.1) up to a description of the work process (Rd4.8), passing through a series of steps regarding the clarification of previous learning, the acceptance of the task, the work strategies (Rd4.2-3-4), with particular discursive activity dedicated to defining shared strategies leading to

processes of prediction, the exploration of paths to follow, errors, celebration of successes (Rd4.5.1-2-3-4-5) and the reconstruction of the work process, aimed at defining outcomes in a proactive direction (R.4.8:1-2-3-4).

Fig. 4: Case C

Rd.5 – Personalised regulation of rhythms/organisation of the work.	
Rd.6- Regulation of interaction.	
Rd.7- Reconstruction of the work process.	Rd.7.1 – Phenomenological reconstruction.
	Rd.7. 2 – (Self)reflective analysis.
	Rd.7. 3 – Learning outcome.
	Rd.7. 4 – Decontextualisation and generalisation.

The analysis of Case C brought up a cycle of didactic activities aimed mainly at reinforcing and transferring learning through the experience of differentiated exercises, following 'traditional' approaches alternated with Fenix play-exercises, of further value thanks to the motivating power of the multimedia environment which revisits already-used activities to support the personal elaboration of knowledge in an innovative and evocative key for the children allowing relatively flexible work rhythms and paths (Maccario, 2016). Within the ambit of this type of didactic sequence, as well as the communicative exchanges of an organisational/regulative character (Rd5-6) particular importance is given to the dialogical exchanges between teacher and students regarding the clarification of the work undertaken individually and the analysis thereof in a self-evaluatory and generalising key (R7:1-2-3-4).

5. Discussion

In general, routines allow us to implement those didactic practices that the Fenix Programme can supply when used in current teaching conditions, deconstructing them within the perspective of 'action flows with sense' for those involved. The articulated totality of the Rs relative to each case studied represents forms of didactic activity characterised by specific traits, but also by recurring elements. We briefly refer to the latter in relation to the study's aims: the need to restore an integrative cognitive base in order to support teaching through educational games software in schools, in ordinary teaching conditions, in order to outline an integrated set of principles and activity lines to work to help the teachers to renew their practices, even in situations other than those studied. Some points are hereby mentioned. One aspect raised, though limited (case B), by the examples of didactic activities studied concerns the relative indifferentiation of discursive outlines compared to different disciplinary ambits (Italian and mathematics); this is an element for further study but which could induce us to valorise, starting from the perspective of those involved, an approach in which communication in the classroom is set up around Fenix activities in order to support reflection, activating a generative dynamic in which verbal language becomes an essential element to supply and support the development of thought (Pontecorvo, 2004). This interpretation is also affirmed in the intense verbal-communicative activity generated from the reactivation of previous learning, the identification and analysis of errors and constructed learning, and the identification of perspectives of generalisation. Another trait found refers to a distinctive aspect of didactic action as medial action (Damiano, 2013) constituted by the verbalised acceptance of delivery as a decisive step in students managing their own learning (Rey, 2005). In cases A and B in particular, discursive interactions are set up that aim to precisely define and support this step, which therefore is as strategic in Fenix-based teaching management. In other words, teachers' practices seem to testify the need for verbal language mediation at the same rate that multimedia language does immediately, given that it problematizes, in fact, the relationship between informal and formal processes of school learning. The repeated reference to the need to verbalise in the symbolic-formal terms of study disciplines and the logical and learning processes activated and promoted by the use of Fenix software seems to emphasise this need (cases A and B).

4. Conclusions

Following in general terms what we had discovered previously (Maccario, 2016), this research seems to indicate the possibility of mediating the Fenix Programme when it is used in current teaching situations, referring to the management of relatively heterogeneous class-groups, in order to promote students' academic success. In addition to a possible, embryonic criteriology for the development of previously outlined didactic sequences – to be refined and enriched (Maccario, 2016), the evidence of recurrent dialogic-discursive structures indicates a further trend for development, in the elaboration of increasingly comprehensive didactic models that adhere to the complexity of the teaching activity.

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Strategic Moves, Narrative and Descriptive Sequences: A Brief Theoretical Report on Collaboration and Conflict

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Abstract

The system of genres – an invariant that crosses, in various metamorphoses, the history of reflection on art and literature – is one of the most important instruction in a potential guidebook for reading and interpretation. Starting from the premise that a literary text is not a static unit, but a dynamic field of relations, tensions, conflicts and contradictions, this paper gives arguments for a new conceptual attitude on interpretation: rather than ascribing a text to a specific genre, we should focus on its inherent patchwork of discursive sequences (i.e. narrative, descriptive, dialogal etc.). Corroborating the interdisciplinary methodology of textual linguistics (Jean Michel Adam et al.) and sociocognitivism (Teun van Dijk), this research will: (1) investigate the inextricable 'moments' of collaboration and conflict between narrative and descriptive (syntactic) strategies and (pragmasemantic) repertoires; (2) demonstrate the idea that genre / type is not a 'category' exterior to a text, but its inherent enunciative foundation; (3) give guidance to potential readers in forming a superior literary / cultural competence.

Keywords: genre; type; sequence; narrative; descriptive; textual linguistics; Jean Michel Adam.

Introduction

Gender is one of those concepts that has the privilege of a multidisciplinary semantic amplitude. The science philosophers, the grammarians, or the theorists of discourse cannot deny its relevance (or its place in the history of human cognition), even when they consider it dispensable, whereas for literary critics, the genre cannot simply be "detached" by the idea of literature at any time of its evolution; in the name of a taxinomic rationality, from the dawn of literature, the conditioned reflex of a (simple-minded or emancipated) reader is to use gender "labels".

If along (too) many centuries the literary artifacts were evaluated by means of the conventional triadic adjectives *epic / lyric / dramatic*, it is the merit of the XXth century to have opened a trial, with an indictment based on the proofs of Saussurian linguistics. The Russian Formalists are the ones who, after a correct rereading of Aristotle's poetics, underline the relation between genre and procedures, the last ones being understood as a kind of building blocks, linguistic prefabricated patterns (a DIY kit!) from which an discursive object can be built. These ideas were sublimated in structuralism (classical narratology, in particular) and semiotics, which also exalted the constructive processes[1].

Two ideas are decisive for the contemporary theoretical identity of what we now call "language sciences": (1) that a text is not the actualization of a single gender, but a dense texture of different gender strategies which are woven rhizomatically; what we call the genre of a text is just the sum of its most prominent strategic moves; as a consequence, rather than ascribing a text to a specific genre, we should focus on its inherent patchwork of discursive sequences (i.e. narrative, descriptive, dialogal etc.); (2) genre is not a concept reserved only for literature, it is the "natural" right (and the enunciative foundation) of any human discursive formation, an idea that comes to us in the clearest explanation by Mikhail Bahtin in the '50s.

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[1] Even if these models are extremely useful today to the teaching practice, they should be taken *cum grano salis*, as they suffer from an obvious mechanistic pattern and many times fail to judge the aesthetic value.

Given the complex diachronic pragmasemantic route of genre, we are indebted to a long series of researchers - such as B. Tomashevsky, Tz. Todorov, K. Viëtor, K. W. Hempfer, A. Fowler, C. Bremond, G. Genette, A. Kibédi Varga, P. Larivaille, W. Labov, J. M. Schaeffer, J. Fontanille, J.M. Adam, F. Rastier, D. Maingueneau, P. Meijer, J.-M. Caluwe, A. Petiţjean et al. – for the various clarification. Thus, Todorov proposes us to distinguish between "theoretical genre" (or "gender model") and "empirical genre" of a given text[1]. Kibédi Varga speaks of generic categories, inherent qualities of the human spirit, different from genres and subgenders[2]. Schaeffer coins the notion of *generic regimes*, established by both the auctorial instances and the lecturers[3]. Returning to Aristotle, Genette discriminates three modes, understood as relatively constant and transistoric pragmatic categories: the fictional (Aristotelian diegesis), the dramatic (mimesis) mode, and the the lyrical or poetic mode. The concept of gender as such is reserved for the empirical categories of texts[4].

The final attack on the classical theories is given in the field of discourse analysis, a linguistic school of thought that help us rid of the pernicious immanentist illusions (inherited from structuralism) about texts' existence. Converting the concept from the scale of literature to the scale of human discourse, the text linguists replace *genre* with *type*; for them, **the *types* are forms of global and abstract textual organization, therefore stable, unchanging and reccurent, grounded on some cognitive universals, and manifested in variable ways, in different historical and cultural scenographies**. The text linguistics demonstrate, once and for all, what many of the attentive people already knew: that when we assign a text to a genre, we act almost counterintuitively or blindly, because we do not care to see much of the different viscosity of the material we have underneath look. A text is not a continuous manifestation of a genre / type, it is not a homogeneous paste of signs, but a concatenation of sequences[5], each with a different syntactic construction and, subsequently, a different semiotic function - this is the premise of the new interpretative philosophies.

The theory with the greatest visibility and didactic efficiency is that of Jean Michel Adam, who identifies five types: narrative, descriptive, argumentative, dialogue, explanatory. His collaborative research program (with Françoise Revaz, P. Fontanille, etc.) – as seen in books like *Le Texte narratif* [The Narrative Text] (Paris: Nathan, 1985, 1994), Les Textes: types et prototypes [The Texts: Types and Prototypes](Paris: Armand Colin, 1992, 2011) etc. – focus on the the concept of *textual sequence.* In spite of the dispute, the linguists of the text agree that the attachment of a sequence / text to a type is based on a checklist on which many of the following categories of criteria can be found: the historical and institutional "anchors", which refer to the symbolic and social modalities that constrain the production of texts; the enunciating mode, which refers to the real / imaginary / simulated status of the enunciator; the intentional effect of texts; the formal organization that refers to what J.M. Adam calls "text plans", and J. Fontanille, "canonical schemes"; and, last but not least, the thematic content, which refers to the semantic features of texts, which Rastier baptizes "semantic molecules".

The critical skills to discriminate constituents make the difference between a mediocre reader, the one who glides over the surface of the text, retaining only denotative meanings and the emancipated, active reader who wants access to the profound levels of the text and - very important in the order of our argument here - , capable to retrace the inbuilt constructive algorithm. These skills can be measured and formed. To make a reader see the specific strategic moves of the text, to make him become aware of the procedures, methods and techniques by means of which the content is organized, this is an essential objective of the new interpretative scenarios we are discussing here. It is true that some scholars confess the fear that these "arrests" of content in procedures could kill aesthetic joy. Here Umberto Eco comes with a soothing explanation: any human form of understanding (real or fictional) world(s) operates with conceptual schemata: we drink water, but if we want to understand what water is or compare the water with other chemical constituents, we reduce it to a formula. We cannot stress enough the idea that in a text the semantic repertory does not exist *per se*. The procedures, the strategies that intertwine in the different sequences are the *mise en scène* elements that give unmistakably specific textual identity[6].

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[1] Cf.Todorov, Tzvetan, *Poétique*, Paris : Seuil, 1968.

[2] Cf. Kibédi Varga, Aron, *Rhétorique et littérature. Études des structures classiques*, Paris : Didier, 1970.

[3] Cf. Schaeffer, Jean-Marie, *Qu'est-ce que un genre*, Paris : Seuil, 1989.

[4] Cf. Genette, Gérard, *Fiction et diction*, Paris : Seuil, 1991.

[5] That is why *sequence* is the most relevant and lucrative concept of these theories.

[6] Procedures occur in syntagmatic combinations; for instance, a novel is a patchwork of narrative, descriptive, dialogical, argumentative techniques. So, aiming to (fully) understand the text, one should discriminate the procedures and strategies that give shape to each sequence and rearrange them in paradigms. To what extent the textual procedures and strategies are vital can be seen when these are eliminated; for instance, when we retell a novel or paraphrase a poem we substitute the original textual strategies with our own formula of

In the '80s, these ideas are recodified by the cognitive linguists. From evolutionary biology and Wittgenstein, they retain the idea of *family resemblance*; they keep the presumption of the living in imagining the relationships that a text has with a genre / type, with the difference that they rewrite them under the form of the ratio between genotype and phenotype. *L'air de la famille* or the shared cultural DNA means, in their own form, the identification of some general-anthropological structures that actualize typologies such as lyric, epic, dramatic, fantastic, etc. Texts resemble one another and to their genitors; some glorify their kinship, others behave like irreverent children. In the cognitive linguistic key, genre is a cognitive architecture that groups sets of procedures; the genre 'falls' into a text as a structure of intentions organized in hierarchies depending on the importance, or in other words, like the steps of an algorithm or a list of tasks. **Each procedure becomes self-representational, autopoietic, which means that it carries in itself its own instructions for deciphering and use, and it is an intelligent agent, because it carries over cultural beliefs.** The guru of the linguistic sociocognitivism, Teun van Dijk, poses the problem of genres / types at the higher level of discourse[1]; for him, the discursive genres work like their literary correlatives. If at school we learn to decipher the genres and literary species, social interactions educate us to recognize the categories of a discursive situation, that is to identify the participants, assign roles, schedule our expectations, measure style variations or register. The encyclopedias of our mind (discreet, but always with us) contain the gender specifications, that is, the rules and conventions. It is truly amazing that only few people realize the similarity of these interpretive processes.

Let us remind two important premises of our theoretical excursion: (1) **all texts have a rhizomatic syntax, interweaving different procedures and strategies**; (2) **these procedures are self-representational, autopoietic, they are inbuilt instruction for the receptors**. That is why the true question of an interpretation is not *what* does a text /a sequence mean, but *how* **does it make its meaning**. In its declared intentions, this paper aims to be as an updated (although inevitably incomplete) report on the narrative and the descriptive sequence, revealing the cognitive operations that underpin each of them.

The narrative. If we ask ourselves *how a narrative sequence is made*, the best answers are given by Jean Michel Adam. Interested (from 1981 until now) in the conceptual redefinition of the narrative sequence (redefinition that separates classical narratology from post-classical narratology), the theoretician archives the most important definitions so that, at the end of his theoretical approach, the notion appears as a semantic braid (*une tresse semantique*, as Roland Barthes would say).

The premise of the notion of *narrative sequence* is to be found in the Aristotle's *Poetics*, in which "a single action, full and complete" has as its reference the "beginning" or "the exposition", the "knot" that allows "the action" and the "conclusion" or "denouement". *To knot / to unknot* is a couple of gestures expressing the idea that the event is always a *prominent* moment, with a denser granulation than the rest of the material. A Russian formalist who has been very preoccupied with gender structures, Boris Tomashevsky, insists on the gesture of "knotting"- a complication by an external intervention (of an exciting force); *peripety* is the change, the movement from one situation to another. Beyond the more or less mechanistic

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textual organization. The result is a denoted content with a major flaw: it is too familiar. The task of the procedures is to defamiliarize the familiar, as Russian Formalists used to say.

[1] For Teun van Dijk, the missing link in understanding *genres* is *context*. Our ability to discern discursive genres are mediated by contexts, which act as *mental models*. In his studies, he limits the term *context* to those properties of the communicative situation that are *relevant* for discourse – and *relevant* means subjective, not objective: "(c)ontexts are not objective, but subjective. They are not a relevant selection of "objective" social properties of the situation, but a subjective definition of such a situation. This is perfectly compatible with the notion of relevance, because this notion is also inherently relative: something is (ir)relevant *for someone*. In other words, a context is what is defined to be relevant in the social situation by the participants themselves."(Van Dijk, 2009: 15) Yet again, *contexts / mental models / situational models* (or whatever their name may be) do not influence discourse in a direct way. The theorist warns us against a widespread determinist phallacy: people assume that gender, race, age, status etc. influence the way they/we speak. This does not happen (not in a *direct* way), simply because the social properties of a situation are not cognitive phenomena; they are phenomena of different kind, of different levels of analysis and description. For a better understanding of this idea, Van Dijk uses an argument *per contrario*: if such a direct influence between social situations and discourse were to exist, all people in the same social situation would probably speak in the same way, which they obviously don't. It is also true that contexts do not entirely contain personal elements. Due to socialization, language users acquire various kinds of shared knowledge and beliefs, they are *vectors of their cultural models*: "Models constitute the unique interface that combines the personal and the unique, on the one hand, with the social and the shared, on the other hand. And what is true for mental models is also true for the discourses that are controlled by them: both are unique and personal, as well as social and intersubjective." (Van Dijk, 2009: 17)

differentiations he operates within the genres and species of the narrative, Tomashevsky stresses an idea: the storytelling system is the true author of a narrative text. This idea will be exploited to the real potential by (post)structuralists.

In the field of the canonical structuralism, the definitions of the narrative sequence are based on the sentences as linguistic unit. For example, Todorov states that a narrative sequence consists (always and only!) of five sentences (if there are several, they are secondary constituents). The essence of comprehending a narrative text is to determine the number of sequences – or what we call *the moves* of a narrative text; as many others narratologists, Todorov is not able to give substantial segmentation criteria (he says that the reader intuitively recognizes as a sequence as a whole). Claude Bremond refines Todorov's theoretical observations, introducing the idea of *possibility* into the narrative scenarios. Thus, every movement of the narrative is the result of a choice, and each event, a binary disjunction point, in which a choice must be made.

Using creatively the conceptual premises of Propp, Bremond, and Greimas, Paul Larivaille gives us, as Jean Michel Adam demostrated, the most substantial model of the narrative sequence that embodies two actional triads (see Fig.1) In the sense that Larivaille gives to the sequence, the moment (4) is the result of (3) and it is separated from the moment of the final equilibrium; the point of view adopted by Larivaille (and, subsequently, by J.M. Adam), according to which the closure of a process and the closure of the action is different from the final state, is more refined than Todorov's theory, which simplifies too much considering (4) just a dynamic element that leads to the final situation.

In the '70s, sociolinguistics included the notion of (narrative) sequence among their theoretical concerns. William Labov and his collaborators operate with two definitions of a fully developed narrative: the first, dating from 1969, brings together five elements - 1. *Orientation*; 2. Complication; 3. *Evaluation*; 4. Result; 5. *Coda*, the second, form 1972, includes six: 1. *Abstract*; 2. *Orientation*; 3. Complicating actions; 4. *Evaluation*; 5. Result; 6. Coda. The terms Labov writes with italics designate "free sentences", more pragmatic than others, which are purely narrative.

We note that for the first time here appears the idea that within the shortest narrative sequence different strategies (i.e. narrative, descriptive, argumentative etc.) are woven: there is no "pure" narrative, as there is no "pure" descriptive, all textual types being an ideal, detectable only in the retort analysis. The "ends" of the narrative "ribbon", *the abstract* and *the coda*, link the narrative sequence to the context of verbal interaction and the "present" world of fiction by the "past" and "the future" of the story that is told. *The abstract* has the role of *captatio*, it has to attract the reader's interest in the narrative, while *the coda* explains the destiny of the actors, bringing them to the point where they can be entrusted to "life" in the "exterior" of the narrative. *Evaluation* is an important state of transition between two essentially narrative propositions, because it suspends the action to "pragmatically" load it with its reflected meanings (reflected in the various consciousness through which narrative makes sense); for Labov, its therapeutic role is essential.

Since his first studies, Teun van Dijk defines *the sequence* (not just narrative) as a notion that mediates the relations between the sentence and other textual levels. In the '90s Van Dijk abandoned the notion of *sequence* in favor of the notion of *superstructure*: a global structures similar to a schemata, that, unlike macrostructures, does not define a global content, but rather a global form of speech, actualized, as in syntax, in terms of some schematic categories.

Jean Michel Adam reforms his own theories in the light of cognitive psychology and textual psycholinguistics. Any sequence (i.e. the narrative) is a preformed relational structure, which sums up a series of clauses, a "textual scheme" placed between the sentences and the macrotextual organization of the text plans. A sequence involves two compositional levels organized in layers: that of the *clauses*, which are grouped into a limited number of macropropositions, and that of *macropropositions*, these grouped and articulated in a textual structure called *sequence*. Adam works for efficiency reasons with only **five sequence models** that **correspond to fundamental cognitive and pragmatic operations (to tell, to describe, to argue, to explain, to dialogue)**. As far as the narrative sequence is concerned, J.M. Adam's representation contains five 5 macropropositions (two mirrored couples and one central moment, which is essential because it helps us distinguish a mere chronological organization of any narrative construction) (see Fig. 2)

The Descriptive. To distinguish the description (or the descriptive, if we use the text linguists' terminology) from the narrative, our (culturally educated) intuition is sometimes enough: it is obvious where the story stops and the description comes in. If the narrative is a succession of information on the go, the descriptive is set up as a "perpendicular excrescence", organized vertically.

The descriptive sequence is constituted as an inventory of lexemes, a verbal network organized around *a word-theme* (or *word-title*) that functions metonymically. The word can be placed at the beginning of the text - and then it can serve as a

semantic label, orienting the reading and instructing the reader - or at the end, forcing the lecturer to evaluate the inferential options and selecting the key of interpretation. The collection of elements grouped around the thematic center is neither "neutral" because it contains the subjective or the objective perspective of the viewer, nor complete because it linguistically represents only fragments of reality, modified according to the descriptor's state of mind and the ideas. Any descriptive sequence carries its significance in the sphere of expansion of the word-title. This space is filled with hierarchically organized terms, hyponyms that make up a nomenclature that guarantees the lisibility of the descriptive sequence. The constitution of the nomenclature implies a selection of terms, depending on the "cognitive contract" that the descriptor proposes in relation to the object described - selection that is imposed by the social, cultural, epistemic, aesthetic or affective representations of the descriptor. Whether it serves the purposes of the narrative or expresses a conflict, the descriptive sequence is inserted into the narrative path through specific moves: using the point of view of someone, the narrator or some actor (the description VOIR), borrowing the voice of someone (the description DIRE) or by simulating a series of gestures leading to the constitution of the described object (the description FAIRE).

As for the functions of the descriptive sequences and the roles they assume in relation to the narrative, these are three: the *mathesic* function, by means of which knowledge (specialized, scientific, technical, experiential information) is disseminated; the *mimesic* function, which builds spatio-temporal representations and draws characters; and the most important of all, the *semiosic* function that overwrites a symbolic information, putting the denotative meanings into perspective. The function responsible for the dissipation of information in the textual body is undoubtedly the *mathesic* one, while the construction of the diegetic worlds is attributed to the *mimesic* function of the description. These two functions establish, within the descriptive sequence, the referential coherence lines, while the *semiosic* function establishes, at the semantic level, the isotopies, and, at the pragmatic level, the interpretative key of the sequence, the topic[1].

We have previously noticed that the differences between a narrative and a descriptive sequence are visible even for an uninitiated reader.   It is not by chance that, from laziness or disinterest, a reader can "jump" with enough precision over the descriptive sequences, to follow the faster moves of the narrative. But if we intend to query the mechanisms of the descriptive sequence theoretically, we find that, unlike the other types of sequences, the description does not involve any order of regrouping the clauses in macropropositions linked to each other. Because of this "weak" sequentiality, the description has been framed in sub-categories: descriptions of people (prosopography, portrait, moral description), of places (topography), of time (chronography) etc.   In an attempt to unify all these under a schemata, Philippe Hamon works with the notion of "dominant" or "text effect", also being interested in the profoundly tabular nature of a descriptive sequence that counteracts "the list" effect.

Jean Michel Adam identifies four descriptive macro operations. The first fundamental "move" is thematic, "anchoring" the object to be described and framing it affectively. Another "move" is that of aspectualization, which involves two operations: fragmentation and qualification or attribution of properties.   The third "move" also has two underlying operations: syntagmatization[2] and analogous assimilation. The last "move" is the sub-theme, which is articulated on any of the previous operations, opening the pragmasemantic space of the description. As we can not speak of an intrinsic linearity of a descriptive sequence, the connectors have a decisive importance - introduce a principle of order[3].

Jean Michel Adam also makes an inventory of the descriptive subtypes. Thus, it distinguishes *four descriptive modes: the ornamental description, the expressive description, the representative description* and *the productive description*. Everyone has its place in history of literary ideas. Is is undoubtedly the representative description - fundamental to realism - that contains the most complex scenarios of significance. This descriptive paradigm is characterized by the objective point of view, as well as the adequacy of the descriptive language to the substance of the object described, as the realist writer aims to "restore" an encyclopedia (*savoir*), a complex image about the world. Consequently, every object, event or character is subject to observation, and because in the realistic experiment the truth is believed to be in things. The representative description injects Cartesian rationality in the discontinuous and diverse dimension of reality.

As we have stated before, the descriptive sequences actively participate in the construction of the diegetic universe, adding rich connotative meanings. The description knows *how to do* things with words that *the narrative cannot do*: it can provide access to the heart of things, makes us look close to things, decant the profane meanings from the essentially symbolic ones, making the real-imaginary conventional barrier disappear. The descriptor is a mediator between the object and the

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[1] For further clarifications, see Eco, Umberto, *The Role of the Reader*, Bloomington and London: Indiana University Press, 1981.

[2] The contiguity of two objects may be so intensely underlined that one become a part of the other.

[3] The epitome of such a principle of order is to be found in one of the most famous literary description, of Charles Bovary's cap.

(real or implicit) author that puts things in order according to similarities or vicinities, changes the boundaries of knowledge by imagining new spaces with bizarre boundaries. **If at the syntactic level, the narrative and the descriptive sequence are conflictual, at the pragmasematic levels they collaborate, always intimately interconnected, depending on one another**. Whereas the narrative loudly tells *one story*, the description whispers *many untold* stories. The interrogations without answers, the enigmas, the hidden problems posed by the narrative sequences are solved by the descriptive sequences. In the symbolic logic of the text, the description recomposes – through the objects described – the indicible history of the characters. Silently, the role of the description is prodigious.

Instead of conclusions. In many contemporary critical approaches of (literary) discourse, the notions of *type* and *sequence* are important landmarks, that allow us to elude the obvious limits of such an obsolete conceptual tool as *genre.* Their complex functions and meanings are not only theoretical but, above all, didactic: we may strongly argue that the discrimination of the constitutive model of a sequence (narrative or descriptive), is essential for our metacritical competences.

The text linguists and cognitive narratologist explicitly state that certain aspects of a text are being more important and salient that the others; the dichotomy they use is *figure / grounding*. In a patchwork of narrative and descriptive sequences, the story always achieve "prominence" and "distracts" us, manipulates us our attention. That is why the theorists warn us not to fall into the trap of asserting that only prominent semantic objects of the narrative are to be considered – because they are more `useful` in terms of information. On the contrary, they systematically encourage us to `deselect` the prominent narrative elements and give preference to the neglected descriptive ones. In other words, they say that if we – as readers - are capable of deliberate control over our attention mechanisms, if we are competent enough to think of what we think, if we learn more about the textual hidden collaboration, we should try to `reposition` our attention to marginal, neglected elements of a text in order to produce new and deconditioned interpretations. That is how rich possibilities of meaning will emerge.

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Fig.1

I   II   III

BEFORE   DURING   AFTER

Initial state   Transformation   Final state

Dynamic process

Equilibrium   Equilibrium

1   2   3   4   5

 Provocation   Action   Sanction

(trigger)

Fig. 2   (Re) Action or

Evaluation

3

Node   Denouement

2   4

Initial situation   Final
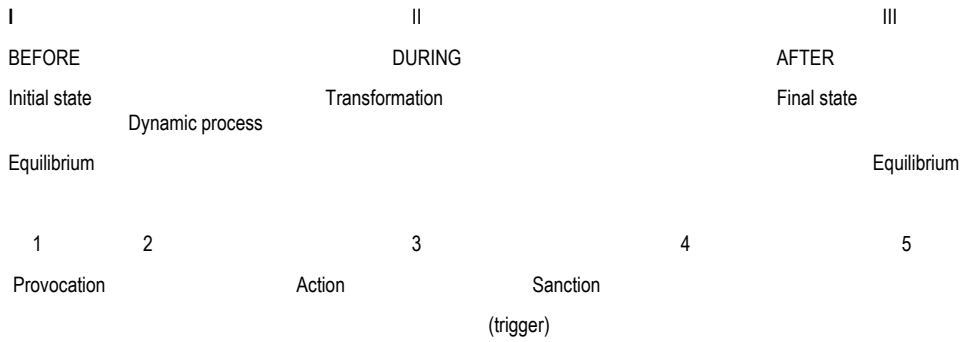situation

1

5
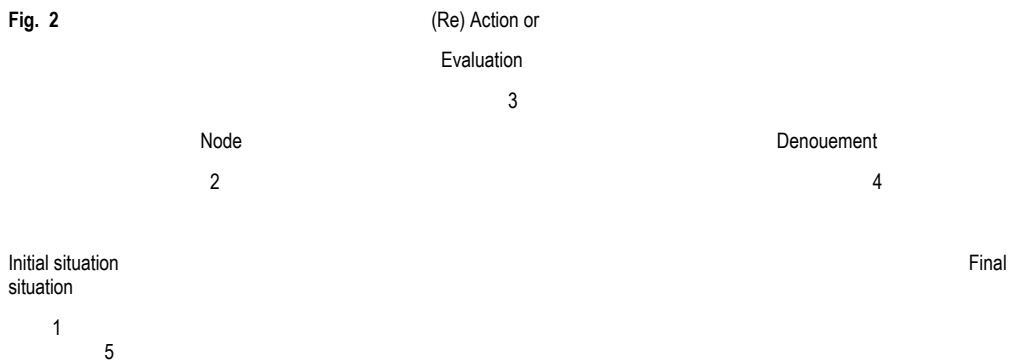
Development of the Life Insurance Market in Albania

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Abstract

Life insurances occupy a small part in the insurance market in developing countries. The new age of the insurance industry and the level of the economic development in Albania make the life insurance market even more fragile. Factors affecting the development of this market are influenced by the economic growth and by other factors such as inflation, education of population, population growth, government policies, private investment, etc. In this article we will analyze using statistical methods the degree of the impact of the above factors in the life insurance market and we will also analyze through penetration coefficients the impact of the life insurance industry in Albania's economic development.

Keywords: Life insurance, age, income per capita, level of education, Non-life insurance

Introduction

The methodology of the study:

The purpose of this study is to make a detailed account of the life insurance market in Albania based on statistical data analysis, the study of the theories on life insurance development in developing countries, their characteristics and the alignment with the reality of the security life in Albania. Another aim of this study is the collection of secondary data from national and international sources, which will serve us for an empirical analysis. The statistical methods of data help to determine the degree of processing of factors that influence the level of demand for life insurance in Albania.

Hypothesis: The claim for insurance is influenced by the economic growth and is influenced by factors such as inflation, education, population growth, government policies, private investment, etc.

Introduction

Life insurance as an important part of the insurance industry plays an important role in the development of the financial system. Theoretical and empirical conclusions often rank developed countries at the top of the list of countries that have a developed sector of life insurance. It happens that these findings may be contradictory because less developed countries can have a development on the insurance sector larger compared to that in developed countries. Thus, according to Thorsten Beck and Ian Webb, South Africa has had a rate of penetration in life insurance of 7.4%, compared with developed countries. The rate of penetration in life insurance is the norm in percentage of the volume of insurance premiums to the Gross Domestic Product life. In developed countries, premiums from life insurance are higher than premiums from life insurance and vice versa for developing countries. In EU countries, except Austria, where the non-life insurance prevail over life insurance, is noticed the same trend of prevalence of life insurance in most developed countries. The life insurance market dominates with 60% against non-life insurance market which owns only 40% of the insurance market in Europe. However, here we distinguish a significant difference, the dominance of non-life insurance sector, especially in Eastern European countries. (Romania, Bulgaria, Estonia, Slovenia).

Table 1 The structure of the insurance market

	2002		2005		2008		2009		2010		2011		2012		2013	
	Life	Non–Life	Life	Non–Life	Life	Non–Life	Life	Non–Life	Life	Non–Life	Life	Non-Life	Life	Non–Life	Life	Non–Life
EU	62%	38%	63%	37%	61%	39%	61%	39%	61%	39%	59%	41%	59%	41%	60%	40%
Albania	7.50%	92.50%	6.00%	94.00%	7.30%	92.70%	9.20%	90.80%	10.50%	89.50%	13%	87%	10%	90%	11.50%	88.50%

Source: Eurostat, Annual Reports 2002-2013 AFSA

Literature review

Savings in developing countries are very low, a result observed in both indicators, in absolute terms and in relation with the economic growth rate of developing countries.

This point of view, however, ignores the fact that the savings rate is linked to a number of factors that influence it, regardless of the system.

There have been numerous empirical studies to determine the factors affecting supply and demand in life insurance. Some of our research is mentioned below:

Following the theory of Yaari (1964-1965) and Hakansson (1969) a function of demand for life insurance is derived from the maximization of customer service function.

The function of customer uses should depend on wealth, current income, on a vector of interest rates, a price vector, including premium life insurance, and the functions of subjective customer deductions for services for consumption and wealth, which are influenced by the level of financial market development. (See also Outureville, 1985).

Headen and Lee (1974) studied the behavior of short-term financial markets and consumer expectations demand for ordinary life insurance. They concluded that the demand for life insurance is inelastic and positively influenced by changes in customers' opinions. Interest rates play a role in the short-term as well as in the long-term financial markets.

In studies of Truett et al. (1990) it was discussed a pattern of growth of life insurance consumption in Mexico and the United States in a comparative context, during the period 1964 to 1984.They assumed that a certain level of demand depends on the price of insurance, the level of the individual's income, the possibility of substitution, age and education.

The basic motives for savings in developing countries should be the same as those of the industrialized countries. However environments in which decisions are made for savings are completely different.

At the same time, because the income earned as a function of age does not follow the same pattern, it is only an assumption to say that a change in the rate of population growth does not affect the distribution of generation income. In the context of savings for the least developed countries, the hypothesis of the life cycle may be less powerful to explain the total savings rate. Capital markets in many less developed countries are often poorly organized. The time of consumption because of necessity may be closely related to current income more than is allowed in the problem of individual maximization. Some of these effects can be compensated by intra familiar transfers within an extended family. (Kotlikoff and Summers, 1981).

A second concern is the growth rate of the population and at the same time the existence of an asymmetrical distribution of personal income. A rapid increase in population brings a large number of young people who tend to consume more than they have. In this context, Hammer indicates that an increase in the rate of population growth caused by an increase in the total fertility rate reduces savings.

The belief for a long time, that an equal distribution of income encourages savings of groups with low incomes, poses a difficult problem for many developing countries. Moreover, a relatively high proportion of families in developing countries derive its income from agriculture, and earnings are subject to significant fluctuations due to variations in the world price of agricultural commodities and climatic conditions.

The structural characteristics of financial institutional markets play a major role in determining the efficient distribution of supply and demand for financial services. Changes arise when a government decides to tax and undertake measurements. A variety of factors, especially the economies of developing countries can affect the propagation of price change.

"Financial repression" typically describes a set of policies that aim to use the financial system to channel resources into specific sectors of the economy. (Gang and Feldman, 1990). A government can force sales of government debt for the insurance industry or the use of controls on interest rates. Artificially, low real interest rates reduce the total income of life insurance companies, as well as the supply of capital, and therefore the insurance of companies' ability to respond to potential requests. There are also many other studies related to specific countries or a group of countries that treat factors influencing the life insurance and insurance in general.

We think there are some macroeconomic variables such as income, interest rates and the accumulation of savings in the form of property; along with a group of social or demographic variables that have a significant impact on the decisions of individuals in Albania to choose whether or not to seek life insurance. The consumption for life insurance increases with the possibility of a death risk of the person who holds the family, the current level of domestic consumption, and the degree of risk rejection.

Chapter 1: Measuring the economic importance of the life insurance market in the country's development

The security role in the development process is difficult to be accepted, but there is evidence showing that policy support for life insurance can have a significant impact on the level of many developing countries savings. (UNCTAD 1982). However, the market for life insurance remains low in developing countries.

The economic importance of life insurance is measured by premiums compared to GDP rates. The life insurance sector has little significance, since in most developing countries the life insurance may be considered irrelevant or inappropriate for ideological, cultural or religious reasons or economic security covered by the family itself. Availability of insurance is thought to be related to GDP. Links between written premiums of life insurance per capita and GDP per capita are assumed to be non-linear. Exchange rates play an important role and the possibility of imperfect statistics does the same.

Measures of insurance companies which contribute to the financing of the national economy are calculated by comparing the incorporation of technical reserves and provisions (assets) of insurance companies in the financial requirements of the national economy.

Table 1.1. Provision of life insurance companies in Albania

(In 000000 Lek)

Years	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Assets	48	88	131	218	227	233	444	2,473	2,884	3,207	3,788	4,008
Total Investments	625	706	898	793	1037	1389	1738	1832	1992	1996	2812	3050
Gross technical provisions	508	628	868	868	1001	1248	1264	644	853	942	1,175	1,522

Source: AFSA, Albanian Life Insurance Companies

Often such data are lacking or are not accurate and can be fall into the trap of evidence data, the most acute problem for developing countries and less evident in developed countries. It is very important where Life insurance companies in Albania invest and how they affect the development of the financial system. From observations of balances of life insurance companies in Albania, it is noted that 67-70% of their investments are in bank deposits and the rest in securities of government securities. If we refer to Eurostat data, portfolios of investments of European countries are very diverse. On average, 50 % of its portfolio is destined to "debt securities with fixed income", 23% of the portfolio in stocks, 7% in participation, 3% in real estate, only 1.3% in treasury bills and the portion that remains are other types of investments not mentioned above. It is natural that the impact of the life insurance companies on these countries is very important in the financial system and then to the whole economy.

In our study of life insurance contribution in the economy we will deal with two other indicators, the insurance density of life which is the premium per capita and the rate of penetration that is the sum of premiums as a percentage of GDP.

Table 1.2 Coefficients of penetration   Total premiums / GDP

(EU, Albania, 2004 – 2013, in %)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Austria	6.0	6.2	6.0	5.8	5.7	5.9	5.9	5.5	5.3	5.3
Belgium	9.8	11.1	9.2	9.3	8.5	8.3	8.3	7.9	8.6	7.3
Bulgaria	1.9	2.1	2.4	2.5	2.6	2.4	2.3	2.1	2.0	2.2
Switzerland	10.9	10.6	9.7	9.2	9.4	9.7	9.6	9.5	9.6	9.8
Cyprus	7.5	7.6	7.6	4.5	4.5	4.8	4.9	4.8	4.7	4.7
Czech Republic	3.6	3.5	3.5	3.4	3.4	3.6	3.9	3.8	3.7	3.7
Germany	6.9	7.1	7.0	6.7	6.7	7.2	7.2	6.8	6.8	6.8
Denmark	7.9	7.9	8.3	8.5	8.7	9.1	8.9	9.3	8.6	9.5
Estonia	2.1	2.3	2.2	2.3	2.0	2.2	2.0	1.7	1.7	1.7
Spain	5.4	5.4	5.4	5.2	5.4	5.8	5.4	5.7	5.5	5.4
Finland	8.7	9.1	9.0	8.4	8.5	9.4	10.4	9.6	10.3	11.3
France	9.6	10.2	11.0	10.4	9.5	10.6	10.7	9.5	8.9	9.1
Greece	2.0	2.0	2.1	2.2	2.2	2.3	2.4	2.3	2.2	2.1
Croatia	2.7	2.8	2.8	2.8	2.8	2.9	2.9	2.8	2.8	2.8
Hungary	2.9	3.1	3.5	3.7	3.4	3.2	3.2	3.0	2.7	2.8
Ireland	8.0	8.3	9.1	9.6	7.5	7.7	8.0	7.0	6.6	6.9
Iceland	2.6	2.6	2.6	2.7	2.7	2.7	2.8	2.7	2.8	2.7
Italy	7.2	7.6	7.1	6.4	5.8	7.8	8.1	7.0	6.7	7.6
Liktenshtein	53.5	92.2	135.2	125.0	108.7	183.2	177.8	93.1	64.7	66.7
Luxembourg	3.0	3.3	3.0	2.9	4.6	4.6	5.3	3.9	4.3	4.6
Lithuania	1.2	1.2	1.3	1.5	1.5	1.2	1.0	0.7	0.9	0.9
malta	11.9	12.2	12.8	6.3	4.6	4.8	5.0	4.6	3.9	4.1
Hollande	9.9	9.5	13.6	13.1	13.2	13.6	13.3	13.1	12.5	12.5
Norway	5.0	4.9	4.4	4.5	4.1	4.3	4.3	4.3	4.5	4.4
Poland	3.0	3.2	3.5	3.7	4.6	3.8	3.8	3.7	3.9	3.5
Portugal	7.0	8.7	8.2	8.1	8.9	8.6	9.5	6.8	6.6	7.9
Romania	1.0	1.1	1.3	1.6	1.7	1.5	1.6	1.4	1.2	1.3
Sweden	6.5	7.5	7.3	7.4	7.5	8.0	8.1	7.7	6.4	6.9
Slovenia	5.4	5.4	5.6	5.5	5.4	5.8	5.9	5.6	5.7	5.5
Slovakia	3.5	3.4	3.2	3.1	3.2	3.2	3.0	2.9	2.9	3.0
Turkey	0.7	0.7	0.8	0.8	0.8	0.9	0.9	1.0	1.1	1.3
United Kingdom	13.8	14.3	14.9	17.6	13.5	12.9	11.9	12.1	13.0	12.2
Insurance in Europe	8.0	8.3	8.5	8.5	7.7	8.3	8.1	7.7	7.6	7.7
Insurance in Albania	0.5	0,48	0,51	0,61	0,65	0,69	0,67	0,62	0,66	0,63

Source: Eurostat, AFSA

Compared in time, the contribution of the insurance sector in our country has had no growth significance in absolute terms, although in relative terms it is increased by 26%. This shows that increasing capacities exist but the real effect is very small, perhaps negligible.

Table 1.3 Coefficients of penetration   Life Prime / GDP (EU, Albania , 2004 – 2013, in %)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Penetration Coefficient of Life Insurance in EU	5.0	5.2	5.3	5.3	4.9	5.0	5.0	4.5	4.5	6.0
Penetration Coefficient of Life Insurance in Albania	0.020	0.030	0.030	0.040	0.050	0.060	0.070	0.050	0.066	0.072

Source: Eurostat, AFSA

Another important indicator of the contribution is the life insurance density per capita premium. This indicator is an accurate gauge and very important to understand the influence of life insurance in a country's economy and also to show how much Albanians spend for life insurance.

Table 1.4 Life Premium / per capita (in euro)

Years	2005	2008	2009	2010	2011	2012	2013
EU (in euro)	1067.5	1145.5	1137.8	1159.4	1087.4	1088.4	1129.6
Albania (in euro)	2	2.2	2.1	2.2	2.3	2.3	2.5

Source: Eurostat, AFSA Annual Reoprt

Albania has the smallest insurance market across Europe. The premium per capita in 2013 was only 21 euros for the Albanians, while a year ago it was 23 euros. The average premium per capita in the EU is 1860 euros for insurance in total or 85 times higher than the premium per capita in Albania. This figure is also lower than in Kosovo, where per capita premiums are 38 Euro. Macedonia has 54 euros per capita premiums while Croatia 280 euros. If we compare per capita premiums of life insurance the situation is more dramatic. These premiums do not exceed 2.5 euro / capita, while European countries have a premium of 1050 Euro / per capita. This situation harms individuals as well as the economy as a whole, because if Albanians provided more they would be able to cope with disasters by insurance companies and would not affect their savings that could be invested, helping so the economic growth. On the other hand, the insurance by saving money or retiring, individuals can be used when someone retires for significant investments.

Chapter 2: Factors influencing demand for life insurance in Albania

Hypothesis: The demand for life insurance is influenced by economic growth and is influenced by factors such as inflation, education, government policy, population growth, fertility rate, etc.

Based on theoretical studies and a database as Fig. 2.1 shows, we tried to give the factors that influence the demand for life insurance in Albania.

Table 2.1 Factors Influencing the demand for life insurance in Albania

Years	Economic growt	Birth rate	Gni per capita	Inflation rate	Population growth (in %)	spending on education	(Total insurance Premium)/ GDP	Total Life insurance Premium)/ GDP	Total Non Life insuriance Premium)/ GDP
1999	26.17	17.8	3950	0.5	-0.21	16105000	0.0038	0.0001	0.0037
2000	7.37	16.92	4820	1	-0.03	16421000	0.0038	0.0001	0.0037
2001	10.77	16.1	4980	3.5	0.18	17305000	0.005	0.0003	0.0047
2002	8.32	15.35	5350	6	0.4	17905000	0.0061	0.0005	0.0056
2003	26.34	14.68	5770	2.4	0.55	22415407	0.0054	0.0001	0.0053
2004	31.29	14.1	6220	3.2	0.58	25272916	0.0055	0.0002	0.0053
2005	11.61	13.63	6980	2.4	0.54	25429735	0.0049	0.0003	0.0046
2006	8.51	13.28	7380	2.5	0.47	26228000	0.0051	0.0003	0.0048
2007	16.73	13.04	8280	2.9	0.41	31305950	0.0062	0.0004	0.0058
2008	20.70	12.89	8500	3.4	0.37	36022454	0.0065	0.0005	0.0063
2009	-6.89	12.8	8560	2.2	0.36	38606930	0.0069	0.0006	0.0063
2010	-2.50	11.76	7700	3.6	0.36	37469970	0.0065	0.0007	0.0058
2011	1.2	11.8	7800	1.7	-0.28	40,394,457	0.0064	0.0005	0.0059
2012	3.3	11.22	8060	2.4	-0.15	38,905,136	0.0066	0.00066	0.00594

| 2013 | 1.7 | 12.3 | 8200 | 1.9 | -0.11 | 38,899,000 | 0.0063 | 0.00072 | 0.00558 |

Source: AFSA, INSTAT, WB

From the analyses, we have excluded life insurance premium, which from theoretical studies played an important role. This is because the premium, because of the new age insurance in Albania, didn't have fluctuations in time.

Referring to a study done in 2011, which was based on the same indicators but containing data up to the year 2009, we see that there is a change in the relationship between the demand for life insurance and economic growth. The following table gives the results of statistical processing of data for both periods:

Table 2.2

Model	The dependent variable	Independent variable	Regression coefficient	Coefficient R2	Statistics F	Level of significance
I-2014	Life insurance	Economical growth	-11.345	241	4.169	0.000
I-2009	Life insurance	Economical growth	0,000171	2	0.03	0.000

1.Life insurance=425-11.345 Economic growth (2014)

2.Life insurance=0,202+0,171 The growth (2009)

Economic growth negatively affects the tendency of Albanian citizens on the request of products of the life insurance industry. The increase in income increases life care and quality, additionally increasing opportunities to cope with and cure sickness or accidents.

Economic growth is not at such levels that significantly increases the personal income of Albanians. Albania remains one of the countries with the lowest income per capita in Europe. Life insurance is considered by Albanians as the best luxury , therefore the model built is consistent with our theoretical approaches.

Model 2

Life insurance=2610-9.29 Economic growth-454.724 Population growth-144 Birth rate

 R^2=0.803

Stand. Dev. 3.108 221   33

Stand Dev -2.989   -2.055 -4.412

The model results important. F=14.569 with very important individual links, **t1> 2,**with an explanation of 80.3%. There is an absence of autocorrelation (d=1.957=2), a not worrying multicollinearity VIFi < 5, a normal waste.

PGR- the population growth rate. According to Hammer a growing population resulted in a large number of young people who tend to consume more than they have. As a result, the total savings would be reduced and the demand for financial services too, the same thing happens to life insurance which is part of total savings. The birth rate and health care has increased costs for raising children. As a result life insurance would impact positively on reducing the costs savings because if parents have insurance, in case of illnesses they will be reimbursed by insurance companies. The level of spending on education was not a significant factor in our analysis, due to the fact that education on security in schools is lacking. As a summary the two models present a simple regression and a multiple regression.

Table 2.3

Model	The dependent variable	The independent variable	Regression coefficient	Coefficient R2	Statistics F	Level of significance
I	Life	Economic growth	-11.345*	0.241	4.169	0.000

	insurance					
II	Life insurance	Economic growth	-9.29*	0.803	14.569	0.000
		Population	-454.724*			
		Birth rate	-4.412*			

Below we will discuss another set of factors which, even if we did not include them in the study, they have an impact on the demand for life insurance:

- The religious population trend could affect the risk rejection and their attitude towards the institutional arrangements of insurance. But although supporters of Islam have traditionally opposed life insurance, in Albania this phenomenon does not affect the demand for insurance.

We expect the development of the banking sector in Albania to be positively associated with the consumption of life insurance. Banks that work well can enhance customer confidence in other financial institutions, such as life insurance companies.

- They also provide for life insurers an efficient payment system. Although we were unable to measure this phenomenon we think it has an impact, even if it is a small impact.

- The size of the social security system in our country theoretically tends to be negatively associated with the demand for insurance products. We will refer to the minimum payment of pensions, incapacity for work or the life fact that the reimbursement by health insurance is almost dysfunctional in Albanian.

The polarization of society - is another negative factor. Rich layers of society usually do not have insurance because they do not need it while other classes can't afford insurance.

Conclusions and recommendations

The market of life insurance owns no more than 10-11% of the insurance market in Albania.

-Albanians are part of a community less secured in Europe, a fact that leaves room for thinking that there are large unused capacities in the life insurance industry.

- The economic importance of the insurance sector and in particular of the life insurance sector is still low as measured by the amount of investments made by this sector, the insurance density and the penetration coefficient.

- Foreign capital owns about 42% of the life insurance market.

- The main reason for a low level in life insurance sector is related to the lack of a tradition in insurance and a lack of culture that people have to be insured, the lack of a national awareness campaign about the financial system and the insurance system in particular.

-In Albania, life insurance is still treated as a luxury. An increase in GDP or income per capita does not cause increased demand for life insurance.

 - Demographic factors adversely affect the demand for life insurance, this is noted during the statistical analysis.

- In more than 20 years of life insurance development in Albania, few people or barely one has stopped to think that these markets should be part of the overall social, educational, economic, legal and public discussion. This approach has produced, of course, a negative effect.

- The life insurance industry in Albania suffers from a major handicap, the lack of a qualified personnel. This can have a significant impact on the lack of supply with insurance services.

Recommendations

- Development of life insurance should be treated as a public good, as this is his mission.

- All factors, public and private actors in the field of life insurance, the civil society, educational and academic institutions, they all must commit themselves to analyze, select and design development programs of the insurance industry, which due to its nature has an indisputable impact on the national socio-economic development.

- The impact of the government's incentive policies and support for the insurance industry would increase the role of this sector in economic development.

- Education with literature in the field of insurance, starting from 9-year-old school students and beyond would increase the demand for life insurance in the future .

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Apendix

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	ECO_GROWTH[b]	.	Enter

a. Dependent Variable: LIFE_INS

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.563[a]	.317	.241	192.937	1.949

a. Predictors: (Constant), ECO_GROWTH

b. Dependent Variable: LIFE_INS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	155207.229	1	155207.229	4.169	.072[b]
	Residual	335022.771	9	37224.752		
	Total	490230.000	10			

a. Dependent Variable: LIFE_INS

b. Predictors: (Constant), ECO_GROWTH

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	425.986	99.960		4.262	.002		
	ECO_GROWTH	-11.345	5.556	-.563	-2.042	.072	1.000	1.000

a. Dependent Variable: LIFE_INS

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	ECO_GROWTH
1	1	1.813	1.000	.09	.09
	2	.187	3.116	.91	.91

a. Dependent Variable: LIFE_INS

Residuals Statisticsa

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	70.99	504.11	260.00	124.582	11
Residual	-333.321	323.878	.000	183.036	11
Std. Predicted Value	-1.517	1.959	.000	1.000	11
Std. Residual	-1.728	1.679	.000	.949	11

a. Dependent Variable: LIFE_INS

Histogram
Dependent Variable: LIFE_INS

Mean = -1.39E-17
Std. Dev. = 0.949
N = 11
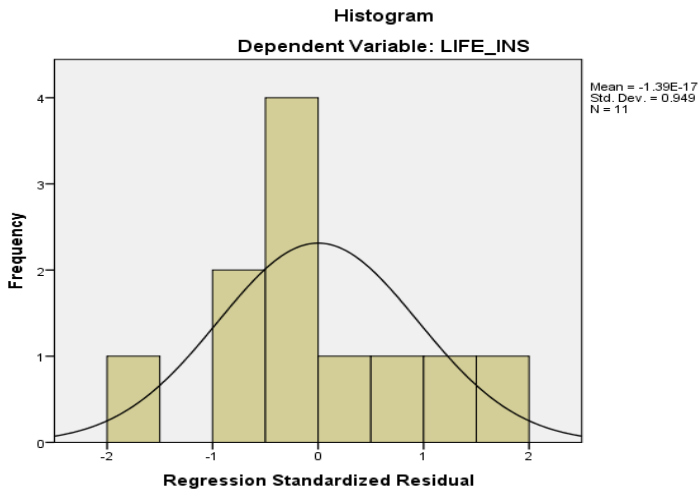
Residual Plots for CP_Life Insurance

Residual Plots for KP_sig_jete
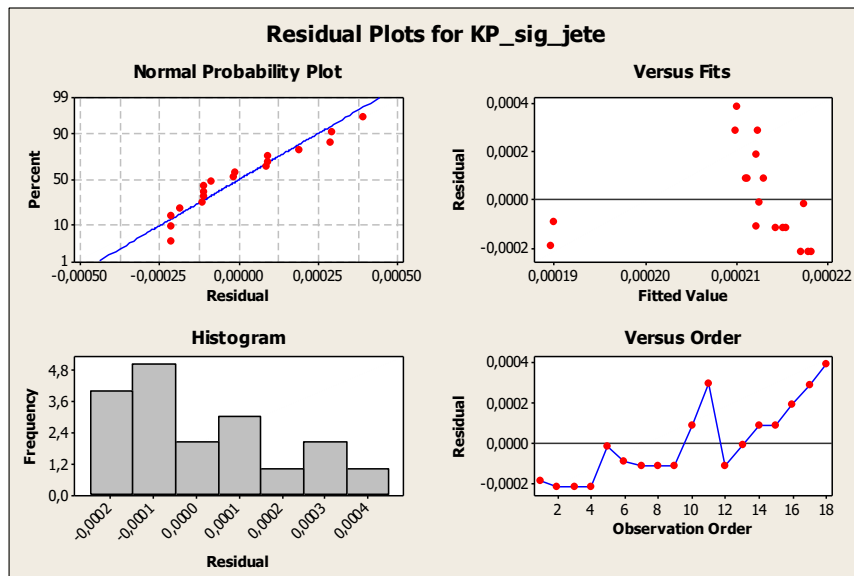
Innovation in Teaching and Learning through Creative Art Model

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Abstract

The aim of this study was to develop an innovation in teaching and learning, called creative art model. The method used was research and development by adapting Borg and Gall model. This model was developed based on students' self, social competences, and cooperation among students. The procedures in this study were as follows: i) premilinary survey was conducted to produce software to be used in assesing students' needs; (ii) the creative art model chart was designed; and (iii) the model was implemented and evaluated. Data were collected by identifying and analyzing how the creative art model improved the quality of teaching and learning process. The results indicated that the creative art model could improved the quality of the teaching and learning by developing lesson plans. It also has been found that students' self and social competences were improved due to the improvement of cooperation among students.

Keywords: Innovation, Teaching, Learning, Creative, and Art

Introduction

The reposition of curicula of teacher education which has been declared by the Ministry of Education in Indonesia from based on competence to be based on competence qualification or KKNI. It has resulted in the need to replace the old model with the innovative one in teaching and learning. To be able to accomodate its new function, then the new model should have characteristics, such as the capabilities to manage teaching and learning activities, integratedly. Developing the new model means to develop four teacher's competencies such as self, social, pedagogy and professional competencies simultaneously. Preliminary studies found that teaching and learning through creative art has been proved to be theoretically met the requirements. However, the model has not been tested necessarily to prove its practical efficiency. In general, the purpose of this study was to improve the quality of teaching and learning to develop of self and social competencies through creative art model. Specifically, the objectives of this study were: (i) to use a software by which students' self and social competence will be assesed and analysed (ii) Based on the data obtained in the software, to design a model teaching and learning through creative art.

Literature Reviewe

The development of student by *Chickering's seven vectors developmental theory* consits of competence development, stable in emotion, interdependency, mature in interpersonal relationship, identity, goal of life and integrity (Chickering and Reisser, 1993 in Milfa 2012). The process of these development happened in a life time. In the other side, students have to develop their competences to be a teacher such as self, social, pedagogy and professional. The preliminary research showed that teaching and learning in education program at university were focused on pedagogy and profesional comptences. It caused that the student competencse in self and social as a teacher did not develop properly. From this situation, teaching and learning in convensional model did not suitable anymore. Therefore, a new model of teaching and learning should be developed. The new developed model should be develop student. As told by Chickering in simultan theory, i.e., teacher's competences, especially in self and social competences. Self comptence such as: steady, stable, adult,wise, command, model, and noble character. Social competences: communicate effectively, empathetically, and court. From this competences, students would be able to build relation by adapted Rogers Triangle Theory that was unconditional positive regards, emphaty, and congruence (Rogers 1978). Due to these, students could develop interconnection with other (Cozolino 2014). The model of teaching and learning through creative art (TLCA) were assumed relevan to these situation. The reason was creative art was consisted of creative visualization, story, drawing, drama, clay, puppet, movement, music, mask and game (Maichiodi,2007). Because of this activity would made mind, body and soul of the student stimulate. The experience in doing creative art could made the student knowing self and other, enjoy with other, positive, satisfaction, happiness and dignity.

The concept used to design the new model in this study was taken from the theory of cooperative learning and the theory of creative art. It was stated that the success of teaching and learning in developing self and social indicated by criteria such as: (i) activities planning are based on students self and social quality map, (ii) efficient organization of students and activities in the classroom, and (iii) motivating learning and countinuous control. The map of students need comprise aspects such as students': (i) self competence, and (ii) social competence.Generally, there are two aspects to be considered as related to creative art model in teaching and learning. They are: (i) level of service which comprises: learning readiness session such as creative visualization, drawing , music (ii) direction of learning which includes: talking, drama, game, clay, puppet and movement. The Model shown in Fig. 1.
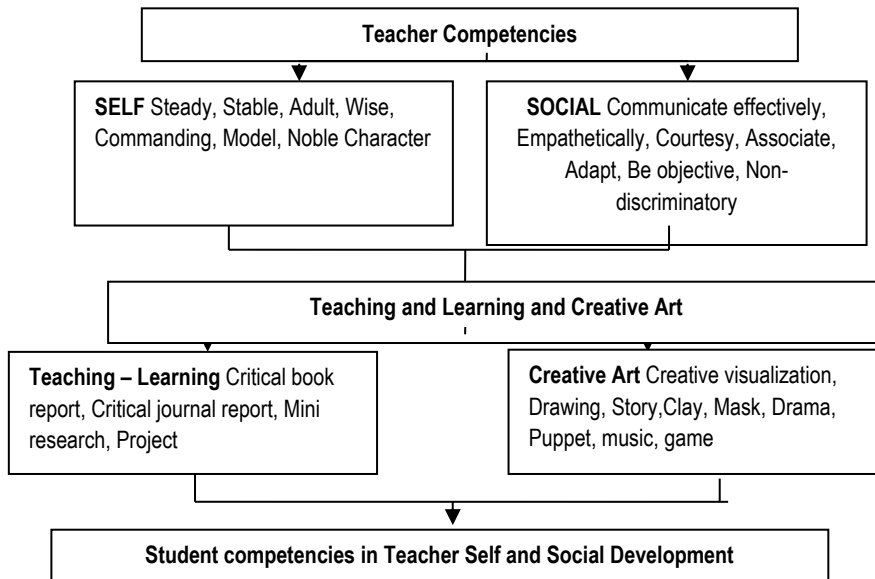

Figure 1. Teaching and Learning Through Creative Art (TLCA) Model

Methodology:

The method used in this study was research and development which was adopted from Borg, Walter (1983). The procedures were as follows: (i) preliminary survey, (ii) model development, (iii) model testing, (iv) model validation, and (v) model socialization. This method was done in three stages. A preliminary survey conducted was data collecting on students self and social competencies. Data collection was performed through the self and social assesment software. The data obtained were descriptively analysed to be further used in mapping students'self and social profile. The teaching and learning through creative art model (TLCA) based on students competence was resulted from the preliminary survey. The research question was: how does the TLCA model improve the quality of students' self and social competencies by teaching and learning ?

Population in this study was students in The State University of Medan (Unimed), Indonesia in year 2016, those who take psychology of education subject. Samples were collected randomly, i.e., four classes from 44 classes in Faculty of Mathematic and Natural Sciences with amount 80 students . The data were collected through software of self and social assesment . Methods applied in this study were self report of the students and software self and social development. Collected data were analyzed using percentage method, in addition, student's self and social competencies were analyzed using software application. The procedure in this study is shown in Table 1

Table 1. The Procedure of Study

Activities	Method	Goal
First Year: 12 month		
1. Preliminary Survey		
Student Self and social development Indicator: Student Self and Social Map Analyzing need assesment	Use Software to collect data	Base line data to design teaching and learning and creative art
2.Model Design		
Teaching and learning need identification Self and Social Development Design the instruction Try Out	Analysis to : Preliminary survey report Expert judgement	Teaching and Learning Through creative art model Try Out Model result Model revised
Second Year : 12 month		
Try out Model at Lecture		
Model validation	Teaching and Learning Through creative art model	Teaching and Learning Through creative art model training for lecturer
Socialyzing the model	Workshop	Activities report
Study report	Study analysis	Work Book for Teaching and Learning Through creative art model

Results and Discussion:

From this study, it has been found that the result of software application could be used as a foundation to TLCA model design. The model was used in mechanism of TLCA instructed. The procedures of TLCA model were found to be comprehensive than the conventional model, in terms of teaching and learning acomodate self and social stimulation through creative art. The process of TLAC more integrative and holistik. The student told that creative visualization and music were excelence done in TLCA. They could imagine something by creative visualization. Feel relax after using it with instrumental music. They could drawing everything they saw in creative visualization easily. They could talk about their drawing while the others hear it. Using clay the student built his self. The results of the study is shown in Figure 2.

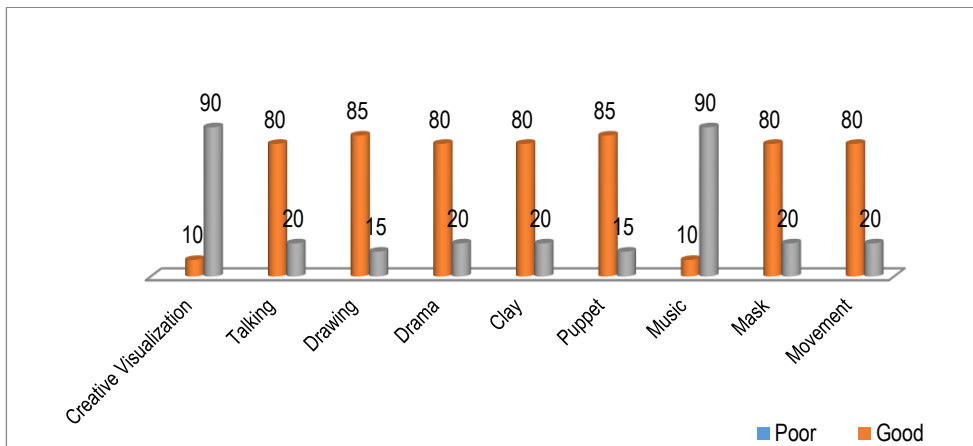**Figure 2. Creative Art in Teaching and Learning activities**

Theory of contact by Lynne, (2010) consisted of physical, emotional and metaphorical. Acitivity with clay as physical contact, sensation experiment influenced feeling and emotional contact connected simultaniously with imagination and metaphor.This situation made knowing contact between student and others. Understood about himself by methafor is shown

in Figure 3. Others could empathy to the student. Because of this situation made in every time in teaching and learning process, interconnection between student happened. One attached by the other (Bowlby J, 1998).
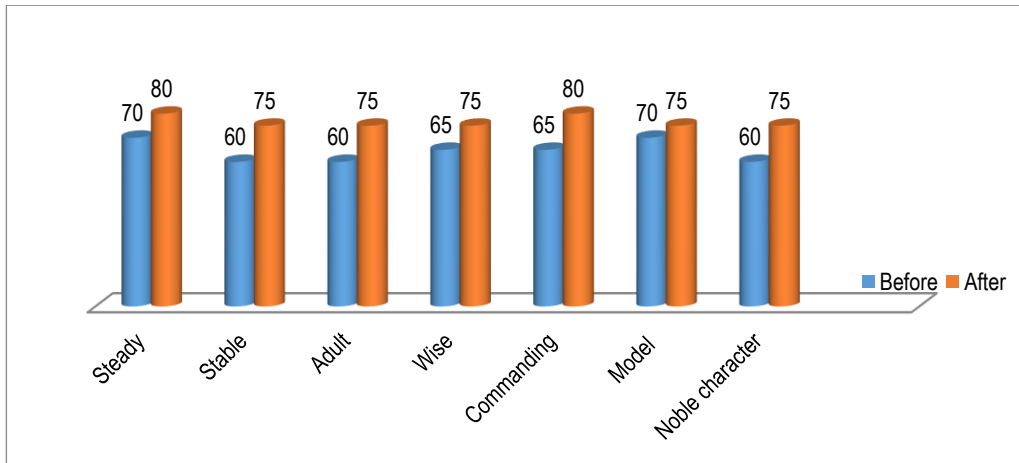

Figure 3. Self-Competences

The results of evaluation about students's activities, such as talking, drama, clay, puppet, mask and movement were found to be good. The metaphor of clay was affected to mind of student, body and soul stimulated (Sapolsky 2012). They understood more about themselves and let other knew about the metaphore of clay. Puppet resulted interconnection between each other (Mills,Joice, Crawley, Richard. J.(2011). Process mirroring, and matching energy (Cozolino,2014) happened in this situation and the students'social competences as communicate effectively,empathetically, courtesy as in Figure 4. Seemed that creative activity in the class room that done integrated with teaching activity stimulate self and social competence developement. Students became communicate effectively, empathetically, associative and adaptable after the study. This was happened also in courtesy, objectivity and non discriminatory .The student could develop their windows of tolerance (Keer,2015). Prevent them in hypoarousal as fight, fly an freeze in problem solving.
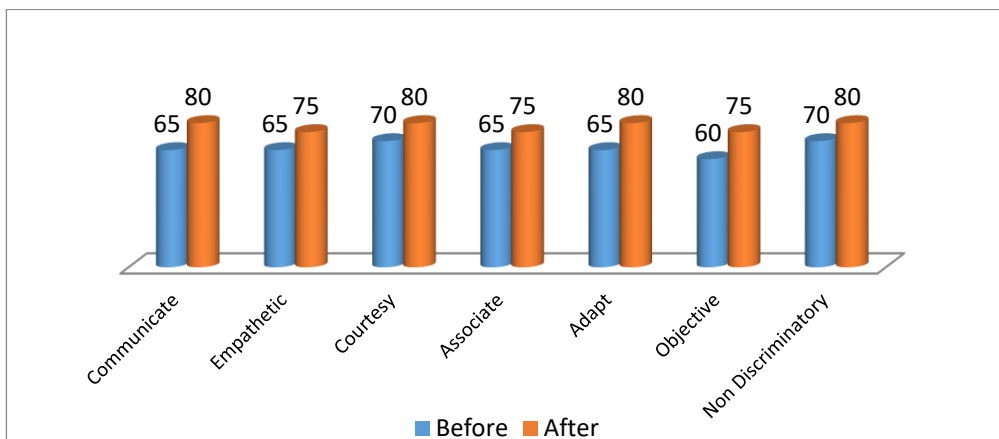

Figure 4. Social Competences

At last, the results showed that TLAC model could improved students' self and social competences. The data from software could be used to design lesson plans for teaching and learning. The students were commented that TLCA made joyfull learning. They told that self and social development better than before. In addition the lecturer commented that classroom did not talking about academic only . It seemed that the classrom talked about the student in holistic. The self, social, pedogogy and professional commpetences more easier to be achieved. Learning processes were not only in cognitive ways, but also in emotional, social, and practical ways

Furthermore, this model could give a chance to student in learning naturally and changed from articificial learning. Based on the results, it could be stated that could overcome the weakness of the traditional approach in teaching and learning, such as: (i) the services provided in the model were based on comprehensive assessment of students' need and competences, (ii) the activities were more controlable since any single decision was made based on data, (iii) the cooperative interactions between lecturer and students, (iv) the sense of responsibility as a professional teacher was grew among the students, and (v) the more pleasant and conducive atmosphere were established.

Besides that, the TLCA model provided some beneficial contribution to students, which was never achieved in the traditional model, in the way: (i) increasing students' understanding of self and social teachers'competence activities, (ii) promoting interaction among peers and lecturers, and (iii) developing self confidence to be successful in careers, and (iv) helping students in solving their problems efficiently and effectively.

Conclusions:
The TLCA model could became an alternative response towards the government decisions in KKNI Curicula in teacher education from merely a conventional approach to holistic and integral of teaching and learning processes. The new model at the same time was found to be strengthened the role of lecturer in Indonesian . Teaching and learning in teacher education conventional way focus on pedagogy and professional competence. However, through creative art model, students could got their self and social competences, beside pedagogy and profesional competences.

Acknowledgment

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The Trickster's Transformation – from Africa to America

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Abstract

One of the most favorite characters in many African myths and folk tales is definitely a trickster. As a part of the African cultural heritage, the trickster has an important place in the cultures of many African nations. He is an entertainer, teacher, judge and a sage. Many comic aspects of life are brought together through the trickster, as well as serious social processes. He rewards and punishes. He is a deity and an ordinary man, if not an animal. During the Middle Passage Era he goes along with his suffering people to the New World. New circumstances require him to change and assume new forms. He has to be a rebel and a protector of his people due to slavery and violation of human rights. So, from comical spider and monkey back in Africa, we now have new characters such as Railroad Bill, Brother John, Br'er Rabbit and many hoodoo doctors. African oral tradition is transformed and becomes the basis for African-American literature.

Keywords: African-American literature, African myths, the trickster

Introduction

African trickster is an important figure in the myths of the African oral tradition. Among the Akan, the trickster god Anansi is so popular that there is even a special genre of stories - *anansesem* (spider stories). Although his habits and desires are those of men, the trickster is usually in animal form. It is usually in the form of a spider, like Anansi among the Akan, Ture among the Zande and Gizo among Hausa. In some cultures, it is in the form of a rabbit, like in the mythology and stories of Central and East Africa. While in West Africa, and among some peoples of Central Africa, the most common is turtle, as Ijapa in the Yoruba culture. In some South Africa stories he takes the form of gazelles and jackals (Peek, 2004: 961).

Thanks to its universality, and often existing beyond the religious context, the similar trickster stories can be found in the oral traditions of different peoples of Africa. Although the main characters are animals, their characteristics are distinctly human, and sometimes they appear in human form, or even as a deity. In many African cultures it is considered that the trickster was a man or a god once, but because of his escapade he was punished and sent to live as a weak animal at the bottom of the food chain. He was forced to use his cunning to survive. In many stories, he is presented as ungrateful, dishonest, unreliable person, but his unreliability does not lie in the immaturity but in the calculated selfishness and controlling the situation. Susan Feldman (1963: 15) gives an example of his victims: "Though in a given cycle trickser will victimize any of his fellow creatures, he usually concentrates on a particular prey. Trickster's favorite foils and dupes are Lion, Elephant and Hyena. The victim is always larger and therefore stronger; inevitably slow and dull – witted, often hard working and honest." A reward in the form of food is what usually motivates the trickster in the stories. Taking into account that Africa has experienced difficult periods of food shortage and hunger throughout the history, the main character's greed is only an act of self-preservation and shows the real situations and real social problems. John Roberts (1989: 27) explains "When faced with social and natural conditions in which individuals find themselves literally in a struggle for their pysical survival, harmony, friendship, and trust are ideals difficult to sustain, while deception, greed, and cleverness can easily emerge as valuable adaptive behavioral traits if pursued in ways that do not threaten the well – being of the group". Therefore, the acceptance of African trickster as a sacred being, mainly as a deity, who appears in many myths, influenced on the attitude that the trickster's behavior is acceptable in certain situations. "As gods or god – like figures, the actions of sacred tricksters conveyed the idea that material shortage was an aspect of the natural order of things, and that behavior which involved trickery to compensate for it was appropriate under certain conditions" (Roberts, 1989).

Accepting his behavior as a natural state, the people of Africa does not question the trickster's morality, but expect new adventures with pleasure. Feldman also noticed that unlike the heroes of fairy tales that always have some supernatural

powers, the trickster always relies on his cunning. "Trickster operates in a real world where the hero can not count on supernatural helpers and clever cheating replaces magic" (Feldman, 1963: 17). Therefore, the trickster is much closer to mortals. A man can identify with him, and even copy him in certain situations requiring cunning. Feldman also explains (1963: 15-16) the relationship between the trickster and the hierarchical social order: "The trickster's actions offered Africans a model of behavioral patterns that facelitated both individual and communal well–being without violating or threatening communal identity and values. While those at top of the hierarchy could rely on their inherent power–defined in both religious and social terms – those at the bottom demonstrated worth and ability to survive through native intelligence. This natural state of affairs was constantly reinforced through the trickster's interactions with antagonists in the natural world as well as in the supernatural".

Many well-known anthropologists and psychologists have dealt with the issue of the trickster's role in myths around the world. Karl Kerenyi (1969: 185) gives an explanation that may also relate to the African mythic trickster: "Nothing demonstrates the meaning of the all – controlling social order more impressively than the religious recognition of that which evades this order, in a figure who is the exponent and personification of the life of the body: never wholly subdued, ruled by lust and hunger, forever runningg into pain and injury, cunning and stupid in action. Disorder belongs to the totality of life, and the spirit of this disorder is the trickster. His function in an archaic society is to add disorder to order and so make a whole, to render possible, within the fixed bounds of what is permitted, an experience of what is not permitted."

In searching for the trickster's origins, many start their quest from Stern's saying "Each man is his own primitive ancestor." (Kerenyi, 1969: 207) Released of social norms, the trickster relies on instincts and laws of nature, as the first people did. Among the Dogon people, the trickster Sofa-Yurugu mythologically represents the life cycle of man, from birth to death, but also the cycle of humanity, from the first primitive people to the present day. In his character survived a lot of untamed wilderness and instinctive behaviors that are equal to animal. Therefore, it is no wonder that all the tricksters are in the form of animals or with certain animal characteristics.

Even the famous psychologist Carl Jung dealt with the question of the origin of the trickster's character and his animalistic side. "In picaresque tales, in carnivals and revels, in sacred and magical rites, in man's religious fears and exaltations, this phantom of the trickster haunts the mythology of all ages… He is obviously a "psychologem", an archetypal psychic structure if extreme antiquity. In his clearest manifestations he is faithful copy of an undifferentiated human consciousness, corresponding to a psyche that has already left the animal level." (as cited in Radin, 1969: 202) Jung's archetypal psychic structure as a type of personality that existed at the dawn of mankind, according to Jung, exists even today, but it is hidden and suppressed in the subconsciousness. It is revealed during the irrational and senseless behavior, when it seems as if the man has two minds: the mind of modern man and the animal mind. The emergence of ambiguities or two-mind games is well known among the tricksters of African mythology. All tricksters, such as Anansi, Esu, Legba, and Ogo-Yurugu, possess the power of two-mindness. However, this two-mindness is not the trickster's unconscious state because of his evolutionary roots, but it is his planned goal when he wants to achieve or prove something. The appearance of duplicity is not only reflected in trickster's doings, but also in the language which becomes extremely complex.

The African people are aware that there are certain limits required in order for them to survive, but these limits are both fragile and too strict. The mere duplicity appears in human life with the need to self inflict some restrictions, but also to strive for complete freedom. This ambiguity makes the life complete, and tricksters like to play with it. "They transform the meaningless into the meaningful, not by becoming saviors, but by remaining ambiguous, facing both ways on every boundary." (Pelton, 1989: 234)

Trickster's conflict with the gods, usually with a supreme deity, shows human revolt towards the laws of nature. In the stories of Anansi, conflict is inevitable; sometimes due to his own interests, and sometimes because he wants to help humanity. Legba, the trickster in Fon mythology, most often comes into conflict with Mavu, master of the universe, life and death. Esu, as a mediator between gods and men, comes into conflict with everyone, depending on which side injustice is made. He connects heaven and earth, society, nature, social classes, consciousness and unconsciousness, past and future, the divine and beastly in man. He is a hero and a coward, noble and cunning, always present in an attempt to establish "worldy religion in which the gods exist not to be served, but to be conquered." (Ricketts, 1964: 350) and where "the only experience of sacredness is of the self–transcending mind of man and its accomplishments." (Ricketts, 1964: 345)

The New Trickster

The popular trickster from many African stories found his place and in the stories of a new world. As a part of the African heritage and an important element of the African oral tradition, the trickster adapted to the new climate and new situations.

His supernatural functions were suppressed under the pressure of slavery and the prohibition of the practice of African traditional religions. He now becomes the protector of the oppressed, fulfilling their dreams of freedom and escaping cruel masters. The slaves compared with him, imagining themselves as bold impostors. However, the big difference between the old and the new trickster is that the new trickster acts instinctively, individually, carried by instincts and basic needs of the common man, sometimes acting even ruthlessly. Unlike the old tricksters who knew almost all the secrets of the universe (such as Esu or Anansi), who always kept the situation under control, a new trickster is limited to what is in the range of knowledge of ordinary people, carried unknowingly through the situations and getting away only with the help of his intelligence or luck. The desire to obtain food or money, the need to sleep or get away from work, the dream of freedom and vengeance to slaveholders represent the civilizational decline of the African man in relation to the former complexity that is easily recognized in the trickster stories. The former magnificence and mystery of a divine trickster is gone. Seeing how they are wronged, and how white people are getting rich at the expense of their work, the slaves no longer include moral messages in their trickster stories, but the hope, the dream of liberation or wealth. One such trickster is often in the stories the slave himself. The most famous among them is John, known for his adventures and outwitting with his master.

1. Brother John

There is a whole cycle of stories about the John the trickster, originated from many situations that really happened to slaves or they secretly dreamed to happen. The adventures with their masters and deceit that are performed on them from the collective is personified into one person - John. John is an unsophisticated slave carried by ambitions of ordinary man who wants his freedom. His ruse is within the limits of eavesdropping on the estate, flattering to the masters and pretending that he is of utmost importance. The story of an old master, and John (or Jack), also known as the old master and the slave, besides the South - can be found in Haiti, Jamaica, Puerto Rico and other Caribbean islands. The stories are often performed accompanied by banjo. (Hamilton, 1985: 160)

2. Railroad Bill

The desire for freedom and revenge goes to the extent that even notorious African-American bandits of the nineteenth century became tricksters. Among the famous national heroes of that era were John Hardy, Morris Slater known as Railroad Bill, Aaron Harris and Stagolee. Bandits' conflicts with the law, which is mostly conducted by whites, and their skillfully avoiding of penalties, thrilled African Americans. Although most of them were hardened criminals and murderers, their revolt and causing damage to the white authorities seemed like a great satisfaction of the disempowered blacks. Lawrence Levine in his book *Black Culture and Black Consciousness: Afro–American Folk Thought from Slavery to Freedom* claims that African-American heroes bandits have no resemblance to the romanticized outlaws like Robin Hood. (2007: 415) The romanticized outlaws live the life of bandits in the last resort, their crimes are selective, targeted at those who have the economic or political power. They're robbing from the rich to give to the poor. They become friends of the oppressed. African-American outlaws of nineteenth century have neither one thing in common with the noble bandits. Their entry into the African-American folklore in the role of the new tricksters (although they cheated the authorities, but also to the detriment of their own people) is the result of popularity of antagonists who are in opposition to whites and rich slavers. The former actuality of slaves to celebrate their rebels grew into a glorification of all who are in conflict with whites. One of these bandits was Railroad Bill who gained his fame in 1893, killing a police officer in Alabama. The next three years he was hiding along the railway line, traveling by freight trains and stealing cans of food that, under the threat of death, he was selling to the poor blacks. In 1896 he was killed by two bounty hunters who got a reward of 1250 dollars. (Levine, 2007: 410-413) In many African-American stories Railroad Bill was presented as a a con man who had magical powers and thanks to them managed to avoid his capture for three years. He could turn into a sheep, brown dog or red fox. This magical addition to converting into the animal form is the legacy of the old African trickster myth.

3. Br'er Rabbit

In fear of being punished for open accusations and ridiculing of their masters, slaves mask the reality and the characters in new animal adventures. The main character and favorite trickster is a rabbit, known among African Americans as Br'er Rabbit. Octave Thanet in his article "Folk–Lore in Arkansas" wrote "All over the South the stories of Br'er Rabbit are told. Everywhere not only ideas and plots are repeted, but the very words often are the same; one gets a new vision of the power of oral tradition". (1892: 122) African oral tradition was preserved in the African-American community. Although deprived of their rights, the power of storytelling could not be taken away from the slaves. Under the influence of the old tricksters' stories where they changed shapes, the slaves also converted their new tricksters and freedom fighters into the animals. These are not gods, like Anansi, but metaphorically ordinary people with their mortal characteristics. Anansi, a favorite

character of oral tradition of West Africa, eventually disappears in the United States. New generations of descendants of slaves and free African Americans are turning to new idols and heroes that are much closer to their life needs. Anansi survives in just a few stories as Aunt Nancy in South Carolina and Georgia. (Levine, 2007: 105)

The freedom of African Americans to express themselves through the stories about cunning animals, primarily through the stories about Br'er Rabbit, is significantly higher than in the stories of Brother John. Br'er Rabbit is a free animal that constantly tricks stronger than itself, sometimes even causing an oppressor's death. The same situations are repeated in all stories - the strong want to catch the weak, but they are just fooled by these weak. **The** strong ones are usually a lion, fox, wolf or a bear. When asked why the rabbit appears in the role of a cunning animal Abigail Christensen responds "It must be remembered that the Rabbit represents the colored man. He is not as large nor as strong, as Swift, as wise, nor as handsome as the elephant, the alligator, the bear, the deer, the serpent, the fox, but he is 'de mos' cunnin' man dat go on fo' leg' and by this cunning he gains success. So the negro, without education or wealth, could only hope to succeed by stratagen." (1892: 11-12)

Br'er rabbit's cunning is all about the survival, where he, as a weak animal on the bottom of the food chain, has to cope with larger ones than himself. There are many stories in which the wolf or the fox keep trying to catch and eat him, but he successfully escapes each time. Probably the most famous story is "The Tar Baby". Virginia Hamilton, in her collection of African-American stories *The People Could Fly,* states (1985: 19) that there are nearly three hundred versions of the story of the rabbit and the tar doll. In the Bahamas in the role of the fox is an elephant who makes the doll, in Brazil the old woman catches monkeys with the help of sticky wax dolls, and even in Africa, among the Yoruba and Eve people, there are roots of similar stories. The rabbit, in African-American tales, really applies its cunning in different situations, from the fight for its own life, over the petty thievery, to the courtship. Octave Thanet connects the rabbit's cunning with hopes of African Americans when he says "Br'er Rabbit, indeed, personifies the obscure ideals of the negro race. Ever since the world began, the weak have been trying to outwit the strong; Br'er Rabbit typifies the revolt of his race. His successes are just the kind of successes that his race have craved." (1892: 122)

4. The *hoodoo* doctors

In African tradition, except the gods, only the priests had the right to use magic without prejudice. All others were classified as evil witches and it was considered that their magic is negative because they used it for their own purposes. In the new trickster stories, hoodoo doctors lose the function of the priests. Magic is available to everyone and everyone can be a wizard. Of course, there are certain rules about who is really a wizard, destined by birth. However, losing a sacral function, wizards (hoodoo doctors) are much closer to ordinary people. They become their heroes, their favorite tricksters that they can look up to or enjoy their adventures. Hoodoo doctors use magic to help people, not just in trouble, but in order to achieve their desires. Magic serves as the strongest weapon for disenfranchised slaves, and a scam done by magic is the greatest satisfaction that slaves can get – even if it is just a fictional one. The liberation with the help of magic seems to be much closer, if we know that in every African-American community, there is at least one semi-skilled hoodoo doctor. They are no longer untouchable deities, but mortals, people in the same position as the other slaves, ready to take pity on the suffering of their people.

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Learning Skills and Difficulties Encountered by Students During Acquisition of a Foreign Language for Specific Purpose

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Abstract

Through this research we are going to analyze the learning skills, thus competencies needed by students during the learning process and acquisition of a foreign language of specific purpose. The purpose of such a research is not only to identify difficulties they encounter during the learning process but also to introduce special techniques and strategies for a specific teaching process aiming at enhancement of communicative competence as primary goal of teaching/learning process. The applied method is that of survey (40 hours of study time). We have put in evidence and made remarks of the most common difficulties for students based on an assessment table. In the second part of the research, based on survey results, there are presented teaching suggestions and techniques which help students to overcome obstacles and guide them to acquire learning skills to the final end of acquisition of specialized communication competence. Besides the theoretical part there are presented practical aspects of didactic activities related to the analyzed skills.

Keywords: Skills, competence, teaching, learning, language for specific purposes, micro skills, macro skills.

Introduction

Foreign language for specific purposes is part of the University curricula in Albania. Although such teaching experience has been developed since many years, there are still complex issues as it is difficult to establish a separation line between study and acquisition of foreign general language and specific sector language.

Besides four basic language skills known as macro skills (*reading, listening, speaking and writing)* student who study a foreign language for specific purposes must acquire other skills which can be defined with the term micro skills such as: reading and understanding of a text of a language for specific purposes, use of vocabulary, acquisition of new specific lexis, work in library, preparation for examination, management of a studying method, systematic notes keeping, text briefing, improvement of memorizing capability, formulating of hypothesis on understanding a definition, provision of new techniques of research, preparation and presentation of a report, etc. These skills can be used for learning in general a foreign language but in the framework of the foreign language for specific purposes they are even more specific.

What are actually the difficulties encountered by students during acquisition of a foreign language for specific purposes?

To answer the above question, we are introducing results obtained through survey as explained below:

1. **Survey of difficulties related to learning skills.**

In order to have an insight and analyze the difficulties of students in acquiring skills to learn a foreign language for specific purposes we have implemented the method of survey.

The focus group are students of first year of the Medicine Faculty, University "Zoja e Këshillit të Mirë", in Tirana.

Their **language profficiency** is B1[1].

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1 *Language Proficiency as per Common European Framework of Reference for Languages (CEFR)*

Used text *'Italian for doctors¹'*.

Duration of survey: 40 study hours.

Number of students: 40 (20 for each group of the same level).

The goals of utilization of method: Obtain information on, and identify the difficulties of students in acquisition of foreign language of for specific purposes, in medical field. More precisely, the target of this survey is to define the difficulties met during the learning process.

Survey methodology:

We prepared a table with study skills which are required for the acquisition of the Italian medical language.

Table 1.

Survey Table to Put in Evidence Difficulties During the Learning Process

Reading and understanding the textt			
Fluent reading	present	is not present	
Understanding of text	Understands and expresses concepts in Italian.	Understands but has difficulties in expression of concepts	Does not understand concepts
Capability to perform text briefing			
Distinguish primary information from secondary one	Capability to perform text briefing		Difficulty to perform text briefing
Capability to prepare a written report			
Use of medical terms	Not used at all	Used with difficulty	Used easily
Providing arguments to support/contradict a given thesis	Do not provide arguments at all	Difficulties in providing arguments	Provide easily arguments
Orthography of the word	Correct	Wrong	
Structure	Correct	Wrong	
Form of active/passive verbs	Correct	Wrong	
Capability to present a report			
Types of presentation	Qualitative & independent thinking	Simple/Mechanic/no independent thinking	
Presentation methods	With Power Point	Without Power Point	

1.1. Reading and understanding the text.

It resulted out of the survey that more than 50% of the students had difficulties in reading and understanding of a new text. 30% of them understood the concepts of the text but had difficulties in expressing them in Italian language; 20% of the students were not able to give the correct answer to questions related to understanding of the text.

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1 Forapani D., *L'italiano per i medici*, Alma Edizioni, Prill, 2004.
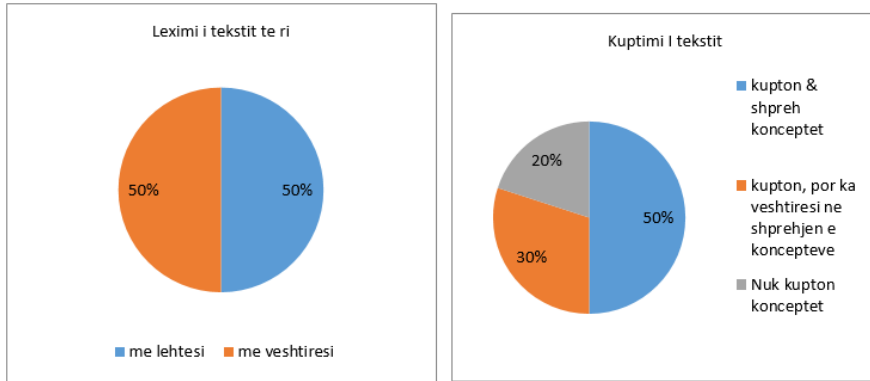
1.2. Capability to synthesize

It resulted out of the survey that only 40% of the students were in possession of good skills to synthesize a relatively long text. 60% of them had difficulties in determining the level of priorities of information.
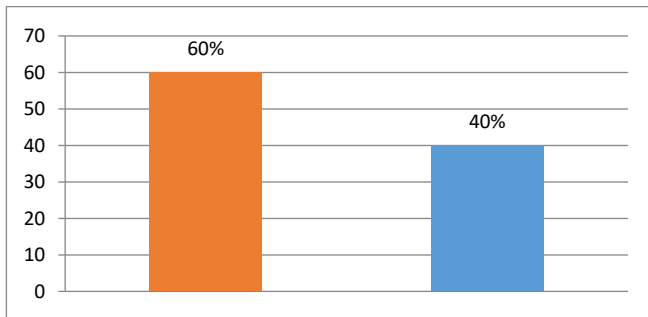
1.3. Capability to prepare a written report

It resulted out of the survey that 50% of the students made mistakes in the orthography of words and terms. 30% of students used active verbs instead of passive ones. 20% of them did not follow the structure according to the form:
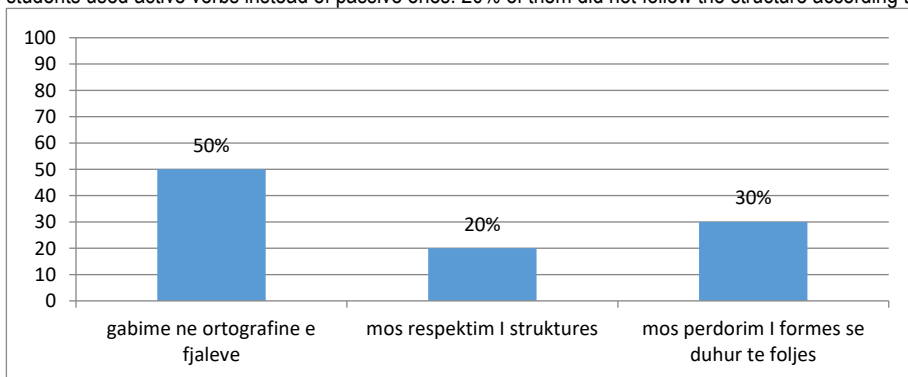
introduction-development of arguments-conclusions.

Capability to present a report

Communication in language for specific purposes is expression of opinion in a discipline related to the referring subject through the communication scheme of that discipline. Students must gain knowledge and able to manage the way of thinking of the experts of the discipline, subject to language studying

It resulted out of the survey that 60% of the students presented their work simply by reading it and had difficulties in giving an independent opinion, especially in the concluding part. Although they had acquired the medical terminology, they had difficulty namely in giving arguments to oppose or support a certain thesis.

Power Point Presentation resulted more qualitative and interesting (40%) against the simple presentations.

2. Teaching techniques and didactic activities related to learning skills.
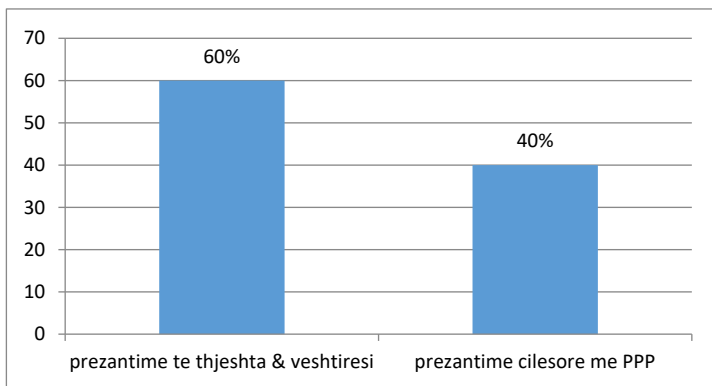
Due to the results obtained through survey method which brought into light difficulties encountered by students during the learning and acquisition process of a foreign language for specific purposes we are going to analyze in a more detailed manner the learning skills by introducing theoretical suggestion and teaching techniques in function of acquiring not only linguistic skills but communicative ones as well.

2.1. Capability to read and understand a text in a foreign language for specific purposes

Didactics of foreign language for specific purposes emphasizes primarily the skill of reading or understanding the text, as reading means understanding as well. The task of a foreign language teacher is to introduce a text that is meant *to speak, be read and reread* guiding the student to fully ascertain it. By acquiring reading strategies, it becomes easier for the student the access to very difficult texts in various areas. This is no more in function of deciphering texts in linear way but to perceive their meaning based also on linguist indicators (*title, content*) or extra linguistic indicators (*images, signs, diagrams*), typical for languages for specific purposes.

Reading does not consist in a simple perception and understanding all words from a text as it is a reason guided activity through which the readers seeks answers. Differently from the past when reading process was considered a skill to distinguish letters and words where words were used to construct a sentence, sentences were used to make paragraphs to make long speeches, nowadays it is as a vivid organic intellectual and thinking process, always in action, where the reader achieves more the understanding of the text than reproducing its words. It is not about a thinking function but a result from many factors defined more appropriately as skills.[1]

In order to study a text of foreign language of specific purpose it is required to use special techniques by which is made possible the determining of principal ideas organized in a critical and organic manner. Any new received information is not simply added to those we already possess but it offers new tools of understanding, thus creating a new asset in the individual knowledge.

The Chart below presents the consecutive line of actions to be followed during the reading-learning process:

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1 B.M. Brazon, *Il processo del leggere.* Liviana, Padova 1974. Fq 137

Ask the text → Read the text → Highlight the text → Review the text

2.2. Capability to summarize in a synthetic way a text of language for specific purposes

Making a synthesis of a text in a given language of specific purpose involves not only just skills of linguistic nature but also the logical nature. Such activity needs shortening of text in quantitative terms and keeping unchanged the communicative function. It also requires that the semantic content of the text is not lost.

The teacher of foreign language for specific purposes must guide students by giving suggestion the required techniques to summarize a text. Students needs practicing to acquire te following skills:

❖ Read the text by starting with the general elements and continuing with the more specific ones,

Or figuratively from macroscope to microscope;

❖ Understand different parts of the text;

❖ Understand the logic-pragmatic relationship between various parts;

❖ Understand its main target;

❖ Define priority levels between information provided by text by distinguishing the essential from secondary ones in function of the priority goal of thoroughly understanding the;

❖ Reformulate the text by defining relationship between different parts and by amending it time after time;

Below are provided some didactic activities which can be utilized to support reading and text summarizing skills in a language for specific purposes.

Activity 1:

Read the title and make remarks on the general understanding of the text.

Activity 2

After having read the text, put in two columns sentences which outline the logical reasoning part and those related to the explanatory part.

Activity 3

Read the text and underline the specific information found in it.

Activity 4

Define a level of priority for information given in the text by distinguishing the essential from secondary to support the priority goal previously identified.;

Activity 5

Read the part and underline the key words of each paragraph.

Activity 6

Underline logic/pragmatic relationship between various parts of the text.

Activity 7

Read the part in 2 minutes and summarize in the form of synthesis.

2.3. Capability to write a language for specific purposes

Among the various didactic teaching/learning activities to learn foreign language for specific purposes, reading activities are important. These activities are suggested to take place at the end of any didactic session as it is believed that linguistic competences (Morphosyntax, lexical, textual rules) and those related to the content are acquired.

Teachers must guide students by giving them pertaining suggestions and standard, typical models for a given language for specific purposes and only after that students can be independent in performing a certain type of activity.

Therefore, after reflection and planning, students must keep notes on the arguments they plan to treat and ideas to present. They cannot write in a clear manner if their ideas are confused or if they have insufficient knowledge on the selected arguments. After this process, there are structured the kept notes and is prepared the work design. It starts with its composing and during the first review students must check if the coherence and cohesion with text is met. Also they must control the lexical choices by selecting the most appropriate terms and verify the orthography with help from vocabulary. It is suggested to use specific terms of the discipline subject to study. Students must pay equal attention to different parts of the text and may use expressions and linking elements which bring into light the pragmatic value of paragraphs by listing in a coherent manner and by avoiding repetition. Thus it is of essence that ideas are not only accurate and expressed though a correct linguistic manner but also to comply with a structure that can be considered conventional in a given discipline.

Besides suggestions, teachers can offer to students through didactic activities standard text models of the specific sector (reports, minutes, description of experiments etc) where are underlined those aspects related to the organization of text and utilization of formal elements that are typical for a given language for specific purposes.

Below we are providing some didactic activities examples which aim at acquisition of capabilities to compose and write a text in different languages for specific purposes..

- **Suggestions on performing didactic activities**

In order to have a higher level of independence students can be provided with sufficient information data on the content and goal of the text they have to write. There can be carried out didactic activities which involve the following comparative tasks: concept/definition, problem/solution, comparison/distinguish, cause/consequence, proposal/support with arguments, purpose/activity and at the end drawing conclusions.

Another technique would be the distribution of various texts of scientific-professional nature where linking elements are missing (interfix, expressions). It is asked from students to put together sentences by placing the missing words in proper position or after there are given different sentences which mean same concept, it is requested from students to put them together in composed sentences or paragraphs. This technique enables students to create and write text by following the coherence and cohesion criteria as two crucial features of a written text.

By fulfilling the suggestions and provided models students can gradually gain complete independence and are capable to compose and write a text professionally.

2.4. Capability of presenting a report

The presentation of a report or a given assigned task needs possession of specific skills which can be acquired through special didactic instructions.

The initial step for the students is to structure the argument. Questions are made such as: What do listeners have to or want to listen about the selected argument? How much new information they have to get?

Secondly, there is defined the purpose of the presentation: (*what is the most crucial and important point to be understood*?)

Thirdly, it is necessary to prepare a synthetic schedule which will include the essential topic and auxiliary ones. For this purpose it is needed to collect valid auxiliary information. (*What information supports better the main topic? What information can attract more the attention of listeners?...*).

Fourthly, there is needed to select a structure convenient for the presentation. For example in the case of describing experiments there can be followed this scheme: introduction, materials, procedures, results, discussions.

Fifthly, selection of convenient audiovisual supporting tools which have an impact in attracting of listeners' attention can reflect easily the presented arguments and facilitate their understanding.

Preparation of introductory part is very crucial as listeners have the possibility to get acquainted since the start with essential information to get an understanding of the argument. Taken the fact that languages for specific purposes are characterized by many definitions it is of most importance to explain them during the introductory part of presentation. For such purpose, there can be used techniques to get familiar with specific terminology through various modalities of utilization of linguistic acts.

The conclusion part must bring again in a summarized manner the essential elements to draw conclusions, by leaving the possibility of a treating an argument in another moment or figuratively said by closing a door but opening a window.

Conclusion

Learning and acquisition of a foreign language for specific purposes is difficult and is a challenge for both actors of the education process: the student and the pedagogue. On the other hand, such difficulties turn to be strong points resulting to a mutual interrelation between the teacher who is competent in foreign language and has general knowledge on the specialized discipline and the student who is competent in a given specialized discipline but lacks linguistic knowledge. This situation has an impact on enhancing the didactic communication teacher-student giving birth to what is called collaboration didactics.

The teacher of foreign language for specific purposes must create, through his educational and didactical activities, communicative situations and elaborate didactic strategies to facilitate reduction of difficulties encountered by students during the process of learning language for specific purposes. The final outcome is a type of teaching aiming at enhancement of communicative competence in different scientific-professional situations.

The used methodologies should be in compliance with the didactic goals which must ensure harmony between language, micro language objectives and communication in foreign language for specific purposes objectives.

During the teaching of foreign languages for specific purposes, the teacher must work by making use of didactic activities in function of integrated use of macro capabilities and micro capabilities. The language skills are generally of a transversal type as they are not specific for a given language for specific purposes, but after acquired in one of them, they can be transferred to other languages for specific purposes. Thus the acquisition of a of the foreign language becomes a tool of scientific and professional cohesion for the linguistic communities all over the world.

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Origins of the Latin American Nationalist Media Discourse

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Abstract

The article deals with the process of formation, development, and manifestation of the distinctive features of a phenomenon called Latin American nationalism and its reflections in the local print media. This theme was chosen because of author's scientific interests related to the study of the nationalist media discourse and specific strategies of political communication presented in contemporary Latin America. In this paper, the author analyzes causes of Latin American nationalism of historical, philosophical and geopolitical positions, describes the process of its gradual transformation and names its standard markers.

Keywords: Latin American nationalism, history of political movements, media history

Introduction

Acute changes observed today in the political processes of Latin American countries are caused by a variety of both endogenous and exogenous factors. Some of them can be called global, typical for any of the existing states, while others are typical only for individual countries or continents.

The policy of no country exists outside its history. Moreover, the policy as "... a sphere of activity that implements the relations of domination and subordination between social classes and strata associated with the conquest, retention, exercise or overthrow and the use of power," often determines history itself.

Discovery of America, its conquest and colonization, prolonged war for independence and its long-awaited acquisition, the experience of building its own state, the economic attractiveness of the region and the persistent unwillingness of the leading world powers to develop equal partnership with Latin America - each of these items contributed to the emergence, consolidation, distribution and centuries-long prosperity of nationalist ideology in this part of the globe.

Active and vibrant social and political life of the countries of Latin America deserves to be discussed seeing many of its features not as an expression of temperament or mentality of local people, but as a consequence of its historical phase-by-phase development.

History of emergence, formation, and development of nationalist ideology can be called the history of its gradual discrediting, erosion of confidence and shamefaced silence of the actual impact. It is not surprising that for most people the word "nationalism" denotes something negative in nature, something akin to a natural disaster or an incurable disease, something so dangerous and violent that even attempts to openly discuss this phenomenon undermine social order and world order, and make to suspect those who wish fiercely to speak on this subject, at best, of a latent gravitation toward mercantilism and protectionism, and at worst - of fascism, expansionism, and separatism.

It should be borne in mind that knowingly negative connotation fixed with the concept under consideration after the World War II and spread, not only in the narrow-minded but also even in academic circles, is not particularly accurate. As well as any other ideology, nationalism has both positive and negative characteristics. It is important to realize that nationalism is diverse and multi-layered, that for understanding and explaining its foundations a more serious study is required and, that ignoring and denying its very existence threatens the society much more than all nationalist young people together.

English philosopher and social anthropologist Ernest Gellner in his major work "Nations and Nationalism" clearly indicates that the concept of "nationalism" - neutral. For him, this term contains neither any shade of approval nor any shade of

disapproval. Nationalism according to Gellner - is primarily an ideology, the principle of social organization, and, therefore, "... it can be good or bad; it can be universal or even unusable, "but it will surely not accept narrow interpretation.

Best part of modern studies criticizing nationalism substantially date back to the fundamental, although not new composition of an American sociologist Charles Tilly, which denies a significant impact of historical and cultural context on the transformation of ideology, does not pay particular importance to regional characteristics of nationalism, however, notes that the Nazi experience of Western Europe in general, and Hitler's Germany, in particular, should not be repeated under any circumstances.

It is significant that for some Latin American scientists Tilly's attitude towards nationalism as to a purely European tragedy is nothing but an extreme degree of Eurocentrism, insisting that developing countries should learn from the mistakes of more experienced and wiser developed countries, and unwilling to recognize the need for integrated approach to the explanation of the reasons for the growing influence of radical nationalist organizations in Latin America.

To study the origins, characteristics, and status of Latin American nationalism open-mindedly one can not rely solely on the European experience. Of course, some elements of Latin American and European nationalism coincide. However, this does not mean that South America with significant delay copied someone else's ideology, not bringing anything of its own. On the contrary, an appearance of nationalism on the continent led to the fact that for a long time it had a consolidating liberating character, was deprived of racial prejudice and mutual claims and was a historically conditioned process of ideologization of only emerging collective community.

Without abandoning the existing relationship with European nationalism, Latin American nationalism, also known as Creole, initially had at the root such goal as the establishment of an independent, but congenial to Spain and Portugal, state-continent, whose force would consist in its ethnic heterogeneity and empower all its residents with equal rights and responsibilities.

Thus, the emergence of Latin American nationalism was a result of intentional refraction of European nationalist ideology based on local cultural and historical realities. The first impulse to the beginning of this process was the European Enlightenment, through which a slow but steady process of evolution of colonial society began, which resulted in the realization of the identity of people inhabiting the territory of the empire, where the sun never sets.

The idea that talking about the previous appearance of nationalist ideology in Latin America is unqualified, according to Leopold Zea, is reinforced by the fact that earlier such a visible manifestation of responsibility for their future was not observed on the continent. The population was almost indifferent to the current vectors of the development of world politics.

Coming into the territory of Latin America, the ideas of Rousseau and Voltaire, complemented by works of local religious leaders, who by that time had been in a confrontation with the church hierarchs of Spain provoked the first notable surge of popular discontent by the official policy of the metropolis.

The causes and characteristics of this conflict were reflected vividly in the essay of Juan Pablo Vizcardo y Guzman published in 1799 and entitled "Letter to American Spaniards." The abbot Hispanic Jesuit justifies in it any means of a fight of his countrymen against the Spanish Crown, in the event if the ultimate goal of this confrontation is the achievement of independence.

Contemptuous attitude of the Jesuit to the entire Spanish, as alien to the Latin American spirit is manifested, among other things, in the particular political discourse, which he used when describing the downtrodden, impoverished and deprived of their right to speak openly about their origin Creoles. That's why he was seeking new compelling arguments that can not only repel the Spanish aggression but also formulate distinct features, denied by the king of Latin American national community.

Besides, it is just in the book of Vizcardo for the first time in Latin American history such key for building any separatist platform "us and them" concepts as slavery, plunder of the riches, our homeland, liberation, restoration of justice, a large family of friendly people, compatriots are mentioned. In general, the text originally written in French and published in London is characterized by an abundance of figurative comparisons, frequent use of tropes and figures of speech appeals to sense perception.

A Spanish-language version of this political pamphlet appeared two years later was supplemented by notes and clarifications of General Francisco de Miranda, through which the style of language that had been an extremely hard

towards Spain even up to this, became more radical and straightforward. Having found in the work of Vizcardo several separatist Liberation assumptions supporting his conclusions, General Miranda absolutized nationalistic concepts, providing the original text by the phrase of his own, and then using them to create political "Appeal to the People Living on the Columbus American Continent."

The success of the Spanish version of the work of Vizcardo was huge. Creole elite perceived it as a means of Americanization, capable, first, to become the ideological basis of the liberation war of the future, and, secondly, to strengthen their ruling positions in case of victory. The richest Latin American families had a close kinship with the Spanish court, and, therefore, needed to legitimize their power in the countries whose dependence on Spain they also questioned.

In subsequent years, many Latin American newspapers of the period, for example, La Gazeta de Caracas and La Gazeta de Buenos Aires, supported this line. The South American Spaniards suddenly became innocent martyrs of the royal power, shifted all responsibility for atrocities on a distant king and "were purged of original sin, the conquest of America."

The invasion of the Napoleonic troops in Spain, having caused outrage both on the metropolitan territory and on the territory of all its colonies brought Latin American nationalism to a new stage of its development. Despite the fact that the Creole elite due to long-term preparatory measures had already a sufficient degree of independence in this period and not always enthusiastically perceived orders from Madrid, this time it showed surprising unanimity with the people of Spain and refused to recognize the French dominion.

Important role in this was played by its conviction that they not in a less degree, than the Spaniards obliged themselves to preserve their national identity, confirm their affiliation to the great, albeit distant in terms of territory, nation, and the ability to decide their destiny, and not to turn into the usual loose change in the hands of European states. Therefore, the leaders of several Latin American municipalities having supported in absentia the Spanish people fighting for their freedom, found it possible to sign a decree directly related to the situation in Europe, which said that in the case of the final conquest of Spain by Napoleonic France, Latin America, would exercise the right to obey neither new authorities nor the deposed king Fernando VII and would declare the independence of its territories.

Just a few days later, on December 6, 1810, Gaceta de Buenos Aires explicitly stated that "... the links that existed between the monarch and the people of America, have disappeared. Each of the provinces became the mistress to itself. This will continue as long as the public agreements do not determine the relationship between Spain and America directly, and between the king and the American people".

After similar statements had been made in other publications, the Latin American nationalism passed to a new phase of its development. That time it ceased to be a simple means of expressing solidarity with the attacked and gained metropolis and got an individualistic character, became a real ideological support of the struggle for independence - continentalism, which was not based on economic (tax) but political reasons. First time for many years of Spanish rule, the people of South America had begun to realize that the continuous mixing of Indians, Africans, and whites led to the emergence of a community different from the European one deserving to live independently, without focusing on someone's opinion.

One by one on the continent first independent not only of the king but also from each other military juntas appear: in Caracas, Buenos Aires, Bogota, Santiago de Chile, Mexico City. At the same time to strengthen their positions new militaristic leaders had to say that the power they had usurped was granted to them by the sole legitimate ruler of the South American colonies - King Fernando VII. And that the purpose of creating juntas was to maintain order and welfare in those parts of the empire, which were specifically difficult for the monarch to control because of their remoteness and dangerous situation in the European part of the Kingdom.

During this period, in the pages of Latin American newspapers the words nation, citizens, homeland, Hispanics, etc. were beginning to appear very often. Most often, the authors of these publications were members of the Societies of lovers of the country that existed in the main cities of the region and consisted of educated people who believed their primary task was half-enforced inoculation of patriotism to less educated segments of the population. These articles often mentioned the distinctive features of the American nation, and the word homeland until 1810-1820s meant the whole of South America, Mexico, and the Caribbean.

Although the creation of juntas brought Latin American independence closer, it could not make it immediate. The countries of Latin America had to go through bloody liberation wars, during which a commander and oratorical talent of the man, officially proclaimed the Liberator of South America manifested itself.

The first self-proclaimed independent republic appeared on the territory of present-day Venezuela back in 1811 including with the support of the young aristocrat Simon Bolivar. Unfortunately, it lasted only one year. However, this time was enough in order the future first president of Gran Colombia understood what kind of internal contradictions do not allow Latin Americans to provide decent resistance to the regular army of the Spanish monarch. In its Cartagena Manifesto, published on December 15, 1812, he called the lack of a unifying supranational idea and inability to create a professional army as the first cause. The second factor that hastened the fall of the first republic was ill-distribution of resources which the republican government had. The third one was the consequences of the earthquake, which almost had destroyed Caracas in March 1812. Finally, the fourth force complicating the struggle for independence was the local Catholic church, which laid the ideological foundations of so desired freedom, but then refused to cooperate with the wealthy landowners having picked up the idea. As a result, by 1815 the power of the Spanish monarch in the colonies was restored.

Bolivar and his supporters as pragmatic people learned from their mistakes. The failure of the first republic showed them that their desire was not enough for Latin Americans to become free. Therefore, the already mentioned manifesto said not only of the forces opposing the liberation movement, but also indicated the specific measures and principles of the state structure, which would help to overcome this crisis and release the "Cradle of Independence" - Caracas. So, much more useful tool in the fight against the main political opponent was declared to be the support of the local population, which still had to be enlisted.

Bolivar completely reworked his political strategy. If earlier he was only one of the leaders of the rebels, he now sought to become the most famous of them. For a start, he released all his slaves, promised freedom to slaves of other landowners, ready to join his patriotic army and land to his soldiers that would distinguish themselves in the upcoming battles. In his speeches, he consistently denounced the Spanish government and called Latin Americans to total war.

More detailed description of the representations of Bolivar about the future of Latin America can be found in his Letter from Jamaica, released on September 6, 1815. In this work, he does not stop at the mere enumeration of reasons why liberation wars have not led to the expected results but also states that continuation of the struggle is based not only on a social and political, but also on an ideological basis. He compares the events observed in Latin America, with the final period of the Roman Empire split and says that victory in the fight for independence - is a rebirth of the real Republic, the only fair result, the achievement of which is important for the whole world.

In the same letter, he first expresses the idea that later becomes decisive for many political parties that exist in Latin America in our days. The idea of uniting Latin America in one great and prosperous state-continent expressed by Simon Bolivar, with all its utopian character has proved to be extremely resistant to any fluctuations in policy, has outlived its creator and is widely used in the construction of the nationalist discourse of most modern Latin American countries. Many researchers of Bolivar activity, particularly Vivian Trias, argue that the total number of documents, the author of which is Bolivar presumed to reach ten thousand. Of course, they have not all equally affected transformation of the political system of Latin American countries. However, most of these letters, decrees, proclamations, manifestos, bills and newspaper articles in the English Morning Chronicle, Venezuelan Correo del Orinoco, or Jamaican The Royal Gazzettè and The Jamaica Courant are distinguished by talented style of presentation, in which simplicity and clarity were combined with the persuasiveness, metaphoricalness, and polysemy of language.

Creating its recognizable political discourse, Bolivar resorted to the same means, which with time have not lost the power of its impact and relevance. In his texts mythologizing supplemented by emphasized realism, the symbols clear to every Latin American were connected with classical allegories of Antiquity, and complex philosophical theories took the form available for understanding by the less enlightened people. From work to work, its information message became more specific. Addressing the participants of congresses in Angostura (1819) and Cúcuta (1821), he said a lot about the impossibility of direct application of the European experience on South American soil, the necessity of transformation of any, even the most successful political practices based on local cultural and historical realities, about the benefits of freedom, regained for a part of Latin Americans, but at the same time he insisted on the need to continue the war.

Realizing their difference from the European civilization, the South America began to seek actively further ways of development. Of course, its constant desire to strengthen regained sovereignty required a corresponding ideological feeding. Through this soon a new leap in the development of local nationalist ideology, caused by two seemingly opposed processes took place, one of which - the formation of independent states we mentioned above. The second most important factor influencing the shape of the modern Latin American nationalism and its particular discourse was a consolidation of states that already had achieved independence that had begun at the time of Bolivar.

To understand how the combination of these processes contributed to the development of Latin American nationalism, let us look at each of them in detail. During the formation of sovereign states, the impossibility of preserving the former borders of each of the newly formed countries within the old Viceroyalties was found out. Having achieved independence from Spain, and, therefore, having passed the period of nationalism, which can be conditionally defined as 'cultural,' Latin Americans, despite their liberator plans, began to develop a more partial differentiation.

It turned out that the population of Latin America is not so homogeneous. That its unity in the struggle for independence could not overcome serious obstacles such as the interests of municipalities turned out into individual countries that almost every major city claims to be the new capital that many recent allies were willing to limit the right of the neighboring Viceroyalty to self-determination, as they had greater military power and intended to increase its territory at its expense, etc.

Having just become separated from Spain and Portugal, the inhabitants of the former colonies immediately launched intercontinental disengagement mechanisms, forgot about the new racial, cultural and historical unity, said about the uniqueness and superiority of each of the old viceroyalties and began to fight with each other.

Finally, boundaries were identified. The South American states indicated their characteristics, formed their public institutions and, having realized the inability to stand alone against stronger opponents naturally moved towards each other.

Intending to give a collective rebuff to the North American expansion, Latin Americans were forced to consolidate and to begin a serious patriotic revision. Not surprisingly, the publications containing essential nationalist markers were among the most common in the newspapers of the time, and the ideas of the future first emperor of the Holy Mexican Catholic Empire Agustin Iturbide were very much in demand. In February 1821 Gaceta de México announced one of Iturbide policy statements in which he immodestly called the population of Mexico "... most believing and religious, heroic and generous nation" of Latin America.

A little later, the Latin American nationalism first became aware of the importance of such traditional elements of European nationalism as religion, race, and cultural identity and became much more aggressive towards those citizens of the new states, the color of whom did not correspond to the representations of the Creole elite on what appearance the true Latin Americans must have.

This led to the so-called perverse decolonization, which made it so that, for example, in Argentina, Uruguay and Chile indigenous population that had survived the invasion of the Conquistadors with losses, was deliberately eliminated in the XIX century, and not by the Spanish conquerors, but by Creole fighters for freedom, trying to make the local population homogeneous as much as possible, i.e., white. Extermination of Indians and mulattos, sanctioned by the new government, was reinforced by radical publications.

New impetus to the development of Latin American nationalism, which led to its most profound changes, and caused by several factors, belongs to the XX century. Economic crisis broken out in the world at the turn of 20-30s, led to a significant drop in the level of exports and imports, reduction of the domestic market and a sharp decrease in purchasing power.

This resulted in the fact that economic nationalism was added to continental and racial nationalism, that entrenched so firmly that many elements of its discourse are actively and successfully used not only by explicitly nationalistic parties but also by the populist parties of the region up to the present time. Repeated with various periodicity nationalization of North American and British industrial enterprises, called by local leaders as "the return of state assets" for more than a hundred years and being officially sanctioned capture of successful and highly productive plants and factories began in the reign of Juan Peron and still maintains its high ideological positions.

Power and impact that oratory abilities of Peron and especially of his wife Eva had on people were tremendous. The ideas raised by them from the pages of Argentine newspapers, for example, La Prensa and La Capital inspired every Argentine that time and with little refinement can drive every Latin American to a frenzy today. They are universally simple and can be expressed in a brief formula: a relentless struggle against imperialism/communism /capitalism, etc. has not been finalized yet, but the victory is near; one needs just to elect the president by his heart. Indeed, as Peron confirmed the regime in power "... cannot be understood, it cannot be described, it can only be felt or not felt. This is the matter of the heart, not the head".

The next impetus for building up the political potential of the Latin American nationalism is considered to be the active involvement of the masses in social movements, participation in which up to 20s of the twentieth century was considered to be the exclusive preserve of state elites.

The already mentioned economic crisis combined with autarkic nationalism led to the fact that crowds of the poor rushed to cities from rural areas, which the depleted state treasury was unable to feed.

Consequently, the contradictions in social, cultural and racial relations resulted in the creation of multiple militant parties and organizations of nationalist persuasion, which declared that their primary task was the liquidation of the existing oligarchic system and willingly accepted into their ranks those whom liberals being in power were not taken seriously, because they considered them as declassed uneducated and unable to make political decisions personalities.

Firstly, the official nationalist parties and organizations in Latin America were not much different from each other. They unanimously proclaimed North American and European imperialism, immigrants and descendants of Spanish and Portuguese noble families as the greatest threat to statehood. Gradually, however, every organization started to modify the existing nationalist ideology in agreement with its composition, location, propensity for a socialist (left) or a capitalist (right) nationalism.

Such productive and profitable for winning and retaining of power kind of political discourse as a nationalist discourse, having deep historical roots could not disappear for the sole reason that the word "nationalism" often had come to mean the Third Reich and massacres. Modern Latin American nationalist media discourse is less radical and destructive than the one to the description of which this work is devoted. However, it still does not lose touch with it and proves its effectiveness. The presidents of Venezuela, Bolivia, Ecuador and other countries skillfully used it as candidates and did not abandon it, and during their reign. They have an excellent sense of changes in society and one day they increase, another day they weaken nationalist pathos of their speeches. They constantly appeal to Bolivar, Miranda and Marty, remind of the activity of the "holy Evita," make direct parallels with their fate and achieve that the people give them their votes during elections.

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Analysis Effect of Service Quality, Educational Facilities, and Method of Learning, Student Satisfaction and Loyalty to Students - Studies in the University of Widyatama Bandung

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Abstract

This study aimed to analyze the effect of service quality, education facilities, and teaching methods in conjunction with student satisfaction and loyalty Widyatama University students. The research was conducted by survey method, the data obtained by distributing questionnaires to students. The study population was a student Of the Faculty of Business and Management, University of Widyatama. Data were analyzed using Structural Equation Modeling (SEM) with AMOS**.** From these results it can be concluded that the loyalty of the students affected by the quality of the service through student satisfaction. Loyalty affected by the Educational Facilities through student satisfaction. And loyalty is also influenced by learning through student satisfaction.

Keywords: Teaching Methode, Service Quality, Educational Facilities, Student Satisfaction, and Loyalty.

Introduction

Backgrond

Competing in an effort to provide services to customers intensifies, service units at the company beforehand only provide pickup services are now required to provide the best service to its customers. Service units capable of serving the needs and desires of customers well able to have competitiveness for the service business. Service used benchmarks as an effort to increase customer satisfaction to the company. Higher Education whose management is guided by the interest of the academic community, namely; Students, lecturers, and education personnel. It should have the completeness of various supporting facilities to support the achievement of the best service quality.

Almost all organizations are focused on high satisfaction because if the customers are just satisfied, then they are easy to change their mind when it gets a better offer. Those who are very satisfied are more difficult to change their choices. High satisfaction creates attachment to the company that will create a sense of loyalty to the company.

The creation of customer satisfaction can provide several benefits, including the relationship between businesses and customers into a harmonious, provide a good foundation for the repurchase and the creation of customer loyalty, as well as form a recommendation by word of mouth *(word of mouth)* that benefit the company (Tjiptono, 2005). A decision-making process not only ends with a purchase transaction, but is followed by the stage of post-sale behavior, (especially in broad decision-making). In this stage the consumer feels a certain level of satisfaction or dissatisfaction that will affect the next behavior. If the customer is satisfied, he or she will show a great opportunity to buy or buy another product in the same company in the future (Tjiptono, 2005).

According to Ratnasari and Aksa (2011,177) the main factors affecting consumer satisfaction are service quality, price and product quality. Meanwhile, according lupiyoadi (2011, 168) one indicator in the service business is quality, where one way to create customer satisfaction is through quality improvement.

Customer satisfaction is a crucial factor in marketing, and customer disappointment in providing services can lead to future corporate destruction. Increasing the quantity of universities requires that each educational institution should pay attention to the quality of education and institutions so as to be able and excel in the competition. Efforts to meet the wishes of students and prospective students is the key to successfully win the competition (Simonson, 1993).

The best action a higher education institution needs is to use feedback from students or prospective students to control organizational change (Bergin, 1997). Correspondence between the desire or the perception of the consumer *(customer voice)* and the will of the college management organization *(company voice)* is an essential condition of success of higher education process (Muafi and Yuni Siswanti, 2007).

Asiabaka (2008) argues that facilities play an important role in the actualization of educational goals and objectives by meeting the physical and emotional needs of staff and students at school. A study conducted by Abbas, Malik, Chaudhry, and Imdadullah (2011).

This research is in the Faculty of Business and management of Widyatama University, because it wants to do empirical testing about how increasing the loyalty of students is influenced by the quality of service, educational facilities, learning methods and satisfaction. Another reason that is the basis of this research, namely; The number of students of the Faculty of Business and Management in the period 2015/2016 academic year at most of the number of other faculty students.

Literature review

Service quality

Quality is at the heart of the continuity of existence of an institution. Movement of the revolution in improving the quality of integrated into the needs as well as demands that can not be ignored if the institution wants to continue to exist and develop. Increasingly tight competition among educational institutions (Higher Education) increasingly demands a college to always pamper its customers (students) with good service, because students will look for colleges that provide the best service for him.

The quality of a college is determined by the quality of services provided, where quality services can be identified through customer satisfaction in this case is the student. For a college service satisfaction is more oriented to the student because the student is the primary customer of the college. Universities as a service industry should continue to think about the importance of customer service more maturely, because now it is increasingly realized that customer satisfaction and satisfaction is a vital aspect in order to stay in business and win the competition (Tjiptono, 2004: 145).

Quality service will give students satisfaction. Student satisfaction is aimed at the existence of student loyalty in college and students will tell about satisfactory academic service to others.

According to Tilaar (2002: 11) today, high education is faced with demands for quality and accountability for the educational services that he provides, so quality services must be provided to satisfy his customers. Parasuraman, Zeithaml, and Berry (1985: 41) define service quality as a discrete, but not equal to satisfaction, as a result of the comparison between expectations and performance.Based on this definition, it is expected that the quality of good and professional services will arise customer satisfaction.

The concept of service quality is very popular is the concept of SerQual developed by Parasuraman, Berry and Zeithml (1988: 16).The first time the concept of service quality dimensions is formulated into ten dimensions, then simplified into five dimensions:

1. Tangible (direct evidence) includes physical facilities, equipment, employees, and means of communication;

2. Reliability (reliability), ie the ability to provide promptly, accurately, and satisfactorily promised services;

3. responsiveness (responsiveness), namely the desire of staff to help customers and provide service with a response mem;

4. Assurance, including the knowledge, competence, courtesy, and confident nature of the staff, free from harm, risk, or doubt; and

5. Empathy (empathy), including the ease of establishing relationships, good communication, personal attention, and understanding of the individual needs of customers.

If the service provided meets the wishes, hopes, and needs of the student, it can be judged that the service is satisfactory, and vice versa, if the service provided can not meet the wishes, expectations, and needs of the student, it can be concluded that the service is not satisfactory.

Educational Facilities

In a business engaged in services, then all existing facilities that condition facilities, completeness, interior design, and cleanliness of the facility should be considered especially that closely related to what is perceived or obtained by consumers directly. The facility itself is a physical resource that must exist before a service can be offered to consumers (Tjiptono, 2005). The facilities provided by service companies greatly influence consumer decisions, as they are closely related to the formation of customer perceptions. The closeness of the relationship can be seen from the tendency that appears in the product market today, where consumers have a desire for the product has a complete facility (Sutiono, 2000). Complete education facilities are required by the university to support the process of teaching and learning activities. Students will feel comfortable in studying when all the required facilities can be available in the vicinity.

Lovelock and Wright (in Rosita, 2009) states that *physical evidence is visual or other tangible clues that provide evidence of service quality.* Facilities play an important role for the university in assisting and supporting the process of student study activities. Students will feel comfortable if the facilities they need can be available in the surrounding environment.

Complete educational facilities will support the university in developing its good name. Dikarena comfort of facilities available, give effect and a good impression on the students, which ultimately generates *word of mouth* and will further influence the decision to choose to continue their studies at the university.

Learning methods.

According Widyartini, (2002), Teaching and learning process is a process of translating and transforming the values contained in the curriculum to students, through the interaction of teaching and learning in schools. The process of teaching and learning is technically an active interaction between faculty and students, where faculty manage the learning resources (including Herself) to provide a learning experience to students.

Customer Satisfaction (Student)

Student satisfaction will be achieved if there is a match between services provided to students. As expressed by Wadwa and Radja (2006: 222) that student satisfaction will be the service received from the conformity of expectations and performance of services received. Departing from the basic concept of customer satisfaction, college is basically a service industry that memeberikan service or educational services whose purpose is to memeberikan satisfaction on the customer (student).

Satisfaction according to Expert Day (Tjiptono, 2004: 146) states that satisfaction or dissatisfaction is the customer's response to the evaluation of discrepancy / disconfirmation that is felt between the previous expectations and the actual performance of products perceived after use. The level of student satisfaction on education services can be known by comparing anatara expectations with the reality that students feel.

Student satisfaction becomes very important because it will result in a loyal attitude to college, willing to promote the institution to others, increase public interest to continue the education at the college, increase the bargaining position of the college, and increase the image of the college. In addition, students will also promote good services from universities to other prospective students so that will increase the number of students who study at the college.

Included in student satisfaction include curriculum in accordance with student expectations, the design of lectures in accordance with student expectations, presentation of materials and evaluation in accordance with student expectations, facilities and lecture infrastructure in accordance with the expectations of students, laboratories that match the expectations of students, and mentoring Which is in line with student expectations. Student satisfaction is a mission that must be realized if an educational institution wants to be accepted by the community and can continue to exist and develop in the midst of community support. Forms of service received by students in universities may include services of academic, student and administrative activities.

Customer loyalty

According to Griffin (2005), "The definition of loyalty is the formation of attitudes and behavior patterns of a consumer to the purchase and use of products from their previous experience". Meanwhile, according to Engel, Blackwell, Miniard (in Hasan, 2008) suggests that, "Customer loyalty is a habit of repetitive behavior of purchases, linkage and high involvement in choice, and bericisi with external information search and alternative evaluation.

Framework for Research Thinking and Hypotheses

In Figure 1, the following framework is presented.

Figure 1.

Research Framework
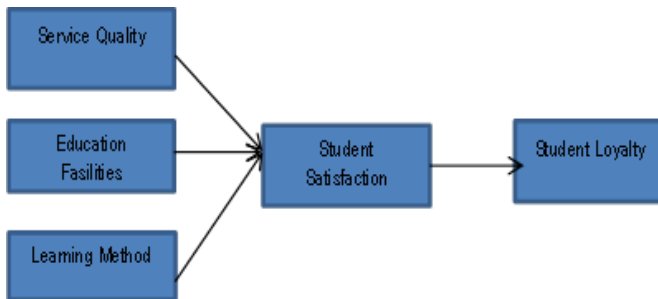
 Based on the framework in Figure 1, the research hypothesis as follows:

1. H 1: There is a positive influence between the Quality of Service to the Student Satisfaction.

2. H 2: There is a positive influence among their Education Facilities Student Satisfaction.

3. H 3: There is a positive influence between Learning Method on Student Satisfaction

4. H4: There is a positive influence between Student Satisfaction with Student Loyalty.

Research methods

Research variable

The research variables can be grouped into two: first, exogenous variable (free) is Quality of Service (X1), Educational Facilities (X2), and Learning Method (X3). Second, the endogenous variables consisting of satisfaction (Y 1) and loyalty (Y 2) (the dependent variable).

Population and Sample

In this study, the population is a student of Faculty of Business and Management of University of Widaytaama which is still active Academic Year 2015/2016 which amounted to 3,372 students. Of the population of 3.3.72 students, but researchers only take some of the population as research subjects (Sekaran, 2006). While Size of sampling in this research used slovin formula (Husein, 2008).

$$n = \frac{N}{1 + N e^2}$$

$$n = \frac{3.372}{1 + 3372 \times (0.05)^2}$$

$$n = 358$$

Note :

N = Number of samples

N = Population size

E = Percentage of inaccuracy loosity due to sample error that can still be tolerated. The percentage of uncertainty allowance used in the study is 5%.

Based on the calculation, the sample in this study as many as 358 students.

The sampling method with certain criteria *(purposive sampling),* the sampling is done by taking people who are elected according to the specific characteristics possessed by the sample. Researchers used a *purposive* sample because researchers used a student with specific criteria to be sampled. The criteria are the minimum students are in semester 4, and the student is aged between 20 years to 25 years.

Method of collecting data

The data were collected by using questionnaires, ie a list of questions that were distributed to be filled in and returned or could also be answered under the supervision of the researcher.

Data analysis method

Analysis of the data in this study using *structural equation model* (SEM). According to Ferdinand (2006), the modeling of the complete SEM basically consists of *measurement models* and *structural models. Measurement model* or measurement model is intended to confirm a dimension or factor based on empirical indicators. *Structural model* is a model of the structure of the relationships that form or explain causality between factors.

Results and Discussion

Test Instruments

Test the Validity of Quality Service Questionnaire based on the calculation of validity test of learning variables, the results are presented

Table 1

Test Results Quality of service

Item	Corrected Item- Total Correlation	R-table	Status
Kual p 1	0.46 8	0.264	Valid
Kualp 2	0.649	0.264	Valid
Kualp 3	0.738	0.264	Valid
Kualp 4	0.598	0.264	Valid
Kualp 5	0.597	0.264	Valid

Source: Primary data processed, 2017

According to the table 1, it can be seen that the whole question of quality of service has a valid status, because the *corrected item-total correlation*> 0.264 then the item / service quality entirely valid question.

Test of the Validity of Education Facility Questionnaire

Based on the test of the validity of the variable of satisfaction, the results are presented in table 2.

Table 2

Test Results of Education Facilities Validity

Item	Corrected Item- Total Correlation	R-table	Status
Fas 1	0.33 0	0.264	Valid
Fas 2	0.45 1	0.264	Valid
Fas 3	0.50 2	0.264	Valid

Source: Primary data processed, 2017

Based on Table 2, it can be seen that the whole question of Pemdidikan facilities have valid status, because the *corrected item-total correlation*> 0.264 then the item / question entirely valid learning.

Test the Validity of Learning Method Questionnaire

Based on the calculation of validity test of Learning Method, the results are presented in table 3.

Table 3

Test Result Validity of Learning Method

Item	Corrected Item-Total Correlation	R-table	Status
M Pemb 1	0.336	0.264	Valid
M Pemb 2	0.462	0.264	Valid
M Pemb 3	0.320	0.264	Valid
M Pemb 4	0.451	0.264	Valid
M Pemb 5	0.512	0.264	Valid

Source: Primary data processed, 2017

Based on Table 3, it can be seen that the whole question for Learning Method has a valid status, because the *corrected item-total correlation*> 0.264 then the item / question entirely valid satisfaction.

Test the Validity of Student Satisfaction Questionnaire

Based on the calculation of validity test of Student Satisfaction is as follows.

Table 4

Test Results of Student Satisfaction Validity

Item	Corrected Item-Total Correlation	R-table	Status
Kepum 1	0.34 6	0.264	Valid
Kepum 2	0.46 2	0.264	Valid
Kepum 3	0.31 0	0.264	Valid
Kepum 4	0.442	0.264	Valid
Kepum 5	0.501	0.264	Valid

Source: Primary data processed, 2017

Based on Table 4, it can be seen that the whole question for Student Satisfaction has a valid status, because the *corrected item-total correlation*> 0.264 then the item / question entirely valid Student Satisfaction.

Test the Validity of Student Loyalty Questionnaire

Based on the calculation of validity test of Student Loyalty is as follows.

Table 5

Test Results of Student Loyalty Validity

Item	Corrected Item-Total Correlation	R-table	Status
Loym 1	0.355	0.264	Valid
Loym 2	0.471	0.264	Valid
Loym3	0.302	0.264	Valid
Loym 4	0.452	0.264	Valid
Loym 5	0.502	0.264	Valid

Source: Primary data processed, 2017

Based on Table 5, it can be seen that the whole question of loyalty Students have a valid status, because the *corrected item-total correlation*> 0.264 then the item / Student Loyalty entirely valid question.

Test Reliability

The instrument reliability coefficient is intended to see the consistency of answers to the statement items given by the respondent. As a tool of analysis using the method split *(split half)* by correlating total score of odd opponent is even, then calculated using the formula *Cronbach alpha* reliability '.

Table 6

Reliability Test Results

No	Variable	Ralpha	Rkritis	Status
1	Service quality	0.660	0.600	Reliable
2	Education Faculties	0.815	0.600	Reliable
3	Learning methods	0.814	0.600	Reliable
4	Student Satisfaction	0.826	0.600	Reliable
5	Student Loyalty	0.813	0.600	Reliable

Source: Primary data processed, 2017

So the outcome of instrument reliability coefficient of Quality of Service, Educational Facilities, Learning Method, Satisfaction and Loyalty of students turned out to have a *Ipha Cronbach* values greater than 0.600, which means that the five instruments otherwise reliable or meet the requirements.

Analysis of Structural Equation Modeling (SEM)

The results of the data analysis with structural equation method *(structural equation modeling)* or SEM, is presented in Table 7.

Table 7

Feasibility Test Result Model Structural Equation Model (SEM)

Criteria	Cut-Off-Value	Analysis results	Model Evaluation
c 2 (chi-square)	Expected small	118,986	Good
Probability	≥ 0.05	0.26 6	Good
RMSEA	≤ 0.08	0.01 9	Good
CMIN / DF	≥ 2.00	1.04 8	Good
GFI	≥ 0.90	0.916	Good
AGFI	≥ 0.90	0.890	Marginal
TLI	≥ 0.95	0.998	Good
CFI	≥ 0.95	0.997	Good

Source: Primary data processed, 2017

The results indicate that the model used is acceptable. Measurement indexes of TLI, CFI, CMIN / DF and RMSEA are within the expected value range even though AGFI is received marginally. Thus the feasibility test of the SEM model has met the acceptance requirements.

Table 8

Testing Data Normality

Variable	Min	Max	Skew	Cr	Kurtosis	Cr
LOY M4	1,000	5,000	-0,441	-3,421	0.648	-2,556
LOY M3	2,000	5,000	- 0.212	-1,668	0.106	0.423
LOY M2	2,000	5,000	-0.126	-0.992	-0,058	-0,233
LOY M1	1,000	5,000	-0.277	-2.198	0.297	1,171
KEP UM5	1,000	5,000	-0.236	-1,879	-0.186	-0.741
KEP UM4	1,000	5,000	-0.395	-3.103	-0.091	-0.354
KEP UM3	1,000	5,000	-0.186	-1,478	-0,246	-0.970
KEP UM2	1,000	5,000	-0.168	-1,322	-0.528	-2.093
KEP UM1	1,000	5,000	-0.161	-1,278	-0,601	-2,378
Kual P5	1,000	5,000	-0.237	-1,867	-0.008	-0.034
Kual P4	2,000	5,000	-0.366	-2,886	0.142	0.558
Kual P3	2,000	5,000	-0.014	-0.117	-0.345	-1,367
Kual P2	1,000	5,000	-0.201	-1, 578	-0.296	-1,163
Kual P1	2,000	5,000	-0.591	-4,677	0.413	1.636
FAS3	1,000	5,000	-0.13 7	-1.01 8	-0.6 97	-2,563
FAS2	1,000	5,000	-0.58 3	-4.67 6	0, 402	1.578
FAS1	2,000	5,000	-0.90 2	-6.3 35	0.766	-3.101
M PEMB5	1,000	5,000	-0.128	-1.004	-0.702	-2,770
M PEMB4	1,000	5,000	-0.591	-4,686	0.373	1,479
M PEMB3	1,000	5,000	-0.904	-7,135	0.784	-3,090
M PEMB2	2,000	5,000	-0.378	-2,978	-0.086	- 0.343
M PEMB1	1,000	5,000	-0.737	-5,839	0.620	2,455
Multivariate					14,013	1.77 3

Source: Primary data processed, 2017

Evaluation is done by using the criteria of normality *ratioskewness critical value* and the *kurtosis value,* where the value of the ratio has a value smaller than the absolute value of 2.58, meaning that data is normally distributed. From the data processing are shown in table 8 shown that there is no CR values for *skewness* which is outside the range of ± 2.58. Thus, the research data used has met the requirements of data normality, or it can be said that the research data has been normally distributed.

Evaluation of multicollinearity and singularity

The next test data is to see if there is multicollinearity and singularity in a combination of variables. Indication of multicolinearity and singularity can be known through the determinant value of the covariance matrix which is really small, or close to zero. From the data processing sample covariance matrix, determinant value is the *determinant of the sample covariance matrix* = 0.005> 0.

From the results of data processing can be known *determinant of* the value of *the sample covariance matrix* is far from zero. Thus, it can be said that the research data used there is no multicollinearity and singularity.

Hypothesis testing

After all assumptions can be met, then will be tested hypothesis as proposed in the previous chapter. To test the proposed hypothesis, it is done by analyzing the regression weights for each of its exogenous constructs against its endogenous constructs. By looking at CR value which is identical with t-count, on processing result compared with critical value that is ± 1,96 at level of significance 0,05 (5%). The results of hypothesis testing are presented in table 9.

Table 9

Regression Weight Structural Equational Model

Relationship between Variables	Estimate	SE	CR	P-val
Quality of service (X1) ==> Satisfaction (Y 1)	0, 312	0.10 6	2,929	.00 3
Education facilities (X 2) ==> Satisfaction (Y 1)	0.423	0.101	3,567	0,000
Learning Method (X3) ==> Satisfaction (Y 1)	0.425	0.10 2	4,472	0.00 0
Satisfaction (Y 1) ==> Loyalty (Y 2)	.494	0.090	5,495	0,000

Source: Primary data processed, 2017

From the test results in table 9, it is found that all CR values are above 1.96 or with probabilities smaller than 0.05. Thus all hypotheses are accepted.

1. First Hypothesis Testing: Quality of Service positive effect on satisfaction.

The results of the test of the estimation parameter coefficient for the test of influence which is the relationship between two hypothesized variables (learning with satisfaction) shows the value of estimation parameter coefficient of 0.312 and CR value 2.929 with probability 0.003. This means there is a positive influence of Quality of Service on satisfaction.

2. Second Hypothesis Testing: Educational Facility positive effect on satisfaction.

The result of the test to the estimation parameter coefficient for the influence test which is the relationship between two hypothesized variables (educational facility with satisfaction) shows the value of estimated parameter coefficient 0,423 and CR value 3,567 with probability 0.000. This means there is a positive influence of education facilities on satisfaction.

3. Third Hypothesis Testing: Methods of Learning positive effect on satisfaction.

The test result of the estimation parameter coefficient for the influence test which is the relationship between two hypothesized variables (learning method with satisfaction) shows the value of estimation parameter coefficient of 0,425 and CR value 4,472 with probability 0.000. This means there is a positive influence of learning methods on satisfaction.

4. Fourth Hypothesis Testing: Satisfaction positive effect on loyalty.

The result of test to the estimation parameter coefficient for the influence test which is the relationship between two hypothesized variables (satisfaction with loyalty) shows the value of estimated parameter coefficient of 0.494 and CR value of 5,495 with probability 0.000. This means there is a positive effect of satisfaction on loyalty.

Discussion

Analysis of Service Quality Influence Against Satisfaction

The result of the research shows that there is significant and positive influence of service quality to satisfaction. This suggests that increased quality of service will have an impact on increasing satisfaction. So the results of this study in accordance with the study Alma, Buchari (2007), Andini (2010), and Nahan (2013) which indicates that the quality of service influence on satisfaction.

Analysis of the Effect of Education Facilities on Satisfaction

The results of the study indicate that there is a significant and positive influence of education facilities on satisfaction. This means the improvement of educational facilities will increase student satisfaction. The results of research are in accordance with Andini's research (2010) which shows that educational facilities have an effect on satisfaction.

Analiasa Effect of Learning Methods on Satisfaction

The result of the research shows that there are significant and positive influence of learning method to satisfaction. This means increased learning will increase satisfaction. The results are in accordance with the research by Guolla which proves that the learning method is strongly related to the satisfaction of the lesson and the enthusiasm of the instructor is strongly related to the instructor's satisfaction (Guolla, 1999).

Analysis of the Influence of Satisfaction Against Loyalty

The results showed there was a significant and positive influence of satisfaction on loyalty. This means increased satisfaction will increase loyalty. The results of research strengthen research studies Sugandi (2003) which states consumer satisfaction has the greatest influence on consumer loyalty.

Summary

From the results of this study can be concluded that student loyalty can be built from Quality Service through Student Satisfaction, Education Facilities through Student Satisfaction, and Learning Methods through Student Satisfaction. The result of the hypothesis test of the study gives the following conclusion:

1. There is a positive influence between the variable quality of service to student satisfaction. Thus, the quality of service has a positive effect on student satisfaction. Variable quality of service use indicators *tangibles, reliability, responsiveness, assurance,* and *empathy.*The results of this study strengthen research from Sutino and Sumarno (2005), Margaretha (2004), Agustiono and Sumarno (2006), Alma et al (2007), Samosir (2005),

Sutardji and Maulidyah (2006).

2.There is a positive influence between the Education Facility on student satisfaction. Thus means Education Facility have positive effect to student's satisfaction. Education Facility uses indicator of condition of physical facility, lecture building and supporting facility of lecturing. The results of this study strengthen the results of research from andini (2010) that educational facilities affect student satisfaction.

3. There is a positive influence between Learning Methods on student satisfaction. Thus means Learning Method positive effect on student satisfaction. The learning method uses indicators of knowledge, enthusiasm, learning media, communication, and guidance of student learning difficulties. The results of this study reinforce the opinion of Alma (2005, 100) that all existing value chains in educational institutions, should create added value for students. All personnel, as well as the educational process as the key value chain must be able to provide satisfaction in the service to the students. The results of this study also strengthen research from Michael Guolla (1999).

4. There is a positive influence between student satisfaction variable on student loyalty. Thus, student satisfaction has a positive effect on student loyalty. Student satisfaction using indicator from research conducted by Sutardji and Maulidyah (2006). Indicators used for student satisfaction are service system, ease and speed of getting information, cost is not too expensive, and pass on time. The results of this study strengthen research conducted by Sutino and Sumarno (2005), Margaretha (2004), Dyah Sugandini (2003), Agustiono and Sumarno (2006), Buchari Alma et al (2007). As for student loyalty the indicator used is not moving students to other universities, recommending, having confidence and not affected by other universities.

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Overview of the Immunization Situation in Albania

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Abstract

Vaccination coverage is one of the most important components which describe the immunization situation in a country. Now days more and more combined vaccines are being used which help the immunization programs to achieve high coverage for more than one antigen. Another reason for coverage improvement is the use of one or two-dose vials for the administration of DTP-HepB–Hib or MMR vaccine, enabling the vaccination of children at any time. In the last three years vaccination coverage with two doses of MMR and three doses of DTP containing vaccines is more than 95% or sometimes even 98% at national level. The coverage of Hepatitis B vaccine is also high due to its use on 5 in 1 combination. The use of one dose vials has played an important role on sustaining and increasing vaccination coverage. Another component affecting the immunization situation in the country is the influence of parental knowledge for vaccines and vaccination in Albania. Collected data through the use of a questionnaire showed that 6% of respondents have had fear and consequently refused vaccination of their children. While 92% of parents had the opinion that information about the health benefits or risks of vaccines would be absolutely useful and given to them prior to vaccination from health care workers. 72% of the subjects were concerned about the side-effects but this concern hasn't stopped them to vaccinate their children. 35% of the interviewed mothers were still concerned that their child would contract a disease even though he/she had been already vaccinated.

Keywords: Immunization, vaccines, influence, vaccination coverage.

Introduction

National immunization program in Albania started in 1993 when WHO regional morbidity and mortality targets for vaccine-preventable diseases (VPDs) were officially adopted. Before that the country had a national programme on "production and administration of vaccines", which gave high priority to studies on vaccines' impact on the population immunity and to epidemiological surveillance of VPDs. However, despite the challenges, Albania has maintained a relatively well-performing immunization system that has maintained high coverage. The practice of vaccination is known as one of the highest efficient interferences in preventing the spread of infectious diseases. The vaccination applied on large-scale and in accordance with the appropriate strategies can lead not only to control but also to the elimination of special diseases (WHO, 2013). In the recent years a trend toward the use of combined vaccines is noticed with the purpose of increasing the practicality of application and minimizing logistical problems. (Nelaj, 2013). Immunization schedule has been improved gradually by adding new vaccines or new vaccine components such as rubella component (MR vaccine) introduced in 2000 and mumps component in 2005, (MMR vaccine). In 2009 Hib component (Haemophilus influenza type b) was added to as a combined vaccine of DTP-HepB-Hib, enabling in this way for children to receive at one time five antigens in one combined vaccine. (Pojani & Nelaj 2016). Though significant epidemiological results are achieved due to the efficacy of vaccines combinations, immunologists and microbiologists are still debating on the full equality of the immune response to the special antigens compared with those combined (M&B 7 1998, p.461-463). Despite the potential for protection against a broad spectrum of pathogens, the increasing availability of the effective vaccines can lead to a significant reduction of vaccine coverage as a result of problems related to the applicability of new vaccines according to the existing protocols. To overcome these

problems, the development of combined vaccines is promoted. Their use offers benefits such as, reduction in the number of patient visits, reduced complications associated with multiple intramuscular injections, reduces in cost and administration of special vaccines, and decrease in the risk of delayed or lost vaccine. Recent debates on vaccine can lead to decrease of immunization coverage and a simple and short survey is done in order to evaluate knowledge and attitudes of mothers regarding the immunization.

Materials and Methods

In this study we aim to demonstrate the two most important components that affect and describe the immunization situation in Albania, the first is the vaccination coverage in years and the second is the parental knowledge. Vaccination coverage is one of the most important components which describe the immunization situation in a country. Now days more and more combined vaccines are being used which help the immunization programs to achieve high coverage for more than one antigen. Another reason for coverage improvement is the use of one or two-dose vials for the administration of DTP-HepB–Hib or MMR vaccine, enabling the vaccination of children at any time. Immunization coverage is usually assessed on the basis of the percentage of number of vaccinated children through the ones targeted to get the specific vaccine at a certain age. The reported covarage data taken from the vaccination centers are aggregated to higher levels by providing values at districts and national levels. In this study, we tried to provide facts about the vaccine coverage for combined vaccines such as DTP containing vaccines and MMR during the last 10 years, in order to confirm the stability of the immunization program. In this study we also tried, to evaluate knowledge and attitudes of mothers regarding the immunization, as this is an important component that affects the immunization situation, in a random sample of 100 children from Tirana, Durrës, Pogradec and Korçë, Albania. The questionnaire collected data on: person answering the questionnaire, parent's educational and occupational status, parental knowledge of vaccines and vaccination and type of vaccine administration. The questions about attitudes on the utility of vaccinations were scored on a 5-point Likert scale with options ranging from "1") to "5"). The behavior responses and the questions concerning mothers' responsibility on taking decisions regarding vaccination were in "yes/no" format and only two questions were open ones.

Results

Regarding evaluation of vaccine coverage for HepB, DTP and DTP containing vaccines, is taken into consideration the application of the third dose, since it means the fulfillment of a series of vaccination with this vaccine, according to the national immunization schedule. Immunization coverage for the third doses appears to be above 95% during the last 10 years, at the country and district level. As it was mentioned, since 2009, DTP components were included in the pentavalent DTP-HepB-Hib combined vaccine.

Graph 1 shows the values of HepB3, DTP 3 and DTP-HepB-Hib3 vaccine coverage. It is clearly seen that the level of vaccine coverage for these components, exceeds the value of 95%, reaching in some cases 99% values. The average value turns out to be 98.3%
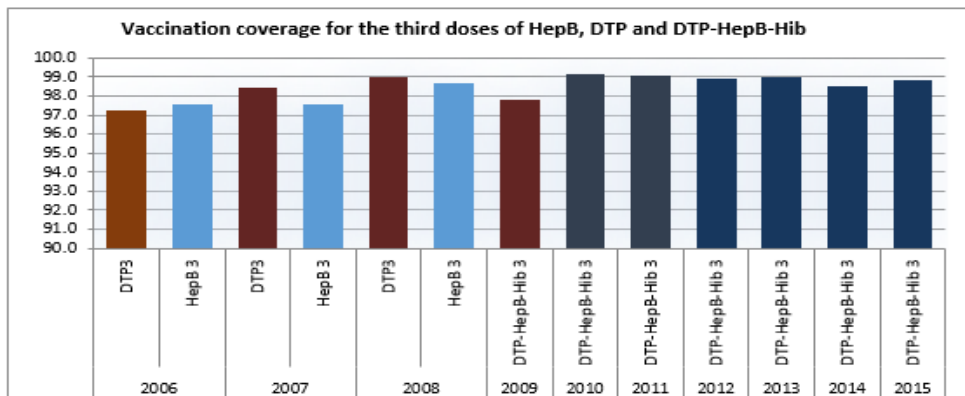
Graph 1. DTP vaccine coverage, in the first booster dose, during the years 2003-2013

The same levels of booster doses for DT containing vaccines is seen to be maintained thorugh years, indicating a good performance of immunization program. the immuniztion coverage for DT in the second booster dose. Immunization is not

obligatory but there is a requirement to be vaccinated before starting the school program wich strongly oblige parents to present their children immunization records before their enrollment.

In the context of eliminating measles (Kakarriqi & Bino 2002), an important factor for vaccine coverage is its level over 95% at country level and at the district level over 90%, or vaccination coverage 90% for two doses of vaccine containing component of measles, for all children until 2015.

MR vaccine was used in the years 2003-2004 and then, from 2005 until now the MMR vaccine has been used in the national immunization calendar (Bino, Kakarriqi, Xibinaku, Ion-Nedelcu, Bukli & Emiroglu 2003).

Furthermore, a reason for the improvement of this coverage is the use of one dose bottles administration for MMR vaccine, enabling the vaccination of children at any time, without the need of collecting them on certain days when the vaccine bottles are opened.

The situation after 2006 appears to have taken another trend and we notice a steady decline in the reported cases and therefore, we can say and believe that the combined MMR vaccine is effective in Albania. For the first dose of vaccine the coverage average value is estimated to be around 98% which shows that the vaccination coverage is also high at the district level, we also noticed a steady decline in the reported cases and therefore, we can say and believe that the combined MMR vaccine is effective in Albania, despite any small geographic difference (Pojani, Nelaj, Ylli & Simaku 2015).
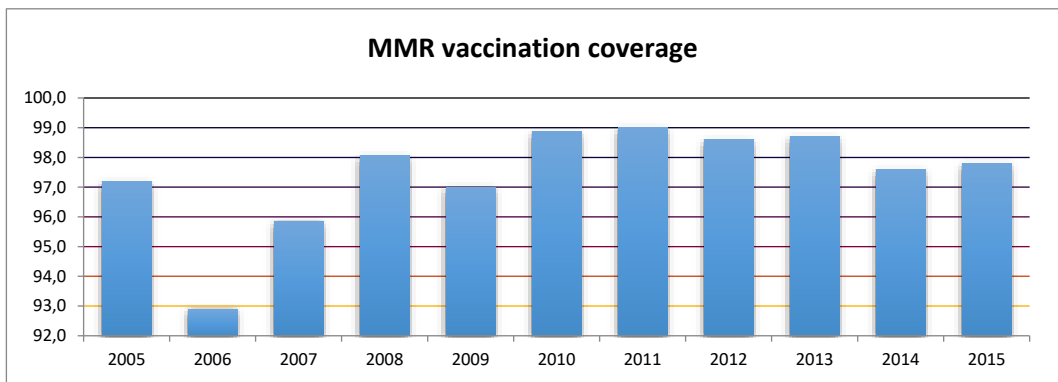
Graph 2. Immunization coverage with measles vaccines in years.* Mumps component (parotit) was introduced in 2005

Although in the global strategy for the elimination of measles (Hall & Jolley 2011) the vaccination coverage in every district should be above 90%, for our country it is clearly seen that this coverage is in very high levels, i.e. well above 95%. For the first dose the average value is 98.8% and with IC [98.4% -99.3%].(Graph.2) The vaccination coverage is also high at the district level.

Despite the limits of our methodology that does not allow us to firmly conclude about the effectiveness of the single antigen measles vaccine used in Albania before the year 2000, there seem to be a clear impact of the combined antigen vaccines MMR applied in the country since that year. There is a clear time relation between the introduction of MR vaccine in 2001 and the virtual stop of circulation of measles in Albania. Few sporadic cases encountered in 2006, 2007 remained isolated and no more cases are reported in the later years.

Since many factors may influence vaccination coverage, there are some important variables that should be taken into account, such as mothers' concern about vaccination which can be considered important information and in which the vaccination of infants depends.

According to this, the respondents were asked if they had ever refused their child vaccination only for fear of the side effects and the result was that 6 parents out of 100 responded they had had this fear and consequently refused vaccination as seen in Table 1. Collected data through the use of a questionnaire showed that 6% of respondents have had fear and consequently refused vaccination of their children.

Mothers' concerned about…	Somewhat concerned	Quite concerned	Totally concerned	I don't know
Concerned that your child may contract a vaccine-preventable disease and suffer a serious reaction to the disease.	11	59	21	9
Concerned that your child may experience a bad reaction to a childhood vaccine.	6	17	72	5
Concerned that your child could still contract a disease for which has been vaccinated.	28	35	20	8

Table 1. Respondents' attitudes about vaccination

While 92% of parents had the opinion that information about the health benefits or risks of vaccines would be absolutely useful and given to them prior to vaccination from health care workers. 72% of the subjects were concerned about the side-effects but this concern hasn't stopped them to vaccinate their children. 35% of the interviewed mothers were still concerned that their child would contract a disease even though he/she had been already vaccinated (Pojani & Ylli 2016).

A critical factor shaping parental attitudes to vaccination is the parents' interactions with health professionals. An effective interaction can address the concerns of vaccine supportive parents and motivate a hesitant parent towards vaccine acceptance (*Brown, Kroll, Hudson, Ramsay, Green, Long, Vincent, Fraser & Sevdalis 2010)*. Conversely, poor communication can contribute to rejection of vaccinations or dissatisfaction with care (*Thomas, Kohli & King 2004)*. Such poor communication often results from a belief established by the health professional that vaccine refusal arises from ignorance which can simply be addressed by persuading or providing more information. Such an approach is counter-productive because it fails to account for the complexity of reasons underpinning vaccine refusal and may even result in a backfire effect (*Jackson, Cheater & Reid 2008)*. Parental vaccination decisions are based on an array of factors and parents integrate information according to their experiential and social contexts (*Poltorak, Leach, Fairhead & Cassell 2005)*. A parent's trust in the source of information may be more important than what is in the information (*Kempe, Daley, McCauley, Crane, Suh, Kennedy, Basket, Stokley, Dong & Babbel 2011)*.

Conclusions

Immunization coverage for vaccines with measles and DTP components remains at very high levels. To continue with the same high levels of vaccination coverage for these vaccines, there are some steps that should be followed: closely tracking and monitoring the vaccination performance, strengthening the surveillance of VPD's in order to prevent any possible transmission of the disease and working to eliminate the receptive pockets, i.e. vaccination of children who are still unvaccinated due to parents' negligence or refusal.

Immunization coverage for vaccines with DTP component exceeds 95% at the national level, and for each district it is above 95% and in the last two years, it overpasses the 95% value. During the last years, the vaccine coverage has increased significantly as the result of using DTP-HepB-Hib vaccine. Regarding tetanus booster doses, it is recommended that this calendar will not only cover children aged 0-18 years, but also adults and the elderly ones with booster doses every 10 years. In addition, ways of reporting coverage vaccination should also include children with backward vaccination.

As for the other variable, the parental knowledge, we can conclude that the majority of the parents was very confident in vaccine safety and believed that vaccines are important to children's health. They strongly agreed that the benefits of vaccines outweighed the risks. Anyway, continues communication with parents and giving the right information is crucial in maintaining high immunization coverage.

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Hyperreality and Simulacrum: Jean Baudrillard and European Postmodernism

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Abstract

The aim of this paper is to present and explore one of the most fundamental concepts of postmodernity, that is, Jean Baudrillard's elaboration of the ideas of hyperreality and simulacrum that characterise today's global consumer culture in which the image of the product is more significant that the product itself. Some attention has also been devoted to European postmodernism, Jean-François Lyotard's concept of the postmodern articulated in his renown book, *The Postmodern Condition*, in particular, and the merging of high and popular cultures to form consumer culture of late capitalism.

Keywords: Jean Baudrillard, hyperreality, simulacrum, postmodernity, consumer society

Introduction

The contemporary world cannot be properly understood without the knowledge of the profound intellectual changes that occurred in the 1960s in Europe and particularly in France.

Broadly speaking, the 20th century witnessed the rise of structuralism and, in its second half – its corrected form, poststructuralism, alongside the emergence of what we now term postmodernity and the postmodern. There is, however, no universal agreement as to what the latter terms really denote; nonetheless, for the purpose of this paper, I shall concentrate on just a few characteristic features that may prove significant for the further discussion, one of which is the power of the image and simulacrum within consumer culture that dominated the post-industrial era. Even though most of the attention has been paid to Jean-François Lyotard's celebrated statement of postmodernity's suspicion of grand narratives, I agree with Wolfreys et al (2006) in saying that

[t]he idea of a postmodern era is also provisionally defined by the advent of **tele-technologies**, the emergence of globalisation and post-industrial society, and the power of the image and **simulacrum** within consumer culture, where images such as the Coke or Nike logos assume greater significance in themselves than any real product or reality to which they might refer. (80, bold in original)

Therefore, what we witness today is, fundamentally, the rejection and erasure of the original to the advantage of the copy, the image, the visual. The advent of the tele-technologies and their ascendancy over the minds of billions of consumers across the globe makes human life multidimensional not just in terms of conventional 3D technologies but in terms of other realities – hyperrealities – such as virtual reality or extended/augmented reality; hence a need to re-define the ideas of human life and its reality.

Jean Baudrillard

Jean Baudrillard's published work emerged as part of a generation of French thinkers including Jean-François Lyotard, Gilles Deleuze, Michael Foucault, Jacques Derrida and Jacques Lacan who all shared an interest in semiotics, and he is often seen as a part of the poststructuralist philosophical school. In common with many post-structuralists, his arguments consistently draw upon the notion that signification and meaning are both only understandable in terms of how particular words or signs interrelate. Baudrillard thought, as do many post-structuralists, that meaning is brought about through *systems* of signs working together. Following on from Ferdinand de Saussure, Baudrillard argued that meaning (value) is created through difference—through what something is not. In fact, he viewed meaning as near enough self-referential: objects, images of objects, words and signs are situated in a web of meaning; one object's meaning is only understandable through its relation to the meaning of other objects.

From this starting point Baudrillard theorised broadly about human society based upon this kind of self-referentiality. His writing portrays societies always searching for a sense of meaning—or a total understanding of the world—that remains consistently elusive. In contrast to poststructuralism and Michel Foucault, for whom the formations of knowledge emerge only as the result of relations of power, Baudrillard developed theories in which the excessive, fruitless search for total knowledge leads almost inevitably to a kind of delusion. In Baudrillard's view, the (human) subject may try to understand the (non-human) object, but because the object can only be understood according to what it signifies (and because the process of signification immediately involves a web of other signs from which it is distinguished) this never produces the desired results. The subject is, rather, *seduced* (in the original Latin sense, *seducere*, to lead away) by the object. He argued therefore that, in final analysis, a complete understanding of the minutiae of human life is impossible, and when people are seduced into thinking otherwise they become drawn toward a "simulated" version of reality, or, to use one of his neologisms, a state of hyperreality. (wikipaedia)

Hyperreality vs Reality

In hyperreality, the "original" version of an object has no real significance since it belongs to a different realm and therefore loses its referential value. This is not to say that the world becomes unreal, but rather that the faster and more comprehensively societies begin to bring reality together into one supposedly coherent picture, the more insecure and unstable it looks and the more fearful societies become. Reality, in this sense, dies out. As Baudrillard defined it, hyperreality is "the meticulous reduplication of the real, preferably through another, reproductive medium, such as photography" (in Wolfreys et al 52), and that is what happens in contemporary consumer culture: the picture of a product – also a rock star or a film celebrity – is more important than the original since the context – the environment – adds to the value of the "original" product either in the form of "photo shop," clearing off all imperfections of the face, or through extensive (and expensive) product placement campaigns, advertisements, billboards, public relations programmes, etc.

Baudrillard argued that the excess of signs and of meaning in late 20th century global society had caused, quite paradoxically, an effacement of reality. In this world neither liberal nor Marxist utopias are any longer believed in. We live, he argued, not in a global village, to use Marshall McLuhan's phrase, but rather in a world that is ever more easily petrified by even the smallest event. Because the global world operates at the level of the exchange of signs and commodities, it becomes ever more blind to *symbolic* acts such as, for example, terrorism. In Baudrillard's work the symbolic realm (which he develops a perspective on through the anthropological work of Marcel Mauss and Georges Bataille) is seen as quite distinct from that of signs and signification. Signs can be exchanged like commodities; symbols, on the other hand, operate quite differently: they are exchanged, like gifts, sometimes violently as a form of potlatch[1]. Baudrillard, particularly in his later work, saw the global society as without this symbolic element, and therefore symbolically (if not militarily) defenceless against acts such as the Rushdie Fatwa or, indeed, the 9/11 attacks against the United States and its military and economic establishment. In his provocative book of 1991, *The Gulf War Did Not Take Place*, Baudrillard attempted to demonstrate that contemporary wars are being fought as much on the battlefields as on television, and thus one cannot dissolve the physical reality from its media representation, particularly in the context of military operations and their political and ideological motivations. He writes:

Non-war is a terrible test of the status and the uncertainty of politics, just as a stock market crash (the speculative universe) is a crucial test of the economy and of the uncertainty of economic aims, just as any event whatever is a terrible test of the uncertainty and the aims of information. Thus "real time" information loses itself in a completely unreal space, finally furnishing the images of pure, useless, instantaneous television where its primordial function irrupts, namely that of filling a vacuum, blocking up the screen hole through which escapes the substance of events. (30-31)

This severe criticism of hyperreality created by television and of information provided in "real time," in particular, was supposed to be, undoubtedly, Baudrillard's political and cultural declaration that, in fact, it is the media – not the governments – that have most power in the western world:

The media promote the war, the war promotes the media, and advertising competes with the war. Promotion is the most thick-skinned parasite in our culture. It would undoubtedly survive a nuclear conflict. It is our Last Judgement. But it is also

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1 In his book, *The Gift*, the French ethnologist, Marcel Mauss used the term potlatch to refer to a whole set of exchange practices in tribal societies characterized by "total prestations," i.e., a system of gift giving with political, religious, kinship and economic implications. These societies' economies are marked by the competitive exchange of gifts, in which gift-givers seek to out-give their competitors so as to capture important political, kinship and religious roles.

like biological function: it devours our substance, but it also allows us to metabolise what we absorb, like a parasitic or intestinal flora, it allows us to turn the world and the violence of the world into a consumable substance. So, war or promotion? (31)

This attack on the media that promote the war by broadcasting it only proves their complete control over the "real time" and the "real reality," thus arguing for these specifically late 20th-century phenomena of hyperreality and the image of what once was called reality, i.e., simulacrum.

Simulacrum

Simulacrum (simulacra, in plural) is the term closely associated with the work of Jean Baudrillard and which, roughly, denotes likeness or/and similarity. At first, around the 16th century when it entered the English language, it was used to stand for a representation of a superior kind such a statue of a divinity and, then, around the close of the 19th century, its meaning considerably deteriorated to become synonymous with an inferior image lacking the quality of the original. In *Key Concepts in Literary Theory* (2006), Wolfreys et al argue that the term is bound up in Baudrillard's "reality effect," that

relates to the ways in which reality is often established and becomes replaced for some individuals and cultures through hyperreal media such as photography, film and other media; hence, simulacrum refers to the image, representation or reproduction of a concrete other in which the very idea of the real is no longer the signified of which the simulacrum is the signified. (92)

They also speak of the process connected with simulacrum and simulacra, that is, simulation:

Simulation, the process whereby simulacra assume their function, belongs to what Baudrillard terms the 'second order': there is no anterior 'real' only coming into being through the cultural dissemination of images (such as those of advertising) or simulacra. (92)

Simulation is, thus, the process of de-realisation of reality into simulacra, or inferior representations, which, on the other hand, signifies postmodern tendency to seriously question the idea of a beginning and origin. This clearly anti-Platonic stance stands in a stark contrast to what Plato and his followers believed, i.e. the superiority of an idea over reality, which is then copied or imitated by artists. Platonism has set the centuries-long European tradition of hierarchical opposition between nature and civilisation and the real and its image. But what when there is no real at all? In "Simulacra and Simulation," Baudrillard gives an answer:

When the real is no longer what it used to be, nostalgia assumes its full meaning. There is a proliferation of myths of origin and signs of reality; of second-hand truth, objectivity and authenticity. There is an escalation of the true, of the lived experience; a resurrection of the figurative where the object and substance have disappeared. And there is a panic-stricken production of the real and the referential. This is how simulation appears in the phase that concerns us: a strategy of the real, neo-real and hyperreal, whose universal double is a strategy of deterrence. (*Selected Writings* 166-184)

Like in Derrida's deconstructivist strategy, meaning is deterred, endlessly postponed, suspended and undecided.

On Unrepresentabilty of Divinity

Baudrillard also discussed the idea of God's representation as the most traditional area of simulation and, at the same time, the most dangerous one since if God had been represented in pictures, portraits, paintings, i.e. as a simulacrum, it meant that he had never existed as real in real time and space:

Outside of medicine and the army, favored terrains of simulation, the affair goes back to religion and the simulacrum of divinity: "I forbade any simulacrum in the temples because the divinity that breathes life into nature cannot be represented." Indeed it can. But what becomes of the divinity when it reveals itself in icons, when it is multiplied in simulacra? Does it remain the supreme authority, simply incarnated in images as a visible theology? Or is it volatilized into simulacra which alone deploy their pomp and power of fascination—the visible machinery of icons being substituted for the pure and intelligible Idea of God? This is precisely what was feared by the Iconoclasts, whose millennial quarrel is still with us today. Their rage to destroy images rose precisely because they sensed this omnipotence of simulacra, this facility they have of erasing God from the consciousnesses of people, and the overwhelming, destructive truth which they suggest: *that ultimately there has never been any God; that only simulacra exist*; indeed that God himself has only ever been his own simulacrum. Had they been able to believe that images only occulted or masked the Platonic idea of God, there would have been no reason to destroy them. One can live with the idea of a distorted truth. But their metaphysical despair came from

the idea that the images concealed nothing at all, and that in fact they were not images, such as the original model would have made them, but actually perfect simulacra forever radiant with their own fascination. But this death of the divine referential has to be exorcised at all cost. (169, emphasis added)

In this sense, we may argue after Baudrillard, religion becomes the most primitive, primordial form of simulation, and divinities have been the oldest form of simulacra. Interestingly enough, in Baudrillard's view, iconolaters have to be considered as possessing the most modern (today we would say – postmodern) minds since,

underneath the idea of the apparition of God in the mirror of images, they already enacted his death and his disappearance in the epiphany of his representations (which they perhaps knew no longer represented anything, and that they were purely a game, but that this was precisely the greatest game—knowing also that it is dangerous to unmask images, since they dissimulate the fact that there is nothing behind them). (170)

Yet, as Baudrillard argues, the power has remained with the images as the "murderers" of the real, "murderers of their own model as the Byzantine icons could murder the divine identity" (170), emphasising the significance of representation that a sign referred directly to its underlying concept (meaning) and that God, for instance, was supposed to guarantee this exchange:

But what if God himself can be simulated, that is to say, reduced to the signs which attest his existence? Then the whole system becomes weightless; it is no longer anything but a gigantic simulacrum: not unreal, but a simulacrum, never again exchanging for what is real, but exchanging in itself, in an uninterrupted circuit without reference or circumference. (171)

This self-propelled machine of signification's self-exchange does not refer to anything beyond itself (Derrida will argue later that there is no outside of the text); hence this assertion that the whole of signification is "an uninterrupted circuit without reference or circumference." And that sound very much postmodern.

The Postmodern

It is, indeed, a daunting task to define the postmodern and postmodernism since, by its very nature, the postmodern evades any conclusive statements and canonical truths about itself, thus any definition of the postmodern would be very much a denial of itself and, in fact, anti-postmodern. Nevertheless, for the purpose of this brief paper, I shall try to find some common premises from which the postmodern stems and group them in more or less coherent whole as fragments of the great unknown and the unknowable.

The starting remark will be ideological. In the prevailing view of the artists and critics working in the late 1950s and the early 1960s, such as Susan Sontag and Leslie Fiedler, modernism was too canonical and, to a great extent, represented the bourgeois culture of the modern capitalist world. The power of the modernist icons, James Joyce, T.S. Eliot, Virginia Woolf, D.H. Lawrence, for instance, instead of shocking and disturbing the petrified social hierarchy and middle-class values, made them classical, canonical and high culture (which they in fact still are today!). For the young generation of the 1960s, the post-war generation of baby-boomers, the dead classics became a burden too heavy to bear, particularly in the face of the decline of the university and the shift towards the mass and consumer culture. The result was a new phase of Marxist commodity fetishism, a fascination for images and the visual, the implosion of meaning, fragmentation of the self, de-centering of the subject and the collapse of the cultural hierarchies.

Another point of significance is the moment when the post-moderns decided to abolish, or at least to blur, the difference between the high, elitist culture of modernism and the low, popular one of the current times. As Storey (1999) has it,

[t]he postmodernism of the 1960s was therefore in part a populist attack on the elitism of modernism. It signalled a refusal of what Andreas Huyssen calls 'the great divide … [a] discourse which insists on the categorical; distinction between high art and mass culture'. Moreover, according to Huyssen, 'To a large extent, it is by the distance we have travelled from this "great divide" between mass culture and modernism that we can measure our own cultural postmodernity.' In spite of this, or perhaps because of it, […] , postmodernism signifies a culture of kitsch, when measured against the supposedly 'real' culture of modernism. (148)

This "real" culture of modernism has, in the process of incessant simulation, been re-duplicated to become "non-real," comic, imaginary. Andy Warhol, the icon of American pop art, saw commercial art as real art and real art as commercial one since he believed that art had always been in the possession of the ruling class and in the post-war America, as opposed to Britain and the rest of Europe, the ruling class was different and as was its taste and wealth. The practical

example of the merging of "high" and "low" cultures was the fact that the artist, Andy Warhol, designed the Rolling Stones' album *Sticky Fingers* and another artist, Peter Blake – the Beatles' *Sergeant Pepper's Lonely Hearts Club Band* album, thus proving that pop music and pop art have the identical artistic and commercial aims.

Finally, the theorist who introduced the term "postmodernism" into circulation was the Frenchman, Jean-François Lyotard, whose book, *The Postmodern Condition*, published in France in 1979 and then translated into English in 1984, has been considered to found the principles of the movement. For Lyotard, the postmodern condition was marked with the crisis of the status of knowledge expressed as incredulity towards metanarratives (also called grand narratives) like Christianity, liberalism (and later, neo-liberalism), Marxism, etc., with their privileged truths to tell. Instead, what becomes more and more audible are the so far stifled voices from the margin, advocating for difference, diversity and heterogeneity. In a similar way, Lyotard is sceptical of and suspicious to science that, in an aftermath of the Enlightenment, offers the best and the only path to the emancipation of humanity, thus assuming itself the status of a metanarrative. So does the higher education, which is the product of capitalism and the subject to market economy and is judged on the basis of its performativity (like science) and not by the ideals it is supposed to instil in students. Knowledge and universities are no longer seen as an end in themselves but as a means to an end. And, as Lyotard concludes on a brighter note, postmodernism breaks with one modernism to form a new modernism, arguing that a work can become modern only if it is first postmodern.

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Leveraging on Religious and Ethical Aspects in Marketing Takaful Products- Malaysian Experience

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Abstract

Takaful serves as an alternative for the Muslims to fulfill their insurance needs in a Shariah compliant manner. Participating in a takaful scheme, while aimed mainly at gaining protection against the risks, could also be perceived as a scheme of mutual help. The religious and ethical aspects of takaful can be an attractive value proposition to the people especially Muslims, as in Islam helping those in need with sincere intention for the sake of Allah is an act of piety rewarded by Him. Apart from the inherent spiritual distinctive feature of takaful, takaful products might also provide for other religious contentment. Some takaful products cover debt settlement for the deceased, payment for outstanding zakat, execution of charitable donation or waqaf and even providing for the performance of hajj, which are religiously of tremendous values for the deceased. All these features could be attractive marketing points for takaful especially among the Muslims. This study focuses on the religious and spiritual dimensions of takaful products and explores on the experience of a group of takaful agents of a selected takaful operator in marketing their products by leveraging on these aspects.

Keywords: Mutual Help, Religious, Ethical, Takaful marketing, Takaful Agent

Introduction

Takaful as an Islamic alternative to the modern conventional insurance is defined as a scheme based on mutual assistance, brotherhood and solidarity in accordance with the provisions of Shariah principles providing for mutual financial aid and assistance to the participants in case of occurrence of defined common risks. It is based on the mutual agreement among the participants to contribute to a common fund for the purpose of financial assistance to any member affected by the stipulated risk. Naturally, the very spirit and philosophy of takaful is closely related to Islamic teachings of helping each other in the times of need.

Insurance is one of the contemporary and recent developments in financial and economic activities even in the west. Therefore, the classical Muslim jurists did not specifically discuss it. However, the philosophy behind the insurance industry is not totally absent from the basic Islamic teachings. Generally, insurance policy is a contract of mutual financing in which one party is expected to be protected materially against an unexpected loss by the other party, in consideration of the payment of a particular amount of premium (Billah, 2003). Insurance is therefore a contract of exchange between two parties whereby the insured buys protection from the insurer at a price (premium) against a prescribed risk.

Contemporary Muslim jurists have discussed the above model of insurance in a series of discussions held since 1976. Most of them are of the opinion that conventional insurance is not allowed in Islam mainly because of the elements of *riba* and *gharar*. Below are some conferences held to discuss this issue and the resolutions they reached.

1) **The First Conference on Islamic Economy, Mecca, 1976**: Conventional insurance as practiced today does not comply with the spirit of *Shariah* and does not fulfil the requirements which might render it permissible.

2) **10th Conference of Prominent Muslim Scholars, Saudi Arabia, 1977:** Confirmed by consensus of opinion that conventional insurance in all its types is not permissible, whether it is life insurance or general insurance (on property).

3) **The Islamic Fiqh Academy (OIC), Jeddah, 1985**: Confirmed that conventional insurance is prohibited due to the uncertainties (*gharar*). The committee suggested as an alternative an insurance system based on cooperation and *hibah* (Mahmood, 1991).

This gave birth to the present day *takaful* which provide for an alternative for conventional insurance. Takaful was defined under Section 2 of the Malaysian Takaful Act 1984 as: "A scheme based on brotherhood, solidarity and mutual assistance which provides for mutual financial aids and assistance to the participants in case of need, whereby the participants mutually agree to contribute for that purpose." The newly introduced Islamic Financial Services Act 2012 which takes effect from May 2013 similarly defined Takaful under Section 2 as "an arrangement based on mutual assistance under which *takaful* participants agree to contribute to a common fund providing for mutual financial benefits payable to the *takaful* participants or their beneficiaries on the occurrence of pre-agreed events."

Unlike in the case of conventional insurance, *takaful* or mutual insurance policy is not a contract of exchange. Rather, it is a contract of mutual *hibah* or gratuity, whereby all participants agreed to contribute to a common fund (INCEIF, 2012). In Islamic law, contracts can be divided into two types; the first type is contract of exchange *(uqud muawadah)* or bilateral contract, whereby there is mutual exchange of consideration from both parties.

The second type of contract is contract of gratuity or unilateral contract whereby the consideration comes from one party only (INCEIF, 2012). The elements of *riba* and *gharar* are prohibited in exchange contracts (*uqud muawadah*) and not operative in a contract of gratuity or *hibah*. Under *takaful*, the policyholders are both the insurer and the insured as they collectively and mutually guarantee each other against the stipulated risks. Hence, although there is still some uncertainty in takaful as to when the risk against which a participant is making contribution will materialize, it is considered as tolerable in a contract of gratuity, and does not render the contract null and void.

It follows from the above that takaful is different from insurance in term of the relationship between the parties. Under insurance contract, the insured buys the policy from the insurance company for a price or premium. On the other hands, under takaful policy, the relationship between the parties can be generally described as follows:

a) **The relationship among the policyholders**: All the policyholders are bound by the contract of partnership and *hibah*. They jointly own the funds in accordance with their contributions and undertake to mutually protect each other on the basis of *hibah.* An issue might appear here as the participant is expecting coverage from the fund to which he is making contribution, hence giving raise to the question whether it is truly a unilateral contract or actually bilateral in nature. As the validity of takaful contract depends on the fact that it is not an exchange contract, it is crucial to refute the argument.

It has been argued that takaful arrangement still qualify as unilateral contract despite the claimable contribution based on the principle of *iltizam bi al tabarru* (self-imposed donation) as it is made from one side and there is no inter-relation of one iltizam to the other. (ISRA, 2011)

b) **The *Takāful* operator and the policyholders:** The relationship can be viewed from two sides. Firstly, in its role as manager of the *hibah* funds and insurance claims, the company acts as an agent on behalf of the participants. Second, in its role as manager of the investment of the total funds accumulated, the *takaful* operator may play the role of *mudarib* or entrepreneur in a *mudarabah* contract or an agent with a fee.

The present study is divided into 3 parts, the first part will look into the religious aspects of takaful, with special reference to some takaful products in Malaysia. The second part will focus on the ethical aspect inherently underpinned takaful services. Finally, the third part will provide for an analysis of a survey conducted in one of selected takaful operator in Malaysia. The respondents are the marketing agents of the takaful operator to examine to what extend they understand the religious and ethical aspects of takaful and leverage on those aspect in marketing takaful products. The importance of result of the survey is twofold; firstly it can be used to improve their marketing strategy and secondly to enhance public understanding on the inherent religious and ethical aspects of takaful.

Analysis on the religious aspects of takaful

The concept of takaful and its underlying philosophy inherently very much close to Islamic teaching. Indeed, this has been reflected in the definition of takaful itself whereby it was defined as a scheme or an arrangement based on brotherhood, solidarity and mutual assistance which provides for mutual financial aids and assistance to the participants in case of need (Billah, 2003). The concept used in takaful products is tabarru'[1] or donation whereby all the participants donated to a fund for mutual use in times of need as prescribed in the policy. In other words, by agreeing to the tabarru' part of their contributions, the participants agreed among themselves to cooperate and financially responsible to help one another.

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1 The word tabarru' here is used interchangeably with the word hibah, referring to the voluntary contribution by the participants.

The philosophy of takaful based on tabarru' principle if properly understood and implemented could be a tremendous value add for takaful products. The participant while seeking for coverage against their potential risk might also at the same time appreciate the fact that they are actually providing the same for others by helping them when in need. Providing help while in need indeed a noble act and cherished by people of different faith, which could be seen in cases of earthquake, hurricane or tsunami whereby people from different parts of the world would respond and help financially the affected countries. While in these cases the donation took place after the tragedy, under the takaful concept, it is collected in orderly fashion within a specified group prior to the calamity. Furthermore the good deeds of helping others would be especially meaningful to Muslims who believe that these kind of acts would entail the pleasure of Allah and considered as act of piety (Ahmad Nordin, 2007). In many places in the Quran as well as Hadith of the prophet, the spirit of helping one another has been enjoined upon the Muslims. In Surah al Maidah Allah says: "Help one another in furthering virtue and God consciousness (taqwa) and do not help one another in furthering evil and enmity."[1] In a hadith narrated by Ibnu Majah the Prophet said: "Verily a believer is one who can give security and protection to the life and property of mankind. In another hadith narrated by Imam Ahmad ibn Hanbal and Imam Abu Daud, the Prophet reportedly said: "Allah will always help his slaves (mankind) so long as they are helping each other."

Apart from the inherent concept of tabarru' and helping each other imbued in all takaful products, specific products also has been innovated to achieve the religious contentment from worldly act of participating in takaful for risk coverage purposes. While conventional life insurance embarks on the slogan "life insurance is for the living" "(Ahmad Nordin, 2007) takaful might leverage further on the fact that "takaful is for the living and the deceased as well." Some family takaful operators had incorporated in their products certain features so that a Muslim can plan for the utilization of the takaful proceeds in case of his death for some religious purposes. For a Muslim, the life after death is a continuation of this worldly life and their fate in the eternal life will be determined by his fulfillment of his duties in this temporary world. Some takaful products provide opportunity for the Muslim to plan to fulfill some of these duties and recommended acts in case they are not able to perform them immediately.

For example, takaful may provide debt settlement coverage in the case of the debtor untimely death. Paying debt is a religious duty of the Muslim which has been strongly emphasis by Islam. In one occasion, in a hadith narrated by Imam Bukhari, the prophet refused to pray upon the body of a dead companion who left certain unsettled debt until another companion by the name of Abu Qutadah voluntarily offer to pay on his behalf. Thus, by having this takaful policy, a Muslim can be assured that his debt will be settled in the event of his death.

Another example is takaful product which provide for the payment of outstanding zakat obligation of the participant and substitution of Hajj performance (*badal hajj*) two of the five pillars of Islam which involve monetary implications. Some takaful products provide for extra coverage for death or total permanent disability (TPD) occurred during hajj or umrah performance.[2]

Apart from performance of religious duties, takaful product also can provide for philanthropy acts which are highly recommended in Islam like charitable waqaf or even to cover the education cost of orphans or less fortunate children. For waqf takaful product, the takaful benefit will be partly used to participate in buying waqaf property like mosques, hospitals or schools. This could be a strong motivation for a Muslim to participate in this type of takaful knowing that some allocation has been specified for continuous good deeds (*amal jariah*) after his death which might not be able to do immediately.

From the above 2 conclusions are indispensable. Firstly, takaful in general is imbued with noble underlying Islamic principle of helping each other. Secondly, takaful products may be supplemented with additional values innovatively by providing for the fulfillment of specific duties of the Muslim as well as other highly recommended acts for the betterment of the whole ummah.

Analysis on the ethical aspects of takaful

This part will examine the ethical aspects of *takaful* in relation to three underlying concepts which originated from the conventional insurance but equally applied in *takaful* namely the concept of *Uberrimae Fidei* or utmost good faith, underwriting policy and insurable interest.

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1 Al Maidah 5:2
2 http://www.i-great.com/i-great/family.html

1) Takāful and the concept of Uberrimae Fidei or utmost good faith

The concept of *uberrimae fidei* or agreement of utmost good faith in insurance as explained by (Billah,2003) means that the parties to the policy or *takaful* plan must disclose the truth of the facts or the matters affecting the policy. Under the law, it is assumed that insurance contracts are entered into by all parties in good faith, meaning that they have disclosed all relevant facts and intend to carry out their obligations. Where lack of good faith can be proved, such as fraudulent application to obtain insurance, the contract may be nullified (Rubin, 2000). Under section 28 of the 1984 *Takaful Act*, it is the participants' duty to disclose in the proposal form fully and faithfully all the facts which they know or ought to know, otherwise the *Takaful* Certificate issued may be void (BIMB Institute of Research and Training (BIRT) 1996). As indemnity provided in *takaful* contract is based on the mutual responsibility of all participants, it is inherently a duty of each of them to disclose all material facts affecting the contract in order to achieve the objectives of transparency and justice. Failure to disclose might render the possibility of benefiting from the *tabarru* funds fraudulently at the expense of other participants.

2) Takaful underwriting

Underwriting is the process by which *takaful* operators consider and decide whether to accept participation of cover made by a "proposer" and the terms to be imposed. It is the process of examining, accepting or rejecting insurance risk and classifying those selected in order to charge the proper premium for each. Generally, the purpose of underwriting is to distribute the risk among a pool of insureds in a manner that is equitable for the insureds and profitable for the insurer (Rubin, 2000). The concept of underwriting is no less important in *takaful*, due to the solidarity and mutual assistance spirit inherent in *takaful* itself. Thus, the purpose of underwriting for family *takaful* for example is to maintain equity among the participants. In this case, each participant contributes to a common fund (*tabarru* fund) from which *takaful* benefits will be paid to any participant suffering from the risks defined. Therefore, each participant should contribute according to the expected loss probabilities that he might transfer to the fund. The *takaful* company should estimate the expected loss exposure presented to it by the participant and charge a rate or percentage to be attributed to the *tabarru* fund which is commensurate with that exposure (Ahmad, 1991).

Though underwriting policy and procedures originates from conventional insurance practice to ensure the insurance company's adequacy to compensate for the loss occurred, it is even more important in takaful ethically as the participants of takaful are both insurer and insured. *Takāful*, being a mutual insurance and mutual help in protection against loss, requires a reliable step in determining the fund's adequacy and capability in providing protection against loss for all members. This in return is an effective means towards ensuring transparency and justice, as the underwriting process provides transparency in determining the *tabarru* portion and ensures that any participant will not take from the fund more than what he deserves at the expense of other participants, unethically.

3) Takāful and the Insurable Interest

Insurable interest means the financial interest a person has in the subject matter of the cover. For its validity, insurance requires that the insured shall be so related to the subject matter of the insurance that he will benefit from its survival or will suffer from loss or damage to it or may incur liability in respect of it. The participant must stand in a relationship with the subject matter of the *takaful* whereby he benefits from its safety and well-being or freedom from liability and would be prejudiced by its damage or the existence of liability. A policy without an insurable interest is like a gambling contract that is clearly prohibited in Islam, by which a participant hopes for a chance to gain instead of providing a mutual cooperation for security against a risk (Billah, 2003).

Under the 1984 *Takaful Act*, there was no expressed condition for insurable interest for a *takaful* plan. In the case of life insurance, whereby the insurable interest is the life itself, it was argued that the question of requirement for insurable interest might not arise, as the participant in this case seeks to protect his and his family's interest. In *takaful*, the insured are themselves the insurers, and thus the element of gambling or the intentional self-inflicted harm will not be operative in a *takaful* for lack of insurable interest (Mahmood, 1991). Above all, the insurance benefit in a *family takaful* policy shall be distributed on the basis of the Islamic law of inheritance, as it is considered as part of the participant's legacy. The nominees in the policy are considered as mere trustees to administer the distribution of the *takaful* benefit after the participant's death.

However, the debate on the applicability of insurable interest has been settled in the newly introduced Islamic Financial Services Act 2012 whereby Schedule 8 of the Act statutorily requires permissible takaful interest. It provides: "a *takaful* participant entering into a contract of family takaful shall have a permissible *takaful* interest in the person covered at the

time such contract of *takaful* is entered into and at the time the *takaful* benefits are payable.[1] The following subsection stipulated the effect of the absent of permissible *takaful* interest on the validity of a takaful contract: "Where a *takaful* participant entering into a contract of family *takaful* does not have a permissible *takaful* interest in the person covered at the time such contract is entered into, the contract shall be void."[2]

Schedule 8 of the Act also specifically listed the persons having permissible *takaful* interest with the participant: "a person shall be deemed to have a permissible *takaful* interest in the person covered if that other person is:

(a) his spouse or child;

(b) his ward under the age of majority at the time the person entered into the contract of *takaful*;

(c) his employee; or

(d) a person on whom he is wholly or partly, dependent for maintenance or education at the time he entered into the contract of *takaful*."[3]

It could be concluded therefore that apart from religious aspects, the arrangement of takaful scheme also must be supplemented with some ethical and best practices to ensure that the noble objectives behind takaful itself could be achieved.

Analysis of survey

The survey was conducted in March 2013 distributed among 37 of *takaful* agents servicing a *takaful* operator namely Great Eastern Takaful. This *takaful* operator is actually a subsidiary of a group which also having a conventional life insurance company. Some of the respondents provide services to both insurance and *takaful* simultaneously. 11 out of the 37 respondents (29.7%) had the experience as takaful and/or insurance agent for more than 10 years.

The result of the survey shall be analysed in accordance with 2 main objectives:

1) To what extent the agents understand the ethical and religious features of *takaful*

2) To what extent they leverage on the ethical and religious aspects in marketing *takaful* products.

As for the first part, the objective is to measure understanding on takaful concept among takaful agents. This is important before measuring their reliance on ethical and religious aspects of takaful in marketing. For this part 4 questions were asked pertaining to the nature of takaful. The result of the survey for the first question shows 43% agreed or strongly agreed that the concept of takaful is very similar to conventional insurance. This is quite alarming as almost half of the respondent did not appreciate the distinctive nature of takaful concept.

On the second question pertaining to the position of the takaful customers compared to conventional insurance, 38% agreed or strongly agreed that there is no difference between takaful and conventional insurance customers.

However, the result for question 3 shows that more than 50% of the respondent willing to spend more time for voluntary training on takaful products to improve their knowledge before they could market it.

The above shows that there is still lacking of understanding on the true nature of takaful and its distinctive feature compared to insurance, although they had spent more time for training for takaful. However, majority of the respondents or 86% agreed that takaful is based on charity and helping each other. This shows that basically they understood the underlying concept of takaful which is based on charity and helping each other.

The second part of the survey focuses on the religious and ethical aspects as marketing points. 5 questions were asked in this part. The result for first question shows that 62% of the respondents like to explain to the potential customers the distinctive feature of takaful compared to conventional insurance.

The second question from this part interestingly shows that majority of the respondents or 81% agreed that the religious concept of takaful is a good marketing or selling point. On the question on the importance of religious and ethical aspect, 46% view that religious and ethical aspects are more important to the customers compared to investment benefits.

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1 Islamic Financial Services Act 2012, Schedule 8, Section 3(2)
2 Islamic Financial Services Act 2012, Schedule 8, Section 3(3)
3 Islamic Financial Services Act 2012, Schedule 8, Section 6

To measure the initiative taken to explain the religious aspect of takaful benefit like badal hajj or charity, 57% responded that they will explain even though not requested by the customer. It follows that the majority has taken the initiative to explain. It is also interesting to note that 71% of the agents agreed that they always explain to the customer that family takaful will religiously benefit the person covered even after their death.

The result of the above survey shows that majority of the takaful agents understood the underlying concept of takaful and its religious and ethical aspect, although improvements should be made to enhance their understanding. This shows that they are capable to explain to the potential customers and consequently leveraging on these aspects in their marketing strategy. The result also shows that they had actually leveraged on the ethical and religious aspect in their marketing by taking the initiative to explain to potential customer.

Conclusion

The very spirit and philosophy of takaful is closely related to Islamic teachings of helping each other in the times of need. While the main objective of takaful from the perspective of the participant is to serve as an alternative for the Muslims to fulfill their insurance needs in a Shariah compliant manner, it also provide other religious benefits. Thus participating in a takaful scheme, while aimed mainly at gaining protection against the risks, could also be perceived as a noble act of helping fellow participants as well as other religious benefits like settling debt, fulfillment of zakat and hajj duties as well as other charitable acts which is important for the Muslim for their life after death. Takaful also imbued and augmented with some ethical aspects whereby principles of utmost good faith, takaful underwriting procedure and insurable interest had been firmly established in takaful.

The analysis of the survey conducted shows that most of the takaful agents understood the distinctive nature of takaful and actually to some extent leveraged on the ethical and religious aspects in marketing takaful. As the studies (Ahmad Nordin, 2007) had shown that takaful market penetration is still very low even among the Muslims, it is a challenge to takaful agents to convince their potential participants by associating religious and ethical aspects with the worldly act of participating in takaful.

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Knowledge Management and Intellectual Capital - A Theoretical Perspective of Human Resource Strategies and Practices

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Abstract:

Significant debates on the role of human resources have been shifted from organizational assets to initiator of innovation and competitive advantages. A current research has investigated suggestive roles of intellectual capital (IC) in strategic human resource management (SHRM) process and human research management (HRM) practices. Conversely, others have shown that the successful management of IC has related to implementation of knowledge management (KM). In turn, those perspectives suggest the implementation and usage of KM ensure the growth of IC, and the innovative IC may become an effective human resources strategies and practices to acquire innovation and competitive advantages. Through a comprehensive analysis of the latest journals on those concepts, this study argues that human resource strategies and practices involving KM and management of IC give potential oppurtunities to gain innovation and competitive advantages. Besides, this theoretical perspective suggests organizational culture and leadership style are interrelated to the process.

Keywords: intellectual capital, knowledge management, Human resource strategies, Human resource practices.

1. Introduction

Today's economic growth represents both business practitioners and scholars dynamic and complex challeges, namely *global challenge* and *stakeholder challenge*. Global challenge is determined by globalization, market deregulation in some countries, business cooperation among countries surrounding areas of AFTA and NAFTA for example, and exemption from particular expenses. On the other hand, stakeholder challenge describes consumer's demands for improving high quality of goods and services provided, and for taking organization's social responsibility in business community. Those challenges have reinforced organizations to improve and grow their innovation and competitive advantages in both domestic and international markets (Noe *et. al*, 2000). Mostly, the forms of innovation and competitive advantages may be manifested through specific and effective business strategies such as producing product innovation, expanding market areas, improving a quality of services and a quality of processes of production, developing better systems of organization, and applying a particular budget saving. These strategies, identified as resource-based view (RBV), implies internal and external aspects, which provides the firm a potential of sustained competitive advantages over other competitors (Kong and Thomson, 2009). Since limitation and similarities of the external aspects – such as natural sources, technology, skillful and professional workers, the internal aspects (namely: human capital, structural capital, relational capital, organizational system, innovation, and knowledge management) offer valuable and uniqueness of the firm to support and develop competitive advantages.

Focusing on rare, imperfectly imitable and non-substitutable characteristics of resources, the internal aspects of the firm such as knowledge management (KM) and intellectual capital (IC) should be the center of strategic analysis (Kong & Thomson, 2009; Bontis, 2002; Rumelt, 1991; Nelson, 1991). Recent studies suggest knowledge is a critical strategic resource for organization even though some consider the human resources is not specifically deal with developing and supporting competitive advantages. The knowledge remains a valuable asset all employees bring to organizations. For example, Marr *et al*. (2003, p. 771) argue that successful management of IC is closely linked to the KM processes an organization has in place; which in turn implies that the successful implementation and usage of KM ensure the acquisition and growth of IC. Since misalignment between KM requirements in epistimological terms and individual's perceptions of organizational KM activities is recognized, understanding the different value pathways and knowledge transformation organization may assist to understand the requirement of the groups involved and to design KM processes that grow the

IC of organizations. Respectively, other researches have investigated the links between IC and strategic and practical human resources management. For example, Kong and Thomson (2009) point out that strategic human resource management (SHRM) entails on IC. Importantly, human capital exists in human resources in the form of cumulative tacit knowledge and human skills through a sequence of HRM functions such as employee selection, development and deployment (Snell & Dean Jr., 1992). This suggests that IC as a collective tacit knowledge give potential oppurtunities to gain innovation and competitive advantages through providing an effective SHRM. At its heart, the key strategic questions are what factors may support encompassing an effective intellectual capital management, and what factors trigger knowledge management becomes a potensial asset for growing competitive advantages. Consequently, the knowledge serves valuable and crucial asset for the firm. This idea brings the knowledge become an extension of the RBV; Kong & Thomson (2009) call it knowledge-based view (KBV).

Simultaneously, an organization should consider KBV to explicitly design a strategic human resource management to have a sustained innovation and competitive advantages. For its intangible asset, IC concept puts knowledge as a logic link to SHRM and HRM. It means that IC plays a prior preparation to adapt challenges and to increase organizational performance in the future. However, these ideas require further studies. As the findings introduce the association between KM, IC, SHRM and HRM, this study focuses on how the KM provides itself as a potential element of IC, and factors that contribute to the creation of valuable and compatible IC. Consequently, this article presents basic arguments and concepts to describe a crucial factor involving KM and IC in developing and growing a represented design of HRM as a uniq SHRM. The description itself is a result in a literature-based analysis; a method that is believed to assist the level of clarity and precesion of an unknown and unclear research area. Finally, this article offers an alternative pathway to a competitive advantage and innovation of the firm.

2. Knowledge Management

Since it was issued to be potential asset of the firm, knowledge management (KM) is growing interesting and popular among scholars and practitioners. For instance, Marr *et. al.* (2003) issue that the creation of KM is closely related to epistimological viewpoints of individual. They have shown that epistimologies differ between individuals and therefore there are divergent views of the knowledge creation process, influenced by the social and cultural context as well as by the ontology of individuals or groups of individuals [Marr *et. al.* (2003), p. 771].

Following Marr *et. al.*, Fernandez and Sabherwal (2001) claim that knowledge is an individual's reflection and experiences, resulting in inherent knowledge-possessing. It represents through language uses, rules, procedures, and concepts. Practically, individual's knowledge may become organizational knowledge when it is socially constructed and believed by the group of organization. The definition of knowledge in the context of organization may illustrate that: (1) knowledge exists in every individual, group and organization, and (2) knowledge may be considered an asset that can be resided, and a process to know something.

Individual knowledge residing in routines, processes and analysis – argued to be a static internal resource that can be controlled, exploited and traded like most physical resources in an organization (Kong and Thomson, 2009; Kong, 2008) – possesses tacit dimension, according to Leonard and Sensiper in Polanyi (1969). Concerning the tacit, Berman *et. al.* (2002) mention that there are two types of tacit knowledge. Firstly, individual tacit knowledge is one that is connected to a concept of individual's skills and capabilities (Nelson and Winter, 1982; Polanyi, 1969). It is gathered through insinuative pattern owned to unconcious cummulative-experiences which cannot be articulated, and that construct basic valuable human skills. Finally, team-based tacit knowledge, according to Weick and Roberts (1993), is a collective mind; knowledge that comes from group activities and that is memorized as a collective mind. In other words, knowledge of group is defined as individuals' cognitive combinations, or an inhered pattern possessing through collective experiences that are expressed by unconcius sincronic actions while executing intricate tasks in a particular environmental challenge. To sum up, tacit knowledge may reside in many forms and places such as organizational routines, human skills and network relationships within an organization, and it is ultimately members of the organization who embrace it (Kong and Thomson, 2009; Hit *et. al.*, 2001; Grant, 1996). This tacit knowledge is important for the firm because of its relation to individual interaction within an organization. For example, an executive manager who has experienced with a specific case will deal with his fully high performance in the same case without any difficulties in the future. It is identified that the information the manager has becomes tacit knowledge. This tacit knowledge presents a basic element, which increases productivity and competency of individual who is responsible for an assigned task. Thus, human resources become a repository of tacit knowledge (Kong and Thomson, 2009; Lado and Wilson, 1994; Tomer, 1987). The processes and practices in which the manager improves

his productivity and competency are argued to be a knowledge management (KM). In other words, KM may be understood from its activities, that is, obtaining, developing and sustaining a collective tacit knowledge in organizations.

At prior studies, KM is concerned primarily with its function to integrate four organizational elements, that are, leadership, organization, technology, and performance. It functions as a potential strategy to create, reach, and improve organizational performance. Respectively, it allows transfering knowledge to support adaptation, sustainability and competency to gain competitive advantages, commitment, improvement of HRM, and of quality of decision, products and services, intellectual asset preserve, implementation of knowledge and new insight (Alawneh *et. al*., 2009).

Along its development, KM actively involves with managing organizational knowledge to obtain a specific value and to develop competitive advantage and successful performance of the firm. Using the KM, organizations identify their potensial asset of knowledge and implement it to increase work performance and to innovate a brand new product. It implies that to exploit this asset, the organizations should be more responsive to the global and stakeholder challenge, identifying and acquiring qualified knowledge providing external organization.

Latest, KM is recognized as the fundamental activity for obtaining, growing and sustaining IC in organization as SHRM (Kong and Thomson, 2009; Marr *et. al.*, 2003; Marr and Schiuma, 2001). Focusing on the process, in the other sense, KM is considered to be a sistemic prosess to identify, select, manage, and present information in such a way that may feed individual with knowledge. Summarily, KM is a collective phrase for a group of processes and practices used by organizations to increase their value by improving the effectiveness of the generation and application of their IC [Marr *et. al.* (2003), p. 773]. That imply KM ensures the implemtation of IC as a truly strategy of HRM, and finally the acquisation of business goal.

3. Intellectual Capital

Intellectual capital (IC), firstly introduced by an economist John Kenneth in 1969, earns many definitions. Kong and Thomson (2009) view it as an organization's resources including collective tacit knowledge, human skills, experiences and any intellectual resource, which contribute to create value for the organization. Meanwhile, others have defined it as human skills, tacit knowledge, knowledge acquired through information systems (called codified knowledge), and technology used to develoop competitive advantages of organizations (Skandia, 1999 in Bataineh and Al Zoaby, 2011; Kong and Thomson, 2009). In this sense, IC is viewed as a strategic asset for organizational performance, and critical for the competitiveness of organizations (Marr *et. al.*, 2003).

When physical and financial assets which are no longer the strategic assets to facilitate competitive advantage, IC pays considerable attention to provide a competitive market position to an organization (Kong and Thomson, 2009; Teece, 2002). It means that the IC concept ensures the process of creation value to stakeholders and organizations. It is compatible with four attributes for the firm: rare, valuable, costly to imitate and non-substitutable (Kong and Thomson, 2009).

The theoretical framework of IC was firstly developed as a worksheet to analyze contributions fo intangible asset value of an organization (Sveiby, 1997 in Bataineh and Al Zoaby, 2011). However, its development leads to a strategic-based perspective, which allows the organization to identify and evaluate a main competency required to gain continuative and sustained competitive advantages (Viedma, 2003). Mainly, the importance of IC has enlightened about: (1) the revolution of information technology and social information; (2) the improvement of the roles of knowledge and knowledge-based economy; (3) the changement of interpersonal and networking operational patterns; and (4) the creation of innovation and creativity as key factors for organizational performance and competitiveness (Guthrie, 2001 in Rambe, 2012). Following the work of a number of scholars in the field of IC, the concept of IC covers three primary interrelated indicators: human capital, structural capital, and relational capital (Kong and Thomson, 2009; Borneman *et. al.*, 1999 in Fathi, 2013).

Human capital contends knowledge, human skills, competency, attitude, behaviour and personal experiences as employee. It exists in human resources in the form of cumulative tacit knowledge and human skills through a sequence of HRM functions such as employee selection, development and deployment (Kong and Thomson, 2009; Snell and Dean Jr., 1992). The IC concept views human resources as a key operational factor to support and contribute a dynamic creation value in day-to-day activities, and to develop a best performance of the firm. Human capital, as an cumulative capabilities in an organization, may assist to give best solution to business problems. However, Kong and Thomson (2009) have indicated that despite of increasing the stock of human capital when new employees join an organization, the human capital embodied in the new employees is not firm specific. They should encounter a period of dynamic adjustment cost to fit the new environment. Kong and Thomson (2009) have also mentioned the influence of new employees' prior industry experience.

According to them, their experiences may affect their performance, preventing them to unlearn and re-learn knowledge in the environment. In other words, organizations should pay attention more on managing human capital.

Following the work of Kong and Thomson (2009), the role of human resource in creating and growing the competitive advantage depends highly on the other two IC indicators: structural capital and relational capital. They argue that employees' know-how is most inimitable when it is firm specific and resides in the organization where it was originally developed. The structural capital, as a supportive infrastucture for human capital, refers to exploitation and manifestation of human capital when he is conducting his functions to increase organization's income and values adding to its assests. Simply it is knowledge that remains in an organization. The structural capital deals with general systems and procedures to cope business problems and to create innovation (Chu et.al., 2006 in Alipour, 2012). Further, structural capital describes organizational composition and organizational structure that bring to creation, development, and exploration knowledge. The firm may not optimalize its intellectual capital of human resources if it does not have specific sistemic systems and procedures (Shiddiq, 2013). Shortly, it is a mechanism and structure of organizations. Because of its complexity, the structural capital may be classified into innovative capital, process capital, and organizational capital. Other structural capital elements considered are organizational culture and routines. Kong and Thomson (2009) claim that both elements may help organizations to amplify human capital, to increase firm specifically and to decrease imitability. Consequently, HRM managers should consider structural capital when they are formulating and implementing a particular HRM strategy and practice. Kong and Thomson (2009) describe structural capital includes all of the non-human storehouses of knowledge in organizations such as database, routines, organizational culture and anything that creates value for organization.

In doing the business, an organization does interact with external stakeholders. Representing the exchange of knowledge between an organization and its external stakehoders, relational capital acts as a multiplying element creating values for the organization by connecting human capital and structural capital with other external agents [Kong and Thomson, (2009), p. 360]. The relational capital, also called customer capital, represents embedded-into capability knowledge that is used when individual interaction takes place, or knowledge that exists in business networks (Nahapiet and Ghosal, 1988 in Bataineh and Zoaby 2011). Briefly, the relational capital is an organization's relations with its external stakeholders and the perceptions that they hold about the organization, as well as the exchange of knowledge between the organization and its external stakeholders (Kong and Thomson, 2009). The capital involves knowledge improvement on customers, stakeholders, distributors, industrial associations (government) and society. As a result, this capital serves as comprehensive knowledge about marketing and customer relations. Relational qualities and capabilities of inviting new customers are keys to gain successful organization (Montequin et al., 2006 in Alipour, 2012). According to Kong and Thomson (2009), the relational capital helps members of an organization to appreciate the dynamic of external knowledge. This external knowledge is important to the roles of human resources in increasing the stock human capital and in potentially improving the quality of existing human capital within the organization.

The concepts of IC indicators illustrate that relational capital such as the loyalty of customers, the mutual trust and commitment of suppliers, the reputation and relationship that an organization has developed over time, may be built when human capital and structural capital have been optimized. Human capital as a main source of IC, suggested by Bontis (2004), provides a number of silent intellectual values that potentially support organizational routine activities. These routine activities produce knowledge that remains in an organization. The resided knowledge may assist individuals in their quest for optimum intellectual performance (Kong and Thomson, 2009). Simply, individual creativities, resulting in his intellectual knowledge both human capital and structural capital, increase loyalty, trust, commitment, reputation and relationship (relational capital), so that the performance of the organization may improve significantly. Consequently, the organization receives high financial incomes and sustained competitive advantages.

To sum up, IC may be defined and exploited as other physical resources. In spite of its elusive characteristic, IC may give organization new internal resources that potentially create competitive advantages (Bontis, 1996). That shows the organization operates its activity effectively when intellectual properties of individuals, infrastructures and intangible assets of customer are interrelated in the activity of human resources (Brooking, 1996). In this case, IC is defined as intellectual material (knowledge, information, intellectual properties, and experiences) that can be used to create prosperity. It may also be considered as a useful collective knowledge (Stewart, 1997).

4. Human Resource Strategies and Practices

A concept requires a strategic framework in its implementation. For example, individual tacit knowledge may contribute its functions to organizational business plan when it is managed properly. Knowledge management (KM), a main topic of KBV,

aims to provide learning organization to compete and challenge the growing economic change. In this case, KM serves the organization a strategic framework to exploit its resources, especially internal resources: tacit knowledge and IC.

As Kong and Thomson's argumentation (2009), HRM has received a legitimate relevance to strategy research based on the research-based view (RBV) of the firm, which is increasingly developed in 1990s. According to RBV, human resources play an important role in obtaining, growing and sustaining firm competitiveness. Stressing on knowledge as a critical strategic resource for organizations (KBV perspective), KM encourages knowledge transfer, supports knowledge sharing, and re-use it to create values (Kong & Thomson, 2009; Duffy, 2001). KBV creates a new view that knowledge is dynamic, evolving, quasi-autonomous system of knowledge production and application (Spender, 1996). That leads to an assumption that knowledge is a static internal resource that can be controlled, exploited and traded like physical resources in organizations (Kong & Thomson, 2009).

Supporting Colbert's theories, Kong and Thomson (2009) generate HRM strategy involves two assumptions. Firstly, individual tacit knowledge of employee provides the foundation for strategy formulation and the means for strategy implementation in an organization (Kong & Thomson, 2009). Secondly, HRM practices of the organization serve a crucial means to develop the strategy capability of its human resources (Kong & Thomson, 2009). It implies that the role of human resources in creating organizational advantages is manifested through the interrelated collective knowledge of employee to HRM strategies and practices (Hatch & Dyer, 2004).

According to HRM strategy, organizations should bring all parties to have tacit knowledge. With the supports of organizations, individual's knowledge may create human values. It seems that the individual begins to creatively think positive actions, which can contribute to organizations. The organization may control and exploit it by publishing etique codes, but by still giving individual opportunities to make his own decision. Individual tacit knowledge should be appreciated by himself, others, and related parties. Tacit knowledge may lead organizations to comprehensively understand their goals.

Furthermore, the ultimate objective of HRM in organizations is to encourage members of organizations to understand organizational existence and to learn effective and potential strategies to reach the goals. The successful HRM of an organization is identified by its consistency in developing new knowledge, sharing it in its operating environment, and adapting it in its technology, products and services. This is explicitly recognized that knowledge shoud be maintained, so that sense of team emphasized team's sense of belonging may be created, and the roles of knowledge can be optimized. Forms and capabilities of KM influence greatly on the quality of knowledge and on the quality of relationship and integration other elements of HRM.

Other studies on HRM have resulted in the importance of integrated strategy involving individual tacit knowledge and social-culture of an organization. This integration is believed to pursue the creation of sustained innovation. The concept of intangible asset, know-how-based organizations, and learning organization are frequently debated from the late 1980s to the early 1990s. In addition, statistics showed there were a significant numbers of organizations' interests on implementation of KM. In 1997, for example, there were 28 percent of organizations in USA and Europe had already implemented KM strategy, 50 percent made a preparation, and 93 percent planned it (Smith & Farquhar, 2000).

KM is implemented to manage information and knowledge that are structured in an organization. Because of that, the main purpose of the implementation of KM is to improve communication among individuals and quality of decision, so that it will accelerate new development, better and faster work result, high incorporative degree, and satisfaction of customers. A better communication among individuals in an organization, especially communication of tacit knowledge, initiates better organizational performance and arganizational sustainabilities.

As argued by Marr *et. al.* (2003), the central to all KM applications are that human beings provide themselves with different perceptions and philosophies. Besides, socio-cultural contexts differ from one to others. Those issues lead to conclusion that no two KM implementation will be the same. For instance, an organization with its own specific knowledge and its unique challenges will apply a particular KM that shows a specific process and activity, and that has different indicators of success. The design of KM will be determined by its unique elements of KM. One of KM elements relates to human resources with knowledge, ideas, skills and experiences. Thus, human resource is an unlimited and imperfectly imitable strategic asset for an organization. This asset along with technology and organizational culture offer effectiveness of productivity and competence to success over others.

5. The Relationships of Knowledge Management, Intellectual Capital, Human Resource Strategy and Practices

As argued by Kong and Thomson (2009), the IC concept presents knowledge to three primary interrelated indicators of IC. These three IC indicators, namely human capital, structural capital and relational capital, suggest a structured framework for HRM strategies and practices, which an organization applies to improve its performance (Roos, 1998). However, IC should be conceptualized in the role of human resources for optimal organizational performance (Kong & Thomson, 2009). In other words, management of IC involves knowledge assets that are gathered, built and maintained in organizations through KM.

KM, defined by Marr *et. al.* (2003), is the phase for a group of processes and practices to increase organizational's values by improving the effectiveness of the generation and application of its intellectual capital. Since KM processes cannot be observed like physical processes, management of IC should be visualized to explain the contribution human resources to organizational performance.

The first point is that epistimological viewpoints differ between individuals. As a result, the knowledge creation processes leads to different views. These processes are influenced by social and cultural context as well as the ontology of individuals or group of individuals (Marr *et. al.*, 2003). It seems that knowledge is socially constructed. Therefore, the design and application of KM differ from one organization to the others. Furhermore, organizational goals influence greatly on KM, a supportive strategy.

Being a competitive edge for an organization, a collective tacit knowledge, human skills, experiences, and other intellectual resources are managed effectively. The management of this IC may be examined through visualization proposed by Marr *at. al.* (2003). In the first step of Marr *et. al.*'s visual representation, identification of the key IC resources in an organization is executed to create values to gain strategic performance of the organization. Knowledge assets (see figure 1), as an identified IC resources, determine the strategy development. In this case, a manager should consider all IC resources before designing HR strategy and practices.
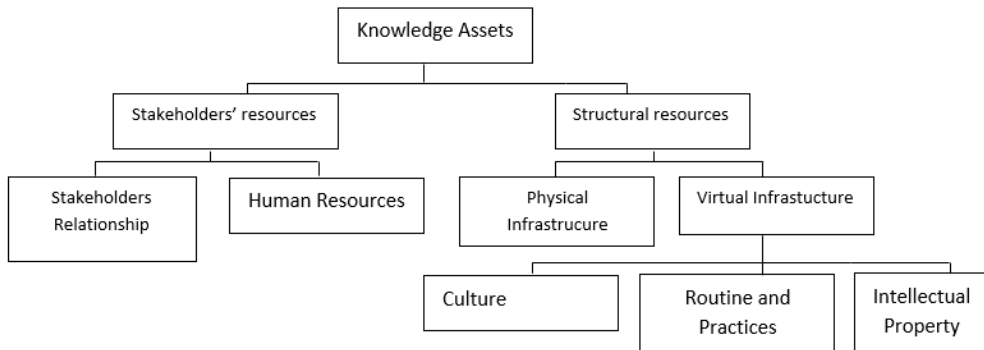

Figure 1

Classification of knowledge assets

Sources: Marr *et. al.* (2003)

The second step is to visualize the value creation pathways and transformation of key IC. It means that the visual representation shows the causal relationships of business logic that may lead to the achievement of the strategic objectives and the satisfaction of stakeholders. Then the third step is to measure performance through indicators that can be developed from the value creation. The performance indicators may provide a prediction that illustrates how the business works. After activities of identifying, mapping and measuring, at following stage, a manager decides whether cultivate and nurture the existing IC using KM processess or whether the assumption of value creation were wrong in which case they have to go back to step one and identify the real drivers of success (Marr *et. al.*, 2003). Similarly, the understanding of different value creation assists an organization to formulate KM processes that best suit the epistemologies of its employee to ensure effective and efficient system to manage its knowledge (Marr *et. al.,* 2003).

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In order to achieve organizational performance intended, there are some points to be considered. Firstly, as mentioned before, no KM will be the same since individual perception of organizational management activities differ from an organization to others. Consequently, the organization should consider social-cultural contexts involved, and make knowledge socially constructed. That indicates the social environment play a certain role in implementation of KM. Secondly, tacit knowledge of individuals may not be transferred so that knowledge sharing is an alternative to communicate information in the organization. However, knowledge sharing is not easy as sound. It requires willingness of the individuals. Clearly, the attitude of individuals plays an important role to the success of sharing activities. Since individual tacit knowledge and individual attitudes are greatly influenced by his perceptions on knowledge, KM is formulated to answer those challenges. Thirdly, the formulated KM may involve explicit knowledge embodied in procedure and cognitive process. In this case, it is suggested that self-generated to knowledge based is controlled by a certain process to ensure that there will not be unexpected or unwanted consequences of the changes. This condition may be created through communicating and implementing a specific and unique organizational culture, which defines the boundaries of the organizational in a manner. The organizatonal culture facilitates individual interaction by limiting the scope of information processing to appropriate level (Ogbonna & Harris, 2000). Fourthly, the organizational culture will be implemented successfully if leadership style is involved in the process. As Ogbonna and Harris (2000) suggested, leadership style may determine whether success of failure of a group, organization or even a country. Of course, it is suggested that one way to cope with the increasing volatility and turbulance of external environment is by training and developing leaders and equipping them with skills (Ogbonna & Harris, 2000). Finally, a crucial skill the leader requires is the skill of communication that is represented through language choice and use.

In conclusion, the environment within which the organization operates will influence the design of organizational strategy. In other words, industry, culture and economic condition will determine the HR strategies and practices of an organization. At the end, the environment and organizatonal strategy decide whether the organization performs well as expected.

6. Conclusion

Understanding the relationship between human resources of an organization and its performance may lead to the achievement of organizational innovation and competitive advantages. That also means the maximum effectiveness of the organizational performance may be achieved. However, human resources and organizational performance is not directly related. The concepts of IC, KM, and HR strategies and practices are involved in the process.

This article suggests that the implementation and usage of KM ensure the growth of IC, and the resulted IC plays important role in human resource strategies and practices to reach innovation and competitive advantages. Furthermore, the implementation of KM as the fundamental activity for obtaining, growing and sustaining IC in organizations, will be effective if the organizations consider deeply to the differences of socio-cultural contexts and individual perceptions on knowledge. To decrease the differences, it is suggested that the organizations should establish their specific organizational culture and should invest a good leader to cope with the increasing volatility and turbulance of external environment. Finally, communication skills, specifically language choice and use, are suggested to reduce unwanted and undesirable conflicts in executing a leadership.

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International Terrorism Challenge of Time

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Abstract

Through this paper, I do not aim to reflect and explain everything as it is more widespread than what it is thought, but what I want to convey is terrorism as a criminal act of the highest form and barbarism, once and for all should be identified so it can be combated. The fight against crime, undoubtedly constitutes one of the greatest challenges faced by today's society. Terrorism is a form of equally young and old crime manifested in different forms which today poses a threat to global security. The phenomenon of terrorism has become a major concern of the international community and countries around the world. Terrorism flies and stems like waves, at some point collides brutally with our lives and then withdraws by hiding as if nothing had ever existed, to strengthen and then hit again. Conflicts and wars have followed humanity from antiquity to the present day. One of the global challenges in the present time is international terrorism. Currently there are many social and forensic sciences who study terrorism as criminology, penology, global sociology, conflict sociology, religious sociology, political science etc. After Sept. 11, international terrorism became the central theme in the context of security and world peace. Border control was increased. The Americans experienced the feeling that everything they had been building for years was destroyed overnight. More and more today, we hear about terrorist acts. It is impossible to browse the newspaper and not find something that has no content for terrorism. These are modest reasons and incentives to explore and reflect on international terrorism as a real tendency to resist. However, it appears that international terrorism has reached multidimensional dimensions, it includes terrorist behaviors, causes and reasons for the occurrence of terrorist acts, the social context in which they may arise, research methodology of terrorism recognition, how to prevent and control terrorist acts, etc. Despite the commitment that I have indicated, I am aware that I have not been able to touch all the nuances of international terrorism, so all suggestions are welcome.

Keywords: International Terrorism Challenge of Time.

Introduction

Origin of International Terrorism.

Although this concern has arisen in the XVIII century, methods have always existed. Terrorism as a political war method consists in using the tools of violence in its most drastic forms, presented since ancient times, we can say that along its dynamics, terrorism has gone through these periods.

Ancient period.

In the period of the tyrants murders in ancient states, terrorism is used in the fight against tyranny and the tyrants. The theory of assassination of the tyrants presents reasoning of the tyrants' murder for political reasons trying to differentiate it from the struggle for power. Such acts as the murder of Hiparit, tyrant of Athens in 514 A.D conducted by Harmodi and Aritogeitoni etc.

Terrorism of the XIXth century.

Terrorism in the XIXth century and the introduction of anarchists until the XIXth century, the main and almost only form of terrorism was the assassination of leading figures like kings, emperors, then attacks were directed against church leaders, senior military officers, individuals with diplomatic functions as well as against other public figures, with particular impact on the current policy of the given country. The beginning of the XIXth century, when the means and methods of conducting, organization of individuals who commit such killings were perfected and raised to a higher level.

Terrorism of the XXth century.

At the beginning of the century, due to the tradition there is a consistency of appearance of terrorism, again with the face of murder of contemporary political figures in many countries such as Spain, Russia, USA, Germany, Italy. Generally, at this time terrorism was a national trend but starting from the period between the two World Wars and especially after incessant wars in the Middle East, international terrorism was observed and took place.

New terrorism.

The new terrorism differs from known forms now and not only by its international character, but because it also uses electronic network and sophisticated technology thus ensuring freedom from restrictions and is designed far from traditional terrorism. This type of terrorism in the unconsolidated democracies still has some political support. The new terrorists are very well organized and appear inclined to unlimited violence and suicidal acts to eliminate a large number of people.

Causes of terrorism.

The causes of terrorism constitute a certain objective circumstance that appear before motives and in one way or another affect the motives of the author of terrorism, and here causes must be distinguished from motives, which in themselves represents internal intention of the author of the terrorist acts that can be impulsive, emotional, moral, other effects resulting from his psychic [1].

2.1. Conflicts through certain social groups on ethnic or national grounds.

Conflicts through certain social groups on ethnic or national grounds, as the cause of terrorism, we can mention the situation created after the Second World War, as a result of the new definition of international borders and the creation and dissolution of various national states with millions people remaining outside their native countries[2] , such a situation is encountered, for example in South Asia, where the government of Great Britain after World War II was prepared to withdraw from some of the colonized territories, etc.

Conflicts between certain social groups on religious grounds.

Conflicts between certain social groups on religious grounds, as the cause of terrorism, we can take as an example the wars that operated in XXth century in Lebanon, which were wars between two religious regions and acted in the name of Allah[3].

The difference of National Terrorism with the International Terrorism.

The difference between national terrorism and the international one, rather than a legal fact is conceptual, because the nature of terrorism itself exceeds the boundaries of a state. International terrorism is characterized precisely to its extension in more than one state, therefore at least two, which will be attended by people from more than one country or territory of at least two states. Ndërsa në terrorizmin kombëtare personat i përkasin vete shtetit. Terrorism can be internal, international and sponsored by the supporting countries. International terrorism crosses the state borders, it is included in a geopolitical space and performed as an instrument to gain an immediate result or in a short time. Internal state terrorism on the borders of the state itself tends to manifest little secrecy. He is often performed openly. Sponsored terrorism by the supporting countries has external support, precisely at the state level. International terrorism is understood as something that exceeds the limits of national aims.

Types of terrorism.

3.1. Traditional terrorism.

Terrorists generally differ in their level of risk and degree of threat they pose in different countries, different periods of time, but there are some common areas in which they can be identified. They have at their disposal a wide variety of tactical opportunities through which they can operate. The real potential of these terrorist groups to use WDM brings more opportunities and dire consequences [4]. Terrorism of this kind is called new terrorism and definitely shows the need for a comprehensive assessment of terrorist threats and tactics which can be grouped as traditional terrorism and the new

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1 Dr.sc. Haki Demolli,''Terrorism'', Prishtine 2002, pg.104
2 Leonard Eeinberg dhe Paul Davis, cited work, pg.48
3 Dr.sc. Haki Demolli, "Terrorism'' Prishtine 2002, pg.105

terrorism. Five are the components of new terrorism: religious terrorism, ecological terrorism, narco-terrorism, nuclear, biological and chemical terrorism and computer terrorism or cyber-terrorism.

New terrorism.

Since the end of the Cold War and especially on the brink of the bombing of New York City, Oklahoma City and attacks in Japan, there has been a large increase in volatility and the threat of new terrorism [5].

Chemical Terrorism, which may use agents and chemicals in order to cause massive disaster, despite technical issues to be included by chemical processes, such as sarin gas in Japan by the Aum Shinriko etc.

Biological Terrorism, may use biological agents to achieve mass death.

Radiological terrorism, where a group of terrorists could disperse radiological material in an attempt to infect a population, located in a certain geographic area [6].

Nuclear Terrorism, which is a real danger of mass destruction posed by nuclear terrorism spectrum.

Terrorism agriculture, where pathogens for destruction of animals and crops, are easier to find than to create ammunition to kill.

Eco-terrorism, is similar to agriculture terrorism, is a threat to the environment and ecological system, it can easily damage the eco-system of a country causing destruction and immediate death to achieve their goals [7].

Cyber-terrorism, cyber terrorism is a combination of terrorism and computer space, it is defined as a deliberate attack, political, motivated against information, systems or softwares, and data which follow in violence against targets of international groups or clandestine agents.

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[4] Paul Eilkinson, ''The Strategic Implications of Terrorism'', 5; marre ne http;//is.ci-cect.com

[5] Dr. Mgnus Ranstorp

[6] Jim Walsh, ''Nuclear Terrorism: Risks, Consequences, and Response'' in ''Countering Terorism: Dimension of Preparedness'', fq.18

[7] Michal J. Stevens, ''What is Terrorism and can Psychology do anything to Prevent it'', fq.511, publikuar online in Eiley inter-scince www.interscience.eiley.com

Terrorist Acts.

5.1. Interpretation of terrorist acts.

For the interpretation of terrorist acts we have two theories:

Positivist theory

Post-positivist theory.

According to positivist theory derivative of attack is extracted directly by first strategic object to attack. Positivist theory focuses on the strategic object to make criticism. On the contrary post-positivist theory focuses on the audience, in this view to understand what the terrorists wanted to express by the attack, and why precisely that strategic object. Despite these theories to achieve their goals the terrorists carry out terrorist acts in various forms, through which they aim to hit their opponent or target [8].

Forms of terrorist acts.

The bombings are the main means of terrorist groups, more than half of the incidents and terrorist threats involve explosives and other terrorist tactics [9].

Arson is another tactic that has been the favorite of some terrorist groups, for more than the last 20-years almost 14% of all terrorist incidents have been the result of arson[10].

Assassination is an early used tactic, the word assassination derives from Hashasin or Society of Assassin [11].

Armed attacks have become increasingly more dangerous and more deadly than in the past [12].

Kidnapping is an activity which has been applied later on by terrorists and most used in today's terrorism in the world.

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[8] Dr.sc. Haki Demolli, ''Terrorism'', Prishtine 2002, pg.196.

Abduction is a terrorist act that needs goods, except when terrorists operate in an environment like Beirut, as to maintain abducted victim and to assure and preserve the area where the abductees is closed, a large number of people is needed, and always exists or exacerbates the risk that where the abducted person is being held, can be detected by the authorities of the country where the victim is from.

Sabotage, is an effective terrorist tactic against industrialized countries used against those countries because they usually appear as highly vulnerable.

Threats can be an effective tool when used by an organized terrorist group or a state-sponsored terrorist group.

Hijacking and holding hostages, such as the hijacking of trains, the mass transportation, subway, aircraft etc.

Mass murder of civilians, the use of weapons and technology of mass destruction [13].

Nature of terrorism.

6.1. Islamic terrorism.

Islamic terrorism can be distinguished from all other forms of terrorist action, mainly based on three specific ideological elements:

Islamic terrorism categorically rejects all other contemporary ideologies, the basic goal of Islamic terrorism is Islamic renaissance, which should bring not only the release of all Muslim territories from Western influences, but also the conquest of the whole terrestrial globe [14].

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[9] Karl A. Seger, The anti-terrorist handbook: A practical guide to counteraction planning and operations for individuals, businesses and government (Novato, Calofornia:Presidio Press,1990),pg.43.[10] Ealter Laqueur, The age of terrorism (Boston:Little,Broen and Company),pg.14.[11] Assassination, ''source http://en.eikipedia.org.eiki/assassination.

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[13] Richard Falk: Ending terrorism, published at ''terrorism and political violence'',from the editor Henry han SHBA,1993, pg.427.

Karakteristike tjetër është prezantimi i tij si formë e luftës së shenjtë e cila detyrimisht do të kurorëzohet me fitoren e plotë.

Elementi i tretë karakteristik është krijimi e rregullave të detyrueshme të sjelljes islame, është vrasja e armiqve të Zotit, armiqte tanë duhet të vriten, ndërsa të pafetë duhet ta zgjedhin vdekjen ose kthimin e tyre të detyrueshëm në fenë islame.

Western terrorism.

With the collapse of the Soviet Union and other communist governments in Europe it was seen as a trend, the decline of international terrorist activities. This can be explained by the influence of communist ideology that made the communist propaganda in Western Europe for terrorists.

War against terrorism.

Is the disappearance of terrorism possible and how can this be done?

The West, who suffers from vertigo due to its material success, has allowed materializing and commercial superiority that comes along with it, to prevail over everything else. In the stories of all civilizations, man can face the evil. The war against the threat of terrorism therefore is at the top list of the agendas of most of the governments of countries in order to fight terrorism and to give solution to this problem. Terrorists today are no longer confined to their national borders, they operate from foreign bases with a wide and complex network with international connections. Modern technologies and the arrival of the information age enables them to become global operators with little effort. The fight against terrorism can not remain confined to national action programs; it requires a joint and well coordinated plan internationally, as well as international solutions.

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[14] The International Terrorism a legal critique nga Muhamed Aziz Shukri, Vermont 1991, pg.11.

The fight against terrorism is certainly not an easy task and it needs joint efforts by the governments of many countries and should involve many people as part of the plan. This will provide a common basis for international policy and action in support of such collective efforts as:

The reaction to mind-set terrorism.

The main objectives, prevention, obstruction, response and protection.

Prevention, is achieved by maintaining strong objectives.

Obstruction, which have been very important to combat terrorism worldwide.

Prediction of terrorist activities and events achieved through improved detection capabilities.

Levels, political / diplomatic level, anti-terrorism measures used to manage risk and tactical level.

State policies.

Soft-line methods.

Harsh Line Approach methods.

Conclusions

The term terrorism has been interpreted in many different ways, mainly depending on the viewpoint that takes the issue. It has gone through various transformations in new aspects. Terrorism includes acts of violence by groups of people with a political motive or purpose. Terrorism has existed in various forms since the early days of human civilization. Terrorism has now become more threatening and its acts more dangerous. The fight against terrorism is a very complex and difficult task because the terrorists are not a structured or specified enemy, it has an elusive nature which makes it even more difficult to cope with. One way to oppose terrorism ios the importance featuring the very clear understanding of the essence and objectives to oppose terrorism. Diplomacy also plays a crucial role in the development of this international issue. The fight against it can sometimes be simple, because the state can fight only against small terrorist groups, by issuing orders against them. An important tool used by terrorists to advance their cause is the media. The role played by the media is a wild aspect of the fight against terrorism, being in a time that all information are conveyed by the media. In the framework of the recommendations we enumerate:

A clear and complete policy of the war against terrorism should be formulated by the state based on the understanding of the nature, type of terrorism and risk analysis.

A national policy against terrorism must have cooperation and international links because most of the terrorist activities today have international connections.

A joint plan of action determined to fight terrorism involving all concerned government agencies.

Efforts must be made to assess the threat of new terrorism and to adopt new techniques to deal with it.

Policies and actions against terrorism should be guided by fundamental democratic principles.

Adequate resources should be made available to effectively implement a plan against terrorism, otherwise the cost of failure will be extremely high.

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Impact of Leadership versus Organizational Effectiveness in the Secondary Banking Sector in Albania

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Abstract

Through an empirical and theoretical analysis, the study will demonstrate the relationship existing between the leadership style and organizational effectiveness, taking into account that the leadership model explored in this study will be the model provided by Bass and Avolio (1994), represented by the transactional, transformational and laissez-faire style. Impact and behavior of each style on the employees' motivation, increase of the business organization revenues and finally on the enhancement of organizational effectiveness. The research methodology selected for this study is the quantitative one, where a number of about 450 employees in the secondary banking system in Albania are planned to be interviewed. The measuring instrument will be divided in 4 sections and after data collection, the variable analysis will be realized via SPSS program, which enables the implementation of ANOVA test, Chi-square ($\chi2$), means, standard deviations, frequencies and correlations between the key variables to prove the study hypothesis. Finally, this scientific study will be closed with the relevant conclusions and recommendations.

Keywords: transactional leadership, transformational leadership, laissez faire leadership, organizational effectiveness, performance.

Introduction

Given that the Albanian society is still a society in transition, in terms of economic and socio-cultural aspects the Albanian business organizations can hardly identify with a particular model organizational success. The transition of the Albanian society from totalitarianism towards a market economy was obviously associated with their negative and positive effects. The impact of the regime strongly influenced the mentality of society or the organizational culture as a whole. Without underestimatingthe leadership behavior, which, as discussed below in the literature review, by supporting their work due to fear of punishment and reward, autocratic leaders were apt to imitate the followers according to their interests. Yet, can this kind of leadership style bring organizational effectiveness to the secondary banking system? Can that organizational culture of the totalitarian system function in a free market economy and competition between the banks of the second level in Albania? Or has the merger towards a market economy affected a change in leadership style, and this sector of the Albanian economy? These issues were the initial drive for launching this study, which is materialized below with specific steps to theoretical and empirical analysis.

Without doubt, all business organizations wish to be successful, but who makes them have a better performance and be more successful than competitors? According to many researchers, there are a number of variables that have an impact on the organizational effectiveness, but we can mention some of them, e.g. leadership style, organizational culture, organizational changes, organizational structure,strategy, technology etc. Organizational effectiveness, organizational performance, employees' satisfaction at work, as well as organizational changes are closely related to the style of leadership (Bass and Riggio, 2006; Drucker, 1974). As noted, the leadership style can motivate and stimulate employees to successfully overcome the difficulties faced by local and global competition (Luftman, 2004).

The paper aims to analyze and prove if the leadership has an impact on organizational effectiveness, and which of the leadership styles has a greater impact on the secondary banking system in Tirana. As a result, a research question of the paper is: What leadership model has the greatest impact on the organizational effectiveness and truly affects a leader in the organizational effectiveness of commercial banks in Tirana?

In order to support and respond to the research question, we have raised the null and alternative hypothesis (H_1 and H_0), $H \rightarrow$ leadership style (transformational, transactional and laissez-faire) affects the organizational effectiveness of the secondary banking system in Tirana. The aim of this hypothesis is to analyze a more positive and comprehensive approach of what makes an effective leader (Holt etc., 2009) achieve organizational goals (Caldwell and Dixon, 2010).

Trends to encourage and motivate followers are useful to produce and develop self-esteem and confidence among the subordinates (Burns, 1978), in order to increase their involvement in the process and their responsibility. Bass and Avolio (1994) considered leadership as the verified influence of an individual's skill to change their behavior by changing their motivation. According to them, the leaders are divided into three types or categories: transformational, transactional and laissez-faire leaders.

Literature Review

The issue of the leader and his influence on business organizations for decades has become the subject of studies by many researchers, and moreover a more positive and complete perception of what makes a leader effective (Eagly, 2007; Holt etc., 2009; Jogulu, 2010). Notwithstanding that, the organizations of all sizes are
engaged in organizations within a competitive environment and therefore they need effective leaders who understand the complexities of the always evolvingglobal environment; have intelligence, sensitivity and skill to motivate their followers in the effort towards excellence.

Accordingly, organizations need the right kind of leadership to survive the competition, because leadership is a key variable in the effective management of the business organization (Bell DeTienne, 2004).

Yet, this is clearly not an easy task. According to Cangemi (2011) etc., in a market that is shrinking and rapidly changing, the leader's vision or compliance plan and realization of organizational objectives may be based on already outdated assumptions (Fitzgerald, 2007), which can be put into challenging position the existence of the organization and part of its market. On the other hand, skills are required to transform them into advantages for decision making (Miller etc., 2008) and "wise choice" (Cangemi etc., 2008). Highly successful organizations focus on creating a comprehensive set of evaluation practices and leadership development in support of talents within the organization (Groves, 2007).

However, the leadership models have evolved and expanded beyond the influence and motivation they have offered to achieve organizational goals (Rosette and Tost, 2010; Caldwell and Dixon, 2010; Jogulu, 2010). It is clear that the trends to encourage and motivate followers are useful to produce and develop self-esteem and confidence among subordinates (Burns, 1978; Jogulu, 2010), in order to increase their involvement in the process and their responsibility.

Bass and Avolio (1994), considered leadership as the verified influence an individual's skill to change their behavior by changing their motivations. According to them, the leaders are divided into three types or categories: transactional- type of leader that uses the mechanism of control and rewards to motivate the external level; transformational - the kind of leader that uses bonuses to increase the commitment and motivation at domestic level; and or laissez-faire (non-intrusive) - leaders that offer no response or support to their followers.

Bass and Avolio (1994) considered styles of transactional and transformational leadership as distinct, but not mutually exclusive. They accepted that the same leader can use both types of styles of leadership at different times and situations, e.g. the unexpected reward is an effective leadership style, but is not as effective when used with transformational factors (Roper, 2009). According to the behavior of transactional and transformational leadership, (Bass, 1985), the effect and inspirational leadership appear when the leaders predicts the desirable future and clearly demonstrates how to achieve this, establishing high performance standards and determination to fulfill the goal. Further, the followers wish to identify themselves with the type of leadership, the leader in turn helps followers become more innovative and creative through the intellectual or material stimulation, in the leadership focus (Erkutlu, 2008).

Transactional leadership

Bass and his colleagues, based on the early work of Burns, concluded that a transactional leadership model was the one who exploited a transaction between leaders and followers, who were then rewarded or disciplined based on work results (Bass and Avolio, 1994; Bass, etc, 1996; Jogulu, 2010). They drew the conclusion that transactional leaders must be excellent communicators, in order to clearly define the objectives for employees. They apply rewards to encourage achieving or exceeding the objectives and penalties for non-compliance.

While identifying individual strengths of the subordinates, they draw up agreements with subordinates based on rewards and incentives in relation to the results to be achieved (Bass and Avolio, 2000).According to Bass and Avolio (1994), transactional leadership is the typical focus of the basic management, using bonuses as a control mechanism to motivate followers at external level, or the exchange relationship between leader and followers to fulfill their personal interests. According to many researchers (Burns, 1978; Bass, 1998; Bass and Avolio, 1994; Gibson, etc., 1997; Northouse, 2001), transactional leadership may appear in two forms of management: active leadership, by exception: the leader monitors the performance of followers and undertakes corrective measures if the follower does not meet standards; or the form of passive leadership, leader practicing passive management by exception, waiting to show problems before taking corrective measures or performs a delegating role and avoids any measures. Therefore, as we see from the above literature, the focus of transactional leader to enhance the follower's motivation and fulfillment of organizational objectives is through punishment-reward model to achieve performance.

Transformational leadership

The concept of transformational model was first highlighted by Burns (1978) in a context of political science and was later formulated in the theory of organizational leadership by Bass (1985). According to Burns approach, transformational leaders motivate their followers to perform beyond expectations, using bonuses to increase the followers' commitment and their internal motivation (Bass and Avolio, 1994).

The increase of followers' trust is also associated with the motivation to overcome their personal interests to the benefit of the group, or organization (Northouse 2001, Bass and Avolio, 1994), and consequently a higher support for increased organizational effectiveness. By further deepening the approach of Burns and his colleagues (Bass, 1985; Bass and Avolio, 1994, 1995) identified the components of Transformational Leadership behavior as idealized features; idealized influence; inspirational motivation; intellectual stimulation and individualized analysis (Bass and Avolio, 2004).

Hence, these are the distinguishing features of the other leaders, but also make them more susceptible to the result (Crawford, 2005), and better able to handle the technical aspects from the workplace rather than transactional or delegating leaders (Crawford, 2005), transformational leadership is supposed to foster creativity (Kahai etc., 2003; Shin and Zhou, 2003), to stimulate followers to see problems in new ways; contribute to develop their full potential, which can result in more positive creativity of the followers (Jong and Hart, 2007) and growingly effective leadership (Mandell and Pherwani, 2003; Jogulu, 2010) because it is essential for the development of subordinates and creating environments that promote continuous learning. Yet, not everyone thinks so. An experiment conducted by Jaussi and Dionne (2003), discovered low impact of transformational leadership on creativity. However, it is worth to mention that there are many researchers who have the same access to Jaussi and Dionne (Jong and Hartog, 2007).

In conclusion, according to some researchers (Bass and Avolio, 1990; Northouse, 2001), the transformational leadership brings greater effects than transactional leadership because transactional leadership leads to the expected results, while transformational leadership leads to performance that exceeds expectations of outcomes (Lowe, etc., 1996; Erkutlu, 2008).

Liberal Lleadership (laissez-faire)

Liberal style (laissez faire) is based on a very limited use of power, leaving subordinates a greater degree of freedom in their activities. Leaders define some very broad limits and letsubordinates define the objectives by themselves and the manner of their implementation, thus playing a role rather of a supporter than of a superior. Accordingly, this type of leader provides subordinates the right information serving as a link with the external environment.

According to Bass and Riggio (2006), liberal leadership is the kind of leader that in itself is oriented towards avoidance or lack of leadership. Liberal leaders do not make decisions, delay actions, ignore responsibilities, do not use any kind of power and avoidthemselvesby not getting involved.

According to Bass and Riggio (2006), laissez - faire is inactive and ineffectiveleadership. Contrary to the transactional and transformational leadership, the liberal leadership has proven to be a completely unproductive management approach. Corrigan, etc. (2000) write: "The laissez - faire leader is restrained, uninvolved and disinterested in the daily activities of the treatment team". According to them, the laissez – faire leadership had a negative impact, but consumers had a lower level of satisfaction and poorer life quality. Corrigan et al (2000) concluded that there was an inverse correlation between style and customer satisfaction that leadership and laissez – faire leadership, and a positive relationship between both transactional and transformational leadership.

Research Methodology

This paper is based upon positivist approach to ontological objectiveposition, where social reality is existent and can be studied as independent by us as researchers (Bob Matthews and Liz Ross, 26).Knowledge of the phenomenon of leadership style in organizational effectiveness through employee performance growth is based on what we as researchers can observe and record from the reality, being objective in relation to it, with no impact on data and surveyed subjects. The study hypotheses derived from existing reality, and contain casual links between two study variables as leadership style andorganizational performance.

Factual data of easily observable values obtained from the survey with 433 employees or around 11% of the employees in the secondary bank system in Tirana city, are used to prove the hypotheses.The data will be encrypted and then will be analyzed through the statistical program SPSS (Statistical Package for Social Sciences, version 20). Average, standard deviation, frequency and other statistical data will describe the characteristics of sample population. Testing of hypotheses will be performed through Chi-square test ($\chi 2$) where proper statistical level is acceptable at the quota of p <.05.

Of these 301 women and 13 men were interviewed. We contacted all the human resources departments of all banks, where it transpires that the total number of employees of the second level banks in Albania is around 6700, and the total number of employees in the secondary banking system in Tirana is 4280, specifically it is about 64% of the total. Random sampling is done by calculating the number of subsidiaries with the number of employees and the number of interviews for each bank.

The first section of the questionnaire was demographic one, whereby further demographic characteristics of the sample population were analyzed, where according to the analysis the sample is dominated by 22-30 year old persons, thus representing 60.3% and 31-40 years old constitute 27,2% of the respondents. As mentioned above, the number of participating women employed at second level banks in Tirana is 301 or 69.5% of the sample population, while men employed in this sector are 132 or 30.5% of the sample population.

According to data obtained from the quantitative analysis of the frequency, it results that 57 employees are Bachelor graduates or 21.2 % of respondents, 232 or 53.6% of the sample hold a Master of Science degree and only 2 employees or 0.4 of the sample population hold a Doctorate degree, the latter being senior managers at the bank where they practice their profession.

Data Analysis

Based on the econometric model, we already check if there is an express link in the hypothesis of this paper. The hypothesisH_0 ➔leadership style (transformational, transactional and liberal *(laissez-faire))* affects the organizational effectiveness. Accordingly, the independent variables are transformational, transactional and laizer-faire (let us refer them as L1, L2 and L3 in software), while the dependent variable is organizational effectiveness. Results are as follows:

lm (formula = effect ~ L1 + L2 + L 3, data = y)

Residuals:

Min	Median	1Q	3Q	Max

-1.58824 -0.22599 -0.00684 0.23078 0.86624

Coefficients:

Estimate Std. Error t value Pr(>|t|)

(Interc) 3.84459 0.08790 43.737 0 ***

Coefficients alpha reliability P-value less than 5%

L3   0.02847 0.002454 11.460   0 ***

L2   0.06001 0.02306 2.602   0.00959 **

L1   0.07215 0.01974 3.654   0.00029 ***

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.3527 on 433 degreesoffreedom

Multiple R-squared: 0.1032,   Adjusted R-squared: 0.09691

F-statistic: 16.49 on 3 and 433 DF, p-value: 3.692e-10

As noted above, all variables, without exception remain in the equation. We graphically present these results as below. Hence, weconfirmed that there is a clear impact of leadership (transformational, transactional, laissez faire)

in the organizational effectiveness. It is noted that the greatest influence belongs to the variable of 'transformational leadership'. The signs are all positive, so we have a fair/proportionalrelation, the growth of each of the independent variables is associated with the increase of the dependent variable (organizational effectiveness). A more complete picture is presented in the chart no 1.
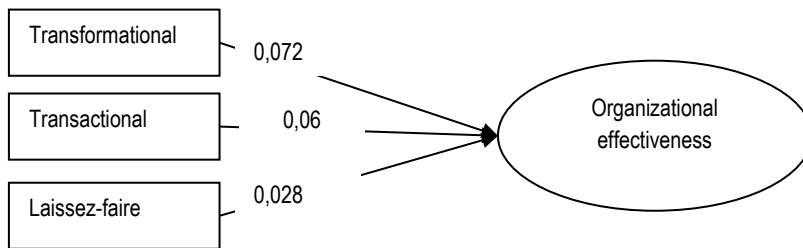
As it can be seen from the figure, each increase unit in transformational style is affected by an increase of 7, 2% in organizational effectiveness. Further, as for each increase unit in transactional leadership style, there is a growth impact by 6% in organizational effectiveness. Finally, any increase unit in laisser-faire style of leadership corresponds to an increase in organizational effectiveness by 2.8%. In conclusion, the study hypothesis: H_0 → leadership style (transformational, transactional and laissez-faire) affects the organizational effectiveness, is proven.

By interpreting data obtained from the software analysis, the results graphically presented below, making the relevant interpretation as below, on a case by case basis, for each variable. Based on the above data, as for the coefficient of the gender variable, it means that in our case males increase (on average) the organizational effectiveness by 8%, compared to women. Apparently, 3x1 ratio of men to women reduces productivity.

 Finally, the coefficient of education variable means that with the increasing level of education of workers with a higher degree (eg, from Bachelor to Master), the organizational effectiveness is increased by 6%. Hence, there is a positive relationship in the ratio of 1: 6% between these two variables.

Conclusions

Thus, according to analyzes, three main styles were elaborated, such as the transformational, transactional, and liberal ones. All these study variables were correlated to test their impact on organizational effectiveness and analysis of the study data showed that all the hypotheses set out at the beginning of the paper demonstrate statistical significance mainly at 5% and stability, thus asserting that study hypotheses are proven. Specifically, regarding the hypothesis of this study, stating that the style of leadership *(transactional, transformational, liberal)* affects the

organizational effectiveness, shows that all independent variables such as transactional, transformational and liberal leadership show a positive statistical stable relationship with the organizational effectiveness as a dependent variable. The highest values are introduced for the transformational leadership, which implies that this leadership style has a greater impact than others in the organizational effectiveness of commercial banks.

In analyzing the demographic section of the measuring instrument, the results demonstrated that gender, education have a direct impact on the organizational effectiveness. Specifically, the coefficient of the gender variable sex demonstrated that men increase, on average, 8% of the organizational effectiveness compared to women in the sector. Apparently,the high ratio of women in this system may be one of the latent variables having an adverse impact on the organizational effectiveness. Accordingly, the effectiveness is increased by 8% for each unit (1/3) of the increase of ratio between women/men. One cannotforesee how many similar units could be affected enhance organizational effectiveness after this element has not been a focus of study, but these are secondary data that have emerged during this study.

Finally, another key variable that has an impact on the organizational effectiveness is education of employees. A data analyses showed an increase of 6% of the organizational effectiveness with the upgrading of education to a higher level, namely, the transition from the first cycle of graduate (Bachelor) studies to Professional Master or from the latter to Master of Science, the organizational effectiveness is increased by 6%.

Even in this case, one cannot foresee the number of the increase units of the educational level to which the growing impact on the organizational effectiveness will be applied. All these variables clearly show that gender, age and education have a direct impact on the organizational effectiveness of second level banks in Tirana. These may be matters of interest to be explored in the future.

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The Influence of Entrepreneurship Attitudes and Interests on Learning Motivation and Its Implication on Student Professional Competency at Teacher Training and Education Faculty of Pasundan University

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Abstract

The teachers' roles which are needed in encountering the ASEAN Economic Community (MEA) are tough teachers, able to develop the knowledge, attitudes, and skills of learners. This study is aimed to find and examine the influence of entrepreneurship attitudes and interests on learning motivation and its implication to the students' professional competence at Teacher Training and Education Faculty of Pasundan University, with 43 students as sample. The research method is analysis descriptive method by using path analysis. The results of this study are as follows: 1) The state of students' entrepreneurship attitude is included in good category, with average score of 4.06; 2). The state of entrepreneurship interest is in good category, with average score of 4.17; 3) The state of learning motivation is in good category, with average score of 4.14; 4) The state of students' professional competence is in good category, with average score of 3.94; 5) There is influence of entrepreneurship attitude (X_1) to learning motivation (Y) with total influence of 32.8%, interest in entrepreneurship (X_2) on learning motivation (Y) with total influence of 30.47%. There is influence of entrepreneurship attitude (X_1), and entrepreneurship interest (X_2), simultaneously to learning motivation (Y) with total influence of 63.3%; 6) There is influence of learning motivation (Y) to professional competence (Z) of 67.7%. With the hope lecturers are able to include the understanding of entrepreneurship spirit and mental in every learning, so that the students of teacher program have entrepreneurship spirit and mental in process of professional development through learning practice.

Keywords: Attitudes, entrepreneurship interests, learning motivation and professional competence.

I. Introduction

A. Research Background

The implementation of the 2015 ASEAN Economic Community (MEA) agreement has been felt and real. The success of a number of capital markets in the ASEAN Economic Community (MEA) is highly dependent on Indonesia's readiness to join this ambitious integration. MEA is ambitious to be a single market and production base in its region. In addition, the society views which reflect the existing socio-cultural values indicate less conducive direction for improving the quality of education, such as the view that joining education is only to become an employee, this view will lead to a pragmatic approach to viewing education, and this requires mental, skills, social awareness and different cultural awareness in viewing educational outcomes. On the other hand the most fundamental in the mental formation of learners is the cluttered occurrence of teachers profession or lecturers who are oriented to profit, by teaching outside the homebased as it is more priority in tutoring outside school, lecturers are too over teaching in various universities. Indeed a teacher and a lecturer are able to hold the ethics of their professions optimally and able to develop it as to form a personal who is entrepreneurial in doing his task with learners who can survive and color his life.

Recognizing the important role of education for the advancement of the Nation and the State, The Act number 20 of 2003 on the national education system states that: "National education serves the nation intellectual life through the development of capabilities and the formation of the nation character and civilization that is dignified in the world society. The Act stipulates the importance of developing the potential of the Indonesian nation, namely through the development of learners' potential so as to bring Indonesia into a dignified nation in the world society. Learners are the assets that are

not just from the education production factor, learners have the potential to be developed by teachers or lecturers who are bound by Act No. 14 of 2005 of which teachers and lecturers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners.

Based on the data from the Central Bureau of Statistics (Badan Pusat Statistik/BPS) during August 2012, Indonesia's population of working is 110.8 million people who are dominated by primary education graduates of 53.88 million people (48.63 per cent) and secondary graduates of 20.22 million people (18.25 percent). Meanwhile, university graduates who have worked are only 6.98 million people (6.30 percent) and diploma education graduates are only 2.97 million people (2.68 percent). According to Syafei in Tilaar (2015:173) The education that we must give to our children is the education that nature does not give us. It is a strong personal attitude education so that the children may live lucky from the fruit of their own ability. It is not the education that pursues a diploma and then depends on it. Entrepreneurs have the talent and require outside influences to spark that talent into an entrepreneur. Herein, the important role of education lies in preparing the hidden traits that may be possessed by the entrepreneur.

This reflects that in particular students of teacher training program have not been optimal in applying their learning skills and learning and they have not reflected much of the progress which is associated with the teaching profession, as well as the characters that support the progress. Especially to understand and apply entrepreneurship which will obviously be very helpful in current and future life, the entrepreneurship spirit and mental are required to be owned; and it is able to be applied during the lecturing by the students of teacher training program. In addition, in the attention to the improvement of the professional teachers' world, it is the attention to technological development, where the lecturers as the instructors to the students of teacher training program are required for one step even two steps ahead of the students. Especially in the middle of the rapid flow of information and technology when it has become part of inherent in each activity, namely the learning materials can be obtained not only from the book. This was stated by Didi Turmudzi as the Chairman of Paguyuban Pasundan, PR (p. 6: 30 March 2016).

Based on the problems which are faced by students of teacher training program as it is mentioned above, it needs a solution that can help the students of teacher training in carrying out their teaching practice well in improving professional competence, that is by inculcating entrepreneurship through learning practice. In addition, it needs a solution that can assist the government in fostering and improving the professionalism of teachers in schools. The solution that is offered is entrepreneurship model for prospective teachers based on learning practices in improving professional competence, in the hope that later LPTK lecturers and teacher training program graduates have the entrepreneurship mental and spirit in carrying their profession.

B. Problem Formulation

- How the depiction of the Student's entrepreneurship attitude.
- How the depiction of the Student's entrepreneurship interest.
- How the depiction of the Student's learning motivation.
- How the depiction of the Student's professional competence.
- How much the influence of entrepreneurship attitude to Student's learning motivation.
- How much the influence of entrepreneurship interest to Student's learning motivation.
- How much the influence of entrepreneurship attitude and enthusiasm simultaneously to Student's learning motivation.
- How much influence of the learning motivation to the Student's professional competence.

C. Purpose

1. How the depiction of the Student's entrepreneurship attitude.
2. How the depiction of the Student's entrepreneurship interest.
3. How the depiction of the Student's learning motivation.
4. How the depiction of the Student's professional competence.
5. How much the influence of entrepreneurship attitude to Student's learning motivation.
6. How much the influence of entrepreneurship interest to Student's learning motivation.
7. How much the influence of entrepreneurship attitude and enthusiasm simultaneously to Student's learning motivation.
8. How much the influence of learning motivation to the Student's professional competence.

II. Theoretical Study, Paradigm and Hypotheses

A. Theoretical Study

1. The Understanding of Entrepreneurship Attitude

According to Casson (2012: 3) Entrepreneurship attitude is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities. Casson reinforces that entrepreneurship is as a basic concept which connects different disciplines fields such as economics, sociology, and history. Casson also explains that entrepreneurship is not only an interdisciplinary field, but is the subjects that link the major conceptual frameworks of different disciplines fields. Entrepreneurship comes from the word entrepreneur which is someone who is confident in doing a job, takes advantage of opportunities, creative, and innovative in developing his business. According to Alma (2009:22) the definition of entrepreneurship who originally said that it is a translation of entrepreneur. *(This entrepreneurship term comes from French, entrepreneur) which is translated into English with the meaning between taker or go-between.* The talented entrepreneurs build their companies in the areas that they understand and feel capable of based on sophisticated judgments and calculations, they may even have to take control of existing companies. Entrepreneurship arises when an individual dares to develop his new businesses and ideas. The entrepreneurship process includes all functions, activities and actions which are related to the acquisition of opportunities and the creation of business organizations (Suryana, 2001). Suryana (2003:1) reveals that entrepreneurship is a creative and innovative ability that is used as the basis, tips and resources to seek opportunities for success. The core of entrepreneurship is the ability to create something new and different through creative thinking and innovative action to create opportunities.

2. The Definition of Entrepreneurship Interest

Slameto (2010:180) states that Interests is a sense of preference and a sense of interest in a thing or activity, with no one to tell. Meanwhile, according to Djali (2008:121) that interest is basically the acceptance of a relationship between oneself with the outside self. Interest is very big influence in achieving in a job, position, or career. It will not be possible for people who are not interested in a job to get the job done properly. And this is reinforced by Rahman (2009:262) is a tendency to pay attention and act on people, activities or situations that become the object of interest with pleasure. Interest is the tendency or direction of desire to something to meet the impulse, interest is an inner impulse that affects the motion and will to something, is a powerful impetus for a person to do everything in realizing the desire attainment of the goals and ideals.

Interest in entrepreneurship indicates the joy or interest of someone to entrepreneurship. Alma (2010:12), the factors that influence the entrepreneur interest are the educational environment, the personality of the person and the family environment. According to Slameto (2010:54) explains that the factors that influence interest are:

a.   Internal Factors

- Physical factors such as health and disability.
- Psychological factors such as attention, interest, activity.

b.   External Factors

Family factors such as how parents to educate, relationships between family members, home atmosphere, family economic conditions, parents' understanding and cultural background.

School factors such as teaching methods, curriculum, teacher relationships with students, school discipline, learning tool, the state of the building.

According to Alma (2010:12) one's interest in entrepreneurship can be seen from two main indicators are: (1) how strong a person's efforts to dare trying entrepreneurial activity; (2) how much a person's efforts which are planning to engage in entrepreneurial activity (such as activities in managing time and finances for the purpose of entrepreneurship). Based on the above discussion, it is noted that interest in entrepreneurship is not always formed automatically from birth, but can be grown through education and training. Interest in entrepreneurship is also influenced by the existence of high soft skills, because to become an entrepreneur it is required a variety of skills and strong personal character.

### 3. The Understanding of Learning Motivation

The term motivation comes from the Latin '*movere*' in English means to move, it is a verb that means to move. According Djamarah (2008), motivation is a change of energy within a person who is characterized by the emergence of affective (feeling) and reaction to achieve goals. Gintings (2012:86) explains the role of motivation in learning is very important, because with the motivation, students will not only learn hard but also enjoy it. Gintings (2012:88-89) explains the motivation that is in line with Gray's point of view, in learning it is known two types of motivation which are seen from the source of the coming motivation, namely extrinsic motivation and intrinsic motivation. Extrinsic motivation is the motivation to learn that arises from the outside factors of the students themselves, in which the factors can be positive and negative. The intrinsic motivation is the motivation to learn that comes from within the students themselves, especially the awareness of the subject matter benefits for the students themselves, the benefits can be 1) the ability of competence in the field that is being studied in the work or future life; 2) the exposure of knowledge that is gained from learning in broadening their insights so as to provide the ability to learn other material; 3) the gain of a satisfaction sense because of the success in knowing about something that has been their obsessions or desires; And 4) the gain of pride because of the recognition by the social environment towards the competence of his achievements in learning.

4. The Understanding of Professional Competence

According to the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 on the standard of academic qualification and teacher competence, Professional Competence is the ability in mastery of subject matter widely and deeply. According Satori (2009: 21) there are 4 components of professional competence of teachers, namely:

- Having knowledge about learning and human behavior
- Having knowledge and master the field of study that is taken
- Having the right nature of oneself, school, colleagues and field of study that is taken
- Having the skills to deliver teaching materials

Research Paradigm
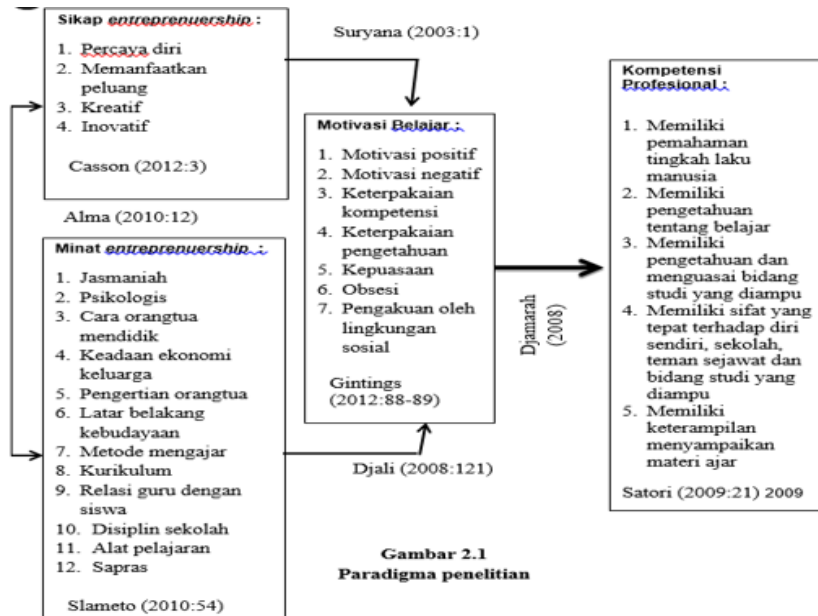
Gambar 2.1
Paradigma penelitian

Entrepreneurship attitude:

1. Self-confident

2. Exploiting opportunities

Learning motivation:

1. Positive motivation

2. Negative motivation

3. Creative

4. Innovative

5. Obsession

6. Recognition by social environment

3. Competence

4. Knowledge

Entrepreneurship Interest:

1. Physical

2. Psychological

3. Parenting way

4. Family economic condition

5. Parent understanding

6. Cultural background

7. Teaching method

8. Curriculum

9. Teacher relation to students

10. School discipline

11. Learning tool

12. Facilities and infrastructures

Professional Competence:

1. Having the understanding of human behaviour

2. Having knowledge about learning

3. Having knowledge and ability in learning the field of study which is skilled

4. Having the right nature of oneself, school, peers and field of study which are skilled

5. Having skills of delivering teaching material

C. Hypothesis

Based on the framework that has been described above, the hypothesis in this study is formulated as follows:

• There is influence of entrepreneurship attitude to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.

• There is influence of entrepreneurship interest to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.

• There is influence of entrepreneurship attitude and interest to Student's learning motivation at Teacher Training and Education Faculty of Pasundan University.

• There is influence of learning motivation to Student's professional competence at Teacher Training and Education Faculty of Pasundan University.

III. Research Methods

A. Research Methods

The study which is conducted by the author is using quantitative approach with descriptive analysis method, namely the study on the problems of the current facts of a population. The analysis is path analysis technique (Path Analysis), and its processing is planned using SPSS which describes the hypothesis in a path diagram so it looks the paradigm that represents research hypothesis.

IV.Results and Discussion

1) Description Analysis of Entrepreunership Attitude Variables (X$_1$)

The following is an instrument for measuring entrepreunership attitude variable (X1) which consists of 14 items of questions. The dimensions to measure entrepreunership attitude variable in this study are self-confidence, exploiting opportunities, creative, innovative. The following is a description of the respondents' responses:

Table

Data Processing Results of Entrepreneurship Attitude Variable

No	Aspects	Scores	Average	Category
1	self-confident	739	4.29	Excellent
2	exploiting opportunities	683	3.97	Good
3	Creative	540	4.18	Good
4	Innovative	485	3.75	Good
	Total	2,447	4.06	Good

Source: reprocessed primary data

2) Description Analysis of Entrepreunership Interest Variable (X$_2$)

The following is an instrument to measure entrepreunership interest variable (X$_2$) which consists of 12 items of question. The dimensions to measure entrepreunership interest variable in this research are physical, psychological, parenting way, family economic condition, parent understanding, cultural background, teaching method, curriculum, teacher relation with student, school discipline, learning tool, facilities and infrastructures. The following is a description of the responses of respondents as follows:

Table

Data Processing Results of Entrepreunership Interest Variable

No	Aspects	Scores	Average	Category
1	Physical	193	4.48	Excellent
2	Psychological	194	4.51	Excellent
3	Parenting way	171	3.97	Good
4	Family economic condition	166	3.86	Good
5	Parent understanding	186	4.32	Excellent
6	Cultural background	173	4.02	Good
7	Teaching method	189	4.39	Excellent
8	Curriculum	187	4.34	Excellent
9	Teacher relation with students	181	4.20	Good
10	School discipline	183	4.25	Excellent
11	Learning tool	184	4.27	Excellent
12	Facilities and infrastructures	147	3.41	Good
	Total	2.154	4.17	Good

Source: reprocessed primary data

3) Description Analysis of Learning Motivation Variable (Y)

The following is an instrument to measure Learning Motivation variable (Y) which consists of 7 items of questions. The dimensions to measure Learning Motivation variables in this study are positive motivation, negative motivation, competence, knowledge, satisfaction, obsession, recognition by social environment. The following is a description of the respondents' responses:

Table

Data Processing Results of Learning Motivation Variable

No	Aspects	Score	Average	Category
1	Positive motivation	357	4.15	Good
2	Negative motivation	528	3.68	Good
3	Competence	533	4.13	Good
4	Knowledge	336	3.90	Good
5	Satisfaction	351	4.08	Good
6	Obsession	563	4.36	Good
7	Recognition by social environment	187	4.34	Good
	Total	2,855	4.14	Good

Source: reprocessed primary data

4) Description Analysis of Professional Competence Variable (Z)

The following is an instrument to measure the Professional Competence variable (Z) which consists of 5 items of question. The dimensions to measure the Professional Competence variables in this study are Having the sense of human behavior, Having knowledge about learning, Having knowledge and ability in learning the field of study which is skilled, Having the right nature of oneself, school, peers and field of study which are skilled, Having skills to deliver teaching material. Here is a description of the respondents' responses:

Table

Data Processing Results of Professional Competence Variable

No	Aspects	Score	Average	Category
1	Having the sense of human behavior	163	3.79	Good
2	Having knowledge about learning	829	3.85	Good
3	Having knowledge and ability in learning the field of study which is skilled	1,037	4.01	Good
4	Having the right nature of oneself, school, peers and field of study are skilled	1,050	4.06	Good
5	Having skills to deliver teaching material	140	3.25	Good
	Total	3,219	3.94	Good

Source: reprocessed primary data

C. Descriptive Statistics

Based on the results of descriptive calculations that is compared with the above criteria, it is obtained the following results:

Table

Criteria in Achieving Scores of Each Variable

Variable	Average	Criteria
Entrepreneurship Attitude	4.06	Good
Entrepreneurship Interests	4.17	Good
Learning Motivation	4.14	Good
Professional Competence	3.94	Good

D) Path Testing

From Path Testing of X1, and X2 to Y Path testing results (Path analysis), it is obtained results as follows:
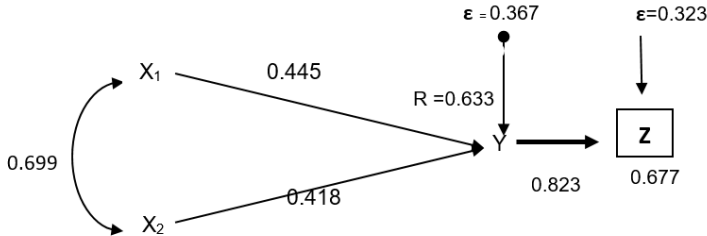
Figure 1

Simultaneous Path Influence of Entrepreunership Attitude, and Entrepreunership Interest on Learning Motivation and Its Implication to Student Professional Competence

Recapitulation of calculation results on direct influence and indirect influence of each independent variable to dependent variable is seen in the table as follows.

Table

Matrix of Direct and Indirect Influence of Entrepreneurship Attitude (X1), and of Entrepreneurship Interest (X2), on Student Learning Motivation (Y)

Variable	Path Coefficient (Y)	Correlation	Direct Influence	Indirect Influence	Total	z
(X1)	0.445	0.699	19.80%	13.00%	32.8 %	
(X2)	0.418	0.699	17.47%	13.00%	30.47%	
The simultaneous influence of X1, and X2 on Y:					63.3%	
The Influence of Y on Z						67,7%

Source: Data Processing Results

3) Determination Coefficient

Table

Table of Determination Coefficients (R^2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795a	.633	.614	4.97324

a. Predictors: (Constant), *entrepreneurship* attitude, *entrepreneurship* interest

Determination Coefficient (Square Multiple Corelation) is a coefficient that is used to determine the amount of independent variable contribution to changes in dependent variable. In accordance with the total calculation results of direct and indirect influence is 63.3%, while the rest of 36.7% is the contribution of other variables that are not examined.

4) Data Processing Results through SPSS for the Influence of Learning Motivation on Student Professional Competency at FKIP of Pasundan University

Table

Model Summary

The data

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823a	,677	,669	5,66718

a. Predictors: (Constant), Learning Motivation

processing results in the table above shows that the learning motivation variable is worthy to be included in the regression calculation because the variable is not issued by SPSS (check sub-table: variables entered/removed). The influence of learning motivation on professional competence is 0.677 or 67.7% as it is shown in R Square column on summary model sub-table. Thus it can be stated that the learning motivation gives the influence of 0.677 or 67.7% on professional competence, while the size of epsilon is = 0.323 or 32.3%.

V.Conclusions and Recommendations

Conclusions

• The condition of student's entrepreunership attitude of FKIP at Pasundan University Bandung is in good criteria. However, for innovative dimensions is not optimal yet.

• The condition of Student's entrepreneurship interest of FKIP at Pasundan University Bandung is in good criteria. However, specifically for facilities and infrastructure are still low.

• The condition of student's learning motivation at FKIP of Pasundan University Bandung is in good criteria. However, for the dimensions of negative motivation, the availability of knowledge, satisfaction and competence are still low.

• Student's professional competence at FKIP of Pasundan University Bandung is in excellent criteria as well. However, for the dimensions of having the skills to deliver teaching materials and having an understanding of human behavior are still low.

• There is significant influence of entrepreneurship attitude to student's learning motivation at FKIP of Pasundan University Bandung of 32.8%. Thus, if the entrepreneurship attitude is more effective, it will increase the learning motivation.

• There is a significant influence of entrepreunership interest on the student's learning motivation at FKIP of Pasundan University Bandung of 30.47%. Thus, if the entrepreunership interest is more effective then it will increase learning motivation.

• There is a significant influence simultaneously from entrepreneurship attitude, and entrepreneurship interest, to student's learning motivation at FKIP of Pasundan University Bandung of 63.3%. Thus, if entrepreneurship attitude and entrepreneurship interest are more effective, it will increase learning motivation.

• There is a significant influence of learning motivation on the student's professional competence at FKIP of Pasundan University Bandung of 67.7%. Thus, if the learning motivation is more effective, it will increase professional competence.

Suggestions

Student's entrepreneurship attitude at FKIP of Pasundan University Bandung is in good category, but for innovative dimension is not optimal yet, it needs to be improved. Thus, this condition must be improved through the students for getting training, and mentoring about effective learning and workshop to create media and teaching materials that have high economic value.

Student's entrepreneurship interest at FKIP of Pasundan University Bandung is in good category, however, especially for facilities and infrastructure are still low and needs to be improved. The improvement of facilities and infrastructure can be done through the grants submission of facilities and infrastructure to the government and exchange students with other universities.

Student's motivation at FKIP of Pasundan University Bandung is in good category. However, specifically for the dimensions of negative motivation, availability of knowledge, satisfaction and competence are still low. It is worth noting, especially the lecturers provide assistance and strengthening in teaching and learning process, and promote student-centred learning.

Student's professional competence at FKIP of Pasundan University Bandung in the good category too, but the dimensions of having skills to deliver teaching materials and having the understanding of human behavior need to be improved. This can be done through counseling efforts and counseling guidance workshops and lecturers teach the students by teaching them how to learn and students are given deep understanding of learning materials that are in school.

Entrepreneurship attitude has the greatest influence on learning motivation of 32.8%. For that FKIP of Pasundan University should be more active to role in efforts to improve entrepreneurship attitude. Due to the more increasing entrepreunership attitude, it will also increase learning motivation, the quality of teachers increases then the quality of education will increase.

Entrepreneurship interest gives a significant influence on learning motivation of 30.47%. For it needs an optimal effort in improving learning motivation in facilities and infrastructure.

Entrepreneurship attitude and entrepreneurship interest simultaneously influence learning motivation at FKIP of Pasundan University Bandung. But there are other variables that influence learning motivation that need attention and need efforts to develop and improve learning motivation from other aspects such as organizational culture, leadership, discipline and the most important is to improve teacher competence.

Learning motivation gives a significant influence on professional competence of 67.7%. For that the Dean and the Leader of Study Program at FKIP of Pasundan University need to do supervision to improve student's learning motivation thus student's learning result is optimal.

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Language Policiy for the Tendency of the Sound Complex in the Albanian Anthroponymy and Patronymic

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Abstract

The authors reflects on the progress of anthroponymy and patronomy sounds tendency and its applied linguistic policy in the last century and the beginning of the new millennium. The research is carried out in two periods: during and post-communism. The authors have done a long-time research on this topic, which has resulted in an accurate argumentative discourse on pre-linguistic choices of these sonoric complex usages in family discourse. The authors have listed carefully the entry of Illyrian/Albanian names and the tendency of sonoric usages, which were part of language planning process; and everything is argued on the basis of national spirit of the time. The linguistic policy of entering of Illyrian names into family discourse is also seen as a general trend of Renaissance (1730-1912) for the purpose of restoring historic memory to Albanians. After the 1990-s, the beginning of democracy in Albania, nonetheless the publishing of the study on newborn names, the linguistic policy has never been applied for many reasons. For the last two years, 2015-2016, linguistics, students, surveyors, educational secretaries, members of civil status, have listed a number of reasons on the choices of the names of newborns in Albania. The freedom of choice of the sonoric complex, the trend of names, the tendency of names in the western world, emigration, etc., are some of the reasons to justify the choices and the linguistic behavior of sonoric complexes. The study is carried out in several municipalities and it is noticed that sonoric choices are highly influenced by the trends in media. There is an avoidance of inherited muslim, catholic and orthodox names and of those names claimed by linguistic policy of 1970-1990. Such linguistic tendency is argued on national basis by making comparisons on the frequency of uses. Diachronic comparisons of Albanian names found in registers of different years reflect the cultural trends of the parents. Albanian families have been quite generous with the borrowings of names from other cultures. Borrowings, as an integral part of linguistic policy, are result of foreign literature, movies, history and fashion.

Keywords: Language Policiy for the Tendency of the Sound Complex in the Albanian Anthroponymy and Patronymic

Introduction

The sound complex of the anthroponymy and the patronymic have attracted many linguists on making that object of their studies even in small spaces, territorially and culturally limited: in one commune or several communes of a district with lot of villages and cities. Also have drew the attention, the second forms of personal names which are a transitory phenomenon or one of the interesting points where the linguistic meets(mixes up with) the unlinguistic therefore it constitutes one of the furrows of further sociolinguistic research.

Other linguistics has seen this sound complex as an arbitrary connection with the humans they name. While they don't have close connections with the humans they name, they can undergo interferences from the family assembly or language policies over the years which can consciously change and replace them with other names, as happens during periods of conquest.

The community consequently changes their faith and requires the forced change of old naming. Particularly personal proper nouns are subject to this interference. Another cause of conscious changes is the popular etymology, asking from individuals of a family or further more to know the meaning of the name or of the patronymic because after all these are language words. The author of the compiled vocabulary with people names, advises, to explain these anthroponyms to each one : "Proper nouns, as a rule, are depleted from the expressed meaning of the general noun or the word they come

from. You can say they get a neutral meaning or "do not have" a meaning at all, they do not express the notions, but they just name it. "Therefore names are not used by the linguistic meaning they originally have."[1] Also can't deny the tendency to link their sound form with meaningful words of the language trying to give a sense to words, to their personal proper nouns. In other cases to hide the meaning of personal names from names with bad meanings or pejorative nuance of meaning, the form of patronymic[1] has been intentionally changed, as will be discussed below by surveys conducted with 100 students, representatives of municipalities: *Vlorë, Përmet, Himarë, Selanicë, Berat, Skrapar, Sarandë, Gjirokastër, Këlcyrë, Tepelene, Fier, Patos, Kuçovë, Lushnjë, Divjakë, Durrës, Gramsh, Librazhd, Mat.*

Despite the difficulties of the linguist, the family names which are younger should be carefully overcome, though they use the toponym as a subject. The difficulty increases even by other factors, even though their value has to do more not only with the linguistic interest but also with the cultural interest, their bearers, they want to know the origin of their family name. Is already written from other linguistics that the stabilization[2] process of the personal name, family name has been a long process; going through several stages which extend over a period of time from several centuries, trying to build language policies in these years. Seeking this way, they gathered full linguistic material to complement certain directions and tendencies.

So we researched those regions of incomparable idioms of the North Tosk dialect with the South Tosk dialect or further more. We accomplish what the professor Gj.Shkurtaj has emphasized in several years that this topic will be followed in the future even in surveys and further researches in all Albanian[3] regions.

More or less is searched the path that has described this fixing and stabilizing process of the sound complex to the personal name, the family name also in the municipalities of Përmet, Këlcyra, Vlora, the municipalities in South and North of the country. Consequences of the linguistic policy in the years before 1990 for the tendency of the sound complex and the sound complex in the democracy years, after the 1990s- till today.

1. The evolution of anthroponymy and patronymic with the European system of identification.

When the Albanian principalities were created, the masters were called with patronymic, the family name. Here and there you can face the dominant three-terms formula, the nickname appears as the third element of the formula.

As family name serves also the origin of the place of residence; the patronymics of this type, in the terminology of the field are called patronization of toponyms. Today according to datas they are about 10 % of the family name fund on the municipalities we surveyed and compared, widely treated with in another study.

The features of the formation of sound complex for their denomination and construction are different from one municipality to another. Somehow they vary considering also the regional idiom.The construction of the sound complex composite by joining the surname with the head of the family name, it has a small extension in all the subregions[4], and in the municipalities we explored.

It is also written by other researchers that the entirety of the Albanian anthroponyms experiences a profound break with the Ottoman occupation of the country. The new Asian conqueror along with the new religion (Islamization) brought with it also the Islamic anthroponymy, which began to prepositioned Arbër's names, that until then were only Christians. However, in Ottoman registers is also reflected at the inherited anthroponymic situation from the pre-Ottoman period; With an anthroponymic of two-term formula, stabilized in centuries later. The Islamization of the population of Albanian cities was realized through two paths, first through the transition to Islam of its resident population in cities and the second, through the mechanical movements of the rural population towards the cities.

During the eighteenth century even the population of the provinces of southern Albania was introduced massively to the Islamic path.

The secret Christianity represented a two-dimensional transitional state, through which Christian individuals accepted formally Islam only in order to avoid payment of the Zhizje tax and to enjoy equality with the Islamic population in social life, which began to preposition the Albanians names, whose names until then had been only Christians. However, in

[1]Memushaj,R .*Himara's Patronymic in "Himara in Centuries"* Tiranë,2004,f.297.

[2] Bidollari,Ç. *Onomastic research* . Tiranë, 2010,f.7.

[3] Shkurtaj,GJ. *Onomastic and ethnolinguistic*. Tiranë, 2015,f.26.

[4] Zaputi,I. *Barleci or Barleti* ? SF, nr.3 1970,f.170-177.

Ottoman registers is also reflected the anthroponymic situation inherited from the pre-Ottoman period; with an anthroponymic two-terms formula, stabilized in later centuries. Meanwhile the Islamization of the Albanian cities was realized through two routes, first through the transition to Islam of its population living in cities and second through the mechanical movements of the rural population towards the cities. During the 18th century, the population of the provinces of southern Albania entered the path (road) of mass Islamization[1]

The secret Christianity represented a two-dimensional (religious beliefs) transitional state through which Christian individual accepted Islam formally only in order to avoid payment of the sloping tax and to enjoy equality with the Islamic population in social life. While in public these individuals appeared as Muslims bearing names of the Islamic sphere and went to the mosque in the family they were practicing the Christian rituals.

Among the Islamic sects in question, Bektashism gained considerable popularity and expansion in Albanian territories.

The penetration of Islam in the ranks of the Albanian people may be related to certain features of its ethno-psychological nature, which favors at that time the implementation of the Ottoman Empire's language policy.

 Throughout history, the Albanians are remarkable for their pride, seduction and ambition to occupy a social and materially enviable positions in any political and social system. By his nature it has been difficult to accept the disregard, the status of a second-class citizen[2]

However, two significant limitations have been noted that relativize our estimates in this regard: First, the Ottoman land registers, for their own identity do not represent the anthroponyms of the female inhabitants, and second, as far as the male sex inhabitants are concerned, the registrations are limited only by the names of heads of the family and bachelors, only those who paid taxes, so we do not have the full personal name of the whole family in the entire population. This was also the main reason to expand the research for anthroponymy and patronymic. The Catholic contraction is related to the diminishing role of Catholicism in the South of Albania, its gradual withdrawal to the North and to the rural part of the South. This means that it appears generally without endings, the characteristic of non-Albanian orthodox names

So for example: the name or surname "Stamat" is written in the form "Stamad" and not Stamat or Stamatis, as it has been written by linguists over the years. Similarly, we find it written "Niko" and not "Nikos", "Nichola" and not "Nicholas".

Other linguists who have researched anthroponymy and patronymic have underlined the studying difficulty wich extends to the South as well. We also had the experience of the linguist D.Luka at the center of the research: "Often the letters : ç,e,c which are missing in the Arabic alphabet, in the 1467 register are replaced with -xh(j). We doubt as well as for the 1431 register that the guttural -k and palatal q (ki) should not have been pronounced the same, although they are given with the same letter.

While we read the names it's important from the linguistic point of view to differentiate the graphic elements without confusing them with the phonetic ones. For the character itself of the original alphabet it's difficult to distinguish: -s from-sh, -d from - dh,- l from -ll and in the 1485 land register also the vowels: i,e,u,dhe o."[3]

The tendency of the sound complex in anthroponymy and patronymic makes it difficult during the research for traditional orthograms, the ability to spell(orthography) names, family names, and the fact of altering alphabets over the centuries. On the other hand in many cases you can find registered as names also family names, in their abbreviated form, characteristic of orthodox anthroponymy such as for example: Koço or Koc instead of Kosta or Konstandin[4]. Sound complex such as personal names are found in other municipalities of Përmet as well, like: *Ninka, Tanuçi(Q), Metushi(Ç), Sulçe(F), Pelushi(P), Agushi(V), Lako(SH), Malushi(Ç). only for the letter (T) we can mention: Tice, Todhe, Todi, Tore, Toska, Toti, Tralo, Tuku, Tundo etc.*

Also, there are not uncommon ameliorative forms in the name formation or surnames of the city inhabitants, which are characteristic of the Albanian variant of anthroponymy: *Sulçe(F), Pelushi(P), Agushi(V),* etc.

[1] Duka, F. *Ottoman centuries in Albanian* space.Tiranë, 2009,f.47.

[2] Duka, F. *Ottoman centuries in Albanian space*.Tiranë, 2009,f.57.

[3] Luka, D. *Language observation on the onomastics of the Ottoman cadastral records of XV century (1431,1467,1485).* SF.4, 1983,f.161.

[4] Same book, f.244.

Ethnopsychological reasons, the long period of Islamic linguistic politics is accompanied by other changes that represent the youngest older names in most cases, are well explained through the historical phonetics of the Albanian language by making them objects with linguistic value.

In some areas of the northern edges, in researched registers by linguists, prevails Slavic-Orthodox anthroponomy. The emergence of these names with total Albanian clothing can be explained by the lack of analogous forms of Slavic names, thus the inability to adapt to them. Slavic suffixes emerge only on a Slavic root. These are rarely linked to local topics.

Most of the Slavic names with their own correspondent in both the Albanian and Slavic vocabulary(lexicon)are translations from Albanian to Slavic language just for easiness of use by the administration not excluding administrative interventions with certain goals as one of the forms that use sometimes invaders. Here you can add new personal names according to the country's configuration, tree-names or any other distinguishing element according to the French linguist Dauzat, Albert in his major work: " *Les noms de famille de France*". (Paris,1949, f.180)

A full study has been carried out according to Belgian researcher Eugen Vroonen, who distinguishes within this type of patronymies: names that characterize physical characteristics like: age, hair color and skin, mentioning of an organ or part of the body, various mutilations, wounds; beauty, body ugliness; strength, vitality and weakness, morality characteristics, profane names, religious names, moral strength and weakness, justice, sincerity, self-restraint; arbitrariness, severity, hypocrisy, flattery, lack of language, elegance in clothing, main sin or virtue, miserliness, generosity, hot-temper/peaceful, envy, laziness, carelessness[1].

It's written that language policies over the years have brought a movement within the system with rapport displacement until the system closes with the establishment of the first administration of the Albanian state and especially with the first population census (in 1923); "registration is repeated every 10 years until 1945. It takes place in these years after the Second World War, until 1 September 1948, when the law on personal names was adopted, which is published in the "General Codification of the Legislation" in force on the Popular Republic of Albania, Annex 1959-1960, Tirana. Prime Minister's Edition, 1961.

This system was improved year after year, according to this variety of types and forms, and it manages to identify the citizens with the two-term formula and in too formal circumstances uses the three-term formula. to make it work more accurately.

However, this system is the result of a long evolution that is in full compliance with the European system of identification.

1.*Language policy of the years before 1970-1990 on the tendency of the sound complex*

Even before the 1970s and onwards, many linguists treated in full articles the names of the population and the names of the families. Complete publications were also made. In those years was also published a vocabulary of about 5000 people names that was published as an appendix in the "Vatra e Kultures" (Culture Hearth) magazine, in 1972, mainly with Albanian source or Albanianised that served as a guide to parents and their employees.

 Then this list was elaborated by a group of linguists who worked in the field of anthroponymy and was published as a separate book "Dictionary with people's name", 1982. That period has left a very beautiful footprint in Albanianhood and the common names of people in Albania and almost throughout Albanian lands.[2] We can not say that it continued to act as a "patriotic trend" in naming proper nouns, but we see it clear at the municipalities that surveyed the voter lists of the two municipalities, which reflected perfectly both genders. On the telephone numbers of the city of Vlora and Përmet,[3] the literature emphasized in the frequency of using those names, who built for those years the language policy for the people's names

Anthroponyms, sound complex, chosen by family assemblies with local source, that have the greatest use which are reflected in the chart below:

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[1] Vrooenen,E. "*Les noms de personnes dans le monde*"(Antroponymie universelle compare) 1967, f.409-426.

[2] Shkurtaj ,Gj. *Onomastic and enolinguistic*.Tiranë,20015,f.28.

[3] The onomastic material we used as a sample for the study: personal names and family names, Based on sources obtained from the 2013 electoral registers of Vlora's city, the list of names from the (ISSH) SSI of the Sevaster and Armen communes and Vlora's telephone numbers of 2003, Përmet's telephone numbers of the year 2003 etc.
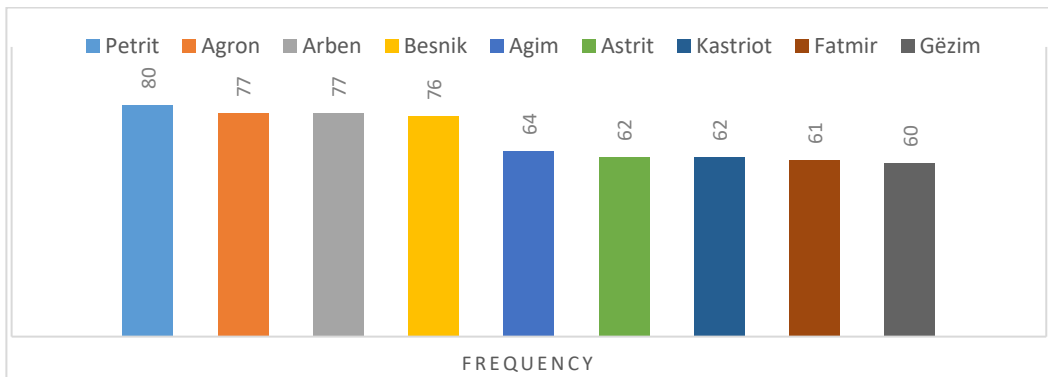
Graphic (chart) nr. 1. Anthroponyms with local source that have the greatest use

Personal name concepts, as a sign, are different. We mentioned above some of the linguistic thoughts. The name sign (stamp) is also viewed in the sociolinguistic aspect. Putting a child's name is an act of will and a social obligation, somehow the child always carries the parents blessing together with the belonging to a culture, a religion, or a happiness vision of tomorrow's world. He's going to keep that name for life, the name that others gave him, as a distinguish sign and at the same time as a sign of union with the surrounding society. The tradition has been the establishment of families assemblies for all, family members are active in discussing and selecting the name. The family assembly decides on the sound complex that the child will hear thousands of times. The man and his name are inseparable, the name lives even after man's dead, to remind his descendants of his work. Somehow the name is not like any other sign. He is a living sign.[1] The longevity of the individual's name was a concern for the family generations when they reflected the language policy of these years. Grandparents, parents who preside over families assemblies worry about the naming: First, how will it be caressed in the family;

Secondly, how will it sound when is placed next to determinative like: uncle(sire, old man), or auntie, when he reaches a certain age; till to the beautiful sound of ear when this sound complex was associated with over-segmental elements. The language politics of the time also affirmed some of the names of animals, birds, and plants by expanding the meaning of the general noun, reflecting it also in the following graphics.
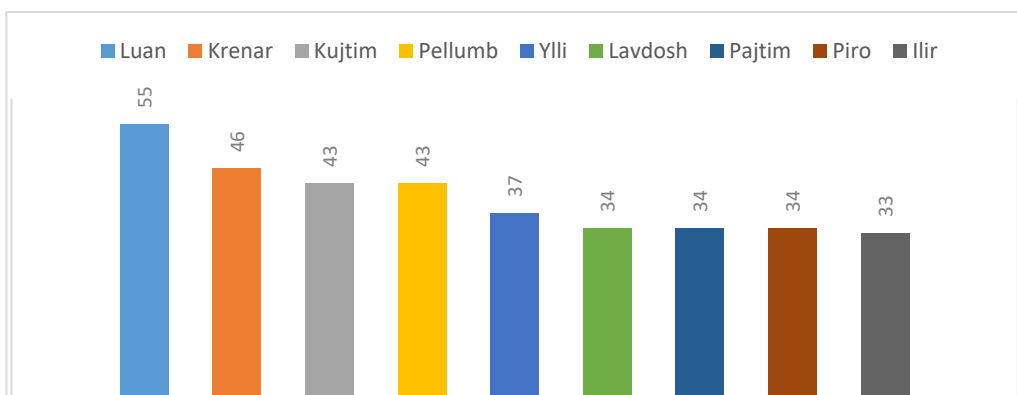
Graphic Nr. 2. Anthroponyms that derive from animals and birds names, and formation with the suffix -im

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[1] Kostallari, A. "People and names", *National Literary Standard and Language Culture, 1.vol* Tiranë, 1973, f. 361.
The names and family names that we have taken for the study belong to individuals over the age of 18, who are reflected in the language policy of the 1970s that we left behind.

Anthroponyms from local source that have the highest use frequency
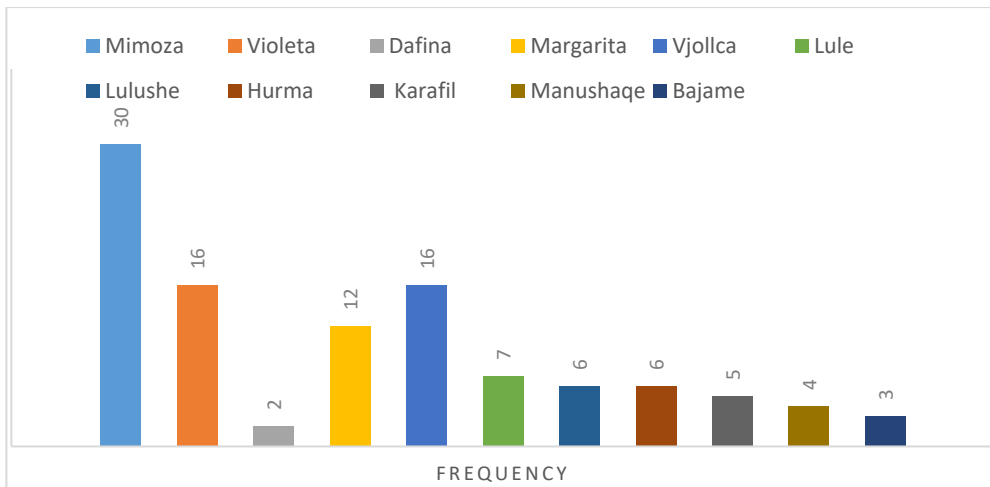
Graphic Nr.3. Anthroponyms derived from plant names

The observation of time records reflects the Albanians names through the years, you can learn not only the family's religion, or the tastes and cultural tendency of the parents, but more or less the generation they belong to. As well as other times, Albanian culture has shown itself unsparing with loanwords from other cultures that have accessed us through literature, films, history and fashion.

Normally when you prepare to put a child's name, you are always forced to follow different conventions, different signs, complex sounds that sound nice and are distinct as sound waves for the ear, for example: religious or national; which always refer to the total temptation of baptismal authority. There are also limitations in the space that remains relatively out of the sphere in which this authority operates, since many times the child is named after his grandfather(grandmother), or another name, based on a variety of rules that may relate to the family proximity and kinship structures; or with the calendar: or by the order of birth etc.

The parent is free to choose a name beyond religious, nationalist, traditional, ritual, consideration etc; And this choice can not only be aesthetic; so the chosen name should be beautiful. Of course it can not be denied that aesthetics plays a first class role in personal name selection; at least the modern Albanian, can no longer experience the evocative force of the name that was possibly linked to once. The factors listed above about these years and language policies, correctly implemented by Civil Status Offices, family assemblies also mapped out some tendency. Almost mandatory, the tendency of this policy are also reflected in the use frequency on the graphics presented, such as: plant and animal names, abstract names, by mapping out the Albanian culture etc.

3.The sound complex in the years of democracy, after the 1990s

The system change brought also changes in language policy for the tendency of the sound complex to the anthroponymy and patronymy and on. The above mentioned language policy began to be implemented less, even for the main factor that the institution that planned it did not applied the best realization of the distinctive tendency of the sound complex in anthroponymy and patronymic. The propensity of the sound complex with Illyrian names and remarkable figures starting from the beginning of the twentieth century it looks like it fades, to be interrupted. It is not involved in fashion while it brings linguistic culture over the years and puts Illyrian names as part of a general trend of the National Renaissance to restore the historic memory of Albanians. A tendency increase is not noticeable nor for the tradition initially launched among the middle classes of citizens. In other social classes as well there is no tendency to use names that belonged to distinguished men and women of the nation and plant and animal names.

Linguists treated in conferences also special publications for the policy improvement, the consolidation of the best tendencies and the Linguists addressed special conferences and publications to improve policy to consolidate the best

trends and distinctions as any other European nation..A survey was conducted with a sample chosen by the country's municipalities in the north and the south. Survey questions aimed at expanding the argument for the family assembly, setting the anthroponymy, patronymic and its choice and aesthetic, which led to the chosen tendency of the sound complex. Family assemblies for all students are active in the family for discussions and selections of the personal name and family name.

Among these choices are those who are influenced from media and literature.

These assemblies continue today in the explored regions for anthroponymies and patronymics.

 To the question *"How did you get your name?";*

 70% respond from the names of speakers, singers, winners of beauty contests, character actors (main actors):Jonida, Zhuliola, singer's name; movie actor: *Sonila, Abigela, Paula, Ornela, Marjeta*; book character: *Asjola, Osjola*, *Olta*; *winners of beauty contests*: *Sidorela*, advertisement's name: *Lori, Lorena.*

10% of the names were set by letter's merging: mir + ban <*Mirban*, two brothers Er+ s+jan<*Ersjana*, two parents names, grandfather's sisters, aunties names: Sa+ina<*Saina, Marianthi*, art+ ilda<*Arilda* etc.

5% of the names are set as grandfather's, grandmother's, aunt's(mother's sister), aunt's(father's sister) and other relatives legacy who want to perpetuate their name even when they are alive although, once afflicted, by most parents of rural areas is mostly preferred the traditional by reseting their parents names. To the question "How do you choose aesthetically a beautiful name for you and for your family members and your relatives(tribe)?"; According to sub-zones with different concepts even when it is a borrowed name.

Selecting a name by the aesthetic beauty of the sound complex from the family or other members in the family assemblies which are comfortable with what this sound complex means: Ersila ,Ersi – goddess, Sara- princess, Habibe<love, Siderela-music, passion, Zajmira <good voice, Gëzim-a boy after two girls, Euxhenia – well-born Flutura - to be beautiful as a butterfly, Sotira- good-hearted,, Juliana – is a christian name, feminine beauty name.

1-2% take place the islamic inherited names, and it is not supposed to replace this sound complex

1% Are expressed for changing the sound complex by stressing out those sounds complex, those names that are most used on the Internet: Sara.Todete> Odeta, Juliana, etc.

The sounds complex chosen as a proper name, which has as its basic function simply the marking, the individualization of the living being, putting a label on each of them, so that the individual or object named is easily identified and distinguished from other   individuals. Sound complex recorders assert that parents choose the name   aesthetically and ease in pronunciation, usually are chosen names with fewer words: *Emi, Ana, Rei, Ina, Ami.*

So the above trend it's not noticeable by the fulfilling of the reports presented in the graphics with the names of flowers and animals becomes rare, have a frequency of use up to one as well as those formed with the suffix -im.

Proper nouns, since they do not mark concepts, have no content. Few are the students who ask for the meaning, the etymology of the sound complex, how can they be translated; and consequently changing the name.

The biggest reason for the changes is the adaptation with the name that is fashionable in the country where they emigrate together with their family. To the survey's question

"Can you write any case of changing the name and family name and the reasons?"

They line up as a motive for changing their name at first the trend of emigration: *Xhevair < Jani, Ferlando < Andi, Landi< Fabion , lives in Germany, Agron<Sami, Mjaftime< Sidorela, Era<Irini.*

The emigration's reason has continued with the choice of the sound complex for the family name as well: *Shehaj <Stefani, Shaqiri < Karpuzi, Gjoka <Gjika, Gjoleka < Kristo.*

To the question "Has your *family name changed?"* They answer by listing the reasons for adapting to the sound complex of the family name for emigration reasons like for example: *Shehaj<Stefani,Shaqiri< Karpuzi, Gjoka <Gjika, Gjoleka< Kristo,* but also changes for property reason like:*Cjapi <Sabriu, Dangaj <Kajo,Vaso <Sefraj, Asllanaj <Aliu etj.*

It is also claimed by sound system recorders that during the period post-1991 many families, which emigrated, because of the documentation or even insults, especially immigrants in Greece, have changed their names as well as the columns of motherhood and fatherhood reflecting from Muslim names in Christian names: Fatime<Fotini,Vesel<Vasil etc.

To the question "Why someone has two names?";

There are several alternatives: 1-2% have two names: Bush for Qamil, Zenel for Maxim, Fiqirete for Ornela. The first one now replaces the grandfather who has already been renewed as a name and others for immigration reasons.

They call as second name the family ameliorative done in the family for the family register and the casual register carried out with sound drops in different positions such as: afheres: *Oligerta>Gerta, Aligerta>Gerta, Euxhenia>Xhenia, Todeta>Deta, Elfrida>Frida, Elisa>Lisa, Abigela>Gela, Trifon>Foni, Domalda > Alda, Pamela>Mela, Sidorala> Dorela, Kristabela>Bela, Ervina> Vina;*

and apocope*: Juliana >Juli, Marjeta>Mari, Emirjana>Emi, Enelita>Eni, Jugerta>Jugi*

They form this second name for family records and careless in various ways with additions and ameliorative suffixes*: Ersjana>Cole, Armada>Didi, Olta>Oltush, Gëzim>Xhimi, Anxhela>Xheku>Xheni, Asjola>Asi, Paula>Pau, Flutur > Luçi, Arbana>Bai, Bleona> Lona, Zajmira> Zami, Sotira>Tirka, Olta> Oltush* etc.

It is written by the linguists that a part of the inhabitants registered in the daftar(land registers) of 1583, they kept as names as well family names, characteristic of the Albanian ethnicity. A part of the registered residents in 1583 within the "Muslim community" still held a Christian family name of early Islamization period as: Hasan Gjoni etc. Emigration into different countries of Europe has shown the trend in adapting the name and family name of the country where he will be placed to work. While younger generations have come to the "throne" of heritage, selecting names from centuries-old national tradition is a neglected job by the eldest after the 90s who have not turned it into tribal and family education the setting of Albanian names.

Has fashion influenced into the choice of the sound complex displayed on the web pages?

Are they reflected in the choice and now the setting of children's names?

The selective family assemblies of the child's name sound complex appear to be reflected after the 2000s, when they were also used by the population: computers, tablets, and cell phones.With these tools they can easily find the promulgated trend by the Social Security Administration, but also the one in the country where they will emigrate.This information is participant in the family assembly, or talking on Skype etc.The most favorite names for children beyond Albania: Jacob and Sophia are the most popular names for infants(babies) born in 2012, as has announced the Social Security Administration. The list was filled with names from the Bible, pop culture, but also with characters names from media: *Jacob* for eighteen consecutive years is at the top of the list, in terms of names for boys. The most favorite names for men in some generations are*: Gilbert*, *Michael, David, John, James, William, Matthew und Robert*. Meanwhile for girls' names preferences change more often. So in the last 5 years, four different names have dominated the preferences for girls' names. From 1996 to 2007, Emily was the most favorite name, but from 2007 and beyond the names Emma, Isabella and Sophia are the most popular. Below are 10 names for men and women who are or are expected to be most preferred in the years to come, and may be anthroponymies tendencies and later patronymies with some little changes in the letter and the entire sound complex even in Albania.

10 the most used names for girl and boys, with are discussed from family assemblies:

Boys	Girls
Jacob,	Sophia
Mason	Isabella
William	Emma
Jayden	Olivia
Noah	Ava
Michael	Emily
Ethan	Abigail
Alexander	Madison
Aiden	Mia
Daniel	Chloe

This fashion was observed in some municipalities of North Tosk dialect and Labëria, Vlora Municipality selecting the sound complex during 2015.

In the Municipality of Përmet and Këlcyra the names of Islamic origin that were once dominant during 2015 are rarely settled, only once, the frequency of use is one: Sinan.

Melodi, Burbuqe that once before the 90s were preferred or trendy on the family assemblies were repeated only once. In both municipalities is noticed the placement of two syllables names: Roi, Nergis, Matias; Names that are not pronounced with -s are being written as they were borrowed from the respective languages.

Most of the names are set according to the trend that appears online: *Afrosta, Izabela, Mikele, Aluesta, Vanesa, Dario, Juel, Elena, Joel, Noemi, Serxhio, Aria, Flojdi* etc. In the municipality of Këlcyra, the sound complex chosen for the year 2015 with the highest frequency is Noel, with two variants Xhoel, Roel (3) Ajla (2) Melina (2) etc.

In the Municipality of Vlora it is settled by family assemblies: *Emi,Ana,Rei,Ina,Ami* etc.

In all three municipalities that we have explored, there is a tendency to choose the sound complex from trends shown in the media, so it is a common phenomenon with wide-range. Have been avoided inherited Muslim, Orthodox names and Catholic names, even those tendencies who succeeded in the language politics of the 1970s-1990s. This trend is further argued in the anthroponymy and patronymic to a wider national level. There is anxiety when examining the sound complex chosen by family assemblies wider than the aforementioned municipalities.You can feel the concern when you consider the sound complex chosen by family assemblies wider than the aforementioned municipalities.

So this is confirmed by the latest INSTAT (Institute of Statistics) data, that from more than 35,000 children born in 2014, the most popular name is Amelia, followed by Amelja, Ajla, Melisa, Klea, Sara, Kejsi, Noemi, Alesia and Leandra. The sound complex for male children, at the top is Noel, followed by Joel, Joel, Mateo, Ergi, Luis, Aaron, Samuel, Roan and Roel. But referring to BIRN, none of the 20 most commonly used names for newborn babies in Albania have no Albanian roots or they aren't constructed according to the aforementioned Albanian linguists policies. From the above presentation we clearly see the remark of 70 years ago that H.Boissi formulates in his statement: "There are few family names formed by first names as abstract": "*Shkëlqim*". It is explainable, why such names have not passed in patronymic, it is surprising to us what comes out in the Cadastre and Concessions Registry for the district of Shkodra in 1416-1417 " pathronymic Kujtimi, Pjetër Kujtimi[1], which is not encountered neither today in the material collected in the district of Përmet. While in other municipalities the student's paternity for the years under review have a usage frequency of up to 50% the names that are fashionable: Agim (5), Kujtim (4), Gezim (3) etc.

Though the personal names formed with the suffix -im have a high frequency of use after the language policy of the 1970s: *Agimi (64) Kujtim(43)Pajtim (34)Bashkim (31) Shkëlqim(27)* etc., are not transferred into family names. Maybe it takes time to turn to family names.

This wide, beautiful tendency is not mentioned by student enumerators, it is avoided by the enumerators, by not mention it. The above changes are also argued with other factors that reflect the survey conducted with students of the first-year for language-literature, with first-year master's degree Language and Literature students in May 2016.

So to argue further the language policy for anthroponymy and patronymic we expanded the geographic extent in many municipalities in the country. We analyzed for two years the names of students coming from the municipality that lie in the north of the country. The anthroponymy and pathronymic of first year students in the Faculty of Human Sciences, at "Ismail Qemali" University, we examined to see what was the most widely used name with the highest frequency for the years 2015-2017. How it went on with the trend choices from the family assemblies even on the threshold of 1998-2000 for the sound complex? How does go on this trend this with the parents anthroponymy and patronymic? How are they reflected in student names by calculating the frequency of use and the comparison with the graphics of the years 1970-1990 above?(4),Antonela ((4),Sidorela(4)Esmeralda (4)Sara(4),Klea(3),Anisa(3)Xhoana(3), Daniela(3) etc.

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[1] Bibollari, Ç. *Onomastics Research* Tiranë,2010, f.57.

Academic Year 2015-2016,2016-2017, First year at the Faculty of Human Sciences

Anthroponymy		Paternity		Pathronymy	
Order	Unfiltered word count Occurrence	Order	Unfiltered word count Occurrences	Order	Unfiltered word count Occurrence
1.Anxhela 17	4.6322	1.Artur 7	1.9126	1.Xhaferaj 6	1.6349
2.Kristjana 5	1.3624	2.Astrit 7	1.9126	2. Hoxha 5	1.3624
3.Françeska 4	1.0899	3.Luan 7	1.9126	3. Muçaj 4	1.0899
4.Antonela 4	1.0899	4. Petrit 6	1.6393	4. Mustafa 4	1.0899
5.Megi 4	1.0899	5. Viktor 5	1.3661	5. Sula 4	1.0899
6.Sidorela 4	1.0899	6.Vladimir 5	1.3661	6.Veizaj 4	1.0899
7.Esmeralda 4	1.0899	7.Agim 5	1.3661	7. Halili 3	0.8174
8.Sara 4	1.0899	8.Sokrat 4	1.0929	8. Breg 3	0.8174
9.Ermelinda 3	0.8174	9.Arben 4	1.0929	9. Doko 3	0.8174
10 Klea 3	0.8174	10.Ardian 4	1.0929	10.Meta 3	0.8174
11.Anisa 3	0.8174	11.Artan 4	1.0929	11. Hoxhaj 3	0.8174

The tendency of sound complex for student's parent is quite different from that of the student   by having a high usage frequency: Artur (7), Astrit (7), Luan(7), Petrit (6), Vladimir (5), Agim(5) etc.

While patronymics reflect just a little bit from language policy as they change very slowly by coming out with greater frequency of use: Hoxha(5)+ Hoxhaj(3), Xhaferaj(6), Muçaj(4) etc.

wich are inherited pathronymics for centuries and fossilized by Islamic language policy of five centuries ago.

Language policy before the 1990s brought the addition of names :, *Dafina, Agim, Vjollca, Luan, Lumturi, Besnik, Dashamir, Dhurata, Majlinda, Liri, Bekim, for whom there has always been authentic tradition, Illyrian names such as:Agron, Teuta, Ardian, Enkeleida, Bardhyl, Taulant*, etc. wich were completely unknown to family assemblies as a whole. This language policy of the Illyrian names introduction can also be seen as part of a general trend of the National Renaissance to restore historic memory to Albanians by making it part of family assemblies by selecting the sound complex.

From the changing of the system, the beginnings of democracy 1990 - today, this language policy with all the editions and studies of names, family names did not apply for many other factors listed by surveyors such as: freedom of choice for the sound complex, the trend of the names comping from the west, emigration's trend etc.

 The entire number of baby names born in these years especially those related to the most important parts of the Albanian language community with the lifestyle and the spiritual and material culture of it, are less preserved intact, do not come up as a trend.

Civil Status Employees implement correctly the list of prohibited names (2008).These names are considered to express negative qualities and are commonly expressed in everyday life. This makes them unsuitable for ordinary use, which is not reflected in the names of students, preschool children, and on the birth lists of 2015 in the surveyed municipalities. Parallel can also be applied as well the prudent work of the linguist V. Zoto, "Name's Dictionary. "(2005) and other dictionaries to carefully select the Albanian sound complex from family assemblies.

The Importance of Local Events for Positioning of Tourist Destination

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Abstract

This paper highlights levels of influences of local events on the image of region of Konavle, as a micro-destination near Dubrovnik. As a municipality Konavle has 32 settlements facing the agriculture and tourism (TZ Konavle. 2016). The aim is to research the influence of the development of local events in Konavle on the destination development in terms of dynamic and competitive market changes. From 2009 Association of Agritourism Konavle has been organizing a local event Scents of Christmas in Konavle. It carried out activities to promote and develop rural tourism in the southernmost region of Croatia (Agritourism Konavle, 2016). It operates through organized events, promotional tour on other rural destinations. For members it organizes workshops, including them in projects. Scientific attitudes of theoreticians in this area, clearly argue the interactivity of selective modalities of tourism and its positive effects on the destination. Based on that attitudes, it was conducted the empirical research by the survey method.The significance of the elements of local event on the recognition and an image of the destination, has been proven. While presenting heritage, an organized event impact on alleviation of the problem of seasonality of every tourist place on the Croatian coast. This event brings together the majority of visitors from micro-destination, Konavle, but also attracts visitors from Dubrovnik. Because of connection between two destinations, it is essential to explore the selected tourism forms, as well their role in the creation of innovative tourist products.

Keywords: local event, destination, rural tourism, event tourism, image

I. **Introduction**

The term - event tourism as a link between events and tourism was mentioned in the literature for the first time in 80th of XX century. The basis for the development of manifestation offers destination is growth in the number of participants in tourism, their leisure and qualitative changes in the behavior of tourists. Events are subject to destination marketing complementing the final product. Competition among destinations strengthens and grows. It is necessary to continuously explore new ways of diversification of the existing tourism product, and devise new concepts offers to destinations compete on the market. Growing problem of Croatian tourism, especially the coastal areas, is pronounced seasonality therefore it is necessary to work on resolving this problem. By creating events and activities that take place outside of the tourist season, affect the decrease in number of visitor's gap between summer and winter months. Many destinations have recognized the importance of event for bringing multiple benefits to the destination. These events are organized once or several times to experience unusual emotions. Realization of events claims the organizational abilities, the knowledge and skills thus contributing to the image of the destination. Tourism in Konavle has been developing since 1924, when an Association for development of foreigners in Cavtat was founded. Firstly it was aimed at orientation of dominant fishing local population towards tourism.

Since that time until today, the main tourist resource of Konavle are tangible potentials - cultural and religious heritage and intangible secular heritage. Due to the rural character of destination, Konavle is predisposed to develop (along the events) more forms of selective tourism, among which the most important is rural tourism. Rural tourism is developing by

encouraging the development tourism on farming communities, and the development of agritourism (Brailo 1995), whereas the agritourism is defined segment of rural tourism, which enables added value products to farmers.

.II. Literature Review

A . A Cronological Overview of the Notion of Events in Human Society

Historically manifestations are as old as mankind, starting with the ancient ceremony in honor of the gods,   the medieval knights' celebrations, religious events until today, longest-running and most popular of the Olympic Games (Getz, 1989). The first organized tribal human community transfers stories and songs from generation to generation and organize various tribal ceremony. From era of old civilization of ancient Greece in honor of their deities are dated (eg. Dionysian celebrations), sport events (Olympics, Pythian Games of Ancient Greece, and gladiator games in ancient Rome), and the celebration of important annual events (eg. Chinese New Year).

Through the Middle Ages in Europe are organized mainly religious events and fetes, and knights' tournaments. A contemporary time has not stopped eternal need of people to socialize, compete, entertain, demonstrate, that in a special way to mark some important events in the life of an individual or society. Throughout the events, participants are in attach with historical events, that is evident through the celebration activities, happenings, the emergence of festivals. Events or organized events are a reflection of modern tourism, with regard to culture (music festivals, concerts, exhibitions, events, etc.), sports (regattas, water skiing, etc.), tradition (such as carnivals, gastronomy, and folklore)

The new era, in proportion to the population has increased an economic progress and areas, leading to the formation of different types, shapes and volume of events

B. Scientific Approach to the Term of an Event

In the 1960s and 1970s the sector of events was not recognized as a separate area. Ritchie and Beliveau (1974) for first time in literature define hallmark events. The industry of events gains momentum in 80's and 90's of the last century.One of the most influential research projects within that era is related to the first large organized travel -Grand Prix (Burns and Mules, 1989).

The requirements of modern tourists are changing with the ever-growing need for a wider range of offers, which provides a wider choice of events. Events offer includes richer and reduce the effect of seasonal fluctuations. An event is global phenomenon whose business becomes increasingly important in a contemporary tourism. The 21st century captures tourism transparent as the transformation of positive experiences in feelings of satisfaction expressed by number of visits to the destination, frequency of visits, and the continuity of returning to the same. The event (as a term) refers to specific rituals, presentations, performances or celebrations. They are closely, pre-planned and created to commemorate these special events or to achieve specific social, cultural or corporate goals. Event study is an academic area directed the creation of knowledge and theoretical background of the planned events. Its origins could be found in the social sciences and humanities, especially in management and arts. Event management is an area of application of the science of events in practice. Event management alike occupies the private, public and non-profit sector. The term – event tourism started being more often used in 1987 (New Zealand Tourist and Publicity Department).

Getz (2008) argues event tourism in context of destination and a marketing strategy for the realization of the potential economic benefits of the event. Event tourism is an important and rapidly growing segment of international tourism (New Zealand Tourist and Publicity Department, Tourism Report 38, 1987). Events stimulate the intensity and the dynamics of travel. Event management is a fast growing professional field in which tourists constitute a potential market for planned events and the tourism industry has become a vital stakeholder in their success and attractiveness (Getz, 2008: 403). According to Mossberg (2000), the event is a special activity out of the ordinary everyday life. He describes how the events are held regularly, or only once, and that range from small to large with a strong or weak image.

Getz and Cheyne (2002) argue that events over the last decade have become an important means of acquiring advantages and realizing the different economic, social and environmental objectives for many communities and tourist regions. According to Allen et al. (2002) special events describe specific rituals, presentations or anniversaries specifically planned or designed to mark a specific occasion, cultural or organizational goals. Include celebrations, marked significance given the culture of the people, the public opportunities, unique cultural events, but more and promotion functions, operation and product companies. The term refers to specific rituals, presentations, performances or celebrations that closely, pre-planned and created to commemorate these special events or achieve specific social, cultural or corporate goals (Getz,

2007). A special event (event) is any public event that takes place live in front of (not) the expected audience. According to Mossberg (2000), the event is a special activity out of the ordinary everyday life. He describes how the events are held regularly, or only once, and that range from small to large with strong or weak image. Getz (2005:16) shared definitions of special events from the point of an organizer as a "unique and unrepeatable or rarely (periodic) was held events occurring outside of normal programs or activities of organizations that are sponsored or organized", and in terms of a customer as "an opportunity for relaxation, fun, social or cultural experience that is outside the normal framework of choice or out of everyday events". Events are characterized by unique life experience, concentration on a short period of time and long haul planning. Special events are usually held only once involve high risk, especially financial and security concerns.

Next figure 1 shows the categorizing of events according the size of events.

Figure 1 The portfolio approach to event tourism strategy - making an evaluation : Getz (2005)

Mega events are organized events with an impact on the national economy. They engage the entire national economy. Their contents are accompanied by an exceptional media attention. Influencing the economy and society under the community that are taking place (Allen et al 2005: 13), they are defined - "mega" because of the volume in the number of visitors (including the audience), the target markets, the level of public funding, the political impact of media coverage. Mega events were the subject of the AIEST-Cola World Conference (AIEST, 2017). Roche (2000; 2006) has studied the Olympics and mega events in the context of globalization but Hiller (2000) an urban-sociological perspective of mega events.

Hallmark event - refers to the kind of events that have become a symbol of a city or region, and they are identified with the event (brand) (Mardi Gras in New Orleans). They have become a synonym for the place, city or the region, and are characterized by recognisability and the stability (eg. Oktoberfest in Munich). They are organized in one or more times, with a limited duration, but primarily created to to increase awareness, of the attractiveness and the profitability of destinations (its image and brand), in a short and / or a longer period. With such events, the success and recognition are the results t of their uniqueness, created in terms of specific destination identity (Ritchie, 1984). Regional events are important events that have been able to with regard to their coverage and media interest, attract a large number of visitors and achieve a significant economic impact.

The local events are held within the host community. By its purpose, it is primarily oriented to the the interests of entertainments of this the local population. These events, in addition to operate economically positive, above all, by strengthen local pride and self-awareness, support tolerance, and encourage participation in sports and cultural events. Such events are a part of almost every town and city, creating a sense of belonging to them. Local authorities support local events as part of their social and cultural strategies. In their organization, volunteers often participate from the host community. They are often held in public areas such as parks, streets and schools. The local authority participates in the organization of an event. Local event could evolve into a hallmark events and it could also attract more visitors to the community (Allen et al. 2011).

Festivals and events seek for support and cooperation, influencing on approvement and its wider economic terms. The strategy emphasizes on tourist attractions, and using it to gain legitimacy and stimulating a growth. Events must provide material resources and political support to become sustainable, thereby losing a degree of independence in the process.

Table 1 An organized event according to the size

Event Type	Description and features
Mega events	The largest organized events with effects and importance on the level of international market. Examples are the Olympics, FIFA World Cup. Such events have a direct impact on tourism, media attention and national economy.
Hallmark events	They become synonymous with the city, town or region and are widely recognized thematic recognizable and more specific
Major events	Aims to increase interest of tourists for a specific destination or region. Examples can be mentioned Carnival (such as Rijeka Carnival) which attracts domestic and foreign tourists. These events brings the city a significant financial benefits and the promotion.
Local events	With their topics and the purpose are primarily intended for local people as well as acting to create sense of community and of belonging.

Source: Processing of authors

Even local events which are with its purpose directed primarily for local people provide a sense of identification og tourists with locals, giving them insight into the local tradition which contributes the better tourist experience (Brailo, 1995). Cultural changes and tourism are in an interactive relation. Culture is a measure of the value that an individual obtains on the basis the learning and perceptions. Culture influences the formation of specific motifs.

Observed over a longer period the culture is changeable, and adaptable. Cultural values influence on the tourism. Because of its variability they impact the new trends on which features are designed the new tourist products. It is a way of spending time. This confirm the fact of an increasing free time dedicated to entertainment. This affects the changes of values which are reflected in progress of materialism to self-actualization, from passivity to the interactivity, from quantity to the quality. It is significant in countries with higher level of living standards (Coates et al., 1997: 95).

Competitive conditions in the tourism market impose a global cultural identity, while at the same time, the specific interests of tourists intensely affect the need for profiling of innovative products. By investing in cultural events with the aim to restore the tradition of cultural theft, cultural changes are evident on the level of of opposing of the global cultural identity and the specific interests of potential consumers.

On the tourist market is evident shift in preferences from standard toward specific products in tourism. At the same time, further efforts are invested in activities that concentrate around anthropogenic factors in the area. Cultural celebrations, including entertainments, festivals, carnivals, religious events and arts, are usually classified under the Cultural Tourism in the literature. The main study of the Travel Industry Association of America (2003) profiled the cultural and historical tourists, including cultural events as attractions and activities. All types of planned events have tourist potential, even small weddings and meetings. But with a growing size and the importance of the event, it can also become a primary motif of tourists for visiting certain tourist destination

According to Douglas N., Douglas S, Derr R. (2001: 3) - special Interest tourism, is defined as the phenomenon arising from customized recreational and leisure activities, expressed by the specific interests of individuals or groups. There are many definitions, but all share the significance tourist motives. Destinations offer are tailored for achieving the satisfaction of particular target segment. The selective tourism is considered from the viewpoint of supply and the demand (Kesar O. 2012/2013).

Table 2 Classification of specific forms of tourism

SPECIFIC FORMS OF TOURISM (based on next resources)		
Natural resources	Social resources	Other resources

- Health Tourism (outdoor)
- Sports' tourism (adventure),
- Nautical tourism (sailing vs. cruise)
- Ecotourism (national parks or of protected areas),
- Rural tourism (preservation of traditional values),
- Hunting and fishing tourism (only an organized form)
- Naturism (free relation between man and the nature),
- Robinson's Tourism (in contrast to the daily life),
- Camping (a return to nature)
- Team-building trips (raising of communion)
- Photo-safari trips (photographing of wild animals and of their habitats)
- Tourism resulting in combinations of multiple activities in area)
	Health Tourism (outdoor)
	- Sports' tourism (adventure),
	- Congress tourism,
	- Cultural (main motive of education)
	- Gastro tourism (wine, food preparation and consumption),
	- Event tourism (entertainment, cultural, economic)
	- Religious toursim (pilgrimage, holy places)
	-Tourism based on artificially attractions (amusement)
	- Casino - tourism (gambling combined with a shopping),
	-Incentive travel (travel motivating for our employee)
	- The urban tourism (tourism of big cities)
	- The film tourism (specific sites, scenery),
	- Party tourism (24/7 entertainment for the younger population)
		Study tours
		  (Thematic travels)
		- Shopping tourism,
		- Business Travel
		(Participants outside the business travel programs behave as tourists)
		- Historical tourism
		(Motives are civilizational progress)
		- An ethnic tourism
		 - The polar tourism
		(Motivated activities in the Arctic Circle)
		- The Escapism
		  ("Escape" from the domicile anywhere, last-minute travel)
		- The political type
		(Political meetings),
		- The post-war and a post-crisis types
		  (travel on post-war locations, often are affected by natural disasters)
		- The new age type
		(Postmodern holistic approach that combines environmental protection with an emphasis on social responsibility)
		- Virtual tourism
		  (3D presentations the world megaatrakcija and famous destinations, etc.

Source: Čavlek N. et.al. (2011).Turizam- ekonomske osnove i organizacijeski sustav; Školska knjiga, Zagreb, p.404.

The competitive attractiveness of tourist destinations can be created by affirming of cultural heritage (such as concerts, exhibitions, etc.), connecting the tourist offer with cultural identity (traditions, natural beauties and local customs), events, entertaining programs, all in order to attract a larger number of tourists, to extend the season and to improve an efficiency of managing values in destinations (Gračan and Rudančić - Lugaric, 2013).

C. Effects of Events

Events affect the almost every aspect of human life, whether social, cultural, economic, environmental or political. They possess positive and negative ranges of influence to a particular destination and on business entities in the destination. Events are organized for various reasons. The most important are: satisfaction of social needs, the construction of facilities and infrastructures, the promotion of cities / countries, an increasing of tourist activities and various political reasons.

Among the core causes is the realization of various positive effects arising. It is necessary to develop and to maximize the positive effects, also to minimize the negative effects related to the maintenance of events.

As shown in Table 3, the positive and negative impacts of events act in areas of social, cultural, ecological, political and economic scope.

Table 3 The impact of organized events on the tourist destination

Effect of organized events on the destination	Positive effects on the the destination	Negative impacts on the destination
Social and cultural	Sharing of experiences	The social alienation
	Revitalization of traditions	The manipulation of society
	Creating of the social pride	The negative social image
	Evaluation of social groups	Misbehavior
	An increase in community participation	The social dislocation

	The appearance of new and the challenging ideas	Global ideas
	The expansion of cultural perspectives	Global identity
Physical and ecologically-viable	An emphasis of the environment - the nature	
	Providing the best models of practices	The loss of the comfort
	Improvement of the environmental awareness	The destruction of the nature
	The improved transport and communications	The noise pollution
	Urban transformation and renewal	The traffic congestion
The political effects	International prestige	Losing of prestige
	The improved profile	The risk of an unsuccessful organized event
	Improving of investments	Erroneously allocation financial resources
	Social cohesion	The lack of of responsibility

Source: Bowdin, G. et al.(2006). *Events management 2nded.* Oxford: Elsevier

Events have direct social and cultural impact of participants, including increased community pride, sharing of experiences, increased community participation. An organizing of events is an excellent opportunity to highlight the quality and specifics of the tourist destination. Positive physical and ecological effects are reflected in raising awareness on environmental protection and transformation, but also in the improvement of transport and communication infrastructure. On the other hand, the pollution of the nature is almost inevitable, as well as the noise and traffic congestion. By adopting the strategy of sustainable development in the organization of events as well as care for the environment, negative impacts can be greatly reduced or even eliminated, and thus to contribute to the reputation (image) of environmentally conscious of destinations (Gračan and Rudančić - Lugaric, 2013: 277).

Benefits are diverse. They are mostly seen thourg economic impacts. They have a high intensity power of attracting of visitors to an area (Getz and Cheyne, 2002; Mossberg, 2000). They can also generate travel to a specific destination after the event is over. Thus create value by selling innovative products that destination offers. Moreover, events can have an effect on creating of destination image, creating a more favorable perception of a particular area. A more positive image of the place has an impact on industrial investments. Moreover, events, especially the mega event, can play an important role in initiating the construction of infrastructure, trade and entrepreneurship, as well as urban renewal.

For many destinations events provide an additional public attention through extensive media coverage. Finally, one must not underestimate the social and cultural effects that events cause. Events serve a very important social purpose and offer to both tourists and local people an unusual experience. When you observe all the benefits of the event it becomes apparent that destinations have great potential in events. Accordingly, destination managers should be effectively engaged in tourism events.Thanks to the growing competitiveness of tourist destinations, the development of event has become a big business.

Factors influencing the development and creation of knowledge about tourism events could be found in specific needs, motivations, preferences, with assumptions such as free time and finantial resources. Social and cultural factors stimulate the creation of innovative and special events (Allen et al. 2002). Consequences of an event are obvious through the results and impacts of various dimensions as personal, social, political, cultural, economic and environmental impacts. Support for the creation of knowledge and the development of the theory of tourism events are models and processes of tourism events that defined spatial and temporal models, policy management and creation of knowledge in tourism events. Results, influential factors, models and processes of tourism events are associated in creation of knowledge in tourism events. The experience of tourism events is changing, by changing beliefs and attitudes towards values. Participants will adopt these changes in a new behavior in the future. The transformation of needs is influenced by experiences (Mihajlovic and Koncul, 2016). They are gained by tourism events, also as a part of social networking. Events have the meaning given by social groups, communities and society as a whole. This affects individuals but regardless they are able to make their interpretation of events.

D. Activities focused on the competitiveness of SMEs in tourism sector on the Croatian national level

Given the economic effects and the contribution to the world economy, the tourism market with an impressive share participates in the global international context. Achievement of business goals for destinations depends on their abilities to meet the desires and needs of tourists. Tourists today are not loyal to the destination but the destination brand, whereby it is important its recognisability. A tourist interest is rotated from the standardized stay in the destination toward the natural and cultural features of travel as well as sports and entertainment facilities. Therefore, the tourist offer disperses on wider areasby creating tourism destination which is not administratively bounded. A tourist destination should be treated as an open and dynamic system that interacts: tourists, employees and the local population. There is a high degree of horizontal substitution. On the basis of different definitions, it is necessary to summarize the most important characteristics of a tourist destination: it makes the spatial whole of the tourist offer, it must have sufficient elements of the offer that is oriented towards the market, tourists, the destination must be managed by the experts.

Tourism represents an important engine of the economy, creating powerful effects of the multiplication, which are manifested in other economic areas. In 2013, the share of tourism (in overall economic GDP) was estimated at 16.5%. Two years later, tourism had a share of 20% of the total international receipts with 7.2 billion euros. This significantly reduced the foreign trade deficit of Croatia, covering 1/3 of Croatian exports and 2/3 of the export of services. Furthermore, in 2016, in Croatia was recorded 91, 3 million overnight stays, of which 80 million foreign overnight stays and 15,828,000 thousand tourist arrivals of which 88% foreign (Statistics, Ministry of Tourism, 2016). The number of permanent employed in tourism sector accounted for almost 10% of total employment. Concerning foreign direct investmentan an annual average of net flow of such investment was decreased from 6% of GDP In the period 1999 and 2008 to 2% of GDP in the period from 2010 to 2013, indicating a risk that a limited amount of investments could be forwarded to the trade and the production sector.

There needs to be circumstances changes and to attract foreign direct investment in production domestic assets and economic transformation, and to also to increase the impact of FDI in the sector of SMEs.

Networking and clustering can bring advantages for SMEs, particularly with regard to the strengthening of theirvalue and production chains. In Croatia, more than 500 companies are are involved in clusters that employ over 25,000 workers. A large share of the clusters is occupied by tourism and agriculture. In addition, there are one thousand five hundred and thirty-one registered cooperatives with over 21,000 members (CEPOR, SBA. 2016). Croatian SME's do not invest enough in innovation with the aim of introducing new products and services on the market. Croatia is considered as a "moderate innovator" with the percentage of companies involved in innovation 8%, what's under EU average. Support will be offered the establishment of innovative newly emerging companies, but also improving the innovation and commercialization of activities of existing SMEs, particularly in areas referred in the development of: a) promotion of entrepreneurship, by facilitating the economic exploitation of new ideas and encouraging the creation of new businesses, including enterprise incubators; b) ensuring the better access to finance for SMEs; c) providing a favorable environment for the establishment and development of enterprises; d) supporting the capacity of SMEs for growth at regional, national and international markets and innovation processes; e) improving the development and growth of SMEs and innovativeness. The government has also realized the potential of manifestations in improving their profile and the image of the host city as as well as the country where the event occurs. . It is also recognized the ability of organized events in attracting more visitors, which contributes to creating of economic benefits and the job creation. One of the most important impacts of tourism on the national economy is the revenue generated by organized events. In addition to the basic consumption at visits in an organized event, visitors visit the various sights in the host city, having additional expenses related to accommodations and other. Expenditures by tourists, and earned incomes, can have a significant impact on the local economy circulating therethrough as the revenue. An effective promotion of the destination through an organized event can result in extend length of stay of tourists, visiting other regional tourist destinations and their attractions.

In addition, the event itself may attract media attention and increase access to the destination that enhances the reputation (image) of the host city or tourist regions. Media exposures that successfully informed on event, may illustrate the quality of skills, innovation and achievements in relation to the host destination for the organizing of an event.

In terms of tourism, organized events cause many positive effects. Events have a major impact in diverting tourist trends with an attracting potential. Events influence on extending of tourist season, the average length of stay. Events increase revenue of host cities in accordance to increases the needs for new quality labor, reducing the unemployment, strengthening the competitiveness of destinations, improving of qualities of living for locals.

Positive effects of organized events have a high value on a scale of tangible and intangible values. Developing the long-term strategies of tourism, these results are visible through the overall contribution to the national tourist economics. (Gračan, Rudančić - Lugaric, 2013).

III. Empirical Research

The aim is to explore the impact of development of local event on the destination. Konavle as the municipality has 32 settlements where dominated both agriculture and tourism (Tourist Board of Konavle, 2016). Respondents as the target population were represented by the participants of this event, the host organizer, partners of the organizer, exhibitors, competitors and volunteers. In order to prove the hypothesis according to which H1: Elements of of the local event as part of event tourism and cultural tourism impact on the identity of the micro-destination Konavle, empirical research was conducted on the basis of a survey on a sample of 60 respondents. An elementary unit research is the stakeholder of the local event.

A.The Research Methodology

Due to efficiency and more successful return of the number of filled questionnaires, the stakeholders were earlier contacted by by phone. Questionnaires were sent to them by e-mail. Number of returned, correctly filled questionnaires is 46, or 76.67%, which is a representative sample and it is sufficient for this type of of research.The composition of 10 issues (open and closed) is divided into three parts. The first one refers to the description of the profile, including general characteristics of respondents such as age, education and level of qualifications. Second part was presented with the specificities of participants of the local event (organizers, partners of organizers, exhibitors - family farms or some other type of association, volunteers), compared to their previous involvement and possible previous experiences in the rural tourism. The third issues refer to the assessment of competitiveness of stakeholders of local event, and the influence of elements of the event and rural tourism on the image of the destination development.

B. Results

By analyzing the demographic characteristics of respondents (Graph 1), it can be concluded that younger population dominates in the sample. The most frequent segment of the population are those from 18 to 26 years. As the age of the population increases, in such a way the percentage of older respondents declines.

Graph 1: Age of repodents

Source: Author's data processing

Graph 2 shows that the share of respondents with secondary school is 65.2%. This is more than one half of respondents.

2nd graph shows that age is not proportional to the variable of educational degree, which indicates inadequately trained personnel. This thesis can be justified by the fact that most respondents are young that are currently on colleges.

Graph 2 Qualifications of respondents (%)

Source: Author's data processing

Graph 3 shows the structure, the type of qualifications. It can be concluded that the largest part of the category are Others, which brings together many diverse professions. In accordance to the structure, the types of qualifications, it can be concluded that the largest part is the category - Others, which brings together many diverse professions .In the long run, even these "diversity" of qualifications is a good basis for further training of professional staff for the purpose of event tourism and of rural tourism. Rults support the earlier experience of stakeholders in events and of their involvement in rural tourism (because the this specific event has arisen from created tourist product of rural tourism Konavle).

Graph 3 Sample structure with respect to the particular level of education (%).

Source: Author's data processing

Graph 4 Role of stakeholders and participants in the event

Source: Author's data processing

The biggest share (37%) include competitors of the Festival "Zelena Menestra and the wine", then volunteers, exhibitors (growers,, olive oil producers and other registered family agriculture economies), the organizers and their partners . Due to the scope, the environment of an event itself and the micro-destination in which is being held, problems of clear defined roles of participants should be taken into account. This means that partially exhibitors and / or competitors are also practically part the organizing team. The turnout of volunteers and competitors indicates the popularity of events among locals.The significance of this event spreads, entrapping the increasing number of of participants, during its maintenance. From last year , an attendance to this event has increased by 21.74%. 15,21% of total number of participants, participated in the first year.

Graph 5 Experience of stakeholders in rural tourism (%)

Source: Author's data processing

Findings point out (graph 5) that 80.4% of of stakeholders had no previous experiences in rural tourism which confirms the thesis that on the location of Konavle is just developing a rural tourism as one of the specific forms of tourism. The share of 19.6% of respondents has the experience through the registered trades, in organizing the excursions in destinations, within memberships in cultural art societies for the promotion of heritage, tradition and values of Konavle, by participating in fairs, but also in the cultivation and processing of indigenous products.

Findings from graphs 6, 7, 8, 9 show levels of competitivness of stakeholders of the event, without a "competitor" and due to the fact that with this question tried to assess the overall organization among which are the organizers, their partners, exhibitors and volunteers.

Graph 6:   Assessment of competitiveness of event organizers as stakeholders, from 1 to 5 (1- noncompetitive, 5-extremely competitive)

Source: Author's data processing

Graph 7 An assessment of competitiveness of partner organisers as stakeholders

Source: Author's data processing

Graph 8 Assessment of competitiveness of exibitors as stakeholders

Source: Author's data processing

Graph 9 Assessment of competitiveness of volunteers

Source: Author's data processing

Top-rated are volunteers and exhibitors, then the organizers and the partners organizations. There is no marks (1-2); either very unnoticeable. For the purposes of argumentation of results, stakeholders can be divided into two groups,

So may examine isolated organizers and partners (as leaders of the organizing team) from exhibitors and volunteers (as a team). Observed in this way, leaders of the organizing team have achieved very good results. The most common shared mark is 5 (very competitive), followed by 4, 3 and very insignificant percentage marks the second. These findings suggest successfully structured organizations by which all stakeholders of events are satisfied.

The remaining part of the organizing team, exhibitors and volunteers, are assessed mostly as a very competent what actually talking about their quality role in the overall organization.In such a way organizers and partners can be dissenting analyzed (as leaders of the organizing team) from exhibitors and volunteers (as a team). Observed in this way, leaders of the organizing team have achieved very good results. The most common joint score is 5 (very competitive), followed by 4, 3 and very insignificant percentage of the mark 2. These findings speak in favor of successfully structured organizations by which all stakeholders are are satisfied. The rest of organizing team, exhibitors and volunteers, are assessed mostly as very competent what actually speak of its quality role of overall organization.

Graph 10 An influence of local event on the destination development

Source: Author's data processing

Graph 10 shows the results of evaluating of the impact of event tourism on destination development. For easier comprehension of issues, event tourism is defined in the context of makreting strategy aimed at implementation of potential economic benefits and values from events. From the results it can be concluded that event tourism has a role in development of destinations. This hypothesis is confirmed by 50% of respondents with a grade of an excellent, while slightly smaller percentages of respondents is assessed this hypothesis with a very good 32%, and 12% with - good. Graph 11 shows the results show ann influence of local event on the image of destination

Graph 11 An influence of local event on the image of destination

Source: Author's data processing

Findings refer the impact of of local event on the destination image are assessedby respondents are with an extreme impact (52.17%). Overall analyzed results create an image of a positive and successful impact on the further destination development and place identity, and thus on the image of Konavle as a micro-destination. From 46 of participants, 41 are engaged in activities that have contact with rural tourism. Here's coming to the interactivity, in accordance to the specific characteristics of two forms of selective tourism.

Graph 12 An assessment of influences of the local event on activities of Rural Associations (%)

Source: Author's data processing

Graph 12 shows the results of evaluating of influence of local events, as a part of tourist product, on the economic activities around which respondents are involved. 41.5% of them assessed assessed an influence as very good, 34.1% good, and 12.2% of them assessed it as an excellent mark. The reason for such small percentage of excellent ratings is a result of the tourist season, which affects the the local area.

Rural tourism is influenced by the seasonality. Instead of throughout the whole year it is measured only a few months during the year. Despite excellent assessment, influence of local events is assessed as very good for activities of respondents, because events and economic activities are regarded as a part of tourism. Featured results confirm the hypothesis according to which elements of of local events as part of cultural tourism, have an influence on the recognition of identity of Konavle as a micro-destination.

IV. Conclusion

New market trends affecting the profiling of new marketing niche. Tourists are more informed, with special preferences, more conscious in perception of the quality. Competitors compete with prices and qualitaties, including the innovative services in offer, with a focus to the emotions and experiences. They put pressure on tourism industry to create new products, services and experiences. With potential factors contained within the motives, the demand must be directed towards a specific selective offer. Using values of the destination and perceiving them as comparative advantages that are selected, created and offered as specific tourist products, we must assure the destination develeopment and its imptoving that is under the sustainabilitiy concept.

Events are characterized by financial investments, limited time maintenance innovations, quality organization, a financial engagement, a limited time duration, careful planning. For the undisturbed implementation of planned topics of events, it is necessary to gather the organizational team. Each event is realized in interaction with the environment, which results in positive and negative effects in the destination host (on the local population, maintenance points) as well as business entities. Innovative modalities of tourism, that are dynamically experienced, are a response on the saturation of the standard products of mass tourism. Products such as events have advantages contained in the nature of events based on antropogenic resources.

Sustainable socio attractions are the basis to the creation of and organization of events, as cultural-historical, ethno - social, artistic and the ambiental activities. Positive characteristics of events are improving the living standards of local population through investments, the common participation of local stakeholders for pulic intersts, and possibilities of presenting of cultural heritage of the local area, creating an image of the host destination. Service providers and others engaged in the organization of an event through perceived values and positive experiences of event participants promote their services. This research confirms the main hypothesis about the impact of the elements of the local event within the event tourism in recognition enchanting. That argues that data refer on an increasing number of participants in the framework of this event Scents of Christmas as compared to 1 year maintenance. Although event tourism and rural tourism are defined separately,

synergy is an incentive to encourage their further development of this region as a tourist destination. Thus, rural tourism is promoted in a manner that collects the autochtony of destinations. Maintenance of local events is important to create a positive image. Local events as innovations are still under development in Konavle

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Appendixes

Graph 1 Age of repodents
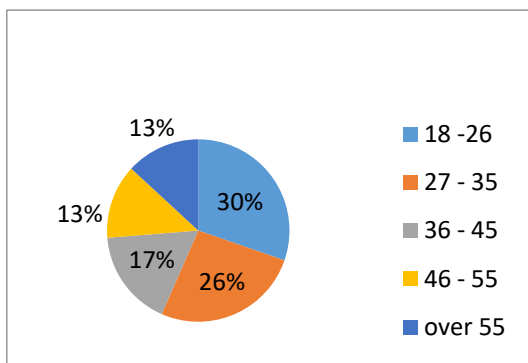
Source: Author's data pro

Graph 2 Qualifications of respondents (%)
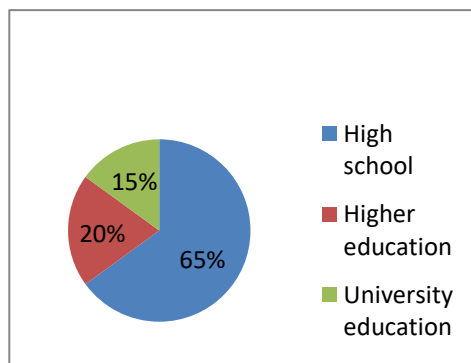
Source: Author's data processing

Graph 3 Sample structure with respect to the particular level of education (%).
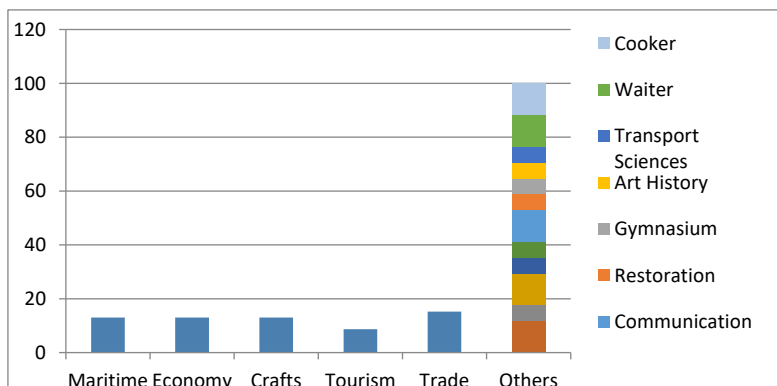
Source: Author's data processing

Graph 4 Role of stakeholders and participants in the event

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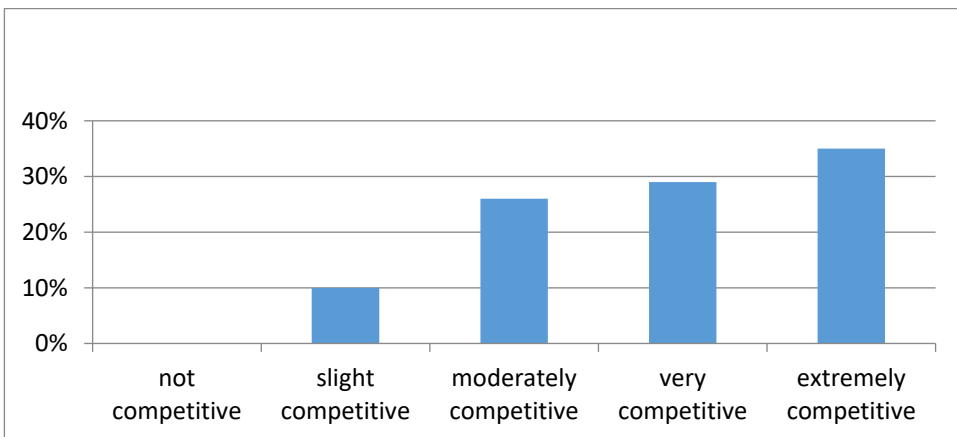Amsterdam, 19-20 May 2017

Proceedings
Volume III
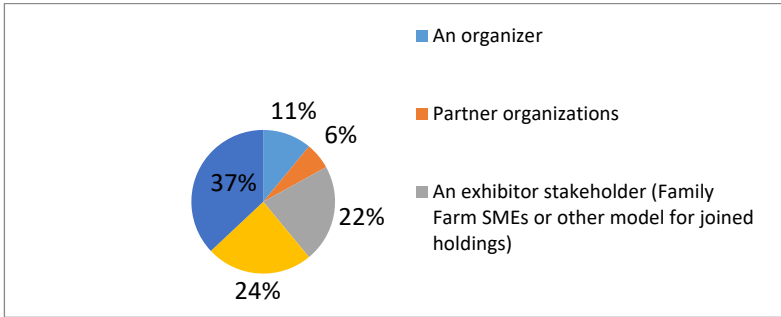
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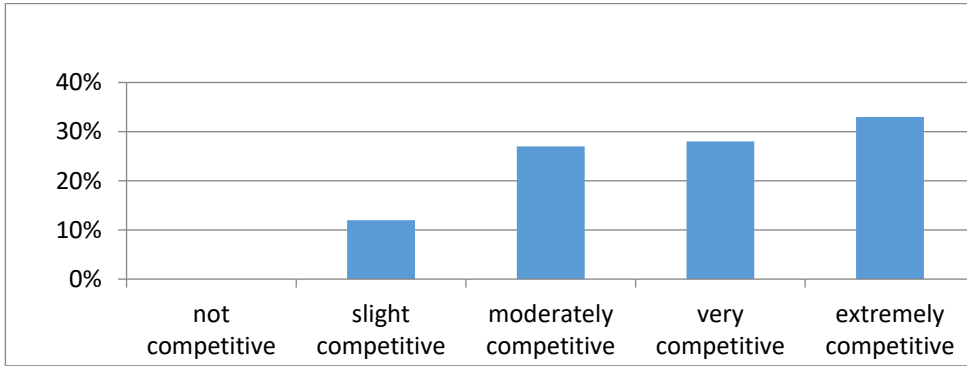Graph 5 Experience of stakeholders in rural tourism (%)
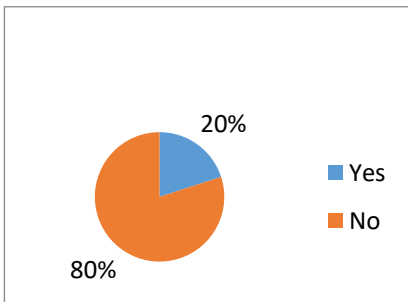
Source: Author's data processing

Graph 6 Assessment of competitiveness of event organizers as stakeholders , from 1 to 5 (1- noncompetitive, 5-extremely competitive)
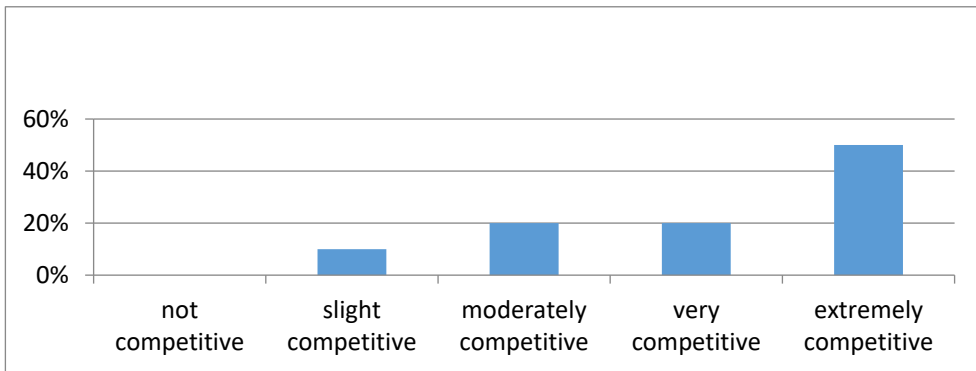

Source: Author's data processing

Graph 7 An assessment of competitiveness of partner organisers as stakeholders

Source: Author's data processing

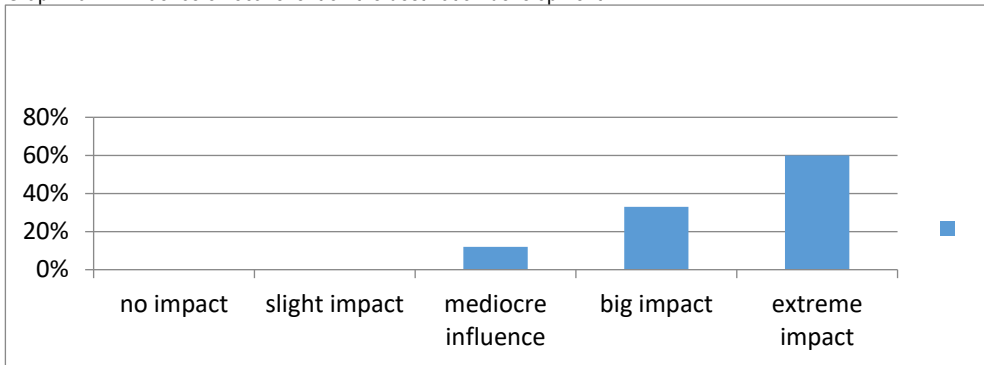Graph 8 Assessment of competitiveness of exibitors as stakeholders

Source: Author's data processing

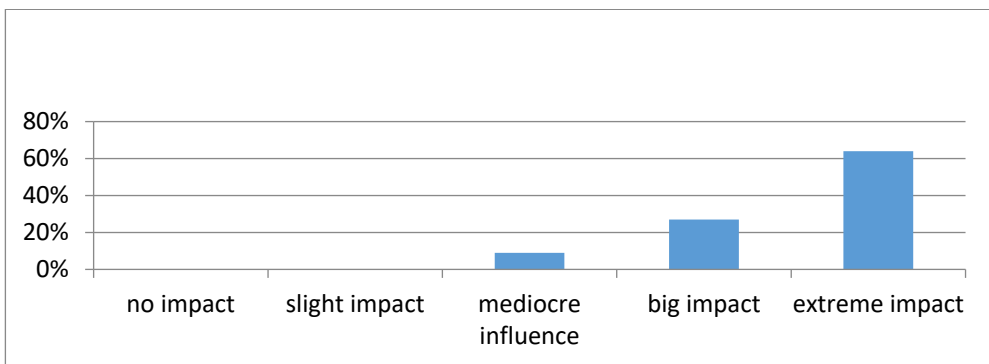Graph 9 Assessment of competitiveness of volunteers
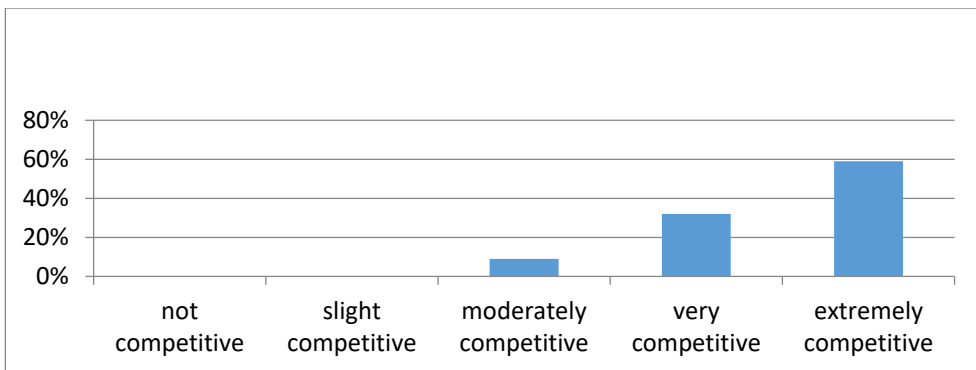
Source: Author's data processing

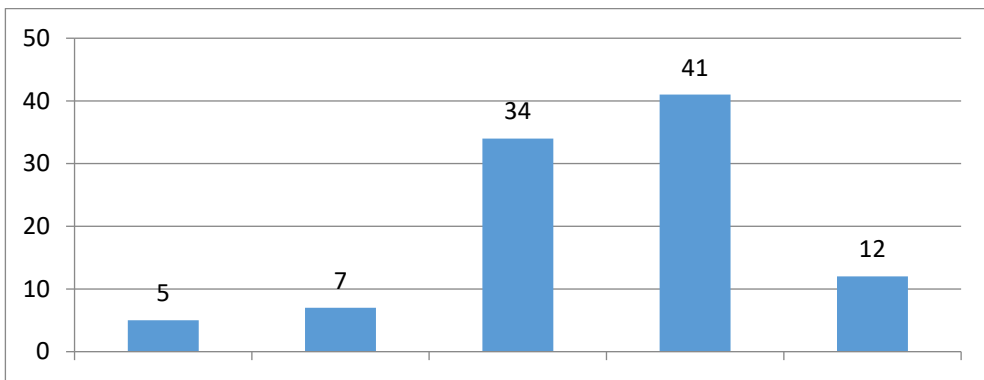Graph 10 An influence of local event on the destination development

Source: Author's data processing

Graph 11 An influence of local event on the image of destination

Source: Author's data processing

Graph 12 An assessment of influences of the local event on activities of Rural Associations (%)

Source: Author's data processing

From Traditional to New Media – PMI (Public Media Institution Radio Television of Vojvodina) RTV of Vojvodina Keeping in Time with 21st Century and Media Literacy

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Abstract

Today, digital media technologies enable faster reaching of the necessary information and distribution of information that is important to the user, quickly and easily using new communication channels available to everyone around the world. As we live in the age of new media, which enabled the creation and exchange of a wide variety of content, including the content of traditional media such as that produced by PMI RTV among a large number of Internet users, media influence researchers warn of increasing addiction to the media, especially those new ones and express the need to create the institutional basis for the introduction of media education in the regular education program. Gradual influence of new media indirectly determines the meaning of peoples' lives, for it is believed that we spend two-thirds of our waking state on the media or on the media and some other activity, while we dedicate a little more than twenty percent of our time to work. Media literacy and media education are the answers to the challenges of the future which is anticipated by media futurists, not only adequate technical and technological, but a complete literacy to understand the message content, reflection and critical thinking. The authors of this study believe that knowledge of the media should not only be a challenge for the media professionals in the field of culture, science and art, but in the broadest sense, the strategy of building a new relationship with reality. The logical first step is the inclusion of media professionals - in the first place public services, like PMI RTV of Vojvodina, for among other media roles defined by law, the role of public service is to be a pioneer in new insights, technology and innovation, educating, and informing etc. This report will define terms such as internet, media literacy, IT literacy, new media, social media, media content etc. but it will also analyze the expectations and challenges that accelerated technical and technological development bring in terms of the Internet and other forms of electronic promotions.

Keywords: *Internet, media literacy, new media, social media, media content, communication.*

Introduction

Today digital media technology enables us to use new communication channels for quick reach of the necessary information, and its distribution to the user. The information is used for informing, education, entertainment, but also for business, networking people worldwide, and markets.

Not so long ago, information and news were mostly at the disposal of the selected few, but now they are in the hands of the majority. Since we live in social media era, which enabled the creation and exchanging of the most diverse content between a large number of Internet users, replacing the process of "one to many", to the process of "many-to-many", we are witnessing the actual results of the third media revolution.[1] The first Internet service World Wide Web, was intended for

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[1] The first media revolution (1455) - the Gutenberg Bible;
Second media revolution (1980's and1990's) - expansion and domination of electronic media

communication between scientists. The European Organization set it for Nuclear Research - CERN in Geneva, and two years later, it became the first website. Today there are more than 150 million sites and the number of Internet users increases every second with the tendency that two thirds of global population will be "networked" by the end of the decade. Enthusiastic users as well as the opponents of the new technology agree on the same point: media literacy is inevitable, connected with social interaction they change the reality, but they are run and managed by the human need for information.

Someone who is not functionally literate cannot properly understand the text, and someone who is not media literate cannot interpreted it critically. For the modern man and modern society, a society of knowledge, media literacy is essential. Developed countries realized that on time and started with media education. Media literacy is complex and there are many definitions about what it implies, but it is most often defined as the ability to access, analyze, evaluate and produce messages in different forms of communication. "Media literacy refers to the ability to" consume "and to reflect critically on information obtained through the mass media such as television, radio, newspapers, and today the Internet" (Bawden, 2001). It is extremely important to distinguish media literacy from IT and information literacy.

IT literacy means to have a certain level of knowledge and ability to effectively use computers and technology. Numerous pieces of information can be accessed anytime and anywhere thanks to the computer, but before that, we have to learn to use computers and computer programs that allow the collecting and processing of information. Computer literate people should constantly improve their IT skills, (Božić, 2003), because they have to follow the rapid development of information and communication technologies. Information literacy implies the ability of a high quality use of information. The standards for higher education represent information literacy as a basis for lifelong learning[1] and it applies to all disciplines and levels of knowledge.

According to Bawden, digital literacy is the ability to read and understand the hypertext and multimedia texts, and includes an understanding of images, sounds and text of dynamic hypertext. Unlike digital literacy, he believes that information literacy encompasses the entire universe of information including those in printed form. Therefore, it is a wider concept than digital literacy, because not all the information is in electronic form yet, and the volume of available digital content is modest compared to the amount of printed sources.

The concept of media literacy

The concept of media literacy can be defined in many ways, but all definitions contain an idea, which is more or less common. Thus, today, when we talk about media literacy, we do not only refer to the ability of using traditional media such as the press, radio and television, but great attention is also devoted to new media. In previous decades, many theorists explored the impact new media has on users of the media content, and the results of their research have shown that it can be very high. Therefore, the need for media legislation arose, in order to set certain standards and for this area to enter into legal frameworks. Many countries have introduced very strict legislation, which at the end of the 20th century slowly started going in opposite direction, the direction of deregulation and liberalization.

The development of new technologies, notably the Internet, leads to greater media freedom due to which there is a need to educate the public, in order to effectively use the media content. The European Commission, UNESCO, numerous national and international associations of media professionals, as well as governments of certain countries dealt with this issue in the framework of their media law. "People who are at a relatively low level of media literacy know enough about receiving media messages, but not enough to be able to protect themselves from imperceptible but constant influence on the formation of attitudes towards life. When the media influence gradually determines the meaning of life, it means that the behavior, attitudes and emotions of these people will be aligned with such determination. A higher level of media literacy allows people to gradually eliminate this media determination and delete codes that are embedded into their media awareness and thus replace media programming with their personal ideas "(Potter, 2008, p. 16)

"Media literacy implies the ability of an individual to access some content, the ability to analyze it and evaluate it, and to communicate it in a variety of contexts" (European Commission, 2007, p. 3).

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[1] The concept of lifelong learning emerged in Britain in the1920s. It is defined as a learning activity throughout life with the aim of improving knowledge, skills and competences within a personal, **civic**, social and business perspective. The aim of education is no longer education for profession, but experts on lifelong learning.

Encouraging participation increases the interest of young people for current events, turns their attention to the fact that all messages are created for a purpose and an objective, and that if messages are not analyzed properly, youth can very easily be manipulated (Asthana, 2006, p. 7). Media literacy helps young people and all other citizens to recognize how are certain values presented in the mass media and how to evaluate the information quality, relevance and benefit of certain media reports among plethora of others (Hobbs, 2007, p. 3).

Media literacy does not merely imply the use of the media, but the knowledge about it as well. Most media illiterate people indulge in the media and allow it to program their habits. In that way media "programs their worldview influencing the expectations of interpersonal relationships, personal preferences, success, fame, health, events that are worthy of media attention, problems and solutions to them" (Potter, 2011). In his latest study on media literacy, Potter believes that the gradual influence of media defines the meaning of life, i.e. that the behavior, attitudes and emotions of these people are gradually aligned with such determination.

Media education in Europe

The European Commission and the European Council are dealing with issues of media education and media literacy, recognizing their importance in society, as well as the role that media has in influencing the creation of the world that we live in. They are committed to increasing the level of media literacy among young people, as well as other citizens, so that everyone would be able to participate in democratic and cultural life of the community. European Council in its resolution on media education from 2000 defines media education as a "teaching practice which aims to improve media competence reflected in critical review of media and opportunities for citizens to make their own decisions based on available information".

Media education provides an opportunity for citizens to "access necessary information, to analyze them and to be able to recognize economic, political, social and/or cultural interests that stand behind it."[1] EU considers media literacy as an important condition for full membership in the Union and as the basis for the development of intercultural dialogue. The European Commission in its recommendation on media literacy from 2009 is committed to the implementation of "media literacy in school curricula at all levels as the basic responsibilities of the Member States"[2]. Today in Europe media literacy exists within the primary and secondary education, while in Serbia, media literacy is still not on the list of mandatory or elective courses at the primary and secondary schools.

Media literacy in Serbia

At the end of the 1970's, media literacy became an important practice through which young people were preparing for the "outside world" by learning democratic rights and civic responsibilities. In the decades that followed, a great controversy was imposed as to whether media itself should participate in creating strategies of media literacy. One example of this model is Hungary where the end of the last century elementary schools introduced newspaper-reading classes, and free copies were provided buy print media. In this way, the media did not only encourage literacy, but it also provided audience who they address today. "Being literate means being able to use dominant symbolic systems of culture to achieve personal, aesthetic, cultural, social and political objectives" (Hoobs, Renee; Jensen, Amy, 2009, p. 4) (Masterman, 1985).

Results of recent comparative studies show that in the region of Southeast Europe and the Balkans, with some differences among countries, media and information literacy (MIL)[3] is not sufficiently developed area.

Media literacy as a concept was explicitly recognized for the first time in an official document of the "Development Strategy of Public Information System in Serbia until 2016" (Media strategy), particularly in paragraphs 6 and 9.[4]

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[1] Source: European Council: Recommendation 1466, paragraph 8.

[2] Source: European Commission Recommendation 6464, paragraph 18.97

[3] MIL - an acronym for Media and Information Literacy

[4] UNESCO is currently drafting the new media strategy and partners in the project "Building trust in the media in South East Europe and Turkey" actively participate in the consultation process. The draft recommendation on media and information literacy that should be found in the new media strategy was presented at the conference "Towards a modern media policy", held on 17th and 18th 11November 2016 in Belgrade, organized by Tasco P2P Program, EU media Department of the OSCE Mission in Serbia, with the support of the EU delegation in Serbia.

The idea of media literacy also appears in the Public Information and Media Law and the Public Media Service Law. In the new media laws, adopted on 13th August 2014, media literacy was recognized as an important area of public interest.[1]

During 2016 with the support of OSCE, Serbia held a comprehensive discussion of the new Media Strategy, as well as the importance of strengthening media and information literacy. Earlier this year, namely on 10th February 2017 recommendations on media literacy prepared for a new Media strategy were adopted. They emphasized the importance of:

1. Cross-sectoral and inter-organizational cooperation,

2. Innovative and creative projects for new digitally literate generation, who will have occupations that are still developing,

3. Projects related to media literacy - with the aim of bridging the gap between advanced computer literacy and insufficiently developed competences in the field of media literacy,

4. Projects of media education for all target groups, including professionals in the field of media and education as part of lifelong learning,

5. Greater support for projects researching the audience and for those who advocate media literacy.

The purpose of media literacy

New technologies are changing the entire social reality, because they penetrate deeply into our lives. Data of any kind, personal, insurance, employment, education, law, for the most part are in digital form. The term "digital" today is much more than information and the machines that use it, it is a broad "use of media forms enabled by digital technology, this implies virtual reality, digital special effects, digital film, digital television, electronic music, video games, multimedia, global networks "[2](Gere, 2011).

Artificial intelligence, already manages computers and it is developing to the extent that it represents replacement for communication between people. Automatic e-mails we receive, because our e-mail address is recorded (permanent or casual users of certain sites), as well as the number of notifications, is the actual communication between two computers. Relative freedom from commercial and political pressures on the Internet combined with its accessibility and interactivity makes it such a technological innovation that uniquely contributes to democracy. George Orwell gave one of the most radical views of the world in *1984* the book about future world. Future world is described as a totalitarian state that fully degrades a man, because homes have installed tele-screens, which can only be turned down but not turned off, and which at the same time send and receive signals. These predictions were not realized in the real lives of ordinary people, but it is possible that they have served as a good basis for reality programs whose heroes live day and night as Orwell's Winston Smith, assuring high television ratings around the world.

Jean Baudrillard uses the example from 1971 when the experiment of the truth was carried out on TV with the Laud family. Family members were exposed to TV cameras for seven months, and more than 300 hours of direct (live) program, without script was recorded. Although it was a historic undertaking and unique feat of television, the experiment has undergone ethical fiasco because the family Laud split during the recording. In this case, the lens of the TV cameras have become a "laser that cuts perceived reality to kill it." (Baudrillard, 1991) He warns that we are no longer the ones who watch television, but television is watching how we live.

The plethora of information to which the users of digital (new) media are exposed, involves an increasing number of e-mails, voice messages, flash news and electronic files, which overwhelm us every day and as a result produces stress, confusion, impaired ability to control their own lives. Leisure time is shortened, the global village is growing, and loneliness increases. Approaching the importance of media literacy these are the following data: two and a half million of Serbian

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[1] In paragraph II, Article 15 of the Law on Public Information and Media (2014). In paragraph II, Article 7 of the Law on Public Media Services (2014) media literacy is mentioned as one of the objectives of public service media in connection to the public interest. Media literacy is not mentioned in the Law on Electronic Media (2014)

[2] Charlie Gere is director of the Institute for Culture Research of the University of Lancaster. His research interest is focused on the cultural impact and importance of technology and the media, especially in relation to art and philosophy.

citizens have a profile on one of the social networks, of which 60,0% are the minors, and more than 90.0% of young people age between 12 and 29 use the Internet.[1]

Specificity of PMI RTV of Vojvodina

"Public service is a nonprofit, independent radio television organization established on behalf of the general public and financed from public funds, which by variety, balanced, high-quality programs meets the needs of the largest possible number of citizens and the general public, impartially and without discrimination". (Veljanovski, 2005)

PMI RTV is a successor of RTV Novi Sad, which began broadcasting radio program in 1945 and television program in 1975. It was founded on 26th May 2006 based on Article 94 of the Broadcasting Act[2], and from 13th August 2014 according to the Public Service Media Law[3], it continues to operate under the name of Public Media Institution Radio Television of Vojvodina. The main activity of RTV[4] is the production, purchase, processing and broadcasting of television and radio programs, informational, cultural, educational, children's program, entertainment, sports and other content in 13 languages, 24 hours a day, on platform 7, which meet the needs of wide audience in Autonomous Province of Vojvodina and outside its boundaries.

In 2013, the Strategy[5] of RTV was adopted. It defines the vision, mission and general courses of action and development: "Radio Broadcast Institution[6] (RBI) RTV is a public broadcast service for the territory of the Autonomous Province of Vojvodina, which broadcasts all-day program on two television and three radio channels as well as via the internet portal. With about 18,000 hours per year of the broadcast program content (of which 51% is its production), this broadcaster belongs to the "golden mean" of programs offered by European National Public Service, and compared to regional services it is among the top five in Europe. "

In 2014, the Serbian Parliament adopted the set of important new laws[7] that reflect on the new media software, organizational and technological solutions and new broadcasting technology that bring dynamic and rapid changes in the operation and functioning of the media sector.

For the functioning and performance of the basic activities of media service (production and distribution of content) as RTV, technical performance is extremely important.

Over the years, due to the embargo, staff attrition, the situation in the country, bombing in 1999 (3rd May 1999 - the International Media Day), technical operation was made possible with the equipment that survived and the temporary installed rented premises with inadequate conditions for the functioning of professional TV.

The digitization process (transition from analog to digital broadcasting) in accordance with the law from 18th May 2015 was completed. A digital archive system is also being prepared by digitizing existing audio and video archives.

Current systems are multifunctional, with a high degree of integration of radio, TV, the Internet and mobile applications, which allow interactivity, reliability, efficiency, and modular phased viability, scalability, maintenance, and coherence.

Subject matter and the research method

This study is about the state of media literacy in Serbia. The emphasis is on young people - teenagers, but also on the overall state of population, as well as media professionals, when comes the internet, media literacy, computer literacy and general zest for learning and lifelong education are in question.

The aim is to investigate the level of media literacy and come to an answer what is the impact of the media in relation to the level of media literacy. After being acquainted with the subject of research through literature, we started sampling and

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[1] The research by agency Ipsos Strategic Marketing

[2] The Broadcasting Act, Official Gazette of RS, no. no. 42/2002, 97/2004, 76/2005, 79/2005 -. Law 62/2006, 85/2006, 86/2006 - corr. and 41/2009: Beograd

[3] The Law on Public Media Services - http://www.parlament.gov.rs/upload/archive/files/cir/pdf/zakoni/2014/2513-14.pdf

[4] RTV - short for PMI RTV of Vojvodina

[5] Strategy of RTV of Vojvodina, available at: http://static.rtv.rs/pdf/2013/10/29/strategija-razvoja-ruv-rtv-2013-2017-pdf.pdf

[6] RBI - Radio Broadcast Institution, this was an initial name, until August 2014, and the use of the Broadcasting Act, the change of Act initiated the change of the name to PMI - Public Media Institution.

[7] The Law on Electronic Media, the Law on Public Information and Media and the Law on Public Media Services

selecting methods that will be used in the provided research. We used the appropriate pattern, depending on the kind and type of research. Sampling is not based on the theory of probability, so respondents do not have an equal chance of being drawn from a population in other words they were not formed randomly. "When using a convenience sample, the researchers simply select the cases on hand, until it reaches the desired pattern and the planned size" (Powell, 1997, p. 68). were conducted Two studies were conducted in parallel, with youth and with media professionals from PMI RTV, while the third - introductory survey titled "Old and new media audiences and media addiction" was used for the purpose of this study from "Positive Center for Digital Media".

Research results

I part of the research

According to the Statistical Office of the Republic of Serbia 97.8% of households have a TV set, 65.8% have a computer, and 68.7%[1] have internet connection (Serbia, 2016, pp. 12-21).

Methodological explanation - Percentage of households with at least one member aged 16 to 74 that have listed devices: TV, mobile phone, personal computer (PC), cable TV, laptop.

Table 1. Households with a computer, Internet connection and a broadband Internet connection, by region

Households with broadband Internet connection by region in %				
	The Republic of Serbia17	Central Serbia	Belgrade	AP of Vojvodina
2012	38,0	32,4	50,4	37,6
2013	43,4	37,7	52,8	44,7
2014	55,1	47,6	65,2	59,0
2015	56,0	49,1	65,8	59,0
2016	57,8	50,4	68,5	61,0

Table 2. Households with a computer, Internet connection and a broadband Internet connection, by region

Households with a computer, by region in %				
	The Republic of Serbia	Central Serbia	Belgrade	AP of Vojvodina
2006	26,5	22,7	30,7	29,6
2007	34,0	26,3	45,4	34,4
2008	40,8	34,8	53,1	41,5
2009	46,8	41,3	59,8	46,1
2010	50,4	44,4	60,1	52,9
2011	52,1	47,2	61,0	53,0
2012	55,2	49,5	66,2	56,3
2013	59,9	55,1	67,1	64,0
2014	63,2	57,5	70,6	66,3
2015	64,4	58,0	73,9	67,0
2016	65,8	59,4	75,9	67,7

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[1]   Data   announced   by   Statistical   Office   of   the   Republic   of   Serbia   in   September   2016, http://www.stat.gov.rs/WebSite/userFiles/file/UpotrebaIKT/ICT2016s.pdf

Table 3. Devices in households

Devices in households in %											
	The Republic of Serbia										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
TV	95,7	97,8	98,4	98,6	98,7	98,9	98,2	98,2	99,0	99,3	97,8
Mobile phone	71,2	73,6	74,5	80,1	82,0	82,5	83,9	86,9	90,6	90,3	90,2
Personal computer (PC)	26,5	34,0	40,8	46,8	50,4	52,1	55,2	59,9	63,2	64,4	65,8
Cable TV	30,2	33,8	40,5	41,9	42,6	44,4	44,5	47,6	49,8	53,6	57,3
Laptop	1,5	3,8	5,8	9,3	11,2	15,5	21,4	31,6	38,7	39,0	39,2

The study titled "Old and new media audiences and media addiction" showed that more than 2/3 of Serbian citizens have some sort of media addiction.[1] The largest number of media addicts is the part of the audience who expects mere entertainment, escape from reality and life difficulties. The essence of media literacy:

1) Introduction of the essence of the media;

2) Introduction of the risks that the media bears;

3) Recognition of the media potential (informational, educational, entertainment)

4) Development of critical and accountable relationship to the media content.

II part of the research

The focus of this research, are students from Novi Sad - teenagers attending the third and fourth grades at four Gymnasiums of Novi Sad. The method we used for the study as a tool for data collection was a questionnaire, which was made of 36 questions, of which nine were open type. The vast majority of questions were closed because such questions provide answering efficiency and processing, they characterize answers according the research and do not leave the possibility of imprecise and vague answers. In the end, due to a certain number of inadequately completed questionnaires, the final number of questionnaires considered was 142.

The estimates are that media literacy is low, and due to the rapid development of techniques and technologies, parents do not keep up with their children, and specially trained educators should train teachers at schools. Media literacy implies the development of children's cognitive potential and young people's understanding, interpretation, evaluation, critical, creative thinking and the development of communication skills. It is estimated that we spend 2/3 of our waking time with some media, dealing exclusively with it, or with some other activity. Therefore, according to James Potter, "the essence of media literacy is keeping things under control" (Potter, 2011, p. 32), and one of the three strongholds of media literacy (with personal position and skills) is the available knowledge, for which is necessary to study the media from the socio-philosophical, anthropological, cultural and psychological aspects.

Based on the data obtained from research conducted among high school teenagers, 2/3 do not read all the books provided by the curriculum, and there are usually five or six works of classical literature, but instead use the Internet as an information source (retold books, films - screened works, etc.).

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[1] The study "Positive Center for Digital Media" from January to May 2011 shows that 1/4 of population thinks that they exaggerate with the use of the media, while 26.1% could not resist them.

Table 4. What media do you use?

The media they use	Number of Respondents	Percentage
Television	49	34,50%
Internet (social media)	111	78,16%
Daily newspapers	17	11,97%
Radio	33	23,23%
Mobile (phone, IPod, IPhone, IBook)	139	97,98%
None of the above	5	3,52%
Total	142	100,00%

The survey confirms that young people are more interested in new media than traditional media (respondents were able to choose between two possible answers). The largest number of respondents (97.98%), use the latest mobile devices, more than 2/3 (78.16%) are present on social networks, while television is in on the third place (used by 34.50%) occasionally watched by every third respondent. Significant percentage of young people still listen to the radio (23.23%), and they read daily newspapers the least (11.97%).

Table 5. What purposes do the mostly use the internet for?

Purposes they use the internet for	Number of Respondents	Percentage
Information about daily events	8	5,63%
Sending and receiving e-mail	5	3,52%
Chatting on Skype, Facebook, Twitter, LinkedIn	97	68,30%
Entertainment (music, films, games)	32	22,53%
Total	142	100,00%

The largest number of respondents uses the Internet for socializing over Skype, Facebook and Twitter (68.30%), then for entertainment by listening to music, watching movies or playing games (22.53%). A much smaller number gets informed this way (5.63%), while the least number of respondents (3.52%) use the e-mail.

Table 6. Which television do you watch most often?

Television they watch most often	Number of Respondents	Percentage
Local	10	7,04%
Nacional	15	10,56%
Public service PMI RTV	23	16,19%
Global networks	77	54,22%
None of the above	17	11,97%
Total	142	100,00%

Young people watch TV less and less, they watch local and regional TV the least (7.04%), national television a little more (10.56%). It is interesting that PMI RTV has a larger viewership (16.19%), while over half of respondents (54.22%) monitor the global media. Almost a tenth of the participant does not watch any of the mentioned televisions.

Young people are more interested in content from broader areas, mostly in the global media, which has more entertaining than informative content. Certainly, a trend loses position of the media watched in the traditional way among young users, because of their high propensity to technological innovations and opting for content that does not link them to time and

space. Therefore, they can follow delayed and online content wherever they are as long as there is the Internet availability and coverage.

When it comes to the access to information, research results showed that all respondents have at least one TV in the household and that everyone has access to the Internet. In this regard, access to information can be considered as the best possible, and if the level of media literacy was only observed through the prism of access, high school students should be able to estimate the highest possible grade. However, if we consider the way they use their abilities and technical skills for new technologies, the results largely differ. What is interesting is the fact that the majority of respondents access the Internet via mobile phones, while the equalized number of respondents uses laptop and desktop for this purpose. The least is the number of users who surf the Internet using tablet computers, which was somewhat expected, since this type of gadgets appeared on the market well after the others. Several questions posed to the respondents referred to the authors of media content, and the goal was to determine the extent to which high school students pay attention to the origin of the message and the person who made it as such. Even 54% of respondents said they never pay attention to the authorship of the text, and 42% of respondents sometimes do. Only 4% of high school students said they always pay attention to who is the author of newspaper or television report. In one of the questions, it was required to list the names of three journalists whose reports or texts they have recently watched or read. Only one of the 142 students listed the three journalists, while eight of them listed only one another name. Other respondents, 91.0% of them did not write the name of any journalist. This information should be taken very seriously, because susceptibility to manipulation lies in this non-critical media monitoring. This means that high school students would not notice if a journalist often changes his attitudes or publishes untrue information. In other words this would not affect his credibility, since he, as an individual does not differ from any another journalist in the eyes of respondents.

This is not only the case when it comes to journalists, but also with newspapers such as information agencies**.** Respondents were asked to state the name of a local news agency. 79% of respondents did not answer this question, while a significant number of those who responded did so incorrectly. It is clear by this example that when reading newspaper articles they do not pay sufficient attention to the authorship of the text, which in Hobbes's definition is one of the main criteria by which the degree of individual's analyticity is determined. Being one of the basic prerequisites of media literacy, it can be concluded that analyticity is not at the high level.

III part of the study

The process of continuous improvement and lifelong learning is a natural state for PMI RTV because the technology content production and broadcasting are directly related to the continuous development and improvement from its beginnings until today. Regardless of the willingness of management and employees PMI RTV had to create knowledge, in other words it had to become an organization which learns and which must be in touch with all kinds of changes whether they are related to technology, production, literacy, and especially media literacy.

Adopting the Strategy RTV set off to transformation and therefore it must have an established and well-developed system of communication and information, as well as education. The empirical research was conducted in 2016 on a sample of 250 employees (out of 1270) at the different hierarchical levels**.** The resulting database includes the degree of implementation of the human resource function in broadcasting, such is the analysis of the employees responses on questions - the degree of satisfaction, motivation, further education at work and all accompanying activities that attract, retain, or distract them from the individual working arrangement.

Most of the tested subjects are between 35 - 45 years old. (53.25%), next group is up to 35 years of age (27.27%), and the age group from 45 – 55. (15.58%). The largest number of respondents have a university degree, even 53.25%, which is not surprising given that the functional goal of the Strategy was realized when it comes to human resources: "The workers will sign contracts, with a clear definition of duties and obligations, professional qualifications (PQ)[1] and functional knowledge ... Special attention will be paid to the system of ongoing education that will be an integral part of annual business plan (BP).[2] Each of the employees will have an obligation to participate in periodic training system (systemic approach), with the best professionals from the broadcasters to the domestic and foreign experts. "37.66% of managers and 62, 34% of the direct perpetrators are included in the study.

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[1] PQ - professional qualification

[2] BP - business plan

Figure 1. Sample - shown by position in the company
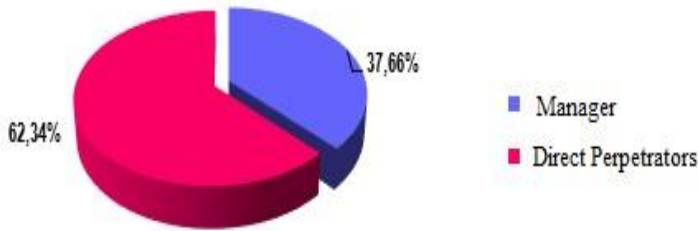
The analysis of answers brought up the fact that people manly work on RTV because of secure salaries and benefits (27.87%), due to the opportunities for advancement (23.77%), secure job placement (20.49%)...

**Figure 2**. Answers to the question: why have you been employed in your company?

Even 66.67% of respondents believe that the professional development is a good incentive for the employee to earn more, 25.33% partially agree, while only 8% disagree. Thus, we concluded that regardless of the necessity the majority of employees would accepted training on media literacy and implement it for professional and personal interest.

Figure 3. Answers to the question: do you think that professional training is a good stimulus for you to earn more?
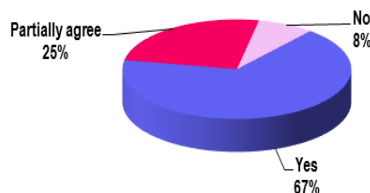

9.02% of the people from the sample work in the company because of their job position. In order for the employees to develop professionally, it is essential that HR department provide additional training. The largest number of respondents 31, 88% is seeking an opportunity for additional training, while 26, 09% have never asked for it.

Figure 4. Answers to the question: are you seeking an opportunity for additional education from the HR department?
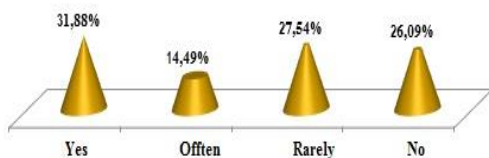
34.62% of respondents believe that development and training plans are partially created and adjusted to the needs of each employee, 47.44% are not aware of / think that there are no plans in the organization, but only 18.0% of respondents answered affirmatively to this question.

Figure 5. Answers to the question: are there development and training plans for all employees that are adjusted to the needs of each employee in your company?
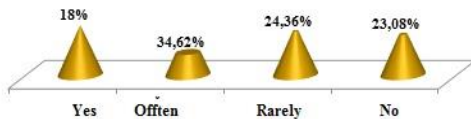
The aim of this research was to show what employees in RTV think about education in general with regard to education within the organization, whether they are interested for further improvement, by which the level of readiness for information and media literacy can be recognized. 2/3 of participants are interested in further education because they believe that the professional development is a good stimulant for better earnings. Less than 1/2 consider that there are no conditions for further education because they are not aware of or think that there are no plans for development. This "ignorance" is caused by the dispersion of RTV at several stations (PMI RTV has a problem of permanent building due to bombing in 1999). Due to the physical and technical incapacity for maximum use of all communication tools, as an interim solution to raise the quality and level of corporate communication as well as to resolve the construction of a new broadcasting station, RTV introduced the Intranet (one of the tools of the new media, which requires information and media literacy to enable easier and faster flow of information necessary for the work, and for raising the communication quality).

Despite these shortcomings, education trend is permanently present in PMI RTV, and in 2016, the Human Resources Department continued with activities for further education and vocational training of employees: six employees graduated, nine are near the end of their bachelor and master studies, 22 acquired the necessary certificates. 65 students from eight universities as well as high school students from Novi Sad had vocational training. Several visits were organized: kindergartens, primary and secondary schools, the City Library and others. In cooperation with the Deutsche Welle (DWA)[1] in 2016, Development Center organized six trainings, and 6 cycles of lectures on "Organizational Culture and Change". The Centre self-realized six trainings for students and employees. Employees acquire certain skills that are a prerequisite for further progress in their careers and only organizations with educated and professional staff can monitor the market trends.

Conclusion

Social media among the young and educated population is more popular than traditional media. This is a set of Internet applications, platforms, media that allow cooperation among people, co-creation and sharing of media content. They democratize the media sphere because everyone can create and publish content without compensation, and therefore belong to the group of unpaid media. At the same time recipients of information are no longer passive recipients but also creators of information and content. All this is possible because of merging information technology with the interaction of the user with a simple user participation and user-generated content. There are many new media divisions, but in every social network on the Internet in the first place and among the most popular in Serbia are Facebook, Twitter, Instagram, and LinkedIn. The second popular are Blogs (web logs) and now there are about 150 million of them in the world, followed by microblogs, then the various services of the multimedia content of which the most popular is the YouTube.

Slightly less interesting to wide audience are services that mark content, review services, and virtual worlds of which the best known are Secondlife and Small Worlds. A special field of interest of contemporary researchers are social networks, which generate most of what is now considered "public journalism". Today anyone can create and distribute information, not just journalists, and such news can become a global sensation.

Theorists of the media explain the popularity of social networks by the fact that people are social creatures. Another explanation of the popularity growth especially Facebook, which is the synonym for social network and often the only user's choice, is the lack of time and money for socializing offline. Besides that, the entertainment is often the main reason of

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[1] DWA- Deutsche Welle

many hours spent online, but it also meets the need for exposing, and it is also an easy way to cope with loneliness and find a partner. All these explanations concern the user's personal level.

In commercial application, social networks are used to distribute information to the target group, to communicate with the target group, for targeted advertising or to build a positive image of the company. Online advantage is an easy and quick creation of groups, fan pages and applications. The main negative aspects are reducing the risk of personal contacts and everything that it brings with itself, public display, and the things that should remain private, and excessive siltation with irrelevant information. The lack of media literacy can represent an elementary threat even in a segment that is subsumed under the mere entertainment.

Positive aspects are just on the other side of the same perspective - expanding the network of friendships and easier maintenance of contact information, greater transparency and easier access to relevant information. The attractiveness of electronic media, their interest, availability, make them dominant among users, especially among young people. Their media language has many visual and audiovisual codes that attract attention without any special effort from the users. Therefore, it is necessary to connect all media languages, their knowledge, with the inclusion of all forms of communication: reading, writing, listening and speaking, lead to the necessary media competence.

Guided by the requirements of media literacy definition, based on the obtained results it can be concluded that teenagers are only partially media literate, because access to the media is the only feature at a very high level. On the other hand, regardless of the fact that all of them have TVs and internet access, we cannot say that they consume content via these media in the right way. In addition, there is a big question when it comes to their content creation. A low percentage of activity in comments is a clear indication of that. Insufficient analytics reflected in ignorance of authors and sources of information, as well as the limited capacity of evaluation caused by poor level of information represent that their level of media literacy is low, so they are more susceptible to media manipulation. In order to stop this negative trend, we believe that media literacy should be introduced in the education system, with the maximum support of media and other professionals, because this is the only way young people would get educated for the proper use of media content.

Internal communication and lifelong learning has a very important role within the organization, especially within the media organization that has to be a pillar of support for media and IT literacy. By joined efforts of all employees who are aware of the importance of ongoing education in order to establish adequate media literacy, i.e. the transformation of PMI RTV in accordance with the new media and digital literacy, putting the necessary efforts towards its improvement, the necessary and desired optimum can be achieved, a good climate can be created to lay the foundations. Exchange of information using all the tools of corporative communication and new media, will provide the enthusiasm for education and learning, as well as the determination not to forget the leant, but to apply it despite the possible obstacles. The transit from the concept of traditional media to the concept of multimedia, namely traditional media with the elements of new media present, for PMI RTV represents a major change but also a challenge. This is also the expected obligation, because in recent decades the media have a major social role in creating public opinion in the world, but also in shaping the most important political decisions even globally. They have become an important factor of influence for total content, knowledge, information, and new technologies.

The purpose of media literacy is for the media users to get familiar with the work of the media, with the risks they carry, but also with the opportunities so that they as responsible and critical citizens can participate in contemporary society. The goal is to become a media literate person who understands the different media messages, and is able to identify, analyze and evaluate the effects of the media. A person who does not only successfully select media contents but also possesses skills (of media technology, media categories, languages and aesthetics of the media), knowledge (who are the authors of messages) and strategies in creating and designing media messages. Such person will consciously decide whom to give his attention that is a very valuable resource in the era of information overload.

The ultimate goal is the ability to critically "read" media-content and the development of personal communication skills to actively participate in society, thus lifting the quality of the offered media. Although media education, IT literacy and media literacy are intertwined, there are rarely disagreements on these terms in theoretical debates. Although it is about "a system in which one acquires knowledge necessary for understanding the phenomenon of the mass media and effective behavior with them and against them", it is also about "teaching the language and script of the media", which stems from the previous process. (Vuksanović, 2008.) It implies the study of media from various aspects of socio-cultural, philosophical and anthropological, to the psychological. To succeed in this process trained professionals are essential to perform this type of training, which is not the case in Serbia. Continuous learning and acquiring of new knowledge and skills is also necessary

in order for professional environment, to adapt to the constant and often rapid changes. On the other hand, today the Internet allows everyone to access the knowledge and information.

The impact of the Internet on all segments including the operation of modern enterprises, especially the media, is steadily increasing. The digital revolution has fundamentally changed the concept of space and time. The explosive development of computers, information technology and telecommunications, have a major impact on the creation of value for media service consumers, as it creates new opportunities for user research, product creation (emission) and services that will meet the needs of media content consumers, efficient and effective distribution and communication with customers in groups or individually. In the near future new media technologies will not be visible. They will gradually merge with our environment and become the invisible.

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Local Knowledge of Coastal Community to Sea Level Rise and Climate Change

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Abstract

Climate change has the potential to substantially affect risk of flooding and associated impacts to infrastructure, agriculture, fisheries and human health in coastal communities. The effects of climate changes are not only on physical aspects such as sea level rise and inundation, but will affects individuals and communities mainly at coastal areas. Due to this scenarios, this study will focused on local knowledge of coastal community to sea level rise and climate change. Specifically, the objectives of the study is to identify the level of knowledge, and awareness of coastal community related to sea level rise and climate change. Finding showed that 66.7 percent of the coastal community have a knowlegde of climate change, and 59.3 percent agreed that sea level rise scenario as part of impact of climate change. Furthermore, 77.8 percent of them aware and agreed that sea level rise have an impact on their economic, infrasturucture and recreation activities. They also aware that potential of climate change because of naturally phenomenon (63.0 %) and human activities (59.3 %) such as open burning and agriculture activities. Generally, this study to provide insigh into the communities knowledge on and adaptation strategies towards the treat of sea level rise.

Keywords: Climate change, sea level rise, coastal community, inundation, perception

INTRODUCTION

Climate change is a change in climate quantities attributed directly or indirectly to natural inconsistency such as human activity including anthropogenic increases in greenhouse gases that alter composition of the global atmosphere. Global warming leads to thermal expansion, which causes sea level rise. The increases in sea level rise are consistent with warming. Global sea level rise is also a result of the exchange of water between oceans and reservoirs (IPCC AR-4, 2007)

Sea level rise is an increase in the mean sea level of the ocean. According to Thurman and Burton (2000), sea level rise has been rising since the end of the glaciations about 15,000 years ago. Also, The Intergovernmental Panel of Climate Change has high confidence that the rate of global mean SLR increased between the mid-19th and 20th centuries. Based on IPCC AR-4 (2007) prediction, the average rate of SLR was 1.7 +- 0.5 mm/yr for the 20th century, 1.8 +- 0.5 mm/yr for 1961-2003, and 3.1 +- 0.7mm/yr for 1993-2003. Finally, study by Patz (2000), stated SLR is expected to rise 56 cm by 2100. These scenarios are expected to rise at a greater rate this century due to melting and loss of ice and thermal expansions of the ocean due to warming.

Sea level rise can change locally and globally due to change in the shape of the ocean basins, and change in the total water mass and density (Delpla et al., 2009). According to Fitzgerald et al. (2008), the low-lying coastal area infrastructure and thier stock is at an increasing risk due to damage from sea level rise inundation, extreme astronomical tides, storm surge flooding, erosion, and others coastal hazards. Bates et al. (2008) state that hazards from sea level rise are theating the infrastructure, local resources, settlements and facilities that are the livelihood of coastal communities along the shorelines. The risk also continues to increase due to the continuing growth of coastal cities and tourism. Overall, sea level

rises can considerably influence human populations in coastal and island regions and natural environments like marine ecosystems, plantation, and many other. In another hand, sea level rise can increase the height of storm waves, inundate and flood low lying areas, causing losses to tidal wetlands, habitat, and agricultural areas. Its also can cause higher water tables and salt water intrusion, interfering with septic systems, drinking water and irrigation water. Finally. Sea level rise also is expected to continue for centuries.

Research on the climate change issue and sea level rise impacts is still lacking in Malaysia. Therefore, the purpose of this study is to identified the perceptions of local knowlegde on sea level rise issues, investigate the socio-economic impact of sea level rise and to propose potential adaptation options for solve this problem. Coastal communities along the shorelines of Malaysia are already feeling the impacts of coastal flooding and sea level rise in the form of flooded businesses, overflowing sewers and crumbling infrastructure. One of the impacts of global climate change for the shoreline in Selangor is an increase of sea level rise and hazards to the vulnerable communities. This change will impact both biological and cultural resources located along the coastline

MATERIAL AND METHODS

Study area

Malaysia has long been recognised as tourist hotspots due its beach attraction. Not only that, with the coastline spanned to a total of 4083 km, Malaysia offers the most bio-productive area for marine associated life, fish and wildlife. However, due to the dynamic environment, including high intensity waves and anthropogenic activities, the coastline is experiencing severe shoreline erosion. The government took serious concern on this matter and carried out a continuous assessment on the coastal erosion since 1984. Climate change will interact differently with the variety of human activities and other drivers of change along Coastlines. Changes in weather and climate extremes and sea level rise may impact the demand for fisherman and farmers, including critical infrastructures such as transportation, jetty and place of interest. The population and assets exposed to coastal risks as well as human pressures on coastal ecosystems will increase significantly in the coming decades due to population growth, economic development and urbanization.

Coastal systems and low-lying areas will increasingly experience adverse impacts such as submergence, coastal flooding and coastal erosion due to relative sea level rise. The sea level rise does not only gives significant impact to the livelihood of the coastal communities but also has direct influence on the disruption of national economics, destruction of valuable assets and most importantly the irrecoverable lost of land. As most of the cities in Malaysia are situated near to the coast, immediate actions are needed to minimise the undesired outcome from the sea level rise.

In Malaysia, more than 70% of the coastline is facing erosion problem. Climate change and sea level rise can give rise to high impacts such as destruction of assets and disruption to economic sectors, loss of human lives, mental health effects, or loss on plants, animals, and ecosystem and their severity depends on their extremes, exposure and vulnerability (Md. Sujahangir et al., 2014). Sea level rise was identified as one of the factors leading to coastal erosion (Bruun, 1962). Sea level rise may reduce the size of an island or state and its' infrastructure i.e. airports, roads, and capital cities, which normally predominate in the coastal areas; worsen inundation, erosion, and other coastal hazards; threaten vital infrastructure, settlements, and facilities; and thus compromise the socio-economic wellbeing of the island communities and states (Jeofry & Rozainah, 2013)

Methods:

This study analysed both primary and secondary data. The primary data were obtained throught observation and interviews. Observations were conducted at residential areas of the coastal community including the fishing villages such as Bagan Nakhoda Omar, Batu Laut, Jeram and Tg. Sepat. Overall, the study area encompassed the coastol community along the southern Selangor coast stretching from Tg Sepat to Bagan Nakhoda Omar at the Northern Selangor coast. **Figure 1** shows the settlements involved along the study area.

Social survey and interviewing was conducted door-to-door over a 10 days period by four part-time interviewers who are postgraduate student and well trained in the particular interviewing techniques used in this research. A total of 100 sets of quenstionnaires were randomly administered to get the comprehensive data on the perception of the coastal community on sea level rise and climate change. The sample consisted of respondent of differents educational and background etcs.

Data obtained in thus study were processed within statistical package of SPSS. Whereas, statistical analyzes that were used are:- descriptive statistical methods (frequencies).

**RESULT AND DISCUSSIONS:**

Demographic Characteristic

Overall respondents age range was between 21 and 60 years. Age of the respondents is one of the most important characteristics in understanding their views about the particular perceptions. Due to ethnicity, 66.7 percent of them are Chinese community, followed by Malays (29.6 %) and Indian (3.7 %). Majority of the respondent indicated that they have intended Upper secondary education, with portion of 40.8 percent. In term of household member, the alanysis showed that almost half of the respondents have a number of households in a range of 1 to 2 (44.4 %) and 3 to 4 members (37.0 %) respectively. Only 18.6 percent of the respondents consusted of more than 5 members (Table 1).

Table 1: Respondents' Demographic Background

Type of respondents	Percentage (%)	Household member's	Percentage (%)
Husband	70.4	Less than 2	44.4
Wife	14.8	3 – 4	37.0
Son/daughter	14.8	More than 5	18.6
	100.0		100.0
Education levels	Percentage (%)	Age	Percentage (%)
No formal education	33.3	21 – 30 years	7.4
Primary scholl	25.9	31 – 40 years	11.1
Upper secondary	40.8	41 – 50 years	22.2
		More than 51 years	59.3
	100.0		100.0

Source: Field survey, Jan. 2017

Employment status of the respondents within the study area is influenced mostly by their educational level, expertise and surrounding employment opportunites. Based on Figure 1, less than 20 percent of the respondents are unemployed (18.6 %) who are comprised of uneducated, housewives and the elderly. The numbers of respondents engaged in business sectors as well as in the private sectors are 29.6 pecent and 22.2 percent respectively.
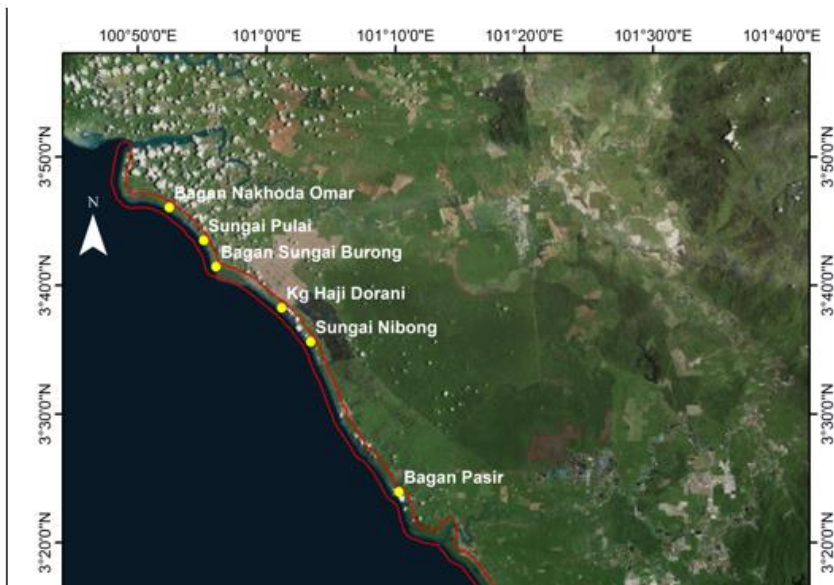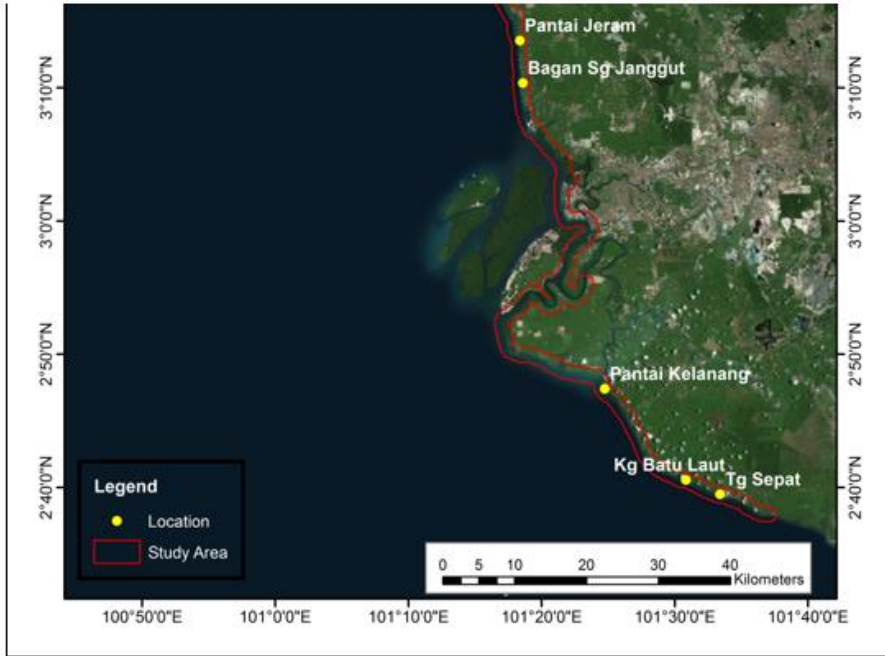
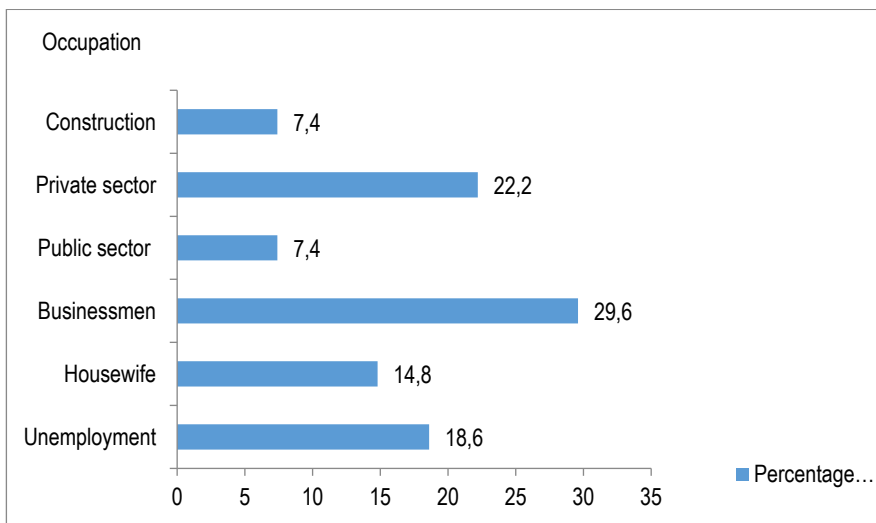**Figure 1**: Study area along the Selangor shoreline from Kg Tg Sepat to Bagan Nakhoda Omar (BNO)

Figure 2: Respondents' Occupational profile

Figure 3 shows the income distribution of the respondents. On a whole, the income profile of the repondent showed that 29.6 percent earn less than RM1000 per month and less than 20 percent a month earning income between RM1,001-RM2,000 and above RM3,001 and above. Overall, level of household income in the study area is considered low where almost half families living in the area earn less than RM2,000 per month.
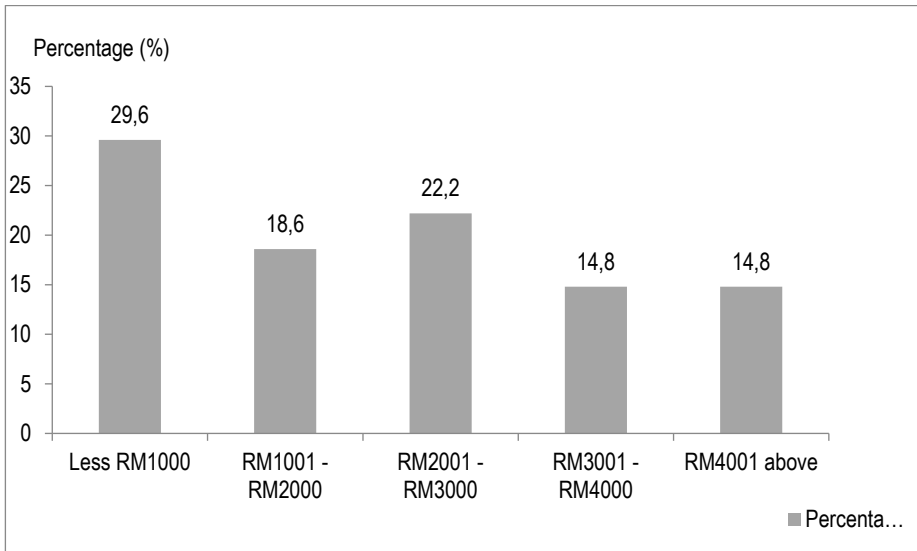
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Figure 3: Respondents' Income in Study area

Source: Fieldwork survey, Jan. 2017

Awareness and Perceptions

Table 2 shows the current issues related to the physical and human environment. Based on table 2, two items such as climate change and the impact of sea level rise is the current issues that are not the main discussed among respondent. With respect to main sources of climate change and sea level rise issues and indicators (Figure 4), most of the respondents (85.2 %) that have been interviewed knew about it through television (news, film and documentary). Others additional sources were obtained from radio (44.4 %), head of villager (40.7 %), spread by family members (33.3%), internet and newspaper (29.6 %), and local authority (11.1 %).

Table 2: Current issues discussed among the respondent

Items	Yes	No
Education opportunities	48.1	51.9
Decreased on health quality	11.1	88.9
Quality of life decreased	29.6	70.4
Environmental pollution increased	18.5	81.5
Climate change issues	29.6	70.4
Impact of sea level rise	0.0	100.0

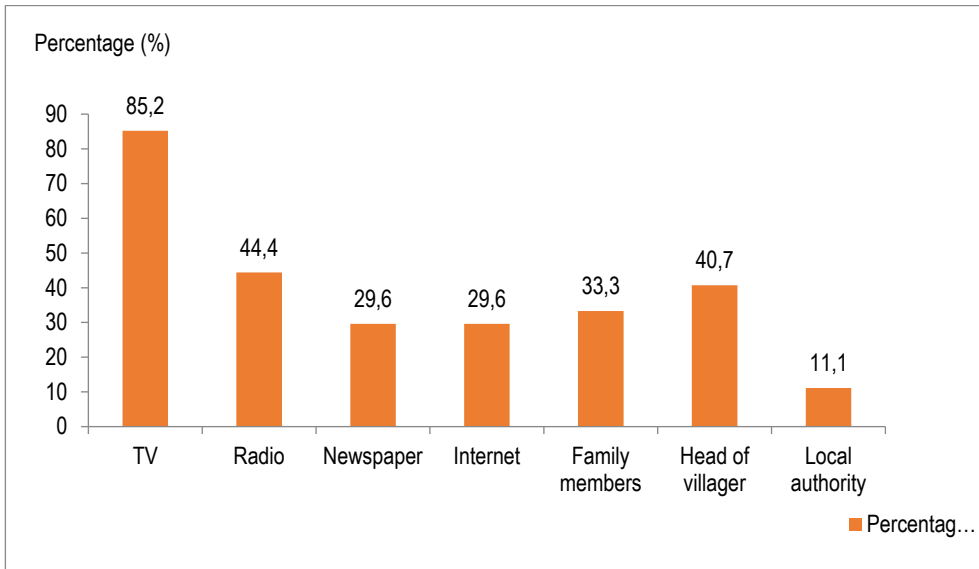Source: Fieldwork, Jan. 2017.

Percentage (%)

Figure 4: The sources of knowledge on Climate change and sea level rise

Source: Fieldwork, Jan. 2017.

Experienced and knowledge to climate change and sea level rise

According to Figure 5, most of the respondents have their own meteorological experienced on climate change and sea level rise such as drought, storms, flooding/flash flood, and coastal erosion. Based on Figure 5, majority of respondents have seldom experienced due to climate change and sea level rise indicators. For example, indicator flooding/ flash flood showed that more than one-third of the respondents have their own experienced.
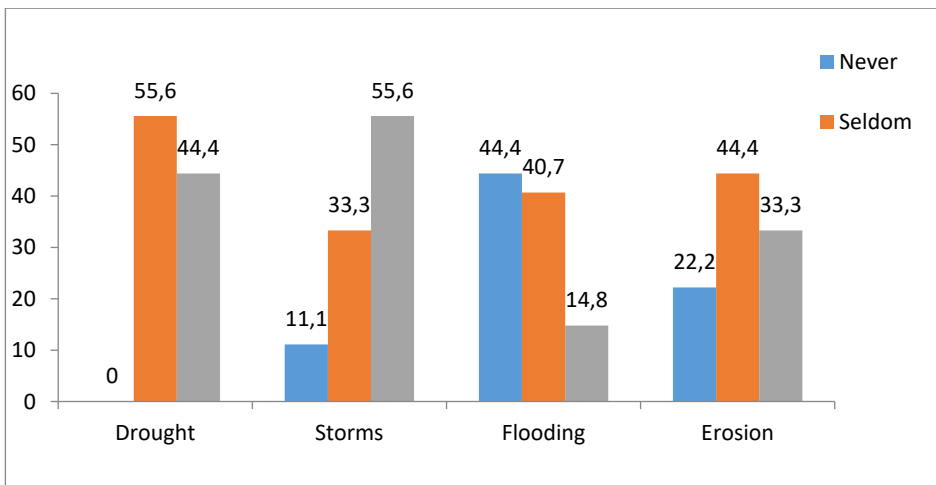

Figure 5: Experienced and knowledge to climate change and sea level rise, Source: Fieldwork, Jan. 2017.

Knowledge on Climate Change

An analysis of the perception of knowledge on climate change revealed that almost two-third (66.7 %) of the respondent knew about climate change and impact of sea level rise of the study area. Impact of climate change to sea level rise indicated that 55.6 percent of respondent knew about the issues. The evidence of sea level rise mentioned by respondent consisted of flooding (33.3 %), "*Laut makan darat*" (41.7 %) and level of coastal tidal (25.0 %). The study also attempts to gauge the perceptions of the local's community regarding the impact of climate change. 63.0 percent of the respondent agreed the climate change occur because of natural hazards and another 59.3 percent because of human activities (Table 3).

Table 3: Perception of coastal community on sea level rise and climate change

No	Items	Yes	No
1.	The temperature is getting hot lately	100.0	0.0
2.	Water and glaciers melting cause in global sea level rise	30.0	70.0
3.	Climate change impact of human activity	59.3	40.7
4.	Climate change is a natural process	63.0	37.0
5.	Reduction of land area (beach)	44.0	57.0
6.	Increased of sediment in some coastal areas	25.9	74.1
7.	The shallow of estuary	74.1	25.9
8.	Less of mangrove	74.1	25.9

Source: Fieldwork, Jan. 2017

Impact of Sea level rise

Global climate change is expected to cause sea level rise, which will have major effect on human and physical environment along the coastal area in Selangor because part of the shoreline is a low-lying area. According to Cohen at al. (1997) and Gommes et al. (1998), human environment could be affected significantly, as nearly 20 percent of the world's population lives within 30 km of the sea, and approximately 40 percent live within 100 km of the coast. In case of coastal along the study area, its was found that sea level rise impact on human and physical environment toward up to 1000 meters to the mainland. Table 3 shows part of impact of sea level rise in study area on human and physical environment.

Table 3: Impact of sea level rise in study area on human and physical environment.

No	Human and physical environment	Impact
1.	Ecosystems & Critical species	Bay ecosystems, which provide habitat for many endangered and threatened species, are extremely vulnerable to inundation that is expected to result in habitat shift. These shifts could cause the loss of irreplaceable habitats for critical species in many areas. Upland areas are vulnerable to erosion, and sub-tidal ecosystems are threatened by erosion of upland areas when it results in degraded water quality. Vulnerable ecosystems along the coastal of study area has been indicated at Kg Batu Laut, Morib beach, Jeram beach, Remis beach and Bagan Nakhoda Omar
2.	Parks, Recreation & Public access	Shoreline parks and recreational facilities are extremely vulnerable to regular inundation due to extensive exposure around the Bay and high sensitivity to inundation impacts. For example the Bagan Lalang, Morib, Jeram, Remis and Bagan Nakhoda Omar beaches. The system is highly vulnerable to flooding because of extensive exposure and high sensitivity, but adaptive capacity to cope with flooding is higher than for most other systems
3.	Local transportation facilities	Access provided by local transportation facilities will be vulnerable to flooding and inundation. Roads and other facilities could also be vulnerable to flooding and inundation due to saturated soils and impacts on road substructure and pavement degradation
4.	Vulnerable populations	Many groups that are currently vulnerable – such as low income residents, fishermen, and ethnic minorities. Residents that work in sectors that could be adversely impacted by future flooding are also a key vulnerability. Example the coastal community (especially among the fishermen) at Tg Sepat, Kg Batu Laut, Bagan Sg Janggut, Jeram Beach, Bagan Pasir, Sg Nibong, Kg Hj Dorani, Bagan Sg Burong, and Bagan Nakhoda Omar.

Adaptations and Mitigating Plan

Adaptation measures are an important strategy in reducing the adverse impacts of sea level rise natural and human systems along the coastal area. The development and implementation of adaptation strategies will require the integrated active involvement of all parties in the country, government sectors, private sector and the community. According to Al-Jeneid et al. (2008), the significant challenges exist in developing these adaptation strategies due to uncertainties in climate change issues and in projections of possible future climate chane at a regional or national level.

Currently, there are no current thoughts on the technical and institutional aspects of adaptation to sea level rice impact in Malaysia. At present no policy perspectives to include long-term evolution and associated sea level rise influence. A hard and long-term commitment has to be made in order to encourage coastal managers and general public to impacts of sea level rise and associated direct and indirect social and economical impacts, as changes related with sea level rise are slow and almost unnoticeable. Coastal managers should realize the need to begin advance planning for sea level rise.

Coastal access, Residentials, Fishermen Jetty and Recreational opportunity

Coastal access, residentials area and recreational opportunities are prevented when these facilities are flooded. Because this system cannot perform its primary function when exposed, it is considered to have a very high sensitivity to flooding impacts. Coastal area, residentials, fishermen jetty and recreational facilities would have a moderate capacity to adapt to flooding in the extreme events scenarios. Longer-term adaptive capacity to inundation is mixed. Such as coastal area, residentials, fishermen jetty and recreational facilities become flooded more regularly or inundated altogether, it likely will be very difficult to maintain coastal access or public road by developing new facilities that would themselves be highly vulnerable.

Decision-makers may also encounter resistance to spending funds on coastal and fishermen facilities that will be, by nature, vulnerable to future flooding.This vulnerability may also be an opportunity, however; as coastal land use evolves in the context of sea level rise, creating low- impact, passive open space in vulnerable areas may be appealing, since these uses require less investment and are more capable of coping with flooding than buildings and other infrastructure.

Coastal area, residentials, fishermen jetty and recreational facilities are highly vulnerable to flooding and inundation, due to their extensive exposure and high sensitivity.These uses will be more exposed to flooding and inundation than any other land use, and they are unable to serve their function when flooded. The following strategies are options for addressing the flooding and inundation vulnerabilities of residential, fishermen jetty and recreation space, as prioritized by the local stakeholder working group and technical advisory committee.

- Prioritize the development of passive, naturalized parks, open space, and habitat land in areas that are vulnerable to flooding, to minimize risk to higher-value infrastructure, and to promote low-impact development stormwater management.
- Evaluate site-specific vulnerabilities, identifying structures such as traditional housing and jetties that may be at risk. Identify adaptation responses as plans or projects are developed.

Basic Policy Initiatives - Basic policy initiatives are needed to protect investments in vulnerable areas, minimize coastland loss of vulnerable low-lying areas, conserve natural ecosystems, control coastal erosion, and protect groundwater resources. The basic policy initiatives should recognize the ever-continued pressures on coastal areas and the need of the coastal community for developing these sites including the vulnerable ones. These needs and major impacts of sea level rise are to be addressed in a plan composed of actions and processes. Specific arrangement should emphasize on:

- Integrate sea level rise considerations into national development plans and policies
- Spot coastal protection area - Vulnerable coastal areas contain industrial compounds, recreational facilities and human settlements. These areas are of high priority and public investment
- Public awareness, develop on knowledge capability and Stakeholder capacity on climate change process and sea level rise impact

CONCLUSIONS

In an attempt to relate the potential impacts of climate change, in particular sea level rise, the coastal community along the Selangor shoreline will be adversely impacted by the change. While this study only looked at local knowledge of coastal community of sea level rise impact on socio-economic aspect, the results provide a starting place in which to discuss and develop the long-term impact of climate change in particular sea level rise. Finding of local knowledge to sea level rise and climate change also a good starting to provide recommendation for educating and enhancing adaptive capacity on sea level rise and climate change and to produce guidelines and strategy to reduce impact and vulnerability of climate change in the coastal area. Further study is still required specifically focuses on storm damage, which could affect the desired height of sea walls and the resulting flood damages.

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Modeling School Uniforms for Public Schools of Blumenau

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Abstract

This text aims to present one of the extension projects in development at the Federal University of Santa Catarina (UFSC), Center of Blumenau that is integrated with the Regional Development and Social Interaction Axis, which acts in the interface among the five courses of the center, specially engineering. This axis is responsible for proposing and organizing social interaction activities as well as encouraging cooperative relationships with social groups, economic and productive sectors as well as the community in general, as it is foreseen in the Pedagogical Projects of the Courses (PPCs). The intention of these practices is to build with students and teachers some activities and strategies of intervention in communities, institutions, associated developments or enterprises of the region that result in some knowledge/product for the involved groups, helping the future engineers to operate with a sociotechnical approach.This project in focus, entitled *"Modeling school uniforms for public schools of Blumenau"*, started in April 2016 and it is to be completed in April of this year, consists of a research and intervention experience in the school community, which is being carried out by two textile engineering fellows, under the guidance of professors from the areas of sociology and textile engineering. The aim is to propose new uniform models for the municipal public network, from the data collection performed through the application of questionnaires with the students of the nine schools that composed the sample group. This model proposal seeks to meet the demands formulated in a socially and ecologically committed way. The technical sheet and drawing results will be delivered to the Education Department of Blumenau, the project partner, and to the schools that are the object of the research and intervention. Therefore, this project expresses a materialization of the link of the "uniform artifact" to the sociotechnical network, giving visibility to the acronym STS (Science, Technology and Society) and bringing the field of social sciences closer to that of the exact sciences.

Keywords: Sociotechnical approach, school uniforms, Textile Engineers.

The Macro- System Analysis of Social Care Services in Albania, According to an Ecological Perspective

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Abstract

This paper, takes in consideration the most important components of the macro system, of social care services in Albania, according to an ecological perspective. It analyzes the impact and the implementation of national legislation, social policy, national strategies, and different models of interventions in the social care services. The ecological model of Bronfenbrenner (1979, 2000), reveals that the devlopment is result of interaction between the person and its environment and varies according to social context. The macro system, one of the component of this context is defined as the set of attitudes, values and social rules imposed by the other subsystems of other levels. Considering the institution as a whole, we identify its macro- system as a set of legislation, social policies and different models. The macro system analysis serves as a starting point for a depth assessment of the social care programs, based on the eco-systemic perspective. There are 24 public residential centers in Albania, which have dual dependence between the central government (State Social Service) and local governments (municipalities). These centers treat and support with services 6 social categories of people in need: children (orphans, abandoned, in vulnerability situation); people with disabilities (children, young and old people); old people; victims of trafficking; victims of domestic violence; families in need. Their establishment and functioning is regulated according to the Albanian legislation, social policies, strategies and standards. Through the study of law, social policies, strategies and standards set, that exist in Albania for social care services and through the interviews with leaders and services specialists, as well, have been identified the models used in the design of legislation and social policies and theirs impact in the development of social care services in Albania. The results showed that despite the changes in legislation and social policy based in a social inclusion perspective, the programs of social care services are not fulfilling this perspective.

Keywords: macro-system, ecological perspective, social care service, social perspective

Family and Its Influence in Children Education

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Abstract

Modern Times are complex and difficult in terms of education for the family. Never before has been so difficult to educate adolescents. Apparently the education of children outside the education paradigms of authoritarian not automatically process is easy. Education in freedom, in the context of family democratize brings "is difficult for the family," which created a social situation where many parents feel overwhelmed by the "critical level" education that are not able to understand what happens with family and their children. Many parents are confused psychologically before their children. Often they ask concerned about the educational situation that takes place in our families. They want to know if children are made education difficult or family is left behind traditions, the old roles and relationships between parents and children, looking in vain old settings moral and educational functions of the traditional family. Situation educational violence is blurred because the old principles of the education system, operated traditionally in it in the past, in terms of the modern family, mixed doubt roles and positions and relationships between parents and children are not the same ones that they have been in traditional family. Today should understand deeply that way impressive, difficult situations in relationships with members of the family, regarding communications education to parents on their children, is not only due to differentiated time parents with their children but for reasons time of conceptual differences, but also the lack of social patience. At a time when other roles and social structures fade when their influence on man becomes spontaneous and indirectly, of course the role of the family, especially with regard to education of children increased significantly. Family remains the classic institution, the formation of personality and education of man, in the crucial stages of his childhood.

Keywords: Family, health, children, father, mother

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