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The Story of Charlie Hebdo: an Analysis of European and American Newspapers¹

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Abstract

The attack on Charlie Hebdo was widely spread throughout the world. It caused the reactions of politicians, celebrities and journalists. Journalists treated the attack on the editors as an attack on freedom of speech. On the other hand, the attack led to the political debate on terrorism on both sides of the Atlantic. The thesis put by the author says that the same event is the starting point for spinning two different stories. The aim of the article is to present an American and European narrative of the attack and its consequences. Research answers the questions such as: How narratives were constructed? What are the most commonly used media sources? Did materials contain additional explanations? Did they contain different points of view? Whose interests it represented? Because of access to sources of analysis were subjected to newspapers and online news sites.

Keywords: journalism, mainstream, freedom of speech, terrorism, narratives

INTRODUCTION

It is an axiom that the functioning of free media is one of the conditions necessary for the democracy to exist; it is also a widely acclaimed statement that free media have beneficial influence upon democracy. However, Hans Matthias Kepplinger, a German media scientist, proves (on the basis of the German opinion-forming press) that the presence of free media can have dysfunctional consequences for the democratic system as well.

Owing to the dominant media, news reporters perform a significant role in the production and support of social knowledge. Most of the journalists participating in the study declare that they are neutral and objective news reporters. Yet, the media function in such a way as to promote any events of negative nature, which are much more marginal in the relation to the socio-political reality that in it is presented in the media account. Thus, the reconstructed reality is deformed and distorted (Kepplinger, 1998).

Another important characteristic of the media is that they do not allow the discussion of fundamental subjects concerning most of people. Media adopt the agenda of the elites. They do not touch on the subjects that would be of interest for 80% of the society (Herman, 2006)[1].

OBJECTIVITY IN MEDIA OUTLETS

The objectivity principle is an issue of central importance in journalism; it comes as standard for most of the Western media. It is an established norm that news should be reported in a neutral manner and should contain as much information as possible. While there is an agreement when it comes to the objectivity principle, the attempts to define objectivity and its application are a problematic issue.

In the scientific discussion on objectivity, the starting point is a statement that objectivity should relate to the relationship between media content and reality (Kunczik, Zipfel, 2000, p. 107). The simplest view of the concept of objectivity is fact-collecting, understood in the terms of content created from information necessary in order to grasp the news on a particular

¹ Translated by Patrycja Karpieńska

event. In journalistic understanding, it means providing answers to the following questions – who? What? Where? When? And perhaps, why?

Another aspect of objectivity is impartiality, though it is difficult to provide its explicit definition. Impartiality is most valued in the description of conflict situations since they generate competing interpretations and judgements. Balanced selection of sources is a widely acclaimed norm of impartiality; it takes into account different points of views, especially if the judgements or facts are challenged. Distinguishing facts from opinions as well as choosing words that are not of evaluative nature are also aspects of impartiality.

More refined criteria are used in order to analyse the quality of media outlets; questions whether the presented facts are accurate and complete are posed. Compliance with the independent records of the event, other media outlets, witnesses and documents may be an indicator of accurateness. However, accurateness may also mean compliance of the media outlets with perception of the event by the source of information as well as the coherence of informative text.

As it is difficult to verify whether the information is complete, it leads to the questions about the relevance of presented facts. There are numerous criteria of relevance; one of them are theoretical assumptions on how the media outlets should report. In theory, relevance is identified with what is crucially important from a long-term historical perspective and what favours the functioning of the society. The second criterion is journalists' opinion on the relevance. The study of American journalists shows a clear discrepancy between the notions of 'significance' and 'interest' (McQuail 1992, p. 218). The following aspects are relevant for the journalists: firstly, what affects people; secondly, what is interesting and unusual; thirdly, what is up-to-date and relates to the local or global events. On the bases of his own experience, a German TV journalist describes what is objective in the following way, 'objective is what we like, what we can use, what we are eager to hear and what confirms our own opinion' (Kunczik, Zipfel, p. 111) [2]. Hans Kepplinger used a term 'instrumental revision' for the journalists' tendency to select from all available information those which conform to their own views and editorial staffs' stance.

By presenting and justifying the choice of particular topics and frames of interpretation, journalists are one of the most significant social groups which influence formation of social representations of issues, new phenomena, conflicts and catastrophes (Lisowska-Magdziarz, 2014).

ATTRIBUTES OF INFORMATION

On the basis of their research, Johan Galtung and Mari Ruge (1965, after McQuail, 2005, p. 311) distinguish three basic groups of factors that influence the value of information; thus, the properties that make an event material worth publishing. These are organisational, genre-related and socio-cultural factors. Organisational factors often have an ideological nature and they are the most unavoidable as well as universal. Collecting material requires certain organisation of work; hence, it favours events that take place, for instance, near major information centres with well-developed infrastructure. Genre-related factors include preference of the events which can maintain the audience's interest through the reference to earlier facts or events which can be easily inscribed on existing frames, e. g. conflict, crisis etc. Finally, socio-cultural factors are rooted in the features characterising Western culture. These are: interest in the elites, brutal and drastic events, close-proximity of the event, personalisation of the event, tragedy, and legibility.

LEGITIMISATION OF THE NEWS

Media need sources of information. In order to legitimise the media outlets, producers of information refer mostly to the official authorities and common sense. This inevitable form of legitimising information, which disguises itself as a safeguard of objectivity, can lead to the distortion of reality. According to Stephen Reese, August Grant and Lucig Danielian, journalists refer to a restricted group of sources, which makes it impossible to reveal multiple points of view. The authors of the study suggest that '[b]y relying on a common and often narrow network of sources ... the news media contribute to [a] systematic convergence on the conventional wisdom, the largely unquestioned consensus views held by journalists, power-holders and many audience members' (Reese, Grant, Danielian, 1994)

In the times of crisis, media derive their news from foreign media and official local sources, making the interpretation of events biased.

FRAMING THEORY

One of the conclusions based on the study of the content of media outlets is that they have a predictable construction. As Park observes it, 'if it is the unexpected that happens it is not the wholly unexpected which gets into the news. The events that have made news in the past, as in the present, are actually expected things ... it is on the whole the accidents and incidents that the public is prepared for ... the things that one fears and that one hopes for that make news' (1940/1967, after McQuail 2010, p. 378).

Gaye Tuchman (1978) refers in this context to Erving Goffman, who is an author of the frame concept which serves as a tool necessary for the organisation of dispersed fragments of experience or information. Frames in information are applied as frames of reference, i. e. context and theme. In the context of journalism, meaning of topics is a result of reference to a particular informational value which connects one event with another. According to Entman (1993), the application of frames consists of the selection and hierarchy of priorities. Frames define the issue in question, diagnose the causes, impose moral judgements and suggest the solutions to those issues.

Journalists cannot escape from partiality, to say the least, because their informants also apply frames conforming to their aims. Frames of interpretation make an individual capable of using information. Frames applied by the media are patterns of selection, which allow both to highlight certain fragments of reality and to omit others (Gitlin, 1980).

Depending on the country and media system, different frames – governed by political factors and public opinion – are applied to describe the same event.

MEDIA CONTENT AS NARRATIVE

Most of the media content tells a story about something in a well-ordered and predictable manner. The most important function ascribed to the narrative is the facilitation of understanding of the news report meaning. This aim is fulfilled in following two ways: either through arranging actions and events in logical sequence (chronological, causal) or through the introduction of regular and realistic persons and places. Narrative helps to understand the logic behind human actions whereas fragmentary observations form coherent whole.

SUBJECT OF THE STUDY

The subject of analysis are online editions of French, British and American newspapers issued from the 7th day of January, 2015 to the 22nd day of February, 2015. Only the articles which titles directly referred to the events at *Charlie Hebdo* headquarters from the 7th day of January, 2015 were analysed.

In accordance with the agenda-setting theory, media indicate certain events to be the most important events of a given day; consequently, they are perceived as such by the audience. The highest amount of news about Charlie Hebdo was published within the first 7 days. This is understandable due to the novelty of the news. On the 14th day of January, the first issue after the shooting is published and also immediately becomes a national topic. Media report on endless queues and millions of sold copies. Six weeks later, repercussion of the shooting are still present in the media but to a lesser degree.

ATTACK ON CHARLIE HEBDO

First reports from the 7th day of January, 2015 on the attack on satirical magazine *Charlie Hebdo* headquarters were of factual nature. The undermentioned chronology of the events was retrieved from L'essentiel online. In the first minutes, media quote the accounts of witnesses and the police. All of them provide information that attackers screamed 'Allahu

Akbar!' and opened fire. The source of this information is a journalist from Premières Lignes information agency, who posted also a video, on which a cry 'Allahu Akbar!' and shots can be heard <http://www.lesessentiel.lu/fr/news/france/story/22976860>). During the first hours, the French police are the most important source of information, who inform on the number of victims and the chase after attackers. On 12: 44 PM the French president François Hollande arrives at the crime scene and says that this was an act of extreme cruelty and there are no doubts that it was a 'terrorist attack.' Later, the French media inform that British Prime Minister David Cameron posted a tweet, in which he condemned the attack and expressed solidarity with France 'in the fight against terror and defending the freedom of the press.' L'essentiel posts also a tweet by Laurent Mosar, MP Deputy Speaker of Luxemburg, who says, 'I am staggered by and terrified of the brutality and cowardice on this frontal attack on the freedom of speech'. [3]

At 1: 19 PM the information about number of victims is posted – 12 people were killed.

At 6 PM, the statement of former editor of *Charb et Tignous* Mourad Boudjellal is issued. He refers to the attack on *Charlie Hebdo* headquarters as the '9/11 of the press.' At the same time, the press conference of the Public Prosecutor's Office in Paris begins.

L'essentiel posts information that Stephane Charbonnier (Charb), one of the murdered caricaturists, was in 2013 on the Al-Qaeda's most wanted list for his crimes against Islam. The list was published in English by the Internet newspaper Inspire.

According to the police, aggressors were well-equipped (for example, in automatic weapons) and well-prepared; they acted calmly and methodically (AFP). In one of the cars (Citroën C3) abandoned by the assassins, ID card of one of the attackers, Saïd Kouachi, was found (www.lefigaro.fr).

On the same day, 'The National Union of Journalists (NUJ) has described the shooting at the Charlie Hebdo offices in Paris today (January 7) as 'an attempt to assassinate the free press.' (Nissim, 2015, Jan. 7).

Michelle Stanistreet, a general secretary of NUJ, stated that '[t]he newspaper had already been the subject of attacks by people who want to suppress democracy and freedom of speech' (ibid.).

THE DAY AFTER

Directly after the attack on Charlie Hebdo headquarters, editorial staff of European magazines express their solidarity with the murdered cartoonists. Titles and headlines in the magazines clearly indicate that it was a terrorist attack, which shocked people all over the world. The Huffington Post writes that '[n]ewspapers around the world are rallying around Charlie Hebdo, the French satirical newspaper targeted in a terror attack on Wednesday in which 12 people were killed' (Mazza, 2015, Jan. 7).

The newspaper publishes also front pages of the magazines from Great Britain, Germany, France, and Canada, showing how the world reacted to the attack. [4] On the front page, The Independent publishes an illustration, which is described by The Huffington Post as 'a message for the terrorists.' The drawing shows a middle finger protruding from the bloodstained page of *Charlie Hebdo* newspaper. Similar illustration, with a middle finger shaped as a pencil, is published by L'Echo, a newspaper from the Limousin region of France. The Huffington Post presents also an illustration from L'Équipe, French sports magazine, who 'depicted the attack as a contest between Liberte (freedom) and Barbarie (barbarity).' As The Huffington Post reports, 'in the hours after the attack, "Je Suis Charlie" ("I Am Charlie") became a cry of solidarity, both on the streets of Paris and online, where #JeSuisCharlie was trending on Twitter. Many newspapers also use the phrase, including France's L'Independent' (ibid.).

In Canada, The Toronto Sun publishes an illustration, on which a cartoonist, with a bloodstained hand, draws by means of a pencil with an inscription 'Freedom.' Next to the illustration, there is a caption, 'Draw strength.'

The most significant American media react with remarkable restraint and carefulness. They do not show the caricatures from *Charlie Hebdo* magazine that were the reason for terroristic attack.

Officially, President Barack Obama condemns the terroristic attack in Paris and declares solidarity with the French; however, two years before the attack happened, the French magazine had been criticised by the White House for publishing Mohammed's caricatures which had led to Muslims' protests in Arab countries.

CNN Senior Editorial Director Richard Griffiths sends to his employees such an 'Although we are not at this time showing the Charlie Hebdo cartoons of the Prophet considered offensive by many Muslims, platforms are encouraged to verbally describe the cartoons in detail. This is key to understanding the nature of the attack on the magazine and the tension between free expression and respect for religion. Video or stills of street protests showing Parisians holding up copies of the offensive cartoons, if shot wide, are also OK. Avoid close-ups of the cartoons that make them clearly legible.' (Gold, 2015, Jan. 7).

A spokesperson of NBC, which owns several channels, announces that '[o]ur NBC News Group Standards team has sent guidance to NBC News, MSNBC, and CNBC not to show headlines or cartoons that could be viewed as insensitive or offensive' (Wilstein, 2015, Jan. 7).

New York *Daily News* shows archive photographs of one of the twelve victims – Stephane Charbonnier – who holds the magazine; yet the front page with a caricature is blurred by the New York *Daily News* graphics.

New York *Times* spokesman states that '[u]nder *Times* standards, we do not normally publish images or other material deliberately intended to offend religious sensibilities. After careful consideration, *Times* editors decided that describing the cartoons in question would give readers sufficient information to understand today's story.' (Smith, 2015, Jan. 8)

Such media outlets as *Bloomberg*, *Vox*, *Huffington Post* and *Daily Beast* do not follow this trend. Some of them demonstratively show numerous caricatures, including the most provocative ones and those criticised by the Muslims (Gazeta Wyborcza, 2015).

AL-QAEDA AND THE CLIMATE OF FEAR

On the 8th day of January, 2015 *The Guardian* quotes French public poll in the attempt to explain the reasons standing behind the attack on *Charlie Hebdo*. The data from the poll indicates that 'in France 80% of French people judged the risk of terrorism in the country as high - a record level. [5] Greater than figures post- 9/11, the London bombings, the killing of Osama bin Laden and the Boston marathon attack' (Nardelli, 2015, Jan. 8).

Citing scientific research is an effective way to legitimise and give credence to information. After the murder of a dozen or so people committed by the French Muslims, there is nothing that would appeal to people more than the results of the study, which reveal that '[l]ooking at the Muslim community specifically, 63% of French voters in the Ipsos study said that Islam isn't compatible with the values of French society. Looking at other religious beliefs, 24% said the same for Judaism and 9% for Catholicism. Almost three-quarters, 74%, said Muslims want to impose their values on others Overall, just under 70% of respondents said that religious fundamentalism is a worrying problem that needs to be seriously dealt with. These views are probably not helped by a noticeable gap between perception and reality' (ibid.).

However, the editorial staff makes it clear that '[n]umbers alone cannot explain a tragedy, but they can help provide a few of the threads, and the context and clarity needed to better understand complexity' (ibid.).

On the 9th day of January, *Le parisien*, referring to AFP, reports that Kouachi brothers, suspected of the attack on *Charlie Hebdo*, were in the USA's Terrorist Identities Datamart Environment (TIDE) system and that Said, older of the two brothers, was trained in Yemen (www.leparisien.fr). [6]

Richard Clarke, a former White House counter terrorism expert, told ABC news: 'This does not look at all like a spontaneous attack or a lone wolf attack,' he told ABC News. "This looks like a team that was selected, trained, probably over the course of a long period of time, and sent in with this particular target in mind.' (Millward, 2015, Jan 9)

On the 9th day of January, *NY Times*, referring to AP, publishes an article which opens with a statement that the hunt of the two suspected of terrorism has transformed into the fear that the terrorists strike again in the centre of Paris. There is an investigation taking place in order to establish whether the attack was co-ordinated and, if yes, by whom. The profile of Kouachi brothers is described in order to justify these fears; the description comprises their connection to Yemen's Al-Qaeda. Furthermore, the statement is legitimised by quotations of 'Michel Thooris, the secretary-general of France's police labor union, who told AP he didn't believe these were "three people isolated in their little world." "This could very well be a little cell," he said. "There are probably more than three people.' (NYTimes, 2015, Jan 9).

Furthermore, as *NY Times* writes, 'French Prime Minister Manuel Valls, speaking in a TV interview late Friday, also indicated [that] authorities are bracing for the possibility of new attacks.' They quote such Valls's phrases as, 'We are facing a major challenge' and 'very determined individuals.' (ibid.)

NY Times, referring to an anonymous American official, claims that Kouachi had travelled to Yemen to train with Al-Qaeda. Furthermore, one of the brothers was sentenced for terrorism whereas the other one was on the USA's no-fly list. According to the official, investigating officers are still trying to determine whether the attack on *Charlie Hebdo* headquarters was organised by Al-Qaeda or by the brothers themselves.

The official also states that no evidence that the brothers contacted anyone in the United States has been found; however, this issue is still subject to investigation.

CNN publishes the same news. CNN adds that the US agencies had observed Said and his younger brother Cherif even before the attack. Both of them were on the USA's no-fly list. According to CNN, American services are trying to determine whether the attack took place on Yemeni Al-Qaeda's order; so far, there is no proof to indicate so.

WHERE IS CHARLIE?

Week after the tragic events, a new issue of *Charlie Hebdo* is published. On the 13th day of January, 2015 *The Guardian* publishes an article with such a warning: 'this article contains the image of the magazine cover, which some may find offensive' (Penketh, Weaver, 2015, Jan. 13). *The Guardian* reminds that 12 people died in the tragic events from the 7th day of January. Then, the content of the newest *Charlie Hebdo*'s issue is described as follows: 'The cover shows the prophet shedding a tear and holding up a sign reading "Je suis Charlie" in sympathy with the dead journalists. The headline says "All is forgiven." ' At the same time, *The Guardian* refers to an interview with Zineb El Rhazoui, one of the *Charlie Hebdo*'s writers who survived the attack and contributed to the new issue of the magazine. As *The Guardian* reports, '[t]he columnist said the cover was a call to forgive the terrorists who murdered her colleagues last week, saying she did not feel hate towards Chérif and Saïd Kouachi despite their deadly attack on the magazine, and urged Muslims to accept humour. "We don't feel any hate to them. We know that the struggle is not with them as people, but the struggle is with an ideology," she told BBC Radio 4's Today programme.'

According to the Guardian, the words spoken by Zineb El Rhazoui – 'The two terrorists who killed our colleagues, we cannot feel any hate ... The mobilisation that happened in France after this horrible crime must open the door to forgiveness. Everyone must think about this forgiveness' – are an answer to the president of British Muslim Association Omer el-Hamdoon, who said, 'My reaction to the cartoon is disgust, but tending more to annoyance as well because I feel that what's happening here is not that different from what we witnessed back in 2005 with the Danish cartoons when media outlets went into a cycle of just publishing the cartoons just to show defiance. And what that caused is more offence.'

El Rhazoui explains also that her colleagues 'died because of small drawings, because of a joke, but what happen to us was not a joke. Muslims must understand that we in Charlie Hebdo just consider Islam as a normal religion just like any other religion in France. Islam must accept to be treated like all the other religions in this country. And they must accept humour also' (ibid.).

On the 14th day of January, 2015 John Lichfield, Parisian correspondent of The Independent, reports as follows: 'Where's Charlie? Parisians scrambled and, against all their instincts, queued this morning for a copy of the first edition of Charlie Hebdo since last week's massacre. Although 3 million copies are to be printed, most newsagents and news kiosks received scarcely more copies than a usual week. By 7am, most newsstands [sic] in the capital were sold out. Long queues formed outside those which opened later'.

When Europe and the USA are flushed with feverish excitement at the newest issue of *Charlie Hebdo*, in non-Christian parts of the world there are protests against the caricatures; and those are not only verbal.

On the 14th day of January, a week after the attack, *NY Times*, referring to Reuters, provides information that even though Muslim world leaders condemn the attack on *Charlie Hebdo*, they consider the publication of another Muhammad's caricature to be unnecessary provocation and a sign of the lack of respect (NYTimes, 2015, Jan. 14).

The Huffington Post reports on the Muslim reactions in the article 'Muslims Around The World React To *Charlie Hebdo's* New Cover' (Kuruvilla, 2015 Jan. 14).

Two days later, The Associated Press and Reuters publish the news about the anti-Charlie protests, which took place in Nigeria. *The Huffington Post* writes that 'Niger's interior minister says at least four people have died and dozens have been wounded in violent protests against French newspaper *Charlie Hebdo's* publication of a cartoon of the Prophet Muhammad' (Huffingtonpost, 2015, Jan. 16).

BBC, NY Times, NBCnews, Euronews quoted Reuters that '[i]n Niger, demonstrators said they were angered by the latest front cover of Charlie Hebdo this week, which despite the Paris killings again featured a cartoon of Mohammad' (Reuters 2015, Jan 16).

ALTERNATIVE VOICES. CRITICISM OF THE MAINSTREAM NARRATIVE

Media reaction after the attack on Charlie Hebdo headquarters and the way in which narrative was created have faced critical analysis in both United States and the Middle East.

On the day of the attack, France Internationale Radio (RFI) informs that one of the persons who survived the attack on Charlie Hebdo is Sigolène Vinson, a freelance writer and novelist. After the tragedy, Vinson tells RFI that she survived because one of the attackers said, "We do not kill women, but you have to convert to Islam and veil yourself," before shouting "Allah Akbar" (RFI, 2015, Jan. 7).

George Conger (2015, Jan. 13) describes in his article '*NYT vs RFI Over Made-Up Quotes*' how NY Times altered Vinson's statement from the above mentioned interview in its text, which is published two days after the attack. [7] In the first version of the text, NY Times publishes the following quote:

'Instead, she told French news media, the man said, "I'm not going to kill you because you're a woman, we don't kill women, but you must convert to Islam, read the Quran and cover yourself," she recalled'.

However, the online version of *NY Times* publishes a quote, "Don't be afraid, calm down, I won't kill you," the gunman told her in a steady voice, with a calm look in his eyes, she recalled. "You are a woman. But think about what you're doing. It's not right".

NY Times is criticised for the rewriting of the quote by Jim Teacher, who claims the magazine to act cowardly. Jim Teacher says, '[h]ere's the latest example of the *New York Times* censoring itself to avoid offending Muslims after an act of Islamic terror. Nothing about telling her to convert to Islam. Nothing about telling her to read the Quran. Nothing about telling her to cover her face' (Conger, 2015, Jan. 13).

Soon enough, *New York Times* changes the text again. In the new version, paragraph on Vinson is as follows:

'She disputed a quotation attributed to her and carried on the website of the French radio service RFI stating that the gunman had told her she should convert to Islam, read the Quran and cover herself. Instead, she told The New York Times in an interview, the gunman told her: "Don't be afraid, calm down, I won't kill you." He spoke in a steady voice, she said, with a calm look in his eyes, saying: "You are a woman. But think about what you're doing. It's not right." Then she said he turned to his partner, who was still shooting, and shouted: "We don't shoot women! We don't shoot women! We don't shoot women!"

Both *Mirror* (Lines, 2015, Jan. 8) and *The Guardian* (Willsher, 2015 Jan. 14) cite Vinson's statement in the version published by RFI.

Media outrage over the attack on the freedom of speech is also questioned by Noam Chomsky. [8] In his article for CNN, Chomsky criticises the reactions of politicians and journalists who sought an explanation for the attack on Charlie Hebdo headquarters in the Islam culture. He writes that 'The New York Times described the assault as a "clash of civilizations," but was corrected by Times columnist Anand Giridharadas, who tweeted that it was "Not & never a war of civilizations or between them. But a war FOR civilization against groups on the other side of that line. #CharlieHebdo"' (Chomsky, 2015, Jan. 19).

Chomsky quotes also a report by correspondent Steven Erlanger who described in detail the events from Paris for New York Times in such words: 'a day of sirens, helicopters in the air, frantic news bulletins; of police cordons and anxious crowds; of young children led away from schools to safety. It was a day, like the previous two, of blood and horror in and around Paris.'

Chomsky criticises the Erlanger's description of the events in Paris and recalls another event, also reported by the said Erlanger, which took place on the 2nd day of April, 1999. On this day, NATO launched a bombing raid on the headquarters of Serbian television, in the event of which 16 journalists died. Western media described this event as an attempt to overthrow the regime of the President Slobodan Milošević. Chomsky cites the words of Kenneth Bacon, the spokesman of the Pentagon at that time, who said at the press conference in Washington that 'Serb TV is as much a part of Milosevic's murder machine as his military is.' With a hint of sarcasm, Chomsky comments that '[t]here were no demonstrations or cries of outrage, no chants of "We are RTV," no inquiries into the roots of the attack in Christian culture and history. On the contrary, the attack on the press was lauded. The highly regarded U. S. diplomat Richard Holbrooke, then envoy to Yugoslavia, described the successful attack on RTV as "an enormously important and, I think, positive development," a sentiment echoed by others' (ibid.).

In the same article, Chomsky reminds that many journalists died in the summer of 2014, during the Israeli attacks in Gaza as well as in Latin America. He concludes that '[b]ut again, not an assault on freedom of press within living memory' (ibid.).

On the other hand, Jamil Khader, a dean of research and professor of English at Bethlehem University in Palestine, publishes in *Aljazeera* his opinion on the Western media narrative after the attack on *Charlie Hebdo* headquarters. Referring to the events of 9/11, media apply a frame or a point of reference, which is well-known and recognised in the Western world – Islam terrorism (2015, Jan. 14).

According to Khader, '[d]espite residues of the Islamophobic rhetoric in representing Islamic terrorism in mainstream media, there is a paradigm shift in the way that media and politicians are framing these incidents. The current neoliberal framework pushes away any radical solution to the problem of fundamentalist-terrorism' (ibid.).

Brandon Turbeville also voiced a critical opinion on the issue of media. According to Tuberville (2015, Jan. 8), 'the pathetic left-wing attempts to blame the victim for incitement and focuses on the need to become more politically correct, self-censoring, and linguistically minimal. The vast majority in the middle, however, believe the official mainstream version of events, quake in their boots, and move on to the next form of entertainment provided to them by the culture creators without a second thought. Yet, as is almost always the case, there is much more to the story than is being reported by mainstream outlets. There exist a number of questionable details regarding the Charlie Hebdo attack, as well as the relatively open control over terrorist groups and Islamic jihadists by the French intelligence apparatus, the US, and NATO' (ibid.).

CONCLUSIONS

The presented analysis does not exhaust the topic; it is an attempt to understand how the media form narrative in a threatening situation and how they unanimously refer to the same frames of reference, well-known from the past, as well as how the geographic, social and cultural proximity of the threat influences its perception.

Media plurality, such as in the case of Charlie Hebdo, do not result in different narratives. It is difficult to discuss the competition among the news; we rather deal with consumption of the alike news by the most significant European and American media outlets. Only few sources of information serve as a point of reference. Two press agencies dominate; these are AP and AFP. European leaders are often quoted. Histories are told from the perspective of an individual; it gives the human dimension to and domestic character of a tragedy – 'this happened to our friends, neighbours'.

Two narratives dominate in the analysed media outlets; the first one refers to the freedom of speech, while the second one to the fight with terrorism.

In the West, the attack on *Charlie Hebdo* headquarters has become a symbol of the fight for freedom of speech. Slogan 'Je suis Charlie' ('I am Charlie') has become both a symbol of solidarity with the victims and a weapon in the fight with those who threaten the freedom of speech. Journalists, celebrities, and politicians widely and publicly criticise the attack. 3 million

of sold first *Charlie Hebdo* copies after the attack is also a form of solidarity. The Associated Press reports that this issue was published in many languages and that 50 times more copies were printed than usual (Kuruvilla, 2015). [9]

The comparison of the attack on *Charlie Hebdo* to the attack on WTC in 2001 becomes a ready frame to create the narrative of spreading terrorism and the need to fight it. Even though American media (except for few Internet media) unofficially adopt the rule of not posting content which could be provocative to Muslims, they willingly refer to the narrative of fight with terrorism by looking for the connection between Kouachi brothers and Al-Qaeda. American media more frequently refer to the American officials than press agencies.

European media apply a wider frame and they analyse the Parisian events in the context of current European issue, i. e. the immigration of Muslims to Europe. They see immigrants as a threat to the European culture. In the analysis of the narrative in the main European media, references to terrorism and Islamic immigrants, who constitute a real threat to the fundamental European values, can be perceived. They underline the Islamic extremism by repeating that the satirical magazine mocked all religions, including the cartoons of the Pope, yet only Muslims reacted in such a violent way.

According to the Western media, *Charlie Hebdo* is '[f]ar from targeting Muslims in particular, the satirical newspaper has ridiculed everyone from English people to the Pope' (Lewis, L. , White, A. (2015, Jan. 7.).

The Independent explains to its readers that '*Charlie Hebdo* is a left-leaning French weekly satirical magazine known for its provocative tone and anti-religious stance, and features cartoons, reports, polemics and jokes. The cartoon-led secular magazine mocks religious faiths of all kinds, defends women's rights, and satirises public figures, from politicians to judges, bankers, and religious founders' (Eleftherio- Smith, 2015, Jan. 7).

On the other hand, according to the non-central European stance, 'much of their [*Charlie Hebdo*'s] material is offensive, Islamophobic (and anti-Semitic, as well as racist, sexist, and homophobic), and the argument that it is "freedom of speech" is a very crude way to allow offensive material to be published' (Yazan al-Saadi, 2015, Jan. 8).

The enormous publicity over the first *Charlie Hebdo* issue after the attack (14th day of January, 2015) resembles the mythological Phoenix arising from the ashes. Despite the attempt to terrorise the journalists, the magazine arises even stronger.

The official outrage on the attack on the freedom of speech and press blends with critical opinions on hypocrisy and lack of solidarity with journalists murdered in different parts of the world.

American media allow more critical opinions to be voiced. Muslim Frenchs comment in the reports; criticism of *Charlie Hebdo* by European editors [10] and French immigration policy are reminded. But on the day of the attack on *Charlie Hebdo* headquarters, NBC reports the event on the basis of sole source – the officials of US government (Conger, 2015, Jan. 10).

In general, the analysis of available mainstream media outlets proves that:

Opinions of the persons of high status and official positions are over-represented in the news reported by the media.

Media focus predominantly on the members of political and social elites.

Universal values, strengthening the status quo, are the most underlined social values. The freedom of speech is presented as the most significant Western value and the heart of democracy.

Foreign news focuses on the closest, richest, and strongest countries. Reports from countries outside Europe are limited to short news agencies reports.

Media outlets display a tendency towards ethnocentrism. European countries represent the most regarded values: freedom, brotherhood, tolerance.

Ethnic minorities and immigrants are marginalised or stigmatised. Islamic culture threatens the Western values and, thus, the extremism should be fought with (see McQuail, 2005).

To sum up, we are the witnesses of the creation of a new frame; a frame, which will be undoubtedly used by the media to describe similar conflicts in the future.

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FOOTNOTES

1. **Ed Herman**, Professor Emeritus of Wharton School, University of Pennsylvania; co-author (with Noam Chomsky) of the breakthrough book 'Manufacturing Consent'.
2. Translation mine: PK
3. 'Je suis abasourdi et horrifié par la brutalité et la lâcheté de cette attaque frontale à la liberté d'expression' (retrieved from <http://www.lessentiel.lu/fr/news/france/story/22976860>). *L'essentiel* was established in 2007 and is published in French
4. It's mean rich Western countries (I. W-Z).
5. A poll released in France by Ifop on the 5th day of January, 2015.
6. Le parisien refers to the AFP whereas the same information appeared as own information on the 8th Day of January at <http://news.yahoo.com/terror-suspects-in-charlie-hebdo-massacre-were-on-u-s---no-fly-list-212840229.html>
7. <http://www.nytimes.com/2015/01/09/world/europe/survivors-retrace-a-scene-of-horror-at-charlie-hebdo.html>
8. Noam Chomsky, Professor Emeritus of Linguistics, is known for his critical media analysis and critical approach towards internal and foreign politics.
9. Both official agencies (AP, see: http://www.huffingtonpost.com/2015/01/27/free-speech-france-charlie-hebdo_n_6550240.html) and alternative media condemn the French government for applying double standards. The dominant gesture of the fight for the freedom of speech clashes with the actions of French government, who 'arrested 54 people for offensive comments (not actions) deemed to be "defending" or "glorifying" terrorism.' (Matthew Butler, *Conscious Reporter Waking Times*, Retrieved from <http://www.wakingtimes.com/2015/01/27/je-suis-hypocrisy-selective-free-speech-secular-inquisition-france/>).
10. See: http://www.huffingtonpost.com/2015/01/07/financial-times-charlie-hebdo-stupid-muslim-baiting_n_6430242.html

Negotiating the Digital Line: a Qualitative Inquiry into the Use of Communication Technologies in Professional Child and Youth Care Practice

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Abstract

While social and communication technologies are changing the world at warp speed, little is known about how Child and Youth Care (CYC) practitioners are using these technologies in their work with children, youth, and families. This article reports findings from a qualitative study that explored potential boundary and ethical implications related to the integration of communication technologies by CYC practitioners in their professional relationships with children, youth, and families. The study also sought to examine what form of communication technologies is being used most commonly and the nature of agency policies, standards, and procedures that address the use of this technology by CYC practitioners with clients.

Keywords: boundaries, child and youth care, communication technology, ethics

Introduction

In this increasingly technology-driven world, the societal context in which Child and Youth Care (CYC) practitioners work is in a constant state of flux. As communication technologies are making the world an increasingly diverse and connected place, it is also changing fundamentally the way people communicate and relate to one another. Though social networking sites like Facebook and Twitter didn't even exist ten years ago, the social impact these technological innovations have had on the world has been extraordinary. Consider for example the use of social media in the 2011 Egyptian revolution, the Arab Spring, Iran's Green Movement, and its use as a vehicle for communication for those interested in social justice issues such as LGBT rights, anti-poverty movements, and democratic reform. On a practical level, communication technologies have also altered the way we interact professionally with children, youth, and families in our roles as CYC practitioners.

While there is no denying that we live in a new world, where social networking, cell phones, emails, texts, blogs, and Twitter, among other forms of technology, have become the dominant form of social communication, important ethical questions about the integration of these technologies into professional CYC practice have not been thoughtfully explored or discussed. The CYC practitioner-client relationship is supposed to be a therapeutic relationship based on trust, respect, and safety. To engage in "texting" or "friending" a client can certainly blur or even cross professional boundaries in ways that can lead to breaches in privacy, confidentiality, and to a host of other boundary violations.

The influence of technology over every aspect of our lives is, without question, an unstoppable force. However, the onus is on CYC practitioners to recognize the potential ethical issues related to the use of communication technologies with respect to maintaining appropriate professional boundaries and ethical practice (CYCAA, 2014). A CYC practitioner's relationship with their clients, albeit in a digital age, needs to be professional at all times. In acknowledging the potential risks inked to using communication technologies with clients, it is important to first define the concept of professional

boundaries.

Professional Boundaries Defined

The term *boundary* denotes the concepts of limits, lines, or borders (Fewster, 2004). On a personal level, *boundaries* are guidelines, rules, or limits that we create to identify for ourselves what constitute reasonable, safe, and permissible ways to behave with others and how we will choose to react when someone steps outside those limits. Establishing clear boundaries is essential to maintaining a healthy, balanced lifestyle. *Professional boundaries*, in particular, differentiate what is therapeutic from what is not (Stuart, 2012). They form the foundation of trusting professional-client relationships. CYC practitioners, like other helping professionals, occupy a unique power relationship with their clients. This results from the CYC practitioner's position of authority and the access they have to the client's personal history, and the knowledge they have of the client's vulnerability and life circumstances. The power in the relationship also derives from the authority the CYC practitioner can exercise over the client with respect to benefits the client may or may not receive or the consequences that might be imposed on the individual.

In particular, CYC practitioners' use of a relational-centred approach to practice (Bellefeuille & Jamieson, 2012) can present additional struggles for practitioners when it comes to defining appropriate professional boundaries. Because a relational-centred approach requires "being-with" and "being in the moment" with others, this approach demands a high degree of ingenuity, creativity, and openness on the part of the CYC worker. Child and Youth Care is different from other helping professions in that it focuses primarily on life-space work—that is, the spaces in which the lives of children, youth, families, and communities unfold. Life-space intervention allows for greater freedom in bringing one's authentic self to the professional-client relationship. As Garfat and Fulcher (2011) explain, "there is no other form of intervention which is so immediate, so grounded in the present experiencing or, one might say, so everyday" (p. 8).

This challenge to define professional boundaries is further complicated by the introduction of communication technologies into the mix. Practicing from a life-space perspective in this age of technology can lead to some significant ethical challenges. Social media, cell phones, and other forms of technology represent much more than tools for communication. They change how people relate and interact, how relationships are formed, and how people complain, celebrate, discover, and create. As a result, CYC practitioners must be cognizant of the potential ethical and boundary issues associated with the use of these technologies in their work with children, youth, and families. For example, where should a CYC practitioner draw the line when it comes to communication technologies? Is it ever okay to accept a client's friending request? Is looking at a client's profile or blog an invasion of privacy? Can posting on social media sites make the CYC worker vulnerable to the unintended use of their own private information?

CYC Code of Ethics

A professional code of ethics sets out a collection of standards of behaviours that professionals are expected to uphold in their professional practice. The Alberta CYC code of ethics (CYCAA, 2014), for example, requires that CYC practitioners "take responsibility for ensuring that their relationships with their clients are therapeutic." Yet, despite our growing understanding that the use of the Internet, social media, and other forms of communication technologies blurs the line between what we think of as private and public, the potential ethical implications of the use of these technologies for professional CYC practice have not been thoroughly investigated. Hence, the aim of this exploratory study was to examine the use of social media and communication technologies by CYC practitioners and to invite a timely conversation about ethical challenges and opportunities that arise in various practice settings when CYC practitioners use social media, both as individuals and as a collective.

Research Design

The study was grounded in an interpretive world view and social construction paradigm that looks for "culturally derived and historically situated interpretations of the social life-world" (Crotty, 2003, p. 67). Given the interpretive nature of this study, a qualitative, exploratory research design was used as the method of inquiry. The specific questions included the

following:

1. How do CYC practitioners use social media, cell phone texting, and other forms of communication technologies with their clients and colleagues?
2. What are the perceived and observed potential or actual ethical issues associated with use of social media, cell phone texting, and other forms of communication technologies by CYC practitioners with their clients and colleagues?
3. Are there policies and procedures put in place by agencies in order to help guide ethical practice and inform practitioners of appropriate boundaries in regards to the use of communication technologies with colleagues and clients?

Research Participants

A non-probability, purposive sampling strategy was used to recruit 30 participants for the study. Participants who met the following characteristics were recruited: Individual had to be at least 18 years of age and work in the CYC field as a practitioner.

Data Collection and Analysis

Data collection strategies included open-ended and close-ended questions administered by questionnaires, face-to-face interviews, and various communication technologies including email, online chats, and social media. Data analysis, which was conducted during and after data collection, involved the identification of dominant themes and the clustering of themes into categories (Merriam, 1988). Closed-ended data was analyzed using descriptive statistics and depicted in frequency distribution tables.

Findings

RQ 1. How do CYC practitioners use social media, text messaging, and other forms of communication technology with their clients and colleagues and what are they using?

CYC practitioners on a daily basis to communicate with both clients and co-workers are using communication technology. The most popular forms of online communication were emails, text messaging, and Facebook (see Table 1 below). Of the 30 participants, 26 (86%) reported actively using text messaging, 21 (70%) used emails, and 15 (50%) participants reported using Facebook to communicate with their clients. To communicate with co-workers, 28 (93%) participants used text messaging, 22 (73%) used email, and 7 (23%) used Facebook.

Table 1.

Types of Communication Technology used by CYC Practitioners (N=30) with Clients and co-workers

Text Messaging	Emails	Facebook
Clients (n=26)	Clients (n=21)	Clients (n=15)
Co-workers (n=28)	Co-workers (n=22)	Co-workers (n=7)

The majority of the participants reported using text messaging and email to keep in touch with their clients, send out reminders for appointments and upcoming meetings, and for the simplicity and ease in reaching clients.

"I use text messages with clients to communicate about issues as well as appointments." (Participant A)

"We use text messaging to quickly communicate amongst each other. Text messaging allows us to easily update co workers in the moment if a situation arises with a particular client." (Participant E)

It was also general practice to use text messaging, email, and Facebook as the primary means of communication, without having to meet in person. The general rationale expressed by participants for using electronic forms of communication with clients is that they have become acceptable to and expected by their clients.

"To maintain easy contact with clients." (Participant F)

"I have on occasion placed private messages to family and youth on their Facebook accounts." (Participant B)

"I have used Facebook during investigations to find family, find information out about [a] current situation and to locate teens." (Participant D)

RQ 2. What are the perceived and observed potential or actual ethical issues associated with use of social media, cell phone texting, and other forms of communication technology with clients and colleagues.

The dominant theme among participants was that while they recognized the potential risk issues associated with confidentiality, they did not express any ethical concern over the manner in which they used electronic forms of communication.

"I have not encountered any ethical dilemmas, it is not mandatory that any staff give their cell phone number to any of the kids, it is by their own choice." (Participant G)

"There aren't any ethical dilemmas, other than keeping contact information confidential." (Participant I)

"Sometimes clients text me after hours. I set out very clear boundaries about when I will respond to texts, but sometimes it is difficult to ignore." (Participant M)

"To be honest, I do not think that my agency has guidelines to deal with negative repercussions of technology use." (Participant P)

A few of the participants also expressed that they felt comfortable using text messaging and Facebook when discussing sensitive issues such as (a) clients who are experiencing thoughts of suicide and self-harm, (b) clients experiencing difficult times (e.g., on a home visit), (c) updating staff about current situations in which youth are involved, (d) creating and following up with youth about safety plans, (e) contacting colleagues and other professionals regarding support and advice, or other work related matters, and (f) ensuring treatment plans are being implemented and followed by staff.

RQ 3. Are there policies and procedures put in place by agencies in order to help guide ethical practice and inform practitioners of appropriate boundaries in regards to the use of communication technology with individuals.

For the majority of the research participants, social networking policies were non-existent in their place of employment. Nineteen (63%) of the participants indicated that they did not know of any policies and procedures or they said that their

place of employment had no formal policies or procedures in place about how to work with communication technology. A number of participants stated that the only documented agency policy was that they exercise their own judgement when using communication technology with clients. A small number of participants (n=6) indicated that they were required to secure a copy of all communications with their clients but this policy was not in written form.

Discussion

As communication technology becomes a more regular means of connecting between CYC practitioners and clients, it is time to step back and examine—from an ethical point of view—the underlying purposes for and potential implications of the use of electronic communication. Clearly communication technologies are not going away but, by the same token, standards of professional practice are not about to change. CYC practitioners are professionals and, as such, are expected to model a high standard of ethical behaviour. CYC practitioners also occupy a position of trust with clients and must be held accountable for their “cyberconduct.” In light of the fact that nothing is truly private when you communicate online and that nothing is ever fully erased, there is a very real potential that unintended consequences may surface in the future. The results of this study are interesting. Interacting with clients on social networking sites and online has become “normal” practice. Yet, none of the 30 study participants felt there was any risk associated with the manner in which they used communication technology with clients and co-workers. This finding raises two very important and timely questions for the profession of CYC.

The first question arises from the demonstrated lack of awareness or concern over the potentially public nature of communication technologies by CYC practitioners in relation to their use with co-workers and clients. Although communication technologies provide new ways to interact and communicate, what are the ethical impacts of these technologies on client privacy, confidentiality, professional boundaries, and the reputation of CYC practitioners and the organizations that they work for? The use of communication technologies in CYC practice has received very little attention in professional CYC literature and has yet to be fully understood and thoroughly studied. It is reasonable to assume that the ongoing emergence of communication technologies will continue to influence the way CYC is practiced. Therefore, the need to develop professional communication technologies guidelines and policies to ensure that CYC practitioners are not only aware but also understand the ethical implications inherent to their use is essential.

Second, although this preliminary study only involved 30 participants, the results as they relate to the philosophical core of relational-centred practice are worrisome. Relational-centred practice is founded on the core assumption that “the self is formed and lived out in relationship” (Bellefeuille, Hedlin, McGrath, 2012, p. 133). From this stance, emotional well-being is predicated on having satisfying personal relationships with others. From this perspective, relational-centred practice proposes that a central human necessity is the establishment of authentic and mutual connection in the professional-client relationship. What is worrisome is the extent to which CYC practitioners are connecting with clients online rather than in face-to-face interaction. What are the implications of an increasing reliance on communication technologies as a way to interact with clients and co-workers on our ability to practice from an interpersonal relational-centred perspective? Further research is clearly needed to gain greater insight into the impact that communication technologies are having on the quality of the therapeutic relationships between CYC practitioners and their clients.

In conclusion, striking a healthy balance between communicating professionally with clients through the use of communication technologies and maintaining professional ethical standards is challenging and will require further study.

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Audience-Oriented Forms of Performance in the 21st Century

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Abstract

The use of space in the mainstream performing arts is based on the division of the acting and performing spaces with an imaginary wall. The sharp division of the space by this invisible conventional border, also called the fourth wall, originated from the fundamentally distinct role definitions assigned to the audience and the actors. On the other hand, especially since mid-twentieth century, due to the fast improvement in mass media technologies audiencing has widely shifted from the public space to the private space. Because of this shift the staging forms appropriate to the traditional space order became unresponsive to the needs of new acting and audiencing, and caused a search for alternative ways. In this respect, especially since the 1960's there have been many experiments examining both the acting and the audiencing activity from every aspect. These experiments invited the audience again into the public space, in search of new ways in which the audience could take an active role in a dynamic audience field. In these forms of performance, passive audience positions are completely abandoned and the role of the audience is reconstructed as an active element of the work itself. Since the beginning of the 21st century, there is a new trend in the Western performing arts, which is based on a participatory, interactive and immersive performance approach. Especially in the immersive performance approach, the audience is invited to a multi-sensory experience. To the extent that they actively participate in the experience, they gain the freedom of creating different audiencing forms and even reconstructing the plot. In these kinds of forms, the audience is invited to almost a realistic experience in spaces constructed to create this realistic feeling. Providing a holistic perception and participation, this experience goes beyond the conventional audiencing forms based on the audio and visual senses, by addressing and stimulating the olfactory, gustatory, and tactile senses. It also allows the audience to participate in the movements of the performers as well as follow them in the almost realistically constructed performance spaces. As today's audience is accustomed to being active players on the internet and creating worlds at their fingertips on virtual games, new narratives that bring together the audience and the performing arts are thus constructed.

Keywords: audience, performing arts, performing space, immersive practices

Introduction

It is apparent that in performance-based arts, mainly theatre and dance, the conventional forms of expression and narratives are increasingly receiving less interest by the audience. In this, it is certain that new media produced through changes in technology are certainly of primary importance. Internet, with its features of the nonlinear structure of World Wide Web offering hyperlink possibilities, giving opportunities to be participatory and interactive, channelling to making comment contribution, is marked as a revolutionary medium of today. The character of this "deep media" that the internet creates is defined as immersive. (Rose, 2011: 2-3) Before these developments were reflected in the performing arts, there were clear cut definitions that determined some important features of performance as theatrical space and audiencing. The space in the mainstream performing art examples gives a clear placement for the performers and the audience. Theatre as problematized by McAuley ". . . consists of human beings in a defined space watched by other human beings, and it is this reality that constitutes the basic apparatus of theatre" (McAuley, 1999: 245). The theatrical reality here lies on the fact that there is a need for space where the audience and the performers meet in the live event, and in this space the already defined roles and their placements are assigned. This reality creates an imagined but also clear and unquestionable cut of the theatrical space, where the theatrical experience is shared by both parties, the performers and the audience in their definite placement of the space. This experience is possible on the previously negotiated casting of their roles; performers are there to act on the slightly elevated, lit platform, the stage; and the audience is seated across the stage in the dark auditorium watching and hearing the actions of the performers. Performers are acting in order to be seen, audience is silenced both vocally and physically in order to be able to see and hear everything on stage. In all mainstream theatre or opera house building around the world, we can see the audience sitting in the dark hall in the auditorium, facing one

direction gazing the framed fictional world revealing itself in front of their eyes, in this fixed and atrophied position. This space mostly named as the proscenium stage "creates a theatre of illusion" with the tendency "to preserve the strong distinction between life and art..." Foster (1986: 60)

"The proscenium theatre emphasizes the separation of audience and the performance by situating the action on the stage in a different realm from that of the viewers. The architecture delineates a functional role for viewers - as observers who sit facing in one direction toward the stage - and for performers - as residents of the framed, boxlike structure of the stage... the proscenium arrangement also implies a single perspective from which the dance is to be viewed and the hierarchy of optimum locations in the auditorium." (Foster, 1986: 60-61)

The proscenium arch functions as a frame, where the moving bodies of the dancers through the choreography or the actions of the actors through the dramaturgical design in the plays create the framed images resembling the live pictures bound to the the rules of perspective. The audience as the viewers of the art in the galleries or the viewers of the cinema are in front of the framed image, watching this fictional reality revealing itself in front of their eyes. The images to be presented are on stage, and what is yet to be seen is cast behind the wings/the frame.

"The Western mainstream theatrical experience, from the Venetian Opera House to New York's Broadway, is gauged to enforce that separation. This method of viewing performance is further reinforced by our experiences of cinema. The huge screen acts as an opaque proscenium, where applause, derision or complete indifference is unable to affect the performance. Again the audience sits in a darkened space watching larger-than-life faces on the lighted screen." (Popat, 2010: 2)

The position of the audience looking at the event on the stage is problematized by Ranciere as the opposite of knowing. The audience does not know the conditions producing the appearance they are looking at. Ranciere also casts the looking of the spectator opposite from acting "[h]e who looks at the spectacle remains motionless in his seat, lacking any power of intervention. Being a spectator means being passive. The spectator is separated from the capacity of knowing just as he is separated from the possibility of acting." (Jacques Rancière, 2007) In the mainstream theatre understanding, be it in the proscenium stages or in the smaller theatres, or even in the blackbox theatre spaces, there is this bodily passivity of the audience expected for the performance's sake. The actions long rehearsed by the performers are awaiting this silent crowd in the auditorium to sit and be quiet to come alive. There is so much effort spent on the part of the performers before the premiere, the days and nights of exhaustion, desperation, and boredom of the endless repetitions, corrections and adjustments of an performative work of art to be created. On the night of the premiere the dancers, actors, performers in general are waiting behind the wings with excitement and nervousness to step on stage and perform without mistake, with expectations of high performance, they want to be good, they want the work to be liked. The part of the audience is clear; sit quiet and enjoy, hopefully like the performance. Although passive in its first appreciation, the role of the audience is very important. The performance created is for the audience to see, hear and appreciate.

"On entering the majority of theatres in the Western world, one expects to see the proscenium arch ornately framing the stage and blatantly dividing the performance space from the viewing area. Performer and audience member are situated on either side of this getaway between the lighted virtuality of the performer and the darkened, suspended reality of the viewer." (Popat, 2010: 1)

Bertolt Brecht was an important figure in trespassing this invisible border between the actors and spectators, and emancipating the audience from its passive position. Influenced by the forms used in the Chinese theatre, Brecht developed the concept of alienation, as opposed to the identification acting techniques used in the Western theatre. His theatre can be seen as an attempt to make the invisible border apparent by criticising and problematizing it. In Brecht's Epic theatre, the audience was forced to come out of their passive roles of identifying with the characters, of the illusionary world created in the traditional Western theatre. He used different aspects of the theatre in juxtaposition to each other creating contrary moods conflicting the audience's perceptions, where they are invited to develop their own thoughts and reconcile the events on the stage. In his theatre the audience is alienated from the events on the stage, clearly reminded of the events' fictionality.

The concepts developed by Brecht were also used in the *tanztheater* of Pina Bausch, who first introduced a radically different approach to dance in the 70s' Germany to an audience accustomed to classical ballet performances. The choreographies of Bausch first problematized the notions of beauty in dance by putting on display the tired, sweaty body of the dancers, revealing the physical truth of the dancers which has long been concealed from the audience's gaze. The

dancers were no longer hiding the physical effort behind a smile, while executing difficult movements as it was and still is expected in ballet. They were not subjects of fairy tales, creating illusions on stage to be admired; they resembled the hard working laborers of the country with their strong limbs and almost naked bodies.

With her established name in the field, Bausch also made her dancers talk to the audience, acknowledging their existence in the darkened auditorium. The trespassing of the invisible border was done by the performers, facing the audience and addressing them directly, performing for them, making clear that the performances were created for the audience. They were breaking the illusionary wall by questioning the established roles of the dancers and performers. In the tanztheater of Pina Bausch the audience is invited to a place where they are aware of their existence and also acknowledge their traditional role of passively gazing the action on stage from their seat in the dark hall, open to be impressed.

The twentieth century saw many theatre experiments where not only the role of the audience but also the main tools of the Western representation discourse present in the classical idea of theatre were questioned: the plot, the character, the space, etc. were problematized. Nevertheless, space as the physical framework for holding the theatrical experience was one of mostly problematized aspects in the past thirty years as stated by McAuley:

“ . . . there has been a significant trend over the past thirty years for performance practitioners to abandon the non-place of the stage and the controlled relationship between stage and auditorium of the traditional theatre building, and to locate their performances in the other sites within the social space of the community. . . there has been a significant increase in this kind of performance over the same period that critics and theorists in many other disciplines were developing new understandings of the spatialised nature of human culture. Theatre practitioners were, thus, already making a major contribution to what I have called the 'placial turn' which is perhaps to be expected from an art form that has for centuries been playing so profoundly with its own spatiality. ” (McAuley, 2006: 17).

Experimenting with different spaces in the performing arts increased with the second half of the 20th century searching for new ways to connect the body of the performers with the space the performance is held and also with the role of the audience. Not only the trespassing of the invisible wall between the audience and performers was realized and widely practiced, but also the walls of the theatres were metaphorically demolished. The frame of the proscenium arch was considered as a limiting boundary for new expectations of the world outside. The streets, buildings, town squares, museums, docks, factories, etc. were the new spaces opened to be explored and experienced for the new democratic movements within the performing arts, be it theatre or dance.

McAuley, in his introduction to the book *Unstable Ground Performance and the Politics of Space*, discusses the needs and the consequences of moving the performances outside the defined spaces in the sites “marked by their own histories of occupation,” where the artists and spectators not only experience these spaces in new ways but also are “obliged to engage in new ways with the political issues that seem to be an inevitable consequence of being in place. ” (McAuley, 2006: 17)

“The reality of place ineluctably brings with it issues of ownership and these in turn involve issues of power, rights (of exclusion and inclusion), and multiple often conflictual histories of occupation and exploitation. Places raise questions about memory and about group and individual identity: who we are intimately bound up with where we are, and where we come from. Performing in place brings to the fore the nature of inhabitation: what it means to live in/with a place, and what it means to be inhabited by a place. ” (McAuley, 2006: 17)

Choreographer William Forsythe expanded the limits of space and the dance discipline by introducing the concept of dance installations to the field of choreography. His expanding the language of ballet, moving the walls that strictly define its technique, is his distinguished signature in the dance world. Merging dance with art, bringing dance into the spaces defined for objects of art, like museums and art galleries are his innovations in the dance world. One of his “choreographic objects” titled “*Nowhere and Everywhere at the Same Time No. 2*,” was presented in 2014 at the Circus Street Market as part of the Brighton Festival, an annual arts festival in England, where, in an old municipal market space filled with hundreds of suspended pendulums that swing in timed sequences, visitors are invited “to move through the space they are forced to duck, dodge, and dart through the rows of swinging weights resulting in an impromptu dance. Forsythe is known for his unique blend of choreography and artwork where the viewer often becomes a participant in his interactive installations. ” (<http://www.thisscolossal.com>) Forsythe merges dance and choreography with art, and brings them out of their theatrical spaces into spaces that are defined for arts, like museums and galleries. He also brings them to places that do not necessarily represent artistic practices, like storehouses and markets. His project *Human Writies*, created for the 50th

anniversary of the Universal Declaration of Human Rights, was presented in the 17th International Istanbul Theatre Festival in a storehouse. In this project, the space was not only removed from the traditional division for acting and viewing but also the audience was invited to participate in the act of the performers. The audience was invited to become active participants of the hopeless effort of the dancers in their writing of the human rights declaration on the white tables with black charcoal. This project, acting almost as a participatory theatre, also is a form to rebind the social ties where the collective meaning making can be practiced and the problems can be solved in the common ground.

The suggestions for the staging forms in the performing arts, in other words the spacing propositions brought for meeting the performance with the audience are directly problematizing the role of the audience in the ontological structure of the performance. The audience is freed of his *voyeur* (Guy Debord, 1983) position and becomes the active protagonist in the meaning making of the piece. There are numerous ways and forms of practicing the audience involvement in the performing arts. In the performances using the term immersive the audience involvement is practiced in various ways. As indicated by Josephine Machon in her book *Immersive Theaters, Intimacy and Immediacy in Contemporary Performance* (2013), the traditional and immersive practices present a completely different range of experience for their audiences; a short summary of her extensive comparison is given here as follows: In traditional theatre, the audience is expected to enter the space from the street via the main door, while in the immersive theatres the audience may have an extended and intriguing journey to get to the location. Through this journey, the audience is aware that they are taken out of their comfort zone. After entering the performance space, the traditional audience in the traditional auditorium may chat with friends, check their phone or read the program, while waiting for the show to start, as opposed to the audience in the immersive theatre who are separated from their friends. They may enter the space where the performance has already begun, they may even be partnered with a stranger and asked to rely on that person during their experience. They do not know exactly what to expect. In traditional theatre, after the lights are dimmed and the curtain is raised or the lights on the stage are lit, the audience becomes quite; another world reveals itself to them. However, the audience of the immersive theatre is already surrounded by a different world; they are out of their comfort zone, highly aware of the details of the space they are in, their senses heightened. While performers are performing in their world in front of the audience in the traditional theatrical setting, the performance is completed with no specific reference to the audience. In the immersive theatre, the audience may be asked to play a role, wear a masque and be anonymous but visible and physical. The audience is in a different world with its own rules, where they are active and engaged in the actions; following performers, passing through streets, into the rooms, wandering around details of the created environments, feeling almost responsible of the action happening around them, surrounded by this world. At the end of the performance, in traditional theatre, the lights of the auditorium turns on the curtain call bow and the audience applaud; however, there is no bow or an occasion to applaud in the immersive theatres—the world left behind may feel as if it still continues (Machon, 2013: 54-55).

In the immersive theatre, the audience enter the realm of “viveur” as stated by Claire Bishop, extending the “voyeur” theory of Guy Debord (Bishop in Machon, 2013: 72). The audience is brought into the heart of the experience, contrary to the one in the traditional theatre, where they are cast out of the frame of action. The audience is gaining a new subjective position, where they are no longer the outside observers, but are in the play directly, experiencing the action and the space. “. . . You are part of it, rather than looking on fundamentally distinct.” (Trueman in Machon, 2013: 72)

“Juxtaposed with participation being extorted in this way, however, is the fact that immersive theatre audiences are not bound to observe from any one site, such as a theatre auditorium. Rather, should they be willing and able to take advantage of the kinds of movement demanded of them, audiences may reap the benefit of multiple viewing perspectives in what may well be several viewing positions. In this respect, it is clear that immersive theatre finds its precursors in promenade and sitespecific/generic/sympathetic theatre.” (Alston, 2013: 4)

In audience-oriented works, whether they be defined participatory, interactive or immersive, the audience is cast in the center of the action. Instead of the traditional observer, the audience in these kinds of performances gains an active role, where they are the trigger of the action, where in some cases there is no action unless the audience causes one; this is especially the case in interactive performances.

This new theatre proposition was put forth by a London based theatre company Punchdrunk founded by Felix Barrett in 1999. With this new term “immersive”, they freed the audience from their atrophied position bound to their seats, and assigned to them a more active and physical new position. Punchdrunk invites the audience to a multi-sensory experience. The company director Felix Barrett gives an illuminating description of his understanding for what *immersive* applies for in their work:

"It's the empowerment of the audience in the sense that they're put at the center of the action; they are the pivot from which everything else spins. It's the creation of parallel theatrical universes within which audiences forget that they're an audience, and thus their status within the work shifts." (Barret in Machon 2013: 159)

The company occupies large industrial spaces such as warehouses, art centres and abandoned buildings to build a real like environments inside them, a hotel as McKittrick hotel in the production *Sleep No More* or like Temple Studios in *The Drowned Man*. The company often uses the entire space for staging its performances where the space is transformed in every little detail to create the world of the performance in which world the audience is invited to explore by wandering around its halls, rooms and corridors. As defined by Papaioannou "the *mises en scène* of Punchdrunk can be understood as ephemeral landscapes that are produced by the co-existence of performers and spectators within a performative space; that is, a space that functions as a huge 'living' installation, or as an assemblage of tiny ones." (Papaioannou, 2014: 163)

Bishop draws our attention to the continuities between the motivations behind the participatory works of 60s and today, where she sets forth the three main concerns: creating an active subject, authorship and restoration of community (Bishop, 2006: 12). She defines the active subject as "one who will be empowered by the experience of physical or symbolic participation... able to determine [his] own social and political reality." as for authorship she reminds us that ". . . ceding some or all authorial control is conventionally regarded as more egalitarian and democratic than the creation of a work by a single artist..." while "[c]ollaborative creativity is therefore understood both to emerge from, and to produce, a more positive and non-hierarchical social model." She also explains the issue of community that is "[o]ne of the main impetuses behind participatory art has therefore been a restoration of the social bond through a collective elaboration of meaning (Bishop, 2006: 12).

As today's audience is accustomed to being active players on the internet and creating worlds at their fingertips on virtual games, new narratives that bring together the audience and the performing arts are constructed. These new forms of performance not only bring the audience and performers into the new perspective, but they also remind us of the importance of rebinding the ties that create the community and the "public" of the public sphere. New ways of participation in the public sphere created through these kinds of performances are open for a no longer passive audience invited to collaborate and actively participate in the meaning making of the performance, and be active in the creation of the narrative by making personal and deliberate choices. Immersive theatre became a tool for conceptualising new forms of performative presence that break the rules of linear narrative, passively perceived through sight and hearing of an inactive audience. This theatre suggests new subjectivities and definitions for the roles of performers and audience through their submergence into the new theatrical environment created.

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Concept of Lifelong Learning as an Indirect Factor in Preventing Crime and Reality in Kosovo

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ABSTRACT

We live in the era of knowledge, and the ability to apply effectively knowledge and necessary skills, is a cornerstone of success for the individuals in relation to the challenges that they face. Where is put in doubt the power of learning and knowledge, there will reign darkness of ignorance. Lack of knowledge and skills is a disadvantage that prevents personal and career development as well as the professional advancement. Concept of lifelong learning is a dynamic system that enables integration in the labor market through the knowledge that an individual can achieve. This automatically means raising the level of academic and professional skills. The concept aims at acquiring knowledge for personal or professional reasons, by encouraging the system of ongoing, voluntary and self-motivated learning. The system as such influences: personal development, social inclusion, active citizenship, enables knowledge competition and increases employment opportunities. Competition in the knowledge and experience increase the quality and eminence. This concept enables the learning for all, and can be followed throughout life and in a variety of different situations. Learning can be seen as something that happens and its application can be included at all social strata regardless of age or gender. All these facts stated above have an effect in the lives of individuals who in most of the cases because of unawareness, inability to find a job because they are not qualified or been unable to engage actively in economic trends, but also loss of hope for the future, they engage in various forms of criminality in order to gain material benefits. This is also an argument more why this concept in the European Union, is an integral part of the policy of economic and social development which also serves as an instrument for ensuring social cohesion and development. But also is used as very important tool, indirectly to prevent individuals from involving in criminal activities as well as assisting law enforcement officers in education and training. Kosovar reality in this respect still leaves much to be desired. Learning in Kosovo is concentrated mainly in theoretical transfer of knowledge from teacher to the students and there are no proper mechanisms to convince that knowledge improved with appropriate skills and competencies will help individuals to be successful in implementation of knowledge earned. Formal system of vocational education and training is based on the provision of education and vocational training at elementary school and a continual professional training at institutions (training centers and employment centers). Universities mainly offer traditional academic lessons as well. The existing situation has a history of the past when Kosovars for ten years have held a parallel system of education. Despite the fact that the level and quality of service was not at satisfactory level, this period shows a reaction to restrictions imposed. Also this reaction through parallel system of education has manifested the Kosovar commitment to the values of education and training and the desire to learn. Despite many positive multiple reflections in the time of existence, this system has had its shortcomings and weaknesses which have its effects even to this day.

Keywords: Concept, Learning, System, Challenge, Competition

Introduction

The concept of lifelong learning is a system that enables dynamic integration in the labor market through the knowledge that man can achieve during his lifetime learning. This obviously means increased academic level but also development of professional skills.

Socio-economic revitalization of resources in the area where people live is highly important, because this manner of learning enables automation of human resource capacity. Improving performance of public administration as well as other employees in all institutions is providing services to the community through their training.

This concept that in Western Europe and North America, is known as "Lifelong Learning" or LLL, is a concept that aims to lifelong learning, voluntary and self-motivated. The knowledge acquisition is for personal or professional reasons. As such

the concept of lifelong learning not only enhances social inclusion, active citizenship or concrete and personal development, but also enables competitiveness and employment.

Competition in knowledge increase the quality, this concept enables the learning to all, and can be followed throughout life and in a variety of different situations. Learning can be seen as something that happens and its application should include all social strata.

European Union (EU) has started this process a few years ago, 1996 was declared figuratively by EU as "the year of lifelong learning". Meeting of Ministers of Education of the Organization for Co-operation and Development (OECD) in January of that year used the slogan "make the concept of lifelong learning a reality for all". Report UNESCO in 1996 for the 21st century adopts "lifelong learning" as its core concept. ¹

THE CONCEPT OF LONG LIFE LEARNING IN GENERAL

The concept of lifelong learning is set as a term or subject of educational and professional interest. Many countries are making efforts to implement the concept of lifelong learning in their schools. Today when we live in the era of internet and most people learn and get informed through the Internet. Is much easier to find different websites that write and given a host of information on the concept of lifelong learning. Also information regarding this concept are found at public information networks or in different newspapers. So the concept is publically well known.

Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (ie post-compulsory education). ² Across Europe, North America and Australia a lot of associations, schools, colleges, institutes, but also universities already dutifully implement the concept of lifelong learning. The term "learning and lifelong learning" is encountered in studies and writings in English about 75 years ago, and many of the major contemporary ideas about "the concept of lifelong learning" are found immediately after World War II. Since 1970 this idea was the subject of a special care being discussed in a number of conferences and publications as calls for research and scientific studies.

We live in the era of knowledge, which means that the ability to apply relevant knowledge effectively is very important priority and the cornerstone of the success of the individual in relation to the challenges that he is faced with. Although some members had enrolled initially to meet other people, once they began attending they found that it was safe place to take intellectual and emotional risks. ³ If anyone ever doubted the power of knowledge and learning he will notice the darkness of ignorance. For example, ask someone who has never used a computer to find a very simple article online. The learning and knowledge makes life interesting here gives life meaning.

Knowledge opens the windows and enables a bright perspective, enables people to debate various issues but also interesting conversations and with a deeper understanding. Knowledge makes people more suitable, enables them to make decisions fair and accepted from others, helps them to achieve success in their careers. The advancement of technology has increased the rhythm of the life in every day's life, and requires every day to learn something new that can remain coherent in the workplace.

In job training (or in-service training), at the companies where the individual works are very important for professional development. Of course that is a tool only for business where the worker is employed in the organization or company. However is not enough and is not to be counted only on the training that the company or organization provides, because they only offer professional trainings that is very important for the work but that's not replacing adequate education. It is useful for everyone to gain time to learn, to seek out their own opportunities, to use available resources wisely, and to find new sources. If you have decided to follow a particular course to learn and to apply it in your career, you should know of what to learn. When choosing a class or program, make sure you choose what you aim on your needs. Think about your current position and how you can progress on your position with training, program or course you prefer follow us.

¹ <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf>

² http://www.llcq.org.au/01_cms/details.asp?ID=12

³ https://www.usm.maine.edu/olli/national/pdf/USM-What_Turns_Members_On.pdf

Lack of knowledge is a disadvantage which inhibits people in their personal development but also in professional career advancements along. For this reason it is very important to keep in mind the permanent commitment to lifelong learning as a practice for self-improvement in continuity. Lifelong learning is an ongoing and exciting process. Because this form of education has become so important in our lives, various short and long courses have been developed to help those who stopped studying a while back or who simply want to learn something new. ¹ Without doubt, the lifelong learning is intellectual and spiritual refreshment but as well as filling with knowledge, and therefore this concept certainly helps: mind, body and soul. Lifelong learning involves two main aspects: review of different systems that include education, in order to create a society of lifelong learning and the concept of learning at all stages of life.

Lifelong learners have an inner desire to acquire knowledge in a broad range of subjects and disciplines. Thus the reward for lifelong learners is simply the joy of learning and acquiring knowledge in a wide spectrum of subjects that interest them. ² In other words, the concept of long life learning includes not only the structural learning through school and social education, but also learning through involvement in other areas of life that can also be knowledgeable about: sports, cultural activities, different hobbies, entertainment, including the voluntary activities.

Places for conducting learning activities are also varied, including almost all institutions where knowledge can be obtained, starting from: primary and secondary schools, colleges, various research institutes, universities and other institutions of higher education, training centers, citizens public halls, libraries, museums, cultural facilities, sport, specialized organizations for leadership of the program of lifelong learning in the private sector, organizations, companies, various offices etc.

A SHORT BACKGROUND OF THIS CONCEPT

Lifelong learning was introduced for the first time on the international literature at the late sixties, originally appeared in various conferences about development of policies on different learning concepts and studies. The first to have promoted this concept in various forms were: Council of Europe, the Organization for Economic Cooperation and Development (OECD) and the United Nations Office for Education, Science and Culture (UNESCO). ³

Periodical education should have had a very clear agenda and there were focused policies of the time. A test of this nature was initially developed in Sweden, and then was distributed by the Center for Educational Research and Innovation (CERI) of the OECD. It was tested through a series of studies CER's project as an approach to formally dissolve lifelong learning whether by training, learning or employment and other activities.

This was an appropriate response to changing conditions and requirements for knowledge, or simply to use later expression just-in-case - the learning. The notion of education as a public good provided the basis in many countries for making 'free and compulsory' education available to all; proponents of education for a socially inclusive and democratic society now also claim lifelong learning as a public good (see *Riche sin the Grass*, Nordic Council of Ministers, 1995) We do not suggest that education, like other 'public goods' such as health and welfare services, requires no further financial investment from individuals and other sources; all such community services have to be supported financially and in a myriad other ways. But these services are vital and indispensable to the nature, quality and operation of the democratic society in which as citizens we all live and share in. ⁴

Initially most of the discourse was focused in traditional education rather than lifelong learning. This concept could not be reached immediately, although UNESCO insisted and continued to promote broad as human use of this concept. The concept initially had its own difficulties in the application, however the concept enjoyed a remarkable revival in the nineties. During the seventies there were a certain number of policy studies which were mainly at national and other analyzes that emerged during this period was primarily concerned with periodic education. Mainly they do not include very successful attempts to develop an economic analysis of education. According to these studies the investment will return to the stage

¹ [https://www.gov.mt/en/Services-And-Information/Business Areas/Education%20and%20Learning/Pages/Lifelong-Learning.aspx](https://www.gov.mt/en/Services-And-Information/Business%20Areas/Education%20and%20Learning/Pages/Lifelong-Learning.aspx)

² <http://speeches.byu.edu/?act=viewitem&id=1788>

³ Lengrand, P. 1975

⁴ Aspin D. & Chapman J, 2001

after completion of education.

Difficulties in economy and financial crises respectively in the eighties, connected to the individualistic approach especially in western societies, just being visionary and ambitious does not necessarily represent any perspective, simply was not enough.

This area was always problematic and confusion was present there, the best shows the OECD conference on lifelong learning and universities in the year 1998. The OECD's view was conceived explicitly as a strategy for the lifelong learning. While in the nineties, lifelong learning returned to public policy agenda.

The concept of lifelong learning appears strongly in the fifth World Conference on Adult Education organized by UNESCO in 1997,¹ and the First World Conference on Higher Education organized by UNESCO in Paris 1988.² This concept also reaffirmed as one of the principles of organization of tertiary education. OECD has made a number of publications on this topic and has performed a very important mandate for education in the period 2002-2006.

SKILLS AND OPPORTUNITIES OFFERED BY THE CONCEPT OF LIFELONG LEARNING

It is a large number of factors affecting the findings and that directly affect the development of this concept. Undoubtedly, technological developments, especially globalization, and changes in labor market demand and impose the recognition of new techniques to perform duties.

Key skills acquired by the concept of life-long learning are a combination of knowledge, skills and appropriate attitudes. They are particularly necessary for the fulfillment of personal needs and development, social inclusion, participation in active citizenship but of course in career development and employment. Key skills are essential in a knowledge society and guarantee more flexibility in the labor force, enabling individuals to quickly adapt to constant changes in social development. The acquisition of skills is also a very important factor that influences creativity, productivity and competitiveness, and at the same time contributes to motivation and providing a sense of satisfaction than employees, but also in raising the quality of work. There are two main reasons for learning throughout life: for **personal development** and for **professional development**. These reasons may not necessarily be distinct as personal development can improve your employment opportunities and professional development can enable personal growth.³ These skills make individuals to have more opportunities to find work and that simultaneously affects the fact that they have less space and reason to get involved in criminal activities.

SOME OF THE FACTORS AFFECTING INVOLVMENT IN THE CRIMINAL ACTIVITIES

Criminality is a social phenomenon which has existed since the beginning of the existence of humanity. In different periods of social and community development were different forms crime. Criminal activities and various forms of crime in history had the characteristics of economic system, political and legal environment in which they were present. Therefore the factors affecting the appearance of criminal phenomena are similar to social developments which were present at the time of appearance of the criminal acts.

Among many factors that influence and encourage individuals especially youth and minors in involvement in crime are social factors that relate directly to education and schooling. Incentives of criminal behavior among minors and young people, about the impact of school and community are as important as other factors. Young people have a certain connection with school, and have an interest and love it, confirmed with the norms and values that promote school.

Studies on the school impact to anti-social behavior have shown that consistently poor performance in school is directly or indirectly related to the behavior of children, as well as incidence and emergence of criminality in early ages. Fragile links with school, little desire for education, low educational aspirations, and the low level of motivation bring the child in extremely

¹ <http://www.unesco.org/bpi/eng/confintea/>

² <http://www.unesco.org/education/educprog/wche/diaz-e.htm>

³ <http://www.skillsyouneed.com/ps/lifelong-learning.html>

vulnerable conditions to engage in criminal activities.¹

Everywhere in today's world from individuals is required knowledge, professionalism and greater capacity. Many of the occupations and crafts performed were learned while observing or being trained by professionals of respective fields. One of the opportunities to be trained and professionalized is the training or education in vocational schools, and that is a way which provides greater opportunity in finding a job. Having a job affects individuals to have less time, willingness and ability to get involved in criminal activities. Parents want their children to attend school and succeed in this regard. Possibility of children for success in school is not exclusively genetic but major role is played by the influence that comes from education and schooling system, depends on how children are accommodated to the school environment. Parents have a great impact on their children in which way in the future these children will fit to the schooling and educational system.

PREVENTION, COMBATING CRIME AND THE ROLE OF LIFELONG LEARNING

Preventing and combating crime is a fundamental principle in all democratic societies, that's intended to guarantee freedom and human rights. Authorities in the fight against crime should have different strategies in preventing and combating crime, ranging from the safety of individuals and property, facing the economic and social crises, particularly unemployment and other phenomena.

Fight against crime requires that personnel employed on law enforcement agencies are trained and professional, active, prepared and able to provide with necessary information every time. This information should be served in a way to have a positive impact on the public as to inform the public about risk and the types of damages that criminality brings with. Also they should be able to explain to the public what steps were taken and how much success is achieved in preventing and combating crime. Public should be systematically informed and "educated" about the fact that facing crime is joint action, where law enforcement agencies have their leaderships responsibility, but they are not alone, because in the end security is a concern to all. Proactive role of law enforcement agencies with public could lead to better cooperation, to gain important information in order to increase confidence in the agencies. This is achieved only through professionally prepared and well-trained staff, this is best achieved through permanent education and learning.

Cooperation of the authorities should be extended to other factors such as the science and academic studies. Of particular importance are the academic studies and staff who are engaged in technical and technological sciences, because scientific achievements and innovations, helps in achievement of good results in dealing with crime.

There is always a need to gain knowledge about the exchange of operational information on the movements, contacts and activities of criminal groups locally and internationally. It is a topic that should be studied, professional learning and permanent preparedness of officers of these agencies is necessary. International cooperation between different agencies in order to combat crime should be reflected not only through the exchange of operational information's on time, but also by applying special investigative techniques, a segment that is further needed almost in every criminal investigation for the purpose of proving the activities of criminal groups. In this regard, international cooperation is a logical continuation of operational measures and actions taken at the national level. The possibility of tracking and detection of the inductions and signs on criminal activities depends largely on the ability of law enforcement officers to detect, interpret, document and disseminate such information to the department responsible for combating this form of crime.

Without properly trained officers, our society could not successfully function. Law enforcement officers must be trained extensively in federal and state law, evidence handling, prisoner transport, handcuffing, defensive tactics, firearms, driving, customer service and many other areas of law enforcement.² For example how much education and specialized training is needed to gain sufficient knowledge to investigate various crimes as robbery, extortion, kidnapping, illegal trafficking, corruption etc. For the successful investigation and clarification of these criminal activities, which are not known initially to be carried out by individuals or groups and criminal organizations, law enforcement officers should be professionally prepared to identify signs or indications which show who may be the perpetrator. These signs may be different: facilities, data and documents found during the search of premises and persons etc. Namely the founded objects, indications

¹ UNICEF, 2007.

² <http://policelink.monster.com/training/articles/143993-the-history-and-importance-of-police-training>

mentioned above do not always show together directly, but is required further analysis and operational work as well as liaison with other circumstantial evidences collected to determine how and what connects this evidence with suspects.

A very important factor in crime prevention is effective prosecutorial and judicial system.

Criminal justice system by no means operates in a vacuum. Appreciation of how the system can drastically change, sometimes in the matter of a single day, helps us understand the dynamic and vulnerable nature of criminal justice employment. ¹ Education of staff is only one part of the solution. Changes in legislation and different techniques and methods of committing criminal acts are just some of the elements that should be carefully monitored by law enforcement agencies, in order to succeed in dealing with crime. The best way to achieve successes is the permanent learning throughout life, either through education or vocational training which will help in learning and updating the knowledge about the problems of this nature.

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¹ file:///C:/Users/Refresh/Downloads/04_schm5e_Hist_Dev_CJ_Employmt.pdf

Comparative Evaluation of Media Literacy Course: The Case of Turkey

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Abstract

In recent years, media literacy, as the result of unavoidable rapidly evolving technology, emerges as an issue that should be considered. Cause of the adult and children remain under the influence of early intensive of media messages, parents and educators are led to take measures against of the media messages. Today, it is not possible to stay completely away from the media. Reading media messages and determine the useful content regarded as a correct behavior. Choosing the correct information in the media as the emergence of the information density, which is now in the position of issuing content viewer / listener / is an extremely important point for publishers. The aim of the this study is to reveal the comparative study of media literacy course and its implementation style which is starting in Turkey and yet close to take place in the curriculum of the past elementary school between the courses in United States and schools in Europe. In this context, domestic and foreign sources written about media literacy were utilized. Concrete information on applications in Turkey in order to achieve the 2006-2007 academic year of the pilot school for the teaching of media literacy course Ankara Cankaya Ahmet Vefik Pasha Primary School was conducted in research. The questions designed to obtain information on the implementation of the course is directed on teacher; the results obtained are used as another source in the study. After the interviews, the mass media in our lives that encompasses all areas and reaching out to different sizes with technological innovation community life, which gained strength in a century that have a say in the media literacy traditional approach seen in the education system in Turkey is possible to say that its impact in the course. Especially when you compare it with samples in the world, the need when they need to take more important steps in Turkey's media literacy practices in both gold was drawn

Keywords: Media Literacy, Media Literacy Course, Media Literacy Course in Turkey

Introduction

In the conference held in Aspen Institute¹ in 1992, media literacy was defined as “skill of accessing messages in a vast variety of forms, analyzing, evaluating and conveying the same”. In a different definition made in 1998², media literacy was tried to be explained as “educational tool in school, a value for the conscious citizens, a variable for researchers, a cultural problem, common concern of the public” (RobbGrieco, 2007: 5)

Potter deliberated primarily on the notion of “literacy” and the definition of this notion while trying to explain media literacy. According to Potter, the notion of “literacy” for many people is comprehended as the skill to “read” by associating it with published-printed media. Some sources expanded this concept into “visual literacy” by including television and cinema into its composition. Some other sources made a classification of “computer literacy” in connection to technological developments (Potter, 2004: 33).

Reading, visual literacy or computer literacy are not synonyms for media literacy. Media literacy includes all these skills, traits and much more. We cannot understand printed media without reading; if we have difficulty understanding visual messages, we cannot benefit from visual media; if we do not know how to use a computer, we cannot follow the developments in this field. Conclusively, media literacy is a general notion that is much more than these characteristics (Potter, 2004: 34).

Media literacy comprises of points of view, which we open ourselves to effects directed by the media, and which allows us to interpret such messages. Points of view are formed with information. We need tools and raw material to form and construct information. These tools are our skills. Raw materials are information obtained from media and the environment.

We should be aware of the messages and their interactions with each other (Potter, 2004: 34). Media literacy helps us sail in confidence on the sea of images and messages. Today, we no longer obtain information about the world via some words printed on pieces of paper. Effective images and sounds reach us through different media (Thoman and Jolls, 2003: 21).

Media has its own visual-audial language, with its own rules, which are used to convey notions and opinions. Media literacy is the skill to accurately evaluate, analyze and reform media within its many different forms. Media literacy is the 21st century approach to education (Thoman ve Jolls, 2003; 21). Media literacy is used to refer to the individual's learning of critical analysis process and forming its own messages (with published, audial, visual and multiple media) (Hobbs, 2004: 1).

Media literacy is defined as "an education program that makes individuals be informed about media texts, provides them to be more resistant to their potential harmful effects, and which invites media organizations to act more carefully by raising awareness in individuals" (RTUK, 2007;35) by Radio Television Supreme Council (RTUK), which is prominent with its initiatives about media literacy in Turkey.

Up to this section, we have tried to provide brief information about what media literacy is or is not. In the 21st century, we can observe that media covers a major period of time when we analyze our daily lives. Media and messages conveyed by media has surrounded us to such an extent that this bombardment of messages continue even when we are not directly in contact with media. Especially in major cities, billboards on every step, advertisement monitors on mass transit vehicles continue to send messages without our awareness.

Media, without discriminating against age, has become the number one entertainment tool in our "spare time" as also included in Lefebvre's "daily live" notion. We, on the other hand, enable media to have an indispensable place in our lives by defining our consumption habits, means to access information, make use of our spare time and methods of communications via media itself.

In the 21st century, in terms of understanding media better, which has such an important part in human lives, processing messages received from media with an aware and critical approach and most important of all, making the future generations become aware of this field, it has become mandatory to become media literates and teach media literacy in schools by teachers with sufficient knowledge about the field.

Teaching media literacy in schools as part of the curriculum will be an important step towards accurate understanding of media, accurate analysis of messages and making young generations media literates. However a delicate matter that should be emphasized at this point, is the necessity to avoid the "protective approach" that is dominant with regard to protecting children from harmful contents of media, or the approach that makes us surrender to media messages resulting from incomplete explanation of the media content. Adopting a unilateral approach, arguing against media or lacking the effort to accurately understand media shall cause faulty results to be obtained following a media literacy education. In brief, as stated by Erdogan¹ (2009) "instead of becoming a viewer by following the 'view' prepared for us", it is necessary to correctly understand and convey media literacy; and come to conclusions by analyzing media in order to become critical viewers."

Methodology

In this study, academic articles and books about media literacy and many local or foreign resources on the subject were examined with the literature review method. Especially the subject of "media literacy education" constitutes the common characteristics of these resources.

With the purpose to explain examples outside of Turkey, resources that are explanatory with regard to the curriculum system of such examples are considered. For examining the examples from Turkey, Media Literacy Teacher Handbook published by RTUK, and, Teacher Handbook published by MoE and RTUK were used, which include pictorial representations for explaining course applications. We have tried to accumulate information about applications in Turkey by using the online resources of RTUK, which is an important promoter with regard to Media Literacy course in Turkey, and web sites designed especially for this purpose.

Other than the literature review method, in the conclusion section of the study and with the aim to obtain some data on the media literacy course, an interview was held with a course teacher in a primary school where the course is selected by some students, after media literacy course was introduced to the curriculum as an elective course in Ankara. Questions that might effect the conclusion section of the study were directed to the teacher in this interview.

Furthermore, scope of the theoretical part of the subject was defined by researching the media literacy course application in some countries located in America and Europe. In the conclusion section, the boundaries of the study was defined with the primary school where media literacy course is an elective course, within the borders of Ankara province.

The main idea this study shows is that, in contrary to the world applications and along with the assumption that Turkey has fell behind in applying the course, media literacy course being introduced to only the primary schools demonstrates that the traditional educational approach of Turkey has reflected on the application of this course.

Analysis and Discussion

Initiatives on media literacy has started in the late 1920s and early 1930s in the USA. Upon concerns of parents, research on the effects of cinemas on children can constitute an example for these initiatives. Concerns of parents elevated with the publication of Fredric Wertham's "Seduction of the Innocent" ¹ in 1954 (Kearney, 2006: 322). The first official media literacy program has entered the agenda with the proposal of Canada National Association of Educational Publishers (AEP) following the elevation of concerns toward the effects of media in 1959 (Kearney, 2006: 323).

Concerns about children's habit of watching television were revealed once again in USA in the early 1970s. These concerns once again elevated with the publication of Surgeon General's Scientific Advisory Committee's report on television and social behavior in 1972. According to this report, anti-social behaviors of children are in correlation with the violence scenes shown on television. In the following years, more reports were published, warning the public about paying more attention to mass communication tools. These reports enabled many research to be conducted on media literacy (Kearney, 2006: 323).

In 1980s, efforts about media education received support from educators, families and public officials in Canada, Austria and Britain, where little support was received in the USA. However, while media literacy course was in the curriculums of only twelve states in 1999, the number of states with the course reached forty-nine in two years. The reason for this, along with the support of the government and private organizations, can be summarized as support from public organizations comprised of teachers and media activists such as the Center for Media Literacy (Kearney, 2006: 323).

In an international conference entitled "Educating for the Media and the Digital Age" held in Vienna in 1999, many speakers from various countries conveyed their opinions on media literacy. Cecilia von Feilitzen, participating the conference from Sweden, approached the media literacy education from another angle. According to Feilitzen, there are differences between western and eastern countries with regard to media literacy education. While in countries such as Austria, Canada and European countries, media literacy education emphasized subjects such as criticism and independence; in countries such as India, Brazil and South Africa media literacy education emphasized subjects such as freedom, development of the society as a whole, and social justice (Feilitzen, 1999: 4).

Media literacy, after being born and developed in the USA, has started to be accepted as an indispensable part of education in many other countries. Today, media literacy in France is operated by an agency entitled Center of Liaison Between Teaching and Information under the roof of the Ministry of Education. In Israel, it is emphasized that media literacy can be used as a tool for achieving social objectives. Another conspicuous aspect in Israel's application is that media literacy education is not tied to any central administration, and is applied according to the programs prepared by each separate school (Cho ve Heins, 2003: 36).

As a result of a study conducted in 1991 by the Ministry of Education of Australia on students enrolled in mid-level schools, it is observed that the students could not differentiate between real lives and fictional lives on television. The grounds for this observation was based on the inability for children to fully grasp life in those ages. Another reason suggested excess

exposure to media messages. As result of the study, the importance of media literacy was emphasized for teaching critical thinking (Cho ve Heins, 2003: 37).

When we examine Russia, a different country than the ones in Europe and America, it is seen that the fundamental objective media literacy education is to prepare the young generation to the new and modern information realm, comprehend, understand and realize the psychological effects on humans of different information (Fedorov, 2003: 1).

Following the brief information on media literacy in the world, we shall provide information on how the course is applied in Turkey.

RTUK is the prominent body with regard to media literacy initiatives in Turkey. In the Teacher Handbook prepared by RTUK, gains of students following completion of media literacy education is defined as follows:

“The student, instead of remaining a passive receiver of media, it can resolve the language of media, and become an active individual within the notion of communication by reaching a state of awareness” (RTUK,2007: 4)

Media literacy course, started as a pilot application in primary schools in selected provinces, and was later introduced to the curriculum of all primary schools as an elective course. Furthermore, RTUK conducts additional studies in the online environment for encouraging media literacy education. Web sites prepared for this purpose encourage media literacy. Additionally, painting and poem contests between primary school students are also remarkable in terms of their results.

It is possible to talk about other initiatives on media literacy in Turkey, such as the initiatives of the Ministry of Education. Teacher Handbook prepared by the MoE is another resource prepared for this course. In this study, with the purpose to have an opinion on the application of media literacy course in Turkey, an interview was conducted with a teacher of the course in a primary school located in Ankara. Results of this interview and comparison of media literacy education in Turkey and other countries shall be conveyed in the conclusion section below.

Conclusion

When we look at the education system of Turkey, we can state that it has a traditional structure. Educational activities that are conducted with traditional methods may cause difficulties in catching up with technological developments. Many aspects can be ignored in education activities directed at the class as a whole that do not take into consideration the personal and perception levels of students (Çetiner, Gencil and Erten, 1998).

Along with using the same methods in media literacy education, a “protective” approach shall delay the effective and goal-oriented results.

It is possible to make a comparison at some points with world applications:

1. Media literacy education has started many years ago in the USA and Europe. Media’s long history of development in comparison to its Turkish examples may be one of the most important reasons for this.
2. The long passage of time has provided a change in approach to media literacy education. Although started out with a protective approach, today many countries have adopted the approach that defends the media literacy to lay out and examine media itself. Turkey has a long way to go in this sense.
3. Another important point in world examples is that almost all resources take into hand the “media education” before talking about media literacy course. Importance attributed to media education demonstrates the requirement for emphasis on providing the media literacy course by teachers, who possess the required knowledge and foundations for teaching this course. Today in Turkey, faculty of communication graduates who possess the required knowledge on media cannot become teachers of this course.
4. Another important point regarding media literacy course around the world is the sensitivity of civil society on this matter. Associations founded by educators, families, academicians and public officials aim to

attract attention to media literacy. Similar organizations that will be formed in Turkey surely will attract attention on media literacy.

5. Although criticism and informed approach and media literacy itself in brief is explained appropriately in resources prepared by RTUK and MoE, both of which intends to point to the importance of media literacy education in Turkey, different attitudes stand out in application of such teachings. RTUK's Intelligent Signs application is a good example for this.

At this point, we can talk about the interview and the level media literacy course has arrived in Turkey:

The interview was held at Ankara Çankaya Ahmet Vefik Paşa Primary School, which was selected as the pilot school for implementing the media literacy course in the academic year of 2006-2007. Course teacher is the teacher of social studies. The teacher, who stated that the course was assigned by the school administration, started to apply the course on 125 students after attending a training program. The teacher, who uses the Teacher Hand Book prepared by MoE, stated that the content of the book is insufficient and information presented by the book are merely summaries of the topic. It was also stated that the school materials are deficient and only printed mass communication tools could be used. An important point was made about the difference of male and female students in selecting the content they wanted to read in the newspaper reading application; accordingly male students preferred reading sports news, while female students preferred the tabloid content.

The teacher stated that no foreign resources are used during the course, and especially emphasized that warning against the negative effects of media was conveyed to students. Finally, when we asked whether they have any extra-curricular suggestions, we received the reply that there should be resources in place for students as well, as special materials for students could make the course more effective.

As a result, we can state that there are many obstacles in teaching media literacy in Turkey that are yet to be overcome, and the traditional and protective education approach prevents the course to achieve its actual goal. In order for the obstacles to be overcome, the course should be taught by faculty of communication graduates who have the sufficient knowledge on the subject; transformed from elective to mandatory by forming civil society organizations for this purpose; and scoring system should be introduced to the course to enhance its importance both for teachers, administration and students alike.

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Footnotes

2. Aspen Institute – Communications and Society Program: Aspen Report of National Leadership Conference on Media Literacy, December, 1992

3. Media Literacy Symposium, Journal of Communication, Winter, 1998.

4. Henri Lefebvre, Modern Dünyada Gündelik Hayat, Metis Yayınları, 2. Baskı, İstanbul, 2007.

5. İrfan Erdoğan, "İzleyici Kuram ve Araştırmaları", www.irfanerdoğan.com, (Erişim, Ocak, 2009).

6. Fredric Wertham, "Seduction of Innocent" (1954): In this publication, families were warned against the rise of comic books including the content of fear and crime; these comics were shown as the grounds for the youth to commit crime and pick up hazardous habits such as using drugs. After these arguments, the Silver Age has started, which provided the comic book heroes to be closer to reality and publications to be published with artistic concerns.

Injustice: Revealing Human Rights Issues in Ali Akbar Navis's Short Fiction

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Abstract

Ali Akbar Navis was among satirical writers in Indonesian literature. He was concerned about what his nation had struggled with its democratization process. Navis's works are generally his responses to what was directly going on around him. They mostly represent his concerns about sociopolitical problems, which were significant at the time, he wrote them. They serve for Navis as a tool to protest against injustice and a way of communicating his disagreement with any elements that violate such rights, including the government. This study elucidates what sociopolitical events he disagrees and how he delivers his disagreement.

Keywords: Injustice, Human Rights, Ali Akbar Navis, Short Fiction

1. Introduction

This article examines how injustice is represented in the works of Ali Akbar Navis (1924-2003), an Indonesian satirist. His short stories reveal Indonesian human rights injustices initially committed during the *PRRI, Pemerintahan Revolusioner Republik Indonesia* (Revolutionary Government of the Republic of Indonesia) revolts of the late 1950s. This paper argues that "human rights" media narratives by Navis not only represent issues of injustice but also contribute to the overall exposure of cultural protest against these issues in Indonesia's New Order and in the regimes before and after it. Critical readings of such narratives attest to a further contestation of sociopolitical events in all the regimes.

To analyze which issues of injustice are represented in Navis's works and how these issues became his cultural tools to protest against the Indonesian government, the analysis is structured into two main sections: Navis's social and political concerns and cultural transformations in his short fiction. The first section will explain why Navis was concerned about these issues and the second will show how his fiction functions as his vehicle to deliver his cultural dissent against the Old Order and the New Order regimes.

2. Navis and Indonesian politics

Navis's works are generally his responses to what was directly going on around him. They mostly represent his concerns about social and political problems that were significant at the time he wrote them. This section briefly discusses Navis's social and political backgrounds, which then became the foundation for his works.

Navis's connection with politics has a long history which spans four periods: the Dutch colonial era, the Japanese Occupation, the Old Order era and the New Order era. In the first two periods, Navis was not active in politics. However, he experienced hard times as the effect of political traumas caused by the wars against the Dutch and the Japanese. During the Old Order era, Navis continued to experience difficult times because of the civil war in his home region of West Sumatra.

Navis became formally involved in politics in the 1950s, when the *PRRI* war broke out. A number of regions in Indonesia started to rebel because they felt discriminated against by the central government in Jakarta. Although Navis preferred to live as a civilian when the war broke out, he could not completely free himself from what was happening around him. In *Otobiografi A. A. Navis: Satiris & Suara Kritis dari Daerah* (Yusra, 1994), Navis described his life. After Navis was fired from his position in the office of the Middle Sumatera Arts Affairs, he lived with his family and spent his writing career for years

in Maninjau. ¹ When he joined his own wife there, who worked as a midwife, without his presence or prior consent, he was elected vice chairman of a youth group and this compelled him to directly experience the war. In this place, he who never wanted to get involved in the war was appointed Vice Head of Coordinators of Youth for the Agam region. He then witnessed what happened to the victims of the war and got involved in it indirectly (Yusra, 1994). Despite his reluctance to join the group, he had no power to negate the membership's vote because, as he said, refusing the invitation would have meant opposing the invitees. So his involvement provided him with information about what happened during the war, who was involved and what terrible effects civilians and warriors experienced. All of these inspired him to write a number of stories, including "Maria" and "Penumpang Kelas Tiga" (analyzed below). The two stories depict the effects of the war on civilians and on combatants.

Although Navis did not interfere in his wife's duties as a midwife and sometimes as nurse,² he personally saw the condition of her patients and was always ready to listen to them and give his personal opinion about their condition. His wife's career caused him to realize how horrible the civil war was and what profound traumatic effects it caused. As he stated:

Civil war was evil not only because people killed each other but it also caused fear and made victims of the public. What broke my heart and made me anxious was the fact that people's fear intensified and gripped them harder because of the excessive behavior of military personnel. (Translated from Yusra, 1994, p. 99)

Navis really knew the dark sides of the war: the behavior of some military personnel, the suffering of the civilians and the political tricks both belligerent groups played. Such experiences later gave him the energy to republish stories depicting such traumatic experiences in his recent anthology *Kabut Negeri Si Dali (Fog Over Dali's Country, 2001)*.³ These stories help confirm what Adilla (2003) and Fanany (2005) claim: that the short story is Navis's most important field of writing.

3. Cultural Transformation in Navis's Short Fiction

My reading of the three selected stories by Navis aims to show how his traumatic and social experiences contribute to an understanding of human rights issues in Indonesia. Broadly speaking, they embrace two main themes: state violence and women's marginalization.

Navis's fiction has penetrated the domain of trauma to depict political violence and its human impact: death, anguish, exile, revenge and separation. Political violence and its effects have energized the mind of this writer, helping to produce an artistic expression of his concern. Three works by Navis under examination in this paper explore the issue of political violence. "Penumpang Kelas Tiga" ("The Third Class Passengers", 1995)⁴ depicts violence in the Old Order in light of the *PRRI* revolt, "Penangkapan" ("Arrests", 1996)⁵ examines violence in the New Order in light of the regime's efforts to silence political subversions and the third story "Maria" (1996)⁶ represents women's marginalization, the patriarchal oppression of women and of the victims of the *PRRI* revolts. The three stories support the proposition that trauma writing is personally and culturally critical to recognizing the abusive acts to which the stories refer to. The stories elucidate victims' physical and psychological pains and those who witness the pains and their effects. They resonate with what Vickroy (2002, p. 2) calls "the public's relationship to the traumatized". Through the relationship, the trauma writers "help readers discover their

¹ Maninjau is a district in West Sumatra.

² Aksari Jasin was a midwife. However, in Maninjau during the civil war, there was only one *mantri* (male nurse) whose job was often taken over by her because he was so scared of the war and often refused to care for those who needed his treatment, especially at night. Instead, the care seekers turned to Aksari, who was more available to care for both *APRI* (The War Force of the Republic of Indonesia) and *PRRI* personnel as well as civilians (Yusra, 1994).

³ The anthology includes stories which were previously published in a number of media. Among the stories are "Si Bangkak" ("The Swollen Man", 1966), "Laporan" ("Report", 1988), "Sang Guru Juki" ("Juki, the Teacher", 1990), "Si Montok" ("The Voluptuous Woman", 1990), "Perempuan Itu Bernama Lara" ("The Woman Named Lara", 1996), "Gundar Sepatu" ("A Shoe Brush", 1997), "Rekayasa Sejarah si Patai" ("The Created History of Patai", 1997) and "Marah yang Marasai" ("Marah Who Suffered", 1998).

⁴ "Penumpang Kelas Tiga" was first published in *Kompas* in 1995 and republished in the anthology *Pistol Perdamaian: Cerpun Pilihan Kompas 1996* on which the analysis is based.

⁵ "Penangkapan" was first published in *Kompas* in 1996 and republished in *Anjing Anjing Menyerbu Kuburan: Cerpun Pilihan Kompas 1997(a)* on which the following analysis is based.

⁶ "Maria" was written in 1956 and was published in *Kompas* in 1995 and in *Anjing Anjing Menyerbu Kuburan: Cerpun Pilihan Kompas 1997(b)* on which the analysis is based, and in *Jodoh 1999* (Fanany, 2005).

own sympathetic imaginings of humanity” (p. 2), especially to the victims where such relationship has been made by “the public’s resistance” (p. 2) towards the victims’ painful experiences. Navis was concerned with social matters in a particular way. The kind-hearted writer¹ was a social observer and was well known as a satirist who criticized incorrect practices performed and suffered by his society. His primary concern was with the lives of the commoners.

3. 1. Political violence: “Penumpang Kelas Tiga”

In addressing the issue of politics, Navis’s “Penumpang Kelas Tiga” qualifies as creative dissent or literary resistance. In this realist story, which is set against the background of the political events in the Minangkabau region, Navis concentrates on the events surrounding the *PRRI* civil war during the Old Order and the *PKI*, *Partai Komunis Indonesia* (Indonesian Communist Party) in the early New Order, he responds to the political violence as the effect of the war between the state and secessionists, and the rebellion at the very beginning of the Suharto regime.

“Penumpang Kelas Tiga” tells of two brothers who join different armies with different ideologies after they begin to struggle to win the heart of a woman they both love. After the woman decides to marry one of them, the rejected brother comes to fight his brother’s army. The story is built on binary pairs through which Navis delivers his protest. The main binary polarities are the state and the rebels.

First, Navis presents the opposition between the *TNI*, *Tentara Nasional Indonesia* (Indonesian military force) and the regional separatist force (*PRRI*). The *TNI* was assigned to crush the *PRRI* rebels. Navis deplored the Old Order’s decision to use military force to solve the regional revolt. He represents tens of thousands of Indonesians who could not shed tears anymore because they had become victims of the war. The war had deprived them of their rights, morality and brotherhood. This is what Navis shows in the story: as a result of the war, the brothers in each army have different ways of living to achieve their objectives as they attempt to gain the attention of the one woman.

Second, Navis also represents a nationalist force (*TNI*) and a different rebelling group the *PKI*. The *TNI* annihilated the *PKI* revolt in late 1965 and caused the *PKI* personnel to be “*ditangkap lalu dipenjarakan*” (arrested and jailed) (p. 84). Navis presents the change of the course of history. The *PKI*, which used to support the government, committed a coup d’état against it. Navis represents these polarities to depict the relationship between those who gain victory and those who fall victim to the national tragedy. This opposition is represented as foundational to the background of the victims. It illustrates the terrible effect of state violence on the victims.

Navis’s state is never directly mentioned in the story. His story suggests that the state is so high that it does not need to be discussed. Historically, his not mentioning the state can be understood as his way of avoiding direct criticism of the government. Instead he provides clues which can explain the role of the state throughout history. The first, for example, is related to the state’s policy in dealing with military forces during the Revolution where the government implemented rationalization policies) (p. 82). In the story, Navis introduces a number of military regiments such as the *TKR*, *Tentara Keamanan Rakyat* (People’s Security Army)² (p. 82), *Pasukan Hisbullah* (The Army of Hisbullah)³ (p. 82), and *Tentara Merah Indonesia* (Indonesian Red Army)⁴ (p. 82). These regiments were then united into the *TNI* (p. 82). Navis showed the disadvantageous effects of this arbitrary decision for non-*TNI* military personnel who were demoted by history (p. 84). Historically, he then takes his readers to what Indonesia had done to a great number of military personnel in the 1960s.

¹ Navis’s wife Aksari Jasin, in an interview in Padang on 9 April 2011, mentioned that Navis was someone who could not bear to see people suffering. When he served as the people’s representative for West Sumatra Province, he was one of those who voiced the rights of the marginal groups, including the poor.

² *TKR* was the first Indonesian army, established on 5 October 1945. On 7 January 1946, *TKR* changed its name to *Tentara Keselamatan Rakyat* (People’s Safety Army) and to *TRI*, *Tentara Republik Indonesia* (The Army of the Republic of Indonesia) on 24 January 1946. Due to the existence of other military forces besides the *TRI*, through President Sukarno’s decree of 5 May 1947, all of these forces were united under the *TNI*, *Tentara Nasional Indonesia* (Indonesian National Armed Forces) on 3 June 1947.

³ *Pasukan Hisbullah* was a militia under *DI, Darul Islam*, who supported Kartosuwiryo to establish *Negara Islam Indonesia* (Indonesian Islamic State) on 7 August 1947. *Pasukan Hisbullah* together with *Pasukan Fisabilillah* allied with *TII*, *Tentara Islam Indonesia* (Indonesian Islamic Army).

⁴ *Tentara Merah Indonesia* was a military force associated with the *PKI*.

They were punished for their involvement in the *PRRI*. Thirdly, Navis mentioned the further issues of being arrested and jailed (p. 84) during the rebellion by the *PKI* in 1965 (p. 84).

Navis portrayed the state as an untouchable institution whose policy (p. 82) was to annihilate (p. 83) rebellions and which must always win the war. It was the state's political vehicle, the *TNI*, which was assigned to perform this task. Navis did not narrate how the *TNI* oppressed the rebels. Instead he narrated what the effect of the *TNI* actions was on its personnel and civilians. Navis attempted to show the social effects of a military presence in society, the meaning of its existence among the people and the political roles the winning military groups play in Indonesia. On the other hand, the rebels are depicted as groups who have betrayed the state and whose members' lives are full of revenge against others.

Through his binaries, Navis depicts not only a representation of human rights violations but also an expression of traumatic experience – feud (p. 82). Navis poses some important problems in relation to the representations of traumas and memories associated with the wars and their impact on the life of the protagonists. This story can be categorized as a “trauma narrative” in which Navis deals with particular traumatic events – military conflict (p. 83) and rebellion (p. 84) – involving various socio-psychological incidents. In this story, Navis attempts to locate traumatic fiction within a specific cultural and historical context. He is particularly interested in exposing certain traumatic events which played a role in shaping the protagonists' identities during and after the *PRRI* civil war. At the same time he also defines them in the place where they come from. By so doing he builds the narratives within the context of the cultural history of political violence.

3. 2. State arrests: “Penangkapan”

Navis's “Penangkapan” is a hybrid narrative of the effects of state oppression on the miserable lives of artists in West Sumatra, Indonesia and is probably set some time in the early New Order. The story elucidates his dissatisfaction with the type of politics that the authoritarian Suharto regime exercised against its own civilians. In this story, Navis depicts the lives of artists in the framework of a state political regime suspicious of the artists' ability to provoke the public to protest against it. The story, on closer analysis, portrays a potentially historical event: the arrest of some artists after they appeared in a public performance. The story voices Navis's protest against the state's act, which prevented artists from exercising their freedom of expression, and socially exposes the state's inappropriate policy in dealing with the existence of the arts. It may serve as an object of analysis for a mixture of biography and fiction where the testimony of the writer about his group's lives as artists is narrated around the state political agenda. Navis appears to have witnessed what happened to a number of artists in West Sumatra during the New Order. The story offers some possibilities to the readers to identify with the text or distance themselves from what the story evokes, particularly the event of arrest.

“Penangkapan” deals with a fictional biography which derives from Navis' personal record of political turmoil that he and his friends went through. It contains the issue of state violence against which he delivers his fictional resistance. It represents his dislike of the incident, where he depicts his own experiences as well as those of his friends. As a personal narrative told in the third person, the text explores the ways in which the artists' freedom of expression is denied as an effect of the state policy. It shows the systemic inequalities that perpetuate distress for the populations who experience them.

“Penangkapan” is a fictionalized account of the life of Dali and Alfonso, who are arrested arbitrarily by the police. They are among many people arrested, including a number of young artists, because of certain accusations of their involvement in the *PRRI*, the *PKI* and other supposedly subversive acts. The autobiographical account starts with the narrator's testimony on the issue of violence, especially arrests throughout state history. People were arrested because of their involvement in forbidden events and organizations. These acts had been going on for a number of years. Here Navis attacks the Old Order regime through the *PRRI* (p. 26) and the New Order through the *PKI* (p. 26) and “*Malari*”¹ (p. 26) in. Navis's narrator flatly tells readers that for many years I have been used to hearing about arrests (p. 26). He believes that arrest is not a new phenomenon, as he jokingly says that this was a regular occurrence. Through the narrator's knowledge, Navis takes readers to the scene of rights violations performed both by the Old Order and the New Order. His sentence which says that

¹ *Malari* incidents, also known as “*Malapetaka Januari*” (Lasut, 2011), were riots staged during the official visit to Jakarta of Japanese Prime Minister Tanaka. Teeuw (1979) argues that there were a number of political events where literary figures in many places in Indonesia, including prominent figures such as Mochtar Lubis and Rendra, were involved.

anywhere we met, we were monitored by spies from various agencies (p. 26) implies that people including artists have always been subjected to state violence.

Navis's testimony begins with the arrest of two artists: Dali and Alfonso were arrested as they came out of a theatre (p. 27). Here the narrator begins to depict the political acts of the New Order behind the act. The narrator confesses that their arrest is suspected as suspects of their being against the government (p. 27). Navis avoids using a direct critique so as to discourage his readers from anger against the state. He takes the readers on a funny journey of two artists who find more enjoyment in their arrest than in daily life. This is Navis's way of further saying that the regime is both oppressive and ineffective. In the name of security, it arrests anyone suspected of disturbing its power. Despite the fact that some political prisoners were badly treated, as was depicted in Pramoedya's "*Nyanyi Sunyi Seorang Bisu I and II*" ("*The Mute's Soliloquy I and II*" (1995 and 1997)¹ Dali and Alfonso experience the opposite. They are well treated – given enough to eat (p. 29), allowed to play chess (p. 29), eat together with the guards, play dominos, joke and mock at each other (p. 29) – and they live their life quite normally. The difference, as they narrate, is that these idlers now slept (in jail) away from their wife's home (p. 29). The quote elucidates Navis's frontal challenge to the New Order and suggests that the regime would take immediate attempts to secure its political stability. The good treatment they receive and the comfortable place they are detained imply that they are not harmful to the government, although it is their effects on society that the government most fears.

Dali and Alfonso's stay in custody serves as an example of state detention which mockingly exposes what happens during the process and how the detainees live their lives. Navis satirized the New Order's lack of confidence in handling its people's freedom of expression in the name of political and economic stability (p. 28). Citizens have no opportunity to express themselves freely. Their freedom is circumscribed for the sake of state politics. We, the older (artists) were detained (p. 30) arbitrarily in order to prevent them from provoking the masses to resist the government. Their rights were doubly violated: first, they could not express their aspirations freely and, second, their right to life was endangered. Instead of using direct protest words against the government which is violating the rights of its citizens, Navis wants his readers to side with him while brushing aside the government's censoring eyes.

3. 3. Women's marginalization and war victims: "Maria"

Navis's "Maria" is set in the period of the Old Order. It exposes the life of women in the workplace and the issue of women's emancipation in early Indonesian nationhood. The story represents Navis's attempt to dismantle patriarchal ideas and attitudes which have caused women's oppression. In this section, I look at groups of characters who support the oppression and how Maria challenges social norms with reference to the construction of gender identities which label her as a feminist. The main concern of the four-part story "Maria" is the repression of women in a male-dominated society.

The story deals with a strong and independent village woman who does not want to be under men's control and resists male domination over women. It begins with an introduction to the many dead bodies, including that of Maria, found floating on the surface of the *Batang Antokan*² and ends with the account of Cok, Maria's husband, being gunned down into the river. The second part presents women's ideas of emancipation and the third consists of the journey of a woman who suffers from male domination after the revolution. Navis's effort to reveal the terrible impact of their experiences on doubly colonized group during the Old Order regime, including the era of civil war, is evident in at least two aspects: as the figures who are marginalized by the patriarchal culture and as the figures who suffer from the side effects of the war. He depicts women's marginalization through the emancipated woman Maria, the way she demands her rights and how her freedom of expression and her right to life are violated and denied. This depiction seems to be special because the discourse of women's emancipation is often unrecorded in Minangkabau texts.

This story can be read as Navis's voicing his resistance towards women's oppression and marginalization in an early era of Indonesian independence. There are two points where Navis has touched on the issue. First, he tells the readers that the marginalization of women also happened in early independence times. He represents women in the work force, a sector

¹*The Mute's Soliloquy* is an account of the life of Pramoedya Ananta Toer, an Indonesian most famous author, when he was imprisoned in Buru Island.

² Batang Antokan is a river in West Sumatra.

of life where women were not highly involved: "*Dia bekerja pada suatu instansi yang semenjak zaman dulu tidak punya pegawai perempuan. Oleh karena mau ikut mode, instansi itu menerima tiga orang gadis*" (She worked at an agency that, since olden times, never had women employees. But because it wanted to keep up with the fashion, it employed girls) (p. 22). Here, despite the change of eras, from colonial to postcolonial, Navis implies that the long history of women's marginalization, particularly in West Sumatra, which stems from the era of colonization, has not yet changed. Women's second-class position in Minangkabau life has echoes back in Indonesian history. "Maria" reflects Evelyn Blackwood's statement that: "The colonial and postcolonial era is in part a history of the privileging of men's authority and power in West Sumatra" (2001, p. 143). In the story, Maria represents women who are "shadowy figures in their own homes, while men appear to be the social glue that holds kin groups and communities together" (Blackwood, 2001, p. 131). The story does not speak explicitly of the colonizers but condemns the Old Order that failed to elevate women's status above what it was in the colonial period.

In the third part of the story, Navis focuses very clearly on women's oppression. He represents how male bosses treat their female subordinates by depicting the bad sides of male bosses who show little respect for their secretaries. He shows empathy for women who are sexually, socially and psychologically abused by men. Through the eyes of the characters, Navis narrates two bosses who do not consider their female employees as an asset to the office but as figures with whom they can satisfy their passions. He artistically builds the intersection between gender and class relations to demonstrate various types of oppression over women. Navis, through his protagonist, represents women as figures who need to accompany their bosses (p. 22), and become sexual objects who by being obedient (p. 24) become mistresses (p. 24).

Navis thus clearly represents the issue of sexual abuse among women employees who are conditioned to be sexual objects because of their inability to protest. He shows that there was a great tendency for bosses to abuse their female subordinates sexually, as confessed by Maria: he gradually became a cad. He pawed when they were alone in the car (p. 22). As the figures who are doubly oppressed, as women and subordinates, women become vulnerable to domination: It's surely hard, facing up to a man who is your boss? (p. 22), by becoming the object of sexual harassment by their male superiors. Their presence is not regarded as meaningful in the work environment. They are employed partially to satisfy men. In the name of duty, they are forced to do what their superiors ask them to do, including having to accompany their bosses) (p. 22) to go out of town.

Navis satirically elucidates how male bosses think of female subordinates and how those men expect women to behave towards them. Navis compares the bosses to "*ruting*", fish which eat their own babies (p. 22) to exemplify the men, especially bosses, who like to abuse their young female employees. Navis's anger with such social phenomenon is then channeled through his character Maria, who introduces the issues of women's emancipation in society, especially in her workplace. Although Maria's response to her boss signals an emancipatory and rare case: I clawed his face with my long nails. See how you liked it, I said when he was in pain but did not dare to complain (p. 22), her emancipative ideas denote that male domination of women seems to have been unquestioned for a long time.

Maria is a powerful character, who, unlike her female office mates, fights against patriarchal domination. Presented differently from other women characters, she does not accept any dominating male attitudes imposed upon women. She challenges the perpetrators, both verbally and physically.

In short, through "Maria", Navis asks readers to pity women's position and roles in Indonesia, most especially in the Minangkabau region, and condemns men's oppressive behavior. Navis suggests that Indonesian women of the era of Revolution, including those who lived in villages, wanted to be emancipated and that patriarchal power tore apart Indonesian women's rights. Navis's critique of women's status as second-class citizens in the era is still worthy of consideration in this present era.

4. Conclusion

Navis wrote his short stories as a response to incidents that took place in his society. Some were set in earlier historical period, especially 1959 and 1965. Consequently, his indirect attack on the previous regimes saved him from state censorship and its effects. Through his numerous works, including stories published in the media after the New Order regime collapsed, he remained focused on criticizing sociopolitical problems in Indonesia. While he criticized his nation, he

also created works which entertain and inform his readers, as well as awakening them to the sociopolitical problems the nation has been struggling through.

In the three stories analyzed in detail in this paper, Navis reveals events related to Indonesia's traumatic history. His representation of the effects of the *PRRI* war on its combatants and civilians in "Maria" and "Penumpang Kelas Tiga" helps to enrich the available literature on the civil war. The stories contribute not only to the war settings but also to an understanding of the psychological effects the war victims experienced. "Penangkapan" touches on social problem; it satirizes social practices and provides alternatives to the inappropriate behavior of the state apparatus in carrying out state duties as well as of civilians in practicing their rights. Although the traumatic events and social problems he presents are respectively neither a direct account of the *7RRR* civil war nor an immediate criticism of the social practices in the 1990s, they allow later readers to think about the effects of the war, the state's treatment of its own people, the behavior of state apparatuses and the individual execution of religious rights by the people. The stories represent sociopolitical problems faced by all Indonesians, and not just by the Minangkabau people. They function as Navis's weapon to expose the violation of human rights as practiced by the state, groups and individuals.

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Effect of Response Cards on Disruptive Behaviour during Math Lessons by Third-Grade Students

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Abstract

Response Cards Technique offers students plenty of opportunities to interact when they are learning a new material, or when repeating a material learned before. It also enables teachers to assess the understanding of each student, react instantly, and adapt the lesson and the class to the circumstances. The goal of this study is to assess the effect that the Response Cards Technique will have on the students' disruptive behaviour during math class. The Response Cards Technique was used in combination with the Single-Student Responding Technique through an ABAB type design. Seven students of the third grade in the “Qamil Guranjaku” school in Elbasan, Albania were the sample for the data collection. The disruptive behaviour was measured during Single-Student Responding and Response Cards, by partial intervals' recording in the observation of each student in each session. Results showed that when Response Cards were used the average number of intervals with disruptive behaviour fell by 5.1 and that there were no differences between genders. Techniques like Response Cards get students involved, so they are required to take an active role in the instructions. For students, being more attentive with the instructions means more learning and less distraction from other factors in class, and less time for disruptive behaviour. Using Response Cards also allows teachers to receive distinguishable answers from students, and as a result they can continuously have immediate feedback on the students' performance, which also increases the learning of the students. Teachers must get familiar with techniques like Response Cards and make them part of their work.

Keywords: disrupting behaviour, ABAB design, techniques of Response Cards, techniques of Single-Student Responding, math lessons.

Introduction

Response cards (RC) are reusable cards that allow all students to independently answer all questions posed by the teacher (Cavanaugh et al. , 1996; Gardner et al. , 1994). The cards are either pre-printed with letters for answering true/false or multiple choice questions, or are a blank laminated surface to be written-on for open-ended questions. When the teacher directs a question to the class, students are given time to think about the answer (e. g. , 3-second wait time), time to write the answer, and then simultaneously on cue everyone holds up their response together, allowing the teacher to quickly scan the room and assess each student's understanding.

Response cards have been empirically evaluated as an active instructional approach for years across pre-school (Godfrey et al. , 2003), general education classrooms (Gardner et al. , 1994; Maheady et al. , 2002; Narayan et al. , 1990; Wood et al. , 2009), and university classroom settings (Kellum et al. , 2001; Marmolejo et al. , 2004; Shabani & Carr, 2004).

All literature reviewed for the current study primarily evaluated the effectiveness of using response cards in comparison to traditional hand raising during instruction to determine the effects on student participation, student academic performance and achievement, student disruptive behavior, student on-task behavior, as well as teacher variables. Response cards have been used across elementary school settings in subjects such as math (Armendariz & Umbreit, 1999), science (Maheady et al. , 2002), social studies (Narayan et al. , 1990), and English vocabulary (Munro & Stephenson, 2009).

Different researchers have highlighted the benefit of using the RC technique in reducing disruptive behaviour. Use of RC is an intervention with some empirical evidence aiming at reducing disrupting behaviour, while positive behaviour in class increases (Lambert et al. , 2006).

Armendariz & Umbreit (1999) were the first to obtain the effects of the empirical examination of the RC of the disruptive students. They reported a considerable reduction of the intervals with disrupting behaviour when using RC, compared to the questions-answers classes. All 22 students involved in the research reduced their disruptive behaviour to 59% when using RC.

Lambert et al (2006) proved the effects of RC on the reduction of disruptive behaviour and on the increase of academic responses during the maths class for nine students of the fourth grade in an urban school. Disruptive behaviour decreased from a M = 6. 8% (range 5. 6% to 8. 0%) during hand raise condition to a M = 1. 3% (range 0% to 2. 7%) during RC condition, for an overall average decrease of 5. 5% disruptive behaviour.

Singer (2013) examined the effects of response cards (RC) on student disruptive behavior, responding, and accuracy of responding during whole-class guided-reading instruction in a first-grade classroom. During baseline conditions, the target students had moderate to high levels of disruptive behaviors (i. e. , individual disruptions ranged from 40% - 100% of intervals observed during ½ of a 30 min session) and low levels of hand raising and active student responding. During intervention conditions, target students were less disruptive and more actively engaged due to the competing response nature of using the cards. The results revealed that RC implemented by a classroom teacher did reduce students' disruptive behaviors and increased their responding and accuracy during class.

The goal of this research is to assess the effects that the use of RC technique during the class of Math have on the disruptive behaviour of the students. It also aims to find out if there are gender differences in the disruptive behaviour when using RC technique.

The questions raised by this research are:

Do students display less disruptive behaviour when the RC technique is used during Math class?

Are there gender differences in the disruptive behaviour during Math class when the RC technique is used?

Method

Participants and data

The research was conducted in the third grade of the "Qamil Guranjaku" school in Elbasan, in the class of Math, which is taught in five classes a week. The school and the class were chosen randomly. The sample for data collection was seven students who were chosen by the researcher and the teacher of the class, after the researcher observed the class for 2-3 classes a week during a month and identified them as student with disruptive behaviour. These student were 8-9 years of age, and their grades in the subject were 6, 7 and 8 (the lowest passing grade in the Albanian education system is 5, and the highest is 10). 43% of the sample were girls and 57% boys. Their data are presented in Table 1.

Table 1: Demographic and Academic data of Target Students

Student	Gender	Age	Grade in the subject of Math
1	M	9 years	7
2	F	8 years and 9 months	6
3	F	9 years and 1 month	8
4	F	9 years	7
5	M	8 years and 8 months	6

6	M	8 years and 2 months	7
7	M	8 years and 11 months	6

The teacher holds the Bachelor Degree “Teacher of grades 1-4”, has obtained the “Very well” grade in the second level of qualification, and has been teaching all subjects of the third grade curriculum - including Math lessons - for 17 years.

The project of the research and the procedures.

An ABAB type design was used, which means:

- A- Use of Single-Student Responding (SSR1)
- B- Use of Response Cards (RC1)
- A- Use of Single-Student Responding (SSR2)
- B- Use of Response Cards (RC2)

This design type means that the disruptive behaviour will be measured during four sessions during which SSR and RC will be used consecutively, and the aim will be to find out whether there are differences in the disruptive behaviour of the students during SSR compared to RC.

The use of the SSR technique consists in students being allowed to answer the teacher’s questions after they raise their hands. The class was characterised by typical classroom procedures, like introduction of new knowledge, independent work, and the creation of practical skills by using the question-answer format. The accuracy of the answers of the seven students were corrected in some cases.

The use of the RC technique consisted in each student using a card to write their answer to the teacher’s question, and then showing it. The cards in the class of Math contained questions to which student could reply with “True/False” or by choosing alternatives, and also open questions. When the teacher asked a question to the class, students were given 3 seconds to think about the answer, time to write the answer, and then students raised their hands to give their answer, thus allowing the teacher to quickly check the class and assess the understanding of each student.

The teacher, who did not have previous knowledge on the RC Technique, received a training which focused on knowing the essentials and characteristics of the RC technique and on mastering the skill to use it in class.

The use of SSR and RC techniques was applied several times during a month by the teacher, so that students would familiar with them. No measuring was performed during this period.

The observation procedure

The research team consisted of the researcher and his 5 assistants. The assistants were students on master in education, and they were present during the Math class. The disruptive behaviours were recorded through direct observation. Each assistant observed one student and kept notes of their disruptive behaviours (if any). Students were not aware that they were being observed.

Observers and students were given codes from 1-6 and they kept these codes until the end of the study. Each observer recorded the disruptive behaviours of one designated student, using a recording procedure with partial intervals. Each participant student was observed for 10 seconds, and then 5 seconds were used for recording. A wall mounted electronic clock was used so that observers were in sync during observations in 10 seconds intervals.

Research instrument

The instrument used in this study was a table for the recording of disruptive behaviours and was built by adapting instruments of Singer (2013). Observers had recording cards with observation intervals. If the student displayed disruptive behaviour during an observation interval, the interval was coded as disruptive (+). If no disruptive behaviour was displayed, the interval was coded 0.

Defining and measuring the variables

The variables in this study are: disruptive behaviour (dependent variable), the techniques of RC (independent variable), and the technique of SSR (independent variable). The operational definition of the variables in this study was:

Disruptive behaviour in class is a behaviour which prevents or obstructs the teaching and learning process (De Martini-Scully et al. , 2000).

In the *RC technique* each student independently writes his/her answer to the teacher's question and then shows it.

In the *SSR technique* each student asks permission to answer the teacher's question.

Results

The first research question: Do students display less disruptive behaviour when the RC technique is used in Math class?

The disruptive behaviours of seven students during the Math class were observed in alternated SSR and RC intervals. Data on intervals of disruptive behaviour for each student (Table 2) show that:

Student 1 reduced by 5 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 6.4$) to RC1 ($M = 1.4$), and an even greater reduction (5.8) when passing from SSR2 ($M = 6.7$) to RC2 ($M = 0.9$). His overall reduction of the average number of intervals with disruptive behaviour was 5.4 when passing from SSR session ($M = 6.6$) to the RC session ($M = 1.2$). Student 1 displays less disruptive behaviour when the RC technique is used.

Student 2 reduced by 5.4 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 7.1$) to RC1 ($M = 1.7$). The reduction was smaller (5.3) when passing from SSR2 ($M = 7.2$) to RC2 ($M = 1.9$). His overall reduction of the average number of intervals with disruptive behaviour was 5.2 when passing from SSR session ($M = 7.1$) to the RC session ($M = 1.8$). Student 2 displays less disruptive behaviour when the RC technique is used.

Student 3 reduced by 5.6 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 7.4$) to RC1 ($M = 1.8$). The reduction was smaller (5.3) when passing from SSR2 ($M = 6.8$) to RC2 ($M = 1.5$). His overall reduction of the average number of intervals with disruptive behaviour was 5.4 when passing from SSR session ($M = 7.1$) to the RC session ($M = 1.7$). Student 3 displays less disruptive behaviour when the RC technique is used.

Student 4 reduced by 3.6 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 5.3$) to RC1 ($M = 1.7$). The reduction was greater (4.7) when passing from SSR2 ($M = 5.9$) to RC2 ($M = 1.2$). His overall reduction of the average number of intervals with disruptive behaviour was 4.1 when passing from SSR session ($M = 5.6$) to the RC session ($M = 1.5$). Student 4 displays less disruptive behaviour when the RC technique is used.

Student 5 reduced by 4.3 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 5.9$) to RC1 ($M = 1.6$). The reduction was greater (4.5) when passing from SSR2 ($M = 6.2$) to RC2 ($M = 1.7$). His overall reduction of the average number of intervals with disruptive behaviour was 4.4 when passing from SSR session ($M = 6$) to the RC session ($M = 1.6$). Student 5 displays less disruptive behaviour when the RC technique is used.

Student 6 reduced by 4.7 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 6.2$) to RC1 ($M = 1.5$), and a smaller reduction (4) when passing from SSR2 ($M = 5.8$) to RC2 ($M = 1.8$). His overall reduction of the average number of intervals with disruptive behaviour was 4.4 when passing from SSR session ($M = 6$) to the RC session ($M = 1.6$). Student 6 displays less disruptive behaviour when the RC technique is used.

Student 7 reduced by 6.5 the average number of intervals with disruptive behaviour when passing from SSR1 session ($M = 7.3$) to RC1 ($M = 0.8$), and an even smaller reduction (6.3) when passing from SSR2 ($M = 6.9$) to RC2 ($M = 0.6$). His

overall reduction of the average number of intervals with disruptive behaviour was 6.4 when passing from SSR session ($M = 7.1$) to the RC session ($M = 0.7$). Student 7 displays less disruptive behaviour when the RC technique is used.

Table 2. Mean Number of Intervals of Disruptive Behavior during SSR and RC conditions for the Target Students

Student	SSR1	RC1	SSR2	RC2
Student 1	6.4	1.4	6.7	0.9
Student 2	7.1	1.7	7.2	1.9
Student 3	7.4	1.8	6.8	1.5
Student 4	5.3	1.7	5.9	1.2
Student 5	5.9	1.6	6.2	1.7
Student 6	6.2	1.5	5.8	1.8
Student 7	7.3	0.8	6.9	0.6
Group (M)	6.5	1.4	6.5	1.3

Note. SSR = single-student responding; RC = response cards.

When passing from SSR1 to RC1, Student 7 had the greatest reduction ($M = 6.5$) of the average number of disruptive behaviour intervals (see Table 2), and student 4 had the smallest reduction ($M = 3.6$). When passing from SSR2 to RC2, Student 7 had the greatest reduction ($M = 6.3$) of the average number of disruptive behaviour intervals, and students 6 had the smallest reduction ($M = 4$). Student 7 also had the greatest reduction of the average number of disruptive behaviour intervals - $M = 6.4$ - when passing from SSR to RC. Student 4 had the smallest reduction of the average number of disruptive behaviour intervals - $M = 4.1$ - when passing from SSR to RC.

For all involved students, there is no difference between the average number of intervals with disruptive behaviours during SSR1 ($M = 6.5$) and SSR2 ($M = 6.5$). So it can be said that student display almost the same number of intervals with disruptive behaviour during these sessions. The difference between average number of intervals with disruptive behaviours during RC1 ($M = 1.4$) and RC2 ($M = 1.3$) is 0.1.

For all involved students, the difference between average number of intervals with disruptive behaviours during SSR1 ($M = 6.5$) and RC1 ($M = 1.4$) is 5.1. Student 7 had the greatest reduction. All seven disruptive students increased the average number of intervals with disruptive behaviours when passing from RC1 to SSR2. Student 7 had the greatest increase. All students indicated a reduction of disruptive behaviour when passing from SSR2 to RC2. This is a considerable reduction that highlights the efficiency of using the RC technique, which is confirmed by the other reduction (by 5.2) of the number of intervals with disruptive behaviours when passing from SSR2 ($M = 6.5$) to RC2 ($M = 1.3$). The greatest reduction of intervals with disruptive behaviours happens during the first passing from SSR to RC.

The behaviour of the disruptive student varied between a middle and low level when using RC. Disruptive behaviour declined during the RC1 session, increased during SSR2, and declined again during RC2. The overall average reduction of number of intervals with disruptive behaviours for all involved students was 5.1, with $M = 6.5$ during SSR and $M = 1.4$ during RC.

So, less disruptive behaviours were displayed when RC technique was used during Math class.

The second research question: Are there gender differences when using the RC technique in Math class?

The sample was 43% girls and 57% boys. This ratio does not match the real ratio in the class, where 70% are girls and 30% boys.

Girls ($M = 6.6$) had 0.2 more intervals with disruptive behaviour than boys ($M = 6.4$) (See Table 2) during SSR1. Girls ($M = 1.7$) had 0.4 more intervals with disruptive behaviour than boys ($M = 1.3$) during RC1. This difference goes up to 0.2 during SSR2. But in RC2 girls had 0.3 more intervals with disruptive behaviours than boys. Girls had a decline of 4.9 in the average number of intervals with disruptive behaviours when passing from SSR1 ($M = 6.6$) to RC1 ($M = 1.7$). The reduction for girls was smaller (4.1) when passing from SSR2 ($M = 6.6$) to RC2 ($M = 1.5$). The overall reduction of intervals with disruptive behaviours for girls was 5 when passing from SSR ($M = 6.6$) to RC ($M = 1.6$).

Boys had a decline of 5.2 in the average number of intervals with disruptive behaviours when passing from SSR1 ($M = 6.4$) to RC1 ($M = 1.3$). The reduction for boys was greater (5.3) when passing from SSR2 ($M = 6.4$) to RC2 ($M = 1.2$). The overall reduction of intervals with disruptive behaviours for boys was 5.3 when passing from SSR ($M = 6.4$) to RC ($M = 1.2$).

The difference was 0.3 in the average number of intervals with disruptive behaviour between girls (4.9) and boys (5.2) when passing from SSR1 to RC1. When passing from SSR2 to RC2 girls had in average 1.2 more intervals with disruptive behaviours than boys. The difference was 0.3 when passing from SSR to RC sessions, with $M = 5$ for girls and $M = 5.3$ for boys.

So, there were no gender differences when using RC technique in Math class.

Discussion

Response Cards increased opportunities for students to interact while learning new material or reviewing previously learned material (Randolph, 2007; Sutherland et al., 2002). This provides allows teachers to assess student understanding, give immediate feedback (Christle & Schuster, 2003), and adjust the lesson accordingly (Kellum et al., 2001).

When students provide the correct response, the teacher praises the students' learning (George, 2010). When students present incorrect responses, the teacher provides corrective feedback by reminding the students of previously learned material, or by offering new information to increase their understanding (Lambert et al., 2006).

The research results showed that less disruptive behaviours happen ($M = 5.1$) when RC technique is used in the class of Math and that there are no gender differences when this technique is used. A summary of the data for each student provides a good argument for the prediction, verification and the recurrence of the positive effects of the RC on the disruptive behaviour of students. All students displayed a considerable decline of disruptive behaviours during RC sessions compared to SSR sessions. Musai (2003) notes that such problems (disruptive behaviours) can be considerably reduced through quality teaching in general, and in particular through the way of behaving the working system of the teacher.

The research results indicate a functional relation between the dependent variable (disruptive behaviour) and the independent variable (Response Cards). Students showed higher level of disruptive behaviour during SSR compared to RC sessions. It has been accepted that teaching methods influence the disruptive behaviour of the students (Kounin 1970).

As Lambert et al (2006) note, these findings are in line with previous researches for the fact that the implementation of effective instructive strategies such as the RC, which highly evaluate active responses of the students, is not only productive, but also essential and indispensable.

Furthermore, these results are supported by research in certain areas of learning and by the positive effects of direct instructive strategies, especially for urban teachers from Bullara (1994) and Delpit (1995).

The research results showed that all seven disruptive students were less disruptive during RC sessions. Lambert et al (2006) note that during the last years a lot of debate has focused on the approach to effective instructions to students, but the impact of these approaches rarely goes along with this discussion.

Techniques like RC get students involved, so they are required to take an active role in the instructions. For students, being more attentive with the instructions means more learning and less distraction from other factors in class, and less time for disruptive behaviour. Using RC also allows teachers to receive distinguishable answers from students, and as a result they can continuously have immediate feedback on the students' performance, which also increases the learning of the students. Teachers must get familiar with techniques like RC and make them part of their work.

Future researchers should conduct a stronger functional analysis to understand more about the benefits of using response cards for students' behaviors that may be multiply maintained.

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The Cognitive- Functional Approach in the Translation Process - A Case Study

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Abstract

This paper focuses on the cognitive- functional approach as a tool to help the student become a better translator. The cognitive approach is based on the idea of the individual experience, of the intelligence of the surrounding environment, which BALBONI calls grammar of anticipation. This approach helps the student understand better the source language and translate it efficiently into the target language. Psycholinguistic studies have shown the importance of the image. Using the image solves various problems that appear during the translation process. By using this technique we provide the student with a valuable tool. Specifically, this paper focuses on the following case: teaching the student how to improve the product of the target language based on the "word- image" approach, and not only. After acquiring the imaginary model, that of the image, map, or proper cognitive schemes, we guide the student to the other stage, that of the intention, the theory of functionalism. In this way the student absorbs the appropriate mechanisms or techniques to go directly to the perception of the image and to the goal that the writer had set to himself while writing a text. This is a new approach successfully applied not only in a literary translation but also in a technical one with the students of Master's Degree of the University of Tirana.

Keywords: cognitive- functional approach, translation process and image. 7

1. An introduction - "No comment"

Cervantes- El ingenioso hidalgo don Quijote de la Mancha

Por lo que a mí respecta, oid:

–Osaré yo jurar –dijo don Quijote– que no es vuestra merced conocido en el mundo, enemigo siempre de premiar los floridos ingenios ni los loables trabajos. ¡Qué de habilidades hay pérdidas por ahí! ¡Qué de ingenios arrinconados! ¡Qué de virtudes menospreciadas! Pero, con todo esto, me parece que el traducir de una lengua en otra, como no sea de las reinas de las lenguas, griega y latina, es como quien mira los tapices flamencos por el revés, que, aunque se ven las figuras, son llenas de hilos que las escurecen, y no se ven con la lisura y tez de la haz; y el traducir de lenguas fáciles, ni arguye ingenio ni elocución, como no le arguye el que traslada ni el que copia un papel de otro papel. Y no por esto quiero inferir que no sea loable este ejercicio del traducir; porque en otras cosas peores se podría ocupar el hombre, y que menos provecho le trajesen. Fuera desta cuenta van los dos famosos traductores: el uno, el doctor Cristóbal de Figueroa, en su Pastor Fido, y el otro, don Juan de Jáuriqui, en su Aminta, donde felizmente ponen en duda cuál es la traducción o cuál el original. ”

Capítulo LXII. *Que trata de la aventura de la cabeza encantada, con otras niñerías que no pueden dejar de contarse.*

Don Quixote de la Mancha.

"For such are the corresponding words. " And yet, I dare say, sir," quoth Don Quixote, " that you are scarcely known in the world: — but it is the hate [?] of all ingenious men. What abilities are lost, what genius obscured, and what talents despised! Nevertheless, I cannot but think that translation from one language into another, unless it be from the noblest of all languages, Greek and Latin, is like presenting the back of a piece of tapestry, where, though the figures are seen, they are obscured by innumerable knots and ends of thread; very different from the smooth and agreeable texture of the proper face of the work; and to translate easy languages of a similar construction requires no more talent than transcribing one paper from another. But I would not hence infer that translating is not a laudable exercise; for a man may be worse and more unprofitably employed. Nor can my observation apply to the two celebrated translators, doctor Christopher de Figueroa, in his Pastor Fido, and Don John de Xaurigui, in his Aminta; who, with singular felicity, have made it difficult to decide which is the translation, and which the original. ¹"

Chapter LXII. deals with the adventure of the enchanted head, with other trifling matters that must not be omitted.

Servantes- Sharp-minded double of Don Cishote of Mancha

Nga unë, dëgjoni:

–Vë dorën ne zjarr –tha Don Kishoti– se hirësia juaj nuk është i njohur në botë, se bota nuk di t' çmojë e t'i shpërblejë siç duhet mendjet e holla dhe veprat e mëdha! Sa e sa njerëz të zot kanë humbur nga ky shkak! Sa talente të shkëlqyera kanë ndriçuar vetëm errësirën e tyre! Sa merita të larta nuk kanë tërhequr dot vëmendjen e duhur! Dhe prapë, megjithatë, unë jam i mendimit se përkthimi nga një gjuhë në tjetrën, veç në mos qoftë nga gjuha greke a latine, që janë mbretëresha përmbi të gjitha gjuhët, janë si një qilim flamand i parë së prapthi: figurat po, duken vërtet, po penjërat veç s'i lënë të duken qartë, dhe nuk është më ajo lëmutësi dhe s' janë më ato ngjyra që na mahnisin nga ana mbarë; kjo një dhe, e dyta, që të përkthesh nga ca gjuhëra të lehta, nuk nevojitet as mendje e rrallë, as stil i shkëlqyer, barabar ashtu siç nun kanë nevojë për ato as shkronjësit dhe as ai që kopjon një letër nga një tjetër. Nuk dua të them me këtë se të merresh më përkthime nuk është një punë e lënduar, se ka edhe ca zanate që janë edhe më të ulëta se ky dhe prapë s'na vjen turp t'i ushtrojmë, ndonëse përfitimi që nxjerrim është fare i paktë. Dua të përjashtoj këtu vetëm dy përkthyes të mëdhenj: doktor Kristobal de Figueroa, me atë Bariun besnik të tij dhe don Huan Martines de Hauregan me Aminten, përkthime këto kaq të goditura, sa s' di të thuash se cila është vepra origjinale dhe cila e përkthyer.

Kreu LXII. Ku tregohen aventurat me kokën magjike si edhe disa çikërrima të tjera që nuk mund të lihen pa treguar. Petro Zheji, Tiranë, 1977.

2. The teacher as an intermediary, interlocutor and a mentor

M^a Ángeles Alonso Zarza of the Universidad Autónoma de Madrid, in one of her studies, dealing with the evaluation of the professor of the Spanish as a Foreign Language (ELE), quotes the words of Humboldt (1836), gathered by Corder (1967: 40), in one of the seminar works of Analysis of the Errors (AE)², that wrote:

¹ http://archive.org/stream/donquixotedelam02saavgoog/donquixotedelam02saavgoog_djvu.txt

² M^a Ángeles Alonso Zarza, *redELE. Sobre la evolución del profesor de ELE*, in ¿Qué necesitamos en el aula de ELE?: reflexiones en torno a la teoría y la práctica Jacinto González Cobas, Ana Serradilla Castaño, M^a Ángeles Alonso Zarza, José Pazó Espinosa, Javier García González (eds.), p. 200. <http://www.mecd.gob.es/dctm/redele/Material-RedEle/Numero%20Especiales/libro-completouam.pdf?documentId=0901e72b81998729> [e konsultuar ne 20 shkurt 2015]

We cannot teach a language, but we can only create the conditions in which the language will develop in an appropriate and spontaneous way in the mind”, supposes a new vision of the importance of the professor and the student of the language. Basically they suggest the desertion of the idea of the professor as a teacher of linguistics contents in favor of a new approach of the teacher as a facilitating agent of the learning process. The purpose of education in the classes of translation is not only to impart knowledge, but also to facilitate the students’ thinking and at the same time the problem solving skills which can then be transferred to practice.

The teacher at the translation class with students of Spanish as a Foreign Language should develop analytical and critical thinking skills. In the classes of translation the teacher has to see the students as active learners who construct their own knowledge with the intermediation of the teacher.

The authors of this paper believe that the most effective way to be a good translator is to involve the students in using the right techniques and/or approaches during the process of translation rather than being told to technically translate words and memorize them by heart. This new concept implies and involves the students to construct their own knowledge for themselves and by themselves and with the help of the *facilitator*, who is in the class not to give them information but to guide and to facilitate the act of translation. Nowadays, the students’ technology environment and the social environment increase the personal intelligence and the process of acquiring knowledge. In this new context the teacher is not the owner of the knowledge. He is an intermediary, interlocutor and, at the same time, also a mentor of the students.

3. The painter and the translator¹

Often, the translator’s job is similar with the painter’s job, who paints on the canvas his perception of his surrounding world and with his paintbrush creates a painting, to which, anyone can give its personal interpretation according to his personal perception on the world. Very often it happens that the painting’s values increase more and more, making it a master piece that will always be part of the cultural heritage of a nation. The same happens with the translation of a piece from the original. If the translation work is achieved perfectly and transmits to every reader a personal and indelible perception and feeling, which is time-resisting, than it has achieved its goal and has become a heritage not only for a single reader, but for the entire nation.

There is an inter-artistic relation between verbal forms of art and visual forms of art. The painter translates some images to other images in canvas, while the translator translates the words to images and then to words again. The translator translates the images of the author’s world outlook to the lecturer’s world outlook.

Everyone has experienced while reading a translated book that sometimes it results impossible to get a clear image of a certain paragraph. Sometimes we return to the paragraph and read it twice or thrice, but it happens very often that we pass it to continue to the other paragraph. This is like looking at some pictures once finished by the photographer. You look at the pictures and get the good ones; and if there are burned or blurred photoes, you just throw them away without memorizing them at all. The same theory works perfectly with the translation, when entire parts pass without being absorbed, without creating the image in your head, and it happens because these paragraphs look like burned or bad pictures and they do not transmit at all any emotion, but very often they force you to cast the book away and not touch it for some time or forever.

It is common knowledge that the cognitive linguistics has come to the conclusion that the human being both in his every day and professional life stores in his mind a lot of information. The brain is trained not only to accumulate information but also to imagine. It has happened to everyone that when you read translated pieces, the images that everybody creates during the reading some times are clear, but sometimes they are cloudy, regardless “the sunny day”. For this reason we started this paper with the definition of the Spanish master of letters, Cervantes about the translation. According to his words “the translation is like presenting the back of a piece of tapestry” and it continues with “there are translated pieces that aren’t different form the original” that “it is difficult to decide which is the translation, and which the original”. But, which

¹ <http://www.traduccionliteraria.org/1611/art/gabrieloni.htm> [consulted on 13th of January 2015]

is the key? How can this happen? Can the literary translation be taught and learned in the class or is a property of only the gifted ones?

The answer that comes from the experience and the fieldwork done over the two last years is: it is possible to teach the translation, even the literary one, because it's the cognitive-functional approach that makes this happen. But, on the other hand, the translation process is also influenced by many other objective and subjective factors, which are not the study object of this paper. We can offer to the student the appropriate and necessary approaches that can help him understand better the original text and after that, to produce the text on the Target language.

First of all, our students of the Faculty of Foreign Languages should be oriented since the beginning of their study, if he/she wants to work with literally translations; it doesn't matter if he/she is not gifted as a writer but must have the desire and the passion, and then work intensively to have a good knowledge of the literature written in his mother tongue, because only like this he/she can absorb completely all the colors, brushstrokes, techniques and the musicality of the literary mother tongue, and not only.

4. Steps during the translation process

During the academic year 2012-2013 we tried for the first time during the translation classes with some students that had studied Spanish for only one year in the Master's degree studies, with a level of Spanish A2, barely B1, to translate a short paragraph, extracted from a novel about the Civil War in Spain. The two girls, V. H & S. H, were very sceptic in the beginning and by the end of the week they couldn't hand over the paperwork. The professor that taught Spanish translation was forced to step in and had to work with them during the entire semester. After a few days of reflection and with the desire for accomplishing the subject's objectives she decided to follow a different approach:

- He didn't ask them to make the translation, but she asked that, as homework, the girls had to read in the following weeks a novel of Albanian literature according to their preferences, and they both chose a novel from Ismail Kadare, known as the best Albanian writer, famous worldwide.
- Since their major wasn't Spanish, the main difficulty the students had to face was the lack of the vocabulary in Spanish language. For this reason, the girls were invited to work on the translation part using internet on the google web. They were presented with the information about the different dictionaries, and since they were studying English as the first major, they worked directly with the online dictionary on <http://www.wordreference.com/definicion/>, because only in this way, they will use all the knowledge they had in English. They translated the paragraph with some serious conceptual and contextual errors. For example, the expression "*mono azul*", was translated directly as "blue monkey", or in Albanian "*majmuni blu*".
- It was the moment for the professor to step in, and they were recommended to read in the following days another novel, but this time a novel about the Civil War in Spain, and read it in Albanian, because only like this they could be familiarized with the events, the historical figures and the specific terminology. They were recommended to read the novel "Hasta la vista" of Petro Marko and "A farewell to arms" by Ernest Hemingway, also in Albanian.
- During the translation hours we talked about the context of the novel; and then, despite of their Spanish level, they were recommended to read the entire novel from which was extracted the paragraph. From that moment on, twice a week or every time we had classes, a part of it was dedicated to the discussion about the Civil War in Spain, about the republican and military forces, about the counter-revolution and other participants in the war.
- Meanwhile, in the other part of the classes we oriented the girls to search and work with "google image", besides "google web", and we worked several hours about the technical solution of this situation. What deserves to be mentioned is that we focused mostly on capturing the image in google about different words. So, in a very simply and enjoyable way we worked on "google images" as a good source of information and a practical instrument. This technique was very efficient and motivating for the girls. Specifically, they typed the

5. The homework, the final evaluation

The example given below is part of homework in translation class and only the comments are the object of teacher's evaluation:

Spanish version:

[...] con **el cabello de un tono uniforme ceniciento** y **ojos grises de acero** [...]¹

Albanian translated version by the student:

[Bëhet fjalë për një grua], **me flokë krejt të hirtë** dhe me **sy të bardhë akull të ftohtë**. [...]

Comment 1 for “**me flokë krejt të hirtë**”:

- I consulted the Spanish- English dictionary online “wordreference”²:

Principal Translations

ceniciento <i>adj</i>	(de color ceniza) (<i>color</i>)	ashen <i>adj</i>
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- Then I consulted the Spanish definition and I chose the first meaning:

ceniciento, ta

1. *adj.* Del color de la ceniza:
después de la enfermedad se le ha quedado la cara cenicienta.

From several versions of translation: “*flokë krejt të thinjura*”, “*flokë ngjyrë hiri/ të hirtë*” dhe “*me kokë krejt të zbardhur*” apo “*flokë krejt të përhitur*” I chose the second because it fits stylistically to the style of the author. Having consulted the word “*e hirtë*” in google web about texts related to cosmetics I found an article in the Telegraph Magazine: *Çfarë ngjyre duhet t'i mbani flokët që të përshtaten me lëkurën?*³ read:

- “Nëse keni lëkurë të bardhë dhe sy të çelur, duhet të përdorni ngjyrat natyrale bionde, veneciane, **të hirta** apo të kuqe”³.

- The above mentioned use of the adjective “*të hirta*” for the color of the hair reinforce my conviction in choosing this version because in Spanish and in Albanian the word “ashes”, that means “*ceniza*” or “*hi*” is within the body of the words: “*ceniciento*” in Spanish version and “*e hirtë*” in Albanian one.

Comment 2 per “**sy të bardhë akull të ftohtë**”:

For the translation of the “*ojos grises de acero*” the procedure was as follows:

¹ Auxi Barrios Rodriguez, Alhusema, Facultad de Filología, Universidad de Complutense, Madrid, 2002.

² <http://www.wordreference.com/es/en/translation.asp?spen=ceniciento>

³ <http://www.telegrafi.com/lifestyle/cfare-ngjyre-duhet-t-i-mbani-floket-qe-te-pershtaten-me-lekuren-7-5568.html>

- I add to Google Search the words "ojos grises de acero " and at the screen of the computer appears a lot of models greyish eyes, or light blue tones around the eyelids. There appears also the eyes of a child. Look at the photos below. I decide to translate it for "sy të kaltra". "sy bojeqielli/ gri apo sy të çelët" according to the following image:



1



2

- But continuing the reasoning I solved and chose another version of translation. This after considering that it was not a text about a child but referred to an old woman. I put another word, that for an old woman, "anciana", to "Google search" and images appear as follows :

1
https://www.google.al/search?q=ojos+gris+acero&espv=2&biw=1024&bih=677&source=lnms&tbn=isch&sa=X&ei=fdvxVlvQEEMPXUZXHg5gG&ved=0CAYQ_AUoAQ#imgdij=&imgrc=0QIIPNQuEB5xBM%253A%3Bap7z-FGqJizv4M%3Bhttp%253A%252F%252Fi.ytimq.com%252Fvi%252FFaXtQronY4Y%252Fhqdefault.jpg%3Bhttp%253A%252F%252Fww.youtube.com%252Fwatch%253Fv%253DFaXtQronY4Y%3B480%3B360

2
https://www.google.al/search?espv=2&biw=1024&bih=677&tbn=isch&oq=+isris+ojos+gris+acero&gs_l=img.3...3962.6474.0.7423.0.0.0.0.0.0.0.msedr...0...1c.1.62.img.0.0.0.56kUfw0EsT8&q=isris+ojos+gris+acero#imgdij=&imgrc=mKXv2VhiBEEqXM%253A%3BiihsaULoonMH_M%3Bhttps%253A%252F%252Fcanalelsalvador.files.wordpress.com%252F2012%252F05%252Flymphatic-iris.jpg%253Fw%253D570%3Bhttps%253A%252F%252Fcanalelsalvador.wordpress.com%252F2012%252F05%252F28%252F%3B495%3B477



- And the choice for these images in Albanian language was: "sy të bardhë" . I translated the image displayed on the screen into these words: "sy të bardhë".
- After reading again and reflected on how the story goes on, I concluded that "ojos grises de acero" does not mean that they were only white eyes. The author relates the eyes not only to the the color or tone of the eye but also to the character of the woman. So I consulted the RAE for another meaning of the word.
- According to the dictionary of RAE³: **de ~acero** means:
 1. **loc. adj.** Duro, fuerte, inflexible. *Músculos, sentimientos de acero*
- Perhaps it need be translated in this other version: "sy të bardhë akull të ftohtë", which shows at the same time the distance and coldness between the characters. The author wants to achieve a goal, that of a woman with a strong character. This solution is found suitable, probably to make readers know before what will happen later.

6. Conclusions

1

https://www.google.al/search?tbm=isch&tbs=rimg%3ACbmVXC6zvHfsljhHS74cinpFFxlfuOK7ISheZbIKCxxNiLVKfazeedJdedxaC64EQVd vSy3m89B34zGwmKwrgeVcolioSCUdLvhYKekUXEctwU9iM7O_1RKhJJEh-44rshKF4Rnc8kZlbDtp4qEglluUoLHE2ltREMUTgd7019RyoSCUp9rN541153EWeNW04AHsKlKhJFoLrgRBV29IRk6n_1ZDH0KKUqEgnLebz0HfjMbBFjDpIKpBF6jioSCSYrCuB5VxyWEdHOuWRVc_19i&q=ojos%20color%20gris%20de%20acero&ei=KT3vVKeXOsrzUrP3grqJ&ved=0CAkQ9C8wAA#imgdii=&imgrc=JisK4HIXHJZICM%253A%3BwrA8oG2bs2kh4M%3Bhttp%253A%252F%252Fwww.schwarzkopf.f.sk%252Fcontent%252Fdam%252Fsk%252Fde%252Fhome%252Flooks%252Ffrisuren_trends%252Fstartrends%252Fgrauhaare-starfrisuren%252Fgrauhaare_2_280.jpg%3Bhttp%253A%252F%252Fwww.schwarzkopf.sk%252Fsksk%252Fsk%252Fhome%252Ftrendy_uceesy%252Ftrendy_vlasoveho_stylinqu%252Fstar_trends%252Fucesy-hviezd-so-sedivymi-vlasmi.html%3B280%3B360

https://www.google.al/search?q=anciana+ojos+gris+acero&espv=2&biw=1024&bih=677&source=lnms&tbs=isch&sa=X&ei=C9_xVKHXD4y3UeCRg9qM&ved=0CAYQ_AUoAQ#imgdii=&imgrc=ZbEHOgZfIASbyM%253A%3BGUwOwB5U6riYM%3Bhttp%253A%252F%252Fst-listas.20minutos.es%252Fimagenes%252F2011-07%252F294396%252F3070365_640px.jpg%253F1309886030%3Bhttp%253A%252F%252Flistas.20minutos.es%252Flista%252Fleyendas-terrorificas-tercera-entrega-294396%252F%3B640%3B641

³ <http://lema.rae.es/drae/?val=acero+adj>

<http://www.telegrafi.com/lifestyle/cfare-ngjyre-duhet-t-i-mbani-floket-qe-te-pershtaten-me-lekuren-7-5568.html>

[6] https://www.google.al/search?q=ojos+gris+acero&espv=2&biw=1024&bih=677&source=lnms&tbn=isch&sa=X&ei=fvXVlvQEMPXUZXHg5gG&ved=0CAYQ_AUoAQ#imgdii=&imgrc=0QIIIPNQuEB5xBM%253A%3Bap7zFGqJizv4M%3Bhttp%253A%252F%252Fi_39img.com%252Fvi%252FFaXtQronY4Y%252Fhddefault.jpg%3Bhttp%253A%252F%252Fwww.youtube.com%252Fwatch%253Fv%253DFaXtQronY4Y%3B480%3B360

[7] https://www.google.al/search?espv=2&biw=1024&bih=677&tbn=isch&sa=X&ei=KXv2VhjBEEqXM%253A%3BiihsaULOonMH_M%3Bhttps%253A%252F%252Fcanalesalvador.files.wordpress.com%252F2012%252F05%252Flympatic-iris.jpg%253Fw%253D570%3Bhttps%253A%252F%252Fcanalesalvador.wordpress.com%252F2012%252F05%252F28%252F%3B495%3B477

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The “Boom” of Call Centers, the Major Employment for the Albanian Students.

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Abstract

Learning foreign languages nowadays creates a lot of possibilities for job opportunities in the call centers, which in the last years are spread mainly in Albania, from north to south. There are a lot of students from different faculties, which choose to work as operators and team leaders in these centers. Last year, Master students of the Spanish Department, guided by the Principle Researcher, did a great fieldwork on the subject and collected a lot of information. They consulted statistics on the call centers from the Institute of Statistics of Albania. They also got a lot of information from the questionnaires and interviews with operators. At the same time they brought their own experiences regarding different issues such as: historical evolution of the “bubble” of the phenomena; the profile of the operator; the job description; the number of languages used in these centers and the favorite ones; the training courses for the young entrees; the labor condition; the pressure at work and salaries; the average age of the operators; job insurance; the different types of campaigns and services; the employment of the persons physically handicapped etc. At the end of the paper we will present some benefits on working in such kind of activities focusing on the improvement of language skills but also the improvement of communicative skills and team work spirit.

Keywords: call center, operator, language skills, communicative skills and proactive language.

1. Introduction

During the past academic year, the Master's students of the specialty *Language and inter-cultural and touristic communication*, were involved in a research project studying the employment opportunities for the Albanian youngsters. Based on field work, they concluded that the majority of Albanian youngsters were employed in various call-center companies. The initial intention was to survey the employment opportunities for students doing Bachelor's or Master's studies at the Faculty of Foreign Languages and primarily to see the employment opportunities of Spanish language students. The preliminary survey showed that it was the biggest call-center companies which recruited the students, not only of Foreign Languages, but also of other Faculties on the condition that they mastered a satisfactory level of a foreign language.

Thus, in December 2013, the call-center market was examined by three working groups. The work started at the beginning of 2014 and was intensified during the period of their internship (March and April, 2014) at various business centers or state institutions. Some of the results of this field work were presented at a Conference organized in May 2014 at the Department of Spanish Language, and here only the results of the first research group will be presented.

2. Methodology

The research methodology used for this project is based on empirical research (questionnaires and interviews done by the students with people working as operators, team leaders and chiefs of human resources and communication). The qualitative and quantitative methods are used (data analysis) and also first-hand materials obtained from the National Registration Center (NRC/QKR).

Initially, there was conducted a study of the theoretical, historical framework and the progress of call-center companies over the years in the world, but the fact that there are numerous studies in this area, makes it superfluous to deal with it here. Consulting the literature on the definition of call-centers, the students found it difficult to choose as there were many technical definitions and viewed from an operational, technological or service angles not suited to our goal. As a result of ensuing discussions and focusing on the purpose set out, there was chosen the definition which among others incorporated

also the human component. They selected a definition which goes beyond the labeling of call-centers as an information or advanced technology system ¹. They selected the one that involves the human being that handles the calls, outbound / inbound calls etc. .

This project was designed having the call-center operator as the interlocutor. Based also on the parameters required for the profile of a youngster who works at a call center, the other issues to be dealt with were designed in order to understand the situation and problems the youngster will operate in and determine the nature of interventions in the classes will be useful to create better chances for the improvement of the profile of our students as future operators, team leaders or chiefs of communication. The operator's profile working in a call center numbers the following characteristics, which will be the subject of this research:

- Mastery of a foreign language at communication level
- communication
- team work

3. Fieldwork

The first research group composed by 6 students ² and guided by the Principal Researcher initially searched for information about call centers at NRC and after a preliminary study of the list it concluded that there are 248 call-centers operating in the whole country. 90 % of them are registered as ltd. Companies. Most of them operate in Tirana, Durrës, Shkoder, Fier, Vlora, Elbasan, Shengjini, Peshkopi etc. It is remarkable to see that quite a number of these companies are concentrated around periphery areas especially in some villages of Tirana: Linze, Farke e madhe, Dajti, Kashar, but also in Dobrac (Shkoder). Some of them are genuine call-center wherein the terminology and the Keywords at the section of *Description of the activity* of the Subjects are: Offering marketing services, telemarketing and market research; organizing campaigns of reports, surveys, interviews and statistical analysis for businesses, nonprofit organizations, for banking institutions, financial and public institutions; providing service and customer care. But the majority of entities registered as call centers in the NRC list provide quite a different *description of activities* like: transport of passengers within and outside the country; construction, investment, maintenance, reconstruction of civil buildings, industrial, tourism, agriculture, water and sewerage, roads; field of construction; employment agency; real estate agency; travel agency; import export trade; confections, textiles, electrical equipment, plumbing, building materials, furnishings items; aluminum and paper works; printings of computer paper, different texts education, art, newspapers, magazines, import-export of machinery for printing, as well as spare parts for raw materials; transport and trade of industrial goods, food, agriculture, livestock, cosmetic, medicinal plants, bar-buffet, restaurant, service, hotel etc. .

It is worth pointing out that during the field work done by the Master's students, it became clear that a good part of these subjects, registered at the list of NRC as call-centers activities, regardless of their status as 'active' in the NRC list, they did not exist in the registered addresses. All this caused a number of difficulties to the students to check the situation and collect the relevant information. This research group examined the case of 16 call centers. After that they compile the questionnaires to obtain answers on the following items: student specialty; the most used language; the age of the operators; work modality; labor conditions; hours of work per day; work pressure; training courses etc. ; Based also on their own experience, the students involved in the project, focused their attention on the Spanish language Bachelor's Curricula too, mainly on the teaching of Spanish as an *instrumental language* and came up with proposals, as listed below.

4. The results

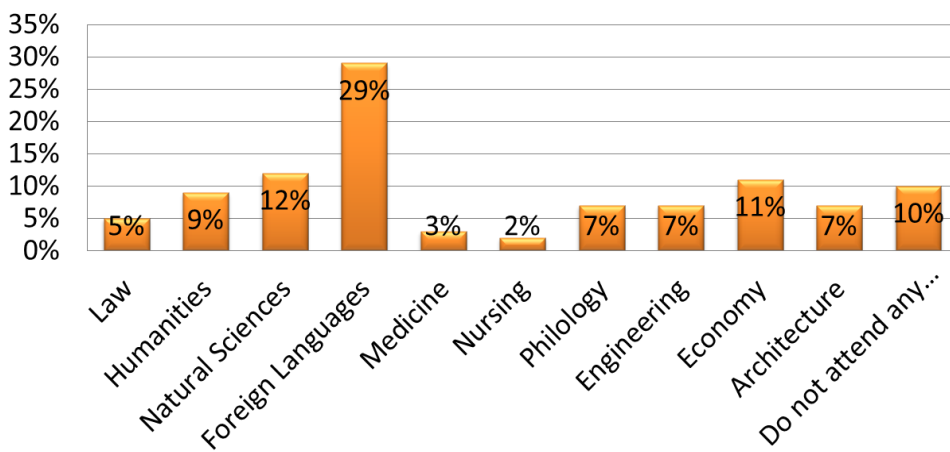
¹For more information on different definition consult: <http://www.wisis.ufg.edu.sv/www.wisis/documentos/TE/658.314-Q7p/658.314-Q7p-Capitulo%20I.pdf>

² Ergi Hysenaj, Klodiana Kënga, Livia Çomo, Sandra Gjoka, Oltjana Kuçi, Enxhi Mazreku.

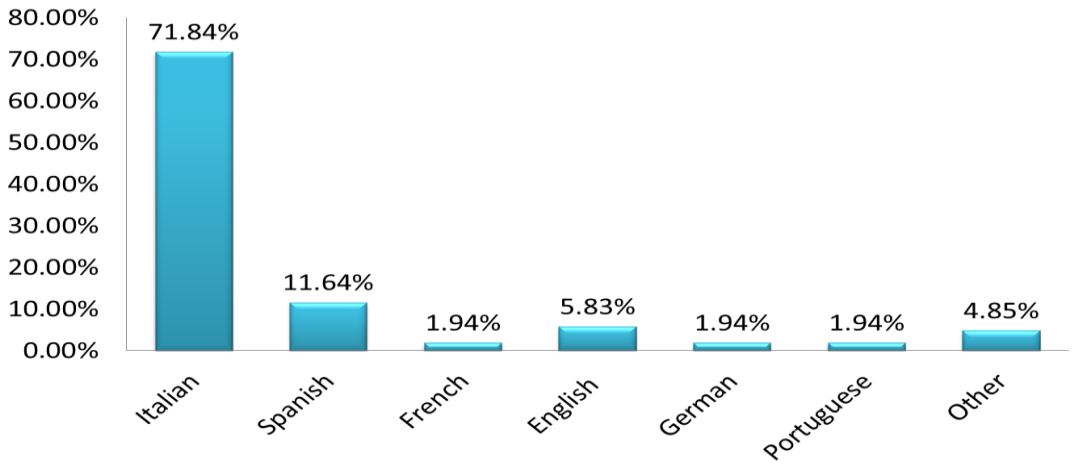
A total of 103 questionnaires were filled out by people working in call centers and 75 of these were completed by women and 28 by men. Questionnaires and interviews were made in the following companies and the results are the following ones:

1. Tele-performance
2. Alba-call
3. Synergica
4. Alba-line
5. Frontline
6. Teletu
7. Call Center Albania
8. Datum
9. Infocall
10. I contact
11. Future Generation
12. Power 2 call
13. Service line
14. Roi- AI
15. ACCUEIL
16. Age call

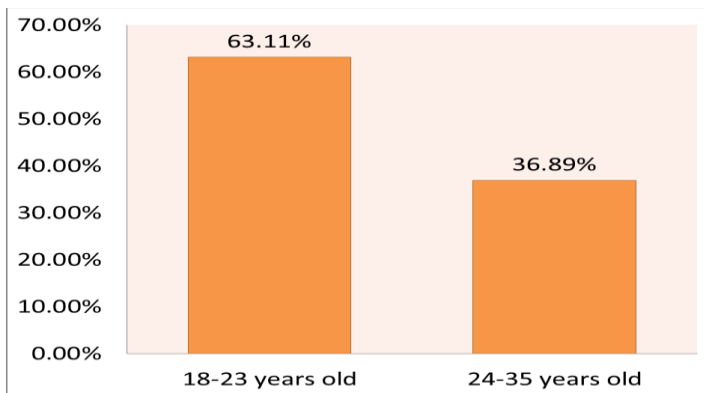
To the question that which was the specialty of these students, the results are:



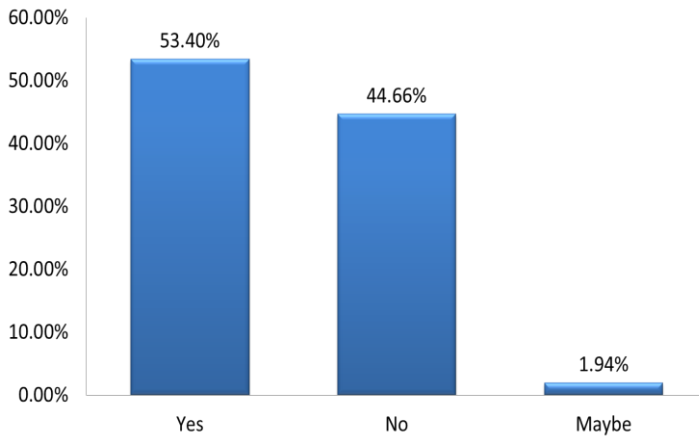
To the question: which is the most used language, the results are the followings:



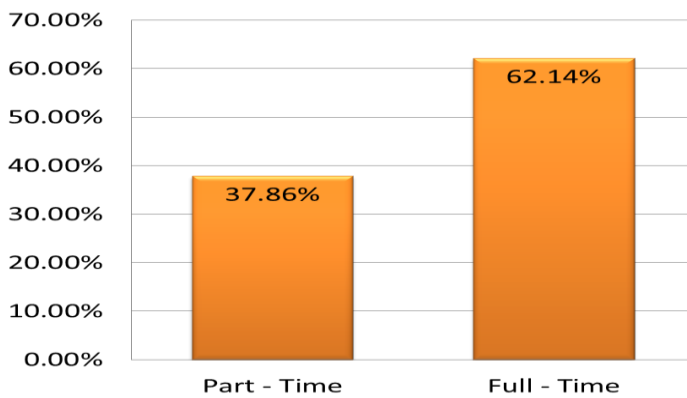
The below charter shows the age of the interviewers:



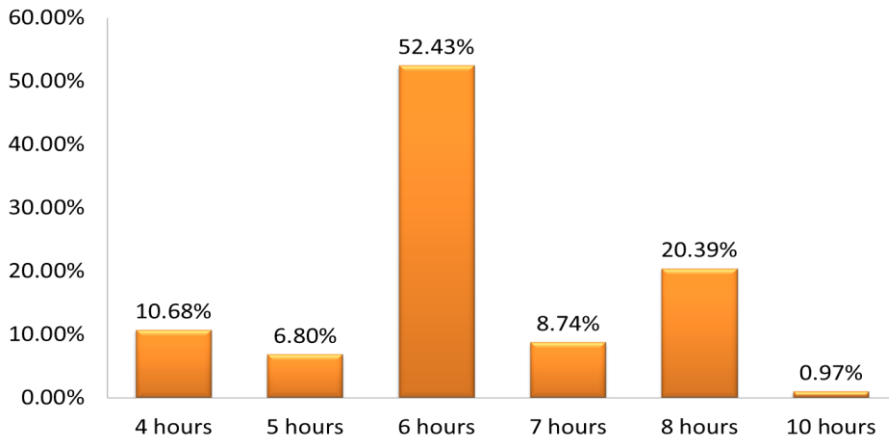
When they asked if they are going to continue this kind of work after they finish the university studies they answered:



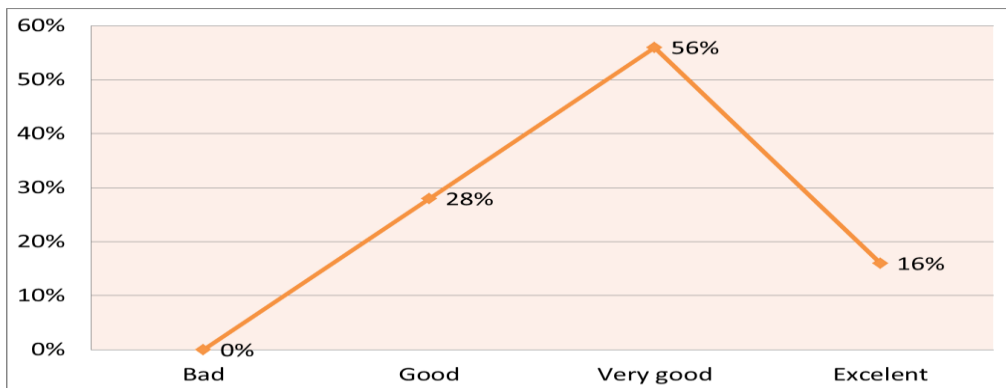
How do they work? Part time or full time? They answered:



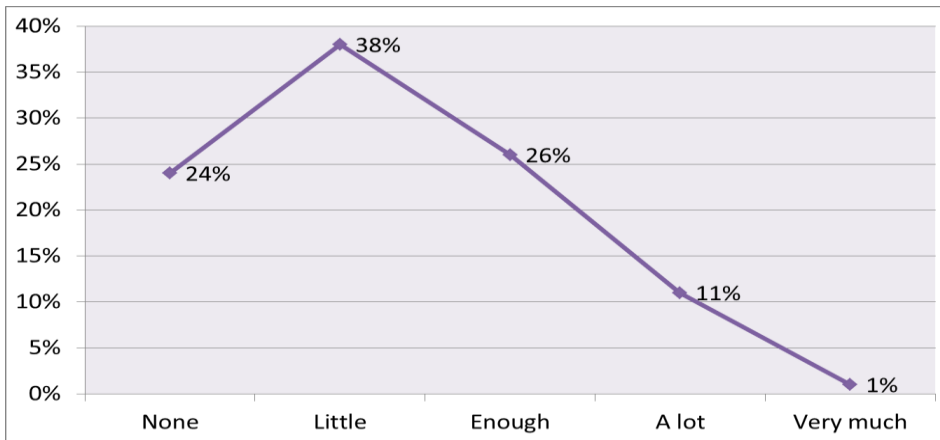
How many hours do they work daily? They answered:



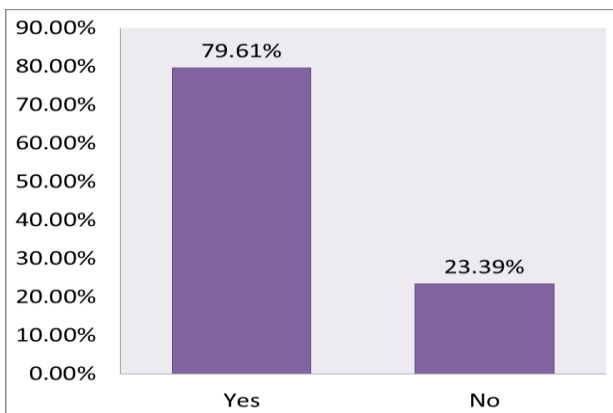
When asked about their labor conditions they said:



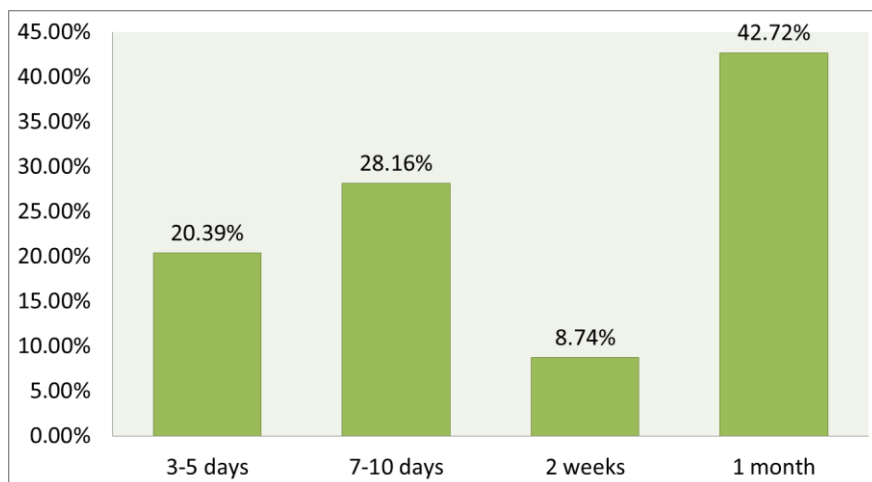
When the operators were asked if they feel any work pressure, the answer is:



If it's the professional training sufficient or not? The answer is:



How many days does the training last? They answered:



Regarding the item of Spanish as an *instrumental language*, the suggestions of this research group were as following:

- Restructuring of the current curricula of Spanish, requiring the allocation of more teaching hours to practical language subjects during the first study year in order to orientate these subjects to the labor market. In addition, current subjects like: Practical language, Sector typology (descriptive and informative) need restructure their program by incorporating for example available *call scripts* collected from the call centers, and also focus more on listening skills and add oral exercises in the classes such as dialogues of phone calls. This will not only update student's knowledge on the specific terminology used at campaigns of marketing but also enriches their vocabulary. This also will improve the oral communication according to time- and workplace-standardized models.
- With regard to inter-cultural, inter-personal and group communication, particular importance was paid to the team-work involved in joint course tasks as well as to the communicative approach regarding the curricula of the subject "Spanish- a foreign language" in order to overcome cultural "obstacles".
- Furthermore, it was suggested that the subject "Strategies of Communication" be delivered at the first cycle of Bachelor's studies rather at the master's.
- In this regard, our academic staff' efforts are focused to offer to the students even a professional profile in the specialty of communication, named *Operator in Public Communication*, whereby apart from practical language knowledge, other subject like cross-cultural communication and information technology are introduced as basic subjects.
- Regarding the importance of the correct use of language especially on oral exercises they emphasize the importance of courtesy communication and proactive language that directly affects the communication and the importance of the use of the conditional and subjunctive. Here there are some useful interventions/suggestions for the students of Spanish language specialty. The detection of the errors listed below and recommendation for improvement came as a result of their own experience in the call-centers and were designed in collaboration with the Spanish professor, that at the same time responsible of the communication in Seguros. es. Here there are the following recommendations:

Reactive language (Avoid)

Intentaré. . .

Proactive language (Use)

Haré lo siguiente...

Haré todo lo que esté a mi alcance para...

Quizás puedo. . .		Controlaré el estado de ...	
A lo mejor Vd. puede. . .		Permítame sugerirle que ...	
Tal vez Vd. debe. . .		Permítame controlar ...	
Yo no puedo. . .		Podría hacer...	
Sólo puedo ofrecerle. . .		Podríamos ofrecerle...	
Eso es imposible. . .		Lo que sería posible es. . .	
Vd. tiene que entender que . . .		Le ruego comprenda. . .	
El reglamento dice que (Es política de la empresa). . .		Me temo que no es posible ... Sin embargo/PERO podríamos ofrecerle....	
Qué dice...		Podría recomendarle/ sugerirle...	
Vd. no me entiende/ me entiende??!! ha entendido...	No sé si me	Lo siento, quizás no me he explicado bien... sé si he sido claro/si me he explicado bien	No
No lo sé / Sí le entiendo pero ...		Encontraré...	

5. Conclusions

From the questionnaires made to the operators and the interviews made to responsible or directors of the call-centers we found that the language that predominates is the Italian language, and that's because it is largely preferred in the labor market. Other languages that are operating are Spanish, English, German and Portuguese. The Italian language is the most used due to the immigrants who turned in Albania in these last years of global recession. The reason is because Albanian people speak Italian by geographical proximity with Italy and historical reasons as well. During the communist regime, in the situation of total isolation, the only way to get the news from abroad were the TV Italians channels, the public one but also the private ones, such as: Tg. 1, 2, 3, Rete 4, Canale 5, etc.

The Spanish is a new field, but it is difficult to match or exceed the expansion of Italian. The call centers that use Spanish language are Facile. it (Seguros. es), Teleperformance, Alba Call and Synergica and the number of employees working with Spanish language is increasing during this last year (2014- 2015). There are a lot of young people who are not studying Spanish in the faculty but speak Spanish as well because a lot of Latin-American telenovelas are transmitted in different TV channels.

Asking the professor Martin G. Arslanian if in the future, the call center will have greater development, the answer was:

"If the question refers to call centers in general, I think so. I think in Albania the people who come to invest in this sector can double usufruct the labor market:

- Low salaries are competitive in comparison to those in European markets
- Presence of people who speak foreign languages well, especially in the recent years that a significant number of immigrants is returning to Albania [...]. "

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- [13] Antonja Lacka (Serviceline) on 09. 04. 2014 (no records)
- [14] Arjana Kabilii (ACCUEIL) on 02. 04. 2014 by Sandra Gjoka
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Understanding the Neuromechanisms Of Consumer Behavior In Advertising Industry

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Abstract

The objective is to acknowledge the relevance of the unconsciousness in the consumers' behavior by providing a new point of view based on the innovative findings of cognitive neuroscience. This paper highlights recent studies on emotion, and memory, focusing on their implication in the advertising process. The intention of this paper is to open our eyes to new scientific findings that may well mean a new way of understanding how advertising works, giving a new value to the role of emotion and consciousness. The 21st century gives us the opportunity to look once more at the perspective of incorporating validated scientific contributions based on the new discoveries about brain functioning. This article will build bridges between these scientific results and current advertising practice in a way that allows us to introduce a new point of view which redefines the influence of emotions and its role in the processes of memory, attention, reasoning and decision-making.

Keywords, Consumer neuroscience, emotions, advertising

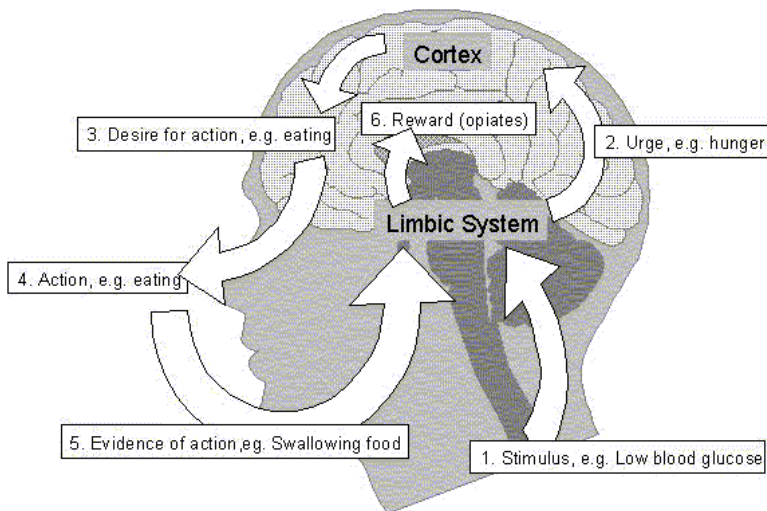
Introduction

This article proposes the methods of neuroscience to understand the consumers' choice and decision making in response to advertisement which further allow the appropriate design of graphics or strategy for neuro marketing. The primary objective is to highlight to a broad audience the prospect of turning to neuroscience biological variables to inform models of marketing and consumer decision making. The research in consumers' decision making has benefitted from the revealed preferences perspective that follows the tradition of focusing on observation on what people actually choose or using questionnaire and interview to get their reasoning for their choice. However, it actually ignores the mechanisms inside "the black box" in which the decisions are made in relation to other additional variables such as stress, intentions, attitudes and memory which facilitates insights in providing context and testable constraints. These biological variables in neuroscience and its interactions with sociological variables adds value to decision making scientist to develop in consumer choice research.

Understanding of underlying mechanism that led to the observed choice is crucial so that one is in a better position to understand the consumer loyalty to a brand, understanding of contextual influences which interact with the different neural circuitry that leads to a different choice, and most importantly the influences on choice made by consumer. Such knowledge can be important in many domains such as marketing and advertising industry, legal decisions and medical. Neuroimaging tools in neuroscience yield valuable information for the interpretation of choice data. Neuroscience helps us to explore the hidden elements of the decision process. The decision neuroscientist might draws on the concept and techniques from neuroscience to inform research in advertisement and marketing.

NeuroMechanisms in advertisement

Before explaining the mental processing involved in advertising, it is best to look at the associated areas of the brain such as the limbic system where the Amygdala, hypothalamus and hippocampus are located and implicated in the study of consumer behavior in advertisement.



Human behavior is a manifestation of both cognitive and affective processing. Figure. 1 above demonstrated the limbic system, Thalamus in the limbic system converts the desire and needs as an urge or motivation to an urge within the cortex. The cortex translates the urge into a desire for something specific. It is from the limbic system that explains the motivational aspect of desire that provides the urges. Very often, the urges have priority and forces other matters aside. The underlying urge becomes the desire or needs from a person's mental state which later translated into actions and steps to satisfy the internal nagging or desire and needs for something specific.

The study of emotions has been crucial in advertisement research due to significant role of memory in advertisement. Amygdala within the limbic system motivates the consumer behavior to purchase, hippocampus keeps the memory and experiences of the consumer regarding the products or brand and hypothalamus, a center for the limbic system which is highly connected with the frontal parts of the brain which is responsible for judgement and decisions.

Role of emotions in advertisement

Emotion is a process that varies in intensity and exhibits a variety of concomitant indices such as physiological changes in heart rate, blood pressure and adrenalin levels. It resides in individuals and is intense enough to elicit "feelings experiences". It produce arousal and attention to the "emotional message" or stimulus as pictured in the advertisement. The commercial message is a vehicle that arouse flow of feelings that most people report as emotional experiences. The advertisers can go beyond the traditional focus groups to tap into consumers' subconscious minds by relying on biometric indicators by using EEG for brainwave activity, heart rate and respiratory to effectively target consumers. This methodology and reliance on scientific evidence goes against the creative 'gut' instinct which led advertising decisions for decades. The advertiser can make a claim about being 'delicious' to convince the consumers on the chocolate brand advertised but is there any scientific evidence that can make people believe the advertisement. The neuroscience approach would help the advertising industry to persuade with scientifically verified results by measuring the actual pleasure of eating the chocolates. The fastest way is to actually bring a portable EEG device to measure the brainwave activity while eating the chocolate brand they advertised. The pleasure experience can be measured using an EEG and analyzing [alpha waves](#) (8–13 Hz), [beta waves](#) (13–30 Hz) and [theta waves](#) (4–7 Hz). The expected brainwave activity will be alpha waves (8-13 Hz) and the specific brain regions activated will be the nucleus accumbens, part of the limbic system responsible for emotions, pleasure and reinforcement. Take for example an emerging chocolate brand "BeyondDark" in UK that substantiates their claim of "ultimate chocolate feel good treat" marketing campaign using scientific evidence from EEG brainwaves to measure pleasurable feeling, just one chocolate drop elicited a pleasurable feeling of 65. The company collaborates with Birkbeck University and MyndPlay company to provide the EEG headsets and analysed the brainwave data for the study on Measure of Pleasure to create a pleasurable scale to compare how eating chocolate ranked against other common 'pleasurable'

activities like finding money, blowing bubbles, and stroking a puppy. The results showed that finding money elicited strongest reaction followed by eating a piece of BeyondDark chocolates and playing with kittens.

Consumer memory

Advertisers might want to implicate on the consumer memory by using comedy, drama and suspense. Happiness, anger and sadness while watching the ads must have left stronger emotional trace on the episodic memory of specific events experienced by an individual. When people watch commercial ads, people tends to process the audio and video events in the ads in addition to their internal physiological states such as thought and feelings. The episodic traces vary in strength depending on the intensity of the person's experience, and the meaningfulness of the information and their understanding. When people are emotionally aroused when watching commercials, it will leave stronger episodic memory than those experience without arousal [5].

Having that feeling embedded in memory, and creating the emotional connection that makes the customer want to return and in fact creating sense of loyalty. The economics behind experience are all around loyalty, recommendation, customer lifetime value. Over time, emotions and their corresponding bodily change (s) become associated with particular situations and their past outcomes. In decision making, most people consciously or subconsciously associate these physiological signals, and their evoked emotions with their past outcomes, and they bias decision-making toward certain behaviors. Evidence from brain scans shows that emotions impinge directly on consumer decision making. That fits with what the psychology of customer experience is about: finding that emotional connection. Other evidence from neuroscience highlights the importance of subconscious and memorable moments. Walden noted that the subconscious processes 200,000 times more information than the conscious mind and processes emotions about 10 times faster than the conscious mind.

This indicates the degree of correlations between ad memorization and the degree of affective content within the advertisement. These affective advertising activates the amygdala, orbitofrontal cortices and the brainstem.

Brief Branding moments

In terms of establishing advertising effects, research has shown that there are certain periods of commercials that are far more significant for the consumer. These are referred to as "branding moments" and are thought to be the most engaging parts of the commercial. It was suggested that the strength of a commercial with regard to its effect on the consumer can be evaluated by the strength of its unique branding moments. Usually, the branding moment are short segments with scene duration lasting longer than 1.5 seconds which have been shown to be more memorable. In 2004, McClure et al conducted a study to investigate the difference in branding between Coca cola and Pepsi. Participants had to indicate which cola they prefer while their brain was scanned. Results showed that when subjects tasted samples of Pepsi and Coke with and without the brand's label, they reported different preferences [4]. Without labels, subjects evaluate both drinks similarly. When drinks were labeled, subjects report a stronger preference for Coke. Coke managed to trigger certain associations in our brain, and simply seeing their logo is enough to make a drink taste better.

Both drinks produced equal activation in the ventromedial prefrontal cortex (VMPC), which is thought to be activated because the taste is rewarding. When the subjects were informed of the brand names the consumers preferred Coke, and only Coke activated the ventromedial prefrontal cortex, suggesting that drinking the Coke brand is rewarding beyond simply the taste itself. There was also significant activation in the hippocampus and dorsolateral prefrontal cortex when subjects knew they were drinking Coke. These brain structures are known to play a role in memory and recall which indicates the subjects to associate their present drinking experience to previous brand associations. The results of this study suggested that the Coke brand has much more firmly established itself as a rewarding experience. However, in another study by Koenigs & Tranel [3], there are people who are less sensitive to this branding effect: subjects with ventromedial prefrontal cortex damage (an area involved in emotional processing. Unlike their normal counterpart, these patients maintained their preference for Pepsi. The authors conclude that lacking the normal affective processing, VMPC patients may base their brand preference primarily on their taste preference. " The VMPC thus act as a gate that let emotional memories affect present evaluations.

Neuroscience adds value to consumer studies and on the other hand consumer research provides real world applications for neuroscience study. When tracking brain functions, neuroscientists generally use either electroencephalography (EEG) or functional magnetic resonance imaging (fMRI) technology. EEG measures fluctuations in the electrical activity directly below the scalp, which occurs as a result of neural activity. By attaching electrodes to subjects' heads and evaluating the electrical patterns of their brain waves, researchers can track the physiological changes and or intensity of responses such as anger, lust, disgust, and excitement. In 2008, junk food giant Frito lay hired a neuromarketing to look into consumers respond to Cheetos, the top-selling brand of cheese puffs in USA. The consumer researchers used EEG technology on a group of participants, the participants respond strongly to the fact that eating Cheetos turns their fingers orange with residual chees dust. Karmarker cited an articles in August 2011 [2] that the EEG patterns indicated a sense of giddy subversion that consumers enjoy over the messiness of the product. With the data in hand, the company moved ahead with an ad campaign featuring a series of 30 second TV commercial in which the Cheetos mascot, Chester Cheetah, encourages consumers to commit subversive acts with Cheetos. (In one commercial, an airline passenger quietly sticks Cheetos up the nostrils of a snoring seatmate. Problem solved.) The campaign garnered Frito-Lay a 2009 Grand Ogilvy Award from the Advertising Research Foundation.

Research using neuroscience has given two added advantage. Firstly, the ability to show what's going on inside the brain and secondly, the transparency, because showing the results of scientific paper is more believable than giving what perceived to be the correct answers from a survey. The advances in sciences will make baseless advertising claims lose its value and brilliant products and truthful claims increasingly triumph. The two commonly used devices are EEG and fMRI. EEG is portable and can easily record the brain activity with the cap of electrodes sitting on the surface of your head, however the recording did not get to the deep areas of the brain. On the other hand, the fMRI uses a giant magnet, often 3 Teslas strong, to track the blood flow throughout the brain as test subjects respond to visual, audio, or even taste cues. fMRI gives researchers a view into the aforementioned pleasure center. "The more desirable something is, the more significant the changes in blood flow in that part of the brain," But this sophisticated piece of equipment are costly and has few technological limitations. , fMRI requires them to lie very still inside a machine that can be intimidating. EEG allows subjects to move around during testing.

Conclusion

Most of the neuroscience studies involved brain scanning conducted in medical or technological environment. More research need to be done in supermarkets or shopping mall for consumer decision making. Testing underlying neurophysiological states is difficult because it is unclear exactly how various factors are perceived in the human mind. Consumers reaction and decision making process is not simply a biological variables but interaction between biological and sociological variables and culture. It was proposed that neuroscience adds value to consumer neuroscience research by enhancing ability to make inference beyond the usual variables and paradigms. There are concerns over the value and the potential usage of consumer neuroscience data. The potential for enhanced consumer welfare is certainly present but equally present is the potential for the information to be used inappropriately for individual gain. Currently, consumer neuroscience research is a compilation of only loosely related subjects that is unable, at this point, to produce any collective conclusions.

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Early Detection of Mild Cognitive Impairment, Dementia and Alzheimer's Using qEEG

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Abstract

This article reports the biomarkers of the Mild Cognitive Impairment (MCI) among the elderly group aged around 60 -75 years old by analyzing the EEG signals recorded by using the quantitative electroencephalograph (qEEG). There is growing evidence that EEG analysis in resting state condition are useful in early detection of neural signatures of Alzheimer's and dementia. EEG findings and analysis shows potential of discriminating MCI, Alzheimer's and dementia. In this research, the purpose is to 1) develop the indexes for each of the EEG bands and sub-bands such as delta (1. 5 – 3. 5 Hz), theta (3. 3 – 7. 5 Hz), alpha (8 – 12 Hz), beta 1 (15 – 18 Hz) and beta 2 (22 – 30 Hz); 2) provide reference for early diagnosis; 3) extract and analyze the brainwave pattern of MCI and cognitively healthy group. This study involved 19 channel resting state EEG from a total of 30 subjects, 18 diagnosed as having MCI and 12 cognitively healthy elderly with criteria for inclusion if the mini mental state examination (MMSE) score is more than or equal to 28, based on the age and educational level. Development of qEEG index started by decomposition of EEG by performing Fourier analysis, averaging and normalizing the value from the 19 channels to obtain the z-score. Findings showed promise of utility in early detection of Alzheimer's. Notably, 1) Increases in delta/ theta posterior temporal and prefrontal area i. e. , H (6. 64) vs. MCI (26. 29); beta temporal region, 2) Decreases in alpha at sensory motor region i. e. , H (0. 27) vs. MCI (0. 23).

Keywords: Mild cognitive Impairment, qEEG, Alzheimers

1. INTRODUCTION

Early detection of MCI can help in slowing down the memory loss and can maximize the efficacy of treatment in future (Milwain, E. (2000)). Burns and Zaudig (2002) defined MCI as a transitional stage between normal ageing and dementia, and reflect the clinical situations where a person has memory complaints and objective evidence of cognitive impairment but no evidence of dementia. MCI is important in terms of recognising memory loss among the elderly as well as identifying a group of individuals at high risk of developing dementia and who may benefit from preventive strategies.

There is evidence in electroencephalography that alpha, theta and delta band oscillations reflect cognitive and memory performances. The most usual EEG findings are the displacement of background frequency into delta and theta ranges and the decrease or dropout of alpha central frequency (Klass & Brenner, 1995). Pucci et. al (1999) proposed the "alpha" rhythm as a diagnostic AD marker as there is a decrease in the alpha frequency to 6. 0-8. 0 Hz in mild AD patients. However, none of the research provides a reliable indexes for each of the band as a basis of comparison from the cognitively healthy normals. It is necessary to develop the indexes for each of the EEG bands to indicate the level of cognitive impairment and memory loss among the elderly group.

The main idea of the study is to develop an index as a reference between MCI and cognitively healthy elderly. This study will benefit most to the community as it is a practical contribution to the early detection of cognitive deficit and slowing down the progress of Alzheimers In addition, this is a feasible study- community approached. Therefore, the first aim of this study is to develop an index for each EEG band and sub-band, i. e. alpha, beta 1, beta 2, delta and theta. The second aim is to provide the reference for earlier diagnosis of Alzheimer's diseases and basis comparison to other EEG measures or

different psychological tests. The final aim is to extract and analyse the brainwave patterns of MCI and cognitively healthy elderly group from same banded EEG.

2. DEFINITION OF TERMS

2.1 Mild Cognitive Impairment (MCI)

MCI is define as a cognitive function deficit in spite of age and education level, but does not interfere the daily activity but in clinical view, MCI is a transition between early normal elderly cognition and late severe dementia and considered different because some MCI sufferers develop dementia (Al- Qazzaz et. al, 2014). Several studies suggest 5 to 20 percent of the elderly have some form of mild cognitive impairment of one form at any one time (Alzheimer's society UK, 2013).

In studies carried out at the memory clinics, 10 to 15 percent of people with MCI went on to develop dementia in each year (Alzheimer's society UK, 2013). Since the number of individual with AD is expected to increase considerable in the near future, reliable treatment and early diagnosis of MCI is critical. Early detection helps in obtaining the maximum treatment before significant mental decline occurs (Al- Qazzaz et. al, 2014).

2.2 Quantitative Electroencephalogram (QEEG)

Even though a clinical diagnosis accuracy approximately 85 percent of detection rate is commonly achieved, by a procedure of exclusion after structural or functional imaging tests – including quantitative electroencephalogram (QEEG), laboratory, and psychometric test, there are no consensus on methods to estimate and measure the diagnosis and progression of patients with MCI.

Recent research has demonstrated that QEEG is useful for investigating AD (Leucter, 1993; Babiloni et al. , 2004). Topographical EEG power changes are believed to reflect early signs of the cortical atrophy and / or compensatory cortical reorganization during the early stages of the disease. More specifically, it is commonly believed that AD induces enhanced mean power of slow rhythms (0.5 – 8 Hz) and loss of fast (8 – 30 Hz) rhythms.

In the EEG of healthy subjects, recorded in resting condition with closed eyes, usually, the alpha rhythms are mostly distributed in the occipital area; in AD patients, the alpha rhythms increasingly relocate towards anterior areas as the disease progresses. Associated early stages of AD have been linked with an increase of theta activity and a decrease of alpha activity. In a more severe condition of AD, there is an increase in theta and delta activities and vice versa in alpha and beta frequency (Knott et al. , 2001; Kwak et al. , 2006).

2.3 Spectral analysis of EEG

According to a longitudinal study, the mean posterior dominant frequency declined by 0.08 Hz per year over 60 years (Wang & Busse, 1969). There is great evidence in the literature to consider an average alpha frequency of less than 8.5 Hz as abnormal, measured with the patient fully alert. Although posterior frequency decline is usually unspecific and cannot differentiate any particular disorder, it has been common electroencephalographic sign described in many conditions evolving to cognitive alterations, and is frequently encountered in AD individuals (Raicher et al. , 2008). Current study reported increase of high alpha frequency power band on the occipital region in MCI subjects compared to normal and Alzheimer's Disease patients.

2.4 Power Spectral Density (PSD)

Power spectral density function (PSD) shows the strength of the variations (energy) as a function of frequency. In other words, it shows at which frequencies variations are strong and at which frequencies variations are weak. The unit of PSD is energy per frequency (width) and you can obtain energy within a specific frequency range by integrating PSD within that frequency range. Computation of PSD is done directly by the method called FFT or computing autocorrelation function and then transforming it.

In this context, Qualitative electroencephalogram (Qeeg) measures different brainwaves within the brain where electrodes are placed based on the 10 – 20 system. Qeeg measured the voltage of electrical impulse signal μV^2 is proportional to the power of the signal on specific sites on scalp to detect and record the electrical impulses. PSD resulted in the strength of a signal which is distributed in the frequency domain, relative to the strength of other ambient signals (Oppenheim, A. V. , & Verghese, G. C. , 2010). Delta and Gamma (30 - < 60 Hz) denoted an adult slow component, which is sparsely represented whereas the Alpha and Beta is a predominate and a fast component wave.

3. METHODOLOGY

3.1 Subjects

3.1.1 Sample size

For the purpose of this research, sample size estimation and statistical power analysis has been done using Gpow3 software power analysis. Statistical power (P) can be defined as $P = 1 - \beta$, where 0.95 or 95% has been set for this conventional purpose and another 5% is a possibility to accept the null hypothesis (Prajapati, Dunne, & Armstrong, 2010). However, it is a must to consider a potential error. Then, with the large effect size (d), then the numbers of the sample would be 35 in each group, (Normal vs. MCI). However, this study involved 30 participants, 18 diagnosed as having MCI and 12 cognitively health normal screened using mini mental state Examination (MMSE) score is more than or equal to 28, based on the age and educational level. |

3.2.2 Demographic data

All the subjects recruited in the study were pensioners' age 60 to 75 years old in Sarawak. All experiment protocols had been approved by the local ethics committee. Informed consent were obtained from all participants before recording takes place. The difference in the size of the populations is due to the technical reasons linked to the EEG analysis.

Table 1: Demographic data

Group	N	Age	MMSE
MCI	18 (3 Female)	61.89	24.56
Health	12 (1 Female)	65.17	26.25

3.2.3 EEG Recordings

All recordings were obtained in the morning with subjects resting in the chair comfortably. The EEG activity was recorded continuously from 19 sites by using electrodes set in an elastic cap positioned according to the 10-20 International systems for 25 minutes (Electro - cap International, Inc). Data were recorded with a band- pass filter of 0.3 – 70 Hz and digitized at a sampling rate of 250 Hz (BrainAmp, BrainProducts, Germany). The electrodes skin impedance was set below 5kOhm. The recording lasted 10 minutes, where 5 minutes with subjects eyes open (EO) and another five with eyes close (EC) task. The EEG data of eyes close task were then analysed and artifacts were discarded.

4. RESULT AND DISCUSSION

4.1 QEEG Patterns of MCI compared to Normal group

After recordings, data during eyes close (EC) were then extracted and analysed. Eyes close task is chosen because it is the best condition, where the minimum noise and artifacts either from muscular or non muscular tension produced. Findings

revealed the presence of excessive fast wave activity (beta 1 and beta 2) at the left anterior and central, generally and specifically at point FP1, F3, F7, Fz, C3, T3, T4, and C4). The power spectral density for the five EEG bands were plotted to allow visual inspection of Qeeg patterns of MCI compared to the normal group. Refer to Figure 1,2,3,4 and 5)

Figure 1

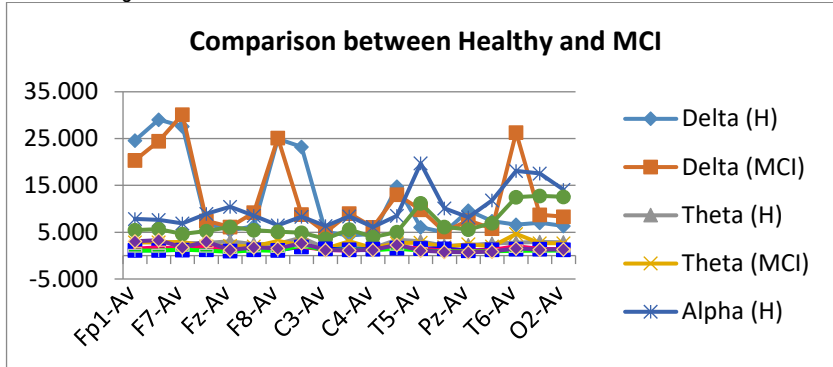
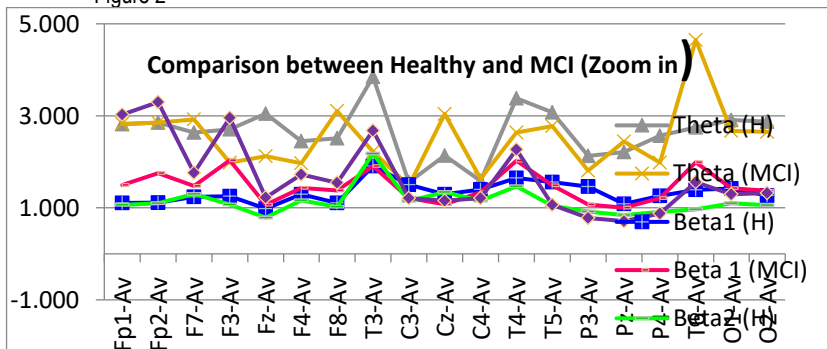


Figure 2



Findings showed promise of utility in early detection of Alzheimer’s. Notably, 1) Increases in delta/ theta posterior temporal and prefrontal area i. e. , H (6. 64) vs. MCI (26. 29); beta temporal region, 2) Decreases in alpha at sensory motor region i. e. , H (0. 27) vs. MCI (0. 23) . **Look at Figure 4a, 4b, 4c.**

Figure 3a: Delta Anterior

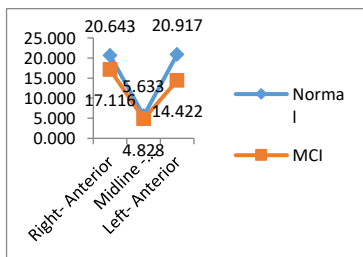


Figure 3b: Delta Central

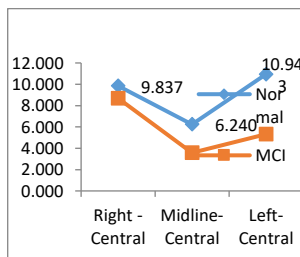
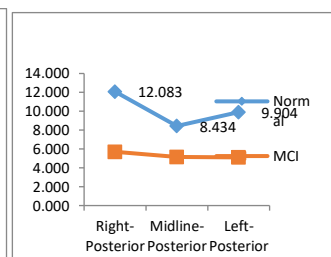


Figure 3c: Delta Posterior



Frequency Bandwidth

Figure 4a:

Increasing Delta/theta at posterior temporal & Prefrontal

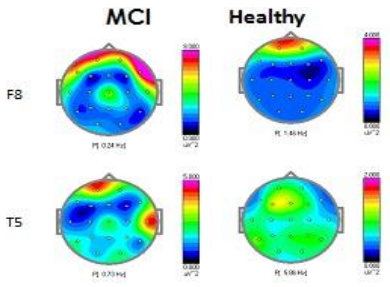


Figure 4b:

Decrease alpha wave at Central region

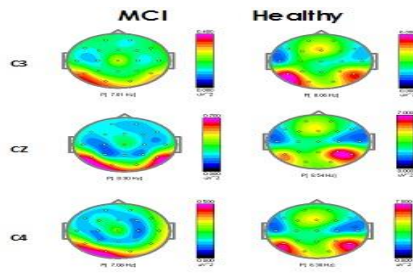
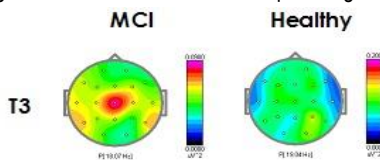


Figure 4c: Increase in beta in Temporal region



4. 1. 1 Delta wave

Anna Wise, 2004 in her book 'The High Performance Mind' reported that delta wave needed in order to produce hormones i. e human growth hormones. In addition, delta wave can boost anti ageing hormones. Refer to Figure 3a and 3c, Delta wave for MCI is excessively low at the left and right posterior compared to the normal.

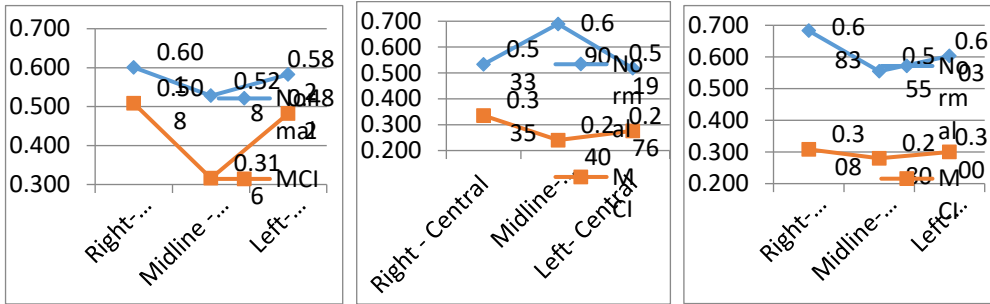
According to Chase, B. , an amino acid known as GABA is produces during the sleep and 30% extra GABA is produced for a regular sleeping pattern compared to insomniacs. Many researchers agreed that during the sleep without dream, the dominant wave is delta. Volgushev et al. (2006) reported that the slow wave spread preferentially from anterior to the posterior direction.

4. 1. 2 Theta wave

Figure 5a: Theta Anterior

Figure 5b: Theta Central

Figure 5c: Theta posterior



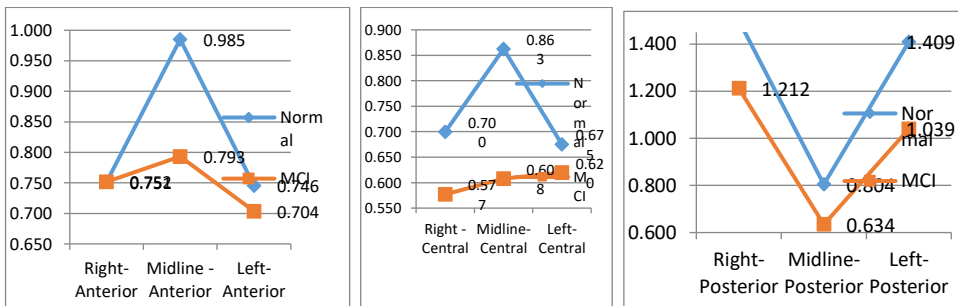
Refer to Figure 5a, 5b,5c, there is a significant difference between normal and MCI elderly theta at most region. This is supported by the research done by Prishep, L. S. et al. (2005) reported that alpha and theta mean values is significantly different from left temporo-occipital region compared to MCI. Theta waves is equivalent to the learning process as we can predicted human memory strength by the theta oscillation and medial temporal lobe is vital for learning (Rutishauser, U. , Ross, I. B. , Mamelak, A. N. , & Schuman, E. M. , 2010). Theta wave is generated by anterior cingulated cortex which the deficits at the frontal midline and central denoted them as MCI (Al- Qazzaz et al. , 2014)

4. 1. 3 Alpha Wave

Figure 6a Alpha Anterior

Figure 6b: Alpha Central

Figure 6c: Alpha Posterior



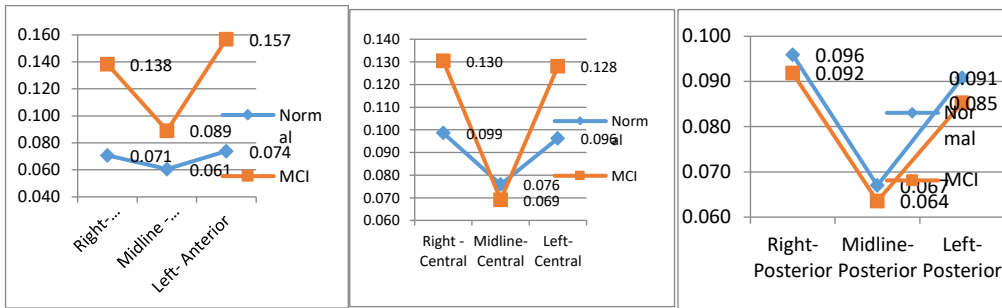
Obviously, in resting state for normal elderly, alpha will dominate the brain as the eyes were close. But, in this situation, alpha for MCI is reported to be excessively low for MCI compared to the normal at the central region and notable low at the midline anterior (Refer to Figure 6a, 6b,6c). Alpha inadequacy in MCI power density can be supported by Weber, E. which reported that alpha wave worked best for incoming sensory and motor information which is synonym with the sensorimotor rhythm (SMR). Moreover, it is also claimed to disperse from the central region and mostly observed in the posterior region (Al- Qazzaz et al. , 2014).

4. 1. 4 Beta wave

Figure 7a: Beta 1 Anterior

Figure 7b: Beta 1 Central

Figure 7c: Beta 1 Posterior

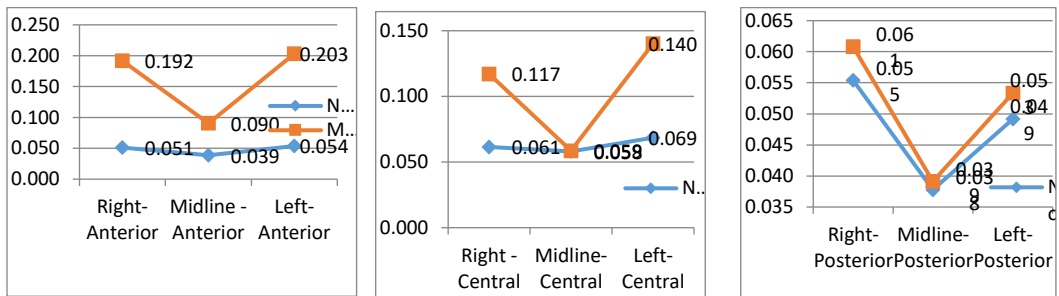


Occipital lobe is located at the posterior region, thus the Beta 1 posterior is not active as the beta wave will slowly disappeared as the eyes close (Refer Figure 7a, 7b dan 7c). Beta 1 anterior and central for MCI is higher than the normal group and it denoted the impairment compared to the normal. Even though beta wave is synonym with attention and concentration, but according Al-Qazzaz et al. (2014) during the resting condition, if the beta wave replaced the alpha, it remarks the cognitive impairment.

Figure 8a: Beta 2 Anterior

Figure 8b: Beta 2 Central

Figure 8c: Beta 2 Posterior



Most researchers reported that beta waves are observed in the parietal and frontal region and this explain the differences showed in Figure 5. The result is more likely for Beta 2, as the high beta is dominant in higher thinking order activity (Refer Figure 8a, 8b, 8c). Delta and theta activity will diminish as people reached their adulthood, whereas those alpha and beta waves increasing linearly as an outcome of cognitive impairment

5. Conclusion

The observation on Mild cognitive impairment group revealed the predominance posterior slowing rhythmic frequency bands reducing the alpha and beta activities whereas the occipital activity of the alpha and beta band in the normal aging is increasing. The findings showed a predominance distribution of theta and delta power or slow cerebral rhythms for both normal and the MCI. A reduction of delta at the subfrontal regions for the normal and central regions might be related to the cognitive decline at the hippocampal area. Analysis revealed statistically significant slowing in EEG activity of the MCI group. Specifically, there is an increase in delta and theta at the posterior and left temporal region (T6, T5) and prefrontal lobe (F7,F8) among the MCI over the healthy group and increase in Beta 1 and Beta 2 over the temporal regions among MCI group. Moreover, there is a significant decrease in rhythmic alpha frequency at the central or sensory motor region (c3,cz,c4) and posterior region.

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Measuring the Size of Output Gap in Sukuk Issuing OIC Member Countries

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Abstract

The aim of this study is to estimate the size of output gaps for sukuk issuing Organization of Islamic Cooperation (OIC) member countries. The output gap is measured based on univariate Hodrick-Prescott (HP) filter for the period 1980 until 2011. Data are sourced from the World Economic Outlook and SESRIC databases. The findings reveal that Bahrain, Pakistan and Malaysia have smooth trend between real GDP and its trends. Most countries display fewer fluctuations in business cycles and changes in inflation during mid-2000s. The results suggest that output gap estimations contain key information for monetary policy since the estimate of output gap can contribute towards identifying and assessing the effectiveness of monetary policy framework over time. For cross-border sukuk issuance, the ability to sustain economic growth in the long run without inducing inflation will boost investors' confidence.

Keywords: Sukuk, output gap, HP filter, inflation, Islamic finance, OIC economies

1. INTRODUCTION

One of the important issues in macroeconomics is understanding macroeconomic fluctuations. One way to measure the fluctuations is by estimating output gap. Output gap, or business cycle, is defined as the difference between actual and potential output. Potential output is an unobservable variable that reflects the maximum output an economy can sustain without inducing inflation. It is the level of Gross Domestic Product (GDP) that is consistent with full utilisation of all factors of production under conditions of stable inflation. Since output gap is unobservable, it has to be estimated.

Output gap captures the effect of shifts in domestic demand thus represents demand shocks. Higher domestic demand would tend to raise domestic and import prices (Bussiere, 2006). Output gap captures the notion that with increasing sales, firms are more likely to pass-through increases in costs to final prices. The reverse is also true. Therefore, the current output gap estimations should provide information regarding future inflation. Since economic policies have direct impact on the size of the gap, the gap model is central to almost all inflation models.

The present study contributes to the Islamic financial economics literature by investigating whether the degree of excess capacity in the economy is an important determinant of inflation in sukuk issuing Organization of Islamic Cooperation (OIC) member countries. The countries involved in the study are Brunei, Bahrain, Indonesia, Kuwait, Malaysia, Pakistan, Qatar, Saudi Arabia, Turkey and the United Arab Emirates (UAE). Sudan is excluded due to data constraints. Since inflation is one of the key determinants affecting sukuk performance the present study investigate whether output gap estimation is a

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good indicator of inflationary pressures for these economies. The present research contributes to the Islamic finance literature by attempting to examine the issue from output gap perspective.

The remainder of the paper is organized as follows. Section 2 discusses literature review. Section 3 examines the research method while Section 4 presents the findings. Section 5 concludes the discussion.

2. BACKGROUND

Output Gap

There are at least five different methods of estimating output gap namely linear time trends, Hodrick-Prescott (HP) filter trends, multivariate HP filter trends, unobservable components models and a production function model. In general, these methods produced similar broad time profile of the output gap (deBrouwer, 1998). Coe and McDermott (1997) find the estimated output gap is in the range of ± 3 percent for the 13 Asian economies under their investigation.

Output gaps are estimated for two reasons. Firstly is to provide information about excess capacity in the economy at a particular point in time. From the perspective of monetary policy, the output gap over the forecast horizon is of most interest. Secondly, time series of the output gap is to be used in modelling exercises. The inclusion of output gap produce better estimates of inflation. For example, given that excess demand pressures are a key driver of rising inflation, the output gap can be included in price or wage inflation equations to obtain a more precisely estimated equation and more accurate forecasts (deBrouwer, 1998). Hence, the importance of output gap in macroeconomic models is due to its importance in assessing inflationary pressure and the cyclical position of the economy.

Potential output and output gap estimates also help to assess macroeconomic policies. The estimate of output gap can contribute to identifying and assessing patterns of monetary policy framework over time. A positive output gap is indicative of demand pressures and a signal that inflationary pressures are increasing and that policy may need to tighten. A negative output gap has the opposite implication.

Sukuk Issuance

Table 1 below shows the regional break-up of sukuk issuance country over the period 2001 to 2010. The Gulf Cooperation Council (GCC) and Middle East Countries dominate in terms of number of issuance and percentage of total value. The United Arab Emirates (UAE) has the highest percentage of total value (in USD million) of 52 percent, followed by Malaysia and Bahrain each contributed 12 percent and Saudi Arabia - 11 percent. The United States, United Kingdom, Japan and Turkey represent only two percent of the overall international issuance. Based on the current trend, sukuk are most likely to be issued in the Asia and the Far East and the GCC and Middle East economies in the future.

Table 1: Regional Breakdown of Total International Sukuk Issuance, 2001- 2010

	Amount		
ASIA & FAR EAST	(USD million)	Number of Issues	% of Total Value
Malaysia	5,496	12	12%
Indonesia	650	1	1.4%
Pakistan	600	1	1.3%
Brunei Darussalam	200	2	0.42%
Total	6,946	16	15%
GCC & MIDDLE EAST	Amount		

	(USD million)	Number of Issues	% of Total Value
Bahrain	5,633	90	12%
Qatar	2,020	4	4%
Saudi Arabia	5,440	9	11%
UAE	25,050	30	52%
Kuwait	1,575	9	3%
Total	39,718	142	83%
Amount			
AFRICA	(USD million)	Number of Issues	% of Total Value
Sudan	130	1	0.3%
Total	130	1	0.3%
Amount			
OTHERS	(USD million)	Number of Issues	% of Total Value
Japan	100	1	0.2%
Turkey	100	1	0.2%
UK	271	2	0.6%
USA	600	2	1.3%
Total	1,071	6	2%
Grand Total	47,865	165	100%

Source: IIFM Sukuk Issuance Database (Jan. 2001 – Dec. 2010) and Sukuk Annual Report 2011.

In short, the economic structure and level of development of a country will determine the appropriate exchange rate regime. In developing countries, with fairly new financial systems, trade variables will most likely determine the exchange rate. For the developed economies, the movements of capital and financial assets will affect exchange rates. Hence, selecting appropriate exchange rate arrangements and moving from a fixed to flexible regime requires a good understanding of macroeconomics fluctuations.

3. METHOD

The sample consists of ten OIC sukuk issuing member countries. Data are annually, covering the period from 1980 to 2011 and are sourced from the World Economic Outlook Database. For annual data, Gross Domestic Product (GDP) is used as the proxy for real output and trend estimates. The study also includes data on annual percentage changes in Consumer Price Index (CPI). Data are in log values, in constant USD 2005 prices. Output gap is measured in growth rates and CPIs are measured in percentage changes.

Output gap is estimated as the log difference between actual output and its Hodrick-Prescott (HP) filter. The Hodrick-Prescott filter (HP filter) decomposes output into permanent and transitory components generating a smoothed trend of output. The generated smoothed series is the estimated potential output. The HP filter is defined as follows. Suppose a time series $ygap_t$ can be decomposed into trend (growth) component, $ygap_t^g$ and cyclical component, $ygap_t^c$:

$$ygap_t = ygap_t^s - ygap_t^c \quad (1)$$

The HP filtering process will choose the growth component, $ygap_t^s$ that minimize the following problem:

$$Min(1/T) \sum_{t=1}^T (ygap_t - ygap_t^s)^2 + (\lambda/T) \sum_{t=2}^{T-1} [(ygap_{t+1}^s - ygap_t^s) - (ygap_t^s - ygap_{t-1}^s)]^2 \quad (2)$$

where T is the sample size. The first term is the sum of the squared deviations and indicates the goodness of fit. The second term is the sum of the squares of the trend component's second differences and measure the degree of smoothness. The parameter λ is the smoothness parameter, set at 100 for the annual data, following the literature in the subject. The λ parameter penalizes the variability in the growth component. If the value of λ is zero, then the second term becomes zero, the sum of squares is minimized when $ygap_t - ygap_t^s, \nabla_t$, and the HP filter would return the original series $ygap_t$ as the growth component. Meanwhile, the second term is minimized when $ygap_t^s - ygap_{t-1}^s$ is the same ∇_t . The objective of the minimization problem is to select the trend component that minimize the sum of squared deviations from the observed $ygap_t$ series, subject to the constraint that changes in the trend component ($ygap_t^s$) vary gradually overtime.

4. RESULTS

The output gaps are estimated for each country and results are presented below in Figure 1. Real GDP are in log values, constant 2005 USD prices. The countries are arranged according to their monetary policy framework in order to compare their performance. Real GDP and its estimated trends for each country are displayed in the top panels in all figures. Real GDP is measured on the vertical axis in all figures. The annual rates of inflation and the estimated changes in output gaps are displayed in the bottom panels. In all figures, output gap is measured on the left-hand side on the vertical axis in terms of growth rates. Inflation is measured on the right-hand side on the vertical axis in terms of percentage changes. Note that the scale for each country is different.

Based on the visual plots, the estimated trends are relatively smooth for countries under 'inflation targeting' and 'other' monetary policy framework for the period under study. For the countries under 'monetary aggregate target', there are some noticeable deviations between the actual and the estimated trend during certain years, particularly during early 1980s. These might be due to the rising oil price during this time because most countries under this category are oil producers.

There was a large negative output gap spikes during mid-80s in the countries under Exchange rate anchor framework, probably affected by the Persian Gulf War. The highest inflation spike at approximately 16 percent was recorded by Qatar in 2008 during global financial crisis. Indonesia was adversely affected by the 1997 Asian financial crisis in which there was the largest negative output gap and the highest inflation spike reaching almost 60 percent. Turkey, on the other hand, has high inflation and high fluctuations in output gaps estimations. Beginning mid-2000, inflation seems to stabilize at a much lower level. Pakistan shows rising inflation at the end of 2000s while Malaysia, with the largest negative output gap spike during 1997 Asian financial crisis, still have rising inflation even though output gaps are stable.

On the other hand, visual inspections on the output gap and inflation suggest that most of the inflation spikes tend to be associated with smaller spike in the output gaps. However, there are certain periods where the spikes in output gap are not accompanied by similar rise in inflation for some of the countries. We examine the output gap on level (instead of growth rates as shown here), and found that the rise in inflation in most cases occurred after the spike. This might be due to persistent large output gaps (PLOGs), in which the trade-off between inflation and unemployment is tight when output gaps are large but disinflation decelerates at very low inflation rates (R. A. , 2013). This might indicate that inflation, at both level and changes, are equally important to policy makers.

After mid-1990s, most countries under ‘exchange rate anchor’ arrangement, except Qatar, show almost similar patterns in their output gap changes. There is also a smoother trend between real and potential output. However, further empirical works are required to ascertain that output gaps are a good predictor for inflationary pressures for these countries.

Figure 1: Real GDP and Estimated Trends, 1980 - 2011

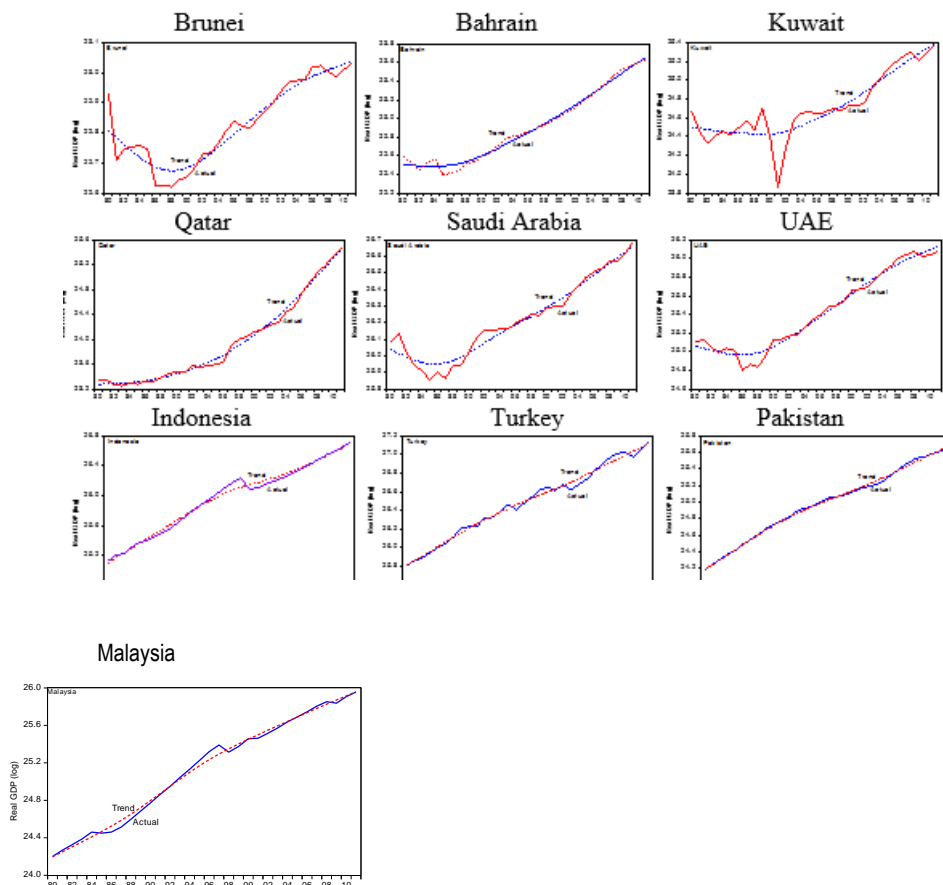


Table 2 below shows the GDP and output gap average annual growth rate for the period under study. Based on the estimations, the average growth rate of the output gap estimates is approximately 1% over the period of study. The GDP growth rate is 4% and inflation is 8.58%. Turkey and Indonesia, both adopting Inflation Targeting policy framework, registered double-digit inflation rate. Qatar registered highest average growth rate at 7.19%, followed by Malaysia with 5.

97% and Indonesia at 5.16%. For the 2000s period, Turkey inflation management policy saw an almost 300% reduction of the growth rate as compared to the 1980-1990 period. Bahrain, Kuwait, Qatar and Indonesia has annual growth rate in GDP exceeding 5% in the 2000s.

Table 2: GDP and Output Gap, Average Annual Growth Rate, 1980 - 2011

Country	Full Sample, 1980 - 2011				1980 - 1990s				2000s			
	Actual GDP	Trend GDP	CPI	Output Gap	Actual GDP	Trend GDP	CPI	Output Gap	Actual GDP	Trend GDP	CPI	Output Gap
Average for all countries	4.06	1.38	8.58	1.01	3.17	1.29	12.19	1.00	5.37	1.57	5.58	1.01
<i>Countries under Exchange rate anchor arrangement</i>												
Bahrain	3.49	1.45	1.61	0.99	2.26	1.30	1.70	0.99	5.56	1.73	1.44	1.00
Brunei	0.22	1.08	1.29	1.00	-0.59	1.03	1.65	1.00	1.58	1.16	0.70	1.01
Kuwait	2.92	1.30	3.58	0.99	1.01	1.11	3.63	0.98	6.09	1.68	3.51	1.00
Qatar	7.19	1.94	3.93	1.00	3.83	1.44	3.47	1.00	12.79	3.11	4.71	0.99
Saudi Arabia	2.20	1.19	1.06	1.00	1.24	1.11	0.50	0.99	3.81	1.34	1.99	1.01
UAE	4.16	1.36	4.50	0.99	3.85	1.27	4.34	0.99	4.68	1.52	4.78	0.99
<i>Countries Under Monetary Aggregate Target Framework</i>												
Pakistan	4.96	1.60	8.27	1.00	5.29	1.60	8.47	1.00	4.41	1.48	7.92	1.00
<i>Inflation Targeting Framework</i>												
Indonesia	5.16	1.01	10.53	1.01	4.15	1.14	15.32	0.99	5.25	1.105	7.93	1.00
Turkey	4.30	1.14	47.86	0.99	3.44	1.11	79.08	1.02	4.61	1.11	20.55	1.01
<i>Other Monetary Policy Arrangement</i>												
Malaysia	5.97	1.69	3.13	1.10	7.25	1.80	3.70	1.06	4.96	1.52	2.24	1.10

Notes: The weighted average is based on GDP for the period 1980 - 2011, normalized to 1. The weights are calculated for each individual country based on monetary policy classifications. Figures are average values.

In short, countries under 'exchange rate anchor' arrangement might learn from both the 'inflation targeting' and 'other' monetary policy framework. The literature suggests that output gaps have valuable information content about movement in price and wage inflation (de Brouwer, 1998). However, the information should be used along with other broad set of information in policy setting. Assessing model predictions based on output gap produce better results when policy has clear targets.

5. CONCLUSION

The study compares the size of output gaps in ten selected OIC sukuk issuing member countries. The findings reveal that Bahrain, Pakistan and Malaysia have smooth trend between real GDP and its trends. Some of the countries under study display similar patterns of business cycles. Towards mid-2000s, most countries display fewer fluctuations in business cycles and changes in inflation. Indonesia seems to be able to track inflation well based on the visual plot of output gaps estimations. Hence, the results suggest that output gap estimations contain key information for monetary policy.

The output gap is an important concept in the preparation of inflation forecasts and assessments of the economic outlook and the stance of macroeconomic policies. The size of output gap helps policy-makers design appropriate policies to sustain economic growth in the long run without inducing inflation. Therefore, more accurate forecasts of inflation should help improve formulation of monetary policy in a particular economy.

For future research, the output gap estimations could be empirically decomposed into observable components such as inflation, unemployment, capacity utilisation or others in order to determine which components are important during high and low business cycle frequencies. The ultimate aim is to be included in the international currency basket. In addition, the output gaps estimations could be included in the empirical inflation equation to reduce *ex-post* prediction error.

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Power, National Unity, and Territorial Integrity: the Cases of Russia's Chechnya and Ukraine's Crimea

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Abstract

Perhaps, in the age of globalization, the concepts of national unity and territorial integrity sound to many of us like obsolete terms, although they are still important to international law. But, no matter whether they remain essential or worthless they are equally applicable to both Russia and Ukraine. This paper discusses Russia's stern approach to strangle the freedom aspirations in Chechnya to preserve its own territorial integrity, while avidly pushing Crimean Russians to separating from Ukraine thereby ruining its national unity. While the political scientists talk about an increasingly integrated contemporary world in which the concept of power loses its classical meaning, Russia's brute force-based aggressive policies towards Ukraine refute the arguments that traditional state forms have disappeared. The cases of Crimea and Chechnya have many similarities, however Russia's approach to them has been very different.

Keywords: Russia, Ukraine, Crimea, Chechnya, power, territory, unity

1. Introduction

Perhaps, the most remarkable event of the 1990s in the post-Soviet Russia is the Chechen war of liberation that started in December 1994 and lasted until August 1996. The war seemingly ended with the signing of the Khasavyurt Accord resulting in a truce among the combatants. The Kremlin portrayed this war as illegitimate and presented it as violating the rules of international law, such as territorial integrity and national unity. Moscow portrayed the Chechen rebels as bandits and terrorists who targeted Russia's unity, peace, and economic prosperity. Thus, the Kremlin worked hard to make it known that restoring the disturbed peace and order in Chechnya, a breakaway republic of the Russian Federation, through the application of brute force, was ethical and legitimate. Nonetheless, after two-years of devastating combat, Russia lost the war and was forced to sign the Khasavyurt ceasefire agreement in August 1996, and the Moscow Treaty in May 1997 that forbade the use of force to resolve further differences between Russia and Chechnya, as well as deferring the determination of the final status of Chechnya to 2001. By then, Chechnya would exist as a de-facto independent state and prepare all necessary infrastructure for full independence. Regardless of the agreements made, the war resumed in August 1999 under controversial conditions creating an opening for the Kremlin to restore Russia's authority in Chechnya. This phase of the conflict is called the Second Chechen War that still continues, today. In contrast, the Kremlin and the pro-Russian Chechen authorities in Grozny continue to claim that the Second Chechen War was over in April 2009.

In early 2014, almost 20 years after the start of the First Chechen War, Russia invaded the Crimean peninsula, an integral part of Ukraine. The events in Crimea, resulting in Russia's annexation of the peninsula, have revealed Russia's long-existing, but hidden, expansion agenda. The Kremlin's hard-hitting policy choices vis-à-vis the former Soviet regions included options such as the creation and perpetuation of conflict, invasion, recognition, and annexation to satisfy its interests and perpetuate its influence in the region's affairs. Russia's unfriendly approach to Ukraine has a long history, and the forced annexation of an integral part of a sovereign nation has had a shocking effect on people and governments worldwide. Despite the imposition of western sanctions, Moscow continued its brutal policies and moved forward to

encourage secessionism in the eastern part of Ukraine, where violent conflict erupted between the Kremlin-backed local Russian separatists and Ukrainians.

As Russia continues to engage in power politics, it appears that it looks anywhere for justification of its brutality. For Russia, it is a matter of presenting myriad explanations for its actions and following the one that the community of nations is most willing to accept. This appears the case following Russia's suggestion that its interests in eastern Ukraine are in protecting ethnic Russians. The Kremlin articulated Russia's presence as an outcome of its responsibility to protect. With an eye to the Balkans, Russia responded to international criticism of its intervention in Ukraine by pointing to the west's use of responsibility to protect in Kosovo.

This paper analyzes the power-oriented aggressive policy choices of Russia in its historical "backyard"- Chechnya- and its antagonistic policy toward Ukraine. Our goal in this paper is to recognize how Russia's contemporary power-driven aggressive policies towards its neighbors are framing Russia's current and future standing as a regional and global power. The common points regarding these two separate, though complimentary, cases are related to national unity and territorial integrity of a nation-state. Russia has participated in both conflicts where its positions are controversial. Interestingly, in these two different cases, despite being in opposite positions, Russia has been able to posture itself favorably. In the case of Chechnya, Russia justified its position with the right to protect its national unity and territorial integrity suppressing Chechens' aspirations for self-determination, while in the case of Crimea fully supporting the Crimean Russians' separation from Ukraine to join Russia. These two cases are a sign of the futility of international law to achieve justice; rather they show that power, a realist concept, still plays a decisive role in Russia-centered politics.

The application of pure power politics allows Russia to craft explanations after its actions. Without any necessity to build democratic consensus, it is free to act solely because it has the power to do so. An explanation of the action is an afterthought for the history books, something for scholars to debate while mapmakers engage in redrawing the world.

2. Russia's Chechnya

The Chechen question for Russia has more than a 300-year-old history. Imperial Russia passed the Chechen problem to Soviet Russia in the late 1910s and, in turn, it handed the issue to an independent Russia in 1991. Throughout this period, Chechens, together with other mountaineers of the North Caucasus, fought against Russian troops either to preserve their freedom or to gain their independence. At various times and for many reasons, one of the biggest issues for Russia has been the *Chechen problem*. It has been hard to subdue these people because of their nature and the unique geographical characteristics of the region. As a result of their pressure against Russia for a free and independent state, Russia has felt it necessary to deploy large troops in the region, at a very high cost.

In the 19th century, there had been three important resistance movements in the North Caucasus that Imperial Russia was not able to entirely subdue (Gammer, 2006). The Chechens continued to challenge and resist the political order in the Soviet times as well. The Chechen secret movement for independence took place under Hasan Israilov, which contributed to the Kremlin's decision to exile Chechens to Siberia and Kazakhstan in 1944. This national tragedy did not curb the Chechens' desire for freedom and independence and they were repatriated to their homeland in 1957 by a decree issued by Nikita Khrushchev, then first secretary of the Central Committee of the Communist Party of the Soviet Union. Having returned home the Chechens did not find everything as they had left it; others that moved to the region from other parts of the Soviet Union occupied their homes and contributed to the dissolution of Chechen identity grounded to a geographic space (Askerov, 2011). But these problems were gradually resolved. The political status of Chechnya as an autonomous republic within the Russian Federation was returned. When the Soviet Union collapsed in 1991, and all fifteen constituent republics of the Soviet Union became independent, Chechnya started to prepare the necessary conditions to declare its independence from Russia as well. This was materialized in late 1991 under Johar Dudayev's leadership.

The Kremlin, naturally, had made a great effort to preserve Russia's integrity. First, the Kremlin organized a Chechen opposition under the leadership of Ruslan Labazanov and Beslan Gantemirov that received significant material support from Moscow, against the Chechen rebel government. Moscow also supported the political opposition of Umar Avtorkhanov to Dudayev. But, none of these was successful in toppling Dudayev's government by force (Seely, 2001). Recognizing the stakes involved, and in an attempt to hold Chechnya firmly in its orbit, in late 1994 the Kremlin dispatched federal troops to Grozny initiating the First Chechen War.

The war lasted until August 1996 concluding with the sides signing the Khasavyurt Peace Accord, which legally ended the conflict. The stipulations of the accord were quite unfavorable for Russia. In 1997, the sides signed the Moscow Treaty, which enclosed a provision that the sides would not resort to force to resolve their differences whatsoever and to negotiate the ultimate status of Chechnya in 2001. This was interpreted as a victory for Chechnya even though its final status was postponed until 2001. The Kremlin, however, did not wait until the proposed date to resolve Chechnya's final status and it renewed the war in August 1999 after gaining the strength necessary to change the situation in its own favor.

The latter phase of the Chechen conflict is associated with the name of Vladimir Putin who played a key role in formulating and implementing Russia's new Chechen policy. President Yeltsin surprisingly appointed him as prime minister on August 9, 1999 and the Second Chechen War started on August 26, 1999. On December 31, 2000, Putin became an acting president of Russia following the resignation of President Yeltsin.

With Putin in charge, Russia's war strategy changed dramatically. The Kremlin developed new policies that involved increasingly greater use of brutal force in Chechnya, ignoring the war's impact on civilian lives, and quelling the free media blocking an unrestricted and objective information flow from the region to the rest of the world (Gilligan, 2010). Arguably, the first official step to strengthen the state's administrative influence on the mass media was Russia's Security Council's adoption of 'Information Security Doctrine of the Russian Federation' approved by President Vladimir Putin on September 9, 2000. The doctrine represented the state's official policy regarding information security in Russia, which had increased the Kremlin's capacity to shape the role the media played in reporting from the North Caucasus. Embattled in war, the narrative that flowed out of the North Caucasus was framed by Russia leaving Chechen voices silenced.

The State Duma in June 2002 adopted another law called 'On Counteraction of Extremist Activities'. The new law further limited the role of a free media by prohibiting the "dissemination of extremist materials via the mass media and the conduct of extremist activities by the mass media" (Soldner, 2008: 169). These legal restrictions adversely affected the free media in Russia- one of the most significant signs of democracy in any country- and were supported by an implied connection to the war on terror and a need to protect the state. The Kremlin considered terrorism as equivalent to the Russian war in Chechnya, and consequently, these documents targeted Chechnya rather than any other part of the Russian Federation.

Moscow's policy to curb insurgency at any cost led to an increase in civilian casualties in Chechnya in the early 2000s. Estimates show that every fourth resident of Chechnya passed through the new *filtration centers* system in Chechnya used by the Russian troops to beat, torture, and even execute detainees. According to *Memorial*, a Russian civil rights society, the purpose of the filtration system in Chechnya was to create a network of informers through forced recruitment. The system was part of the general state terror policy of suppression and intimidation of an entire population and was characterized by its arbitrary arrests and mass detentions of innocent people (Gilligan, 2010).

Ultimately, the Kremlin has been successful in preserving Russia's territorial integrity through the use of brute force in Chechnya. The cost of this has been heavy for civilians, as well as democracy in Russia. The free media and journalists have suffered tremendously from oppressive official Russian policies as well. Civilian casualties in Chechnya are estimated at up to 250,000. Russia has lost about 40,000 troops in Chechnya during the conduct of both wars. Rebel casualties are approximately the same. The number of internally displaced persons, and refugees from Chechnya due to the war, along with defections, has also been huge (Nichols, 2000).

3. Ukraine's Crimea

Following independence from the Soviet Union in 1991, Ukraine, like all the other former Soviet republics, had to decide which political orientation to adopt. Located in Eastern Europe, it had to select one of two major approaches to governance: pro-Western or pro-Russian. Despite some hesitations, Ukraine's initial orientation was pro-Russian which lasted until the Orange Revolution that resulted in Viktor Yushchenko rising to power in 2005. Up to this time, Kiev had not been able to introduce serious economic and military strategies to achieve significant welfare and security reforms (Ulrich, 2007). As a result, Ukraine remained linked to Russia for economic and security reasons. Yushchenko's government did not want, however, to see Ukraine continue as a satellite state of Russia in the long term. Kiev's new pro-Western liberal policies and leanings displeased the Kremlin and it became the source of significant tensions between the previously allied countries. Arguably, however, the history of Russia's massive covert involvement in Ukraine's affairs has had even deeper roots (Wilson, 2005).

Most Ukrainians perceived Russia as the major source of their troubles, and as a consequence Ukrainians were receptive to movements that would shift their country away from Russia and to integration with Europe. This desire for integration into the European family of nations caused an overwhelming social mobilization in Ukraine. In November 2004, hundreds of thousands of Ukrainians rallied in Kiev to protest the authoritarianism of Ukraine and Russia's role in keeping it alive in the country. At the heart of the protests were the people's demand for free and fair elections and justice (D'Anieri, 2010).

Even under Soviet rule, many Ukrainians accused Russia of developing too severe policies for implementation in Ukraine.¹ In the 1920s and 1930s, hundreds of thousands fled Ukraine due to Soviet land policies. Many Ukrainians developed a sense that they were relatively deprived in the Soviet Union and that Russia had stifled their language. Russia suppressed Ukrainian identity and replaced it with a Russian identity on behalf of the existing pro-Russian national projects (Plokyh, 2006). Ukraine was seen as the breadbasket of the Soviet Union, and while not being as politically effective as Russia, its agricultural strength provided it with a strategic worth that could not be dismissed. Memories about the deadly famine in the country have been alive and transformed for new generations helping to develop deeper grievances about the communist regime and its policies. Most Ukrainians ceased to see Russians as their brethren, despite a large Russian population in the country. This was manifested during the Orange Revolution that brought Yushchenko to power to build a new Ukraine outside of Russian-led political and economic domains.

The political circumstances in the mid-2000s in Ukraine were not in favor of Russia. Analysts argued that regardless of who became Ukraine's president, the conditions would not improve (Pastukhov, 2006). After Yushchenko's presidential term ended in 2010, new developments in Ukraine did not go in accordance with Russia's plans pushing it in search of new projects that appeared to be supporting and empowering of the pro-Russian forces in Ukraine. Yushchenko's ineffective economic policies coupled with the slow integration process of Ukraine with Europe were exacerbated by the unfortunate global economic crisis that hit the country hard (Schuerkens, 2012). Unfulfilled and rising expectations of the people of Ukraine facilitated Viktor Yanukovich's coming to power in 2010.

Yanukovich was not sympathetic to the pending Ukraine-European Union Association Agreement; rather, he chose to pursue a policy of strengthening ties with Russia. He preferred to obtain a Russian loan bailout to address immediate economic needs of the country rather than address the necessity for long-term economic reforms. This policy angered pro-Western Ukrainians who started mass protests against the government in Kiev. In early 2014, events escalated into deadly clashes across the country between police units and citizens. On February 22, 2014, President Yanukovich fled Kiev for Kharkiv, then Crimea, and finally onto Russia.

Russia's reactions to events in Ukraine were twofold. First, the Kremlin tried to alleviate the problem in Ukraine through economic incentives offered to Kiev. But Moscow gradually galvanized its approach to events in Ukraine as they raised and nurtured anti-Russian sentiments. Russia's inability to preserve the Yanukovich government against the revolution in Kiev manifested itself in the form of a political crisis in Crimea.

3. 1 Crimea: History, Law, Politics

At one point, the Crimean Khanate was a nightmare for Imperial Russia. The Crimean Tatars were even able to conquer Moscow in 1571 when they burned the entire city, excluding the Kremlin. The raids of the Tatars of the Crimean Khanate on the territories of the southern Russia started in the early 16th century and continued until the late 17th century. The Crimean Tatars were almost always supported by a third power. Nonetheless, their presence had created a serious problem for Russia's security and economic growth. Russia under Catherine the Great managed to conquer the peninsula in 1783 and it remained as part of Russia until 1954 despite the change in the political structure of the country.

There were two short intervals between 1783 and 1954 that the Russian state did not control the region. Those intervals were associated with the civil war started after the demise of the Tsarist Russia in 1917 and the Nazi invasion of the peninsula in 1942. The Crimean Tatars were exiled in 1944 after the peninsula was liberated from the Nazi troops for their

¹ One of the authors of this paper witnessed a number of such cases in Kiev in 1988. His young Ukrainian friends had talked about the disaster of Chernobyl as sadly as the famine of the 1930s that happened long time before they were born. They held Russia as responsible as Joseph Stalin, the Soviet leader of the time.

alleged cooperation with the Germans. About 250,000 Tatars were deported to Uzbekistan and Kazakhstan and were never allowed to return to Crimea until the 1980s.

In 1954, Crimea was transferred to Ukraine, which was a constituent part of the Soviet Union. Nikita Khrushchev, general secretary of the Communist Party, played a key role in this transfer. Crimea remained as an integral part of Ukraine following its independence with the collapse of the Soviet Union in 1991. In February 2014, a crisis between Russia and Ukraine erupted on the peninsula.

Obviously, Crimea's history is quite complex, and by no means interpretations of recent events anchored to the historical past result in Russia's favor (Magocsi, 2014). At the very least, the peninsula belonged to someone else, as explained above, before and after it was part of Russia from 1783 to 1954. If entitlements based on history were legally valid, others' claims for Crimea would be stronger than Russia's. Indeed, the principle of *uti possidetis* in international law makes Ukraine's position stronger than Russia's. Having its roots in the Roman law, the principle originates from Latin America's practice of decolonization meaning that a newly independent state retains the borders it had as an administrative entity of the disintegrating state (Lalonde, 2002; McWhinney, 2007). This well established rule of international law refutes Russia's claims to the right over the peninsula based on Crimea's attachment to Ukraine in 1954. If Russia's claims formed a precedent for the former Soviet republics, the political map of the post-Soviet region would sharply change.

Russia's covert support for the demonstrations in the peninsula against Kiev in early 2014 gradually took on an open character. Russia's intervention culminated in capturing the legislative and government buildings in Crimea and Sevastopol, a city on the peninsula with a special status, in late February 2014. The dissolution of the Council of Ministers of Crimea was followed by the declaration of a new prime minister of the autonomous region. Sergei Aksyonov, the leader of the Russian Unity party and a declared prime minister, cooperated with the Kremlin to quickly isolate the peninsula from Ukraine through Russian military campaigns in Crimea.

Russia has tried to justify Crimea's annexation with a number of factors ranging from the will of the majority of the population of the peninsula, historical elements, and preserving the rights of Russian compatriots, among others. Paradoxically, Russia's current and recent history is full of cases having considerable similarities with the case of Crimea. Tatarstan, Chechnya, and Tuva, the republics of the Russian Federation with their own aspirations for independence, to name just a few, would go free if Russia sincerely respected the values and rights it claimed to protect for the Russian population of Crimea (Amirkhanov, 1998; Drobizheva, et al., 1998; Toler, 2010).

Self-determination of the Russian population of Crimea at the expense of the rights of other ethno-cultural groups living in the peninsula would somehow be understood, if the region became independent without joining Russia. The political developments in Crimea supported by legal means grew in a way to legitimize Russia's invasion of the region. The Kremlin denied the demands of the non-Russian population of Crimea against joining Russia ignoring their political and national existence. Moscow disdained the Tatar population of the peninsula ignoring their political aspirations, and cultural and identity needs.

Crimean Tatars, the indigenous peoples of the peninsula, have been against Crimea's unification with Russia, despite Vladimir Putin's promises to grant them greater autonomy with special privileges within the Russian Federation. Among other factors, Tatars' stance has been shaped by Moscow's severe policies towards them during different political epochs. They were exiled *en masse* in 1944 to Siberia, Central Asia, and Kazakhstan, and were allowed to come back to Crimea only in the late 1980s (Sheehy & Nahaylo, 1980; Uehling, 2004). Just to compare the Tartars' situation with the case of the Chechens, for example, who were exiled at the same time but were allowed to repatriate in 1957, makes the Tatars' pains more understandable. They had faced too many exiles throughout Russian rule, therefore when asked to narrate exile, they need clarification about which one (Uehling, 2004). The returning Tatars have faced not only material hardships in their own lands, but also severe discrimination. In late March 2014, the Crimean Tatars representative body, *Kurultay*, gathered to evaluate the political situation in the peninsula and decide about the fate of the Tatars. But it ended without reaching any tangible decision.

Crimean Tatars, making up slightly more than 12 percent of the Crimean population, were important for the Kremlin to further justify its annexation policy. Even in 1991, Tatar leadership received an offer from President Boris Yeltsin to join Russia in return for being granted the status of Crimean Tatar national autonomy (Shevel, 2014). The Tatars rejected the Kremlin's offer in 1991 just as they did in March 2014 unequivocally choosing Ukraine. They rallied against Russia but their

nonviolent resistance did not play a significant role in stopping the peninsula's invasion. The Kremlin has been in a continuous effort to build a new nation in Russia throughout the independence period (Shevel, 2011). The Crimean events have indicated that the process of nation building in Russia is not complete yet.

Ironically, not all Crimean Tatars enjoyed equal rights with the Ukrainian citizens, since Kiev did not extend the right of automatic Ukrainian citizenship to Crimean Tatars. The Ukrainian parliament recognized Crimean Tatars as indigenous peoples of Crimea only after Russia's annexation of the peninsula (Goble, 2014). Crimean Tatars had hoped that their own system of self-administration, although the Ukrainian government never recognized it, would become a national government some time later. Despite the Kremlin's promises of higher autonomy for Crimean Tatars, they have been facing increasing political pressures on a daily basis in the peninsula after Russia's annexation (Izmirlı, 2014).

4. Discussions and Conclusions

The cases of Russia's Chechnya and Ukraine's Crimea are idiosyncratic but also they have many similarities. The first and most important parallel is related to a sovereign struggle to preserve one's own territorial integrity. The sovereigns, Russia and Ukraine, have a legitimate right under international law to protect their territorial integrity and national unity. Nonetheless, the odd fact is that Russia, suffered tremendously due to the wars in Chechnya, had itself disturbed Ukraine's national unity and territorial integrity. Russia has been a party to both the Chechen and Crimean crises, in which it is in different and opposing positions. Russia's approach has instigated wonders and questions, since the same state cannot be right in two opposite situations of the similar cases.

Russia has tried to justify its Crimean policy through referendum, even though it was held under force and Crimean parliament's request about reunification with Russia, ignoring the national parliament in Kiev. It is no secret that the Kremlin put this scenario into life to justify its *power politics*. However, the Kremlin did not respect the true popular elections in Chechnya such as the 1991 referendum that confirmed Johar Dudayev as President of the Chechen Republic of Ichkeria and the declaration of Chechnya's independence. Russia had made a number of attempts to terminate the elected pro-independence Chechen government forcefully. The Kremlin chose to go to war when Moscow was not successful in destroying a free and self-governing Chechen government in Grozny. With the onset of the *Second Chechen War* in 1999, Russia eagerly went to war to restore its unity without caring about civilian casualties, devastating cities and towns, and dying Russian soldiers. The Kremlin had tried to justify its use of force by its rights to restore the constitutional order, national unity, and territorial integrity.

Russia's use of power politics has not stopped in Crimea. While the events in the peninsula were hot, the Kremlin gave a green light to the Russian separatists in Eastern Ukraine to initiate a new conflict situation. Obviously, Russia has been managing both the cases with its use of hard power. The Kremlin has been pressurizing in the Eastern Ukraine to distract attentions from Crimea. At the same time, Russia is demonstrating its power and assertiveness to the former Soviet countries to have them comply with the Russian policies in the region.

Russia has resorted to power, which not only is about using brute force but also creating pro-Russian forces and clandestinely supporting them, which is the case in both the situations. In Chechnya, the Kremlin has used its resources generously to create pro-Russian Chechen forces and eventually consolidated its power in Grozny through them. In Crimea, Russia used the local Russians to fulfill its political aspirations and to that end used vast resources. By using its power Russia likes to create no war, no peace situations in different regions that offer the Kremlin more leverage to reach its political objectives. The principles of national unity and territorial integrity are important to the Kremlin when they are needed for Russia. When it comes to others, it seems, Russia does not care much and violates those principles by using its hard power, which is a legacy of the Soviet Union.

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The Influence of Holistic Scoring of Students' Assignments on Their Motivation and Second Language Acquisition

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Abstract

'The process of writing is a process of thinking and discovering things. Writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. (Pedagogical writing course reader, pg. 302) We as teachers should pay attention to all of the aspects of language acquiring and we should try to use many methods and strategies in order to help the learners as much as possible to acquire the language and to be always high motivated to do it. Evaluation is the most difficult and complicated part which the teachers should involve successfully in their teaching. Keeping in mind this importance I decided to make this research proposal in order to search for the most appropriate methods of evaluation and also to support my believes that holistic scoring is a very motivating and helpful method which helps students to acquire the language easily and more effectively. 'Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. It requires readers to evaluate the work as a whole, while considering four elements: focus, organization, support, and conventions. The holistic scoring method is based on the theory that a whole piece of writing is greater than the sum of its parts. With this method, essays are read for the total impression they create, rather than for individual aspects. 'The aim of this research is to confirm that this is one of the best ways of scoring which has positive and encouraging effects on learners' language progress; and it would help me to know better the advantages and disadvantages of its use which will help me to know precisely when and how to use it in my teaching.

Introduction

Second language learning and teaching is a process that needs special attention and planning. Developing all the aspects of the language as speaking, reading, listening and writing is the most difficult and important part of acquiring the second language successfully. All the aspects are very important and all of them have a significant role in the process of learning. As I have mentioned before and according to the author of the Pedagogical Grammar course reader 'the process of writing is a process of thinking and discovering things. Writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It involves the number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language learners. (Pedagogical writing course reader, pg. 302)'

In order to teach writing as effective as possible, we as teachers must pay a great attention to using the best methods and strategies to succeed. Evaluation is a very important part of the language teaching and learning. The measurement of how much and on what way the students develop their skills is one of the most important factor **which influence the second**

¹ (<http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vqnextoid=ef5caf5e44df4010VqnVCM10000022f95190RCRD&vqnextchannel=2b167f95494f4010VqnVCM10000022f95190RCRD>)

language learning. According to the author of the course reader, the primary objectives of evaluation should be 'long-term improvement and cognitive change' of the students. Also, the author emphasizes the dilemma about what to evaluate in the written work, should that be the accuracy or fluency of the expressed thoughts. (Pedagogical writing course reader, pg. 302)

The holistic scoring is a very motivational and helpful method of evaluation, because it is a kind of slight criticism of the writing assignment, concentrating the critics on the overall text quality and not stuck at each mistake individually.

"Since, in holistic scoring, the entire written text is evaluated as a whole, it is important to establish the specific criteria upon which the evaluation is to be based prior to undertaking the evaluation. This does not mean establishing a catalogue of precise individual errors that might appear, but rather deciding what impact the errors that are present have on the overall tone, structure, and comprehensibility of the writing sample" (Terry 1989: 49).

'Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. It requires readers to evaluate the work as a whole, while considering four elements: focus, organization, support, and conventions. This method is sometimes called focused holistic scoring. In this type of scoring, readers are trained not to become overly concerned with any one aspect of writing but to look at a response as a whole. The focus of it refers to how clearly the paper presents and maintains a main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information. Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers to (1) the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements. Support refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear. Conventions refer to punctuation, capitalization, spelling, and variation in sentence used in the paper. These conventions are basic writing skills included in Florida's Minimum Student Performance Standards and the Uniform Student Performance Standards for Language Arts. Papers representing the higher end of the scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.' (<http://www.flboe.org/asp/fw/fwaphols.asp>)

The main aim of this research proposal is to show the positive effects of the holistic scoring to the students' language acquisition and to their motivation. Also, the results of the investigation will encourage the teachers and facilitate the whole teaching learning process.

Research Methodology

This action research is done at International University of Struga. I am teaching three different levels: pre-intermediate, intermediate and upper-intermediate level. The students are mostly 18-19 years old, first and second year university studies. These students are the experimental groups from whom will be taken the information about how much the methods used were successful or not, what are their effects into their writing and language skills. I collect the data for this research in accordance with the advices given in the course reader and also my own methods in order to get a clear idea of what to use in my teaching, and how often and for which purposes to use holistic scoring into my teaching classes.

In order to gather information about how the holistic scoring affects the students writing and language acquisition in general I make a few experimental exercises with the students. As a first exercise in my writing class I ask my intermediate group students to write an essay on the topic 'If I were the president of the country I would...' Then I collect their writings and evaluated them holistically. At the end of each paper I wrote my general view over the essay and gave them some useful advices how to rewrite it. The next class, I asked them to read the evaluation and to try to rewrite it. At the end of the class I develop a class discussion about how much this kind of scoring help them when they were rewriting the text.

Another activity that I made in order to make my research was that I asked my pre-intermediate group to write an essay on the topic 'A person that I admire to' for 54 minutes of the class. After that I mixed up the writings and share the students'

work with their friends. I gave to each student a list of characteristics of holistic scoring and asked them to evaluate their friends' paper regarding their overall view of the paper as relevance of the sentences, incoherence, whether it is well organized and developed, whether it is detailed enough. After that the students were supposed to rewrite the paper and to send me the final draft on e-mail. I checked and evaluated their final drafts. The next class we were discussing the effects of the holistic scoring peer feedback.

Research Results and Discussions

The results of the holistic scoring effect were nearly the same as I was expected them to be. The results of the first activity that I did with the intermediate class, comparing the second draft of the students with the first one show that the second one was really different from the first one. My holistic scoring and the advices given there resulted to be very helpful for the students to gather and structure the information to the essay. They were more careful on the grammar and spelling mistakes, they were really careful when choosing the vocabulary in order to be well understood, they were more careful when structuring the essay, they were using more details when explaining or supporting their positions and ect. I might say that these effects and influence on the writing were noticed at the 80% of the second drafts. This was claimed by the students also, when we were doing the class discussions. They told me that they were feeling more confident and they were highly motivated when reading the holistic scoring notes. On this way they said they feel that the teacher has figure out their weaknesses and he/she found a way how they can improve it by giving the advices. According to their class discussion, they emphasized that the scoring was really helpful and highly motivational for them.

On the second activity where they were supposed to check their friends work by following some holistic scoring characteristics, the students get a clear idea of what that means by thinking what to evaluate, what kind of advice they could give to their friends and ect. This activity raised the communication in the class as well as the student-student cooperation. So, at the same time the students were improving and developing their writing, speaking and reading skills. They were developing all other aspects of the language learning by writing, which of course is the main aim of the teacher, also.

Reflection

As I said before the main aim of this research proposal is to show the positive effects of the holistic scoring to the students' language acquisition and to their motivation. The activities done in the research helped me to get a general idea of where and how to use the holistic scoring in my teaching. What the author of the Pedagogical Grammar course reader book mentions, and with which I totally agree, is that the second language learners make accuracy mistakes while writing. The teachers should take them positively, because according to the author, the students are making these kinds of mistakes influenced by the native language transfer, overgeneralization, and difficulty level. The students are trying hard to learn the second language, and that is why they make mistakes.

What I really like and use in my teaching is combination of the most of these ideas given in the book. I consider the holistic type of grading as a very effective and encouraging way of evaluating. I really accept the idea which says it is normally for the second language learners to make accuracy mistakes-which I don't think that should be ignored, but I think they should be taught slowly but effectively. By grading generally the whole idea, the students will be more motivated to write, but having in mind that they must pay more attention to accuracy for the next time. I also think that the type of evaluation depends on what are we teaching, depends on the level of students, and some other important factors.

I prefer and use holistic type of grading especially for the pre-intermediate and intermediate level second language learners. The students are really making a good progress in their writing, by emphasizing the communicative purpose of the ideas, added with the hidden idea of raising the attention to accuracy. Their English language level makes them to have difficulties while expressing their ideas, so that is why I used the holistic type to motivate and support them. By the time I start to put some correction of grammar nature, so they would start to think of how to express their idea more clearly.

As a conclusion I might say that I would recommend to all the teachers to use the holistic scoring writing assignments, keeping in mind the positive effects of it to the students' learning progress, explained in my research.

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Socio-Economic Conditions and Challenges of the Modern Living of the Old People in Terms of Contemporary Social Care in Republic of Macedonia

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Abstract

For many people the pensioning is a new condition as well as new challenge fulfilled with many news and uncertainty. The fact that the work lifetime is finished, involves him in a totally unknown and new situation, a challenge which leads to cancelling of all that have fulfilled their lives till then. The person at that age must face up with the truth that his work abilities are getting weaker and it is the right time to retire and leave the workplace to the younger generation. Oftentimes the challenges in the old people life are with negative connotation, followed with feeling of confusion, consternation, inferiority, decreased self-confidence and high sentimentality in relations with the other people. Also, the conditions of pensioning are followed with new problems which must be overcome. The main aim of this research paper is to investigate the conditions and challenges in the modern living of the old people in terms of contemporary social care in Republic of Macedonia. In the investigation of the social care of the old people, we treated the organized and spontaneous forms, acts and activities which reflect the quality of living of the old people. In the investigation are included 600 participants above 60 years old with stratified example in appropriate relation by age and gender, place of living (Skopje, Kumanovo, Kicevo and Strumica) and ethnicity, and at the same time the example is designed based on the institutions where the investigation is completed. The findings on the status and challenges of the aging are based on the strive for the realization of progressive approaches, legislation, programs and strategies to improve the lives of the old people. The main aim of this research is gaining knowledge and challenges in contemporary life of the old people, especially in terms of social care to create conditions, guidelines and bases for an organized approach.

Introduction

The old people represent a big and according to many things special category of the population. For many people the period of aging begins with the pensioning. It is a significant change in their lives, because it comes rapidly to a stop of the everyday life and work which has lasted for years and more for decades. During this period the life and work of the old people had a particular order of happening, they get up in a particular time, go to work at a particular time and they organized regular activities in the environment. For all that time they communicated with known group of people, related to the workplace. In that environment the person had built own position, reputation and relations with the colleagues with whom he become related with on some way. He shares the common problems with them; he shares the good and the bad, built common interests, conscious that he is an important part of the working environment, indeed he contributes with his work not only for his personal but also for the social good. With the pensioning, respectively the third age starting, the person must quit many things which had fulfill his everyday life, he must separate forever from that environment, leave it forever.

For many people the pensioning is a new condition as well as new challenge fulfilled with many news and uncertainty. The fact that the work lifetime is finished, involves him in a totally unknown and new situation, a challenge which leads to cancelling of all that have fulfilled their lives till then.

The person at that age must face up with the truth that his work abilities are getting weaker and it is the right time to retire and leave the workplace to the younger generation. Oftentimes the challenges in the old people life are with negative

connotation, followed with feeling of confusion, consternation, inferiority, decreased self-confidence and high sentimentality in relations with the other people.

Also, the conditions of pensioning are followed with new problems which must be overcome. Those problems come from different recourses, firstly from the psychological adaptation in the new role in the family as well as in the society, the need of better dedication to the health problems, the need of knowing appropriate law regulations which regulate his right as a pensioner, the need of introducing the system of social protection of the old people and etc.

In our research paper we decided to investigate the conditions and challenges in the modern living of the old people from an aspect of contemporary social care in Republic of Macedonia. In the investigation of the social care of the old people we treated the organized and spontaneous forms, acts and activities which reflect the quality of living of the old people. In that relation they are dependent of the place of living of the old people, the service accessibility and the institutions for social care and protection (clubs, centers, advisories, nursing and retirement homes), the life education and the information technology, legal regulations and etc.

In the investigation are included 600 participants above 60 years old with stratified example in appropriate relation by age and gender, place of living (Skopje, Kumanovo, Kicevo and Strumica) and ethnicity, and at the same time the example is designed based on the institutions where the investigation is completed as: in the premises of the registry ambulances (280 participants, respectively 47%), clubs and daily centers (155 participants respectively 26%), retirement homes (60 participants respectively 10% of the sample) and nursing homes, state and private (105 participants respectively 18%). In the research are inquired 600 old people older than 60 from the both genders.

1. Socio- economic conditions

The socio-economic conditions of the old people are very important indicators in this research. From many indicators characteristic for the old people we decided to investigate three of them which are part of three basic components in terms of place of living, the existence and the services. In the frameworks of these criteria are investigated the following indicators: who the old person lives with, cutting the family budget distribution and the services.

The socio-economic conditions are objective indicator of the quality of living of the old people, not only in terms of the current condition, but also there are built the challenges as basic parts of the appropriate forms and content demand.

1.1. Who the old people live with

Investigating the condition who the old people live with there are proposed five indicators: alone, with the husband/wife, alone with the children, with the husband/wife and the children and others (brother, sister, nephew). The data of this research are presented in table no. 1. 1 Old people by age and gender and who the old people live with. From the presented data it is clear the biggest percent of the old people, around 35%, live alone, out of who the males and females are nearly with the same representation in percents. The females from 70-79 years are representing 10%, which shows us that an important percent of the females live alone so we guess that they face up serious problems from different aspects. Also, nearly similar percent of the old people live with the partner or alone with the children (around 23% and 20%). With the partner and children live a small percentage of the old people. These environments are characteristic for the younger age of the old people which emphasizes the fact that the old people of early aging are very helpful in the family by finishing important functions in the family life realization.

The table shows that the highest percent of the old people live in families. This confirms our hypothesis that despite the decreased role in the family the old people still decide to live in the family.

The lowest percent of the old people live in family with close relatives which show that the biggest number (around 60%) decides to live in a community despite the individual living. Despite the crisis in the modern family, the family was and always will be basic cell of the social living of the person, due to that of the old people too.

Table no. 1. 1: The old people by age and gender and who they live with

Old people by age and gender										
		60-79		70-79		over 80		Total	Total	
		M	F	M	F	M	F	M		F
		f		f		f		f		f
		%		%		%		%		%
		Alone		25	30	40	59	25	30	90
	4,16%		5%	6,66%	9,83%	4,16%	5%	15%	19,83%	34,83%
With the partner		41	30	35	10	10	10	86	50	136
		6.83%	5%	5,83%	1,67%	1,76%	1,67%	14,34%	8,33%	22,69%
Alone with the children		5	26	30	20	15	25	50	71	121
		0,83%	4,33%	5%	3,36%	2,5%	4,16%	8,33%	11,83%	20,16%
With the partner and the children		30	25	20	11	10	10	60	46	106
		5%	4,16%	3,36%	1,8%	1,66%	1,66%	10%	7,66%	17,66%
With, others, brother, sister, nephew		10	5	3	8	0	2	13	15	28
		1,66%	0,83%	0,5%	1,33%	0%	0,33%	2,16%	2,5%	4,66%
Total		111	116	128	108	60	77	299	301	600
		18,5%	19%	21,3%	18%	10%	12,8%	49,8%	50%	100%
		227		236		137		600		
		37,83%		39,34%		22,83%		100%		

The data visible in Table 1. 1 Old people by age and gender and who the old people live with despite the table presentation are open to more detailed statistic analysis in order to objectively confirm the theory of the hypothesis.

Statistic indicators of the sample

Symbols	χ^2	C	N
Values	107,607	0,389	600

Statistic indicators of the theoretical values which helped the examination

Symbols	Df	P%	theoretical χ^2
Theoretical values	8	5	15,31
	8	1	20,09

The dimension of χ^2 and the contingency intensity show that there is an important statistic relation between the old people and the proposed forms of who they live with.

It is an interesting finding that came up from our research that the biggest number of the old people during the period of preparation for the aging were thinking of living alone or with the partner, but when they are facing up with the reality which comes with the age they accept that living alone or the loneliness is the most likely form of quality living. Regardless the quality of living of the old people in the family, they are easily adapting to this form of living.

1. 2. Cutting and distribution of the total incomes

While distributing the total incomes the old people own very often they are obliged to stretch the total income from 1st to 1st, at the same time giving efforts to do that. They, with the relatively modest pensions, are faced up every day with the increased life costs and almost all of them are obliged to be very careful in total incomes distributing, especially in terms of giving up from the basic life needs.

Regarding the previous mentioned we consider as very important to present a table for cutting during the total income distribution respectively the pension they have. Also we considered as very important to emphasize that the old people who live in families (and they are happy about this), often use their pension to pay the overheads, and very often they are not allowed to manage alone the rest of the sum because their children do that instead. Related to this we considered as very important to investigate what are the things they skimp on respectively they give up when spending money for existence. In this direction we considered as useful to emphasize, once again, that cutting the total income distribution does not mean no paying the overheads and the other expenses, but firstly to concentrate on saving, respectively separating minimal finances for satisfying the basic life needs. The results of the research are presented in Table no. 1. 7 the old people by age and gender and what are the things they cut when distributing the total incomes.

In the table, the attitudes of the old people are divided in three adult categories, because we considered that the adulthood has a huge influence on the capabilities of the old people in managing their own total incomes. Also we considered as very important to analyze and investigate the basic indicators when distributing the total incomes and we decided for the overheads, food, medicines, clothes and furniture, culture and communication.

Table no. 1. 2: The old people by age and gender and what are the things they cut when distributing the total incomes

Old people by age and gender											
What are the things they cut when distributing the total incomes		60-69		70-79		over 80		Total		Total	
		M	F	M	F	M	F	M	F		
		f			f			f			f
		%			%			%			%
	Overheads	44	73	42	4	54	20	140	97		237
		8,88%	14,74%	8,48%	0,80%	10,90%	4,04%	28,28%	19,59%		47,87%
	Food	40	60	52	40	30	40	122	140		262
	8,08%	12,12%	10,50%	8,08%	6,06%	8,08%	24,64%	28,28%		52,92%	
Medicines	30	20	20	15	11	80	60	53		113	
	6,06%	4,04%	4,04%	3,03%	2,22%	16,16%	12,12%	10,70%		22,82%	

	Clothes and furniture	80	92	100	80	43	64	223	236	459
		16,16%	18,58%	20,20%	16,16%	8,68%	12,92%	45,05%	47,96%	92,72%
	Culture and communication	95	48	80	60	95	52	270	160	430
		19,19%	9,69%	16,16%	12,12%	19,19%	10,50%	54,54%	32,32%	86,86%

By hypothesis that from the spending, often subject of saving, respectively cutting, when distributing the total family incomes, a significant percent of the old people, 78,87%, declared that they maximally saved in the overheads, example they prepare food two or three times a week, use cheaper electricity, are modest in spending water, and other expenses where possible.

Related to the food a high percent of the old people declared that they save on food, use cheap products, some of them with expanded deadline, and to buy few minutes before the shops are closing because they expect cheaper prices (52,92%).

The old people also save on medicines despite the fact that their health is at risk respectively they get chronic illness and it is necessary to get the medicine. Despite the conscious health policy which allows relatively cheap and available medicines for most often illnesses of the old people, however 22,82% declared that the cut in buying medicines respectively they are not able to buy them. In table no. 1. 2 The old people by age and gender and what are the things they cut when distributing the total incomes, it is very clear that the highest percent of cutting of the total pensioning income is related to the impossibility to buy clothes and furniture, 92,72%, and also for cultural organizations and communication so this percentage is 86,86%. This indicator is relatively high from one side, and because of inability of the third category to participate, but also the indicators from the second category are important.

This percentage is not highly represented relating to the public transport, because it was organized to have it four times a week. The research shows that a big percent of the old people save on the public transport during the days they must pay. In this direction, analyzing the whole data in the table and the diagram, we can conclude that the old people are continuously cutting the total income of the pension, so they save on many necessary and important things that make the life of the old people more secure and fulfilled with pleasure and satisfaction.

1.2. Services

The modern way of living decreases the scope of the traditional relation with the old people by the family, against the legal obligations and duties. More and more, the modern living conditions impose the need of including the state in many forms of the social care. Respecting the need of the old people to live in their own home (as long as possible), we considered as important to investigate the types of services which are realized in the old people's homes in terms of their availability and accepting by the users. The data of this need investigation is presented in Table 1. 3 Age and gender of the old people and the types of services. Basic indicators of the services for the old people are: addition to cash compensation for assistance and care of another person, help at home (Red Cross, etc.), private service engagement, service delivery of food and transportation. The results gained and the answers of the old people are presented in table with numbers and percents, and also in diagram for more clear view of the proposed indicators. In the table we can see that the biggest percent of the old people (100%), from Skopje use the public transport as a service. In that direction it is very important to emphasize that this step of the country is accepted with a great pleasure by the old people, not only to use the free time, but also to complete some personal everyday needs, duties and etc.

This pleasure the old people express not only in mutual discussions, but can be seen from their smiling faces when riding the bus. In terms of other services we can notice that financial compensation for care of another person with 22. 22% and private service engagement with 16. 16% in a relatively small percentage are represented in the lives of the old people.

However it is important to emphasize that despite the large need of the old people for help at home is very poor realized mostly by short projects of the civic associations. A possible reason for the difficulty of the implementation of this service lies in the poor information and preparation of the old people to accept this form, because basically they are often suspicious

and reluctant to accept a stranger into your home, even for their direct benefit. A serious problem of the old people in the second, and even more in the third age group is the need for grocery shopping and preparation of daily meals.

Table no. 1. 3 Age and gender of the old people and types of services

Old people by age and gender										
Types of services		60-69		70-79		over 80		Total	Total	
		M	F	M	F	M	F	M	F	
		f		f		f		f		f
		%		%		%		%		%
	Add. to cash comp. for assist. and care of another person	5	10	15	25	35	20	55	55	110
	1,01%	2,02%	3,03%	5,05%	7,07%	4,04%	11,11%	11,11%	22,22%	
Help at home	2	3	12	15	8	8	32	26	58	
	0,40%	0,60%	2,42%	3,03%	1,61%	1,61%	6,46%	5,25%	11,71%	
Private service engagement	0	3	23	28	12	14	35	45	80	
	0%	0,60%	4,64%	5,65%	2,42%	2,82%	7,07%	9,09%	16,16%	
Service delivery of food	0	0	3	0	4	5	7	5	12	
	0%	0%	0,60%	0%	0,80%	1,01%	1,41%	1,01%	2,42%	
Transportation	104	110	105	80	38	58	247	248	495	
	21,01%	22,22%	21,21%	16,16%	7,67%	11,71%	49,89%	50,10%	100%	

So far, in our country does not find useful and immediate, massive, reliable delivery of groceries and eating in the homes of the old people.

Although several supermarkets realized preparation and sale of ready meals (which is a positive step), we find that from one side it is still expensive for the low pensions of the old people and on the other side the facilities to purchase such products are distant from the place of living, and it makes it more difficult for the old people to access them.

Statistic indicators of the sample

Symbols	χ^2	C	N
Values	10,128	0,248	165

Statistic indicators of the theoretical values used for the investigation

Symbols	Df	P%	theoretical χ^2
Theoretical values	4	5	9,49
	4	1	13,28

The χ^2 size and intensity of the contingency show that there is a significant statistical relation between the old people and the types of services offered.

Within these stores are included the delivery services to home consumers, but the scarcity of food and the percentage required for delivering food to prevent the old people use this form of service. In terms of this presentation we can conclude that despite the high demand for these services are not enough realized in the life of the old people and require serious efforts from the government and NGOs for directly strengthening the old people in the realization of this form.

Conclusion: The findings on the status and challenges of the aging are based on the strive for the realization of progressive approaches, legislation, programs and strategies to improve the lives of the old people.

The main aim of this research is gaining knowledge and challenges in contemporary life of the old people, especially in terms of social care to create conditions, guidelines and bases for an organized approach.

In the context of all of this is made the central hypothesis of socioeconomic conditions of the modern living of the old people affect the policy of social care.

Testing this hypothesis is based on the analysis of the three main indicators in three main components and includes the basis of the conditions of the modern living of the old people.

The research confirms the importance of the basic hypothesis, respectively that the socioeconomic situation in living elderly affecting social care of the old people.

The highest percentage of the old people living in family groups, which confirms the theory that despite modern changes the old people are determined to live in the family.

It is very interesting that the research, in which the old people during the period of preparing for the aging imagine living alone (respectively with the partner), however when they enter the aging, the independent living (or loneliness) is least wanted form of quality living. Existential condition- in this term, the research also showed that the situation of the old people is characterized by keeping modest life. A significant percentage (78.8%) of the old people cut overhead, preparing cooked meals two to three times a week, using cheap electricity, take care spending water other costs within their capabilities. The old people also cut into buying medicines, keeping in mind that this cost occupies a large part of the family budget.

The benefits of the city and intercity transport (bus, train) significantly facilitate the condition of life, but on the other hand using taxi services for emergencies is rarely available, because it is expensive.

The services implemented in the home of the old person such as: helping the old person, private service engagement, service delivery of food, public health nursing, are services that facilitate the home living. However, the research also showed that they are present in relatively small percentage. Possible reasons for the difficulties in the implementation of services can be enumerated in the insufficient organization of social care, lack of information for direct work with the old people, the government and NGOs for accepting, because basically they treat with distrust and suspicion the unknown person in their home.

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The Albanian School Facing the Difficulties for an Education Close to the Needs of the Children with Special Needs.

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Abstract

The inclusion in education, is defined as the most favorable mean that creates the equal opportunities in education for all the children, with or without disabled abilities. The increase of the number of children with special needs and especially with those with autism within the classes, but this is followed with new challenges for the teachers of the inclusive classes in the Albanian schools. The problems of the teaching task of the teachers in these classes are a lot, but to minimize them the teaching process worldwide is paying too much favorable space by analyzing and orientations to make these problems a bit slighter. This research aims to be an empirical survey, while from its nature and condition to be qualitative. For the collection of the datas and statistics are used observations, interviews and focus groups. And as for the target group are considered the classes and the teachers that have in their members students with autism.

Keywords: *the differentiated teaching, suitability, inclusive classes.*

Introduction

In the Albanian reality, some of the causes that influence and make some classes face some difficulties are:

- The existence of more than two students with special need within the class (cases when in the class are included even students with special needs without being diagnosed or being diagnosed but the parent this fact);
- The great number of students (35-40) within a class together with the existence of the students with special needs ;
- The lack of cooperation school-family-children (cases when the parent denies the limitation of the child). The awareness of the parent to accept that his child as he or she really is and the exact diagnosing of the child for the symptoms that he demonstrate since the early childhood. The fact that the parent does not accept the reality of his or her child hardens the work of the teacher because in this way the cooperation of the teacher -parent in these cases is very necessary;
- The supply of the students with special needs with IEP, makes it difficult the intriguing role of the student in the educational process even the work of the teacher for a differentiated teaching and well-planned.
- The work of only one teacher in the classes where are integrated these children makes it difficult to teach not only for the students with special needs but even for the other students as well.

The interference and the improvement of these elements will bring about a distinguishing influence in the efficient teaching process these classes, because this is one of the priorities that makes the Albanian education face the new challenges in the reality of the Albanian schools. in.

Teaching in these classes needs its suitability according to the needs and the abilities that each student possesses in order to study. But this suitability should have a scientific base and teaching should be more and more efficient.

Literature review

The rate of belief¹ on the teacher in the integration of the students with special needs in the educational process noticed in the Albanian education, defines the level of success in the inclusive program. This rate of belief on the teacher is influenced from the perception that the teachers have in this integration, from which depends the success or not success of the inclusion, but claiming partly for the integration of the children with hard limitations.²

The willing of the teachers for a teaching too close to the needs and the abilities that the students have got³, requires a total engagement and a devotion of; creative thinking and effective strategies in the class in the way that this participation in the Albanian education needs the involvement of all the teachers regarding the knowledge of all the Special Abilities in order to suit better and efficiently the techniques and the teaching methods in these classes based on the contemporary technology (if the class is equipped). Taking into consideration all the techniques and practices of the other countries which is so supportive for the teacher of the class where these students are included, but it is too supportive even for the students with special needs where this student is shown accompanied by the special teacher and at the same time other support compared this with the Albanian practice in these classes where the reality is something different, the students with special needs are not accompanied by a special teacher.

The methodology of the research

This research is a qualitative research, where step by step will be shown its components. They are: the methods of selection of the participants in the research; guide of the interview; the participants of the research,⁴ and the focus-group; the method of the registration of the data and the analysis of the data collected (from the interview and the focus-group).

The question in the research:

- To what degree is the rate of the belief and the attitude of the teachers concerning the possibility and the abilities that they have regarding the inclusion of the students with special needs in their integration in the teaching process?
- Do the ways of evaluation of these students influence in the softening of the problems that this integration offers?
- Does it seem efficient to suit the teaching process with the abilities and the needs of the students with special needs in the inclusive classes?

As the intention of this research is the exploration of the phenomenon in a much deeper scale (and not the creation of a representative statistical variable), to select the participated teachers in the interviews half-structured and the participants in the focus-group is used the method of the variable with intensity (this has to do with the selection of the cases that are strong representative of the phenomena that is going to be studied. In a concrete way the variable was focused on these schools where the number of the students with special needs was considerable. The data on the wide spreading of the students with special needs within the schools were taken from the statistical office of the Educational Regional Office of three regions: 1-Tirana; 2-Durrësi; 3-Berati.

The variable for the interviews were based on three schools of the three regions where are involved 51 teachers.

¹ Prakash, S.S. (2012). *Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers' Attitudes*. Prakash. Vol. 23, No.3, p 90-103.

² Subban, P & Sharma, U. (2005). *Understanding Educator Attitudes Toward the Implementation of Inclusive Education*. Monash University, Melbourne, Victoria, Australia.

³ Villa, R. A, & Thousand, J. S. (2003). Making Inclusive Education Work. *Teaching All Students*, 61(2), 19-23.

⁴ Matthews. B, & Ross. L. (2010). "Metodat e hulumtimit", Udhëzues praktik për shkencat sociale dhe humane, Botim i CDE, Tiranë/Albani. Fq. 218-233.

In the same way it is acted even for the organization of the focus-group where are involved teachers of the public and non public schools that have in their classes students with special needs or who had experienced teaching in classes where students with special needs were included. There were about 16 participants.

To collect the qualitative datas it is created a half-structured interview.

The main target of the interview was to collect a wide information in connection with the problems that is faced the inclusive teaching in the classes of the three schools. The interview consisted of 5sessions and this is used to let the interviewees to organize their answers. The interviewees was created the possibility to express "suggestions" or "renew" that they think about an efficient teaching in the classes where there are students with special needs.

The method of analyzing the qualitative data.

For the questions of the research was performed the thematic analysis. The following table shows in a collected way: Topic; Categories-Sub/Categories.

Table 1: The theme analysis for the questions of the research: Topic; Categories-Sub/Categories.

Topic 1: The attitudes of the teacher towards the inclusion of the students with special needs. ;	
Cat. 1: -The state of the students with S. N in the class. (F. 2);	Sub/Cat. 1-Stusents appear diagnosed and associated by the medical record/personal file;
	Sub/Cat. 2-Diagnosed students but without the declaration of the parents at school about the medical record /personal file;
	Sub/Cat. 3-Students at school appeared not diagnosed.
Cat. 4: -Suitability of teaching procees according to the programs in the inclusive classes.	Sub/Cat. 1-Suitability of teaching with the program in the Preschool Level.
	Sub/Cat. 2-Suitability of teaching with the program in the Grades 1-3;
	Sub/Cat. 3-Suitability of teaching with the program in Grades . 4-5;
Topic 2: Opinions and suggestions on the inclusive education in our schools	
Cat. 1: teachers agrred on the inclusion but with the fulfillment of some conditions;	
Cat. 2: teachers agrred on the inclusion even with the present conditions;	
Cat. 3: Teachers don't agrre on the inclusion;	
Cat. 4: Teachers hesitate to give opinions /suggestions on the inclusion.	

The results of the research

The results obtained from the analysis of interviews and focus-group-t
The interviews conducted with teachers of the three schools were analyzed separately, each of which time the performance of each interview was approximately 10 minutes.

Table with full details about schools in the study for each respondent regarding the custody class, number of students with disabilities that were involved.

Table 2. Data above the participants in the interviewees

Region	School	Nr. of teachers in the preschool program	Nr. of teachers in EL	Nr. Of teachers in total
Durrës	School (1) 'Kushtrimi I Lirisë'	1 teacher	15 teachers	16 teachers
Tiranë	School (2) 'Emin Duraku'	2teachers	21 teachers	23 teachers
Berat	School (3) '1 Maji'	1 teacher	11 teacher	12 teacher
Total	3 Schools	4 teachers	47 teachers	51 teachers

The following table provides information to participants in the focus groups about the position or program that teachers ran: The data were derived served the analysis, which will be developed step by step as set forth in the interview / focus group, which will be argued in detail in the chapter.

Demographic characteristic

Data from flaring experience in teaching the teachers at P. L -dents is significant, as can be seen in the next table:

Table 3. Experience in teaching

Experience in teaching	Interviews (n=51)	Focus-Group (n=16)
Till 5 years	12%	12%
6-10 years	4%	12%
11-20 years	27%	38%
Over 20 years	57%	38%

In relation to the number of students with disabilities school-based, data collected from interviews with teachers of the three schools, emerges a discrepancy between the number of students with disabilities declared by DAR-s offices and the real number of students with disabilities in classrooms. Here's how it appears this situation:

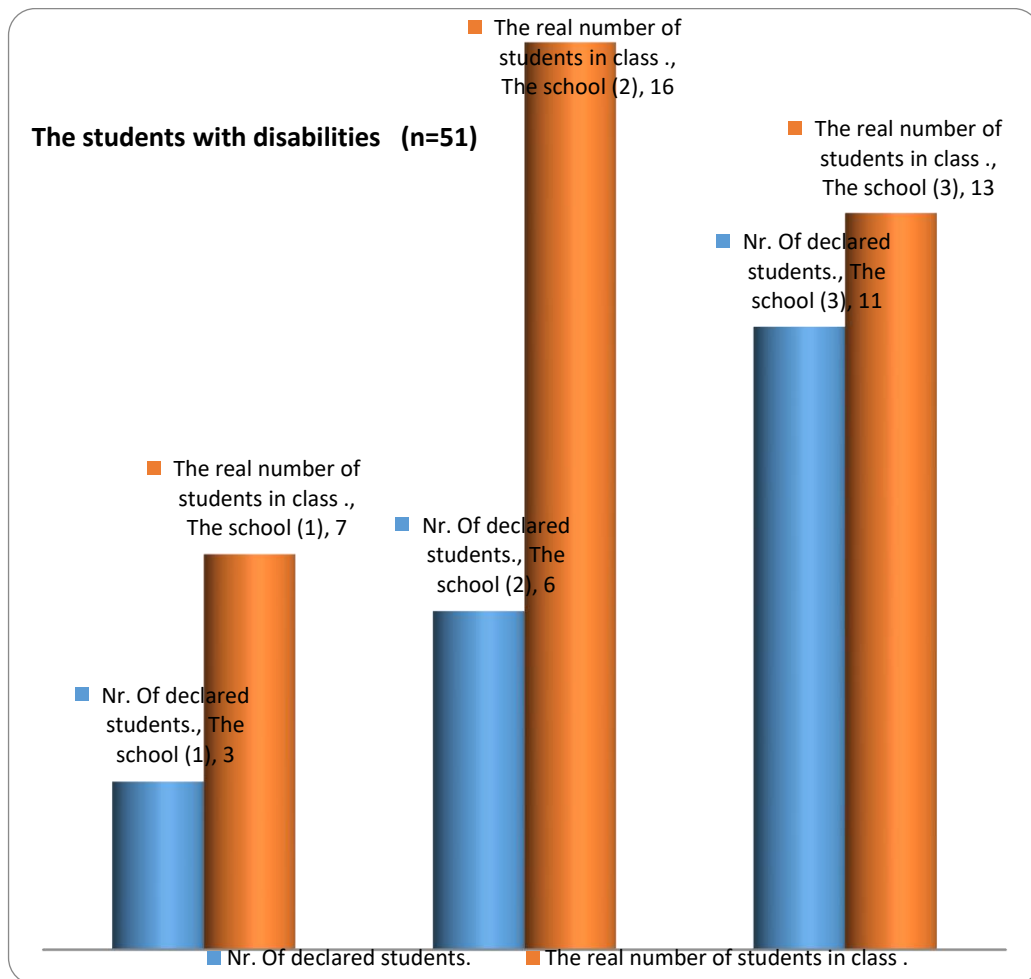


Figure 1: The students with disabilities

Findings from thematic analysis:

How do the teachers' level of trust in the opportunities and skills that they have about the inclusion of disabled students success their integration in teaching time?

Do the evaluation methods of these students, in mitigation of problems that offers this integration at teaching?

Does adaptation of teaching in the skills and needs of disabled students inclusive classrooms

Regarding the first topic on: attitudes of teachers toward inclusion of students with disabilities in the classroom, through the following schedule given this presentation expressed in%:

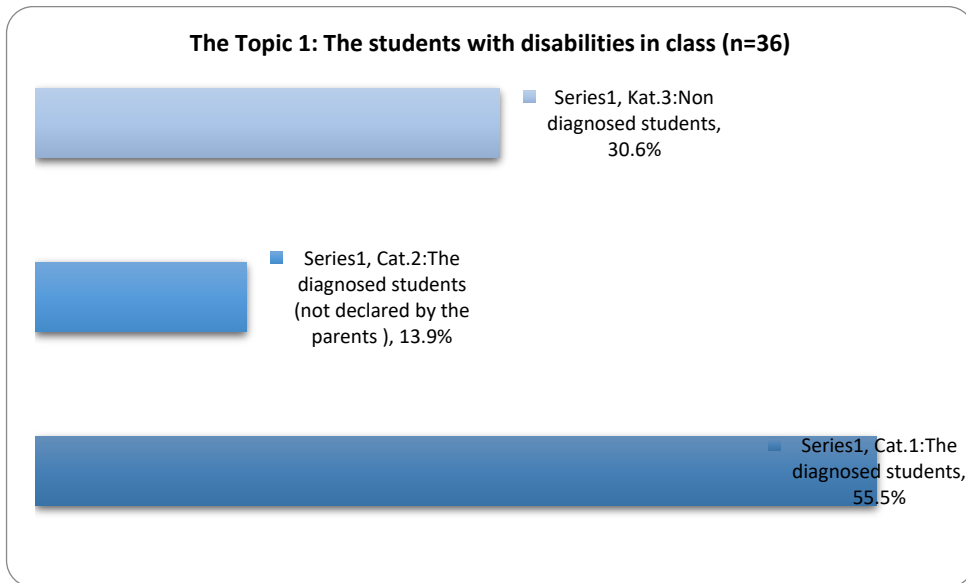


Figure 2. The situation in the class (Topic 1; Cat. 1; Sub/Cat 1-3)

Again, for the first issue, in connection with teachers in their classrooms have students with disabilities for Cat. 2: -way working with students with disabilities identified in Sub / Kat have the results: Under/Cat. 1: - teachers working with students with disabilities Differential with IEP; and Under/Cat. 2: - teachers working with students with disabilities without IEP, have this appearance in %

In connection with Cat. 4: - Adaptation of teaching according to the program, teachers are identified in three subcategories. Under/Cat. 1: -Adaption of teaching preschool program; Under/Cat. 2: Adaptation of teaching in class. 1-3; Under/Cat. 3: - Adaptation of teaching in class 4-5.

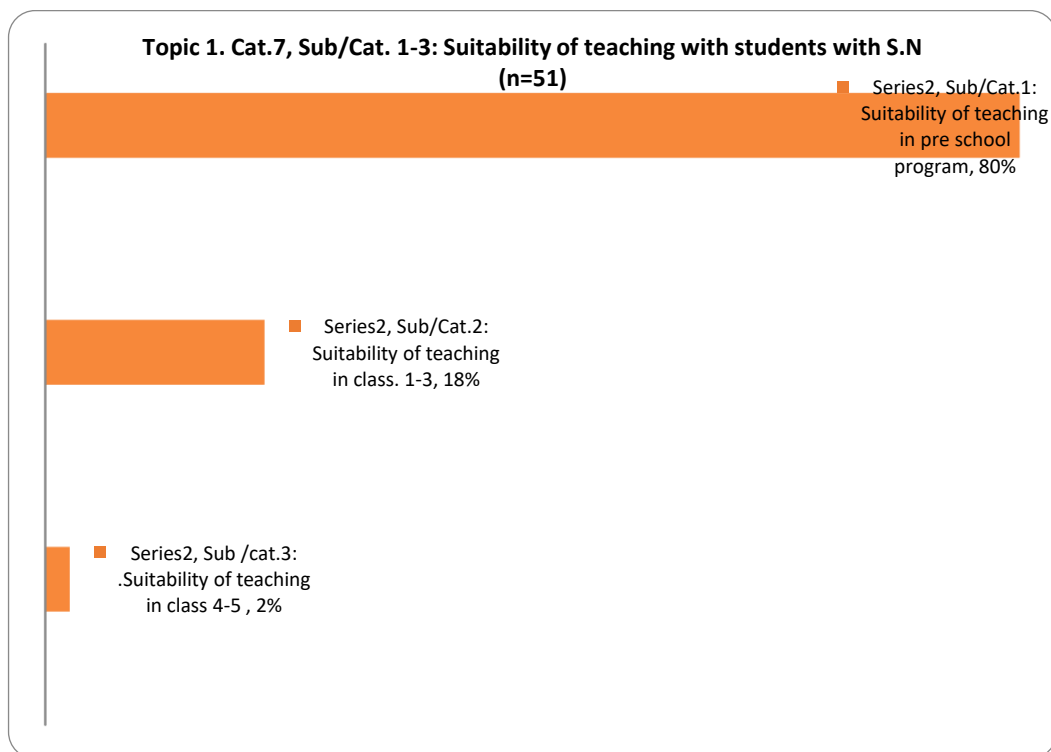


Figure 3. Opinions of the teachers about this suitability

Regarding the second theme, in relation to training for the recognition of Disability and "differentiated teaching" and contemporary, the results for the first category and the second are awarded based school.

For school (1) have this picture: for Cat. 1. - Teachers inclusive classrooms have no such training, 88% of teachers are untrained, accompanied by two sub/floor. relevant: Sub/Cat. 1: -Teachers comprehensive classes are not trained in the adaptation of teaching depending on the restrictions that disabled students and Sub/Cat. 2: -Teachers comprehensive classes are not trained in the use of new technology in teaching for these students. While Cat. 2: - Teachers are trained in inclusive classrooms, where in 13% of trained teachers were identified sub/categories: Under /Cat. 1:

In connection with The topic 4: Thoughts and suggestions on inclusive education in our schools, identified the following categories: Cat. 1: -Teachers accept inclusion but the fulfillment of certain conditions; Cat. 2: -Teachers accept inclusion in today's conditions; Cat. 3: -Teachers do not accept inclusion; Cat. 4: - Teachers are reluctant to provide their opinions/suggestions related to "inclusion" which are reflected in the chart below in%:

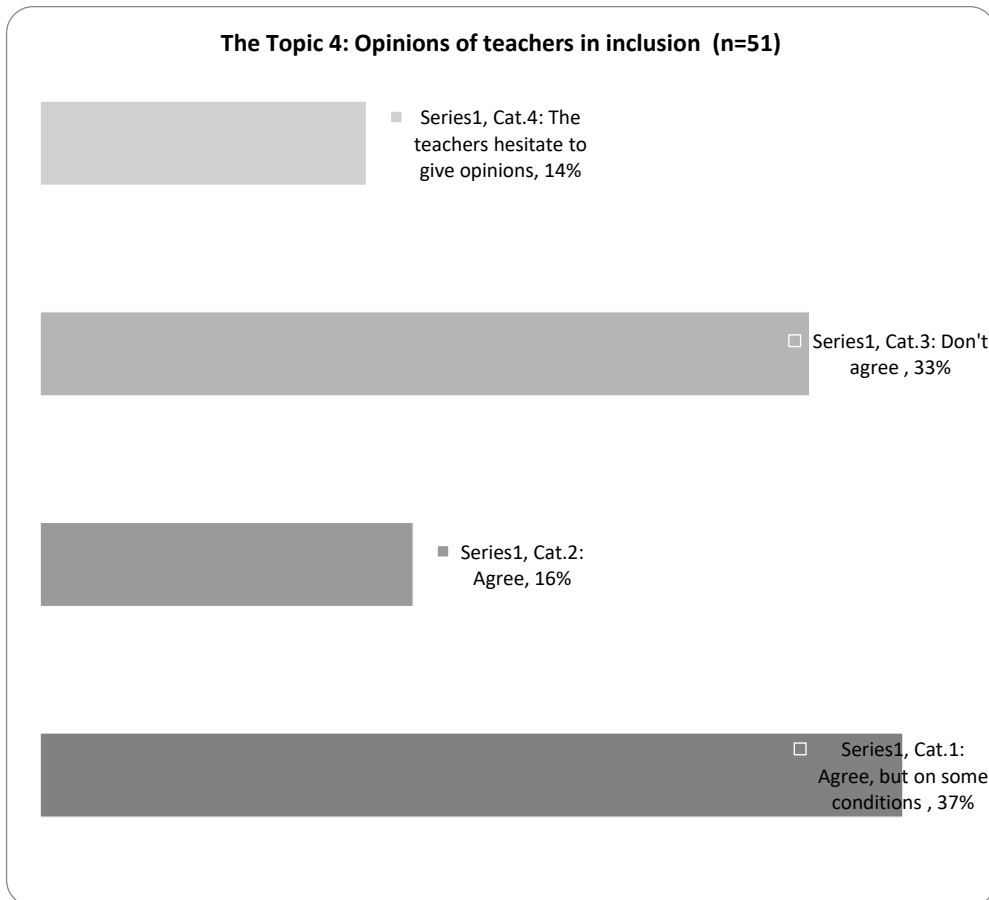


Figure. 4. Opinions of teachers in inclusion

Conclusion

What to fall in eye contact with teachers was that they wanted so much persistent training on the recognition of "Disabilities" and the "Teaching" for its adjustment depending on the capabilities and needs of these students .

Another element that required teachers to be completed was the device or the association of these students with specialist teacher or school psychologist. This "support" that teachers were asked about the "success" that they wanted in connection with the integration of these students in class. 23% of teachers expressed that they were unsupported, while 28% had support from: parent; school colleagues; psychologist or school administration. The rest of the teachers prefer not to provide an answer to this question.

53% of teachers are in favor of inclusiveness but the fulfillment of certain conditions:

- Significant number of students per class (no more than 25-30 students in class);
- 1-2 students with A. K. in the classroom;
- Teacher or teacher support specialist "Disability";

- Support the multidisciplinary team and the school in relation to meeting the needs that may arise during the adaptation of teaching teachers.

While 47% of teachers do not agree with the inclusion of disabled students in general classrooms or showed indifference by not answering.

Positive comments about Kat. 4, where most favored is the adaptation of teaching preschool program, compared with KI. 1-3 and even more difficult is its adaptation for grades 4-5. Relationship between the program and the adjustment goes in the opposite direction, as simple be so easy the program is to adapt and fewer problems also have classes where teaching adaptation is higher.

And about the fourth topic, where the teachers about inclusive education, even those who speak out against those who support inclusion, suggesting the implementation of inclusive education to the fulfillment of certain conditions that require the following classes: - supportive teacher or specialist; - Student with A. K. are not be burdened; - Limited number of students with disabilities (1-2), as also defined in the Normative Clause and multilateral

Recommendations

Recommendation 1. accurate diagnosis of children showing the degree of severity of "restriction", presenting it as well as their disclosure to school, makes teachers more accountable for teaching adjustment in terms of abilities and needs that presents the student;

Recommendation 2. Training on: drafting / s IEP implementation of comprehensive class teachers; on the recognition of disability types and differentiated teaching and the contemporary, makes teaching for those students most well studied in terms of objectives.

Recommendation 3. you include students with A. K. in ordinary classrooms must be accompanied by: supportive teacher / specialist; limited number of students with A. K. class (1-2);

Recommendation 4. Adaptation of teaching depending on the capabilities and needs of disabled students significantly increases efficiency and reduces teaching various problems that these classes.

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Are the Enterprises of Albanians in Macedonia Marginalized in the Economy of the Country?

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Abstract

The number of enterprises with Albanian owners, which are registered and function in Macedonia is not high, on the contrary it is far from structural national participation of the country. This unfavorable situation becomes even clearer if we also consider the size of enterprises owned by Albanians of this country. In fact Albanian entrepreneurs are owners of small and medium enterprises while the numbers of big enterprises that function in Macedonia are not owned by them. This is even more present in enterprises which have as a main activity the reproduction of minerals, minerals extraction, in pharmaceuticals, communication services, banking and security services. Beside this fact, Albanians which live and work in Macedonia orientate their business activity mainly on retail trade, offering hotelier services, on small production, and especially on small businesses. Without a doubt one of the main reasons for this is the privatization of social enterprises, which was done in Macedonia during the transition period. Albanians were marginalized from this process and they remain excluded on the portioning process of the social capital, which were an integral part of that country.

Keywords: Enterprises, Transition, Privatization, Export, Trading Balance.

Macedonia's economy marks growth, but not economic development

Macedonia's economy in 2014 recorded economic growth of 3. 2% (The World Bank, Annual Report 2014). This represents the largest increase this year as part of the Western Balkan countries. This growth is mainly based on the growth of the construction industry, agriculture as well as a significant rise in exports of goods. During 2014, Macedonia was more fortunate compared to neighboring countries because the country's economy did not suffer extensive damage from flooding as its neighbors did. The forecast for 2015 is a growth of 3. 5%.

The annual report warns that Macedonia should be careful in future years and work more on strengthening the real sectors of the economy. Government representatives should review the country's economic policy, especially in a more fair redistribution of income in order to decrease the unemployment rate and to reduce the unemployment rate. This applies even more so when we consider the fact that Macedonia's society for years in the past had the highest rate of unemployment in the region and reached 30%, the same figure as has the number of the poor. Obviously economic growth of 3. 2% is not sufficient to affect the reduction of unemployment and poverty in the country. We estimate that the number of unemployed in the country and the poor would be reduced significantly if the economic growth would reach at least 6-7%. Another positive impact would be the redistribution of income from growth to society, i. e. whether it would be more just and humane.

Fairer distribution of income in the future will certainly impact in reducing the number of poor and unemployed. This would sooth the situation where now the rich are getting richer and the poor poorer. The economy of a country can have economic growth, but if this growth does not benefit the broad masses of the population, then its economic development policy is unsuccessful (J. Stiglitz, through BZ Vest, 2015). This also occurred in Macedonia; this year only five firms that operate in the Macedonian economy have achieved 16% of the total profit.

Regarding external debt of Macedonia, it is among the countries with average debt. In 2014 its debt came to be 45. 7% of the GDP, but it is worrying that the recent debt growth rate is high. So in the future the government of the country should be careful in government spending, especially in financing projects such as the nonproductive "Skopje 2014". The current year budget is projected the largest ever, 2. 955 billion USD with a deficit of 3. 5%. The budget has a more social character than development, because the dominant part of the costs, 89%, is transfers, while only 11% are capital investments.

The banking system in Macedonia is not helpful enough to the real economy. In 2014 it has credited only 68 million Euros while the amount held in securities was 1.5 billion euros. Macedonia's government must quickly relinquish this amount and allow the real sector to function normally.

Foreign direct investments for 2014 were planned in the amount of 350 million USD, while the amount achieved was 220 million USD (Report of NB of RM, 2015). In fact in terms of attracting FDI, Macedonia for years ranks in the bottom of the Western Balkan countries. (Nasir Selimi, 2014). The most important factors that have contributed to a very low FDI in Macedonia are: corruption in the government administration of Macedonia, frequent changes of domestic legislation, lack of infusion deficit, poor infrastructure, the functioning of the rule of law, etc.

The Polog region, although rich in resources has lower economic performance

Undoubtedly proper scientific analyses are based on statistical data processing and analysis of various statistical indicators. Although our efforts to collect statistical data did not fail, it was not fully implemented successfully. Seldomly an author of a scientific paper can be faced with a problem of this nature. The reasons are many and of various natures. State institutions which simultaneously have a legal obligation to be transparent and to publish data for public use, do not do this. They are even hesitant to do so on issues such as ours. However, the data that is available have their weight and relevance. Therefore these can be processed and generate conclusions and recommendations in which a modest contribution to science can be made. In this regard, our analysis will rely on different economic methods which mostly will focus on the deductive method, inductive, and analytical comparison.

According to the latest census of the population, a total of over 2,000,000 inhabitants live in Macedonia (State Census Bureau, 2003).

Tab. 1. Basic Demographic Indicators as of 30. 06. 2013 in (000)

	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SE Reg</i>	<i>SW Region</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
<i>Total popula.</i>	2. 058	154	179	173	221	234	316	175	606
<i>male</i>	1. 031	78	91	87	111	117	159	89	299
<i>female</i>	1. 027	75	89	85	110	117	157	86	307
<i>density</i>	82. 6	38. 1	50. 7	63. 2	66. 3	49. 5	130. 8	75. 9	334. 2

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

From the table above we can see that Macedonia's population is divided by regions, a total of 8 regions. The most populated region in Macedonia is the Skopje region with a total of 606 thousand inhabitants. The second region is the region of Polog with a population of 159 thousand inhabitants, or 15.3% of the total population, while the following is the Pelagonia with a total of 117 thousand people or 11.3%.

The following analysis will account of two regions, the Polog and Pelagonia, which rank second and third respectively in the republic. The Polog region includes the municipalities of Tetovo, Gostivar, Vrapxhishtje, Bogovinje, Brvenica, Jegunovce, Zhelina, Mavrovo and Rostuša, and Tearce. In this region the dominant structure of the population is Albanian. Pelagogina Region includes the municipalities of Bitola, Demir Hisar, Krivogastani, Krusevo, Mogila, Novaci, Prilep and Resen. In these regions the dominant structure is Macedonian.

Tab. 1. Activity rates of the population aged 15 years and over, 2013 in (000)

	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SW Reg.</i>	<i>SE Reg.</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
Working age population	1.672	126	150	180	141	189	257	140	487
Activity rate	57.2	60.7	61.0	56.2	69.9	64.4	46.6	54.2	55.3
Employment rate	40.6	42.6	49.1	35.6	56.8	50.1	31.0	29.9	39.1
Unemployment rate	29.0	29.8	19.5	36.7	18.8	22.2	33.6	44.9	29.3

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

Based on the table above we can see that the region of Polog has employment rate lower than the average in the country by 9.6 points. In comparison with the Pelagonia region, Polog has an employment rate lower by 19.1 points. The unemployment rate is also different. Unemployment in the region of Polog is greater than the national average by 4.6 points, while if we compare with the Pelagonia region, the unemployment rate is higher Polog by 11.4 points.

One of the most important macroeconomic indicators is GDP. This indicator shows the market value of final goods and services in one place for a specified period. (Mankiw, Principle of Economics, 2012). Below we present table 2 which reflects the creation of GDP / per capita in some years by region.

Tab. 2. Gross Domestic Product per capita in (000 denars)

	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SE Reg</i>	<i>SW Region</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
2010	211	206	207	156	220	225	99	109	315
2011	223	228	207	162	258	228	106	145	321
2012	222	233	205	158	244	211	98	151	332

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

A higher gross domestic product per capita compared to the average of the Republic of Macedonia was recorded in the Skopje Region with an index of 149.4, the Southeast Region with an index 109.7, and the Vardar Region with an index 104.6. All other regions had gross domestic product per capita below the average of the Republic of Macedonia. The

smallest gross domestic product per capita compared to the average of the country was recorded in the Polog Region, with an index of 43. 9.

The Polog region, although the number of inhabitants is the second at the country it is ranked last for the creation of goods and services. This macro-economic indicator, GDP, shows clearly the low level of economic development of its region. From this we understand that the resources which this region has are not used even approximately compared with other regions. The young age of the population, the age quotient youngest in the country, 35. 8 year old (State Statistical Office, Regions of RM, 2014) is left at the mercy of chance where a large number of young people migrate to foreign countries to seek a best prospect in the future.

Production capacities in this region are scarce, with state officials not caring about capital investments. Manufacturing facilities by a foreign investor are slim, even by those who only develop activities in the sphere of trade and services. Years and decades of a rumored project for a free trade area in the region have gone by, but to this date nothing has come of it. The fact that this region creates GDP in the amount of 98 million or only 43. 9% of the average GDP of the country clearly says a lot as well.

Despite this Pelagonia region with the number of population smaller than that of Polog for approximately 42 thousand inhabitants, in 2013 it achieved the value of total GDP 211 million denars which is more than double compared with that the Polog. This situation is the same for all the years of analysis without having any relevant change each year.

Small businesses in any society play an important role in overall economic development of the country. They are not by chance called "the backbone of the economy" (A. Cepani, 2003, Tirana). Undoubtedly Macedonia's economy also depends heavily on the advancement and development of entrepreneurship and small business.

Tab. 1. Number of active business entities by number of persons employed, 2013

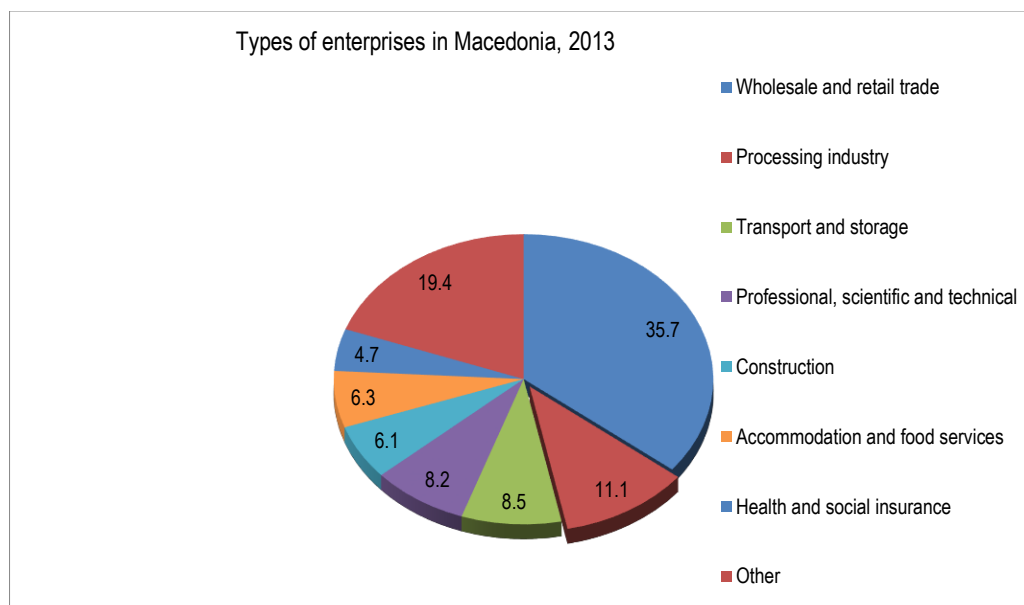
<i>Nr. of emalo.</i>	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SW Region</i>	<i>SE Region</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
0	4. 415	295	254	284	295	323	217	139	2. 608
1-9	60. 599	4. 810	4. 894	6. 433	5. 247	7. 280	6. 620	3. 760	21. 555
10-19	2. 989	181	281	241	273	340	187	175	1. 311
20-49	1. 787	122	174	151	146	169	126	145	754
50-249	1. 291	105	175	103	111	135	79	79	504
250 +	209	13	18	7	11	21	7	5	127
Total	71. 290	5. 526	5. 796	7. 219	6. 083	8. 268	7. 236	4. 303	26. 859

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

In the table above we show that the total number of enterprises that are active in the Republic of Macedonia in 2013 is 71,290. The Polog region with the number of 7236 represents 10. 1% which is nevertheless smaller than the share in the overall population of 15%. If this figure is compared with the number of enterprises in the region of Pelagonia, then we will

see that this is 1032 lower. Note that the number of enterprises with more than 250 employees is very small, only 7, that is three times smaller than the same number of enterprises in the Pelagonia region.

Based on the analysis we concluded that the largest number of enterprises correspond to the wholesale and retail trade (35.7%); followed by the processing industry (11.1%), transport and storage (8.5%), Professional, scientific and technical (8.2%), construction (6.1%), accommodation and food services (6.3%), health and social insurance (4.7%), etc. With a smaller percentage included defense sectors and public administration (0.4%), mining and quarrying (0.2%), electricity supply, gas, heating and air conditioning supply (0.2%), etc.



Source: Compiled by the author based on data from the Statistical Office of the Republic of Macedonia

The Number of enterprises in the region of Polog is not only small in number, but its structure itself is also small. Since the collapse of the former socialist system, no new large enterprises were created in this region. Those which survived the transition are a symbolic number, but their financial situation is weak. In the following we give an overview of the number of active enterprises operating in the region Polog in a period of 2008-2013.

Tabele nr. 6 The number of companies active in the region of Polog

	2008	2009	2010	2011	2012	2013
0	334	323	712	311	302	217
1-9	5.417	5.944	6.211	6.414	6.592	6.620
10-49	210	226	268	288	306	313
50-249	79	75	82	75	79	79

250 +	10	9	7	6	6	7
Total	6.050	6.577	7.280	7.100	7.285	7.236

Source: Compiled by the author based on data from the Statistical Office of the Republic of Macedonia

Data on active enterprises show that the largest percentage of employees are in companies with 1 to 9 employees with 91.48%; enterprises that conceal the number of employees with 2.99%; enterprises with 10 to 49 employees with 4.3%; enterprises with 50 to 249 with 1.09%; enterprises with over 250 employees with 0.096%. (www.stat.gov.mk).

The establishment of new enterprises during the year is important for the development of small business. The following table will show the number of newly registered enterprises in 2012.

Tab. 2. Number of enterprise creation by statistical regions, 2012

	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SW Reg</i>	<i>SW Region</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
Total	8.329	607	592	885	583	1000	834	535	3.293

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

According to the data from the State Statistical Office, the number of enterprise created in the Republic of Macedonia in 2012 was 8329. The data on the structure of enterprise creation by statistical regions show that the highest share of 39.5% belongs to the Skopje Region, while the Northeast Region had the lowest share of 6.4%.

This indicator also informs us that the number of firms registered in Polog region is smaller than that in the Pelagonia region. Given the number of people living in this region, the number of enterprises should be larger. In relation to this, the President of the Chamber of Commerce of North-Menderez Kuqi says: "All governments without exception have not taken concrete steps to help business development in this region. This is due to the inadequate policies in the past that have not paid a great attention to balanced regional development. Meaning that in Pollog important issues such as infrastructure, Corridor 8 and other investment policies have been neglected" (Koha, 2015).

Export together with foreign direct investment is one of the motor forces of economic development of a country. In the modern economy export is not the privilege of only large enterprises, SMEs today are increasingly aware that export not only generates significant revenue, but also ensures a better perspective for the future.

The following table gives an overview of exports of goods and services in Macedonia by region in a period of four years.

Tab. 2. Export in the period 2009-2013

	<i>Republic of MK</i>	<i>Vardar Region</i>	<i>East Region</i>	<i>SW Reg</i>	<i>SW Region</i>	<i>Pelagonia Region</i>	<i>Polog Region</i>	<i>NE Region</i>	<i>Skopje Region</i>
2009	100.0	12.4	14.0	2.3	11.5	7.6	3.1	2.3	46.8
2010	100.0	16.3	12.2	1.9	10.3	6.2	2.5	1.9	48.7

2011	100.0	15.8	10.6	1.7	8.3	6.0	3.2	1.7	52.7
2012	100.0	16.8	11.0	1.9	8.5	6.4	2.7	1.6	51.2
2013	100.0	15.0	10.7	2.1	9.3	7.4	3.7	1.6	50.3

Source: R. of Macedonia, State Statistical Office, Regions of the R. of Macedonia, 2014

According to the headquarters of the business entities, in 2013, the biggest exports (USD 2136 million) as well as the biggest imports (USD 4482 million) were registered in the Skopje Region. The business entities with headquarters in the Northeast Region had the lowest volume of external trade. The Polog region as a result of previous parameters normally has poor results. It accounts for only 3.7% (2013) of total exports which is not in proportion with the number of inhabitants. So the region with 15.3% of the overall population of the country, exports only 3.7% of the total exports. Whereas the Pelagonia region has two times that number and reaches 7.4% of the overall exports.

- **The overall evaluation of enterprise activity of the Albanians in Macedonia**

According to economic theory, economic activities do not accept marginalization, regional restrictions, those national or religious. However, in everyday life in certain countries they not only appear as a phenomenon, but also becomes a necessity. When this phenomenon becomes common by the state, it must be considered as an economic discrimination. Such a thing we had in this country in the past, but it still remains in the present situation in Macedonia.

In Macedonia, according to ECNWM there are over 3200 (OEVPM, catalog, 2015) companies whose owners are of Albanian ethnicity. These entrepreneurs have operated since Macedonia's independence, but none of these, unlike other domestic, companies are owners of large enterprises whose activity is in the mining, metals, pharmaceutical, hospitals, insurance and bank industries. Only by the sacrifices made by them and their families, selfless work and great commitment to the work were they able to keep their businesses alive. The Government of Macedonia during the transition phase has not seen their business with good eyes, and there are numerous known occasions when it together with its agencies and institutions have been an obstacle to their development and strengthening. Albanians companies often played the role of mediator between the Macedonian companies and Albanian consumers. Terms of the country to a free competitive market have been in their disfavor, starting from their taxation up to consumers sales.

Albanian companies are not part of the great success and this can clearly be seen from the fact that there are no Albanian companies operating in any natural monopoly sectors such as telecommunications, energy, banking, leasing, etc. Another argument that speaks in favor of this view is the fact that within the 100 largest exporting enterprises in Macedonia only 2 or 3 of them are Albanian-owned enterprise. (OEM, 100 najgolemi pretprijatia vo RM, 2014).

A large percentage of firms owned by Albanians are either the small or medium sized. This is mostly small businesses in retail trade, manufacturing and in the services sector. But, unfortunately, these remain only on the margins and are nowhere near the dominant positions in the Macedonian market. On the occasion of the ten best companies for 2014 by ECNWM, the economy minister stated: ". . . the turnover of these 100 companies listed as the most successful, last year recorded 524 million Euros, which makes up 3% of total turnover in the country, which is 17 billion and 340 million Euros. In the meantime, the number of employees increased by 5600 and that in his opinion clearly proves the growth and development of these companies in the right direction " (<http://www.economy.gov.mk/vesti/4381.html>). This fact suggests that the Albanians which participate nationally with 25.8% of the population structure, generate general circulation in the country by a little more than 3%.

Marginalization of Albanian business in the independent Macedonia started during the privatization of state property. In fact, the process of privatization of state enterprises began when Macedonia was part of the ex Yugoslavia and the so-

called "Law of Markovic". The essence of this was that companies can be privatized only to employees of enterprises through internal stock, but not other individuals outside the enterprise. Very few state enterprise workers were Albanians.

The percentage of Albanian employees in state enterprises was symbolic and did not exceed 3%. (A. Bexheti, 2004). This method of privatization did not suit the Albanian population, and it deprived them the right to share its social wealth which we had built together with other nations for nearly half a century.

Manipulations and similar embezzlement behavior occurred even with new laws in Macedonia pluralistic and independent state, during which the "aerobics calculated and accounting, the financial engineering design through managerial forms and payment deadlines extended" (A. Bexheti, 2010). Albanians continued to remain out of the process of privatization of state enterprises also later when large and public enterprises were privatized. They were simple voyeurs, but not active actors in this crucial process for the economy and society in general.

Presence of corruption is another segment which is quite damaging to the business of Albanians in Macedonia. Lack of Albanian representatives in key economic institutions of the country and the rule of law malfunction resulted in a more difficult economic activity. So the entrepreneurs had many barriers in obtaining permits, certificates, or any other necessary documents. Permanently a number of state administration for someone creates favoritism and unequal conditions in the market. Rather surprisingly, this business has enough indications that it is not equal, even during the difficult and selective loanings by banks that operate in the country.

The Government of Macedonia only in the last decade has severely damaged the Albanian business. They "have destroyed millions of Albanian owned businesses and severely damaged Albanian businessmen. All this is done by the government in order to have the media effect, as we had the occasion to listen to audio recordings which published SDSM leader Zoran Zaev. Following Almakos reminds us about the case of the collapsed facilities "Cosmos" in Skopje "Lovec" in Gostivar and "Chinese Wall" in Skopje, which is actually known as "Park Residence" (Almakos, March 2015).

The marginalization and discrimination of the Albanian business is not lacking in economic policies, even those of strategic Macedonia. So, for example delays in the construction of road transportation are made in the majority Albanians region, the regional development policy is not equal to the country as a whole, foreign direct investment are oriented in geographic areas where Macedonians live, free trade zones and industrial production is microscopic in the region of Western Macedonia, agriculture in this region has been neglected by bypassing the state and giving substitutional options, etc.

Today, as we are writing this paper, the media is broadcasting the current Prime Minister of the government of the country inaugurates an industrial area in Vinica, a district with a population of pure Macedonian nationality, which currently possesses five companies and is expected to gain another eleven by the end of the year. Despite this, the western part of the country has not yet seen such a function.

"Any disturbance of this type has an impact on every state, namely on its economy. We have witnessed such shocks in some neighboring countries which have not been immune to these conditions. In the local territory, our companies have become accustomed to these conditions, but this will not reflect equally on foreign investors, unfortunately, the impact will be bad. I myself have had an actual meeting with an actual investor who wanted to invest in the free economic zone in Tetovo, but pulled out of the deal wanting to invest at a better time, which is a direct consequence of situation in the country," says businessman Menderes Kuqi, the Chamber of Commerce of North Macedonia. (Aneta Dodevska, portalbe, March 2015).

Conclusion and recommendation

An Albanian business which takes place in Macedonia since the independence of this country is not only marginalized, but it is damaged in various forms. While their colleagues receive support from the state and its institutions, they stumble to develop and expand the business.

On the basis of the above exposition we can conclude that the Albanians are not incidentally excluded from the economic participation, but they are systematically and structurally outside the economic system.

The marginalization of Albanian business has begun early in former Yugoslavia, but in independent Macedonia it began with the privatization of state enterprises. Privatization in Macedonia was conducted in one of the most bizarre and unfair

forms. Shares of enterprises can buy them only a fraction of the population, i. e. those who were employed, also the most privileged. Exemption from this process continued until the final privatization, when managers and other leaders of enterprises robbed a common property that was set up together for decades.

The Albanian business in Macedonia, however, was built with many commitments and sacrifices during these years of transition. Although it faces many trials and obstacles, it nevertheless moves towards success and greater results. The conditions and circumstances in which Albanians lived in Macedonia forced them to deal with small business development early on.

Today Albanian business in Macedonia faces various problems. Albanian entrepreneurs are given alternatives by representatives of state bodies, bribes are asked for the registrations and documents. Giving bribes and corruption can hardly be defended in an enterprise. Political, economic and state strategy does not support the overall development of the country. The fact that the level of infrastructure and other economic prerequisites in the western part of the country is neglected, shows that entrepreneurs of this area are discriminated against.

Overcoming and improving this situation is in need as soon realized investments in road and rail infrastructure, which businesses will be more competitive in order to improve the business environment and the satisfaction of conditions as much local and foreign investors explore the possibility of investment, which would be realized half of business application.

Prevention of this economic discrimination that you become Albanians can be done if: first and foremost function rule of law and is the same for all its citizens, the union of Albanian political class to important national issues, employment of new staff and the capable and professionals in all important places in government, membership into Euro-Atlantic structures, etc. s.

Pollog region has never missed private initiative and entrepreneurial spirit, but lacked a greater institutional support and state to businessmen from this area. Residents of this area have entrepreneurial spirit and private initiatives. They are known as good entrepreneurs, have long tradition, but in comparison with the effect of this action policymakers must respond to the economic policy.

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Note about Locutions Nominative in Albanian Language

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Abstract

The object of this article is to describe the locutions worth the name. These locutions not treated in separate studies. It is characteristic that many of them have no words synonymous. They have the phrase structure and express a single concept. This group consists of stable terminology compound words and compound words non terminology. Nomination terminology compound words are formed on a single holistic concept. Unit lexicon - semantic constituent elements is their common feature. Nomination stable compound words are formed from two or more words. Compound words consisting of two elements have the facility two names or a name and a surname. These compound words are not simple names. The designations made by similarity tend to switch to a single word. Their form right is named second in the form of outstanding free. The process of transition to a question set according to their names, composition, content, consent, damage, connotation is the later. Regular forms of these compound words is the name of the second non ablative outstanding. Compound words formed by a name and a surname are used to sense directly or figurative sense. Compound words formed by more than two words have the structure only comes with complete understanding or words with full understanding and sense incomplete. They are few, but are diversified by their structure and value. Locutions name value are many and various.

Keywords: idiom, phrase stable, terminological phrase, phrase not terminologies, structure, limb, semantic value, meaningful words, words not meaningful

1. Introduktion

Identify and reflect locutions the value of a variable part is difficult. This relates to the presence of phraseological units with value of these categories lexicon - grammar. The difference between them is not always easy, because many features these units have in common. In linguistic literature during treatment variable parts of speech are not mentioned at all locutions the value of words contained in each of these parts. For the first time they are mentioned by Sheperi I. D. (Gramatika dhe sindaksa e gjuhës shqipe). M. Domi recognized as such locutions mainly structures origin of verbal lokucionet as: *të bërët ballë (bëj ballë)*, *të vënë re (vë re)*, *të ngritur krye (ngre krye)* etc. , and the designations of free simple, as: *lule akulli (lulja e akullit)*, *lule blete*, *lule dimri*, *lule dhensh*, *bar ethesh*, *bar dielli*, *gjel deti* etc. (Disa çështje të lokucioneve)

Nominal characteristic locutions is that many of them have no words synonymous. These locutions have the phrase structure. Through notions that express limbs, they reflect the reality of relationships between objects or objects and their attributes. These links are stable, not created at the time of the lecture.

Locutions are not worth category name lexicon - grammar. Such constructions are usually presented with two limbs. Constituent elements are about dependency, being distinguished define country and determinant. (A. V. Desnickaja, Mbi strukturën morfologjike të gjuhës shqipe) fused to a single notion. A. Kostallari made this observation about the word made up. (Mbi disa veçori të fjalës së përbërë në gjuhën shqipe) These units are piles consistent with the definition of racial or attributive. Having lost one basic understanding of the elements and, gaining new understanding of the whole structure, idioms approaching unit. (Parimet themelore për hartimin e "Fjalorit të gjuhës së sotme shqipe")

Their constituent elements do not have that degree of stability that have elements of phraseological compound words. The links between these elements are straightforward, such as real connections between objects or objects and their properties. Generally these units are formed according to certain models. Their creation is a continuous process and it is now a trend of our language. This trend has extended into the field of terminology and off the field, in general language.

Locutions the value of a name composed of terminology sustainable compound words and non terminology. To date these linguistic units in general lexicon no special studies. The most studied are stable compound words terminology. They

are formed on a single concept thorough and semantically express a single concept. J. Thomai, a part of these compound words has been included in a separate group names phraseological units (Frazeologjizma emërorë dhe mbiemërorë në gjuhën shqipe). Later excluded from the wording. They are formed by some of these compound words and some other constructions phrase structure. (Fjalor frazeologjik i gjuhës shqipe). This scholar has called platoons consisting designations: *bombë dore, këpucë me qafa, pullë poste, punë dore, detyrë shtëpie, rend dite, bibliotekë kombëtare* etc. and has excluded from the phraseology, while platoons: *gjuhë lope, gjurmë mushke, bisht lepuri, gojë asllani, gjuhë nuseje, këmbë pate, hith të vdekuri, nusja e lalës, kali i qyqes, lakuriqi i natës, Kashia e Kumtrit, Arusha e Madhe, molla e Adamit* etc. has called simple terms without, and included in phraseology (Çështje të frazeologjisë së gjuhës shqipe). According to him, such terms have pure nominative function, while expressiveness is absent or too weak (A. Duro has noted that the stable compound words terminology idiom is weaker, because they have no stylistic or emotional burden. (Terminologjia si sistem), although trope (J. Thomai, Fjalor frazeologjik i gjuhës shqipe).

A. Duro construction *këpucë me qafa, bombë dore* dhe *bibliotekë kombëtare* has included the three types of stable compound words not phraseological nominal value: general (*këpucë me qafa*); terminology (*bombë dore*) and the character of nomenclature (*bibliotekë kombëtare*). Stable compound words terminology has called a special category of albanian vocabulary (A. Duro, Terminologjia si sistem). He has handled sustainable nominal compound words that are used as terms, helping to create a clearer concept on them, to distinguish from free compound words, the free compound words terminology and sustainable compound words phraseological. The author has distinguished unit lexicon - semantics of the constituent elements as the common feature of all compound words consistent with the value of a name. They feature denominator, mark an object or phenomenon of reality. (Togfjalëshat e qëndrueshëm terminologjikë në shqipen e sotme)

M. Samara recognized as stable compound words platoons nominal *marrja parasysh, pasja kujdes, heqja dorë, marrja e masave, dhënia llogari* etc.

M. Samara recognized as stable compound words platoons nominal *marrja parasysh, pasja kujdes, heqja dorë, marrja e masave, dhënia llogari* etc. (Antonimia e togfjalëshave të qëndrueshëm në gjuhën e sotme shqipe). A. Spahiu accepted as nominal locutions structures such as: *Arusha e Madhe, Arusha e vogël, molla e Adamit, nusja e lalës, Qafa e Thanës, i zoti i shtëpisë, zënia besë, vënia re* etc. (A përbëjnë lokucionet një mënyrë të veçantë fjalëformimi). J. Thomai these units included the wording of names. (Fjalor frazeologjik i gjuhës shqipe).

2. The structure of compound words consistent with name value

Nomination stable compound words are diversified by semantic and structural composition. The following analysis will be done with the subject mainly from areas of flora and fauna, but also from any other field of general vocabulary. These compound words will be monitored by the structure and their form of use. They are formed by two or more words.

I. Stable compound words formed from the names of two words

There are numerous. They are formed by two names or a name and a surname.

1. Nomination stable compound words formed by two names. Comprise large numbers. They are diversified by morphological forms of names of account.

1. 1. *Nomination stable compound words formed by two names in the form of outstanding free* are numerous. These include quite simple names without flora, fauna, geography, astronomy etc. These designations are made on the basis of similarity, affiliation or other semantic connections. They are formed by name in crumples names + noun in the nominative case or ablative.

1. 1. 1. Designations formed by two names in in nominative have second name figurative sense. Links between the two limbs are determinants. (F. Leka called this type of compound words quite manufacturer in the field of terminology, bringing examples *tryelë elikë, sharrë disk, limë piatë, vinç kullë*. (Aspekte të zhvillimit të terminologjisë tekniko - shkencore pas Çlirimit). These designations are made on the basis of similarity. the similarity comes from the comparison of one thing he a part of it (the first limb of comparison) with another object or a part of it (the second limb of the comparison). The limbs of comparison can be expressed both or just one of them.

a. Designations that have the structure of the two limbs of comparison, are formed on the basis of direct comparison. The first name is the direct use. Morphological its shape is case nominative singular. The second name is the use of the trope. Morphological its shape is the ablative. (Disa çështje të lokucioneve) or without this termination. Feature in these structures forwarded only to a degree. Thus, to name *bar iriqi* which means "Herbaceous plants by cuttings short year with numerous ramifications, which end at their peaks with small leaves of money as needles, giving the whole plant body shape the hedgehog," feature followed by direct comparison with the hedgehog plant. Such mention: *lule fasule* "Plants like beans . . ."; *lule gjarpër* "Herbaceous perennial plants, trailing . . ." etc. Are in smaller number compared with other groups.

Form the termination is not justified for all aliases of this group. Form the termination is not justified for all aliases of this group. They should be used without ending the second name: *bar iriq*. Form without termination allows for the passage in question comprised: *baririq*. (F. Leka, *Aspekte të zhvillimit të terminologjisë tekniko - shkencore pas Çlirimit*). Passing in question facilitates their use in different contexts. Thus, we can say: *gjethet e baririqit*, but not *të barit të iriqit*, because we leave the naming semantics. For this category label is irregular use of the name of the second gender. In this structure form the phrase first used the name in outstanding form and the second named outstanding free: *bari iriq*.

b. A label type structure have in the name of the item (plant) and the name of a foreign entity with which a comparison is made. Although the name of the plant is used, the comparison is done with her part, whose name is not naming structure. Comparison of these structures is not straightforward. Feature followed in two steps: at first passes the part and then to the whole. For example, to name *lule shqiponje*, which means "Perennial, always green, with large leaves and deep cut, similar to the wings of an eagle . . .", followed part feature (leaf) by matching eagle and then passes to the entire (plant) through sinecdoce. Even in these designations second name should be used without ending the ablative: *lule shqiponjë*. It is right that the unit be used as a compound word: *luleshqiponjë* or first name in outstanding form: *lulja shqiponjë*. Using second-gender name is abnormal even in denominations of this group. Of this type are: *bar fier* "Year herbaceous plant, with leaves similar to fier . . ."; *bar gjarpër* "Herbaceous perennial plant, with leaves gray-green, dark on the top, with bright brown scales on the bottom . . ." etc. (K. Cipo in an article about naming composite *lule lakër*, treated by decomposing in "a flower that sprouts" or "a cabbage that is flowers." According to him, the second limb apposition taken as a first attribute of the limb. (Rreth disa kompozitave) It is rich group.

Naming of this subgroup in the vocabulary of today's Albanian language are reflected in two forms: as compound words and how words: *lule krehri* and *lulekrehër*, *lule lakre* and *lulelakër*, *luleshpate* and *lule shpate*, *lulerruazë* and *lule rruaze* etc. (Fjalor i gjuhës së sotme shqipe) These names can be used as a single word, because qualify language, as well as names of the first group (a).

1. 1. 2. Designations formed by a name in crumples name and a name in the ablative have names relating directly. These designations are made on the basis of similarity or affiliation, composition, content, consent, damage, connotation etc.

a. A separate type of account names that have the structure of the second limb of comparison, represented by the name of part of a foreign entity and the name of the owner of that part. Are a subset of the rich. Such are: *bisht daci* "Herbaceous plants year, dump shaped leaves, with white bloom on the tree, on top of the stem, the shape of the tail of the cat . . ."; *bisht gomari* "Herbaceous plants to a meter high, with money leaves long as needles . . ." etc. The limbs of these compound words are in close affiliation. At first these structures have been enhanced with the name of the plant as the first element: *bar (lule) bisht daci* etc. (J. Thomai states that the names of this type colloquially used as adjectives (Frazellogjizma emërorë dhe mbiemërorë në gjuhën shqipe). Later today the structure is narrow and has the form of a simple phrase.

The first name of these compound words trope is in use. He fashioned notion that transmitted the first limb of the comparison, which is not expressed. To better understand this, we label illustration *bisht dhelpre*, which has A. Kostallari treated as composite. (Mbi disa veçori të strukturës semantike të kompozitave pronësore të shqipes). He explained that this label is not broken down into "plant that has tail like a fox," but "leaf plants such as foxtail." (Mbi disa veçori të strukturës semantike të kompozitave pronësore të shqipes) . In the definition given there are three keywords (three component strands): *plant - leaf (leaf) - foxtail*. The first word is the name of the plant (the subject or the owner); The second word is the name of the part (of property), and phrase marks characteristic of the part. Linking the subject property is straightforward, while determining bond components (phrase) with the name of the part is figuratively (by comparison). The phrase *bisht dhelpre*, when the direct use, has elements about free. When used as a label, related elements are stable in high degree. (A. Duro, Terminologjia si sistem). Morphological form is regular. Even in this group feature names followed

by two stages (see also the group b). The notion that belongs to an organic part of a foreign entity, the forwarded part of the subject in question (by comparison) and the latter forwarded to the subject itself.

In spelling are not taken into account the above criteria semantics for writing these units. (Drejtskrimi i gjuhës shqipe). Naming of this type are written as a single word in the dictionary spelling. (Fjalori drejtskrimor i gjuhës shqipe) In other dictionaries are written in two forms either as a single word. (Fjalori i gjuhës së sotme shqipe; Fjalori i shqipes së sotme) The second name of these structures emerges in ablative outside naming connections, whenever she, on the basis of a new understanding gained, names another object. This morphological form retains its name even when the structure is used as a cheap phrase.

b. A group designations of this type are placed according to their structural, content, attendance, damage, use etc. The second name of these designations is singular or plural number of outstanding free. Such can make: *bar beronje* "Herbaceous perennial plants in the clutch, similar to oregano leaves, white flowers that grow normally in the rocks and used in folk medicine for women who are not born"; *bar bibe* "Herbaceous plants with long leaves of money arising herd near the root, with downy white flowers, used for the treatment of jaundice of duckling"; *lule shkëmbi* "Herbaceous plants with red flowers, leaves thin and long, that grows in the rocks"; *lule vjeshite* "Herbaceous plant with white flowers in purple, blooms in the fall . . ." etc.

The second limb of these designations used on gender, when in the form of outstanding (Gramatika e gjuhës shqipe I) as in Albanian, as a rule, the ablative replaces semantically prominent gender crumples (L. Buxheli, Modelet e caktimit rasor në gjuhën e sotme shqipe). Thus, the unit *lule shkëmbi* can be used and *lule (lulja) e shkëmbit*, *lule vere* and *lule (lulja) e verës*, *bar pleshtash* and *bar (bari) i pleshtave*, *lule dhensh* and *lule (lulja) e dhenve*, *gur zjarri* and *gur (guri) i zjarrit* etc. (Xh. Gosturani, Rasë rrjedhore apo gjinore?)

The designations of the group and subgroup 1. 1. 1. c not end in question, because the relations established between the limbs of the second limb necessarily require the ablative. Albanologist G. Weigand has called composite word compound

words	name	+	name
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outstanding free in ablative, as *bri dreri*, *ve rosash*, *këlysh macesh* etc. , whose evident connections between the concepts that express limbs. (Albanische Grammatik in sudgegischen Dialekt, Leipzig, 1913). This attitude has supported Cipo K. , who has called composite sui generis. He has brought as examples: : *gur kufiri*, *bukë gruri*, *ve pate*, *lëng pule*, *lule dhensh*, *voj ullish*, *zoq pulash*, *bukë fiku*, *gojë asllani*, some of which included the locutions the value of a name (Gramatika shqipe; Sintaksa).

Maintaining the treatises of free gadgets outstanding (fleksiv element) turns them into units with incomplete grammatical structure and incomplete paradigm bending. (L. Buxheli, Raste në kapërcyell midis emrave të përngjitur dhe togfjalëshave të qëndrueshëm) A. Kostallari type designations over the country residence, domicile etc. In a word explained by the decrease of the endings. This decline, according to him. Shapes neutralizing grammatical relations that exist between the components in the appropriate phrase. When used as a compound word, the second element defines the first element in a more general (Mbi disa veçori të fjalës së përbërë në gjuhën shqipe). In our opinion, the right is the second name of the structures used in gender, although these forms are homonymous with free forms of compound words. The difference between them during use makes context.

For these designations transition process in question seems overdue. It will be done when endings of the ablative become sound theme or termination of the outstanding treatises.

Although these structures have limbs see a general name that names a certain class tableware and second limbs of a name that indicates the feature classification, quality, location, time, composition, ethnicity etc. , the whole structure has acquired new meaning and names a single object. (F. Agalliu, Rreth përdorimeve të rrjedhore në shqipen e sotme letrare). It has taken the form of a stable non-phraseological phrase. These designations are included in the group of stable compound words terminology. This justifies their reflections in the explanatory dictionaries, marking and relevant field. Even determining their shape is regular script. (Drejtskrimi i gjuhës shqipe). Such structures are compound words name value and should not be written as a single word. In dictionaries noticed misspelled forms, such as *luleborë*, *luledele* etc. (Fjalori drejtskrimor i gjuhës shqipe) or in two forms, such as *lule dielli* and *luledielli*, *panxhar i sheqerit* and *panxharsheqeri* etc. (Fjalori i gjuhës së sotme shqipe).

A. Kostallari brings several examples of coverage of this type of compound words in dictionaries monolingual or bilingual early Eagles. Structures such as *vaj gur*, *mizë kali*, *gur kali*, *gur zjarri*, *qymyr guri* etc. are reflected in various forms in different dictionaries or in a dictionary. This fluctuation in the writing of these units he saw as "an unfinished process of transition from a word attached to a word composed of racial designation." (See Mbi disa veçori të fjalës së përbërë në gjuhën shqipe.) Recognizing the genetic link between words and words composite absolute, he thinks quite structures, such as *vendbanim*, *vendlindje*, *datëlindje*, *pikënisje*, *bregdet*, *vendqëndrim*, *vendstrehim* etc., who eventually passed in question composite, have origins in attachment of piles of words that compose them. Origins of words composed of absolute words have also accepted foreign scholars. K. Brugman words composite base has found the combinations (platoons) syntactic (Über das Wesen der sog, Wertzusammensetzung), while A. Maillet - J. Vendryes have called possible origin of composition by juxtaposition (Traité de Grammaire des langues comparée classiques).

At first these units are built as compound words branding free. Thus, the structure of the *bar shkëmbi* "Herbaceous plants year, like clover leaves, with small seeds, collected in bean sprouts, grows in rocky high places" was built by the general name *bar*, which names all kinds of drugs and name *shkëmb*, used by the country where the plants germinate. This facility can be used for any type of grass that grows in the rock. How sustainable phrase she used only for a particular type of plant that grows in the rock, although there also grow many other types of herbs, which are labeled with the names according to the knowledge and the characteristics of their special features.

These units come not from the semantics of compound words that constitute limbs, but the grammatical form of the name of the second. Large numbers represent units formed from a more general name or a name that is used for a certain class of things, according to the most general characteristics, such as *bar*, *lule*, *gjemb* etc. and a name of animal, bird, etc., related in various ways to the plant. For example. *bar qumështi* "Herbaceous plants of one year, with leaves shaped dump . . . graze more cattle"; *bar moçali* "Herbaceous plants year . . . , which grows in swampy places, causes disease in cattle pit"; *bar rripe* "Herbaceous perennial plants, . . . , that grows in rocky places"; *bar plehu* "Herbaceous plants year . . . that grow in ruins"; *lule vjeshte* "Herbaceous plant with white flowers in purple, blooms in the fall . . . "; *lule vere* "Herbaceous plant with oval leaves, almost round, yellow flowers that bloom in summer"; *lule balsami* "Herbaceous plants, used in folk medicine to treat wounds" etc.

1. 2. Nomination stable compound words formed by without prominent *name + name outstanding* is the name of meaning or general impersonal. Names in these structures may use direct or trope. The first name appears in the names of outstanding free, while the second comes in the name of gender. The latter can be used in ablative the outstanding free connections just outside the locution. These structures are stable compound words terminology. Included are: *mollë e Adamit*, *Kash të e Kumtrit*, *Udhë e Qumështit*, *Yll i Karvanit*, *Qafë e Thanës*, *Qafë e Shtambës*, *Qafë e Buallit*, *Majë e Hekurave*, *Ditë e Verës*, *pikë e ngopjes*, *e bardhë e syrit (syve)* etc.

2. Nomination stable compound words formed by a name and a surname. Are less than the compound words formed by two names. Surname characterizes the object directly or figuratively.

2. 1. *Nomination stable compound words formed by name + surname direct sense* are names that have the structure an adjective quality. Surname characterizes object or a part of it.

2. 1. 1. Designations formed by *a name and a surname that characterizes the object* as a whole, constitute a significant number. Adjectives show a common characteristic feature of the item. For example. , *gjemb i shkurtër* name meaning "Thorn . . . , to increase slightly." *fasule e shkurtër* "Beans . . . , which grows less"; *labot i butë* "Herbaceous plants year . . . that is cultivated in gardens as plants for food"; *murriz i bardhë* "Shrubs with multiple branches with sharp thorns, leaf sprung, with white flowers . . . "; *dhi e egër* "Animal chewable mammals, similar to goat . . . who live in the high mountains of the rugged" etc. From other areas bring: *trysni e lartë*, *ingranazh i madh*, *aeroplan gjuajtës*, *vijat e verdha*, *vijat e bardha* etc. For example. *Një rrapëllimë e fuqishme çau ajrin; në fushë lëvizën dy aeroplanë gjuajtës. - Nuk të lënë të ndërtosh këtu, se paska dalë një vendim për vijat e verdha, - tha Batoja.*

2. 1. 2. Designations formed by *a name and a surname that characterizes a part* of the property are numerous. Name of part may or may not be an element of naming structure.

a. The designations *bar luleverdhë* "Herbaceous plant with slender stalk branched, with a yellow flower on top of each estuary . . . "; *cërre krahkuqe* "Bird with small body, the color of dark body feathers and down red wings" etc. have the name of the first limb portion of the second element (surname).

b. Designations *tërrfil i ashpër* "Plants like clover. . . , with large leaves, strong and tough on the surface"; *bar i hollë* "Herbaceous plants without stalk, with long leaves of money as needles, that grows in meadows" etc. do not have the name of the part structure. Feature forwarded to the subject through synecdoche. So, denomination *bar i zi* means "The one year herbaceous plant small grains, sewage. . . ." Black surname characterizes a part of the plant (fruit) and through part feature forwarded plant. Thus naming names seen from the two limbs names.

2. 2. *Stable compound words nominative form of the name + surname meaning trope* have the structure adjectives that characterize an object by similarity. Thus, *shelq lotues* name means "Kind willow branches epshme's very long, which hang down." Such are: *fasule qorrë* "Beans with very small grains"; *dredhje zvarranike* "Kind *dredhje* to stalk lying"; *Lumi i Vdekur, e premte e zezë* etj. For example. **Lumi i Vdekur, me atë ujët e tij të ndenjor e të mbuluar me lëmashk, ngru gjer afër grykës, se më tej s'e lanë valët e Adriatikut, ndërsa kënetat e cekët e bëri këtë punë më shpejt. E premija e zezë është dita kur është varrosur Krishti.**

2. 3. *Stable compound words nominative form of the name with the figurative sense + surname direct sense* are few. Appointments are impersonal sense, as *Qerija e Madhe, Qerija e Vogël, Arusha e Madhe, Arusha e Vogël* etj. For example. *Përtej perdeve prej dantelle ne shihnim të hutuara qiellin që Arusha e madhe dhe yjet e tjera e shponin të shndritshëm e të paaritshëm dhe na bëhej se ato na dërgonin një mesazh të pazbërthyeshem, të largët qindra vjet dritë.*

II. Stable compound words formed from the names of more than two words

Are less in comparison with compound words of the first group (I). Their structure is varied by category lexicon - grammar of words that make up and the order of those words.

1. **Stable compound words nominative form by scoring words.** Are different from the lexicon category - grammatical constituent words and their morphological shapes. These words may be names or surnames.

1. 1. *Nomination stable compound words formed by the names* are rich group. They have the features of compound words with two words 1. 1. 1. c. group. Structural difference between them is distinguished by the presence of more than two names. This group includes several subgroups:

a. Designations established by *name in the nominative + a free phrase* (noun + noun) constitute rich group. In these structures is expressed first limb of comparison. The phrase that carries the determinant function, used in the form of stony silence. The structure *bisht dhelprë* second name when using gender crumples put both names changed (*bishti i dhelprës, bishtin e dhelprës* etc.), as the phrase *bombë dore*. The phrase *karafil gjethe pishe* simple phrase *gjethe pishe* used petrous, changing only the name of cloves. Such are the compound words: *cefalare pelin deti, ciklamin gjethe urthi, dardhë gjethe hunapi, dardhë kofshë pule, hudhër erë myshku, karafil ngjyrë gjaku, klokëz brinjë kau, kokoçel bar zgjebeje, kokoçel gjethe rrëshyelli, kuqël dhëmb qeni, lëpjetë kokë kau, lëpjetë lule vishkulli, lulekambanë gjethe pjeshke, milëz bisht akrepi* etc.

b. Designations formed by *a terminological phrase* (noun + noun) + *a prominent name in gender* are the smallest group. In the present structure is not the first limb of the comparison. Name out simple phrase structure stable performs the function of determinant and differentiates the type. Such are: *bisht dhelprë e arave, bisht kali i ujit, bisht miu i Greqisë, gjuhë lope e arës, gjuhë lope e Kretës, gjuhë qeni i kolonës, lule balsami e malit* etc. When using these compound words change to three names. Thus, it is said: *Këputa bishtin e dheprës së arave.*

c. Designations formed by *a terminological phrase* (noun + noun) + *a free phrase* are in limited numbers. Such are: *bisht miu gjethe listre, gjilpërë qyqeje sqep shtërgu, gjilpërë qyqeje sqep çafke, gjilpërë qyqeje erë myshku* etc. These compound words are distinguished not only by the number of components, but also morphological forms of these elements. They are formed by a phrase consistent with the use of figurative and a free phrase, first limb of which served for comparison. Although it is free phrase out of this denomination, in its structure he used petrous: *bisht miu gjethe listre, bishti i miut gjethe listre, bishtin e miut gjethe listre* etc.

1. 2. *Stable compound words nominative form of names and surnames* are numerous. These designations are formed by two names and a surname or a name and two surnames.

a. Designations formed by *a phrase* (noun + noun) and *an adjective* have the name of the second phrase in non ablative outstanding. Outside the phrase naming structure functions as set by similarity label or affiliation. Surname characterizes object named by the phrase, specifying the type. Such are: *bisht miu lulevogël, bisht qeni gjembak, brinjë kau gjethegjatë,*

bar presi fletëgjërë, bisht akrepi grremçak, grurë zhulicë e bardhë, gjilpërë qyqeje butëloshe, gjuhë lope e kaltër, gjuhë nuseje e çarë, gjuhë qeni gjerman, kashtë kënete e gjatë, këmbë maçoku bregdetar, këmbë sorre e kuqe, lule balsami mjekëroshe, lule dimri ombrellore, lule maji e kaltër, menekshe gomari ballkanike, dac deti i vogël, dallandyshe deti e zezë, qen deti gjembak, zog bari sqepshkurtër etc.

b. Designations formed by *a phrase (name + surname) and an adjective*, although the two adjectives structure, have the characteristics of a group designations. Name and surname of the first off naming functions as terminological phrase. Second surname express what names feature the phrase, being connected steadily with. The three elements form a stable extended phrase. There constitute large number: *cërlua i zi pikalosh, gjelëz e madhe bishzezë, hundëgjatë i vogël dhëmbëbardhë, hundëgjatë xhuxh dhëmbëbardhë, lakuriq i madh hundëpatkua, rosë e egër e zezë, rosë e përhime rozë, kukapik larosh kurrizbardhë, zhytës i vogël laraman, kokërrujë e purpur e kaltër etc.*

c. Designations formed by *a phrase (name + surname) and a prominent name in the gender* make up the small group. In the relevant terminology used phrase gender designation, while the gender determines the type name. Such are: *peshk kavall i detit, peshk kavall i lumit, kërpudhë pufkë magjari etc.*

2. Stable compound words nominative form by scoring word and word service. There are numerous. Words scoring may be two names that belong to the same semantic field or fields. The word service is preposition.

2. 1. *Stable compound words formed by prominent name without + preposition + noun outstanding free account group* had. Prepositions used in these designations are with or without the racial accusative.

a. Naming the preposition *me* are large group. In these structures names may use direct or trope.

- Designations *nenë me farë, bar me kalli, bar me kokë, rrush me erë, rrush me ujë, zog me lafshë, pështrik me vile, mizë me thumb, gjarpër me çapar, skort me vizë, manometër me zhivë, trapano me vidhë etc.* have direct user names. The meaning of the name designation carries with preposition, however, the whole phrase expresses a single concept.

- Designations *pështrik me baluke, bilbith me mustaqe, gjarpër me syze, gjarpër me zile, pulë me mjekër, zogth me veshë etc.* the second name have to use the trope. Even in these designations name conveys the sense of naming preposition.

b. Naming the preposition without are fewer. Such as: *bulonë pa kokë, hutë pa veshë etc.* The presence of preposition *pa* without showing lack of something to a thing by comparing it with other items of that type.

2. 2. *Nomination stable compound words formed from a phrase terminological + preposition + noun* are few, like: *lule balsami me njolla, rosë laramane me çafkë etc.* Name the accusative differentiates the type of sex. Links are direct elements. All the phrase expresses a single concept, a plant names.

3. *Sustainable nominal compound words formed from a phrase terminological + si + noun in the nominative* are quite rare. These designations are made on the basis of comparing twofold: first, gender denomination was formed based on the comparison of the synecdoce, then the name of the type is formed on the basis of comparison. A second comparison is evident from the presence of both his limbs and vibrating presence of comparison. Included are: *bisht luani si zemër, bisht akrepi si krimb etc.*

3. Conclusion

Locutions value are many and various. During this analysis we tried to reflect some of the structural types of compound words terminology. The diversity of their semantic and structural elements degree of sustainability etc. Requires more extensive study and detailed. In this study, as noted above, are mainly reflected the structures of simple labels without flora and fauna, bringing in some cases examples from other areas.

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An Overview on Adverbial Locutions More Words in Albanian Language

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Abstract

The object of this article is to describe the formation of locutions formed by many words, noting the value of their semantics. This group locutions is not large, however, they show great interest for structural and semantic diversity. These locutions are treated in grammar and different studies not as a separate group and not in detail. In the article they will be treated according to the elements that make up their structure. These elements are words with features lexicon - grammar different and have different degrees of stability. The use ratio of meaningful words, words not meaningful in these structures is different. Largest number consists locutions that are formed from equal number of words of the two groups. Meaningful words these locutions are names, adverbs and numerals rare; not meaningful words are the conjunction, preposition or particles. They can stand before a meaningful word or in between them. Meaningful words are reports of equality between them. Locutions having the structure unequal number of words meaningful and non-meaningful words are scarce. Among the meaningful words of this type locutions reports are mixed. The first two elements are scoring words about addiction.

Keywords: phrase, adverb, structure, element, meaningful words, words not meaningful, value semantics, semantic relationships

1. Introduction

Locutions are popular in different languages, but are not treated as separate units language. For them there is a general concept as open structures that form a whole language with the value and function of a word, but there is still a stand alone nature, the criteria for recognition and setting them etc. These units are reflected in grammar with parts of speech, which have the same value semantics and lexicology are included with phraseological units. Special studies for these units so far have been limited and have not been sufficient to differentiate and to be differentiated from other linguistic units, especially units that are closest to them: the attached words, the free compound words and phraseological units.

Locutions that are semantically equivalent fixed parts, are treated in Albanian Grammatology, although the words slave "have been, as it were, on the outskirts of grammatical studies." (E. Lafa, Lidhëzat të libri i parë shqip). In some researchers locutions are treated with the appropriate parts of speech or analyze individual types of any group. (See A. Xhuvani, Orgjina dhe formimi i ndajfoljeve në shqipe; E. Hysa, Ndajfolja në gjuhën e sotme shqipe; M. Samara, Parafjalët në shqipen e sotme (Vështrim leksiko - semantik); M. Çeliku, Lokucionet parafjalore emërore në gjuhën letrare shqipe; Sh. Demiraj, Rreth ndajfoljzimit (adverbializimit) të disa formave gramatikore dhe të disa togjeve të tipit parafjalë + emër etc.)

The most comprehensive treatment of these locutions is made in scientific works of the Academy of Sciences, where locutions noting that occur primarily in fixed parts of speech. (Fonetika dhe gramatika e gjuhës së sotme letrare shqipe; Gramatika e gjuhës shqipe). Identify them easily on any researcher explained with a much higher degree of reliability of the constituent elements. (A. Spahiu, A përbëjnë lokucionet një mënyrë të veçantë fjalëformimi?)

Locutions the value of a constant part are added to the creation of many new units worth prepositions, conjunctions, adverbs etc. This phenomenon is seen as Albanian trend for increased analytical structures. (M. Domi, Procese dhe prirje të zhvillimit të strukturës sintaksore të gjuhës) Alongside this trend, mainly the last century, is doing significantly, especially in recent decades, the trend towards synthesize these units. Many of them today use two forms: as locutions and as a single word. Any researcher thinks that one should avoid this use, being used as words. (See more about this process L. Buxheli, Çështje të shkrimit të fjalëve të përngjitura dhe të disa strukturave analitike)

Locutions the value of a constant part of more extensive compared with the value of a variable part. These locutions have adverbial value, a prepositions, a connector, a particle or an interjection. Adverbial locutions are varied as the structure, and semantics.

In this article will be considered a special type adverbial locutions worth, which have the structure more than three words. Words that make up, are different categories lexicon - grammar. Writing will make a more specific and more detailed groups and subgroups that constitute locutions of this type, will highlight the diversity of structural and semantic value. Based on the degree of reliability of the constituent elements and the grammatical and semantic changes of these elements, intended for a more precise definition of these units. This type locutions not treated as a special formation.

Early scholars are not mentioned these locutions. J. Thomi enough of the locutions this type are treated as adverbial phraseological units with coordination kopulative and not kopulative (*me sot e me nesër, në këmbë e në dorë*), the coordination of the two limbs no equivalent of the structure (*fill e për pe, orë e pa kohë, rrallë e për mall*), as phraseological constructions starting with a preposition (*me rrënjë e me degë, me hir e me pahir, me mish e me shpirt, për sy e faqe, pa çak pa bam* etc.) (Një klasifikim i frazeologjizmave me vlerë ndajfoljore në gjuhën shqipe) E. Hysa in his study of the formation of adverbs treated as a special type only a subset of them, formed by the preposition *nga + noun* in the nominative + the preposition *në + name* in the objective case, as: *nga çasti në çast, nga dita në ditë, nga koha në kohë* etc. (Formimi i ndajfoljeve). This group is also reflected in Fonetika dhe gramatika e gjuhës së sotme letrare shqipe and Gramatika e gjuhës shqipe I.

2. Classification

Locutions formed from more than three words have to structure meaningful and non-meaningful words, which belong to different parts of speech.

I. Locutions formed by two meaningful words and two non-meaningful words

Locutions of this group are different from the order of the components. Words not meaningful to these locutions may precede or meaningful words can stand between them.

1. Locutions formed from non-meaningful words + meaningful word + non-meaningful word + meaningful word. Constitute the group had. By category lexicon - grammar meaningful words, these structures are different.

1. 1. *Locutions formed by the preposition + noun + preposition + noun* have the structure of two forms of the same name or two different names. No meaningful words may be the same preposition, two different preposition or a preposition and a conjunction.

a. Locutions formed by the *preposition + noun + preposition + the same name* are at somewhat rich. The locutions having to repeat a name structure, forms of names of these structures are preceded by the preposition different. The first form has formed heap on the racial preposition names, showing the initial time goal while platoon formed by the second form of the name of the racial accusative preposition shows the final target. None of these clusters does not work out locution. All locution said time relationship for an action or process that lasts or will be soon. Such are: *nga dita në ditë, nga java në javë, nga muaji në muaj, nga viti në vit, nga brezi në brez, nga çasti në çast, nga ora në orë, nga minuta në minutë* etc. For example. *Arable land surfaces added nga viti në vit. Made of genuine occupation, which in time became almost inherited nga brezi në brez in the form of dynasties. At the time I felt afraid for delaying loved and anxiously for his achievement nga çasti në çast,, he heard behind a naughty tune got to sing. Expected nga ora në orë flow of people into the hut and did not want to hear what was outside.*

b. Locutions formed by the *preposition + noun + preposition + noun* are slim. The structure of these locutions are two names with different meaning, before whom are using a case preposition or different cases. Locution is composed of two platoons *preposition + noun*.

• Locutions *me rrënjë, me dhëmballë; pa nam, pa nishan* etc. are formed by two different names with or without semantic links, preceded by the same preposition. These structures have not reached a high degree of consistency. Platoons *preposition + noun* to make up, can also be used separately. Second Platoon off locution expresses the same relationship

with the height of the first, while within the locution used more in the sense amplifier. All shows strictly locution, safe, hair-splitting. For example. - *For Seferin will talk much, that I know **me rrënjë, me dhëmballë**, - Myrto said.*

- Locutions *nga koka te këmbët, nga koka te thembrat* etc. are formed by two different names, which designate part of a whole. These locutions express spatial relationships within the whole. Each separate platoon not work. First platoon said starting point of action, while the second platoon point of completion. All locution expresses spatial relationships defined. For example. *I thought Yllin, his condition, when the manager broke the conversation at the table and felt the shame of the whole glow **nga koka te këmbët**. I threw a look **nga koka te thembrat** dand said not a word.*

1. 2. Locutions formed by *the preposition + adverb + preposition + adverb* have two different structure, which are preceded by the same preposition. Adverbs show close periods. Locution limbs are equal ratios. These locutions express a short deadline indefinitely: *me sot, me nesër; me tani, me pastaj* etc. For example. *They are being taught these people for centuries, has made relations with officials to process a particular position. We can not change them **me sot, me nesër**.* These structures can also be used with the conjunction *e*: *me sot e me nesër, me tani e me pastaj* etc.

1. 3. Locutions formed by *the preposition + numeral + preposition + numeral* are quite rare. Such is the locution *pa një, pa dy*, who has two clusters structure formed by two different numerals, preceded by a preposition without. Each separate platoons not work. All said locution way associated with the mode of coercion, of necessity. For example. - *You will go for us? - I am, **pa një pa dy**.*

1. 4. Locutions formed by *the preposition + noun + connector + adverb* are scarce. In these locutions an abstract name commonly used, preceded by the preposition *to* and followed by the conjunction *of*. The second limb is adverb *sipër*, which has completely lost its meaning and serves to update the time. Locution semantically brunt keeps limb names. Locution performs the same function that carries out the locution nominal platoon. Such are: *në vrap e sipër, në punë e sipër, në gjumë e sipër, në rrëmujë e sipër, në sherr e sipër, në rrugë e sipër, në bisedë e sipër* etc. For example. *More than anything now drives the anger and walking, **në vrap e sipër**, break apart teeth somehow blackberries to quench hunger. The matches were extinguished **në rrugë e sipër** and he lit another. **Në bisedë e sipër** on also mentioned an earlier altercation, which I thought was forgotten.*

2. Locutions formed by meaningful word + non-meaningful words + non-meaningful words + meaningful words

Branding words of such locutions can be the same word repeated or may be two different units lexicon - grammar. Locution limbs are equal reports state groups. The second limb expresses that said first limb more reinforced and the major share of the locution meaning. Within this structure, used a word service with limiting or denying function.

2. 1. Locution formed by *name + connector + preposition + noun* are not rich group. They consist of a name or two names repeated with different meaning.

a. Locutions formed by *name + connector + preposition + the same name* are numerous. The name appears in the form of outstanding free even when repeated. The second limb in these structures is preceded by the preposition without which gives meaning denying the limb, but retains locution unspecified affirmative sense.

- Locutions *udhë e pa udhë, vend e pa vend* etc. are formed by repetition of a topical name in the form of free outstanding. These locutions show impersonal place where performed an action that lasts. For example. *The night was very dark and we have passed **udhë e pa udhë**.*

- These locutions can show the action indefinitely, as well as on the queue locutions *radhë e pa radhë, vend e pa vend, rast e pa rast* etc. For example. *Director, having an experience of thirty years as a miner, thought he knew everything and **vend e pa vend** interfere with bestiality. Baca Dan did not show casually **rast e pa rast**, those his stories, he begged us not to hear us, is prayed in the village told us.*

- Locutions *kohë e pa kohë, orë e pa orë, vakt e pa vakt* etc. have to structure a name repeated time. They show indefinite period of time when performed an action that lasts or rolling. For example. *See that his gaze was distracted again and remain the aunt **orë e pa orë**.*

Any structure is formed by two different names, first from the perspective synonymous, as *orë e pa kohë* etc. For example. *Worked **orë e pa kohë** and hate fill of bread.*

b. Locutions formed by *name + connector + preposition + noun* synonymous are rare. Such are locutions synonyms *like e për pe, fije e për pe*. In these structures before the second name comes a preposition of accusative and formally it passes in that gown, however the equity stored. Platoon *preposition + noun* no use of autonomous elements have lost the sense and the ability to bond with other words. He holds the major share of the locution semantics. For example. *Then he had asked fije e për pe on livestock*.

2. 2. Locutions formed by *name + connector + preposition + adverb* (a heap adverbial) are quite rare. In the second limb structure performs the function amplifier and is defining the meaning of the locution. These locutions express limited relationship. They show of action: *fije e nga njëfije, çikë e nga njëçikë* etc. For example. **Çikë e nga njëçikë**, *every day, for years, he had thrown out heart excitement, interest in small things, that once filled her life*. Platoons *një çikë, një fije* today presented with features of a word attached. Imposition of their component elements become detached, without pause. Name and numerator have lost their special meaning and function together as a single word.

2. 3. Locutions formed by the *adverb + connector + particle + adverb* constitute rich group. In these structures the second adverb could be a repeat of the adverb form of the first or another adverb. It necessarily preceded by particles more. The second limb bears the brunt of the locution semantic and expressed increasing spatial dimensions, dimensions time etc. or the degree of intensity or quality of an action that lasts. When adverb is not repeated as the second limb out an amount adverb that adds, magnifies what first adverb said: *thellë e më thellë, tej e më tej, plot e më plot, vonë e më vonë, herët e më herët, lart e më lart, poshtë e më poshtë, sipër e më sipër, andej e më andej, ngadalë e më ngadalë, rrallë e më rrallë, shpejt e më shpejt, mirë e më mirë, qetë e më qetë, shumë e më shumë, keq e më keq, fort e më fort, gjithmonë e më shumë, gjithnjë e më shumë, gjithmonë e më tepër, gjithnjë e më tepër* etc. For example. *Nodded a couple - three times, as if beating with a heavy hammer his pain, to enter **thellë e më thellë** into the heart. Jokes its long now grabbed marshes and, if they had been studded stones, throw Pelt on its surface paving, was kissed hip - hop site and brought **tej e më tej**, giving more and more power. Ibish mention it **rrallë e më rrallë** and once removed it altogether, it seemed long. Editors of magazines expect more **gjithmonë e më tepër** with the warmest smile of compassion.*

II. Locutions formed by three meaningful words and a word not meaningful

Are few in comparison with those of the first group. Meaningful words such locutions structures are equal or dependency ratios. Word not meaningful can be a go or a preposition.

1. Locutions formed by *meaningful word + the conjunction e + words meaningful + meaningful word* or vice versa does not constitute the majority.

a. Locutions formed by *meaningful word + the conjunction e + words meaningful + meaningful word* have the first meaningful words an adverb, followed by the conjunction *e* and a phrase with qualifiers relationship. Such are locutions *sot e gjithë ditën, sot e kësaj dite, këtu e një vit (më parë), aty e një muaj, njëherë e një kohë* etc. , which first element a time adverb or country adverb the sense of time. These locutions express general time relationship or show a finite time limit. For example. *What happened that day winter scare me even **sot e kësaj dite** when I remember. With Mustafa's eaten the assembly comes as **njëherë e një kohë** and was unfortunate that had fallen on the neck.*

b. Locutions formed from *meaningful word + meaningful word + conjunction e + meaningful word* are rare. Such mention locutions *një herë e mirë, një herë e përgjithmonë* etc. , which indicate a safe or performing a final action. For example. - *Like I said, - said Selo, - better to die **një herë e mirë**, than pieces - pieces. To eradicate **një herë e përgjithmonë** different political nests had entered into the army, I ordered the demolition of the old army organization.*

2. Locutions formed by *meaningful word + word meaningful + preposition + meaningful words* are few. Locutions such as: *një ditë prej ditësh, një natë prej netësh, një ditë me diell, një natë me hënë, një natë pa hënë* etc. The heap formed by two words meaningful phrase functions as outside these structures. Indefinite pronoun *një* and name *ditë* have weakened their meaning. This heap has the major share of the locution semantics. Meaningful third word is a name preceded by a preposition. Both elements retain lexical meaning. Name functions as a descriptor is first name, adding an additional feature generalists, not very important for the semantics of the locution. Locutions such as: *një ditë prej ditësh, një natë prej netësh, një ditë me diell, një natë me hënë, një natë pa hënë* etc. For example. *Gathered again **një ditë me diell** and chose a new task force. But the insistence of friends and acquaintances of my best pushed me **një ditë prej ditësh** to get into a trial.*

III. Locutions formed by two meaningful words and three not meaningful words

Are a small group. Meaningful words are nouns, numerals, adverbs.

1. *Locutions meaningful words formed from the same category lexicon - grammar.* Meaningful words can be two forms of a name or two names synonymous, antonyms or other meanings.

a. Locutions formed by *the preposition + noun + connector + preposition + the same name* are numerous. Locutions *me të drejtë e pa të drejtë, me punë e pa punë, me shkak e pa shkak, me vend e pa vend, me kohë e pa kohë, me vakt e pa vakt* etc. have in their structure two platoons formed by the repetition of a name, preceded by the antonyms prepositions, which give them positive and negative sense, while all locution affirmative sense. Two platoons are associated with a concerted connector. These locutions express approach, with the idea of acceptance, approval or consent without full conviction, with suspicion: - **Me të drejtë e pa të drejtë** *secretaries orders broadcast executives - said Aranit and came to trying the door. Submergement opposites had their own expressions and concerned* **me vend e pa vend**.

The conjunction *e* these structures can be replaced by segregation conjunctions *a* or *apo* and locution gives an idea of the end of an action or process, regardless of the path chosen: *me të drejtë a (apo) pa të drejtë, me punë a (apo) pa punë* etc. For example. So *Ismail beut . . . did not like to stay in the municipality and people who* **me punë a pa punë** *needed to meet the head of state, came in his private apartment.*

b. Plenty locutions are formed by *two names synonymous, antonyms or other meanings*, which form clusters with the same preposition within the locution. Second platoon within the structure of locution a feature reinforces the relationship expressed by the first platoon, establishes a relationship of coercion, of necessity etc. All locution serves to show:

- Manner of action: *me të urtë e me të butë, me të mirë e me të butë, me thonj e me dhëmbë, me hir e me pahir, me këmbë e me duar, me pe e me gjilpërë, me lak e me gjak, me bukë e me kripë* etc. For example. *Mystehaku conversed* **me këmbë e me duar** *with Fuzuliu.*

- Feature a state, without pinch saw mole; *pa çikë e pa nishan; as në det, as në breg; as në qiell, as në tokë; as në mend, as në fiqir* etc. For example. Lost *pa çikë e pa nishan*.

In some cases, *a* or *apo* conjunctions used, however, the relationship does not change: *me hir apo (a) me pahir, me të drejtë apo (a) me të padrejtë* etc. For example. *Such rivalry nor could have existed until 1912, if it were not made* **me hir ose me pahir** *from Austria - Hungary error and mistakes.*

2. Few locutions have to structure the heap *numeral or indefinite pronoun + a time name*, followed by the conjunction *e* and by an adverb, preceded by particle *më*. The conjunction does not perform its function syntax and is an important element in the structure of locution.

• Locutions *një orë e më parë, një sahat e më parë, një ditë e më parë* etc. express a circumstance of time in which conducted an expedited action. The phrase *një orë më parë* without conjunction has the "one hour before the moment of discourse or a particular instant of time." Constituent elements in these structures have lost their special meaning. This seems also to use the adverb before the first form. For example. *With the tail of the eye saw how hurry all finished* **një orë e më parë**, *as they leave the water in the groove. Everyone wanted the situation created to end* **një sahat e më parë**.

• Locutions *çdo ditë e më shumë, çdo herë e më shumë, çdo ditë e më tepër, çdo herë e më tepër* etc. time relationship express an action that is performed with high intensity. For example. *We were in the last year of economics, accounting branch and my literary inclinations had long since turned* **çdo ditë e më shumë** *from the branch where parents had liked me to push through.*

3. Conclusion

From the above analysis it appears that locutions adverbial are quite diverse from the structure and semantic values. This study can not be considered completed. Other studies are needed to become more distinct as those of other groups of locutions. Treatment as wide as the most comprehensive of these locutions helps to determine their place in the grammar of the various language texts and to reflect the different vocabularies.

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The Albanian Social Security System and the Institutions of Social Protection in Albania

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Abstract

The social security system in Albania consists of social assistance and social services, health services and health care insurance and social insurance schemes. In the social objectives of the constitution are declared that the State within the constitutional competencies and the probable means as well as in the fulfillment of private initiatives and responsibilities, aims to higher possible standards of health, physical and mental; social care and services of elderly, orphan and invalids; medical rehabilitation, special education and integration in the community, of disabled persons. The Constitution foreseen that everyone has the right of social insurance when retired or in case of incapacity of work under a certain system established by a law. Everyone, when is unemployed for any reasons independent on individual will and when there is no living means, has the right of need under the conditions foreseen by law. Social insurance is a scheme protecting by benefits persons in respect of temporary incapacity due to sickness, maternity, old-age, disability and loss of breadwinner, employment accidents/occupational diseases, unemployment. Social Services are benefits in kind for disabled persons or vulnerable persons. Social Assistances are cash benefits given to families in need, that means families with lower incomes comparable with minimum standard of living or families without incomes. Health services consist of public health, primary health care, hospitalization services nurse's service, dental and pharmaceutical net. The Institutions of Social Protection in Albania are Social Insurance Institute, National Social Services and Health Care Insurance Fund.

Keywords Social protection, social insurance, health care, health insurance, social assistance, social service.

Introduction

The Albanian social security consists of social assistance and services, social insurance, health services and health care insurance.

In the social objectives of the constitution are declared that the State within the constitutional competencies and the probable means as well as in the fulfillment of private initiatives and responsibilities, aims to higher possible standards of health, physical and mental; social care and services of elderly, orphan and invalids; medical rehabilitation, special education and integration in the community, of disabled persons.

Article 52 of the Constitution foreseen that everyone has the right of social insurance when retired or in case of incapacity of work under a certain system established by a law. Everyone, when is unemployed for any reasons independent on individual will and when there is no living means, has the right of need under the conditions foreseen by law. In article 54 it is declared the right of a special state protection of children, young people, pregnant women and young mother. Article 55 of the Constitution provides the right to health care as a fundamental right with socio-economic character. This article clearly states the State's duty to guarantee health care for its citizens and the right to health insurance for all in accordance with the law¹. This article also restates that citizens should not be discriminated and should be treated equally. The Constitution provides that health insurance procedures are regulated by law.

¹Article 55 of the Constitution, the second paragraph of which reads: "Everyone has the right to health insurance under the procedure established by law"

Social security in Albania is regulated by acts of the Parliament, which are supported by sub legal acts of the Government or of the Administrative Councils (tripartite bodies).¹

According to the *Social Insurance Law* the compulsory social insurance is non-profit making scheme, protecting by benefits employed persons in respect of temporary incapacity due to sickness, maternity, old-age, disability and loss of breadwinner, employment accidents/occupational diseases, unemployment, and other economically active persons (employers and self-employed people) in respect of maternity, old-age, disability, and loss of breadwinner.

In accordance with the *health insurance* scheme provided for by law, in return of the insured contributions, health care service packages are covered by the scheme of the compulsory insurance. Those packages include visits, examinations and treatments in primary health care centers and in hospitals, private or public ones, drugs from the drugs reimbursement list and medical products. All these aspects are regulated with bylaws, most of them by the decisions of the Council of Ministers.

In the law on *Social Assistance and Services* the following definitions are used: Economic Assistance is meant the support in cash or in kind, to individuals with a special status and to families in need. Disability Entitlement is meant the monthly payment paid to disabled persons in compliance with the stipulations of this law. Social Services is meant the whole variety of services provided to individuals and groups in need, who are unable to meet, with their own resources, their life needs with a view to the preserving, developing and rehabilitating of individual abilities to fulfill emergency or chronic needs.

Ministry of Social Welfare and Youth is responsible for designing and monitoring of social protection policy.

Social Insurance Institute is an autonomous public institution, responsible for administration of sickness, maternity, professional disease/accident at work, old age, invalidity and survivor's insurance branches. The supreme executive body is Administrative Council, a tripartite body with the representative of Government-trade unions-employer's organizations. The SII administration is based on central office, regional offices and local agencies.

State Employment Service is a public institution on dependence of Ministry of Social Welfare and Youth. Payment of unemployment benefit is one of tasks of National Employment Service. Its administration is based on district offices.

State Social Service is a public institution on dependence of Ministry of Social Welfare and Youth. The State Social Service is based on one central office, regional offices and residential institutions. Social assistance and social services units are also established in each municipality and commune. The social administrators working in social assistance units are in a double dependency, on one side, from local authorities, and on the other side, from the State Social Services.

Compulsory Health Care Insurance Fund is the administrative body charged with implementing the scheme.

Ministry of Health is responsible for approving health policy and strategies. From the financial point of view it covers the financing of investment in the entire public sector of health services including HC and Hospitals, it is responsible for development of scientific research institutions, service quality and accreditation institutions and national health inspectorate.

The health care insurance

The legal framework regulating the right to health insurance in the Republic of Albania is relatively broad and complex. The most important among them is Law no. 10 383, dated 24. 02. 2011 "On Compulsory health care in the Republic of Albania". The law that observes the constitutional obligation to determine the procedure by which everyone will have the right to health insurance is Law no. 10 383, dated 24. 02. 2011 "On Compulsory health care in the Republic of Albania". The law provides that health insurance in the Republic of Albania is a mandatory provision. Such a formulation raises the issue: Are we dealing with a right to health insurance or with the obligation to be insured to health?

¹ Representatives of government, trade unions and employer's organizations

On the other hand, such a formulation goes toward confirmation of the principle of universality. The thesis that compulsory schemes aimed at covering the entire population in a given country, is defined in the second paragraph of Article 4 of the law concerning the coverage of the population, as well as in the listing of categories of persons subject to compulsory health insurance. According to the law, beneficiaries are divided into two groups: economically active persons (employees, self-employed, unpaid family workers, other economically active persons) and economically inactive persons (persons benefiting from the Institute of Social Security, people receiving social assistance or disability payments, in accordance with relevant legislation, persons registered as unemployed jobseekers in the National Employment Service, foreigners seeking asylum in Albania, children under the age of 18, pupils and students under the age of 25 years, upon condition that they do not receive incomes from economic activities, categories of persons defined by special laws.¹

Covered Groups. In theory, all population groups have been covered by health insurance. However, the law has provided for the opportunity to protect any isolated individual who is not included in the categories provided by law. Voluntary insurance will help in avoiding such cases². This approach is a further development and protection of the constitutional right to health insurance. Some ideas that circumstances mentioned above do not present the features of an obligation, but the right of the individual to freely choose joining of the scheme are already expressed. However, we think that this choice is again indirectly binding, because the uninsured person who needs medical care, can get this service by paying its full cost. So, it goes without saying that those who do not comply with the procedure established by law shall not be treated equally from the financial standpoint. On the other hand, when someone joins the voluntary insurance scheme, he/she shall have the right to equally benefit the same amount just like the rest of the obligatory insured population³. As explained above, the universal principle of health insurance is applied not only for Albanian citizens but also for foreign nationals and stateless persons to whom the Constitutional provisions refer as "anyone".

Every person participating in the scheme is called insurant. Participation in the scheme is based on the payment of contributions. Contributions are paid from income of economically active persons and the state budget, which pays for economically inactive persons. We have to do in this way with the ideology of another important principle of health insurance schemes - the principle of solidarity.

Changes made to the law during the year 2014, were mostly intended at the expansion of social protection by including even the category of the trafficked victims into the compulsory insurance and that the Compulsory Health Insurance Fund finance health service packages provided by health service providers (hospitals) abroad. In this way, the government targets to enhance the health services quality delivered to the population shall be executed.

Financial Resources. Under this law, the Fund realizes coverage of health care services packages that are included in the scheme, through these resources:

- compulsory contributions to health insurance, which are obtained from the contributions of economically active persons according to the categories defined in Article 5, paragraph 1 of Law, which means employees, self employed, unpaid family workers etc.
- the contribution of compulsory health insurance from State Budget for economically inactive persons, according to paragraph 2 of Article 5 of the law, which means contributions for persons benefiting from the Institute of Social Security, people receiving social assistance or payment for persons with limited abilities, in accordance with relevant legislation, persons registered as unemployed jobseekers in the National Employment Service, foreigners seeking asylum in Albania, children under the age of 18, etc.
- voluntary health insurance contributions, according to paragraph 3 of Article 5 of the law which are foreseen for that part of the population that, for specific reasons, are not included in the categories of compulsory insurance.
- transfers from the Ministry of Health to subsidize a portion of direct payments. These transfers come as the financial support of various social policies that the government can undertake to facilitate various social categories in need.

¹ Article 5 of the Law no. 10 383 dated 24.02.2011 "On Compulsory health care in the Republic of Albania.

² Article 5/3 of the Law no. 10 383 dated 24.02.2011 "On Compulsory health care in the Republic of Albania.

³ Stefan Grezd, Regulated competition in social health insurance, International Social Security Review, Vol.59/2006

- transfers from the Ministry of Health for the services required of it, beyond those budgeted or contracted by the Fund, targeting financial guarantee to cover the predefined service packages.

- transfers approved in the state budget to balance the budget of the Fund or for compensation of unrealized contributions due to implementation of the budget process, which does not allow de facto the bankruptcy of the Fund.

There are other financial resources that come from other alternative sources such as donations and grants from national and international sources. The law provides for rules on the Fund's financial resources, financial structure and rules of accounting and auditing. Meanwhile it underlines that the Fund manages its activities within the available financial resources, it is not included in debt, does not cover health care services outside the compulsory insurance package and observes the relevant contracts.

The contribution rate. The rate of contributions to health insurance is 3.4 percent of the basis for calculating contributions. In this way, the new law introduces the unification of contribution rate for all the insured. This represents a change compared to the previous law under which employees (including foreigners) paid a fixed contribution of 3.4% of gross salary. For the self-employed and unpaid family workers the contribution was 7% and self-employed and unpaid family workers working in the countryside, the contribution was 5% on the field areas and 3% on hilly and mountainous areas. For the category of self-employed workers and for voluntary insured people, the unified percentage will be not calculated based on the minimum wage, but on the average between minimal and maximal wage due to contributions calculation.

Collection of contributions. The procedure on the practical implementation of the process of realization of the constitutional right to health insurance is set out in the Law No. 9136, dated 11. 9. 2003 "The collection of mandatory social and health insurance contributions in the Republic of Albania". The law regulates the collection of compulsory contributions to health insurance and decisions issued pursuant thereto. The Fund is not directly responsible for the collection of contributions. The Ministry of Finance collects these contributions through the Directorate General of Taxation, which operates through local offices in the districts since they are responsible for the collection of contributions and taxes and their distribution to the respective institutions. According to this Law and other relevant bylaws, and taking into account that a part of the Fund budget is included in the state budget, arrears in the payment of taxes or penalties imposed on entities for not registering, or paying health insurance contribution in time do not pass in favor of Fund, something that negatively affects the fund of this institution.

Benefits from mandatory schemes, services packages. One of the innovations that this law introduces is that the Fund shall exercise its functions through development and purchase of health services packages by health care provider. In this way, the Fund achieves an active function.

Another specific aspect is that the law creates flexibility in the process of drafting packages associated with the respective prices, taking into consideration the solvency of the Fund's budget. This implies that not all types of services can be included in the package financed by the Fund. On the other hand, the law sets out the medical, economic and social criteria on the basis of which packages of services will be drafted, such as to what extent the service impacts expectancy, effectiveness, the cost of service, the solvency of the population.

Drafting of services packages is made by technical committees, the experts of which equally represent medical, economic and social criteria. Members of the Technical Committees are appointed by the Fund's Administrative Council according to the rules set out in the Fund's Statute. The Administrative Council of the Fund approves the draft packages proposed by the technical committees and sends them to the Minister of Health for processing by the Council of Ministers. The proposed package is accompanied by a financial report of the Fund's General Director, on financial coverage options of the packages proposed by the Fund.

Council of Ministers basing on the social policy of the Government, may exclude from direct payments some specific categories of individuals, based on their ability to pay. In these cases, the Council of Ministers provides extra funds (subsidies) to fund health service providers cost of direct payments. Lately, Council of Ministers specified briefly those categories, which receive benefits from health insurance scheme on free of charge basis. The group of children from 0 to 18 years old, the disabled, veterans, orphans and those who enjoy the status of ex-convicts and persecuted are included at the categories which are specifically patronized. The act provides for exemption from co-payments of reimbursable drugs some categories such as pensioners, detainees and prisoners, asylum seekers and victims of trafficking, which were recently added to the scheme.

One important development recently, is the decision to cover the basic Check-up by health insurance. The basic Check-up is a national program aimed at screening the population for risk factors and prevalent diseases as a prelude for the health care, prevention of diseases and complications, early detection of disorders, treatment in the early stages and improvement of the health culture. The Council of Ministers decision determines that all citizens aged 40-65 year with permanent residence in the Republic of Albania, benefit free of charge from the national program of the basic Check-up, which is funded by Compulsory Health Insurance Fund. The Ministry of Health is the body that designs protocols of each component of the Check-up package implementation and defines the criteria on the movement of citizens in the health system in order to benefit this check-up and approves the health institutions where the Check-up will be carried out. It ensures the full coverage of the group age specified in this decision according to the population coverage area, the distances of infrastructure and availability and distribution of the medical and supportive personnel. This act is an important step towards universal health coverage, which is one of the most important points in the government program on health.

The Social Insurance

The social insurance scheme in Albania aims to guarantee full coverage with the mandatory social insurance, held at acceptable levels, that responds better to the stage reached in the economic and social development of the country, better management of social insurance scheme, especially of contributions collection as well as adequate distribution of benefits, where and when the right conditions arise, to improve financial sustainability of social insurance scheme etc.¹

This is a scheme financed out of contributions from the employers, the employed persons and self-employed. Coverage starts on the date the protected person has legally commenced the economic activity and finishes on the date economic activity ends. In order to be entitled to benefits each individual has to contribute to the specific branch. The insurance period includes all periods for which contributions are paid and during which a benefit was awarded by social insurance. The contributions are collected by tax force². The majority of benefits are paid by the post offices and the others by banks.

Old age, survivor's, incapacity at work, unemployment fund is financed by the contributions of employer's employees and self employed persons as well as contributions from the state budget in respect of persons, who cannot pay contributions, especially the citizens serving compulsory military service etc. Payment of social insurance contributions enjoys a priority in comparison with fiscal liabilities and arrears. Social insurance benefits are tax-free. Social insurance fund is independent of the state budget, but the state guarantees the solvency of the fund.

Management of social insurance. Social insurance scheme is managed by the Social Insurance Institute (SII)³ which is an autonomous public institution. SII is responsible for administration of sickness, maternity, professional disease/accident at work, old age, invalidity and survivor's insurance branches. The supreme executive body is Administrative Council, a tripartite body with the representative of Government-trade unions-employer's organizations. The SII administration is based on central office, regional offices and local agencies.

Person covered by the social insurance scheme. Social insurance protects all the employees in case of earnings reduction due to temporary incapacity caused by sickness, maternity, employment accidents/professional diseases, unemployment and due to old age and survivorship. Social Insurance provides compulsory protection to all economically active persons in case of income reduction due to maternity, old-age, disability and loss of breadwinner. The Council of Ministers may decide on other area of protection and on exceptions for self-employed people in agriculture, unpaid family workers of self-employed people, for seasonal and temporary workers, apprentices and students during the period of practice; these persons are insured by employers for employment accidents only⁴. Social Insurance also provides protection to foreign citizens working in Albania. Foreigners employed and insured in Albania are covered by the compulsory health insurance scheme.

¹ Long-Term Strategy of Social Insurance 2000-2020

² Law no. 9136, date 01.09.2003 "On the collection of the compulsory social and health insurance contributions", as amended.

³ Article 71 of the Law no.7703, date 11.5.1993 & Council of Ministers Decision no.249, date 5.6.1992

⁴ By the decisions of Council of Ministers

Contributions. The employer is obliged to pay contributions for the employee to the sickness, maternity unemployment, labour accident, pensions. Contributions shall be shared by employee and employer and shall be calculated based on monthly wage, having as minimal and maximal wage that defined by the Council of Ministers upon which social insurance contributions are paid. For sickness, maternity and pensions contributions are divided between employer and employee. For employment accidents/occupational diseases and unemployment insurance branches only employer is obliged to pay contributions. The self-employed or employer are obliged to pay contributions for maternity and pension. They are responsible to pay by themselves the contributions to the tax office.

Employer will pay fines if the contributions are not paid within the time terms. Penalties will be paid for not registering the economic activity, for delayed registration of a new economic activity, for delayed submission of the documents required, as well as in case the documents submitted by the employer comprise defaulted contribution-related figures aiming reduction of contribution amount. Penalties are to be paid in case an employer has deducted social insurance contributions from employed person's wage, but has not paid it and if the employer does not keep the records in conformity with the procedures determined. Each person obliged to pay contributions have the right to appeal the estimation of additional contribution of interests and penalties. The employer and the self employer may appeal in written to the tax authorities.

Old-age pensions branch. The legal retirement age is 65 years old for men and for women was 60 years. But since 1 January 2015¹ the age will be increased by two month per year up to 65. The monthly old-age pension is composed of a social pension and an increment.

Survivor's pensions branch. Survivor's pension is a benefit given to those persons who are dependent upon the deceased person who was or would have been entitled to an old-age or disability pension². Surviving spouse is an entitled person if she is caring for a dependent child of deceased person, up to 8 years old; or she is disabled; or she is 55 years old and widower if he is caring for a dependent child of deceased, up to 8 years old or he is disabled or he is 60 years old. The widow and widower shall lose their right to a survivor's pension on marriage. Orphans shall be eligible to a survivor's pension, provided they were dependent upon the deceased and are under 18 years of age, or 25 years, if studying or disabled, prior to the above mentioned ages. Orphans having lost one parent shall be entitled to a portion of the pension the deceased person had or would have had. It shall be 25% for each of them. If there are no other survivors, the survivor's pension shall be 50%. Orphans having lost both parents shall receive an orphan's pension in respect of each of them.

Sickness cash benefits. When an insured person is medically certified as being temporarily incapable to work because of general diseases, he /she are entitled to a sickness cash benefit³. They do get the benefit if the temporarily incapable occurred within 30 days of compulsory insurance termination. The benefit is not provided if the employed person was dismissed for criminal act, according to a Court Decision. The benefit period start on the 15th day of medical certification of such incapacity and shall last for not more than 6 months from the beginning of the payment. It may be exceptionally prolonged up to another 3 months, provided a Medical Experts Committee certifies that the insured person concerned shall recover in that period and be not eligible to a disability pension. When an insured person is entitled to a partial disability pension, the cash temporary incapacity of work benefit shall be provided of 3 months from the starting of payment partial disability pension. The duration of payment of cash sickness benefit for seasonal and temporary workers who have been employed at least 3 months in the last 12 months, shall be up to 75 days. Benefits in case of sickness, for periods up to the first 14 days, or nursing a dependent child, is a liability of the employer, foreseen in the Labor Code. Sickness allowance awarded to compensate job place changing or reduction of working hours, is another cash benefit. In that case a decision of Medical Expert Committee is to be taken. The period of compensation can't be more than 3 months within one year from the date the disease, due to which the employment was changed, began.

Maternity and paternity⁴ cash benefits. In case of maternity the following cash benefits are awarded: the maternity benefits, the maternity allowance, due to employment change and birth grant.⁵

¹ The new pension's reform in Albania and the law no.104/2014 "On some amendments on the Social Insurance Law no.7703, date 11.05.1993", Official Gazette no.137/2014

² Articles 40-42 of the Social Insurance Law no.7703, date 11.3.1993, as amended

³ Articles 20-25 of the Social Insurance Law no.7703, date 11.3.1993, as amended

⁴ The new social insurance law foreseen the paternity leave, so far the child care is a benefit provided to mother or father of the child

⁵ Articles 26-29 of the Social Insurance Law no.7703, date 11.3.1993, as amended

The maternity benefit is paid to the insured woman with regard to pregnancy and childbirth provided she has acquired 12 months of insurance. Period of benefit is 365 calendar days, including a minimum of 35 days prior to and 63 days after childbirth. If during the pregnancy are more than one child, the benefit period is 390 calendar days, including a minimum of 60 days prior to and 63 days after child birth. When a child of up to one year of age is adopted, the adoptive mother, having not less than 12 months of insurance, will benefit from the day the adoption occurred, but not prior the 63rd day of childbirth, subject to a maximum of 330 days from baby delivery. The maternity allowance benefit is to reimburse loss of wage because of employment change for reasons of pregnancy, in conformity with a decision of Medical Experts Committee, if the contributions are paid at least 1 year, prior to being eligible to benefit.

Unemployment insurance branch. ¹ The insured person shall be entitled to an employment benefit, provided he has contributed to social insurance for at least 12 months for each benefit contingency; it is certified by the responsible labor office that: they are unemployed job-seekers, available to get employed, provided they are offered a paid and appropriate job; accept to be qualified or re-qualified. The unemployment benefit shall be flat rate. The persons, who are attending training and retraining courses, are entitled to unemployment benefit, if they are not paid for this period. The payment of benefit should not exceed 6 months beyond 1 year of unemployment benefit. This right is also enjoyed by insured persons under maternity benefit and full disability pension. Employment office of the district is responsible to administer the requests for unemployment benefits.

Invalidity pensions branch. Invalidity pension is delivered because of a general illness. The competent Medical Expert Committee decision that determines the ability to work as well as, for physical or mental disabled persons, the need for a permanent care of someone else. On reaching pensionable age the disability pensioner shall have the right to opt for an old-age pension, if that shall be more favorable for him.

A disability pension shall be suspended for periods the pensioner refuses to visit the competent medical expert committee. It shall also be suspended when he refuses to participate in training/retraining courses or undergo medical rehabilitation or treatment against alcohol and drugs, which aim to retrieve his capacity for work.

Employment injuries/occupational diseases. ² If a person suffers an employment accident/occupational disease, regardless the work stage can be entitled to benefit additional medical care and rehabilitation necessary to recover lost abilities; benefit in case of incapacity, compensation for reasonable damages & benefit in case of death. If the capacity to work is loosed, the benefits provided are: Benefit in respect of temporary incapacity, if the employment accident/occupational disease, is certified by a competent medical expert committee.

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¹ Articles 53-55 of the Social Insurance Law no.7703, date 11.3.1993, as amended

² Articles 35-39 of the Social Insurance Law no.7703, date 11.3.1993, as amended

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Social Media in the Times of the Crisis of Kosovo

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Abstract

With the development of the technology also has come the development of media, and especially the social media. One of the most prominent events of the impact of media is the War of Kosovo, and the way it was reflected in the media and the social media. In this paper I will try to paint a clear picture of the development of the events represented both in the historical and media, and the impact that the second had on the first. Its common knowledge nowadays the history of Kosovo and the different crises that it went thru but what it's not very well known is the impact that made the international media and the social one in the way the crises was perceived and what happened for real. It has too little information about the way that the social media impacted the war; the way that it helped in the humanitarian aspect and general modification of the public opinion in sustaining and protecting the innocents. And this is what this paper is about. It's a short research which deals more information on the way the events developed and how the media helped in that development and inferred in protecting and helping the true innocents of the war of Kosovo. How by social networks and internet news people gathered together with no regard of language, nationality or other diversities and helped protect the innocents which were trying to flee the war and protect their families.

Keywords: media, social media, crises, war of Kosovo.

INTRODUCTION

Social Media: forms of electronic communication (as Web sites for social networking and micro blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)¹

This is the pragmatic definition what the term Social Media defines. However if we are to analyze it in a more in-depth analyzes it's much more than just this. Actually the terminology of Aristotle in describing humans as "social animals", takes a whole new meaning when confronted with the development of technology nowadays. It refer not only to our predisposition to forge bonds which hold on for all our life in most cases, but to the main reason that we consciously make effort, invest energy and a part of ourselves to forge those bonds. And due to the development of technology nowadays the way these bonds are forged is much more different than the way they would have worked in the early 70-es.

Due to this nature of ours, we are bound to use any resources availed to reach these bonds. With the development of technology, what was once perceived as an interpersonal relation developed to a more large scale into what we now call social media. Even though the terminology "social media" was used for the first time in 2004, its beginning is much earlier. The first forms of networking start 1969 with CompuServe which was one of the first major commercial Internet providers in the US. ²They used dial-up technology to connect to the web. It was the main provider during the 80-es and part of the 90-es until others companies started to enter the market also. Actually, the first e-mail was sent in 1971 and even though that form of communication is being overrun, it was the prevailing way to communicate remotely for many years.

¹ Webster Dictionary 2012, pg. 135

² Van Dijck, Jose The Culture of Connectivity: A Critical History of Social Media, January 30, 2013, pg 34.

In 1985, America Online (AOL) was founded and it became one of the most popular early providers of Internet connections. A very popular social media medium is blogging which was started in 1997 and in the same year AOL Instant Message made its debut, allowing people to chat online¹.

I am listing this history of social media to highlight the fact that the social media did exist since the early 70-es, even though it had still to develop in the way it is now, with Facebook and Twitter, it still played a role in many aspect of the actual time. Through crude and not overly developed the actual chat rooms and the instant texting of the time played a very big role in the way many crises were managed, especially the crises of Kosovo.

The purpose and objectives of the study

The object of this study is to demonstrate the role that the primary forms of the social media, such as chatrooms, blogs and communities on the web played during the Kosovo crise, in not only serving as main points of information, especially for the youth of population but also in providing help and donations to the refugees hosted in Albania and Machedonia.

Research question, hypothesis and methodology of the study

This work is a description of the situation that developed in Albania and Machedonia in 1999-2000, during the Kosovo war and the way most of the donations and information were provided by the social media more then the other legal authorities such as media or the Public media. The different data was collected thru different sources, mainly statistical ones which are detailed in more depth in part fifth.

Our working hypothesis is: Did the social media played a role in the Kosovo Crises?

The importance of this research

Even though has been many studies for the role the media played in the war of Kosovo, there is next to none regarding the role the social media played, and it also hold significance in my doctoral theses , "The media impact in Kosovo's Sovereignty. The data obtained from the field and different roare processed under the program SPSS Advanced Statistics

Social media in Albania and Macedonia

The two main countries that assisted the population escaping the war of Kosovo during 1999 were Albania and Macedonia, where the main part of the migrating population found refuge. Of course there were many more countries that helped with donations and asylum for the escaping refugees, but the main points of recollections were the above mentioned countries. Now even though the general technological development in these countries were not par to the rest of the world they still had a significant investment in technology and mainly in the computer and internet industry. ²The more popular ones were the internet-cafes, which reached a percentage of 34% in Albania, area coverage and 58% in Macedonia, area coverage. It is also interesting to mention that the main target of these internet cafes was teenagers and youth whom used them mainly to connect to the outside world across the border of their countries.

This is a general picture to illustrate that even though isolated and not very free to move at the time, the youth of these two countries were actually practicing a basic form of social media at the primary form in the earliest at the time of Kosovo war. ³The main way of communication was the blogs or specific chat rooms in Yahoo or Hotmail and even AOL, though the later was not as popular as the first two. In a way, considering Albanians mostly, these blogs and chat rooms were the main way to exchange information between citizens inside these countries and the ones that were living abroad. It had discussion starting from the basic personal questions of "what do you do for living" to the most hot political issues, regardless of the country that they were developing⁴.

¹ <http://www.inquisitr.com/830664/the-history-of-social-media-when-did-it-really-begin-you-may-be-surprised-infographic/>

² Moody, M. (2010). Teaching Twitter and Beyond: Tip for Incorporating Social Media in Traditional Courses. *Journal of Magazine & New Media Research* 11(2): pp. 1-9.

³ G. Salaway, J. Caruso, and R. Mark, 2008. The ECAR study of undergraduate students and information technology, 2008. Boulder, Colo.: EDUCAUSE Center for Applied Research, at <http://www.educause.edu/ecar>, accessed 15 November 2011.

⁴ J. Schroeder and T.J. Greenbowe, 2009. "The chemistry of Facebook: Using social networking to create an online community for the organic chemistry laboratory," *Innovate*, volume 5, number 4,

This is the main picture of the actual technological development in these countries at the time. I put these here to actually demonstrate the connections of these two isolated countries to the rest of the world, regardless the fact that both were very fragile countries at the time, coming out of a very deep isolation, Albania more so than Macedonia. Also it is to demonstrate the fact that even though at a first glance these two had no strong connections to circulate information as it was used to at the time, they still had a very strong connection to the external world due to the internet chat rooms and the blogging, and also they were investing in maintaining whole WebPages in the format of communities.

So even though the social media of the time was nowhere as we know it today, and even though the technological development was still in the early phases of evolving in these countries, they still practiced the basic form of social media, even though it was mainly to overcome their isolation to the rest of the world, they still made the most of it.

It is of particular interest to mention that the other forms of the electrical media were at the beginning at the time and they didn't offer that much information as the actual ones do, so that the internet and the chat-rooms or communities were considered as one of the main sources of information.

Social media and the Crises of Kosovo

The role that the media played during the war of Kosovo is a much heated debate than most of the actual issues in the world; however this is not part of this research. The main point of the paper is the role the social media played in providing facts and help in the aiding of the refugees of Kosovo war. The data below was collected using different resources such as statistic publications of Albania and Macedonia Institute of statistics, and also international publications of statistics such as Gallup and Institute of Media in Albania. Also in 2004 a poll was conducted by the graduated students of the Department of Journalism in Tirana, in Albania's and Macedonia's three high schools whom are integrated in the below data.

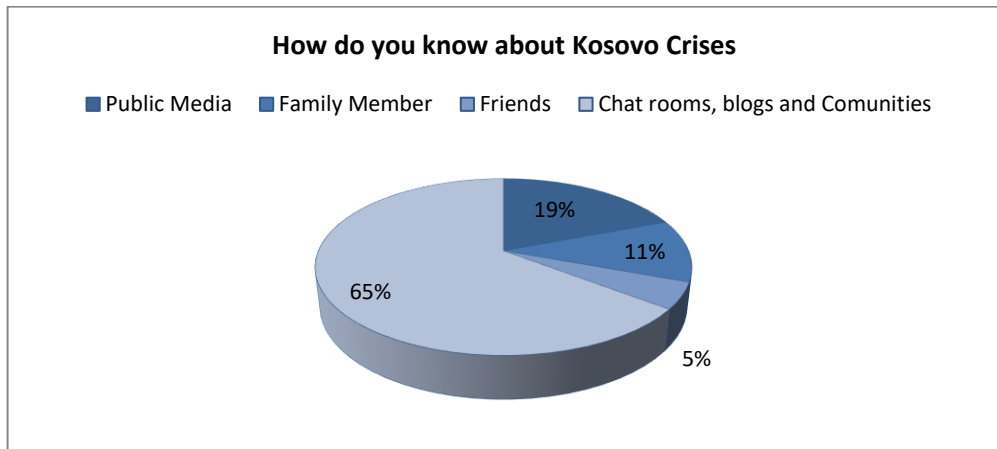
It was a way for the at the time graduating students to measure the impact of the electronic media in the perception and the role that the blogs and the chat rooms played in the gathering of information and the forming of opinions. The main hot topic at the time, due to the situation in the Balkans, was Kosovo and the war that had ended only four years ago, but since the situation was still unresolved it has still a hot topic¹.

The poll interviewed the students which were at their last year in 2004, but whom actually were at the first year of high school when the war finished. They were posed a total of four main questions which are posted in the below section. The interest of the time was how much the internet and chat – rooms were used as a primary mean of information. However what came out is better represented in the below data. Also to maintain transparency the students participating on the poll were all of Albania nationality. The schools involved in the polling was Sami Frashri, Cajupi and Qemal Stafa in Tirana, Albania, graduating class of 2004 and "Josip Broz – Tito", Orce Nikolov, College of Europe, in Skopje, Macedonia. Total of participants in the poll were around 700 students.

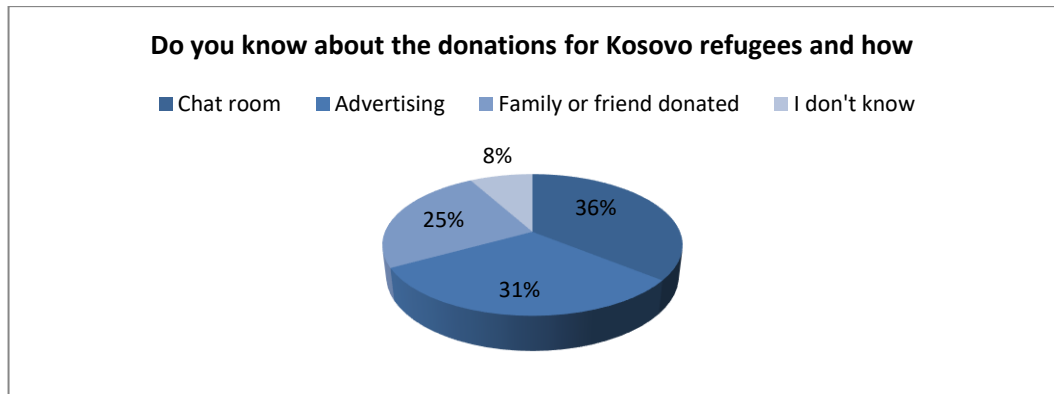
Analyses, Data Interpretation

According to the information we have received from the students it shows that 19% of them new about the war due to public media, while 11% of the students knew because they had a family member in Kosovo, as 5% of them claimed that knew because of other friends, while according to data shows that 65% of the students declared that they were using specific communities and chat rooms to get the information in the Kosovo crises. The data shows the main source of information at that time was what we should consider as the social media at the time. It is interesting to note that the one that claimed the chat rooms and communities as the main source of information also gave specific names of them and that they were members as early as 1998 in them in some cases, especially in the Macedonian high schools.

¹ Kist,W. (2012). Class get ready to tweet: Social media in the classroom. Our children. Pg56

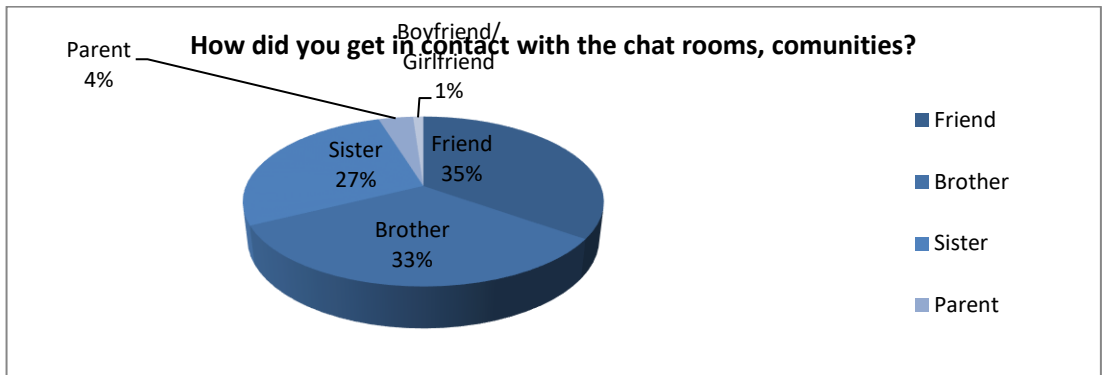


On the question relating to if they knew about ways to give donations to help the refugees of the war and to rebuild the war ruined country and how there were these responses, 36% of adolescents indicate that they had learned it in the chat rooms, 31% receive the message due to advertising in the public media, while 25% of teenagers claimed that they knew because their family or a friend had done a donation. Only 8% of adolescents indicate that they didn't know because they were not interested. By this data we can deduce that the main point of information regarding the situation and humanitarian aid was gather thru media and the main one thru social media. ¹Only a few of them claimed that they didn't know and they came mainly from social welfare.

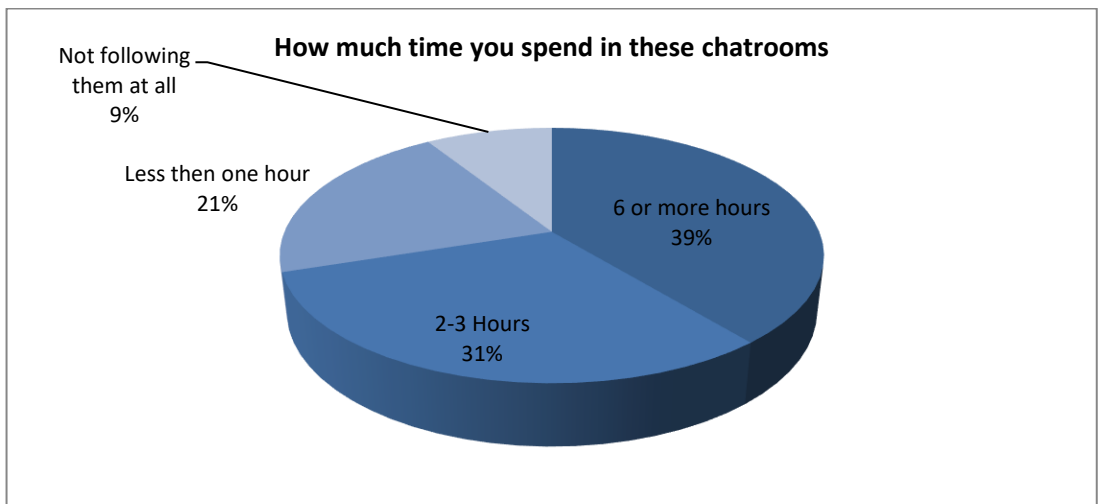


Another question was how did you got in contact with the specific chat rooms and communities discussing Kosovo's Crises and we have the following information: because of my friend with 35% followed by the because of my brother 33% and 28% sister, because of my parents answered 4% and less importance attaches because of my boyfriend/girlfriend 1%.

¹ Moody, M. (2010). Teaching Twitter and Beyond: Tip for Incorporating Social Media in Traditional Courses. Journal of Magazine & New Media Research 11(2): pp. 1-9.



The Next question was how many hours a day they spent in these chat rooms discussing the main topics of the Kosovo War and its development: 39% of respondents state that spend at least 6 hours a day, 31% said they had followed the discussing for 2- 3 hours, 21 % of respondents claimed less than 1 hour, and 9% of the students claimed they didn't follow it at all. We believe that the actual data is more or less exact due to the fact that there had been evidence of the students spending the whole night in the above mentioned chat rooms¹



To back up the above data below is a graph of the information taken from the Institutes of statistics of Albania and Machedoni, the institute of Media and the Gallup institution in highlighting the data how the information was distributed in the Balkans in 1997-2004 41% of information comes thru chat rooms, blogs or communities, while those follow the Public media are 38%, regularly reading newspapers is 21% and the number those who use different of the above sources is 0%.² This shows that the main way of information back then were actually the chat rooms and communities even more then the electronical media³.

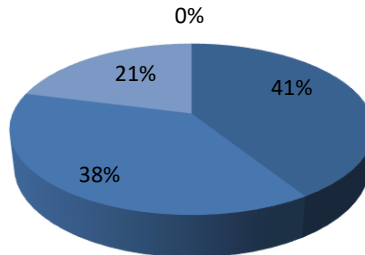
¹ E. Hargittai, 2007. "Whose space? Differences among users and non-users of social network sites," Journal of Computer-Mediated Communication, volume 13, number 1, article 14

² INSTAT, ALBANIAN IN NUMBERS 1999-2004, pg 108

³ Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. Journal of Computer Assisted Learning, 27(2), 119-132..

What is you main source of information

■ Chatrooms and Comunities and Blogs ■ Public media ■ Daily newspaper ■ Different sources



Conclusions

As already demonstrated the main sources of information at the time to the crises the Kosovo was going thru were the chat rooms and the communities. Actually there were around 17 thousand chat rooms and communities at the time mainly ad operated by Albanians which were serving as a different source of information regarding the crises and possible ways to help the refugees. It provided a much more extended network then the actual media coverage, and it was so much more important because people were sharing ideas and information and were trying to come to the aid of those that were in the middle of a conflict¹. One of the most not touched themes of discussions is the way the social media like chats and communities were utilized to make a connection between the nationals living inside Albanian territory and those outside it², and the way it served as a communication way to provide help, donations and reunification for a lot of families divided by the war. So all in all the main conclusions are as below:

- a. The social media impacted in the humanitarian part of the war of Kosovo
- b. It provided information and help for the refuges
- c. It established a communication road for the divided families
- d. It impacted the new generation in becoming more active in the crises of Kosovo.

All in all social media is a powerful mean and no matter when it started or how many crises it influenced it need more study and control means to generate it in a useful tool for society.

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Social Protection and Support for Vulnerable Categories in Albania

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Abstract

One of the most sensitive areas faced by the Albanian society in the period of transition from a centralized economy to the path of free market economy, has been the construction of a modern system of social protection. This article aims to present social protection system in Albania, focused on their distribution especially to the third age and gender differences. The methodology used is qualitative research based on a systematic analysis of the literature. Are analyzing social protection schemes and legal aspect which is based on, referring to the latest official data. The study arrives in two main conclusions. First, due to the global financial crisis and economic growth slowdown, there was an overall increase in poverty, which constitutes a challenge for the reform of social protection scheme for our country. Second, it appears that older women face to more difficulties due to gender policies not right to social protection scheme.

Keywords: social protection; poverty; third age; gender differences

1. INTRODUCTION

Social services are what they expected from a country where through legislation and responsible institutions, as a regulator of welfare in complexity, to help all its citizens

From a worldwide perspective, the European Union (EU) is clearly a model of social protection. Unemployment, poor health, invalidity, family situations and old age are some of the risks which these systems were created to deal with. The systems also guarantee access to several services that are vital to the preservation of human dignity.

One of the most sensitive areas faced by the Albanian society in the period of transition from a centralized economy to the path of free market economy, in the way of the rule of law, has been the provision of freedom, economic rights and social skills, the right of private property, employment, housing, health, education, and building a modern system of social protection that guarantees the individual member and the families that fall into poverty, financial support to meet basic living needs and services vulnerable groups, in order to include them in social life.

Albania as a country that adheres to be part of a European Community legislation did already enjoys the support through social services for vulnerable category / in need? A enjoys its structures protective institutions to meet the needs for persons with special needs belonging to vulnerable groups? In its development policy or is the focus of the third age, as a target group with special needs?

*** Article 151 of the Treaty on the functioning of the EU (ex Article 136 TEC) names proper social protection and improved living and working conditions among the objectives of the Union and the Member States. Article 153 (TFEU) states that the Union shall support and complement the activities of the Member States concerning, inter alia, social security and social protection of workers. Social protection in the strict sense usually means social security, while social protection in a broad sense includes social security among other social rights of the citizens. In fact, under the heading "solidarity", the Charter of Fundamental Rights of the European Union mentions several rights, such as: the workers' right to information and consultation within the undertaking; the protection in the event of unjustified dismissal; fair and just working conditions; protection of young people at work; and, of course, social security and social assistance.

Concerning this subject, namely social protection in the strict sense, the Charter of Fundamental Rights declares that the Union recognises and respects the entitlement to social security benefits and social services providing protection in cases such as maternity, illness, industrial accidents, dependency or old age, and in the case of loss of employment, in accordance with the rules laid down by European law and national laws and practices.

2. ANALYSIS

The methodology used is qualitative research based on a systematic analysis of the literature. With the progressive ageing of Europe's population, the problems of retirement and post-retirement become increasingly acute and require cooperation between Member States. In a Resolution on flexible retirement arrangements the Council wants older people to continue to play an active part in society and maintain a link with the labour market. It emphasises that a flexible retirement policy could constitute a rational response to changing demographic patterns and to labour-market changes, but that flexible retirement arrangements are a matter for each Member State, bearing in mind the principle of subsidiarity.

2.1 Types of social protection

Social assistance: Social assistance is direct, regular and predictable cash or in-kind resources transfers to poor and vulnerable individuals or households (Arnold et al. , 2011: 91). It is usually provided by the state and financed by national taxes (Barrientos, 2010). Support from donors is also important in lower income contexts. Transfers are non-contributory, i. e. the full amount is paid by the provider. Some are targeted based on categories of vulnerability, and some are targeted broadly to low-income groups. This is the primary form of social protection available in most developing countries (Barrientos, 2010).

Cash transfers: are direct, regular and predictable transfers that raise and smooth incomes to reduce poverty and vulnerability (Arnold et al. , 2011: 2). Unconditional Cash Transfers (UCTs) are for the beneficiary to decide how to spend. Conditional Cash Transfers (CCTs) are given with the requirement that the beneficiary meets certain conditions – often related to human capital development, such as visiting a health clinic or ensuring children go to school.

Social pensions: are state pensions, a form of cash transfer targeted by age. Pensions are the most common social protection tool, with the widest global coverage and often highest national spend.

In-kind transfers: are economic and livelihood asset transfers to households, facilitating income generation. They tend to be larger, one-off transfers but can also be smaller, regular transfers, such as food transfers. They tend to take an integrated approach, linking the transfer with skills training and other activities (Holmes & Jones, 2013: 65).

2.2 Legislation

The Constitution of the Republic of Albania in its fourth chapter, establishes and develops in 10 separate articles "Freedoms and rights, economic, social and cultural rights" of individuals.

Thus, in its Article 52/2 provides that: "Everyone, who remains without work for reasons independent of his will and has no other means, is entitled to assistance under the conditions provided for by law".

In its Article 59 stipulates that ". . . the State, within its constitutional powers and means at its disposal, to supplement private initiative and responsibility, aims to: a) employment under suitable conditions for all persons able to work; b) meet the needs of citizens for housing; c) the highest standard of health, physical and mental potential; d) education and qualification according to ability of children and youth, and unemployed persons; e) care and help for the elderly, orphans and the disabled; f) health rehabilitation, specialized education and integration in society of disabled people, as well as continual improvement of their living conditions. "

2.3 The legal basis for the elderly in Albania

In the Albanian legislation, the standard services for the elderly are used as an instrument for insurance and maintaining the quality of services and ensuring that the rights of the elderly will be applied according to the Albanian Constitution, the Political Declaration and the International Action Plan for Aging, Madrid 2002, the European Social Cart (revised) and the recommendation of the European Council. In fact these standards regulate the issue of the elderly through the law nr. 9355, date 10. 3. 2005 "For the help and social services (revised), the regulations "For the standard services and social care for the elderly in the centers for the elderly" and "For standard services and social care for the elderly in the day centers". We should emphasize that the law "For help and social services", does not regulate in a specific way all issues that regard the elderly. In the meantime it is seen as necessary from the Albanian Government the application of the standards while placing rules for the quality of the services, which are compulsory for all service providers in the public institutions and other services founded by the NGO sector, and for the private providers as well. These standards are supported in the package of The General Standards of Services, which is approved with a decision by the Ministers' council and are helping governmental structures in fulfilling the new functions such as: fulfilling of the social needs of a community, decision making for improving the services, securing the necessary funding, contracting the service providers etc. These legal initiatives regarding the elderly should not contradict the obligations deriving from the declaration of the human rights and should be harmonized with the International Action Plan for the Aging and other international instruments (the Ministry for the Social Issues and Equal Chances).

2.4 Importance of demographic ageing

Demographic changes will lead to an unprecedented number of the elderly in the whole world and they will be directly affected by age discrimination. Therefore it is important to increase the pressure on governments and on the society as a whole to respond to this phenomenon. The strengthening of the rights of the elderly is the only proper respond. Even though the governments will implement the development of a new UN cart of declaration, without the elderly advocacy, reach the support without the advocacy. A key role, in order for this to happen, has the civil society organizations, which also can request for accountability from governments regarding their decision on this topic. This is the reason why the society needs more active participation from the elderly. Aging of a nation is one of biggest challenges and it sets the requests related to economic and social growth in all countries. In the whole world, the number of the people that are > 60 is increasing and will continue to increase more than other age groups because of the low fertility rates and the increase life expectancy. The group age of 60 plus years is expected to grow from 600 million in the year 2000, to more than 2 billion in 2050 (source: the population section of the department for economy and social issues in the secretariat of the UN for projecting world population). This growth will increase faster in developing countries where the number of elderly is expected to triple in the next 40 years. In 2050, more than 80% of the worldwide elderly will live in developing countries. At the same time, the number of the elderly (80 years and above) in the developed countries will increase in the unpredictable proportions. While aging, the elderly have the need for the financial support, for a chance to get a job, in order to be active and to have access in suitable long-term health and social care.

2.5 The Albanian population structure

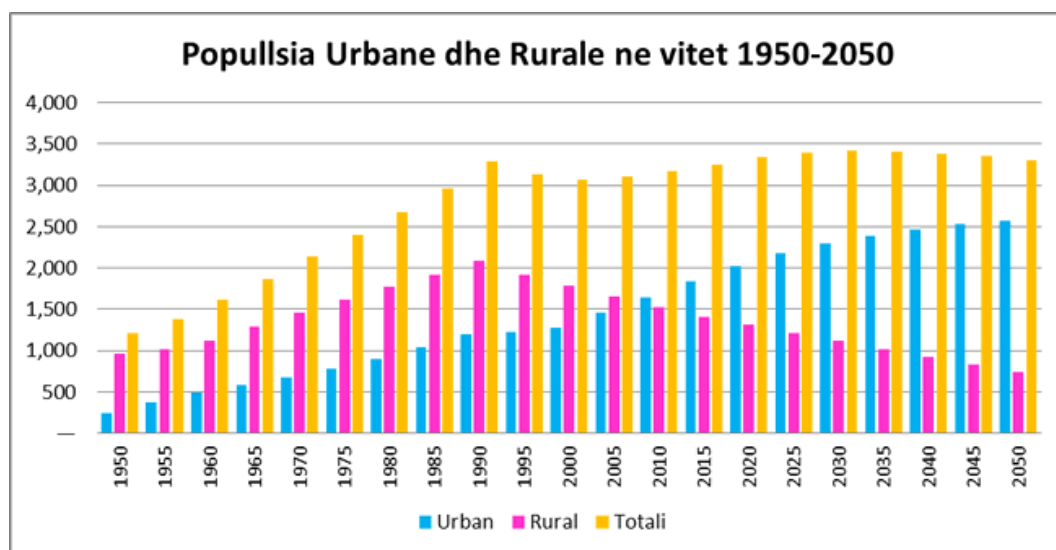
The Albanian population is considered young compared to other countries in Europe, however, now is showing signs of aging. According to the latest report from the institute of statistics (INSTAT) "Projections of population in Albania 2001-2021", the number of the young people will significantly reduce while the number of the elderly will progressively increase. The actual population in Albania is 2 821 977 people, according to the 2011 census, with a slightly bigger percentage of the people under 15 years old, around 29. 5 percent, and with a lower percentage of the elderly who are 65 years old with 7. 4 percent, and with the average age of 29 years old. However even though now considered as a "young population" it seems like the population in Albania will age in the next few decades, and this is a consequence of the low birth-rate. The aging is inevitable and will be accompanies with the decreased number of little children, if birth-rates decrease with fast pace. In the 90' the population structure was significantly changed, while introducing phenomenon like migration and the low birth-rate. According to the average population projection by the INSTAT, and based on high birth-rate the population in Albania is expected to reach 3 711 929 people, and in case of the increased migration and low birth-rate rate it's projected to be 3

215 753 people. Nevertheless, it is the birth-rate the one factor that has a direct impact in increase or decrease of the aging of a population. Even though now decreasing, the birth-rate rate used to be one of the highest in Europe. In meantime, the future projections who that the present population of all ages and gender ages every year more and more, compared with mortality rates and migration. Albania is a country with the fastest fall in birth-rates in the last few decades and it is projected to fall in the next few decades. In this way, from an average 2.3 babies being born per woman in 2011, to three times less than 40 years ago, will decrease in 1.4 babies in 2021. This is one of the main reasons of aging population. In meantime, the increase of the life expectancy, as an important demographical coefficient gives positive data for Albania.

2.6 Urban and rural population in the years 1950-2050

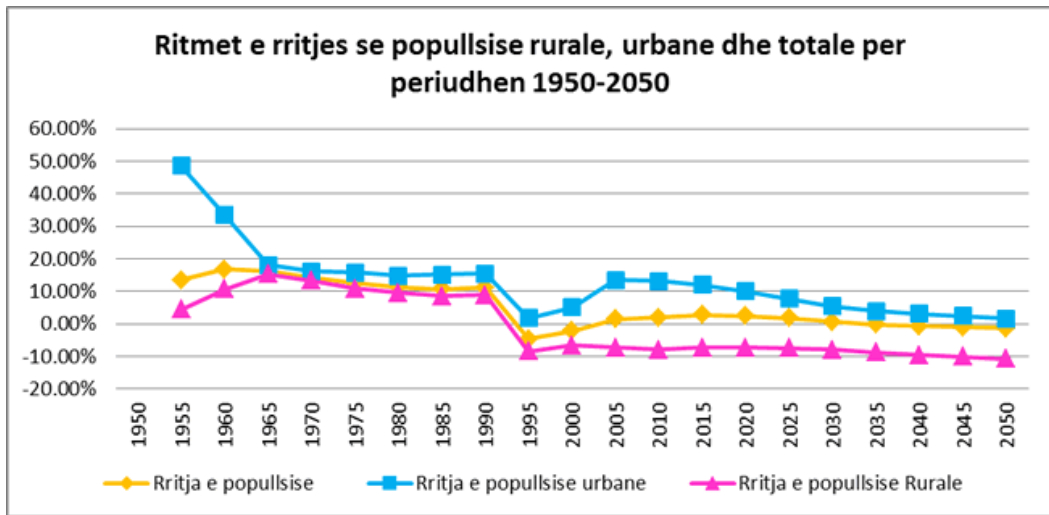
The population living in urban and rural areas in the group of indicators Rural Development or/and Urban. Generally, developed countries tend to have a higher population in urban areas compared to rural areas. This facilitates access to basic services, such as provision of water, health care or education. Consequently, it can be said that the higher the ratio of urban to the rural population, the higher the welfare of the inhabitants of a country.

The figures show a global trend of relocation of residents of rural areas to urban areas, a trend that applies to our country:



Source of data: United Nations, Department of Economic and Social Affairs, Population Division (2010). World Urbanization Prospects : The 2009 Revision.

The years 1950-1990 marked an increase with relatively high rates of population, averaging 13%. This pace of growth was reflected in the indicators of population growth of rural and urban areas. However, the growth of urban areas was consistently higher than that of rural areas.



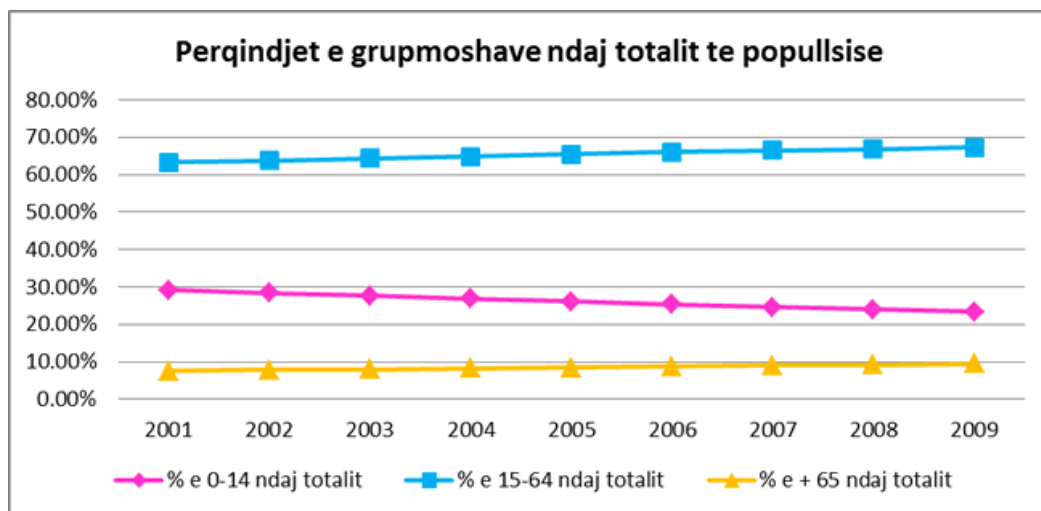
Source of data: United Nations, Department of Economic and Social Affairs, Population Division (2010). World Urbanization Prospects : The 2009 Revision.

The years 1990-1995 marked significant developments. In this period the total population decreased by 4.73%, this low rate compared to previous years, due to two main factors, immigration and fertility reduction. In the same period, the population in rural areas, for the first time marked swing downward, dropping to 8.45%, while urban areas grew by only 1.76%. Already people were free to choose whether they wanted to live in the city or in the countryside and their movement was not controlled. The possibility for a more comfortable and still further, higher opportunities for work, making the population in the countryside to fall steadily while the number of city residents were growing.

Even on the projections of the future, there is an exodus from rural areas and predominantly urban population. Starting since 2010, the urban-rural population becomes 50% to 50%. N 2020, the proportion of urban population is thought to be 60% of the total population, and after the 2035's, the ratio will be about 70%.

2.7 The comparison between men and women and the third age

Furthermore, the high number of the women with long life expectancy also presents a challenge for the policymakers. The lack of policy, which addresses these issues, sends lots of elderly toward poverty, and also leads to the non-gratitude of their economical and social contribution, which they offered to their families, communities and to the whole society. Quite often an idea prevailed that in the world there are more women than men. In fact, generally there are only few countries where the population of women is higher than 52% (Switzerland, Armenia, Belarus etc.). On average, in the world in 2009 49.59% of the population was consisted by women. In EU this indicator reached 51.16%. These percentages are similar in Albania as well. In the time period of 1998-2010 the number of women as part of general population varied from 49.8% - 50.17%. On average, in our country, this number was 99.99 women to 100 men, in other words it was 1 to 1. In 1998 there was 12.246 more men than women or 0.8% more. As time passed, this percentage started to change while the number of women started to grow and in 2004-2005 the difference was 11.000. After this period, men were the ones presented in higher numbers, and in 2010 in Albania there are 16.400 men more than women. It is interesting fact that men dominate the numbers throughout all these years in age groups of 0-24 years old and 50-69 years old. Women are in dominance in age groups 25-49 and above 70 years old. The latter is because of the longer life expectancy of women compared to men.



Even though the graph shows negative correlation between two extreme age groups. The percentage taken by the 0-14 years old compared to the total number is decreased on yearly bases while the category of 65 years and above is growing. This fact shows the phenomenon that is slowly becoming evident in our country as well, the nation is getting older. The decrease of birth-rates is expected to become more evident in future generations. In the meantime, the growing number of above 65 years old people should have the state attention for creating preventive social policies and retirement schemes.

2.8 Older Woman

Nowadays it is accepted fact that reaching equal gender equality and empowering women is a right thing to do and will have wide effects for women and girls of poor countries in the whole world. We are all aware for the hard conditions in which the older women are, not only in the years of communism and total isolation when they had to worked without receiving any salary and with terrible working conditions, but in the years of transition she also had to face with myriad problems, such as unpaid labour, discrimination in the workplace, in services, retirement etc. in every discussion and all global initiatives was confirmed that the women of the third age are a factor of change, of development and of daily creative solutions, of initiatives and service as a supportive foundation of the families and their communities. Gender inequalities are the different aspects of discrimination with which the older women are facing with and other women also. Women earn less than men. They also quite their careers to take care for their children and other members of the family. In fact, when women are accepted to paid job, it rarely frees her up from other home-related labor and this additional hardship quite often weighs on their health. Knowing that women live longer than men, they have more chances of becoming widows and this is one of the most important factors that relates with poverty, loneliness and isolation. The international plans of action, that are created in different international conferences held by UN, are encouraging countries to reviews their legal human resources in order to eliminate the discrimination between woman and a man. Issues covered here also include the equal access to education of both boys and girls, fighting any kind of gender based discrimination and reducing the negative traditional practices. Many of these preventive interventions on inequality will lay foundations with a sole purpose to lead toward a decent healthy and active aging. The current situation requires a common local strategically partaking and developing of the responsibilities for many decision makers of local issues in Albania, in order for the voice of women to be listened in palling and distributing the services that currently did failed to address the proper needs.

2.9 Social Isolation

As far as the human contacts are concerned, one particular alarming issues are the elderly who are totally isolated (3%) who do not have any kind of contacts with their families, including cousins or their friends. We should emphasize that still there are strong family relationships and their children and other members of their family are visiting many elderly. Nevertheless, sometimes the elderly are keen to express their family and community's lack of interest for them. Even though strong family ties are still evident in Albania, many of the elderly feel that the "situation is worsened" in the last 10-15 years as far as family relationships are concerned, and members of community are less concerned with their problems. Lack of respect is one of the most disappointing issues according to the concepts and feelings that the elderly expressed. Referring to a study done by the Movement of Organizations Supporting a Healthy Ageing – MOSHA, the elderly do not receive the same respect as they were suppose to according to the old Albanian Tradition.

As far as being part of a community is concerned, most of the elderly reported to have difficulties in actively contributing and to be involved in community programs and activities. The elderly are sensing that their voice is not being heard and their opinions are not being taken into consideration.

At the elderly public and non-public residential centres in 2012 there were treated 410 and in daily canters 787 elderly.

During the last year in the elderly residential centres are admitted 67 from which 58 in public institutions and 9 in non-public institutions.

It is noticed that the requests for admitting the elderly in public institutions is growing, and this is happening for the following reasons:

- Increase of the life expectancy in our country,
- The growing phenomenon of small family lifestyle,
- Abandonment of the elderly by their children because of the migration.
- And the improvement of the living conditions in the elderly centres.

Taking into account the increased number of the requests in 2012 for admitting in the elderly residences, there is a need for increasing the institutional capacities and adding new daily services and more alternatives for this target group especially in the community where they live (Yearly Analysis of SHSSH 2014).

2.10 How are violated the rights of the elderly?

The elderly rights are violated in different ways, such as:

• **The rights of the elderly to be free of any kind of discrimination** – The Elderly, women or men, are often denied the access to the services, jobs ore are treated without a respect because of their age and other factors such as gender or disability.

• **The rights of the elderly to not be abused** – The elderly, women or men are often a subject of verbal, sexual, psychological or financial abuse.

• **The rights of the elderly for social security** – many of the elderly do not have any kind of financial support such as pension or other forms of social security. The lack of minimum income can lead them and their families into poverty.

• **The rights of the elderly for healthcare** – the elderly because of their age sometimes cannot receive the needed social healthcare. They can be denied of a treatment or can get limited services.

• **The right of the elderly to work**- Quite often the elderly are considered as "not capable to get a job" because of their age. This is a violation of human rights, because everyone has a right to a job as long as they consider

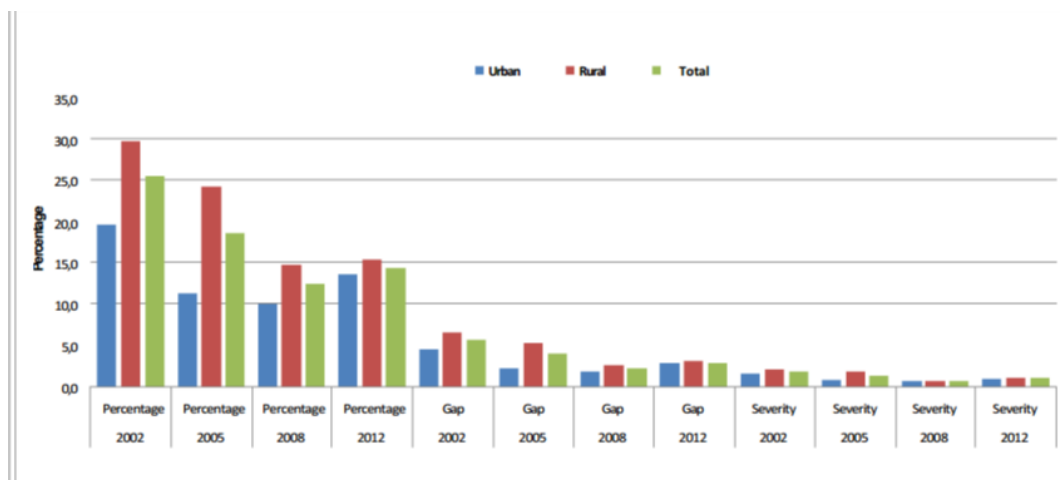
themselves capable of working. Moreover, the elderly can be asked to quite a job because of reaching the retirement age.

• **The rights of the elderly to own real-estate and to inherit wealth** – In many parts of the world, the inheritance law denies the rights of women of any age to own or inherit real-estate after the death of their husband. The members of the family often force widows to quit on their right to real-estate, they confiscate it which presents a direct violation of their rights for equal inheritance, managing and selling the wealth.

2.11 Albania: Trend of Poverty 2002-2005-2008-2012

As a result of the global financial crisis and overall macroeconomic situation associated with low rates of growth since 2008, poverty has increased. Part of the population, real per capita monthly consumption of which is under the 4891 ALL (2002 prices), grew by 12.4% in 2008 to 14.3% in 2012. In previous years, poverty has fallen from 25.4% in 2002 to 18.5% in 2005 and 12.4% in 2008 (Figure 1 and Table 1). This means that about 28,896 additional individuals 373.137 poor individuals in 2008 have fallen into poverty. Extremely poor population, defined as individuals who have difficulty meeting basic food needs, has increased from 1.2% in 2008 to 2.2% in 2012. Extreme poverty fell from 4.7% in 2002 to 3.5% in 2005 1.2% in 2008. In 2012, extreme poverty has risen to 2.2% in urban areas and in rural areas 2.3%

Trend of absolute poverty:



The overall increase in poverty was associated with a higher growth rate of urban poverty. Poverty does not seem to be just a rural phenomenon. Instead, poverty is moved mainly in urban areas. Table 2 shows that, while the rural population in poverty has fallen by about 12% urban population in poverty has increased by about 37%. The poverty rate in rural areas increased from 14.6% in 2008 to 15.3% in 2012, while urban poverty increased from 10.1% to 13.6%. Moreover, even within rural areas, the poverty rate is significantly reduced in the Mountain areas. Poverty seems to be a more widespread than in 2008 and is not concentrated in rural mountain areas (Table 1). Other indicators of poverty maintain similar rates of change, as described above, both in urban and rural areas. The poverty gap (depth of poverty) is similar for both urban and rural areas. However, urban areas have had a significant increase in the poverty gap compared to previous years. In rural areas, this figure is 3.0%, compared with 2.9% in urban areas; for rural areas, this indicator has increased by about 15% compared to 2008, while the urban areas has grown by about 53%

Rate and the reduction of poverty in urban and rural areas:

	The number of poor by areas urban/rural				Change in poverty		
	2002	2005	2008	2012	% change 2002 -2005	% change 2005 -2008	% change 2008 -2012
The population in poverty	813. 196	575. 659	373. 137	402. 033	29,2	35,2	7,7
Urban areas	257. 690	151. 811	150. 052	205. 273	41,1	1,2	36,8
Rural areas	555. 506	423. 848	223. 085	196. 760	23,7	47,4	11,8

2.12 Poverty, how sensitive the third age is?

Referring to different studies and especially to the survey done by the Movement of Organizations Supporting Healthy Aging – MOSHA, concerning the self-perception of the poverty we have the following result:

- 17% of the elderly consider themselves as “extremely poor” and 40% as “poor” compared to 2% who consider themselves to be “in good financial situation”.
- More than 33% of the elderly were identified in the informal and rural parts of the country that receive no pension at all (it’s worth mentioning that the pensions in the village “the farmers pension” is considerably lower than the one in the cities”).
- 16% of the participants did not have water supply system in their homes or their apartments. Nevertheless there were big differences between the zones: in informal zones in Tirana the percentage can go up to 28%, whereas in rural zones the proportion of the elderly without access to water supply system was 35%.
- Same inequality goes for the access a toilet (WC) inside the house/apartments, with 100% in urban zones compared with only 66% in informal and rural zones.
- Around 27% of the elderly in urban zones, 25% in informal zones and 34% in rural zones did report that they did not have heat in their homes in the wintertime.
- The electricity was available for 94% of homes/apartments where the elderly live (99% in urban zones, 87% in informal zones of Tirana and 88% in rural zones).
- Something less than (11%) reported that they did not have a TV (no significant difference among the above mentioned categories).

Knowing that the most of the elderly are not able to work (adding the discrimination that is done upon them, where because of the age, even though they might be well qualified and able no jobs are available for them), the only financial resource that they have is a pension.

In Albania the number of the elderly who receive a age based pension is 303. 100 in cities and 57. 068 get the pension for their disabilities also in the cities, and 48. 053 in urban zones. In the rural parts there are 136. 828 who benefit from the

age based pension, and 30. 205 people get pensions from specific programs such military, miners, professors, ex-workers of military industry/pilots/marines. In total there are 591. 600 people who receive pensions.

After the last raise of the pensions that took place on 1st of August 2013, the minimal pension in the cities will be 12. 024 lek per month, whereas in the rural parts it will be 8. 233 lek per month, while the maximum monthly pension in the cities might reach 24. 048 lek and in the rural parts might reach 12. 140 lek. On the total, after this raise, the minimal full pension will not be less than 14. 174 lek per month; the minimal full pension in the rural parts cannot be less than 9. 123 lek per month; and the maximal full pension in the cities will be 24. 548 lek per month (source: ISSH).

Referring to the numbers above, the difference between the rural parts pensions and city pensions is quite visible. This situation can be justified in few cases because the rural parts pension beneficiaries (known mostly as farmers) own land which they can use to produce extra income, but of course this is hardly true when we talk about the third age which being that physically it is not always possible for them to work on the field, nonetheless they have the full right that they receive decent benefits for the hard work that they did all their lives.

3. CONCLUSIONS

This article analyzes trends in poverty in Albania. The study arrives in two main conclusions. First, due to the global financial crisis and economic growth slowdown, there was an overall increase in poverty, which constitutes a challenge for the reform of social protection scheme for our country. Second, it appears that older women face to more difficulties due to gender policies not right to social protection scheme.

3. 1 Firstly, due to the global financial crisis and economic slowdown, there was an overall increase in poverty. Secondly, poverty is not just a rural issue. There has been a shift of poverty from rural to urban areas, where the latter has been a large increase in poverty. This may have been due to more concentrated efforts towards rural development, while population movements may have moved from rural to urban areas and the consequences of the crisis have affected mainly urban areas. Further efforts are needed to bring poverty to lower levels. More detailed data will shed light on regions and areas where poverty is concentrated and where interventions should therefore initially. The phenomenon of urban poverty should be examined in depth in further analysis in a future closer to understanding the causes and change in monetary poverty.

3. 2 Secondly, even that Albania, is in the process of reforming social services, in a way, has made progress in performance in the legislative adjustment in terms of gender equality perspective and social policies, there is still room for improvement when it comes to gender equality in the third age. It is worth mentioning here legally protection cases identified as constituting a violation of the employment identification without underwrote older women as caregivers in the family, babysitters, cleaning the family.

To achieve legislative harmonization and social services Albania has implemented standards of service for the elderly, which serve as the basic instrument for ensuring and measuring the quality of services and guaranteeing the exercise of the rights of the elderly in accordance with the Albanian Constitution, Declaration political and International Plan of Action on Ageing, Madrid 2002 European Social Charter (revised) and the Council of Europe recommendations. Applying these standards by establishing rules for the quality of services, are required to be implemented by all providers of services in public institutions and services raised by non-profit organizations (NGOs) and other private providers.

Meanwhile, the growth of the population over 65 years old should draw the attention of state social policy making proactive and prudent pension schemes. Local authorities showing sensitivity towards the elderly, mostly female category where the level of jetgatësisë for them is higher, can develop and implement through social projects and awareness campaigns or new employment opportunities in order to avoid legal violations occur; as undeclared employment; but they themselves feel more valued against their families but also from civil society. Third Age is part of society and therefore should be treated equal as everyone else, even their contribution and experience to be evaluated more in society

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Issues of Criminal Procedures Relating the Juvenile Freedom Deprivation

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Abstract

Freedom is one of the fundamental rights sanctioned in a number of international human rights acts when the European Convention on Human Rights is the main framework. Freedom is considered a fundamental right and is guaranteed also in the Albanian Constitution. Being a fundamental right it can be limited any by law. In order to prevent the arbitrary violation of this right, the article 27 of Constitution determines limited cases of freedom deprivation. The article 28 of the Constitution, also foresees some guaranties and rights for persons deprived from liberty. These rights and guaranties are completed in specifics laws when the Criminal Procedure Cod is a crucial one. The Criminal Procedure Cod provide also special rules to safeguard the rights and the interest of juveniles throughout the deprivation of liberty preceding. However in the justice organs practice still there are problems in fully implementing these rights. The article will address issues related the criminal procedure and the legal guaranties related the deprivation of liberty based on the national legislation and international standards. The paper will focus mainly on the special standards relating the protection of juveniles taking in consideration the special needs of this group. In the framework of Procedural Criminal Code rules, international juridical acts and the court practice, concrete conclusions will be drawing in regard to the actual situation related with the respect of the juvenile rights on this stage of proceeding. Considering the current situation, recommendations will be displayed relating the legal and institutional improvements are needed in order to comply with international standards on children's rights.

Keywords: Criminal, Procedure, Cod, Freedom, deprivation, International, juridical, acts, Procedural, measure.

1. The right to freedom and security as part of the notion of fundamental rights

The right to freedom and security is one of the fundamental rights of persons. In terms of constitutional rights, freedom is one of the most essential aspects. Bringing this right to a constitutional level has now become a general rule for all democratic countries. Sanctioning this principle, in addition to other principles regarding fundamental rights and freedoms, at constitutional level, serves as a safeguard for respecting and implementing these principles.

Nevertheless, even this right is not absolute. To guarantee the arbitrary infringement of this right, the Constitution of the Republic of Albania (AR Constitution) specifies the cases of freedom deprivation and sets forth a number of minimal safeguards for the person's deprivation of freedom. It sets forth a number of procedural safeguards to the person deprived of freedom for one of the reasons stipulated by the law.

The Constitution stipulates that every person deprived of freedom enjoys the following rights: the right to notification of the causes for the measure or the relevant charge, the right to a lawyer, the right to complaint, the right to be heard before trial etc.¹ Moreover, the Constitution expresses some of the fundamental principles of the criminal process, which serve as a greater guarantee for the person under deprivation of freedom. Here are a number of principles: *Habeas Corpus* (Article 28/3 of the Constitution), the principle of not applying the criminal law with retrospective power, (Article 29), the principle of presumption of innocence (Article 30), the *ne bis in dem* principle, (Article 34) etc.

¹ Constitution of the Republic of Albania, Article 28.

The constitution elaborates on a number of the most fundamental elements of the criminal process and the safeguards to the person deprived of freedom, followed by a more detailed elaboration in special laws. The main laws are the Criminal Code and Code of Criminal Procedure (CPC).

This constitutional regulation is in compliance with the aim of the European Convention on Human Rights (ECHR), ratified by Albania. This is the only international agreement equal with the constitution in terms of hierarchy.

Article 5 of the European Convention on Human Rights also provides for the right to freedom and security and the possibility of limiting this right solely for cases expressly stated.

The ECHR also provides a number of fundamental safeguards to persons under conditions of personal freedom deprivation. Article 5/2 sets forth the right of each person to be informed in the shortest time possible, in the language he/she can understand, about the reasons of the measure or any charges against him/her. Article 5/3 refers to the right of the person to be sent to the judge within a reasonable deadline, otherwise known as the Habeas Corpus principle. Article 5/4 sets forth the right of each person deprived of freedom to complain before a court regarding the measures taken by him. Moreover, Article 5/5 grants him/her the right to a fair compensation in cases of illegal arrest or imprisonment.

Being an important document in the field of human rights, it acts as an international safeguard by setting a minimal standard for these rights and is regarded as a roadmap of domestic legislations in this field. The extensive practice of ECHR has made an extraordinary interpretation of cases of person's deprivation of freedom, as well as rights of persons under the conditions of personal freedom deprivation, thus becoming a very good example for domestic courts of countries which have ratified ECHR.

However, there have also been cases of violation and non-implementation of this principle, resulting in serious consequences regarding the respect of fundamental rights and freedoms of citizens. This phenomenon becomes more concerning if there is a violation of procedural safeguards applicable to juveniles deprived of freedom.

2. Sanctioning procedural safeguards in the domestic legislation

Article 27 of the Constitution established that:

"No one's liberty may be limited, except in cases and under procedures prescribed by law". In accordance with this constitutional requirement, rules and procedures of constraint are detailed in CPC. Typical cases of freedom deprivation are the cases relating to arrests and detention of suspects for committing a crime and the application of security measures.

More specifically, the arrest and detention are provided in Chapter III of title V of the CPC, articles 251-259. This chapter contains general procedural aspects of the terms and implementation procedures of arrest and detention, which apply in general, without excluding any particular category, including juveniles. Arrest in flagrancy is performed when flagrant conditions exist and comply with criteria set out in article 251, while the ban applies in cases of risk of escape of the person suspected of committing a crime¹⁸. CPC has not sanctioned any exception regarding the conditions of the implementation of arrest in flagrancy and detention. With the amendments of 2002 it was provided that juvenile offenders accused of a misdemeanor may not be detained prior to trial¹.

As regards security measures, Article 228 specified the general conditions for setting security measures; reasonable doubt based on evidence, the existence of penalty causes and the existence of the criminal offence. The following special conditions are also specified: the existence of important causes which jeopardize the acquisition or veracity of the evidence, escape of the defendant or risk of escape, the risk that the defendant may commit serious crimes or crimes of the type he is being tried. The following dispositions also specify the criteria for setting security measures, the conditions for revoking or removing them, their duration, replacement, or the right to complain about the security measures.

¹ CPC, article 230/4.

In compliance with the Constitution and international juridical acts, a number of procedural measures have been foreseen to ensure that the person's deprivation of freedom be done in conformity with the dispositions of the material and procedural law, under the principle of legality as one of the fundamental principles of any democratic legal order.

The proper implementation of material and procedural dispositions provide the subject with the execution of all rights and safeguards stipulated by the law under a regular legal process. The right of the person deprived of freedom to have a lawyer, no matter whether he/she has been made a defendant (article 48), as well as the right to have the necessary time and facilities to prepare the defense, must be a real and effective possibility. Moreover, the person deprived of freedom enjoys the right to information about the reasons for his detention or arrest. He has the right to be informed not make any statements because everything he says may be used against him at trial. The person detained or arrested in flagrante enjoys the right to be sent before a judge within 48 hours and it is the judge who decides whether the measure is legal. This obligation derives from the famous principle Habeas Corpus. This principle, first set forth in Magna Carta, is a fundamental safeguard to the detainee. The person deprived of freedom is entitled to communicate with his lawyer at any moment. Cases of obligatory presence of the lawyer are set forth, such as meetings, examinations, questioning of the defendant, etc.

As regards pre-trial detention, being the harshest measure, Article 230/1 specifies that the criterion for the application of prison arrest is when all other measures are not relevant. A special procedural safeguard in this case is the exclusion of a number of specific subjects from the application of the pre-trial detention security measure. Article 230 of the Code of Criminal Procedure exempts the following subjects from pre-trial detention: pregnant or breastfeeding women, persons of grave health conditions or over 70 years old, drug-addicted or persons under the effects of alcohol. This is an application of the principle of proportionality, with the lawmaker exempting these subjects for the specific features they have.

A number of other principles pertaining to an appropriate legal process, such as the principle of the presumption of innocence, the right not to incriminate oneself, the right to silence, guarantee the person the protection of his rights in the legal process. Another very important safeguard is the one set forth in Article 5 of the Code of Criminal Procedure, which states as follows: No one can be subjected to torture, cruel, inhuman or humiliating treatment or punishment and persons sentenced to imprisonment are provided with human treatment and moral rehabilitation. This is an absolute prohibition, which cannot be used even in the most extreme circumstances.

What is of great importance to the practice of justice authorities is that they be applied correctly, thus providing the person with the right to a correct legal process, in pursuance of Article 42 of the Constitution and Article 6 of ECHR.

3. Special procedural measures for juveniles

The safeguards set forth by the Code of Criminal Procedure for persons deprived of freedom are applicable both to adults and juveniles. However, due to the special nature and level of development, juveniles deprived of freedom enjoy a number of procedural safeguards. These safeguards are sanctioned in the international juridical acts of justice on juveniles, which specify the standards of juvenile treatment at this stage of the procedure. These standards should be reflected in the domestic procedural legislation and should be implemented by justice authorities.

These standards are particularly important in cases relating to deprivation of personal freedom and the application of security measures which represent the first contact of juveniles with criminal justice. For this reason, in case of juveniles, will be of great interest to focus on the analysis of these specific procedural guaranties and the problematic issues related to their application.

i) The principle of the best interests of the child

The principle of the best interests of the child is the main consideration against all action taken against children¹. It is sanctioned in almost all international juridical acts such as the Beijing Rules, Riyadh's Directives, Havana Rules etc.

Doctrinal studies consider it a principle overlapping with the rights guaranteed for every individual and applied only to a category of subjects, who receive state protection due to juvenile age.² It asks each country which has approved the convention to adopt the legislation which must reflect this principle in each aspect of justice for juveniles.

The principle of the best interests of the child should dominate decision-making regarding every procedure applied to children. The best interest of the child should also be the leading consideration in all criminal procedures and implementation of state mechanisms to juveniles accused or suspected of criminal offences.

Obviously, it is not easy to determine the necessary measures of this principle in practice. The practical implementation requires that this principle be closely connected with all other rights and safeguards provided for juveniles by international juridical acts, and it requires the obligation to respect these rights.

As regards the treatment of juvenile offenders, special attention should be paid to this principle, in particular in cases of limitation or deprivation of freedom, especially the application of detention or any other procedure of freedom deprivation where the best interest of the child should prevail. This rule requires the establishment of the legal status of the juvenile and the need of differentiation in terms of rights enjoyed by juveniles depending on their age. For example, juveniles who have not reached the age of criminal liability cannot be subjected to measures involving deprivation of freedom or criminal sanctions. As regards juveniles at the age of criminal liability, the application of these measures should be used as an exclusive case and last for the shortest time possible.

ii) Deprivation of freedom as the last resort

The principle of deprivation of freedom, only in cases in compliance with legal procedures, is now a universal principle. As regards juveniles, in compliance with the best interest of the child and the need for special treatment, the leading principle is the one which states that: *Measures of freedom deprivation should be taken as a last resort and the shortest time possible.*

This principle exists in almost all recently sanctioned legal acts of juvenile justice, starting from the UN Convention³. Also, in accordance with the Rule 17. 1 (c) of the Beijing Rules, deprivation of freedom for minors should be an exceptional case which should be applied only in specific cases⁴. The same adjustments can also be found in the United Nations Rules, for the protection of juveniles deprived of freedom, where freedom limitation happens only in exceptional cases⁵. This principle enshrined also in other instruments such as Rule 46 of the Riyadh Guidelines, Rule 17 of Rules of Havana, etc.

According to international standards, in the CPC this rule should be extended to all cases relating to detention and arrest of juveniles and alternative measures to detention or arrest should be provide. International instruments have provided the procedural solution in favor of the application of freedom deprivation as a last resort, where is worth mentioning the increase of the self-determination right of the police and prosecution in order to avoid the formal procedures⁶. For this purpose it is suggested the creation of community programs such as temporary supervision and protection, restitution and compensation

¹ With regard to this principle, the UN Convention "On the rights of the child", Article 3 states:

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration."

² Albanian legislation and the convention of the rights of the child, publication of the Centre of Services and Integrated Legal Practice, 2008, p. 51.

³ Article 37/b of Children Rights Convention provides that any deprivation of liberty must be: legal and not arbitrary; be imposed as a last resort for solutions; extended only for the shortest period of time as possible.

⁴ Rule 17.1 (c) of the Beijing Rules provides that: "Deprivation of freedom shall not be appointed until the juvenile be convicted of a serious act involving violence against another person, or repetition in the performance of other serious violations, in cases when there is no other suitable reaction"

⁵ United Nations Rules for the protection of juveniles deprived of liberty, rule 2 and rule 17.

⁶ Beijing Rules, rule 11.3.

of victims¹. The CPC has not forecasted the principle that children shall only be deprived of liberty as a last resort, and for the shortest appropriate period of time. Also the specific criteria applying for juveniles, does not make possible the application of this principle.

For example, regarding the pre-trial detention measure as the most severe measure CPC has sanctioned the principle that it should be applied, *only when every other measure is inappropriate due to the high risk of crime and the offender*². Simultaneously for certain groups such as pregnant women or nursing mothers, persons in serious health condition or who have attained the age of 70 years, or drugged or alcoholic people who are subject of therapeutic programs in special institutions, these measure can be imposed only in exceptional cases. This rule does not apply for juveniles.

The only special requirement of the implementation of this measure to juvenile, *is that it cannot be determined for juveniles accused of a misdemeanor*³. Pursuant to this measure, the court must take into consideration the continuity of the educational process of juveniles.

The above criteria are insufficient. In this way the legislator has not taken into account the requirements of international legal acts that stipulate the principle that pre-trial detention should be a last measure to be applied to juveniles.

Despite the legal determination that this pre-trial measure should be used when all other measures are inadequate, in the absence of specific criteria, this measure has been applied frequently to the juveniles.

Also, court decisions have not always been reasonable in terms of applying this measure in cases of juveniles. These shortcoming is evident in several cases of the Supreme Court, which in a majority of cases has changed the court decisions regarding the pre-trial detention measure at juvenile offenders⁴. Essential arguments of Supreme Court decisions are based on the fact that the district court did not properly evaluate the criteria for determining this security measure.

Consequently the courts do not in any case take into consideration the standard of deprivation of liberty as a last resort. Simultaneously with all the positive changes made as a result of the transfer of the detention system, from the Ministry of Interior to the Ministry of Justice still there are also problems with implementing the pre-trial detention measure and the institutional infrastructure.

The sections of the pre-trial-detention sections where the juveniles are kept do not fully comply with the standards and the needs of their treatment and education. In the new legislative changes priority should be given to provisions that provide the possibility of applying the freedom deprivation as a last resort or provisions that provide alternative measures from the restriction of freedom.

iii) The right to defense

The right to defense is sanctioned in the Constitution of the Republic of Albania as one of the safeguards in the criminal process. The constitution sanctions not only the right to a lawyer and free communication with him but also the obligation of the state to provide free protection⁵.

To make it practically applicable, the right to defense has been detailed in the CCP, which includes detailed rules regarding legal defense at all stages of the process. Predictions concerning the execution of the right of defense are available for both the juvenile and adult offender. In addition, taking into account the significance of the criminal prosecution of a juvenile, the CPC includes also a number of specific provisions.

In relation to minors under 18 years CPC has sanctioned the principle of legal defense in every condition and degree of processing and the binding character of this right⁶. The interrogation of the juvenile arrested or detained should be done in

¹ Ibid, rule 11.4

² CCP, article 230 /1.

³ CPC, Article 230 /4.

⁴ See Decision of the Supreme Court, no 00-2008-36 date 05.03.2008, decision no51, date 25.02.2009 etc.

⁵ Constitution of the Republic of Albania, Article 31, point b and ç.

⁶ CPC, article 49/2.

the presence of a lawyer chosen or assigned¹. In the case of juvenile offender legal defense is an essential condition for the validity of the criminal proceedings.

iv) Psychological assistance

The right to defense is insufficient to meet the best interests of children deprived of freedom unless psychological assistance is provided. This attitude is also reflected in the Convention on the rights of the child, which provides not only the right to legal defense but also any other relevant assistance when deemed to be in the best interest of the child, in the presence of parents or his legal representatives². With the same way of formulation, this principle has been also set forth in rule 15/2 of the Beijing Rules. In the comments about rule 15/2 of the Beijing Rules, the right of the parent or caretaker to attend the procedure is considered as emotional and psychological assistance and it lasts for the whole procedure.³

Psychological assistance is one of the special procedural guarantees that CPC has sanctioned for the juvenile offender. This assistance is provided in every state and stage of the proceedings with the presence of a parent or other persons chosen by the minor and accepted by the proceeding authority. When the defendant is a juvenile proceeding authority may take actions and may not engage in acts without the presence of a parent or other person chosen by the minor⁴. Deviations from this principle can only be made when it is considered that is in the interest of juveniles or the delay could seriously damage the prosecution. In such cases it is obligatory presence of counsel.

Besides the presence of parents or other relatives in the criminal prosecution of juveniles, a special importance takes the psycho-social assistance in the presence of a psychologist or social worker, who has the necessary skills and creates appropriate conditions that the juvenile can psychologically afford the process.

The psychologist also attends cases when a juvenile is interrogated by police or prosecution authorities. In this way, the role of the psychologist acts as support to the juvenile, thus facilitating communication with the relevant authorities.

As regards the sanctioning of psychological assistance in the criminal procedure against juveniles, a number of deficiencies have been observed despite the initial positive changes in the legal practice. The analysis of judicial decisions concerning measures has shown that, in some cases, psychological assistance to juveniles has not been provided.⁵ Over the last years, progress has been made in providing this service. In some criminal justice bodies, such as the police or prosecution, the psychologist is an integral part of the personnel. Nevertheless, there is not a final solution about the role of the psychologist and clear recruitment criteria.

v) Specialized structures

A particular importance in the phase of freedom deprivation takes the demand of international standards regarding the treatment of minors by specialized structures. The Beijing Rules lay down an obligation that the police structures that deal with minors should be instructed and trained in particular. For this purpose in larger cities special police forces should be formed⁶. Committee on the Rights of the Child considers as a priority issue the need to train police officers in order to ensure that children be treated carefully and their rights are respected, and parents be informed immediately after arrest and the guarantee of legal assistance⁷.

In the framework of these requests since 2008 a new structure of the State Police is created, that of protection of minors and fighting the domestic violence. In the General Police Directorate this sector is an integral part of the Department of investigation and prevention of crimes. Such coordination structures are set up even in country's districts.

¹ CPC, article 256/1.

² Convention on the rights of the child, Article 4/b(iii).

³ OSBE, Juvenile justice training project, Tiranë 2005, f. 3.

⁴ CPC, article 35.

⁵ Albanian Helsinki Committee, Observance of the Rights of Juvenile Offenders in Criminal Proceedings, (2007) PEGI, Tirana p. 20.

⁶ Beijing Rules, rule 14.

⁷ Comity of the rights of the children report, CRC/S/GC/10, item, 152(b)(ii).

However, the priority of treatment of juveniles by specialized structures has not yet found adequate application in practice. Treatment of juveniles in the early stages of procedures, detention or arrest are, made from structures of the police forces who do not always have the necessary skills and specialization on the rights of juveniles. In addition, in practice there were cases of non-compliance of the procedural safeguards during interrogation of juveniles after arrest or detention¹.

With the amendments of the CPC, is sanctioned the standard of specialized structures for the adjudication of juveniles. Currently the trial of juveniles is done by the relevant sections, created in the judicial district courts established by Decree of the President. The creation of these courts as well as conditions imposed on the CPC for the trial of minors by judges specialized in this field, serves to the knowledge of the procedural provisions for juveniles and their correct application. Now these specialized structures are not only competent for the trial of minors but also to any other decision stages of criminal proceedings including the implementation of security measures.

However, there are still problems with the operation of specialized structures at judgment level. For a number of high risk crimes, juveniles are tried by the Court of Serious Crimes, which lacks specialized sections for juveniles. Another deficiency which needs to be overcome is the absence of specialized sections for juveniles at Appeal Courts².

Conclusions:

Both domestic and international laws explicitly set forth cases of person's deprivation of freedom. This helps to avoid, as much as possible, the probability of arbitrary deprivation of this right. The person under personal freedom deprivation enjoys procedural safeguards and rights during the criminal process, which he is entitled to fully enjoy in accordance with the law. Implementation of such rights and the provision of the person with an effective possibility to enjoy them are being continuously consolidated in the Albanian legal system, thus implementing international agreements ratified by Albania, with the ECHR being a very important one. This Convention, along with other agreements ratified by Albania, constitutes another safeguard to respect the rights of the person deprived of freedom. Although the Albanian legislation provides protection of the person's rights in the criminal process, there are still a number of challenges to implement these rights not only by the lawmakers but by the authorities in charge of implementing the legislation in particular. In this respect, special attention should be paid to the legal sanctioning and the implementation of the rights of juveniles deprived of freedom.

For this purpose necessary legal changes should be made in order to determine appropriate alternative measures of freedom deprivation of liberty, and mainly of pre-trial detention measure to be applied in cases of juveniles. In this context changes also should be made to CPC regarding specific time periods of pre-trial detention for juveniles and specific criteria for applying this measure.

One of the shortcomings of the actual code is that no specific arrangements are sanctioned regarding the freedom deprivation of juveniles. In contrast, international legal acts on the rights of children, recommend that in accordance with the best interest of the child, priority should be given to the special treatment at all stages of the proceedings from the moment of detention of juveniles until the proper measure is taken.

Also in the CPC should be increased the number of principles of criminal proceedings related to minors. In this regard, the additions and changes that CPC will undergo should take into consideration the special coverage of the principles of criminal proceedings for juveniles.

These legal interventions are necessary considering that the practice has yet identified problems with the treatment of juveniles at the time of detention and arrest. These problems relate to inadequate infrastructure facilities of detention in police stations, as well as with the treatment and respect of their rights.

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¹ Albanian Helsinki Committee, Respect for human rights in places of detention, (2007), Pegi, Tirana, pg. 36.

² If we refer to foreign systems, we find examples of specialized structures even at Courts of Appeal. For example, in Italy trial at the Court of Appeal for juveniles is carried out by the Juveniles Section of the Appeal Court. See CCP, Article 2.

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The Role of Audit in Detecting Errors in Financial Statements

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Abstract

The main objective of the audit is to detect potential errors in the client's financial statements. This study aims to identify faults that are detected by auditors during auditing of financial statements. Ten audit firms are interviewed, in various cities of Kosovo, for the purpose of collecting data for errors found during the audit of the financial statements of their clients, for the period January-December 2012. The data obtained show that through the implementation of various audit procedures are found different type of errors which occur for various reasons ranging from lack of experience of clients personnel, insufficient knowledge of accounting principles and negligence. Data from this study provide empirical support to previous studies. Researches undertaken by Hylas and Ashton (1982) have shown that the audit affects the detection of errors in the financial statements, which have occurred for various reasons. The study provides knowledge that audit helps companies to eliminate errors which affect the accuracy and reliability of financial statements.

Keywords: Audit, financial statements, disclosure of errors

INTRODUCTION

The main objective of the audit of financial statements is to provide an opinion regarding the financial statements if they present fair, in all material respects, the financial position of the client.

The condition of being real financial statements should be free from material misstatement. The auditor's task is to implement audit procedures necessary to verify the accuracy of financial statements items to be convinced that these statements are free of material misstatement. To achieve the goal, the auditor plans his work based on the evaluation of the functioning of internal control, information available on the functioning of the client and the auditor's professional judgment based on the experience of the auditor in his professional work with clients.

Knowledge that takes in conversation with client staff also serves as a starting point where to find potential errors in the client's financial statements. All these serve the auditors to determine audit procedures and techniques in order to obtain adequate information about whether the financial statements are free from material misstatement. In this paper are analyzed errors found by auditors in various cases that are reported from audits of economic entities.

Our questionnaire has been designed so that, for all errors detected, reported initial events that affected the discovery of the error and the area of the financial statements where the error was found. Also, are reported audit procedures that are used in case of error detection and in any case described the cause of the error happened?

Hylas & Ashton (1982) in their study found that auditor' expectations, based on prior audits of the clients and their discussions with client personnel, helps to the detection a significant number of errors in financial statements. Chen & Leitch (1999) and Dzeig (1994), concluded that the analytical procedures suggests the auditor, in terms of finding errors in the client's financial statements. Austen, Eilifsen & Messier (2003), in their study have concluded that the analytical procedures, discussions with staff and expectations from previous years, have significant impact on the appearance of errors in financial statements.

OBJECTIVES OF THE STUDY

The first objective is to establish empirical evidence about events that affect the detection of errors in financial statements and to create empirical evidence about audit procedures that are applied in the case of detection of errors in financial statements.

Reasons that have influenced the occurrence of errors in financial statements, focusing in unintentional mistakes.

To contribute to the general awareness of the public about the role of auditing in enhancing the reliability of audited financial statements.

RESEARCH QUESTION AND HYPOTHESIS

The hypotheses of this study are based on the findings of previous studies in this area as well as our experience in the field of study. These hypotheses are as follows:

H1 = Expectations from prior audits and analytical review have an important role in detection of the errors?

H2 = Personnel problems have a direct impact on the errors in financial statements?

Based on these hypotheses is designed questionnaire which was sent to 10 (ten) local audit firms in Kosovo for audits of 2012, in which auditors were asked to respond to the questionnaire prepared in connection with mistakes detected during the audit.

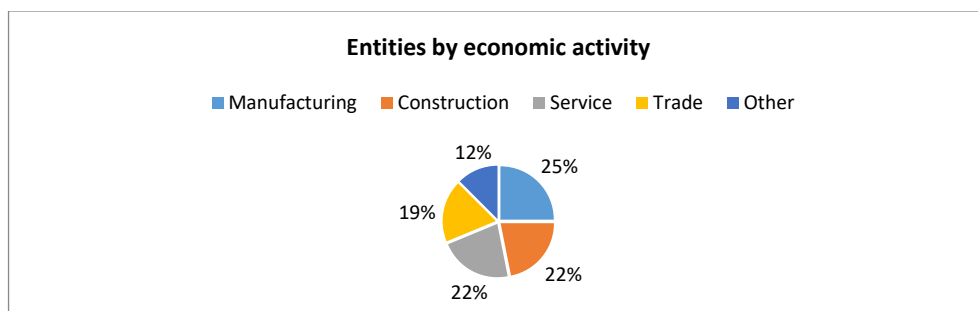
Through the questionnaire was asked to give answers to these sets of questions:

- a) Initial event that affected the discovery of the error,
- b) The auditing procedures applied in that case,
- c) The audit areas in which the errors occurred,
- d) The cause of the error, and the
- e) The size of the client, the area in which it operates, and other records connected with the client.

Six audit firms responded to our request that reported by 54 audits conducted, in which 32 of them are found errors, reported 68 errors detected in the financial statements of their clients.

Audited entities of which are reported errors are from different areas and are shown in the following figure:

Fig. 1



From the audited entities 8 (eight) of them are engaged in the manufacturing field, 7 (seven) of them are engaged in construction, 7 (seven) in services, 6 (six) in trade and other areas 4 (four) of them.

ANALYSIS, DATA EXPLANATIONS

Audit procedures, initial events or circumstances that help auditors to detect errors in the financial statements are classified as follows: (1) expectations from previous audits, (2) analytical procedures, (3) information from the client, (4) test of detail, (5) confirmations and (6) other procedures.

The auditor's professional judgment is based on his experience and knowledge that has in the profession as well as the expectations of the findings from previous years. This thing helps the auditor, to be oriented where can found errors in financial statements.

Analytical procedures are audit procedures that are made in the audit planning stage and at later stages which give information where can found potential errors. These procedures relate to compare the area of the current financial statements with the previous year as well as financial data comparison with the average of industry in which the client operates.

The information from the client from conversations with staff, regarding business performance, problems faced during work etc. give signals for potential errors.

Factors that have contributed to the appearance of errors in financial statements are divided as follows: (1) the insufficiency of professional knowledge in accounting, (2) estimate or misjudgment, (3) Accrual errors, (4) inadequate internal control, (5) technical errors, (6) other problems.

The first category includes errors made about the lack of professional knowledge of staff and insufficient professional personnel engaged in accounting. This has been influenced by the limited knowledge of accounting principles and wrong application of accounting policies in the preparation of their financial statements. In this category are included also the mistakes that occurred because of negligence of staff engaged in accounting jobs.

The second category of errors has to do with errors in assessment or judgment, has to do with errors on valuation of receivables, settlement of inventory and contingent liabilities.

Accrual errors in the end of the year, where some transactions are not presented in the period in which they occurred. Here, first of all it comes to prepaid expenses which must be distributed in the period incurred.

Errors due to the lack of adequate control procedures and reviews dealing with errors in reconciliation, reviews of old account balances for collectability, etc.

Technical errors related to errors in various calculations made by staff employed in accounting jobs. Errors reported by the audits are presented in Table 1 and the 54 audits have reported a total of 68 errors.

Table 1 **Material errors reported**

Nr.	Number of audits reporting	Number of Errors	Cumulative	%
1	22	0	0	40. 74
2	16	1	16	29. 63
3	6	2	12	11. 11
4	4	3	12	7. 41
5	3	4	12	5. 56

6	2	5	10	3. 70
7	1	6	6	1. 85
	54		68	100. 00

In 16 cases (29. 63%) of the audits are reported by an error for each audit. Six of the 54 audits reported by two errors, which represents 11. 11% of the total reported audits.

Six audits have resulted with two errors for each audit, which represent 11. 11% of the total reported audits.

Four audits have resulted with three errors for each audit, which represent 7. 41% of the total reported audits.

There are six reported audits with 4-6 errors, which represent 11% of the total of reported audits, while 22 (40. 7%) reported not finding errors.

Initial events, circumstances that help auditors to detect errors in the financial statements are presented in the following table:

Tab. 2 Initial Events

Nr.	Initial Event	Errors	%
1	Expectations from prior years	22	32. 35
2	Analytical review	18	26. 47
3	Discussions with the client personnel	5	7. 35
4	Test of detail	12	17. 65
5	Confirmations	4	5. 88
6	Other procedures	7	10. 29
	Total	68	100. 00

Expectations from prior years and analytical review detected 40 errors or 58. 82 percent of all errors.

From the above we can conclude that the first hypothesis is confirmed:

H1 = Expectations from prior audits and analytical review have an important role in detection of the errors

Table 3 Distribution of errors reported by audit area and industry

Nr.	Audit area	Nr. of errors	%	Industrial %	Construction %	Service %	Trade %	Other %
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1	Property, plant and equipment	9	13.24	8.33	14.29	20.00	12.50	20.00
2	Inventory	5	7.35	16.67	0.00	0.00	12.50	0.00
3	Accounts receivable	8	11.76	12.50	9.52	10.00	12.50	20.00
4	Cash	11	16.18	8.33	14.29	30.00	25.00	20.00
5	Revenue	12	17.65	20.83	19.05	10.00	12.50	20.00
6	Prepaid expenses	7	10.29	12.50	14.29	0.00	12.50	0.00
7	Income taxes	8	11.76	8.33	14.29	10.00	12.50	20.00
8	Purchase cycle	6	8.82	12.50	9.52	10.00	0.00	0.00
9	Contingent liabilities	2	2.94	0.00	4.76	10.00	0.00	0.00
	Total	68	100.00	100.00	100.00	100.00	100.00	100.00
	Number of errors gabimeve			24	21	10	8	5
	Number of companies			8	7	7	6	4

Three audit area included 32 (47 percent) of the 68 errors detected. These areas were revenue cycle (12 errors), cash (11 errors) and property, plant and equipment (9 errors).

Among industrial companies 20.83 percent of errors detected occurred in the revenue cycle and 16.67 percent in inventory area.

Table 4 Distribution of errors by audit area and company size

Nr.	Audit area	Number of Errors	Company size		
			Revenue < 2 million €	Revenue 2-4 million €	Revenue > 4 million €
1	Property, plant and equipment	9	4	3	2
2	Inventory	5	1	2	2
3	Accounts receivable	8	3	2	3
4	Cash	11	4	4	3
5	Revenue	12	5	4	3
6	Prepaid expenses	7	3	2	2
7	Income taxes	8	2	3	3
8	Purchase cycle	6	3	1	2
9	Contingent liabilities	2	0	1	1
	Total	68	25	22	21
	Number of companies	32	10	11	11
	No-error companies	24	9	8	7

The table shows that larger companies have a smaller number of errors in proportion to medium and small size companies, with an approximate number of audits.

The table also shows that errors involving the revenue, cash and property, plant and equipment tended to occur more frequently in smaller companies, while errors involving accounts receivable and income taxes tended to occur more frequently in larger companies.

Table 5 Errors detected by various initial events

Nr.	Factor identified	Nr. errors	of %
1	Insufficient accounting knowledge	21	30.88
2	Judgment error	8	11.76
3	Accrual error	14	20.59
4	Inadequate internal control	12	17.65
5	Mechanical error	7	10.29
6	Other	6	8.82
	Total	68	100.00

The lack of professional knowledge of the staff represents the largest percentage of the causes of the errors found by the auditors (30.88%), followed by accrual errors that were reported in 14 cases (20.59%) and Inadequate internal control reported in 12 cases (17.65%).

As stated above, we conclude that the second hypothesis is confirmed:

H2 = Personnel problems have a direct impact on the errors in financial statements

DISCUSSION

Our results suggest that auditors' expectations of errors based on prior audits and discussions with client personnel led to the detection of 32 percent of all errors.

It may be useful to compare our results with other studies that have described certain characteristics of errors found by audits. Kinney (1979) found that results suggest that expectations from prior years were effective in signaling of errors.

Analytical procedures also have a special role in detecting the errors in the financial statements, and according to reports from audits reported they have enabled the discovery of over 26% of reported errors. Previous studies support this conclusion, so Chen & Leitch (1999) and Dzeig (1994), have concluded that the analytical procedures give signal in terms of finding errors in the client's financial statements. Austen, Elifisien & Messier (2003) in their study have concluded that the analytical procedures, discussions with staff and expectations from previous years, together have enabled the detection of 29% of the errors reported.

Other procedures that enable detection of errors are essential tests, which certainly should not be overlooked, in direction of potential errors in financial statements.

Regarding the causes of errors, the findings of this paper show that over thirty percent of reported errors, dealing with the lack of professional knowledge in the field of accounting. Previous studies have similar results, so Mautz, Reilly & Maher (1979) have found that staff issues are the main causes of errors in financial statements. Austen, Elifisien & Messier (2003)

in their study also concluded that personnel problems such as lack of experience, not competence, negligence, etc. , have significant impact on the occurrence of errors in financial statements.

Area of the financial statements, in which are found large number of errors, is the area of revenues, followed by cash and fixed assets. Previous studies also have similar results, area of revenues is the area where most of errors have occurred. Hulas & Ashton in the study cited above, have come to the conclusion that most of errors are detected in the area of revenues (16% of total errors).

CONCLUSIONS / RECOMMENDATIONS

Results of this study show that most of the audits results with finding errors in financial statements. Initial procedures which have signaled auditors, in terms of errors in financial statements, are the expectations from previous years, conversations with personnel and analytical procedures. Should not neglect the role of essential tests in detecting material misstatement in the financial statements.

Revenues represent the area where most of errors are reported and dealing with lower incomes reported. Then according to reported errors, cash and assets of customers represent the areas of reported errors.

Regarding to the causes of errors, the results of this paper show that, client personnel problems are important causes of errors in financial statement data. Client personnel problems such as inexperience, incompetence, and insufficient knowledge of accounting, are instrumental in causing of errors. As a result, are presented numerous mistakes during registration in accounting accruals.

We recommend that professional associations organize trainings for accountants of economic entities, so that the professional staffs take the necessary knowledge about accounting standards and other knowledge in the field of accounting.

We recommend the management of economic entities, to employ professional staff in accounting affairs and allow the staff participation in trainings in the field of accounting, in order to follow current developments in this area and to be continuously informed about the legislation in accounting and changes in accounting standards.

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Italian Language in Istria: Status Planning, Corpus Planning and Acquisition Planning

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Abstract

The geopolitical features and the historical cohabitation of the Slavic and Romance ethnic and socio-cultural components in the Croatian Istria County marked the overall heterogeneity of the multicultural and multilingual Istrian territory. A particularly important issue regarding language planning and policy is the statutory official status of the Italian language, besides Croatian. This paper focuses on analyzing language policies and practices based on status planning, acquisition planning and corpus planning. Language planning in the context of the Croatian-Italian bilingualism in Istria is considered significant the role of the legal system which guarantees the preservation of the Italian language as the language of the social environment, helping to create the conditions for its use and the availability of its services, ensuring linguistic rights to the members of the Italian national community, the only (autochthonous) national community in Istria (status planning). In order to determine and increase its prestige on the social level, learning Italian as the language of the social environment is encouraged among members of the majority in Croatian language teaching schools, for broadening its knowledge and the use of available services for a wider range of users (acquisition planning). The least efforts are applied to the development of attempts to ensure and expand its use within various social language functions (corpus planning). Although Italian is institutionally protected and its teaching is widely encouraged, the goal of its application in everyday socialization remains unreachd.

Keywords: language planning, Istria, Italian, Istrovenetian.

1. Introduction

The geopolitical features and centuries of cohabitation of the Slavic and Romance ethnic components in the Croatian Istria County marked the overall heterogeneity of the multicultural and multilingual Istrian territory. From 1994 the Croatian-Italian bilingualism is recognized not only *de jure*, but it is *de facto* realized at the social and institutional level. The application of the institutional Croatian-Italian bilingualism, claimed to be a part of the socio-political, socioeconomic and administrative system (Orbanic, 1999: 45), is marked by legal policy regulations and the specific sociocultural and sociolinguistic settings characterized by the autochthonous presence of the Italian national community¹ (Blagoni, 2001; 2007). The Istrian sociolinguistic context is thus complex and fragmented. Language planning and policy are characterized by the particular heteroglossic diversity and the complex interrelations of the Istrian linguistic repertoire. Beside the two official standard languages Croatian (the language of the majority) and Italian (the language of the Italian national minority and the language of the social environment for the majority), other national languages are used: the minority alochtonous languages such as Serbian, Bosnian, Slovenian, Albanian, Macedonian, etc. Relevant is the ethnolinguistic vitality of the macroregional or panregional dialects (Chakavian dialect and Istrovenetian dialect) (Orbanic, 1999). Besides them, microregional (Chakavian, Kajkavian and Shtokavian) dialects and local dialects (the Istriot dialect, the Istroromanian dialect, the Montenegrin dialect of Peroj) are spoken² (Blagoni, 2001; 2007).

2. Bilingualism and heteroglossic diversity in Istria

2.1. Bilingualism vs. diglossia

Before describing the heteroglossic diversity in Istria, it is necessary to define the fundamental distinction between bilingualism and diglossia (Ferguson, 1959; 1977; Fishman, 1967; 1970; 1971; 1972;). Bilingualism assumes the coexistence of two linguistic codes with equal status, while diglossia (or functional bilingualism) implies the complementary relation between two language varieties; each one has a specific social function, in accordance with the applied

communicative rules shared by a given speaking community, and is used only in certain domains (while in bilingual settings the two varieties are equally interchangeable in all the domains and interactive situations). Diglossia implies a sociolinguistic hierarchy between a superior or high language variety and a subordinate or low language variety. Between the two there is a functional division of complementarity (Ferguson, 1959; 1977): the high variety is usually used in formal public and official situations and never in informal, private, family and everyday domains, where the low variety is commonly used. Diglossic situations are therefore very frequent and assume a vertical relationship between the two codes of the repertoire (one or the other code is used). Bilingualism in turn provides a horizontal relationship between two language systems, both considered functionally equal and having equal rights in terms of social communication efficiency (both can be interchangeable used) (Milani Kruljac, 1990).

2.2. *Bilingualism with (double) diglossia and imperfect poliglossia*

The phenomena of bilingualism and diglossia are not necessarily mutually exclusive: they can simultaneously be manifested and mutually supplemented (Fishman, 1967). Fishman's (1967) traditional distribution (diglossia with bilingualism, bilingualism without diglossia, diglossia without bilingualism, absence of diglossia and bilingualism or monolingualism) is not fully applicable to the Istrian situation. The Istrian linguistic repertoire is characterized by specifically strong language contacts between standard languages (colloquial varieties of Croatian and Italian), koines or regional dialects (the Chakavian dialect – one of the two components of the croatophone diasystem; the Istrovenetian dialect – one of the two components of the italoophone diasystem) and local dialects. When a speaker uses Croatian, Italian and Istrovenetian dialect (two languages and one dialect), bilingualism with diglossia is encountered. If Croatian, Italian, Istrovenetian dialect and Chakavian dialect are used, bilingualism with double diglossia are achieved. Further on, if a speaker uses in everyday interactions the two official languages, the two regional dialects and one or more local idioms, the state of tetraglossia or pentaglossia is manifested. If an allochthonous language or a foreign language is added to the list, multilingualism is achieved (Milani Kruljac, 1990; 1996; 2003).

The majority of interactional habits of the members of the Italian national community in Istria usually belongs to the category of bilingualism with diglossia, involving the statutory recognized equal status of Croatian and Italian and the functional diglossic differentiations between Istrovenetian dialect (subordinate low variety) and Italian (high variety). Italian is the national language of the members of the Italian national community, the language of formal education³ and certain formal situations. The Istrovenetian dialect is their first language, the language of identity and sociocultural belonging, traditions and intergenerational transfers and the expression of the whole cosmos of the original and autochthonous intangible cultural heritage of the Istrian italoophone microcosm (Bursic Giudici, 2011: 66). Istrovenetia is even the favorite code for private everyday communication needs. The diglossic state of italoophone speakers can be even defined as dialectal bilingualism, since the majority of the members of the Italian language community acquires Istrovenetian dialect as their first language, and only later master the Italian language (their second language), usually when they enroll in kindergarten or school. If they acquire Croatian after Istrovenetian (and before enrolling in the formal educational system), Italian is considered their third language (Milani Kruljac, 1990; 2001; 2003). Unlike Italian, Istrovenetian has an enormous communication prestige and ethnolinguistic vitality. However, Italian has an institutionalized status and institutional preservation is provided for it, while Istrovenetian is not institutionally protected. So, care and protection are directed only to the official language of national minority, and the efforts are negligent towards the inner diasystemic and heteroglossic diversity (Blagoni, 2002).

In the italoophone family, school and society domains in Istria, the Istrovenetian dialect represents the dominant language (L1) in the family domain, which is dialectophone; the Italian language is only ideally dominant in the school domain if the speakers attend Italian schools (where all the subjects are taught in Italian)⁴; the majority Croatian language, the first official language of Croatia, is obviously dominant in the wider social context (L2), as it is the code of social cohesion, essential for societal needs in all public official and informal domains (Milani Kruljac, 1984b; 1990; 2001; 2003; Milani Kruljac & Orbanic, 1989a; Strukelj, 1986), owning an undeniable social prestige because it covers almost all the communication functional ranges. Taking into account that a member of the Italian language community in Istria lives and works as a member of a minority group within the croatophone social majority, the functional use of Italian and Istrovenetian is limited to specific domains, while Croatian is the socially dominant language. Italoophone speakers are required to know and use the Croatian language and become bilingual, which is not the case of croatophone speakers, because their learning of Italian is optional and depends upon the interest, motivation and attitudes (of parents and children) towards the Italian language and culture and their acquisition/learning (Orbanic, 1999).

Milani Kruljac defines the global image as imperfect poliglossia (Milani Kruljac, 1990; 2001; 2003; cf. Skubic, 1984), since the term best describes the complex relationship between the Istrian Croatophony and Italophony, which implies the alternation of two high varieties, between which Croatian language is considered to be the first official language (first high variety, used in formal and informal interactions), while Italian is the second official (high) variety, or the medium variety covering only certain limited formal interaction domains, according to social role and communicative dominance relationships⁵. According to that limitation, Milani Kruljac (1990; 2001; 2003) talks even about double diglossia with potential bilingualism, which applies only to a limited number of speakers, mostly students of Italian schools over the duration of the educational process. When the educational process ends, it is usually converted into diglossia with latent bilingualism.

3. Language planning in Istria: status planning and corpus planning

Language planning deals with the discursive creation of a language policy (Antia, 2000; Blommaert, 1996; Fishman, 1974; Haarmann, 1990; Haugen, 1966; Kaplan & Baldauf, 1997; Rubin, 1983). Language planning is subdivided in three main interrelated and complementary focuses: status planning, corpus planning and acquisition planning. Status planning regards the modifications of the societal and functional status of a language within a speaking community. Corpus planning deals with decisions and activities undertaken in order to codify and elaborate certain language functional forms and structures. Acquisition planning aims at increasing the amount of existing and/or potential speakers using a given language variety or enabling them to learn a language variety or acquire particular skills for implementing status and corpus planning (Kaplan & Baldauf, 1997; Coopler, 1989; Haugen, 1987; Kloss, 1987).

The Italian minority is the only recognized national community in Istria that has a privileged position compared to other minorities (all reduced to ethnic groups) because of its autochthony (historical presence). The rights of the Italian national community are guaranteed by national and international acts and agreements⁶. The Statute of the Istria County guarantees the institutional Croatian-Italian bilingualism and the official status of the Italian language in all the Istrian areas where the presence of the Italian national community has been historically registered. Croatian and Italian are given equal rights for their usage in all the regional and local self-government settings. The Croatian-Italian bilingualism is the only Istrian bilingualism that has been institutionalized, objectified and theorized. The position of the Italian national community and the Italian language in Istria is determined by the durability of institutional recognition of the Italian language as the language of the social environment and the education system (there is a parallel system of education in Croatian and Italian) (Hrzica, Padovan and Kovacevic, 2011). Special protection is given to status planning of the Italian language (just one of the components of the Istrian Italophone repertoire), especially in the formal educational system. In fact, in the majority schools (Croatian schools, where all the subjects are taught in Croatian), the learning of Italian, as the language of the social environment, is particularly ensured and especially encouraged or mandatory in the statutory bilingual municipalities, towns and villages. Furthermore, incentivated is the creation of the conditions for the use of the Italian language and the availability of its services.

The functional use of Croatian and Italian and their literary and cultural prestige is shaped by sociolinguistic factors layering language use. Croatian, the absolute koine throughout the County, is the language that everyone understands and almost everyone speaks. Croatian might be used in all the communicative situations and is sometimes used even as a transregional or panterritorial koine (outside the borders of Croatia, in the bordering regions) (Filipi, 1989a; 1989b). speaking community) in Istria. Italian literary language, the sole and exclusive language of the Italian national community and simultaneously just one of the languages of that speaking community, has not managed to achieve sociolinguistic capillarity which an official standard literary language usually owns during the centuries (not even in the Fascist era) nor nowadays (Blagoni, 2007). Consequently to sociohistorical and geopolitical events, it has been institutionalized, although its application is considerably narrowed, restricted to certain interactive spheres and to the cross-border communication (mostly with Italian tourists coming to Istria during their holidays). Its use is characterized by innovative features resulting from linguistic contact and exchange phenomena, in particular with the Croatian language and the Istrovenetian dialect, that have shaped its specific regional substandard regional variants (Orbanic, 1999).

After the mass emigration movement after World War II, the Italian national community in Istria, as well as the dialectophone Croatian community, have experienced the impact of linguistic homogenisation of the Yugoslav language policies.

Moreover, the geographical and political distance and lack of direct connection with the continuity of the social dynamics with Italy, induced the italoophone speaking community to reduce the use of Italian to reproductive schemes of educational, political and media institutions⁷, with only two types of sociolinguistic variation (the diaphasic and the dimesic ones). Written Italian is very present in extra-curricular domains, as well as in the media and literary competitions. Oral Italian, regarded primarily as the teaching language of Italian preschool and school (where the subjects are taught in Italian)⁸ and the language of cross-border cultural heritage is limited to rare language production occasions and is used in a very narrow part of oral communication, limited only to several domains within formal administrative and political settings, educational and media domains, cultural events organized by the Italian national community in Istria, to the Italian literary tradition, scientific activities and cross-border communication. Hence, two varieties are in use: Italian for literary-scientific-media purposes, which is mostly written and sometimes oral, but never conversational (used by educated individuals in formal contexts) and Italian used in occasional episodic communication, which is characterized by numerous traces of linguistic contact and is typical for speakers whose mother tongue in Istrovenetian or croatophone/chakavophone speakers educated in Italian schools (Blagoni, 2007).

4. Acquisition planning

As already mentioned, according to the Croatian Constitution, members of national minorities have the right to be educated in their mother tongue. This right is respected only for the Italian national community in the Istria County. State educational curricula, established by the Ministry of Science, Education and Sports of Croatia, which apply to all school levels and commitments, are equal for Croatian and Italian schools (only the teaching language differs). In comparison to the Croatian school program implementation plan, subjects in the Italian schools possess substantial additions related to the Italian history, literature, language, art, music, geography, nature and society. The Italian educational process is considered one of the main fundamental instruments for the fostering, maintaining and supporting the institutional structure of the vitality of Italian culture, national identity and the renewal of tissues and use of the Italian language among young generations (Borme, 1990/1991).

In order to increase its prestige on the social level, the learning of Italian as the language of the social environment is particularly encouraged in majority schools (Croatian language teaching schools). The teaching of Italian in the Croatian schools is being financed by the Ministry of Science, Education and Sports of Croatia from 2006. Previously, funds were allocated from the municipal and County budgets. In bilingual towns and municipalities schools (such as Buje-Buie, Rovinj-Rovigno, Vodnjan-Dignano, etc.), Italian became a compulsory subject in 1973 and it is being taught from the first grade of Elementary school (aprox. age 6-7). In the other (partially bilingual or non bilingual) areas of the Istria County, it became optional from the first/second or the fourth grade (Milani Kruljac, 1987).

5. Conclusion

Even if the Italian language is institutionally protected and its teaching is encouraged in the majority formal education, the goal of its oral use in everyday socialization (Blagoni, 2007) was not reached. The ethnolinguistically vital Istrovenetian is the Istrian italoophone speakers' preferred code of social communication. Consequently, Istrian croatophone speakers learning Italian in their formal education are unable of using Italian in everyday socialization with their italoophone peers, not because they are not able or inclined to do so, but because the italoophone speakers prefer to use almost exclusively Istrovenetian (Filipi, 1989b). Nevertheless, Italian is still taught in Croatian schools and there is a highly positive social evaluation of Italian language learning, since its usefulness is undeniable in the context of tourism, travel, cross-border exchanges with Italy, academic and professional opportunities. Italian language as the language of the social environment was added instrumental values becoming the main motivation for its learning, taking into account the utilitarian purposes. Affective-emotional factors act as an added value and a means of strengthening the desire for arbitrary linguistic mastery and use, which affects the development of positive attitudes (Blagoni, 2002). The Italian language, therefore, occupies a symbolic linguistic space of a national language by which the members of the Italian national community are identified, and the value and potential of its public use have symbolic functions.

Footnotes

1. According to the latest official Croatian Census (2011), the 6.03% (12,543) of the inhabitants of the Istria County are Italian, while the Italian language is the mother tongue of 6.83% of them (14,205). See more about the Italian national community in Istria in: Blagoni, 2004; 2005; 2006; in press; Bogliun Debeljuh, 1985; 1988a; 1988b; 1989a; 1989b; 1989c; 1991a; 1991b; 1994; Borme, 1989; 1990/1991; 1991; Filipi, 1987; 1989a; 1989b; 1990; Jahn, 1999; Milani Kruljac, 1984; 1990; 2001; 2003; Suran, 1992a; 1992b, 1993a, 1993b, 1994/1995, 1995, 2001, 2003, 2008.
2. See more in: Crevatin, 1975; 1982; 1999; Filipi, 1993; 1994; 1996; 2004; Filipi & Bursic-Giudici, 1998; 2012; Kovacec, 1967; 1998; Muljacic, 1991; Orbanic, 1995; Scotti Juric & Poropat, 2012; Tekavcic, 1971; 1976; 1988.
3. Besides the Croatian schools (where all the subjects are taught in Croatian), the members of the Italian national community in Istria have the right to attend Italian schools (where all the subjects are taught in Italian), according to the right to use publicly their language and for preserving the national and cultural identity. According to the disposition of the Croatian Ministry of Research, Education and Sports, special programmes had been designed for these schools whose teachings include notions of Italian history, geography, music, arts, literature, grammar, science, etc. In the Republic of Croatia there are 14 Italian elementary schools (with peripheral sections) attended by approx. 1,800 students. There are three Italian high schools (in Pula, Rovinj-Rovigno and Buje-Buie), attended by approx. 750 students. Italian schools are attended not only by children members that are members of the Italian national community but even by the members of the Croatian majority and those coming from mixed families (Croatophone father and Italoophone mother, or viceversa, etc.), including other nationalities (Scotti Juric & Poropat, 2012: 423).
4. The members of the Italian national community do not necessarily attend only Italian schools. They attend even the Croatian ones.
5. Chakavian and Istrovenetian are the two low varieties, used mainly in informal domains.
6. Treaties between the Republics of Croatia and Italy; the Paris peace treaty (1947); Memorandum of understanding between the Governments of Italy, Great Britain and Yugoslavia (London, 1954); the Treaty of Osimo (1975); the Convention for the Protection of Human Rights and Fundamental Freedoms (1950); the International Covenant on Civil and Political Rights (1966); the International Covenant on Economic, Social and Cultural Rights (1966); the Helsinki Final Act (1975); the Document of the Copenhagen meeting (1990); the Framework Convention for the Protection of National Minorities' Languages (1992.) and other treaties, like the International Labour Organization Convention (n. 111) concerning discrimination in respect of Employment and Occupation (1958); the UNESCO Convention Against Discrimination in Education (1960); the International Convention on the Elimination of All Forms of Racial Discrimination (1966); the Convention on the Rights of the Child (1989) and documents without legal obligations, like the Declaration on Rights of Persons belonging to National, Ethnic, Religious and Linguistic Minorities (the UN Declaration) (1992), the Hague Recommendation regarding the Education Rights of National Minorities (1996); the Oslo Recommendation regarding the Linguistic Rights of National Minorities (1998), etc.
7. Italian is regarded a vehicular language in an institutional sense, not owning an interactional prestige in the socio-cultural and intergenerational dimensions (Bogliun Debeljuh, 1985; 1988a; 1988b; 1989a; 1994; Borme, 1990/1991; Milani Kruljac, 1988; 1990; 2001; 2003; Milani Kruljac, 1985; 1986; 1987; 1995; 1996; 2001; Milani Kruljac & Orbanic, 1989a; 1989b; 1989c; 1989d; 1995; Orbanic, 1999; Scotti Juric, 1993; 1995; 1996/1997; 2003; Scotti Juric & Ambrosi Randic, 2010).
8. Besides the teacher-student class interactions, it is mainly related to the receptive, passive and unproductive everyday language activity outside the educational institution. The participants of the educational process (teachers and students) do not use Italian outside the classroom (in extracurricular domains) and, taking into account the frequent everyday use of Croatian and/or Istrovenetian, it can be assumed that there is a high probability that the average Italoophone speaker will no longer (have the continuous need to) use the Italian language on an everyday basis (which of course depends on single individuals), except in the various forms of cross-border cooperation, in communication with the Italian tourists/friends/partners and a few other circumstances (Milani Kruljac, 1990; 2003). The media partly enhance the continuity of the Italian language (mostly in the form of passive receptive exposure) and undeniably affect the maintenance of social bonds and exposure to cross-border cultural models, but fail to influence enough, to design and create productive habits of its use (Milani Kruljac, 1990).

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Role of Education in Development in and after the Transitional Period in Kosovo

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Abstract

The topic of the paper is focused on the education condition, in all its levels (preschool, elementary, high school, higher education and post-university studies), after the last war in Kosovo, as well as after transition period. There will be analyzed two key education functions, as basis of development: General education, as a concept of personality, and Professional skills based on contemporary trends of social, economical and technological development. Following the introduction section, where the methodology and structure of the paper will be presented; the paper will put its emphasize on the state of education, restructuring and reformatting of the education system, based on the new world expertise of the field, and also the paper will examine direct general social and economical indicators. The article will be closed by conclusion section, where conclusions and suggestions based on paper research study will be presented, in order to help the improvement of the education system of the country.

Keywords: Role, Education, Development, Transitional Period, Kosovo

Introduction

There is no doubt that social activity identified by notion *education*, is one of most important events. With implications for many plans, especially with specific role and weight in the development of a society or of a country, education therefore has found primary treatment. Perhaps this phenomenon has spread from the first steps of awareness of humanity, in a cultivated form comes to us from antiquity of the Far East, Near and the Middle East extending everywhere.

Without claiming to treat historical aspect of education development, the prism of my interest is focused on its role during these fifteen years in Kosovo, seen in the transitory phase and afterwards. This way of observation takes character of a non-monograph panoramic presentation because the factors are subject to specific circumstances.

However, when we talk about education in Kosovo, a look becomes inevitable, even if it is short, to prior development. As any other activity, the education has an interdependence position with concrete historical and social circumstances of Albanian society development. We just need to remind ourselves of opening of the first Albanian school (Korçë, 7 March 1887), the Congress of Albanian alphabet (Manastir, 14-22 November 1908) and University of Prishtina (15 February 1970).

I mentioned these educational nodes that come as a result of the work of early Albanian intellectuals and especially the ranks of the Renaissance who were moulded with European ideas of the Enlightenment. It is no coincidence that, like the main figure of renaissance, the writer Naim Frasheri (1846 - 1900) had made the monogram formula "And only light of knowledge forward will lead us!"

If, after periods of centuries of oppression, after eagerness for education and knowledge, a light appeared in the horizon of 1970, it suddenly, after two decades (in 1990) almost extinguished, when the Serbian regime with abolition of the autonomy of Kosovo practically suppressed the Albanian education.

It is already known that it however survived, using clandestine forms of organization and in almost impossible circumstances. The strong will of for education encouraged the education employees that even in war circumstances find ways to keep it alive.

The first years after the last war

There is no doubt that in an organized society with state structure, there are government bodies that can take the decision-making role in the development plan of the economy, culture, education and others. In the first period after the war, the administration of the educational activity was taken over by Kosovo Interim Government, together with administration bodies, temporary as well, of the Security Council, known by the acronym UNMIK. Such a structure mixed with internationals and locals hard to adjust the criteria, norms and standards, moreover when it lacked basic element, the legal infrastructure. Although the system of education here, despite systematic and social, political, economic and legal refractions, it had preserved at least something from an experience of instituted empirical development and had the necessary professional potential for teaching, the infrastructure was almost totally ruined.

At the scene of organization, there came the so-called Applicable Laws, which in fact were nothing but an amalgam of different elements of systems full of contradictions. Therefore it was not strange that, for example, being two co-ministers of education (one local and the other international), despite their professional level, contests would start about competencies. Such a fate, to say tragicomic, was also faced by common Primer for all Albanian-speaking areas, which was "victimised" for several years, due to introduction of discrepancies of co-administrating concepts.

In a few words, this was the situation in the field of education, almost until the declaration of Kosovo as an independent state (17 February 2008). In such circumstances, two basic functions of education (vocational education and training), as preconditions of impact in the economic and social development of the country come too reduced.

In all this jumble, a large tribute is paid to the lack of planning, harmonization with social and economic development plans of the country. Thus, seen from an aspect there is a hyper-production of educated cadres, whereas on the other hand, there is no economic absorption capacity for such an enormous potential. As it rarely happens anywhere in the world, here they wander in vain, unemployed, even doctors and engineers, lawyers and economists, and many other professional profiles.

What can be considered innovation and bearing on this transitional period?

Innovations are not few. For the first time in the process of education in Kosovo, in the spirit of pluralism and democratization, depoliticizing of the education process happens, getting rid of ideology of teaching content, and above all the free competition.

Thus, besides public educational institutions, beginning with kindergartens, preschools and to the university, the private ones are allowed and are licensed as well.

Paradoxical phenomenon seems inevitable, that even in this area, light-shade structures appear. On one hand, as expected with reason, would be constructive competition and race for promotion of values and criteria in the field of knowledge, education and vocational training, in parallel with new achievements in the field of information technology; on the other side greed also found space for material gain thus degenerating this sensitive process as production of diplomas.

Treating here the aspect of the impact of education in development, in and during the transition, we ascertain that education impacts directly in two directions simultaneously, through the process of vocational education and training.

General education as a concept of personality

When talking about *education*, usually this phenomenon comes as a syntagm, coupled with *vocational education* and *training*.

Why we can say so?

As it is generally known, all the sciences of knowledge define man as being social creatures, which, unlike the other living beings is characterized with consciousness and awareness, with the process of logical thinking. As such, the man undoubtedly is considered as one of the main resources of this planet. Depending on its psychophysical and social level, all the developments in society and in nature come, for better or worse.

The first task of education, educating is right here. In humanist profiling of human character. Moulding it with the right character and logical virtues, with knowledge and culture, with work habits, with a will to justice and progress, self-

confidence and sustainability in achieving the goals and progressive aspirations, basic preconditions are created for a complete personality.

In our circumstances, here in Kosovo, when we are dealing with a society of newly emerged from the war, experiences of survival furrows on the road to freedom, with frustrations in many areas with the absences of all kinds, I think it is necessary that in a move to turn to re-actualisation of values of enlightenment also in the field of education.

I remember as if it happened today, when I was an elementary school student, the Reading Book opened as usual with a text fragment, titled in vocative case *Education!* Never in life I heard within the spirit, with as much intensity, divine spirit with a breeze of spring. However, it was a text in prose which spontaneously was remembered just as rhythmic verses of a lyrical poem. I remember even now fragments of sentences. Then I didn't know anything about its author and imposition of its name, Rabindranat Tagore (1861 - 1941), not that it wasn't easy, but it seemed completely onomatopoeic. However, all figuration, tropes and metaphors of that text raised with light, sun, dawn of humanity, coolness, other rays coming through education.

Later on, I felt the same spirit of the verses of our men of the Renaissance, especially from Naim Frasheri (1846 - 1900) and onwards. Something refreshing and lighting being internally. I would have much time and readings to capture the meaning of the lighting phenomenon, illuminate. Now, even today, definition seems to me incomplete which is given in Wikipedia - the free encyclopaedia: "Enlightenment was a philosophical and cultural movement that spread [to Europe](#) from the beginning of [18th century](#) until [French Revolution](#), which was carved by efforts of liberation through [reason](#) from thought, from insistence, imagination, prejudices and inherited [ideologies](#) of heritage of new and gained knowledge".

I consider it necessary to give on this occasion an interpretation of *enlightenment* notion, according to Prof. Dr. Masar Stavileci, according to the explanation in the introduction of his study including "... semantic process from *lumiere revelee* /discovered light or the light of god/ to *lumiere de la raison emancipee* / light of emancipated reason/..." (Stavileci, M. *AGE OF ENLIGHTENMENT IN THE ALBANIAN NATIONAL RENAISSANCE LITERATURE*, Rilindja, Prishtina 1990, p. 11).

Being a movement with a focus mainly in formation in the Age of Enlightenment in 18th century, for one thing, it would be completely anachronistic for our time, or the historical documentary value, with the development of cultural, artistic, social, moral and philosophic studies. I would probably suppose so if the study was not so serious as "The spirit of Enlightenment" from the essayist, historian, philosopher and theoretician of literature, Cvetan Todorov (Tzvetan Todorov 1939). Todorov, dealing with the interpretation of *Memoars* of the thinker of 18th century, Condorcet, we will quote him in context of approval: "In general, any rule, of any kind of nature, in any hands to be given, in any way to be discussed by the nature, is an enemy of enlightenment" (Todorov. Tzvetan, *THE SPIRIT OF ENLIGHTENMENT*, BUZUKU, Prishtina 2009, p. 61).

So, why it happens this way?

The reason for this ascertainment looks simple: the more individuals are enlightened, the more are able to act independently and would be less inclined to submit to power in blind way. That is why, rightfully, Todorov insists: "Age of Enlightenment belongs to the past, since there has been a century it existed: however it cannot be considered as a past yet, because it is no longer a denominator of doctrine dated to history, but an attitude towards the world". (Ibid, page 111).

Based on that, today we hit colonialism, genocide, the reigning lovelessness, knowing that everlasting enemies of enlightenment are not only obscurantism, arbitrary authority, fanaticism and others. Todorov, spurred by the answer to the question from Kant: *Are you experiencing a period of enlightenment, a really bright period? - No, but a period in process of lighting*, proposes the phenomenon called *Relighting of enlightenment*.

Our opinion is that this transitional period in the field of education in our country needs this *relighting*. Personality moulded with this content is an irreplaceable effective in the development of the country in almost every area of action.

Vocational training on contemporary bases

As stated above, that parallel with the process of education is also conceived the vocational training. That vocational training has unavoidable impact, not to say crucial role in the development of the country, such a thing as to be put into question and doubt. Although these two processes of education are almost entirely indivisible, vocational training has direct impact

on development, in terms of immediate time. While the whole education process lies along all instances of education, vocational training has other grading.

Following this issue in detail, and based on personal experience in the field of education for several years, I can state that even in this plan, there have been, and there will be difficulties, in the platform, planning of legal reform, as well as on profiling structure of economic and social development of today's Kosovo.

When speaking of the period immediately after the war, the most sought cadres for work were language translators, and this phenomenon caused chaos in the learning process, in teaching, because it came out as professors and teachers of English language evaporated.

Meanwhile, seeing the direct and immediate benefit in the plan of material benefits, language courses opened in almost every village neighbourhood or within the city.

This disturbance of equilibrium parameters under the influence of the temporary circumstances did not pass without influence in the field of further development of the process of vocational training.

I think that impact of vocational training, respectively of education in economic and social development of a country has been rightly seen by Anemonë Zeneli, at an observation published by KIPRED:

"From the theoretical viewpoint, there are at least three mechanisms through which education may have an impact on economic growth.

Initially, the micro perspective, education increases essential human capital in the workforce, thus increasing labour productivity and thus will result in economic growth steadily towards a higher level of balance of production.

Secondly, education may increase the innovative capacity of the economy, as well as new knowledge about technology, the new products and processes that promote growth.

Thirdly, education can facilitate dissemination and transmission of knowledge required to understand the new information and for the successful implementation of new technology drafted by others, which again promote economic growth". (Anemonë Zeneli: KIPRED (Education Center), *Role of education in the country's economic development*, August 2013).

Conclusion

Being a small and a poor country, just coming out of a terrible war, with almost entire destruction of educational infrastructure, another paradox appears. Similar to some sectors of the economy, as well as in the field of business, for example in trading of petroleum products, when disloyal and unfair competition squeeze even ourselves, even in educational plan of vocational training, this obstructing phenomenon appears. If we consider the fact that in a country with a population of approximately two million, number of students in figures between 30 to 50 thousand and add this figure even twice or more of young scholars in elementary and high school education (see, Accreditation Agency of Kosovo: <http://www.akreditimi-ks.org>), it appears that with this resource, we could not even turn out to have balanced the countries with much more advanced economy than ours.

Hence, to achieve the appropriate harmonization of right between needs, demands and offers; to have tangible effects in the development of the country, a series of measures by institutional structures are required, first by the Ministry of Education, Science and Technology, such as:

- Careful planning,
- Ongoing reform of educational process,
- Short-term and long-term investments,
- The cooperation with similar international organizations etc.

However, the human potential is a promising prerequisite, moreover when it is known that Kosovo, according to the percentage of the population in Europe, holds the main place regarding the number of young people.

Educational Research Projects as New Form of Educational Methodology

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Abstract

Research study has focused on investigating: could we transform today's outmoded education system to a vibrant learning ecosystem that puts learners at the center?, how technology is changing the way we teach and more importantly the impact it has on the way students learn? The study focused primarily on two objectives. Firstly on assessing and evaluating issues and deficiencies in the current state of technology enhanced education, the second objective, proposing and recommending solutions to the findings from the secondary research and answer both research questions from above. Creating personalized learning for all the learners requires a paradigm shift in current educational methodologies in practice and a deep commitment in order to guide this process tempered with wisdom and based on evidences of practical benefits. The research study is primarily trying to answer these research questions and focused on devising a set of guidelines and recommendations for designing new educational methodology based on the previous analyses. Findings and recommendations are provided.

Keywords: Educational methodologies, educational research projects, technology enhanced education, learning modeling approaches, e-learning

Introduction

Education has seen big changes, many of which have been technology-driven: social networking tools like facebook, twitter, google +, LinkedIn,, the expanding role of e-learning, sophisticated learning-management systems, and new communication tools. Also major impact is realized from, open educational resources (OERs), massive open online courses (MOOCs), and the benefits and challenges of online learning.

Perhaps the most important issues concern how technology is changing the way we teach and more importantly the impact it has on the way students learn. Technology enhanced education also known as e-learning is becoming very important. There has been a greater need for learning technologists to step in and help communities benefit from technology. The role of learning technologists is essential to integrate new technologies and education.

The main research focus of the study is can we transform today's outmoded education system to a vibrant learning ecosystem that puts learners at the center and enables many right combinations of learning resources, experiences, and supports to help each child succeed? Creating personalized learning for all the learners requires a paradigm shift in current educational methodologies in practice and a deep commitment in order to guide this process tempered with wisdom and based on evidences of practical benefits.

Literature Review

There is evidently a lack of support for instructional techniques and pedagogical learning models, as well as procedures or guidelines how, when and for what particular situation each pedagogical learning model should be supported in the software development process and its conjunction and correlation with the instructional strategies (Fetaji, 2007d).

Instructional strategy is a very important concept that needs to be addressed because the main purpose of any learning activity should be clear to the learner (Merrill et al. 1996).

Instructional design in an e-learning environment can foster the alliance between technology and education for pushing higher education to transform the academic environment. A properly executed instructional design can help faculty and academic departments develop new modes of instruction that use various technologies and teaching strategies. Instructional design represents analysis of learning needs and systematic development of instruction. Instructional design models typically specify a method in using the technology that if followed will facilitate the transfer of knowledge, skills and learning process (Merrill et al. 1996). This learning dimension should provide the context of instruction and desirable outcome. The learning environments require high level of self-organization and metacognitive abilities from the learners engaged in the process of learning that should be captured by the instructional techniques.

There are five main instructional strategies that are currently considered: Problem Based, Project based, Inquiry-based Learning, Task based and Game based learning (Helic et al 2005), (Marjanovic, 2005), (Schroeder, et al 2006), (Mitchell, 1993).

Problem based learning represents the learning that results from working with problems that needs solving. The entire learning process is set around a problem introduced and the knowledge is developed as a consequence of trying to solve the problem. Official description offered by (Mitchell, 1993) generally describe it as "an instructional strategy in which learners confront contextualized, ill structured problems and strive to find meaningful solutions and learn in the process of doing it." In general it is an approach to learning focusing on the process of solving a problem and acquiring knowledge. The approach is also inquiry-based when learners are active in creating the problem. The learners are elevated to the position of analyst and problem-solver and have specific objectives and deadlines to meet. According to (Savery, et al 1995) there are two critical issues involved in presenting the problem. First, if the learners are to engage in authentic problem solving, then they must own the problem. A second critical issue in presenting the problem is to be certain that the data presented does not highlight critical factors in the case. Either the problem must be richly presented or presented only as a basic question. Learning should be synthesized and organized in the context of the problem.

Project-based learning (PBL) is a model that organizes learning around projects. Definitions of "project-based instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, et al 1994). Project-based instruction is an authentic instructional model or strategy in which learners plan, implement, and evaluate projects that have real-world applications beyond the classroom (Harwell, 1997). Projects sometimes go off track, with teachers and students pursuing questions that are peripheral to the subject matter of interest. The solution, according to (Blumenfeld et al. 1991) is to find ways for projects to center on "learning appropriate goals."

Inquiry-based Learning according to (Lin, et al 2006) represents an instructional strategy where involvement in learning implies processing skills and metacognitive abilities in order to seek answers to questions and issues while at the same time constructing new knowledge. Numerous inquiry-based instructional models, such as Authoring Cycle and Inquiry Cycle have been developed to support different learning activities. "Inquiry" is defined as seeking information by questioning. While questioning and searching for answers are extremely important parts of inquiry, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning. According to (Helic, et al 2006) it usually begins with posing a problem or question, followed by generating and pursuing strategies for investigating, collaborating, reflecting, and justifying the solutions of the problem or answers to the question, and communicating the conclusions.

Task-based learning is an educationally sound, effective and efficient instructional strategy for learning focusing the learning activities around tasks. The term "task-based learning" according to (Nunan, 1989) originated primarily from the work done

in language education. According to (Harden et al, 1996) the learning tasks play a fundamental role in determining the learning outcomes. According to (Harden et al, 1996) it has three advantages:

1. TBL is learning built round tasks is more effective than traditional didactic memory-based or purely apprenticeship-type learning;
2. TBL is learning structured round the tasks is an efficient approach to learning;
3. TBL is likely to lead to more relevant and appropriate education;
4. TBL links theory with practice. The practical task becomes the starting point for the theory: in turn, theory informs and leads to a better understanding of the task (suits to curricula study program);
5. TBL provides an appropriate framework for planned education (curricula driven) where it makes explicit what is to be achieved and how the learner should do this (efficient learning);
6. A TBL approach is likely to result in greater relevance of curriculum content (appropriate for curricula learning).

TBL offers a focused and structured approach to learning and increases the learners' satisfaction and motivation, and at the other side is consonant with current theories of education (Harden et al, 1996). This is the reason we decided to implement a task-based model for the prototype.

Task-based learning offers action and reflection, while in contrast, rote learning is low in action and in reflection. According to (Harden et al, 1996) incidental learning, such as occurs in on-the-job learning, is rich in action but may be low in reflection. Classroom, or formal, learning is frequently high in reflection but low in action.

Game based learning or also lately referred to as digital game-based learning (Prensky, 2001), goal based scenarios and instructional games and simulations are alternatively used to describe the instructional strategy where learning activities are organized around a game or simulation. The academic community regarded game based learning as part of problem based learning using simulations and did not give much of attention in its research, and still today there are a lot of opinions in this regard (Yacci, 2004). According to (Yacci, 2004) educational games and simulations are defined as activities that have rules and constraints, a goal, and an emphasis on competition and also has the additional feature of having a primary objective of enabling a student to learn either facts, skills, attitudes, or all three. (Eklund, 2000) suggests that transfer of knowledge is aided when students actively construct explanations for events. Perhaps the biggest benefit for game -based learning is the fact that it involves students who need to learn complex skills and need to transfer these skills to real life.

However there are no clear procedures, methodologies or rules what learning modeling approach is more appropriate to use when developing e-learning solutions and especially its conjunction and correlation with the instructional strategies discussed previously.

The design and development of e-learning can not be based only in the existing practice of technology, it is necessary to understand the relation between theory and practice to ensure that the design of practice is founded on the learning theory. This concept defined by (Harmon, et al 2003) is given in the figure below:

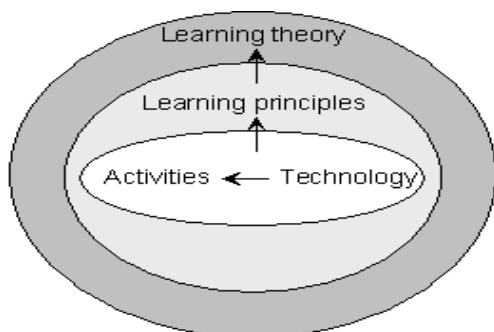


Figure 1 - Theoretically grounded evaluation of technology (Harmon, et al 2003)

E-Learning modeling approaches are very important in the process of the development of e-learning solutions as software products. Although recently in the e-learning community there is acknowledged the importance of pedagogy however there is little research on learning modeling approaches.

It describes that the different learning activities that are driven in the learning environment are supported by the e-learning instructional technologies stated above. The learning principles are formed by the learning activities to be done to produce the learning outcome. The learning activities are crucial to define the features and abilities the learning environment has to support and are supported by the technology.

According to (Marjanovic, 2005) the e-learning solutions development process adopts one of the following learning modeling approaches:

1. the content-oriented,
2. the tool-oriented, or
3. the task-oriented approach

The **content-oriented** approach deals with management of learning content. It is mainly concerned with supporting authoring, structuring, delivering, sharing, re-using, and querying the content (Helic, 2006). The design and authoring of e-learning content requires major input from instructional designers, graphics designers, and programmers. Normally the instructors are expected to develop the content for e-learning on their own. However content creators search for a theoretical basis to justify their designs (Eklund et al. 2003). Normally the instructors are expected to develop the content for e-learning on their own. However they are not aware of the effective methods which can be used to present their content to users. Especially the novice instructors need additional support in developing interactivity since it involves programming. Support might include collaborative tools for enriching the learning content by writing comments and annotations, tools for tracking the student progress with the content, or tools for adapting the content to the students' preferences (Helic, 2006).

Tool-oriented approach is based on using the technological infrastructure in the learning process. Learning sessions which follow this approach are organized around the use of the developed software (Helic, 2006). The developed software solution is the main vehicle into increased transfer of knowledge. This learning modeling approach provides clear support and focuses the learning process around the developed tool of instruction as medium.

Task-oriented approach deals with learning tasks or learning activities which learners need to perform in their learning sessions. Those tasks are typically structured in very simple learning sequences that the students need to pass in a sequential mode (Helic, 2006). This learning modeling approach clearly support and focuses the learning process on previously created scenarios of sequential tasks that will guide the learner activities into more efficient and higher level of knowledge transfer.

Conclusions

There are a lot of new methodologies that are considered as advanced and that are considered as the future of e-learning. Learning object methodology, semantic web, Learning Activity Management System (LAMS) and others are considered as new trends and hot topics in e-learning. However, based on the conducted review and important synthesizes of current state of the art in the field of e-learning and e-learning solutions applied the study represents the next conclusions.

Most of the published research papers evidence that different e-learning projects are consisted of only monolithic learning systems and also many current e-learning initiatives follow the "one-size-fits-all" approach (Fetaji et al 2007). Typically, this approach is related to lack of knowledge of the learner audience or factors influencing that audience and therefore fail to provide satisfactory support for most of the learner audience. Conclusion is that we need to focus on some other issues first before we offer learners one of the above discussed monolithic systems.

Regarding the first objective 1) assessing and evaluating issues and deficiencies in the current state of e-learning projects a conclusion is that there are a lot of deficiencies. Some of the most important have been reviewed and analyzed above. The most important issue remains the one dimensional approach to e-learning and failing to recognize and acknowledge its multidimensional nature. A conclusion has been achieved that among the main reasons for the current unsatisfactory results in many e-learning initiatives and in meeting the e-learning expectancies are the above mentioned deficiencies. Therefore, the research strategy should try to address and solve the above identified issues.

Regarding the second objective, 2) Proposing and recommending solutions to the findings from the secondary research based on analyses and literature review. The conclusion is that there is a need to raise the awareness of the factors influencing e-learning in order to enhance learning and identify the nature of obstacles being faced by e-learners as well to approach e-learning recognising its multidimensional nature and trying to address several issues using a methodology that interconnects all of these issues but still addresses their multidimensional specifics.

Therefore, we believe that no new systems are needed but a series of experiments has to be conducted to see what does and does not work in a particular situation and to provide guidelines and recommendations for that situation.

Based on the findings of the research study there are too many factors and personalization that it would be wrong to view the entire process in global. The study views each particular e-learning initiative as specific in many particularities and requires special approach for each one that needs to start with assessment, measurement and evaluation of the defined e-learning indicators. The study proposes is that as starting point in any e-learning initiative to start from measuring and evaluating the factors influencing e-learning that are represented as e-learning indicators, (Fetaji et al 2007).

Therefore there is a need to raise the awareness of the factors and concepts influencing e-learning in order to enhance learning and identify the nature of obstacles being faced by e-learners through the e-learning indicators methodology proposed by Fetaji (2007) and undertake several experiments to see what works in particular situation and try to propose recommendations, procedures and guidelines regarding the gained insights from the experiments.

Based on the review of Learning theories and analyses of learning modeling approaches the study as new learning methodology proposes to engage learners with educational small projects that would require the learners to engage in research within each of the courses. This means that will embrace Project Based Learning which will offer learners the opportunity to be engaged in hands on study and practice the learned content through the project.

In the south East European University – SEEU, under the Instructional Support Center (ISC) (<http://www.seeu.edu.mk/english/isc/home.html>) the faculty are encouraged to use the practical information gained from these research findings and most important tried-and true techniques from these research to improve instruction of their e-learning content. Instructional design in an e-learning environment can foster the alliance between technology and education for pushing higher education to transform the academic environment. The questions that we have opposed the tutors and students to are the next: What does this mean to me? How can I use it? Is this better than what I am doing now? Trying to answer these questions helped tutors to create e-learning content with instructional sound design that will invoke higher level of knowledge and level of learning.

Embracing instructional technology methods helped in increasing the learning process while decreasing costs at the same time. For example we have used it to provide the opportunity for students to interact with experts, even they were not located physically in the campus but were from the region. In order to realize this we have used discussion forums and video conferencing sessions in real time that did prove very efficient and were highly welcomed.

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Pardon as a Specific Manner of Extinguishing Penalties

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Abstract

Pardon is one of the manners of extinguishing penalties, respectively the creation of legal situations which impede the criminal prosecution as well as imposing and application of punishments against the perpetrators of criminal offences. It represents an act issued by the President (so is in Kosovo), respectively the Government. In fact, by means of pardon specifically designated persons listed by name are granted exemption from complete or partial exemption from the execution of a punishment, the substitution of punishment with a less severe punishment or a suspended sentence or the expunging of punishment. Pardon is an old institution of criminal law. It is known in Roman Law and Middle Ages Law. Also contemporary criminal laws recognize pardon as a criminal-law tool which precludes imposing the punishment, or the imposed punishment is pardoned as whole or partially. In Kosovo the pardon issue has been regulated by Law on Pardon entered into force in 2008. Pardon manifests a range of characteristics and its existence and granting is determined by special reasons. For granting pardon is conducted a special procedure. Such procedure shall be initiated according to official duty (ex-officio) and by the initiative of the convicted person or his family members. The pardon shall be granted for all criminal offences despite of their gravity, excluding criminal offences against the constitutional order and security of the Republic of Kosovo and criminal offences against humanity and values protected by international law. In this short scientific paper is dealt with the meaning, characteristics, importance and the procedure of pardon implementation as well as some of the basic issues of theory-practice nature referring to this criminal-law institution. By preparing this article I have used historical-legal, comparative, dogmatic, statistical methods etc.

Keywords: The President, pardon, punishment, imprisonment, convicted person.

Introduction

Pardon of punishments represents an institution of criminal law through which penalties are extinguished. This institution is the instrument of the President through which specifically designated persons listed by name are granted exemption from complete or partial exemption from the execution of a punishment, the substitution of punishment with a less severe punishment or a suspended sentence or the expunging of punishment. Pardon is based in the principle of reward, rehabilitation, universality, the personal effectiveness and ignoring of financial compensation. Through pardon shall be followed political and social changes in the criminal field, it is influenced in the good behavior of convicted persons, shall be performed certain humanitarian repercussions and it is expressed state and political wisdom. When deciding on applications for pardon it must be considered the severity of criminal offence, the risk of recidivism, repentance, the appearance of respected character and behavior etc. For granting pardon is conducted a special procedure. It precedes the submission of applications for pardon, and it continues by its reviewing from respective commission which prepares a report with concrete proposals for each application and sends it to the President as the sole authority to make decisions. According to data made public only through years 2002-2012 were filed 2885 applications for pardon, of which were approved 885.

During the decision-making process concerning pardon were indicated cases of granting pardon for criminal offences for which the legislator had forbidden granting pardon such as those concerning trafficking in persons, cases of granting pardon for very severe criminal offences and contrary with the pardon's goals, such are cases of murders from blood feud as well cases for granting pardon for applications for which the commission on pardon had recommended its refusal.

1. The meaning of pardon

In general pardon is an act issued by the President or state government. In Kosovo case pardon is granted by the President. "Pardon is issued in the form of a decision by which specifically designated persons listed by name are granted exemption from complete or partial exemption from the execution of a punishment, the substitution of punishment with a less severe punishment or a suspended sentence or the expunging of punishment."¹ In accordance with the article 3, paragraph 3 of the Law on Pardon a pardon relieves the convicted person from protective measures, fines and any other punishments included in the sentence imposed by the court.²

In fact, pardon implies the extraordinary executive power of the President to pardon the convicted persons for criminal offences, by releasing them from imposed punishment by the court. It is granted through an extraordinary and seldom-used tool to reward extraordinary displays of character and conduct or to address serious humanitarian concerns characterizing the accused or convicted persons for commission of criminal offence.

By the definition abovementioned it turns out that the pardon in volume terms represents a broad act because by pardon shall be extinguished a large number of criminal sanctions.³ Consequently, according to the article 112, paragraph 2 of Criminal Code of the Republic of Kosovo a perpetrator cannot be pardoned for any punishment for which the Conditional Release Panel has refused that person conditional release.⁴

2. Some of the principles in which is based the pardon

The pardon is based in some principles. Seen in the context of solutions specified in the article 3 of the Law on Pardon this institution of criminal offence is based on these principles: the principle of reward, rehabilitation, universality, the personal effectiveness and ignoring of financial compensation. In the following of this scientific paper briefly will be discussed for each of these principles.

2.1. The principle of reward

In general reward is the assessment done to someone for a performed service or good behavior.⁵ Observed in this regard, pardon shall be implied as an evaluation character institution through which are rewarded persons for the commission of criminal offences for their extraordinary behaviors and characters. As extraordinary behaviors even though the Law on Pardon does not specify it must be implied actions such: apology, repentance, willingness to compensate the caused damage etc. Whereas by the expression extraordinary characters shall be implied psychological and moral attributes such as: insistence, determination, strong will, sustainability etc. In these cases it is about actions and attributes referring to the accused person, respectively to the convicted person for commission of criminal offence. This principle is interfered also by the so-called extraordinary humanitarian concerns. Here it is about mainly for concerns relating to politically motivated prosecutions of individuals and particular ethnic groups which dedicate for more freedom and rights of communities they belong to. In all these situations reward consists in the complete or partial release of the convicted person from prosecution, the execution of punishment, protective measures, fines and any other punishments included in the judgment imposed by the court. Seen on this basis, it may be said freely that the principle of reward it affects in the engagement of convicted persons in work and other

r activities within penitentiary institutions which shall be in function of their rehabilitation.

¹ Salihu, Ismet, Criminal Law, Special Part, Pristina, 2012, pg. 568.

² Law on Pardon, Law No. 03/L-101, has been adopted in Assembly of the Republic of Kosovo on 12 December 2008.

³ In fact pardon cannot be granted for criminal offences against constitutional order and security of the Republic of Kosovo (Chapter XIV) and criminal offences against humanity and values protected by international law (Chapter XV).

⁴ Criminal Code of the Republic of Kosovo, Code No. 04/ L-082 entered into force on January 1, 2013.

⁵ The dictionary of today Albanian, Tirana, 2002, pg. 1276.

2.2. The principle of rehabilitation

Observing in criminal-law general context the principle of rehabilitation enables to persons which are prosecuted or convicted unlawfully to return the rights they have lost based on these unlawful prosecutions.¹ In meantime observing in terms of pardon the principle of rehabilitation means the return of all civil rights to the persons against whom was awarded this important institution of criminal law. This is about his return to work, the return of social security rights, the right to be elected in public functions etc. These rights, duly, are returned immediately, respectively by the issuance of act stating pardon. In these cases the acts which have been served for the removal of such rights shall be abrogated.

2.3. The principle of universality

Pardon is an institution of universal character. It is considered such because it may be granted for all types of criminal sanctions and almost for all types of criminal offences. As it turns out pardon shall be granted for punishments of imprisonment, protective measures, fines and any other punishments imposed by the court. Also, excluding the criminal offences against constitutional order and security of the Republic of Kosovo and criminal offences against humanity and values protected by international law pardon shall be granted for any other type of criminal offence foreseen by the legislation in force.² Consequently, this principle provides broad opportunities of pardon due to the fact that through this institution is enabled complete or partial pardon, meaning that gives a positive energy to the prisoners to behave and be fully subordinated to the re-socialization process.

2.4. The principle of personal effectiveness

Pardon has a personal effect. This means that through this institution shall not be violated the interests, respectively the rights of other persons determined by the same court decision which is affected by pardon. Therefore, "all persons damaged from the criminal offence, even in cases when pardon is granted have the right to seek for compensation of damage. Likewise when abolition is granted,³ even though is not imposed the punishment for criminal offence, the injured parties by a criminal offence have the right to seek for compensation of damage."⁴

2.5. The principle of ignoring financial compensation

Pardon does not prejudice in the innocence of accused or convicted persons. As such it does not manifest any possible effect in legality and fairness of proceeding and solving a criminal case. Through pardon, as abovementioned, a concrete person is released from the criminal prosecution, the execution of imprisonment punishment (even the long-term imprisonment), protective measures, fines and any other punishments included in the judgment of court. Observing in this regard, granting pardon does not provide any possibility to the pardoned person concerning the right to financial compensation. Therefore, the pardoned person has no right to request for a financial compensation for the time of its stay in prison or deprivation from liberty. The effect of this limitation is comprehensive and it manifests the scope concerning public institutions as well as private ones.

¹ Hajdari, Azem, Criminal Procedure Law, General Part, Pristina, 2014, pg. 78.

² In Kosovo were indicated cases when pardon is granted also for criminal offences for which according to the Law on Pardon it could not be granted. Thus, in 2011 a pardon is granted also to a person convicted for trafficking in persons, which was part in the chapter of criminal offences for which the Law on Pardon expressly prohibited the awarding of pardon. See: Kosovo Institute for Justice analyzes the implementation of pardon institution and conditional release, <http://kji-ks.org/instituti-i-kosoves-per-drejttesi-analizon-zbatimin-e-institutit-te-faljes-dhe-lirimit-me-kusht/> Betim Musliu and Adem Gashi, Analysis, <http://kji-ks.org/falja-ne-kosove-analize-e-zbatimit-te-institutit-te-faljes-dhe-lirimit-me-kusht-2/>.

³ Abolition is the widest form of pardon. It has to deal with the pardon of person from criminal prosecution. By granting abolition the procedure cannot be commenced. If procedure is commenced, it stops. Abolition may be granted at all criminal proceedings phases until is not issued the final judgment.

⁴ Salihu, Ismet, op. cit, pg. 565.

3. The characteristics of pardon

Pardon as a criminal-law institution has a long history. It is appeared in Roman Law, by continuing in The Middle Ages Law, until nowadays. As an institution pardon manifests these characteristics:

1. Pardon represents an appropriate tool for monitoring of political and social changes in criminal-law terms. As is known, contemporary society is in an intensive process of changing political and social circumstances, changes affecting that several criminal offences to lose that degree of social dangerousness they had in the moment of issuance of criminal law. "Due to this cause, the type and measure of earlier imposed punishment is considered to be very aggravating. Therefore, through pardon, without changing the judgment by which is imposed this punishment, the imposed punishment is mitigated or is entirely abolished." ¹
2. Pardon affects to the convicted persons during the serving sentence to behave. Respectively, the fact itself through pardon the convicted persons are informed that shall be pardoned partially the punishment, this affect positively, it represents stimulation for them to behave in order to deserve this act of state mercy.
3. Pardon represents an act that in certain cases is granted for human causes and for political and state particular interests. This institution is applied for human causes in cases when a person who commits a criminal offence has an extraordinary merit for liberation and country building. Whereas in cases when it comes to political and state interests pardon shall be granted if prosecution, the punishment or further punishment of a particular person violates seriously state authority or the relations of that state to the other state, or relations of that state with international organizations for instance: United Nations Organization, European Union, The Council of Europe etc. ² and
4. Pardon is an expression of political and state wisdom. It is so because by this institution it becomes possible the opportunity to consider legal, social and political circumstances which dictate and justify its application.

Through pardon is not canceled the verdict. The verdict still remains lawful, but due to the causes abovementioned the pardon is granted.

4. Criteria for granting pardon

Like any other institution of criminal-law also pardon is based in criteria specified by law. Such criteria according to the article 5 of the Law on Pardon and the article 2 of the President decree for Criteria and Procedures for Pardon of Convicted Persons³ shall be considered: the gravity of crime, the risk of recidivism, the sincere repentance, the appearance of behavior and respected character, the influence of pardon to the injured persons, the time spent in serving the sentence, meeting the requirements of Correctional Service and humanitarian specific reasons for pardon. Solutions given in these provisions made clear the fact that the President in the occasion of awarding pardon shall be based also in other criteria, but they are required to be in compliance with the Constitution and Law in force. For some of such criteria will be discussed in the following of this scientific paper.

4.1. The gravity of crime

The gravity of crime is one of the main criteria that is required to be considered on the occasion of granting pardon. This due to the fact, that granting pardon without limitations regarding the gravity of criminal offence it may have a negative impact in the public opinion and in the President's authority itself. In functioning of this prohibition I consider that should be seen the solution given in article 4, paragraph 5 of the Law on Pardon. Pursuant to this provision the convicted person for

¹ Ibid. pg. 565.

² Ibid. pg. 565.

³ See the decree of the President No. DF-001-2012 for Criteria and Procedures for pardon of the convicted persons of 13 January 2012.

criminal offences against the constitutional order and the security of the Republic of Kosovo (Chapter XIV) and criminal offences against humanity and values protected by international law (Chapter XV) has no right to request for pardon. Of course, it is desirable that for abovementioned goals and not only for them, on the occasion of regarding decision-making process of granting pardon the President shall be reserved by awarding this institution for the accused and punished persons also for a considerable number of criminal offences such as those linked with murders of blood feud, rape, organized crime, corruption etc.¹

4.2. The risk of recidivism

On the occasion of awarding pardon shall be avoided situations from pardon to benefit persons that just started with the sentence and those indicating signs of possible repetition of criminal offences. Of course, shall be avoided strictly the situations of awarding pardon for persons who have committed more than one criminal offence. When this approach and the pardon criteria shall not be respected strictly, it may be appear the risk of recidivism, a situation that strikes in a substance the pardon mission as an institution rewarding good behaviors of the accused or punished persons and announces their functioning re-socialization.

4.3. The sincere repentance

The repentance represents the feeling of remorse expressed by the perpetrator for the committed criminal offence. This feeling of remorse in order to be considered as fulfilled criteria, shall be given in the sincere manner, meaning directly, opened and without pretension. Even though the evaluation parameters of the sincere repentance shall be considered difficult to measure, I consider that in this regard, there are some issues facilitating the assessment. Such may be the apology to the injured party, willingness to compensate the damage etc.

4.4. The appearance of behavior and respected character

In order to award pardon it is required that the accused or convicted person to have manifested character and respected behavior. Here it seems to be about persons which throughout their entire life dealt with useful activities, effects of which could have been of personal character with benefits by a group of persons or with a broad socially basis. In fact, it is about persons dealing with humanitarian, cultural, educational activities etc. and which had committed the criminal offence by negligence (such as may be the case of commission the criminal offence of endangering public traffic) or in a situation of rage, in exceeding the limits of the necessary defense, extreme necessity etc.

4.5. The influence of pardon to the injured persons

In order to award pardon when it comes to criminal offences with the commission of which to particular persons is caused any damage (material, moral or as a lost profit), it is required to manifest a concrete effects to them. These effects, duly, shall be resulted with the benefit of the injured party from the compensation of caused damage, abandonment from the application for compensation of damage, its reconciliation with the perpetrator etc. Of course this represents measurable criteria, because it shall be based in undertaking concrete actions by the injured party, among other things abovementioned.

4.6. The time spent in serving the sentence

For granting pardon in the case of persons sentenced to imprisonment duly is required that the convicted person to serve a particular time in prison. Although the Law on Pardon nor the President decree for Criteria and Procedures of Pardon concerning Convicted Persons does not specify the time that convicted person shall spend in the penitentiary institution, I

¹ The experience of these years prove the fact of granting pardon also for persons punished regarding corruption, severe murders, including blooding feud murder, rapes etc.

consider that time, excluding specific cases, should be matched at least with the half of duration of punishment of imprisonment imposed by the court. All this based in applications related to the re-socialization of those persons, the reaction of public opinion, maintaining the authority of court etc.

4.7. Fulfilling the requirements of the Correctional Service

By legislation in force to Probation Service are granted a numerous of responsibilities concerning the convicted persons. These responsibilities, although multidimensional, they mostly have to deal with monitoring and assistance to the convicted persons during the time of serving alternative punishments. ¹ In fact, the Probation Service is obliged to monitor the fulfillment of obligations of persons punished by suspended sentence, to those imposed semi-liberty or is issued an order for community service work. Also, the Probation Service has the authority to determine specific applications for persons punished by alternative punishments. Therefore, it is considered to be fulfilled this criteria when the relations of this service prove for fulfillment of all particular applications by the court and personnel of this service. Therefore, eventual defects that shall be expressed in fulfillment of specified applications should be serious obstacles for approval of filed application for pardon.

4.8. Humanitarian specific reasons for pardon

As a special criteria which may effect in awarding pardon is the one related to the existence of humanitarian specific reasons. Such reasons, in most of the cases, shall be referred to the cases when the criminal offence is committed by a person who has extraordinary merit for liberation and building country. It is about for persons who have made their name in liberation war, have served many years imprisonment due to their patriotic activities etc. Of course, even in a concrete case it is discussed about measurable criteria due to the fact that cases of such persons are well known for public opinion.

5. Procedure for pardon

Concerning pardon the Law on Pardon and the President Decree for Criteria and Procedures of Pardon concerning Convicted Persons foresee special procedure rules. According to these rules in order to proceed the question of pardon it is required the submission of application for pardon. After submission, the application in question is a subject to detailed review in order to verify the question of meeting the criteria for pardon. And then this is followed by a decision-making process concerning the application in question.

5.1. The submission for application

The application for pardon is submitted in writing. It is addressed to the President and submitted directly to the Office of the Presidency or through Correctional Service in cases when the convicted person is serving the sentence. The application in question, duly, is submitted by the convicted person. Such application on behalf of the convicted person may be submitted also by the spouse, child, brother, sister or any other person authorized from the convicted person. The application for pardon shall be contain a brief description of the case, the statement of facts, circumstances and reasons supporting the application for pardon any other information deemed to be necessary. The application shall be withdrawn at any time by its applicant.

5.2. Reviewing the application

¹ See <http://www.md-ks.net/?page=1.31>.

The reviewing of application is made by the Commission on Reviewing and Evaluating of Applications on Pardon.¹ This Commission which is of ad-hoc character is formed by the President. When it is considered necessary for reviewing the application, based on the recommendations of the Commission the President requires from the Ministry of Justice to provide the relevant documents in which shall be reflected personal data of the convicted person, the copy of court final judgment or its verdict, data on work and education of the convicted person, data on family situation (the number of minor children, the obligation for maintenance etc.) data on the execution of punishment (the place of execution of punishment, timelines for starting the sentence), including data on conditional release, data on reduction or change the punishment (by extraordinary mitigation of sentence or pardon etc.), data if it is submitted and implemented the application for extraordinary mitigation of sentence, data on previous sentences (the type of criminal offence, the type and height of punishment including serving the sentence), data on compensation of damage caused by criminal offence, data on professional evaluation concerning personal attributes of the convicted person including evaluation for recidivism expectations and the effect of punishment to the convicted person and data on behavior of the convicted person during the time he is serving the sentence.

Duly, the Commission is convened in a special meeting in order to specify the agenda on reviewing applications for pardon. After reviewing the submitted applications the Commission drafts a report in writing regarding their reviewing and submits to the President a justified proposal for each of the reviewed applications.

5.3. Decision-making regarding the application

After receiving the report and justified proposal of the Commission on Reviewing and Evaluating of Applications on Pardon the President undertakes the relevant decision-making actions. When the President grants pardon, he does this with a special decree which is published in the Official Gazette of the Republic of Kosovo. For granting pardon is notified the person who made the application, the person who is pardoned and the Ministry of Justice. Such persons shall be notified even in cases when the application for pardon is refused. According to Kosovo Institute for Justice during the period of time 2002-2012 were filed 2885 applications for pardon. From them were approved 885 applications. According to these data were indicated cases of granting pardon by Kosovo Presidents even for applications for which the Commission on Reviewing and Evaluating of Applications on Pardon had recommended their refusal.

Conclusion

During the preparation of this scientific paper I have come to these conclusions:

Pardon is an institution of criminal law which is issued by the President in the form of a decision by which specifically designated persons listed by name are granted exemption from complete or partial exemption from the execution of a punishment, the substitution of punishment with a less severe punishment or a suspended sentence or the expunging of punishment.

Pardon is based on the principle of reward, rehabilitation, universality, the personal effectiveness and ignoring of financial compensation.

Pardon represents an appropriate tool for monitoring of political and social changes in criminal-law terms. Pardon affects to the convicted persons during the serving sentence to behave. Pardon represents an act that in certain cases is granted for human causes and for political and state particular interests and it is an expression of state and political wisdom.

Criteria at which pardon is based are: the gravity of crime, the risk of recidivism, the sincere repentance, the appearance of behavior and respected character, the influence of pardon to the injured persons, the time spent in serving the sentence, meeting the requirements of Correctional Service and humanitarian specific reasons for pardon.

Concerning pardon the Law on Pardon and the President decree for Criteria and Procedures of Pardon for Convicted Persons foresee special procedure rules. According to these rules in order to proceed the question of pardon it is required

¹ This commission consists of at least five members. The members of this commission shall be elected by the Office of the President (Legal Department), the academic community in the field of justice, social society and judiciary. Composition and work of this commission is confidential.

the submission of application for pardon. After submission, the application in question is a subject to detailed review in order to verify the question of meeting the criteria for pardon.

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Soft Skills for Social Work Education Educators: Implication for Enhancing Competent Potential Qualified Social Workers

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Abstract

Qualifying education in social work in which the fundamental attributes of a social worker are formed is fundamental to the development of the profession. As in the case of Malaysia, Social Work Education is relatively new. There are skills and responsibilities that all social workers must have to enable them to work in the society, which include soft skills. Within their formal interactions with their trainers or educators at the higher institutions, the potential social workers can learn about soft skills from them. This paper discusses conceptualizations of the soft skills which Social Work educators, currently as well as in the years to come, would need in order to sustain their competence as educators to produce qualified social workers with the relevant soft skills. In a recently carried out qualitative study, the views of three Social Work educators were explored using semi-structured face-to-face interviews with regards to their understanding of soft skills, the soft skills which Social Work educators at the higher institutions should have, and the relevant soft skills for the Social Work educators in the 21st century. The respondents generally agreed that Social Work educators themselves do certainly need to have appropriate soft skills when teaching future social workers. Malaysia is known for having a multi-cultural society with a distinct religion, race, customs, belief system and language. As a very diverse society, the future social workers in Malaysia should be culturally competence. The social workers in Malaysia will need to be sensitive when dealing with different clients with various bio-psycho-social spiritual elements. The relevant soft skills for Social Work educators include communication skills, reflective skills, positive interaction skills, critical thinking skills, teamwork skills, and leadership skills. Embedding the soft skills competencies into their career as educators is assumed as one of the effective and efficient method of achieving both professional and social competence. The proposed soft skills, perhaps, provide early ideas and initiatives towards the establishment soft skills frameworks for Social Work educators in higher institutions in Malaysia.

Keywords: Soft skills, Social Work educators, Qualified social workers, Social competence, Culturally competence

Introduction

Soft skills are very much needed at workplaces today. Soft skills that complement subject-specific knowledge are commonly demanded by employers when looking for employees which makes having soft skills as an important factor that determine students' employability (Haselberger, Oberhuemer, Perez, Cinque, & Capasso, 2012) in various professions. Historically, technical or hard skills, were very much the only skills for career employment but today's workplaces is showing that technical skills alone are not enough to sustain the employment of individuals when organizations are right-sizing and cutting positions (James & James, 2004). Since soft skills are critical for productive performance in today's workplaces, current and future organization leaders are emphasizing and considering the development of soft skills (Nealy, 2005). For example, Social Work profession, which continues to flourish as a profession and has been recognized as a discipline that needs further development despite our own diversified perceptions on the discipline (Ismail & Fuziah, 2014), would need

to ensure that the social workers possessed the necessary soft skills since they most certainly need to deal with people in the community.

The role of trainers or educators in institutions could have an effect on the trainees or students. Hence, it is advocated that genuineness or realness in the facilitator who facilitate the learning is indeed important. Rogers (1983) argued that:

“When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or façade, she is much more likely to be effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and able to communicate them if appropriate (p. 121).”

Soft skills are critical in today’s workplaces and should be regarded as an investment (Robles, 2012) which would benefit the organizations. Hence, graduates from higher institutions would certainly need to be equipped with the relevant soft skills for them to function well at their future workplaces.

Problem Statement

According to Schulz (2008), “Educators have a special responsibility regarding soft skills, because during students’ School and University time they have major impact on the development of their students’ soft skills” (p. 153). A significant percentage of the graduates of the local Malaysian universities are still lacking relevant soft skills competencies, leading to their unemployment in a highly competitive job market (Hairi, Ahmad Toe, & Razzaly, 2011). Within the Social Work profession, it is generally supported that social workers must be competence with their helping skills. Social Work undergraduates would need to be guided to acquire relevant soft skills to ensure that they could provide qualitative assistance when working with their clients and to also to function effectively at their respective workplaces. Hence, Social Work students would need to have role models that they can look up in order to become well-trained and skillful social workers. Within the formal Social Work education at the higher institutions, it is not impossible for them to actually learn much from their instructors or educators. Acquisition of soft skills competencies is an essential aspect in Malaysian higher learning institution. The central research question that is being address in this paper is to what extent are the Malaysian educators’ soft skills competencies applicable for the development of professional and socially competence future Social Workers within their working contexts? The study set out to gauge the Social Work educators’ understandings and conceptualizations of the soft skills which Social Work educators, currently as well as in the years to come, would need in order to sustain their competence as educators to produce qualified social workers with the relevant soft skills.

Literature review

Employers today expect their employees to possess soft skills. Communication and teamwork are examples of soft skills that are demanded by most employers (Hairi, Ahmad Toe, & Razzaly, 2011). Apart from these skills, research has also shows that problem-solving and collaborative skills are the two top soft skills on which schools should be focusing (Greenberg & Nilssen, 2014). Farooqi (2013) concluded that, educators are expected to have communication skills, whereby they are expected to be competence and fluent as well as able to communicate effectively. Moreover, they should be able to convey their thoughts and knowledge with clarity and confidence, whether in written and oral forms. Apart from being able to communicate effectively, as Farooqi (2013) further argued, educators must have critical thinking and problem solving skills because by having these skills, educators can think in a critical, creative, innovative, and analytical manner which includes the ability to apply knowledge. Elements that educators must possess under this aspect are the ability to identify and analyze complex situation as well as making evaluations that are justifiable. Other soft skills highlighted by Farooqi (2013) include teamwork, lifelong learning, information management skills, and leadership skill. Within the context of education, Greenberg & Nilssen (2014) suggest that “. . . what might be more pertinent is spending more time focusing on collaborative skills – as well as creativity, communication, and most importantly critical thinking – and how to best foster them within learners in new and innovative ways that prepare them for the 21st century – and the jobs that lie ahead” (p. 26).

Methodology

The broader study – which is still an ongoing qualitative study – is carried out to explore the conceptions of soft skills among experienced higher institutions educators, as well as their thinking about what soft skills are relevant to higher institutions educators or what soft skills should educators at higher institutions level must have. The central research question that is being address in this paper is to what extent are the Malaysian educators' soft skills competencies applicable for the development of professional and social competence within working contexts? The study set out to gauge educators' understandings of soft skills competencies and the ways in which they incorporate the delivery of these skills into their working contexts. At the same time, it is important to determine the critical elements of effective acquisition of these skills. Within this paper, the views of three Social Work educators were explored using semi-structured face-to-face interviews with regards to their understanding of soft skills, the soft skills which Social Work educators at the higher institutions should have, and the relevant soft skills for the Social Work educators in the future. The three educators comprised of two males educators (SWE1 and SWE2) and one female educator (SWE3). SWE1 had been involved in the field for 35 years, SWE2 for nine years and SWE3 for 30 years, and they are currently attached to three different public universities.

Results

We provide below a glimpse into some of the respondents' responses in the interviews which we had carried out with them and portions of the interviews' transcripts which we had fully transcribed.

What is your understanding about soft skills?

SWE1 conceptualized soft skills as "skills that allow a person to become effective at his workplaces...these soft skills thing are related to the social or human touch". To RSW2, "soft skills refer to the ability of students to form high personality". When asked what she means by high personality, she responded by saying, "a holistic personality, that is with the capability to acquire various forms of learning and experiences that they can utilized in their everyday lives". SWE3 viewed soft skills as "elements which each individual should have ... these skills are not natural skills but they need to be cultivated and translated within concrete context". To SWE3, concrete context referred to "real life situations where one is actually living within a social community". SWE3 added, "these skills involve social networking whereby an individual can fit him or herself within a social context". When next asked to elaborate on what he means by 'fit him or herself within a social context', SWE3 responded, "soft skills can also be conceptualize as a mechanism in which we adapt ourselves with other individuals ... and it is a reciprocal process, and these skills can be cultivated through formal as well as informal means". Having soft skills can "support an individual to face upcoming constraints and challenges whether just by himself or in groups" (SWE3, 2014).

What are the soft skills that Social Work educators at the higher institutions should have?

"Social work educators certainly need to have soft skills as well because they need to show the best ... they need to become an effective role model to their students" (SWE1, 2014). By 'effective role model', SWE1 had meant that "the social workers need to actually do what they preach and so the educators must also do what they are preaching to their students during classes. These soft skills would be the social and human touch ... something very relevant with the role of social workers". During the interview, SWE1 had identified 'communication skill' as one of the relevant soft skills that social work educators must have for now and for the future as well. His justification was;

"...the main problem ...there is conflict...because of communication problem ...in whatever situations...because conflict can happen when there is communication problem...when there is communication breakdown. So, I think if we need to have communication skills... good communication skills. Communication skills also have values ...so that it makes you to be considerate and so on. So, I think ...if we can enhance communication skills ...in its true sense, I think we can enhance our relationship with other people ...our friendship...our understanding" (SWE1, 2014).

SWE1 had also mentioned about having appropriate values within context. He elucidated that;

“...the importance of soft skills ...like for Social Work, for counselling, ...for clinical...psychologists... I think they emphasize on issues related to soft skills. For instance ... when we want to shape an individual ...guide him or her on how to have good relation with the client. We are taught about basic values ...but the basic contexts for these values are not emphasized. That is the reason why there are differences in interpreting the values. Religion stresses on values...but differences in background ... different social environment...make them interpret the same value differently” (SWE1, 2014).

Social Work educators' behaviour may influence the Social Work students' competence (SWE1, 2014). To SWE1, Social Work students may learn a lot of things related to soft skills and values from their educators. As mentioned by him;

“...there are differences because of the values which we brought from the society we came from...or even from our teachers...our lecturers...from the role models which we got... it could be from our teachers, parents, our brothers or sisters ...our relatives . . . or even from our readings” (SWE1, 2014).

SWE2 views were that “soft skills are definitely needed in the Social Work profession ... in fact in education at the higher institutions” (SWE2, 2014). SWE2 perceived that all educators at the higher institutions should “take issues regarding soft skills seriously” and suggested that;

“social work educators themselves need to have and portray high level of soft skills...as an example or model to the students that are educating” (SWE2, 2014).

In SWE3's view, “educators at the universities need to always be prepared to mould their students towards achieving their academic potential but also to educate them holistically”. SWE3 further expressed;

“Students need to be educated in matters pertaining to their relationship with other people because by building and cultivating their relationships with other people, they can then be more understanding towards others and can be more confident when interacting with others...and the social work educators need to have soft skills so that they cultivate these soft skills in a real, sincere and non-pretentious manner. They (Social Work educators) undoubtedly need to continuously have high level of relevant soft skills in fulfilling their students' need as well as to contribute to external employability” (SWE3, 2014).

What soft skills are relevant for the social work educators in the 21st century?

SWE1 believed that communication skill will always remain as on the relevant and needed soft skills now and in the future. In enhancing the communication skill, social workers “must also be a reflective person” (SWE1, 2014). When asked why the need to be reflective, SWE1 responded by saying;

“Social workers also need to be reflective...about ...whether I am on the right directions or not...or whether what I am saying is right or wrong. Yes, I think that to be able to reflect is very much in the communication skill also. In communication skill, we also teach our students on how to confront the clients ...and know how to deal with the clients who are trying to take advantage out of us. So, the clients won't feel defensive ...and all these are related to communication skill”. (SWE1, 2014).

SWE1 had also highlighted the need for competence in communication skill among the social workers within the context of Malaysia. According to him;

“As for the context of unity in Malaysia, I still think the most important is communication skill because we are a very much multi-ethnic, multi-religion... multi-cultural as well... I think the main problem is when conflict arises in communication... conflict happen because of communication problem...communication breakdown. So, we must have good communication

skill because in communication skill we also have values ...for instance being considerate. So, I think if we can enhance the communication skill in its true sense, I think our friendship... or any other sort of relationship...we can be more understanding" (SWE1, 2014).

SWE2 proposed that "soft skills that involve capability to interact positively with others" and skills to cultivate creative thinking and being analytical when interacting with the surroundings" are very much relevant for educators in the 21st century.

To SWE3, there the soft skills that are relevant to the social work educators in the 21st century include "critical thinking skills, problem solving skills, teamwork skills and leadership skills". SWE3 provided the following justifications;

"Critical thinking skills is important because these soft skills are very much needed to solve problems and educators need to have these skills. Educators must be able to solve a problem in a variety of ways and being able to think critically can have the credibility effect on the educators and being a credible educator is one characteristic in which the students can accept the educator as someone who is capable of solving problems" (SWE3, 2014).

With regards to teamwork, SWE3 stressed;

"Teamwork is important because it can make the undergraduates to work collectively to achieve the relevant knowledge and to face issues raised by other parties. Working collaboratively together has the potential to enhance the students' maturity process and assist them to disentangle all problems effectively" (SWE3, 2014).

The other soft skill that SWE3 deemed applicable to the 21st century social work educators is leadership skills. He voiced out that;

"Social work educators must have these leadership skills since by having these skills, they can influence others to achieve their desired needs...there are various leaderships skills which educators can indicate when teaching their students but to me the most prevalent and significant would be the democratic leadership skill" (SWE3, 2014).

When requested to further explain about 'democratic leadership skill', his response was;

"Democratic leadership skill is the skill which gives opportunities for others to provide and contribute ideas to help the group achieve a certain aim. The educators need to have these soft skills because the students will be watching the educators when he or she is teaching in the classrooms, and at the same time these students are evaluating their educator's leadership style. The leadership style portrayed by the educator will be modelled by the students and help mould their future leadership style when they are then part of the outside community" (SWE3 2014).

Discussion and Conclusion

In this study that explored the Social Work educators understanding or views regarding soft skills, we found that the three respondents had associated soft skills with the ability of the individuals to work and function effectively at their workplaces, the aspect of possessing a personality related to social or 'human touch' and the ability to embrace the notion of lifelong learning. We had also learned that to these educators, soft skills can be taught and cultivated among higher institutions students so as to prepare them for their working contexts in the future. The respondents also collectively agreed that having appropriate soft skills will enable the individual to accommodate himself or herself with the living within a real social community context, which consequently would support the individual to face and solve challenges that he or she will be facing individually or collaboratively in groups.

With regards to the soft skills that Social Work educators at the higher institutions should have, we found all the three respondents supported the idea that all educators at the higher institutions need to have soft skills. Among the justifications that they had provided include the belief that the educators need to become effective role models to their students, whereby

they need to actually practice what they preached. In a sense, we feel that the respondents hold the view that students can learn by observing their instructors or educators, a point raised by Roger (1983). In relation to this, the educators should portray their true self when carrying out the training and communicating with their students. Hence, suggesting the requirement for the educators themselves to have the relevant soft skills. Moreover, having soft skills is important because they are training future social workers who will need to have soft skills when they play their role as social workers in the real world context. We also found, to the respondents, the most prominent soft skill that educators should have is the communication skill, as suggested by Farooqi (2013).

Other soft skills mentioned by the respondents include religiosity, working collaboratively and social and culture literate. Malaysia is known for having a multi-cultural society with a distinct religion, race, customs, belief system and language. As a very diverse society, the future social workers in Malaysia should be culturally competent. The social workers in Malaysia will need to be sensitive when dealing with different clients with various bio-psychosocial spiritual elements. As for the relevant soft skills for Social work educators in the 21st century, we found that the respondents had emphasized communication skills, reflective skills, positive interaction skills, critical thinking skills, teamwork skills, and leadership skills. Embedding the soft skills competencies into their career as educators is assumed as one of the effective and efficient method of achieving both professional and social competence.

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Internet and the Democratization of Media Content in Croatia: Content Analysis of Web Portals

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Abstract

Consideration of the media as communication frame from a sociological perspective points to a complex area that affects the comprehension and understanding of the media in the context of contemporary social changes. Interactive media such as Internet offer a variety of information from a number of diverse sources, and provide opportunities for social and political debates at local, national and global level. At the same time, the variety of possible forms of communication points to the pluralism of the media space and contribute to a faster flow of information. In other words, the researching of the media is operationalized inside the process of transformation and democratization of media space and content. Web portals are becoming specific areas for discussing various social issues and problems. Therefore, they are significant sources of relevant information affecting the reconceptualization of media content and changes in communication. The aim of the research was to identify aspects of the transformation of the Internet space in the process of democratization of the media in Croatia on the example of the Referendum on the constitutional definition of marriage. The authors have analysed the articles on the most visited portals in the period from November to December 2013, which reported on the subject of the Referendum on the constitutional definition of marriage, Croatia the Referendum. The analysis showed differences in the number of published articles and in content among portals, as well as a significant representation of liberal attitudes.

Keywords: a sociological perspective, content analysis, online portals, democratization of the media,

1. Introduction: from democratization of media to transformation of the space of dialogue

Modern society is inconceivable without the media. They are an integral part of the lives of every individual, and they cannot be treated apart from human actions (Bandalović in Leburić et al. , 2010, 51). Nowadays media imply the culture of dialogue and the right to different opinions, argumentation in the discussion and decision-making. On the other hand, the media content is becoming a complex blend of discourses, ideologies and meanings produced by the dynamic interaction of media texts and media audiences. Therefore, the media content of various types and forms are in the centre of interests of various social debates, as well as social and sociological researches. The primary role of the media is the transmission of information and presentation of news channels in the social and political space, while the media freedom is one of the main characteristics of a democratic government. Thus, we can say that the basic democratic function of the media is to inform

citizens (Čerkez, 2009, 30). In addition to dissemination of information and political education of the public, media freedom is also in the function of enabling the political activities of citizens, which is essential for the realization of their civil liberties (Peruško-Čulek, 1999, 56).

With the development of modern technology and the advent of computers, there has been relevant reconceptualization of social and cultural communication. Accordingly, we witness many changes such as increased number of possible forms of communication, media contents that are democratized and individualized, increased flow rate of information from the source to the receiver, but also the speed of obsolescence of information. But, at the same time the trust in the media as a reliable source of information is lost (Zgrabljic Rotar, 2005, 19). The public was once perceived as an essential foundation for democracy, as the public forum, which formed the critical debate on public issues by educated and informed individuals who were in constant interaction. Today, however, the modern media is a new type of "public", which is mostly a political, commercialized and excluded from public judgments (Splichal according to Peruško, 2011, 30).

Media society has also developed along with the development of a democratic society. It was created primarily by expanding those media that have contributed to the faster flow of information influencing in that way the whole society. The media represent the most influential agents in the formation of general interest, value judgments and political orientations of citizens. Nevertheless, the media, the public, and of course, the politics in democratic societies are in a continuous process of change (Čerkez, 2009, 28). On the one hand, the media took part in the formation of democracy and modern society. At the present time their increasingly important role is often viewed in the light of postmodern social transformation. Wasko and Splichal claim that the democratic character of communication is always two fold. Thus, democratization of communication is impossible without democratization of society as a whole. We highlight three main ideas that are inseparable from the role of communication media in modern democracy: individual freedom, human rights, the public and civil society (Wasko and Splichal according to Peruško-Čulek, 1999, 28).

Media can be defined in various ways. However, in sociological terms, the media is perceived as institutional and organizational framework of communication, and thus the concept of media is equated with the concept of discourse (Biti according to Zgrabljic Rotar, 2005, 15). It is interesting that every new media takes over the existing application forms and genres. Thus, the characteristics of contemporary media are mixing and recombination of genres and transmediality of media content. Therefore, the term "communication media" is more used than the term "mass media". This is due to the convergence of the traditional mass media around computer technology and the development of interactive media such as Internet. Internet does not meet the criteria of the mass media, because "its organizational structure does not include institutionalized production and distribution of products, commodification and audience dislocated in time and/or space and which cannot participate in the communication process" (Peruško, 2011, 36).

The democratization of media is the product of democratization of social institutions, and depends on the strength of the public sphere and civil society (Zgrabljic, 2003, 60). Internet offers and shapes "spaces of dialogue", where the participants realize their need for discussing the content and themes of common interest. Among other things, the Internet also has a wider range of technological capabilities for discussion of public issues (Oblak, 2002, 68). According to Splichal various media are predisposed to construct, shape and preserve the public sphere. The reason for this is the fact that they represent sites where different ideas and interests confront freely. It is evident that there exist differences between modern and postmodern public sphere no longer made by networks of participatory communication channels, but based upon representations in the media (Splichal according to Oblak, 2002, 63).

There is no standard definition of forms and purposes of the public sphere. The public sphere should ensure new and relevant information on a variety of issues for the citizens contributing to the future development of citizenship and democratic participation. In this context, the Internet provides an opportunity to discuss the relevant political and social problems among geographically separated individuals. In principle, occupation, education and social status are losing importance, and the exchange of arguments comes to the fore (Jensen, 2003, 350-351). However, through the loss of social status, resulting anonymity in discussion can lead to irresponsibility, speech of hate and disappearance of culture in the debate. Often, it is argued that the government should be included in creation of the public spaces (Jensen, 2003, 358).

Thornton believes that tendency toward fragmented identities appears on Internet, and that a certain shift from the "citizens" to "consumers" is noticeable. Nevertheless, the author argues that the Internet provides opportunities for revitalization of

the public sphere (Thornton according to Boeder, 2005)¹. New communication technologies are used in a way to deepen the practices of democratic communication. Networks are becoming structurally decentralized while the public accesses them in the ways that lead to an increase in the rate and density of the public exchange (Boeder, 2005)². It is important to point out that the new public space is not a synonym for a new public sphere. As a public space, on the Internet it is possible to achieve discussion and democratic expressing of ideas and opinions. Accordingly, the virtual space reinforces the debate, and the virtual sphere enhances democracy (Papacharissi, 2002, 11). Internet can "empower" the public sphere, but does it in a way that is incomparable with the previous discourse of the public. In a future perspective, the Internet may not become a new public sphere, but something radically different that would improve democracy and dialogue (Papacharissi, 2002, 18) about current social and political issues such as the *Referendum on the constitutional definition of marriage*³.

2. Methodological and empirical aspects of research

Daily informative web portals through various interactive features of the Internet, more and more encourage citizens to participate in the production of news, and are becoming popular places for the discussion on the various social issues. Thus, the subject of the study is the transformation of the Internet space in the context of democratization of the media on the example of the *Referendum on the constitutional definition of marriage* in Croatia. In other words, portals as part of the Internet space become daily sources of relevant information in the contemporary society, which affect the reconceptualization of media content. It is possible to spot the similarities/differences among portals through observing the ways the media contents are reported. Furthermore, their analysis allows examination of possible transformation induced by social changes such as the democratization of the media.

The aim of the research was to examine the extent to which daily informative portals reported on the topic by applying qualitative and quantitative content analysis, and to determine the differences in their content with regard to the subjects of the Referendum. The research also included the analysis of value orientations of the authors of the analysed texts towards the content of the Referendum during reporting, as well as the distribution of the characteristics typical of conservative and liberal views, which prevailed among portals in reporting on the research topic. In the process of designing and preparing the research, it was assumed that the analysed portals contained an equal number of published articles on the topic; that there were differences between portals in representation of terms and concepts, i. e. characteristics that were typical for liberal or conservative views; and finally that the authors took neutral value orientation when reporting on the Referendum.

Qualitative and quantitative content analyses were applied in the research. The research sample included five most visited portals according to the research of visits to websites conducted by the online research agency gemiusAudience⁴. The sample was defined thematically and included the articles published on selected portals in the period from 01. 11. 2013. to 01. 12. 2013. The unit of analysis was published text on portals on the subject of the *Referendum*.⁵

¹<http://firstmonday.org/ojs/index.php/fm/article/view/1280/1200>.

²<http://firstmonday.org/ojs/index.php/fm/article/view/1280/1200>.

³Croatian Parliament in November 2013, brought the decision to call a national referendum, which was held on the 1st December 2013, based on the demands of civic initiatives *In the name of the family* to enter the definition of marriage as a union between a woman and a man in the Croatian Constitution. Based on the results of the Referendum, the State Election Commission of the Republic of Croatia decided to enter a provision by which the marriage is a union between a woman and a man in the Croatian Constitution (see: <http://www.usud.hr/uploads/Odluka%20u%20povodu%20okon%C4%8Danja%20postupka%20nadzora%20nad%20ustavno%C5%A1%C4%87u%20i%20zakonito%C5%A1%C4%87u%20provo%C4%91enja%20dr%C5%BEavnog%20referenduma%20odr%C5%BEanog%201.12.2013.pdf>).

⁴<http://www.audience.com.hr/>

⁵The sample included five most visited portals in Croatia: *24sata.hr*, *Jutarnji.hr*, *Index.hr*, *Tportal.hr*, *Večernji.hr*. All articles on these portals dealing with the Referendum were analysed. There were 168 analysed articles.

3. Analysis and Results

Content analysis included analysis of the general appearance of texts, text contents or subtopics of Referendum, value orientations of the authors towards the pre-defined contents, and aspects of the conservative and liberal attitudes with regard to the topics of Referendum. Its application enabled the (re)construction of categories throughout the analysis. Category "general appearance of texts" included analysis of the text equipment i. e. various characteristics such as the size and type of text, the structure of title, the number of photos and subcategory "other" which included the possible appearance of videos or comments. Furthermore, the value orientation is determined by the general approach to the subject, which stems from the authors' attitudes or editorial policy.¹

Content analysis of selected texts was related to the analysis of topics of *Referendum*. At the methodological level, the stated sub-categories (or topics) were grouped into two methodological levels: individual-collective and social. Thus, for example, individual and group levels included topics such as "marriage as a life union of a woman and a man", "marriage is the foundation of the family", "family stability" etc. On the other hand, social methodological level included topics such as "legal protection of children, marriage and family", "the existing Family Law", "the family is the foundation of society", etc. (see Table 1). Concerning Referendum topics, reading texts and viewing web pages² related to the subject of the Referendum enabled the construction of a temporary categorization prior to analysis. However, the categorical apparatus was reconstructed during the analysis.

Table 1. Topics of referendum due to the methodological level

METHODOLOGICAL LEVEL	topics of <i>Referendum</i>
<i>individual-collective</i>	C1 (marriage as a life union between a woman and a man), C2 (marriage is the foundation of the family), C3 (family stability), C4 (reproduction depend on man and woman), C5 (family structure is important for a child)
<i>social</i>	C6 (the legal protection of children, marriage and family), C7 (existing Family Law), C8 (marriage as a generally accepted social norm), C9 (part of the culture and identity of the Croatian people), C10 (family is the foundation of society) C11 (equalization of same-sex partnerships and marriage), 12 (adoption of children by same-sex couples), C13 (protection of children born out of wedlock), C14 (other)

Furthermore, we also conducted an analysis of concepts and terms (i. e. characteristics) that are typical for the conservative or liberal attitudes on a general level. Categories of conservative and liberal attitudes have been taken partly from web pages dealing with conservative and liberal beliefs for the purposes of constructing a categorical apparatus during the analysis.³ It is important to emphasize that sub-categories imply general features of liberalism and conservatism, in the context of different world-view orientation. For example, attitudes such as "belief in government actions to achieve equality

¹According to the following typology of value orientations of the author retrieved from Šušnjić (1973, 253): positive (+) means any assessment that is affirmative in relation to the subject in question; negative (-) means any negative or critical assessment in relation to the subject matter described in the content; neutral (0) means any general or specific statement of something just described or claimed, but without taking a certain attitude; programmatic (!) means any assessment which proposes something that "should be" in relation to the matter in question.

² <http://uimeobitelji.net/>.

³According to the data retrieved from <http://www.studentnewsdaily.com/conservative-vs-liberal-beliefs> and <http://academic.regis.edu/jriley/libcons.htm>

of opportunity and equality for all”, “marriage is a union of people who love each other” and “forbidding same-sex marriages threaten the civil rights” were categorized as characteristics of liberal attitudes on the studied subject. On the other hand, terms such as “belief in personal responsibility, limits of government, free market”, “high value of existing institutions as constructs of customs and tradition”, “traditional values and the defence of national identity” and the like, were related to the characteristics of conservative attitudes (see Table 2).

Table 2. Characteristics of liberal and conservative attitudes

ATTITUDE		characteristics
general level	<i>liberal</i>	L1 (the belief in government actions to achieve equality of opportunity and equality for all), L2 (duty of the government to protect the civil rights of the individual and human rights), L3 (natural rights belong to all people), L4 (majority rights are tempered by minority rights), L5 (support to the changes in society), L6 (marriage is a union of people who love each other), L7 (all individuals, regardless of their sexual orientation, have the right to marry), L8 (prohibiting same-sex marriages threaten the civil rights), L9 other (separation of church and state, the issue of abortion as a personal choice, equal rights and freedoms)
	<i>conservative</i>	K1 (belief in personal responsibility, government limits, free markets), K2 (traditional values and the defence of national identity), K3 (high value of existing institutions as constructs of customs and tradition), K4 (faith in super natural forces that are guiding human affairs), K5 (acceptance of human inequality and the expected consequences of the social hierarchy), K6 (recognition of the need for a sense of community among individuals who will emotionally connect with society), K7 (marriage is the union of one man and one woman), K8 (same-sex unions violate moral and religious beliefs that marriage is a union of one man and one woman), K9 other (government should not restrict faith and religious freedom, abortion as murder of a human being, endangering the traditional family)

Analysis showed that *24sata.hr* is the portal with the most published articles on the subject of Referendum, while *Večernji.hr* is the portal with a minimum of published articles. In other words, *24sata.hr* has the largest distribution of referendum topics, and *Večernji.hr* the least. Almost half of the texts in on all the portals deal with the topic of marriage as a life union between a woman and a man. Less than 2% of the texts (except texts on *Večernji.hr*) deal with topics such as reproduction, protection and adoption of children, culture and identity, and marriage as the foundation of the family. On the other hand *Večernji.hr* is much more focused on the above stated topics because the authors of the articles were writing not only about the marriage as a union between a man and woman, but also about the aspects of education of children, the family as the foundation of society and other social factors that are associated with marriage.

Most common (about 20% of texts on all portals) characteristics of the analysed liberal attitudes are following: “banning same-sex marriages threaten the civil rights”, “belief in government actions to achieve equality of opportunity and equality for all”, “the duty of government to protect the civil rights the individual and human rights”, “the rights of the majority are tempered by minority rights”. It is noticeable that a special emphasis is on the duties of the government, as well as on the protection of existing rights in the context of civil rights. Among the conservative attitudes, the most used characteristics are those that stress tradition, religion and national identity, for example, “protection of traditional values and the defence of national identity” and “belief in supernatural forces that are guiding human affairs”. The analysis of attitudes and their characteristics shows that the distribution of liberal attitudes is higher than the distribution of conservative attitudes in texts on all portals, except on *Večernji.hr*, where the situation is reversed (see Table 3). *24sata.hr* is a portal with the most liberal characteristics.

Table 3. The analysed texts on portals with regard to the liberal and conservative attitudes

internet portal	number of published articles		ATTITUDES			
			liberal		conservative	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<i>24sata.hr</i>	49	29,2	51	31,0	30	22,9
<i>Jutarnj.hr</i>	40	24,0	35	21,2	34	25,9
<i>Index.hr</i>	38	22,6	42	24,4	37	28,2
<i>Tportal.hr</i>	27	16,0	31	18,7	15	11,4
<i>Večernji.hr</i>	14	8,3	6	3,6	15	11,4
Σ	168	100,0	165	100,0	131	100,0

The results of **analysis** have revealed that the most prevalent are the negative value orientations of the author, or the negative or critical attitudes of the authors toward the topics of Referendum. In other words, the authors have quite negatively referred to the aspects involving the definition of marriage as the union of a man and a woman, which was the main topic of Referendum. On the other hand, *Večernji.hr* is the only portal dominated by higher incidence of positive value orientations of the author. The evaluations of the authors are affirmative in relation to the conservative attitudes on the subject of the Referendum. Thereby the fact that Referendum provides legal protection of the children, marriage and family stability is assessed especially positive.

As for the neutral value orientations of the author, *Jutarnj.hr* and *Index.hr* have the same number of published articles in which we observe a neutral value orientation of authors toward the topics of Referendum. At the same time the analysis shows that programmatic value orientation of the authors which suggests something that "should be" in relation to the subject matter is the least represented in texts. Specifically, the authors occupy a programmatic orientation toward the voting of citizens in the upcoming referendum. They suggest them to vote but without explicitly saying for or against. Thus, *Index.hr* is a portal with the most programmatic orientation of the authors.

Finally, the analysis showed that portals differ in the number of published articles and value orientations of the author. Furthermore, the analysed portals are slightly different with regard to the distribution characteristics typical of liberal or conservative attitudes. However, analysis of the general appearance of the texts also showed similarities between them according to the size and type of texts, number of images and the use of **multimedia**. The analysed texts consist mostly of five or more paragraphs, and most of them are in form of a report. More than 75% of articles per portals **have one or two** images associated with text, and a negligible number of analysed articles that have video as a supplement. Portals differ significantly with respect to the number of comments on the article. *Index.hr* stands out with more than half of the articles that have up to 200 comments while the texts on *Tportal.hr* have no comments. Considering the above stated, it is possible to conclude that the analysed portals use less internet technological capabilities such as multi-media and connectivity facilities, as was shown by some other analysis of daily news portals in Croatia (such as Benković and Balabanić, 2010).

4. Conclusion

By considering the media as a framework for communication in the context of a sociological perspective, we are entering a complex area, which undoubtedly has an impact on everyday life. Defining the media in different ways as well as ambivalent opinions about new media and communication technologies point out the complexity of media meaning. It is also important to consider the wider context of social and political processes, and place the questioning of media topics in the processes of transformation and democratization of media space, and media content. On the other hand, the process of democratization of the media obviously leads to some necessary changes in social communication.

The emergence of the Internet as a new media and online sphere as a "new" communication space, undoubtedly results with a large number of sources of information, as well as with stated changes in social and political communication. A larger

number of web portals and pluralism of media content, more accurately, various topics and styles, create space for a dialogue on the Internet through its transformation. Accordingly, we can speak of pluralism of the media space and understanding of mediated communication space in a different way, while the changes and processes in contemporary society and culture **can be** conceptualized in the context of the transformation and democratization of the media.

In other words, the reconceptualization of social and cultural communication is enabled through more present and influential factor in the lives of individuals and social groups – through the Internet. The Internet with its interactive dimensions and capabilities for discussion and dialog can serve as a mean for revitalization of the public sphere. Discussions in this regard are going towards the transformation of the space of dialogue where online sphere as a communication space becomes of central importance. Finally, we can conclude that the pluralism of the media space occurs through the development of new media and the process of democratization of the media. In such social **atmosphere**, the online portals with their specific way of reporting on different issues provide the relevant information and in perspective can reinforce dialogue among interested individuals. Such changes in the area of media become the central interest of contemporary social debates and sociological research and analysis.

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Democracy Facing Complexity the Network Form of the Public Sphere

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Abstract

According to Friedland et al, „classical public sphere theory captures a particular dynamics of history, a point where reasonable discussion on politics is both possible and normative among certain groups” (2006). While the functionalist approach was criticized by many, taking into account the powerful effects of the mass media system and impact on deliberation process, Habermas revised his theory (2006) and highlighted the centrality of the network at a number of levels, the increased complexity (multiple publics, increased fragmentation and privatisation of the opinion, the increased complexity and autonomy of political and economical systems) and „the loss of subsistemic levels, increased flows of communication from below creating instability throughout of the entire system”. This instability is then related to the make sense processes, core meanings and semantic links that govern digital environments and the networks' enthelechy. In our research we used the grounded theory qualitative method (Glaser, Strauss in 1967, Strauss, 1987, Corbin, 1992), to create a model that identifies the main characteristics of the object of research (Babchuk, 1996). We aimed to analyze the representation of events on the political scene in the fall of 2013 and spring of 2014 as mapped by the most important political blogs in Romania. Currently, the research field is divided in terms of methodological strategy between two approaches: those who use this type of social network analysis in political science and sociology from a perspective focused on the study and relevance of content (categories, concepts, core meanings) and a second perspective, less interested in the relationships between nodes that form a network, focusing on what Newman (2003) characterizes as "large-scale statistical properties of graphs". However, many networks can not be adequately represented by random graphs and seem to have a very different distribution from other home network links.

Keywords: network, networked public sphere, complexity, network analysis, political blogs.

Introduction

Recent developments of the Internet and mobile networks (Facebook, Twitter, Instagram, etc.) have enabled users to create resources and share technological items, knowledge and ideas and to contribute to the setup and development of the web by incorporating the feedback in the new applications. The big impact of recent decades information technology and, especially, how the global development of blogger networks stimulate content development in the wider frame of social networks, in a society that develops rhizomatically around "space production" (Castells, 1999), are undeniable dimensions of contemporary network societies. Nowadays, content development no longer requires large budgets, and new technologies have reduced the influence of big players - media trusts owners - on access to a wide audience made up of users on different continents. . According to Habermas

Since the public sphere is increasingly becoming *integrated by networks of opinion formation*, its structure is a prime case for studying the importance of networks to both social theory and communication theory (Habermas, 2006).

The transversalization of the various levels of networks, an issue addressed by van Dijk (2006)¹, allows for defining interactions between technology and the network society. According to him there are three main levels of networks. The first level corresponds to the practical sense of networking: individuals that create connections with family members, friends, acquaintances and colleagues. Currently, this level of growth is sustained and intensified by digital networks belonging to the Internet (e-mail) and mobile or fixed telephony. The second level is that of more structured relations within organizations.

¹ Jan Van Dijk, 2006, p. 20.

Individuals create all kinds of groups or collective agents, some of which are temporary and detached, while others are permanent and fixed (van Dijk, 2007, p. 26). All the contemporary groups have communication niches represented by telecommunications networks and computers. According to Jan Van Dijk's theory, the third level is that of societal relations. Individuals, groups, organizations form a society that is built based on discourse mediation and this applies to all subsystems of society. (Van Dijk, p. 20). But it had already been defined in the early 90s by Latour, Callon and Law in a way that gave rise to many controversies. In the actor- network theory, the authors focus on the interactions between human and non-human actors in the construction of current meanings, generating a new way of understanding the role of technology, that of actor of communication processes, not mere infrastructure or logistics of human communication. This approach is not without consequences, not just for the theory of the public sphere but also for the empirical contents that develop by embedding new media applications and multiplying knowledge. Thus, the Internet has prompted the emergence of global civil networks as an actor (Castells, 2008)), a product of the interdependencies of experts, activists and users in social movements. Habermas (2006) continues to define the public sphere issue in terms of self-regulation, media independence, and media system precisely to identify the weak links of the institutionalization of media theory, the paradigmatic framework of knowledge and deliberation. The implementation of web 2.0 has contributed massively to decentering the public sphere (Dayan, 2009, 2013) and has reduced the influence of media trusts changing to a large extent the patterns of public and political culture and communication by shifting the focus from the (public) show to the discussion forum (which is sensitive to micro-perception changes and values micro-politics and even the aesthetics of the Internet as participatory modes, action tanks) as well as to the incorporation of sociological knowledge into cutting-edge applications provided by the Internet. Studies on the decentering phenomenon reflect different epistemological positions and continue to involve difficult deliberations. The model that Daniel Dayan (2013) refers to is "the implicit model of a conversation between a given nation- state and the corresponding civil society, with central media connecting centers and peripheries". He claims that: After having been structured for a long time in national terms and dominated by central television organizations, public spheres have grown in a number of directions, most of which involve a post-national dimension. According to Dayan this geography of centers and peripheries has been submitted to many waves of destabilization among which three directions being particularly significant: 1. The model of national television relativized from above by mega television networks offered to world audiences that are, in fact, nationally or regionally flexible (Al Jazeera, BBC World, TV5 Monde, CNN International, etc.); 2. the national model relativized from below by new media and digital public spheres that subvert national space through decentered interactions described in terms of rhizomes, networks or capillarity; 3. the national model challenged by the multiplicity of centers catering to the same peripheries. It is challenged sideways (Dayan 2013) by "transnational" televisions that broadcast their programs across national borders that cater to immigrant populations and help in constructing or reconstructing spectral communities, disappeared/lost nations, forgotten empires, actual diasporas. Although Jürgen Habermas still continuing describes the manner in which the public sphere may rely on public institutions as sluices of public rationality under increased instability of the directivity of public sphere communication flows and implicitly impacts on institutional and public systems. In their analysis of Habermas's supplement of the theory of the public sphere in "Between Facts and Norms" and "Political Communication in Media Society: Does Democracy Still Enjoy an Epistemic Dimension?" Friedland et al, highlighted his stance on "the centrality of the network at a number of levels" and "the loose/loss of subsystemic levels, increased flows of communication from below creating instability throughout the entire system".

Blogsphere as rhizomatic public sphere

Political blogsphere can be approached as public network sphere, a dynamic subsystem generated by the interdependencies among innovation, connectivity features and uses (practices) as modes of interaction among distant individuals in terms of microperspective, micropolitics and "singularities in action" (Massumi, 2010). The emergence of semantic blog networks and forum activity strengthens both content creators' autonomy from political, cultural elites and professional journalists. In this research we focused on:

- If and how the Romanian political blogsphere meets the requirements of a public sphere.
- If, how and by what elements blogs - as space resulting from intensifying interactions - are an extension / development of social and political identities in the online environment.

- How do motivations, choices and personal preferences relate to communication standards, how are they internalized, framed or modified by blogging?

Blogs, the related practice - blogging and the blogosphere, as space generated by interaction closely related to the other social networks, discussion forums, Facebook, Twitter and LinkedIn, etc. , reflect a shift of emphasis from the interconnected individual and self-generating log, as embodiments of the singularity of action (Massumi, Prost, Boucher, 2010), to aggregations focusing on content, "modes of speech" and nuclei of discussion which represent "action tanks" grouped into semantic networks. . On the one hand, blogs generate and develop as informal networks of opinion and the development of blogosphere is the result of integrating blogs into semantic networks, characteristics of the "interconnected public sphere", including connection modes common levels, interest groups, digital media hosting both discussion forums and online advertising, etc. being identifiable by the companies' strategies of recruiting influential bloggers to make positive comments on their services and products, tutorials posted by companies to facilitate the use of their products and services, etc. One such example is the political blogosphere, as well as the institutional blog integrated into public relations, which resizes the communication strategies of certain organizations, institutions, systems, local national and transnational actors, the stake being the optimization of the public communication interface by use of platforms and online formats, this type of blog being linked to the evolution of public relations towards "cohesion and performance through communication" (Iacob, Cismaru, Pricopie, 2011) and, especially, the adoption of tactics to conceal asymmetries among actors in the digital environment, implicitly the adaptation of strategies taking into account the characteristics of this type of space. Globally, tensions among individuals interconnected in decentralized networks, as well as the integration in the range of influence of territorialised systems as a set of institutions, public commitments and government strategies, provides an insight into the manner in which globalization processes shape social networks, public discourse and identification, but political and public affiliation and identity, in turn, are influenced by the language environment which reflects mentalities, social constraints as well as the continuous tension between the personal and the public sphere, i. e. we can relate to the Diaspora, but not in terms of the "resurrection of spectral communities and nations related media devices (the third type of destabilized public sphere mentioned by Dayan, but, in our opinion, as living forms of transnational political and public life related to flexible citizenship and transnational labor, business, study, marriage, tourism mobility, pilgrimages etc. Identities and their dimensions, such as role, class, gender, nationality, ethnic relations constantly establish connections as well as distinctions between individuals and society and influence behavior patterns, mentalities, thoughts, attitudes and feelings animated by network energy and the status of participant to debates as "modes of speech and action tanks". Social identity theorists argue that the society is a complex system of influences generated by interactions among individuals and that these are products, which, in turn, influence the social structures that they create (Burke, Stets, 2009,p. 3- 4). The social relations network shapes real and virtual life as well as social *imagined* existence. People as social beings can belong to different social structures and cultural spaces being interconnected in a wide network of relatives and non-relatives, in very different ways, through different types of interdependencies. By this wide variety of social contacts people build their social life and constantly redefine their identities and interactions (Dijk, 2006,p. 156). The psychological dimension (exposure/dissimulation of the self through authentic as well as fictional identities) must be related to the emergence of modes of speech and participation in the network that change the empirical contents of constructivist anthropology, both the capturing of transformations through the gentrification binomial vs. the "common horizon" and the centrality of the network form being necessary to capture precisely the mobility, energy, "cross-" features and "autonomy from space" of interactions. In " Nomadology-The War Machine" (1986), Deleuze and Guattari talk about the social space generated, to a greater extent, by multiplying interactions than by pre-existing, fixed conventions and arrangements, and propose an ethics of creativity and resistance, an ethics of imperceptible becoming through strategies of continuous invention of "arms", movement. Against this background, the philosopher Brian Massumi (who translated the works of the two authors into English) has developed an approach of the Internet that he defines as aesthetics, microperception and micropolitics, in which each member, as a *singularity of action* provides a creative answer to the need to *come together* (Massumi, 2010), the success being ensured by reciprocity and trust. The development of recent decades information and communication technologies has led to changes both at the personal and the social life level as a result of their increasingly wider scale use, attracting members of different social and professional groups without a clear geographical boundaries (Giddens, 1984) leading to the emergence of a new model and new forms of social interaction, not only at the general public level but also in the government and corporate area.

Network energy as multiplying effect

The design and technological innovation incorporated into networks and their uses have contributed to the intensification of the exchange of information and multiplication of social networks. This phenomenon defined as *entelechy* (Latour, 2005), is more than a movement of social capital across physical and intellectual borders, and more than an information and knowledge economy, being a micropolitics fueled by the energy of flows that releases the power of communicative reflexivity at the inter-subjective level (sharing of values, creating solidarity, participation in the deliberative (de)legitimization of policy, awareness of local and global challenges, etc.) as well as a capacity to influence political and economic decision which may counter-balance, to some extent, the action of macro level steering factors. Social networks energy is fueled by reciprocity and participation as a ways of transformation and feedback in the process of continuous adaptation to the successive changes of the new economic environment as against the gentrification of offline contexts. In view of these issues, our research starts from the assumption that the revolutionizing of the current social life dynamics is the effect of the virtual space interaction of large groups made up of people meeting by chance through blogs generated by online platforms (Lowrey, u. a. , 2011. Blogs as "signs of participation" and "action tanks" *affect* public opinion networks by intensifying exchange of information and social meaning assignment/ construction processes, but the interaction between blog creators and users can produce *effects* not only at the level of life and professional experience, but also by pressure and change at the political and public level, including in government sciences.

Methodological framework

Grounded theory is an inductive method which seeks to generate a theory starting from a data corpus, based on plausible relationships among concepts and sets of concepts. This method was chosen because it is a qualitative manner of developing a theory through a "systematic process that highlights the significance of concepts and their correlation at content level", and therefore it addresses the formation of a network around a space development (blogosphere) which is also a development of meaning depending on micro-perception and the distribution of knowledge (information, concepts, meanings assigned to events in the processes of interaction) in which both human (bloggers) and non-human actors (traffic data analysis software, search engines, databases, bloglinks, blogosphere) participate, technologies being considered by Sebeok - in "An Introduction to Semiotics" extensions of the living-result of intelligence and, as such, included by him in the creation of signs (Sebeok 2008). The generation and development of concepts, categories and suggestions is a process that can underlie a future quantitative study. The starting point of the investigation in this research methodology is the study of a corpus of texts and the identification of variables, called categories, concepts, properties. Furthermore, it is an inductive method, starting from the study of the phenomenon it represents, in our case the dissemination of information on political events and their reception by Romanian bloggers. Researchers who use this methodology are interested in the modes of action and interaction of different types of categories, concepts, properties. The ability to label these variables and the relationships among them is termed 'theoretical sensitivity'. This has important consequences for the political effects of the blogosphere. We thus start from the following assumptions about the political blogosphere as "network public sphere":

- If different distributions of the links between nodes are associated with different forms and levels of participation and political efficacy. In particular, as we have tried to argue,
- If, to the extent that the links distribution is preferential (reflecting an intention to influence) there appear important consequences for the manner in which blogosphere affects politics (Davies, 2013)

More precisely, many networks seem to have asymmetric distributions where most nodes have a relatively small number of links, but a small number of nodes have a disproportionately large number of links. In such networks, the best linked nodes will have a much larger number of links than the less well connected nodes. The distribution of influence power is particularly likely to be found in growing networks in which:

- If nodes that already have a large number of links are more likely to receive links to new nodes than nodes that have few such links.

In such networks, the initial advantages are the dissemination of information through nodes rich in links and are likely to become richer in time, generating a distribution of the power to influence relations by participants. This hypothesis was tested by other researchers as well. If web pages are more likely to link to other websites that already have a relatively

large number of links (Barabási 2000; Adamic and Huberman 1999, Hindman et al. 2003) therefore based on the number of links. The nodes were also analyzed from a techno-operational perspective by Gene Amdahl as early as the 60s, assigning nodes a role in the aggregation of networks that had not previously had contact, the aggregation allowing for the "parallel processing" of information and generation of new nodes (Amdahl, AFIPS Computer Conference, 1967). By the large number of preferential links (blogroll and links in messages) nodes (authors, but also web pages with a large number of links) networks develop a capacity for parallel processing of information around the nuclei of meaning. But the reaction too plays a significant role in the redistribution of the power to influence that bloggers have to shape a/an (op)position in the public network sphere and in real political life (see also the Tea Party movement in the US). Compared to offline networks, bloggers have the advantage of a first mover in formulating opinions (an advantage previously belonging exclusively to the media). Another comparative advantage of blogs in political discourse is their low cost of real-time publishing. Immediately after an event of great interest, be it for a presidential political debate, a terrorist attack or a major policy initiative, bloggers can post their reactions right away. (Kahn, Kellner, 2005). This analysis, which identifies labels, categorizes and describes the phenomena and properties mentioned in the text, includes: a) open coding, following which code files that can then be used in reports are created; b) axial coding, identifying causal links between different codes, categories, properties; c) selective coding, which sets a category as the central group, and all other categories relate to this basic category. (Strauss, Corbin, 1990). By generating codes, we grouped the concepts in the corpus consisting of entries from 30 blogs around the online community response to political events, especially to political campaign. Using open coding, we aimed to describe the blogosphere on the three major areas: the European Parliament elections, the ruling coalition, the president elections- by setting attributes and actions that are taken from posts concerning these events. In this process initial data were collected from each category of documents, they were analyzed, the codes were then selected according to their relevance in the main document. Thus we moved from the source text to a qualitative analysis. This process helped in determining the relevant categories, namely those with the highest number of occurrences in the analyzed unit. A *computer assisted research* program was used, more precisely *Atlas. ti*, several stages of data processing being followed. According to Keren (2006): 1) original texts relevant to the virtual community regarding the existence of an online representation of political events were processed. After selecting the documents, 2) specific coding procedures were used in data analysis. The following categories were identified through the process of open coding. 3) indicators of political events perception in the virtual environment were established based on the text. 4) linking the relevant categories that appear frequently in the text have formulated conclusions.

Interest for political information

In choosing the corpus we selected Romanian political blogs, according to how they define their interests and how websites and search engines (browsers) select them as relevant for accessing information on political events in Romania. Additionally, we used *blogroll*, a nexus of links and references (preferential and cross references) that the blogs chosen make to each other, thus making up an online information dissemination node. Despite some limitations, there is agreement on the direction of evolution of blogs, the fact that they play an increasingly important role as a forum for public debate, which has consequences for media, political life and governing. Given the differences in resources and organization compared to other public sphere actors, the question arises

When and how can bloggers exert an influence on political results and political life?

Perhaps the most important difference between blogs and media is determined by the fact that blogs are network phenomena based on hyperlinks, links between blogs. The links between blogs take two forms. First, many bloggers have a permanent "blogroll" on their website; a list of blogs they read frequently and, especially, they admire, having common interests, with links to the general URLs of those blogs (e. g. , with links to the homepage of the blog). Secondly, bloggers can write special messages containing links to other blogs. Unlike the blogroll links, links in messages will move from the first page and will be archived as new messages replace old ones in time. Usually, such messages link directly to a specific post (posted content), on another blog (rather than the general URL of the blog), and may also provide some comments on the posted content. The public nature of the blogosphere is generated, on the one hand, by links and page views that are the trading currency of the blogosphere and, on the other hand, Blood (2002, p. 98) suggests that "the most reliable way to get traffic [in readers] is by a link from another blog. " This follows from the nature of hypertext and users' choices. When a blog adds a link to another blog, the former blog readers of are more likely to read an article by simply clicking a hyperlink than if it's absent. If they like what they have read, they can even become loyal readers of the second blog.

(Highfield u. a. , 2011). Thus, bloggers are very interested in discovering other blogs which link to their own blogs and can discover such blogs through a variety of means. These include: (1) traffic data analysis, (2) general search engines, e. g. Google (<http://www.google.com>), (3) databases searched by bloglinks, such as Technorati (<http://www.technorati.com>), (4) the Ecosystem blogosphere (<http://www.truthlaidbear/ecosystem.php>). We can note the active / participatory behavior of bloggers in the use of new media, both as authors and as mediators - linking agents, and communicative influence by cognitively affecting the network - conceptual sensitivity.

Identification of nuclei of discussion

We have analyzed the blogosphere in Romanian to discover *networks of discussion around areas of Romanian politics and public issues*. Starting with an initial set of over 25,000 blogs, using the empirically grounded theory method in the content analysis of social networks to identify a very active "nucleus of discussion" of 100 blogs. They were grouped according to their activity, the number of citations and posts, and the resulting segmentation is characterized both by automated analysis and by a strong human content. The main findings on the combination of these two features point to the concept of "system of preferential attachments" (Sola-Price, 1976), as follows:

- Unlike fellow bloggers in the US and other countries, *Romanian bloggers prefer platforms that combine typical blog features with some features of social networking services (SNS) such as Facebook. Romanian Blogging is dominated by a handful of SNS hybrids.* "
- While most of the Romanian blogosphere is very fragmented depending on the platform they use and the topic that they focus on that they entered when registering the login in search engines, there is a central issue including most political affairs and public discourse. This nucleus consists mainly, but not exclusively, of blogs on the Wordpress platform.

The central issues may be grouped into four main topics:

1. Politics and public affairs (including news focusing on discussions, business and finance, social activists and political movements)
2. Culture (including literature, cinema, mass culture and pop culture)
3. Regional area (bloggers in Belarus, Ukraine, Armenia, Israel, etc)
4. Uses and gratifications (paid blogging and blogging which, in exchange for its activity, gets small benefits such as free samples, invitations to participate in different events)

Bloggers from the political and economic area cover a wide range of ideologies and political agendas, which may include the fact that many people participate in discussions on political issues with an approach different from the political platform of a party, whether independent or affiliated to political parties other than the page that hosts the discussion. A different category is that of bloggers who identify with the opposition and form in the virtual space a "democratic opposition" through the large number of marks of identification with a national interest. Pro-government bloggers are not particularly important and do not form a separate group, but are mostly located in a network region (neighborhood) providing a general discussion of the Romanian political agenda. There is a concentration of bloggers affiliated with non-governmental organizations in supporting a particular policy initiative of the government, this category including particularly the environmental movement or those who support reforms in education. We have found evidence of political and social mobilization, particularly in those groups affiliated with political and social movements in the opposition at the time of the online mobilization. The first step of analysis of the "nuclei of discussion" in the Romanian political blogosphere highlighted two features of political behavior in the digital environment. It is much more independent, internationalized and opposition-oriented than most Internet users in Romania and far more than most users of traditional media means, based on private television channels, which are often associated with a certain political ideology. Popular political clips on YouTube focus on corruption scandals and abuse of power by political elites, government and local politicians. After determining the main areas of the online reception of political events, in the next step we used the corpus collected from the main online political blogs and, from these, the posts with

over 1,000 views, adding, as a criterion, their presence on <http://roblogfest.ro/> and selection using <http://www.zelist.ro/monitor/>.¹

Development of axial categories (the funnel model)

Kathy Charmaz compares the grounded theory model with a funnel: in spite of the different forms of the main documents, the modeling process based on coding prevents data loss, and *selecting categories according to their relevance in the text acts as a funnel* that allows for the fractionation in small sections, turning the primary text into codes and small units that are easier to manage. (Silverman, 2013). In the funnel process of conceptualizing we identified the nodes in the space of political discussion by "settlements" and "neighborhoods" as "preferential attachment systems" (Price, 1976). The random interactions hypothesis underlying objective science - as social physics based the critical mass of data – has no explanatory relevance for political blogosphere which develops around "nuclei of discussion" i. e. a complex system of influences. Thus, codes developed in the first step were filtered by *the development of axial categories, according to their relevance in the primary document* (e. g. the frequency of the executive conflict, manipulation, political agenda phrases). Comparing the indicators proposed for measuring and presenting the daily political events in Romanian blogosphere, we can say that "mistrust in the political class" is a standard of speech in the digital space in that bloggers, regardless of their political affiliation (liberals, right-wing socialists (. . .), believe that political events giving rise to debates are often ways to manipulate public opinion and means of achieving a political agenda that do not generally reflect the general interest, but a short-term interest, that of winning the elections. These entries in the digital space of Romanian political environment could be assigned to the network public sphere impacting on the shaping of public opinion in that they have thousands of views and are considered a benchmark for undistorted information. Code selection (Keywords) was done according to the high frequency of occurrence in the text. Membership relations of codes arise from comparing the relevant categories, validating their membership in the category of political event indicators.² Metacodes - for example, highlighting conflicts, mistrust in politicians, the relationships with blogs determining political activism, the share of the same posts by other bloggers with similar opinions - were subsequently used to classify the entry corpus by their addition. In the next section, we could see later that these codes are grouped by the frequency of citation in the original text around the concept of "mistrust in political actors", which the indication of the means of political manipulation plays a central role. Data analysis shows that the presentation of political events is associated with sharing of everyday events in terms of a deficient political agenda, and indicates disappointment and mistrust in the Romanian political class. Political involvement, interest in politics and a future electoral event, constantly affect the visibility and influence of blogs. Both electoral interest and political involvement are significant and positive indicators for the interest in political blogs. However, objective presentation of information, in the style of formal media, is not as popular as presentation of personal opinions on the political event presented. Political involvement of the virtual environment has increased greatly since blogs are classified as credible sources of information. Instead, Internet users interested in politics seek and rapidly form a selection of logs with similar interests and views. Blogs allow for the presentation of recent events, often bring viewpoints of specific interest to their users. The codes cited for the area "strategies of majority insurance" can develop into sub-categories such as "violations of constitutional provisions, international influence, regional interests, public interest, political games". Here, other codes such as "political ability, but

¹ The list of influential political blogs (large number of posts) <http://patrasconiu.blog.cotidianul.ro/>, <http://codexpolitic.us/>, <http://voxpública.realitatea.net/fumurescu>, <http://corinacretu.wordpress.com/> <http://www.coins.ro/politic>, <http://moshemordechai.wordpress.com/> <http://sutu.ro/> <http://stareanatiunii.com/>, bloguotrava.ro ? <http://1blogpolitic.blogspot.ro/>? timesnewroman.ro ? theodora0303.wordpress.com ? stelian-tanase.ro ? gandeste.org ? <http://horiapana.wordpress.com/>? <http://bloggeriliberali.blogspot.fr/> <http://civitaspolitics.org/> <http://politicata.wordpress.com/> <http://blogevent.ro/> <http://politicstand.com/> <http://theophylepolitieia.wordpress.com/> <http://karikaturapolitika.wordpress.com/> <http://tismaneanu.wordpress.com/> <http://www.rodicaculcer.ro/> <http://www.openpolitics.ro/> <http://www.smartpolitics.ro/> <http://www.alinagorghiu.ro/> <http://www.ionutiancu.ro/> <http://blogponta.wordpress.com/>, <http://vasiledancu.blogspot.fr/>, <http://sociologica.blogspot.fr/?wref=bif> <http://riddickro.blogspot.ro/> <http://national-liberal.ro/> <http://www.contributors.ch/> <http://politicstand.com/> <http://www.zoso.ro/>

² *political ability, abuse, international actors, political agenda, elections, America, electoral campaign, independent candidates, ruling coalition, executive conflict, corruption, determining culpability, democracy, political abuse, disappointment, political discourse, ignorance, violations of constitutional provisions, international influence, regional interests, public interest, political games, lack of mobilization, political dispute, majority, manipulation, media manipulation, manipulation of state institutions, mistrust, dishonesty, political opportunism, opposition, voter passivity, President-Government, economic problems, radicalization, corrupt system, resentments, responsibility, risks, Russia, weak political power, polls, rule of law, strategies of majority insurance, EU, voters.*

also political abuse", "political discourse" play an important role in establishing the importance of this criterion. The central topic is the "part - whole" relationship through the "political agenda" and "political speech" categories, the relations between the codes revealing the logics resulting from the integration of categories addressing the political crisis rhetorically highlighted by electoral campaign speeches. Previous research indicated that, while readers expect traditional media to maintain the honesty and balance standards (Metzger et al, 2013), these expectations do not extend to the blogosphere (Bruns, 2006; Lasica, 2002). In fact, blog supporters see any deviation from neutrality as an advantage that allows for a more detailed and in-depth examination of problems. It may also suggest that blog readers are attracted to sites that share their views and therefore have a potential polarization effect. We assigned metacodes to groups of topics (for example, reasons which prompted the description of a particular subject, their presentation in the social context, their relation to the target audience of the blog, similarities / differences between the presentation of an event on different political blogs, the sense of solidarity, asserting individualism, asserting mistrust in state policy), which has facilitated the analysis of posts.

The sharing of political events by blogs proved to be politically relevant being strongly influenced by a body of elements that define user behavior: a) trust in blogs, b) political involvement, c) political knowledge, d) readers' political interest. The research has identified the mediating role of the blog author (owner). According to Latour, the role of mediator in the digital network is distinct from that of intermediary.

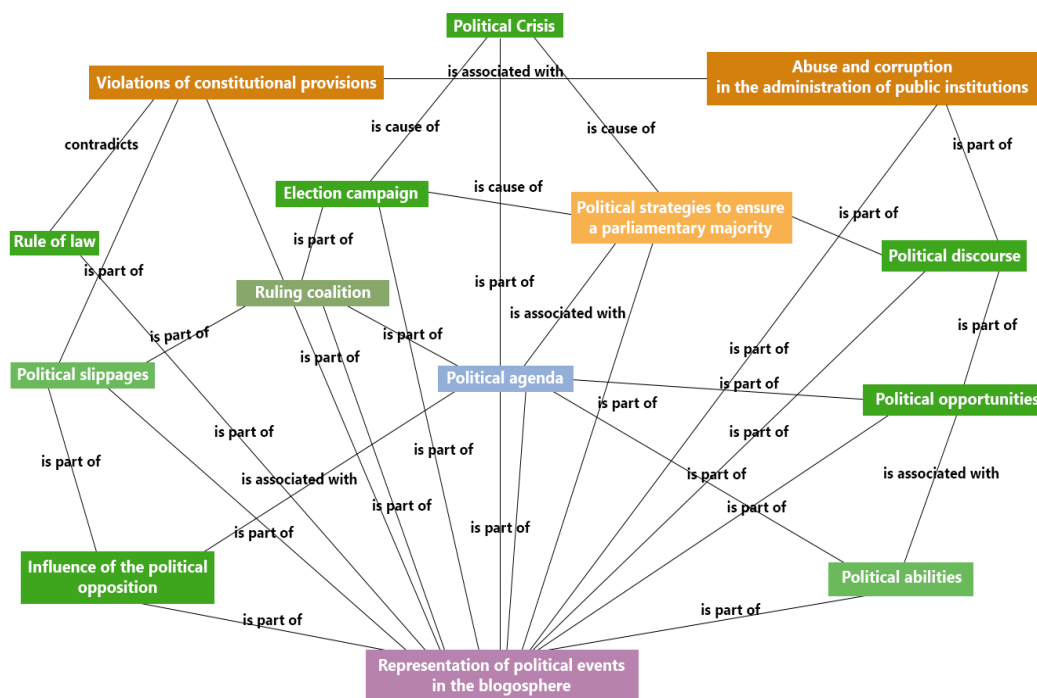


Figure 1 Representation of political phenomena in blogosphere¹

If the intermediary merely shares and disseminates information, and, therefore, generates forces that he/she is not interested in, the mediator is an entity that produces and determines differences. The blog owner falls into the second category. Thus, political events are shared preferentially by bloggers, particularly according to their affiliation and political involvement, but once shared they can influence their readers' opinions and decisions. Media studies suggest that the

¹ cf. ATLAS.ti Alternatives and Similar Software - AlternativeTo.net (alternativeto.net/software/atlasti/); <http://www.zelist.ro/monitor/>

public can judge news based on its knowledge as biased and therefore will judge its content as less credible (Arpan & Raney, 2003; Gunther & Liebhart, 2006; Gunther & Schmitt, 2004).

Conclusions

The Romanian network is largely made up of blogs that are not based on selling advertising space. These hybrid platforms or social networking systems ("SNS") combine typical features of open blog platforms (e. g. , Blogspot, Wordpress), with some features of closed social networking services (e. g. Facebook, MySpace). Romanian-language blogosphere is dominated by four such SNS hybrids (blog. ro, wordpress, blog. mail. ro and LiveJournal). The online information consumption of Romanian bloggers is more independent, mainly internationally and animated by an oppositional spirit than most Internet users in Romania and far more than most users of traditional media means, based on private television channels, which are often associated with a certain political ideology. Political involvement, interest in politics and a future electoral event constantly affect the visibility and influence of blogs. Political involvement of the virtual environment has increased greatly since blogs are classified as credible sources of information. Electoral interest and political involvement are significant and positive indicators for the interest in political blogs. Internet users interested in politics seek and rapidly form a selection of logs with similar interests and views. While readers expect traditional media to maintain the honesty and balance standards (Metzger et al. , 2003), these expectations do not extend to the blogosphere (Bruns, 2006; Lasica, 2002). In fact, blog supporters see any deviation from neutrality as an advantage that allows for a more detailed and in-depth examination of problems. It may also suggest that blog readers are attracted to sites that share their views and therefore have a potential bias effect. The analysis results confirm the hypothesis that Romanian political blogosphere - a macro phenomenon resulting from the dynamics of online connecting behaviors develops as a public social network sphere maintaining elements of continuity between the real and the virtual as well as between the communication modes and genres which it nevertheless continually transforms.

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<http://roblogfest.ro/>

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Antioxidant Activity of some Nutraceuticals Based on Romanian Black and Red Fruits Mixed Extracts

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Abstract

With content rich in polyphenols, carotenoids vitamins, minerals and many other bioactive compounds, fruits extracts from *Morus nigra* L. – black mulberry (blackberry) from Moraceae family, *Cerasus avium* (syn. *Prunus avium*) Moench. - bitter cherry from Rosaceae family, *Cornus mas* L. – cornelian cherry from Cornaceae family, may be useful as a supplementary treatment and especially in preventing many diseases which arise from action of oxidative stress. The aim of this paper is to obtain selected syrups with an increased antioxidant activity based on a mixture of fluids extracts from *Morus nigra* L., *Cerasus avium* (syn. *Prunus avium*) Moench. and *Cornus mas* L. indigenous Romanian fruits. Fluid extracts were obtained using different extraction methods (maceration, reflux) and solvents (ethylic alcohol 40% and 70%). The obtained fluid extracts were mixed in different molar ratio and analysed for their physical-chemical properties, total polyphenols assay (Folin-Ciocalteu assay) and total antioxidative capacity by photochemiluminescence method (ACL, Analytik Jena AG procedure). The selected mixed fluid extracts with greatest content of polyphenols and antioxidant activity were used for syrups obtaining. The new obtained syrups were analysed for their physical-chemical properties (appearance, pH and relative density), polyphenols content and total antioxidative capacity. Preliminary results emphasize that syrups with highest antioxidant activity correlated with the polyphenols content would represent a possible new stimulating nutraceuticals that could be used in oxidative stress associated to different diseases.

Keywords: nutraceutical, black and red fruits, antioxidant activity

Introduction

Numerous studies have proven that vegetal compounds originated from plants or fruits possess a high spectrum of biological activity. However, polyphenolic extracts (e. g. flavonoids, anthocyanin, tannins etc.), despite having excellent *in vitro* bioactivity, demonstrate less or no *in vivo* actions due to their improper molecular size, resulting in a poor absorption and bioavailability. Moreover, the efficacy of natural polyphenols depends on preserving the stability, bioactivity and bioavailability of the active compounds. Up to now, the development of pharmaceutical formulations has remained restricted to individual chemical drugs, even the properties obtained by using an optimal mixture of bio-active compounds could be strongly influenced by synergism appeared in the system [1 – 5]. With content rich in vitamins, minerals, polyphenols, carotenoids and many other compounds, extracts from *Morus nigra* L., *Cerasus avium* (syn. *Prunus avium*) Moench. and *Cornus mas* L. fruits, may be useful as an adjunct in the treatment and especially in preventing many diseases which arise from action of oxidative stress. *Morus nigra* L., *Cerasus avium* (syn. *Prunus avium*) Moench. and *Cornus mas* L. fruits, as different vegetable products are often used in folk medicine most due to their content in polyphenolic acids with great antioxidative capacity mainly useful in anti – inflammatory diseases, hypoglycemic activities, tonic action due to their synergistic action [6 -8].

Cerasus avium (Moench.), bitter cherry, contains a variety of active principles, flavonoids, saponosids, carotenoids, terpenoids, volatils oils, with different pharmacological actions - healing, emollient, antiinflammatory, antibacterial. The *Cerasus avium* fruits contain fibers, water, antocyanins, vitamins (nicotinamide, pantotenic acid, piridoxine, riboflavine, tiamine, small amounts of biotine, folic acid, C, E vitamin, caroten, minerals, oligoelements (zinc copper, manganese, cobalt), fluorine, glucids pectins, proteins, lipids and tannins [9, 10]. Organic acids are represented by malic acid, citric acid,

clorogenic acid, ferrulic acid, caffeic acid, p-cumaric acid and oxalic acid [10]. Due to its flavonoid, C and E vitamins, oligoelements content, known for their antioxidant activity, the raw material expressed as *Cerasus avium* fruits will be studied to establish its antioxidative capacity and therapeutically potential related to this [9, 11].

Morus nigra (L.), black mulberry, has been used in popular medicine as an analgesic, diuretic, antitussive, sedative, anxiolytic and hypotensive, in addition to its uses in the treatment of a variety of ailments, including inflammatory disorders. There are many studies involving the chemical composition and evaluation of biological and pharmacological properties of *Morus nigra*. This genus contains a variety of phenols compounds including flavonoids, and a variety of Diels-Alder adduct compounds. Recent investigations revealed that the fruits and leaves of mulberry plants contained many bioactive components, such as alkaloids, anthocyanins, and isoprenylated flavonoids stilbenes, 2-arylbenzopyrans, coumarins, chromones, xanthenes [12]. Black mulberry fruits are rich in alkaloid components including 1-deoxynojirimycin, which is known as one of the most potent glycosidase inhibitors that decreases blood sugar levels [13, 14].

Cornus mas (L.), cornelian cherry, present a medium biomass which vary between 5 and 7g (depends on varieties), representing a significant source for food industry, because of active principles content, being used in juices production. The fresh fruits consumed in small quantities are recommended because of increased intake of minerals and active principles, tonic and refreshing action; the sugar content vary depending on varieties – the average is between 7,5% and 14%. If the fruits are consumed in big quantities, may occur some unpleasant adverse digestive, nausea, intestinal fermentation [15 - 18].

The aim of this paper is to obtain selected nutraceuticals type syrups with increased antioxidant activity based on a mixture of fluid extracts from *Morus nigra* L. , *Cerasus avium* (syn. *Prunus avium*) Moench. and *Cornus mas* L. fresh fruits, indigene species. Fluid extracts were obtained using two extraction methods, maceration and refluxing, in solvents (ethyl alcohol 40% and 70% concentrations) [19]. The obtained hidroalcoholic extracts were mixed in different ratio and analysed for their physico-chemical properties, polyphenols assay (Folin-Ciocalteu, HPLC assay) [20, 21] and antioxidative capacity by photochemiluminescence method (ACL, Analytik Jena AG procedure) [22, 23]. The obtained results emphasize that syrups with highest antioxidant activity correlated with the polyphenols content would represent a possible new nutritional supplements used in associated oxidative stress dysfunctions.

Material and Methods

Syrups obtaining and analyzing methods

For the fluid extracts obtaining were selected the follows raw material: *Cornus mas* L. , cornelian cherry fresh fruits (notate C), *Morus nigra* L. , black mulberry fresh fruits (notate M), *Cerasus avium* Moench. , bitter cherry fresh fruits (notate C).

The methods used for fluid extracts obtaining were *maceration in solvent* (fresh vegetal product: ethyl alcohol 40%, respectively fresh vegetal product: ethyl alcohol 70% in 1: 10 ratio), stir and allow soaking in the dark for 10 days in a constant temperature and stirred periodically and respectively *refluxing* in ethyl alcohol for 2h of fresh vegetal product. After 10 days, the extract was filtered, brought to a concentration of 10% with a 100 mL volumetric flask and stored at 4°C. Fluid vegetal extracts assay were *pH*, *relative density* and *total phenols compounds by Folin Ciocalteu method*. Syrups codification and preparation method based on CMC fluid extracts mixture is presented in Tables I – II:

Table I. Samples codification

Syrup Code	Content in C: M: C fluid extracts mixture / extract preparation method
S1	C: M: C (1: 1: 1) ratio / maceration in 40% alcohol
S2	C: M: C (2,5: 1: 1) ratio / maceration in 70% alcohol
S3	C: M: C (1: 1: 2,5) ratio / reflux in 40% alcohol
S4	C: M: C (1: 2,5: 1) ratio / reflux in 70 % alcohol
S5	C: M: C (1: 2,5: 1) ratio / maceration in 70% alcohol

Table II. Syrups formula based on CMC fluid extracts (S1 – S5)

Ingredients	Quantities (g)	Quantities (g)
	Syrups S1 - S4	Syrup S5
Simple syrup 64%	55	-
Glycerol	15	-
Sodium carboxymethylcellulose	-	1
Saccharinummatricum	-	0.2
C: M: C fluid extracts (1: 1: 1) ratio	30	5
C: M: C fluid extracts (2,5: 1: 1) ratio	30	-
C: M: C fluid extracts (1: 1: 2,5) ratio	30	-
C: M: C fluid extracts (1: 2,5: 1) ratio	30	-
C: M: C fluid extracts (1: 2,5: 1) ratio	-	30
Preservative solution ad.	-	100

The control tests for syrups based on CMC fluid extracts quality were: *appearance, pH, relative density, initial and after 30 days of obtaining.*

HPLC phenolic compounds assay from syrups based on CMC fluid extracts mixture

For HPLC analysis, the working solution based on syrups S1 – S5, were obtained from 0.5 g sample diluted with 5 mL methyl alcohol. For the separation, identification and quantification of phenols compounds an adapted standardized HPLC method for total polyphenols determination described by USP 30-NF25 monograph was used.

Apparatus used: HPLC Agilent 1200 quaternary pump, DAD, thermostat, degassing system, autosampler.

Conditions: C18 type chromatographic column, 250 mm 4.6 mm; 5 mm (Zorbax XDB or equivalent); Mobile phase: solution A - 0.1% phosphoric acid, solution B - acetonitrile; Gradient elution is presented in Table III; Temperature: 35°C; Flow rate: 1.5 mL / min; detection: UV - 310 nm; Injection volume: 20; Analysis time: 22 minutes; Reference substances (70% solution in methanol): E-resveratrol = 37 mg / mL, Z - resveratrol = 0.22 mg / mL (obtained by the solution of trans-resveratrol from UV radiation $\lambda = 254$ nm for 12 h) acid, caffeic = 0.36 mg / mL, chlorogenic acid = 0.37 mg / mL, cinnamic acid = 0.58 mg / mL, vanillin 0.42 mg / mL = 0.39 mg gallic acid / mL, ferulic acid = 0.50 mg / mL, the reference substances were injected 6 times (20 μ L).

Table III. HPLC - gradient elution

No.	Time, min.	Solution A, %	Solution B, %
	0-13	90	10
	13	78	22
	13	78	22
	14	60	40

	17	60	40
	17,5	90	10
	22	90	10

Retention times corresponding to reference substances are presented in Table IV. To simplify measurements worked their mixture.

Table IV. Retention time for phenolic compounds (reference substances)

No.	Phenolic compound	Retention time \pm SD
1	gallic acid	0,990 \pm 0,025
2	3 -methyl galic acid	2,606 \pm 0,008
3	chlorogenic acid	3,501 \pm 0,015
4	caffeic acid	4,598 \pm 0,036
5	vaniline	6,919 \pm 0,051
6	p-coumaric acid	7,187 \pm 0,019
7	ferulic acid	8,565 \pm 0,058
8	<i>E</i> - resveratrol	14,467 \pm 0,017
9	ellagic acid	15,303 \pm 0,027
10	<i>Z</i> - resveratrol	15,751 \pm 0,058
11	cinammic acid	15,867 \pm 0,007

Identification and quantitative determination of the active principles of the test solution was performed by comparing chromatograms of standard mixture and the analyzed solution (Fig. 1).

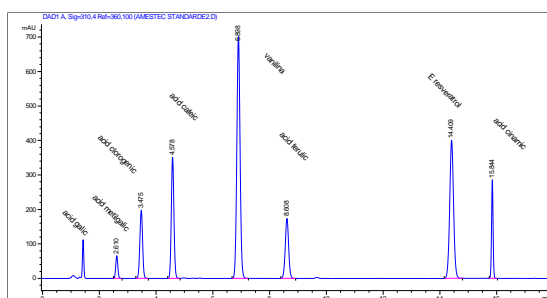


Fig. 1. HPLC chromatogram of the standards mixture

The reproducibility of the method was determined by the square of correlation coefficients (Table V).

Table V. Square of the correlation coefficient of the calibration curves

No.	Phenolic compound	r^2
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1.	trans resveratrol	0.99965
2.	cis resveratrol	0.99729
3.	chlorogenic acid	0.99999
4.	caffeic acid	0.99619
5.	cinammic acid	0.99845
6.	vaniline	0.99691
7.	galic acid	0.99537
8.	ferulic acid	0.99863
9.	ellagic acid	0.99885
10.	p - coumaric acid	0.99798
11.	3 - methyl galic acid	0.99563

Antioxidative activity by photochemiluminescence method

Apparatus used: photochemiluminometer Photochem, Analytik Jena AG, Germany.

Sample preparations for stock solution: 5 g of syrups S1 – S5 based on CMC fluid extracts were diluted with 5 mL methyl alcohol p. a. (Reagent 1 of Analytik Jena procedure). From each syrup stock solution, were taken 5 μ L, respectively 10 μ L working volume, according with Antioxidative Capacity in Lipid-soluble substances (ACL) procedure of Analytik Jena AG.

The total antioxidative capacity of the samples were quantified by comparison with the standard substance Trolox (6-hydroxy-2,5,7,8-tetramethylchroman-2-carboxylic acid) vitamin E derivative and is given in Trolox equivalent antioxidant activity (TEAC). Due to the difficulties in measuring individual antioxidant components of a complex vegetal mixture, Trolox equivalency (*nmol/sample*) is used as a benchmark for the antioxidant capacity of such a mixture. Calibration curve of Trolox standard is presented in Fig. 2.

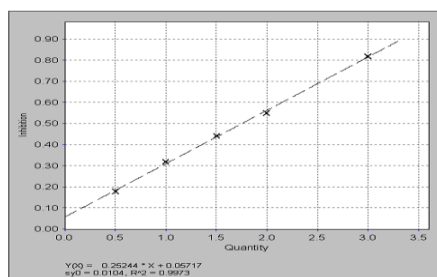


Fig. 2. Trolox standard calibration curve

RESULTS AND DISCUSSIONS

The values of the determined parameters did not significantly modified, proving a good compatibility between the selected formula and CMC fluid extracts (Table VI).

HPLC assay results syrups S1 – S5 based on CMC fluid extracts are presented in figures 3 - 7 and polyphenolic compounds (PC) quantification is presented in Table VII.

Table VI. CMC fluid extracts quality control results

Fluid extract type	pH	Relative density	Folin Ciocalteu assay, mg/100 g vegetal product
C	4. 65 – 5. 0	0. 9423 – 1. 058	671. 23
M	5. 24 -5. 51	1. 011- 1. 0253	560. 68
C	5. 35 – 5. 69	1. 0023 – 1. 0321	384. 70

Table VII. Physical–chemical results for syrups based on CMC fluid extracts

Parameter	Syrups (S1 – S4)	Syrup S5
Appearance	Clear liquid, viscous, brownish color, sweet taste, characteristic smell	Clear liquid, slightly viscous, brown color, characteristic smell
pH	5. 6 – 6. 2	5. 5 – 6. 00
Relative density	1. 2443 – 1. 259	1. 037

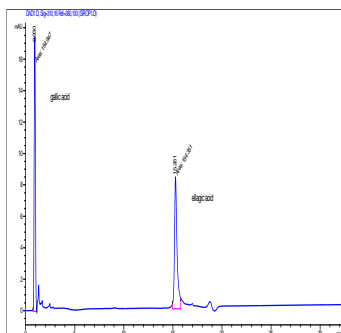


Fig. 3. Syrup 1 - HPLC analysis

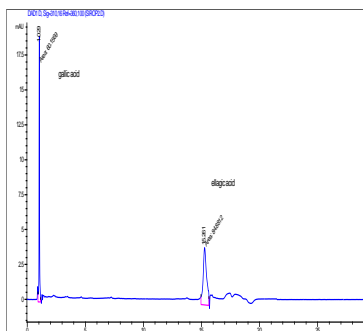


Fig. 4. Syrup 2 - HPLC analysis

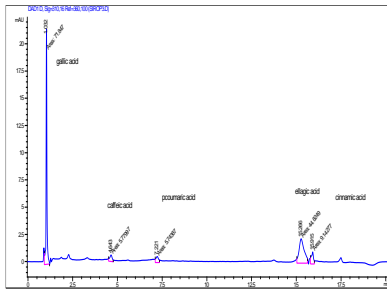


Fig. 5. Syrup 3 - HPLC analysis

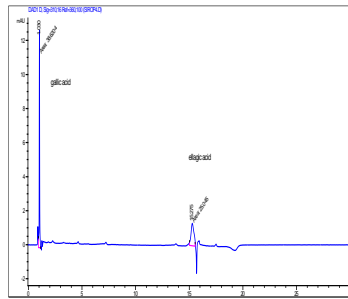


Fig. 6. Syrup 4 - HPLC analysis

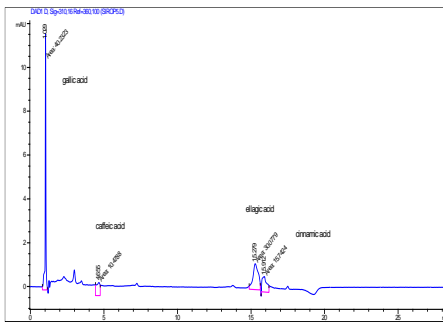


Fig. 7. Syrup 5 - HPLC analysis

Table VIII. Polyphenols compounds of syrups S1 – S5 by HPLC quantification [mg/ 100 g vegetal product] ± SD

Syrup type	caffeic acid / SD		p-coumaric acid / SD		cinnamic acid / SD		3-methyl gallic acid / SD		chlorogenic acid / SD		gallic acid / SD		ellagic acid / SD	
	mg	SD	mg	SD	mg	SD	mg	SD	mg	SD	mg	SD	mg	SD
S1	0.000	0.0000	0.000	0.000	0.000	0.0000	0.000	0.000	0.000	0.000	51.485	1.185	177.969	1.606
S2	0.000	0.0000	0.000	0.000	0.000	0.0000	0.000	0.000	0.000	0.000	19.679	1.256	97.387	1.503
S3	0.155	0.0040	0.243	0.0023	4.555	0.5388	0.000	0.000	0.000	0.000	23.302	1.688	51.616	1.111

S4	0. 000 0	0. 0000	0. 000 0	0. 000 0	2. 746 0	0. 5916	0. 000 0	0. 000 0	0. 000 0	0. 000 0	12. 066 3	1. 635 7	17. 651 8	1. 103 5
S5	0. 269 1	0. 0145	0. 000 0	0. 000 0	7. 296 1	0. 2238	0. 000 0	0. 000 0	0. 000 0	0. 000 0	13. 129 0	1. 643 1	34. 848 9	0. 143 7

The obtained results (Table VIII) emphasize the presence of the follows polyphenols compounds:

- caffeic acid present in S3 - S5
- p-coumaric acid present in S3
- cinammic acid present in S3 – S5
- gallic acid present in S1 - S5
- ellagic acid present in S1 – S5

In all syrups, gallic acid and ellagic acids were present in high concentration; small amounts of other acids were quantified.

Total antioxidative capacity results for syrups S1 - S5 based on CMC fluid extracts mixture

The obtained results regarding the total antioxidative capacity of CMC fluid extracts separately and syrups S1– S5 based on CMC fluid extracts mixture (stock solutions), are presented in Table IX, as average of two registered values for each sample.

Table IX. Total antioxidative capacity for CMC fluid extracts and syrups S1– S5 based on CMC mixture

No.	Sample type	Working volume sample (µL)	Inhibition Max. value	Quantity (TEAC) (nmol equiv. Trolox/ volume sample)
1	cornelian cherry extract (C)	5	0.643	3.729
2	black mulberry extract (M)	5	0,506	2,732
3	bitter cherry extract (C)	5	0,629	3,415
4	Syrup 1	5	0,161	0,650
5	Syrup 1	10	0,430	3,270
6	Syrup 2	5	0,331	1,898
7	Syrup 2	10	0,435	3,372
8	Syrup 3	5	0,297	1,573
9	Syrup 3	10	0,489	4,628
10	Syrup 4	5	0,443	3,518
11	Syrup 4	10	0,547	6,501

12	Syrup 5	5	0,503	5,064
13	Syrup 5	10	0,504	5,823

- at working volume sample (5 µL) according to the procedure, it was observed a low TEAC for all the analyzed samples, with values between 0,650 – 5. 064 nmol equiv. Trolox / volume sample.
- the most decreased total antioxidative capacity for sample Syrup 1 (0,650 nmol equiv. Trolox / volume sample), was registered.
- at working solution volume (10 µL) according to the procedure, it was observed a high TEAC for all the analyzed samples, between 3,270 – 6,501 nmol equiv. Trolox / volume sample.
- at working solution volumes 5 and 10 µL according to the procedure total antioxidative capacity, for Syrup 5, very close values were registered (5. 064 nmol equiv. Trolox / 5 µL volume sample and 5. 823 nmol equiv. Trolox / 10 µL volume sample).
- the most increased total antioxidative capacity for sample Syrup 4 (6,501 nmol equiv. Trolox / 10 µL volume sample), was registered.

CONCLUSIONS

- the new phytopharmaceuticals type syrups based on CMC fluid extracts after obtaining, did not have quality parameters modifications during 30 days of observation;
- syrups based on CMC fluid extracts contain most of the important polyphenols compounds, especially gallic acid and ellagic acids present in all analyzed samples;
- the vegetal fluid extracts present a decreased antioxidant activity compared with the one of the new syrups at the same working volume;
- the increased total antioxidative capacity for Syrup 4 (6,501 nmol equiv. Trolox / 10 µL volume sample) and Syrup 5 (5. 823 nmol equiv. Trolox / 10 µL volume sample) was registered;
- CMC fluids extracts used for obtaining Syrup 4 and Syrup 5 were extracted under maceration and refluxing with alcohol 70%, mixed in 1: 2,5: 1 CMC ratio;
- for Syrup 5, a syrup based on sodium carboxymethylcellulose, the big value for total antioxidative capacity is correlated with a rich polyphenolic content (caffeic, cinammic, gallic and ellagic acids), in this case, nature of base used for syrups obtaining (sucrose, sodium carboxymethylcellulose) interfered with antioxidative capacity;
- the new obtained syrups in variants S4 and S5, could be used for their antioxidative potential as a possible new nutritional supplements in associated oxidative stress dysfunctions.

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The Importance of Dialogue and Tolerance in a Plural Society

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Abstract

This paper is focused on two very important factors when discussing religious pluralism. At first, we would like to remind you that one should distinguish the terms plurality and pluralism and emphasize the importance and significance of dialogue and tolerance in multiconfessional and multicultural societies, therefore in societies with developed religious pluralism, among which Montenegrin society does not fall behind. We start from the belief that it is difficult to speak about religious pluralism in the societies that have no tradition of dialogue and tolerance towards other religions. The paper is intended to be a modest contribution to dialogue and tolerance in the modern world where religion and religious ideas have a very important role. In such a social context, we should not forget that dialogue is the only way to discover the truth, beautiful personality, and a wise thought. Nowadays, dialogue and tolerance are requirements of the time because the world is divided in all possible ways, and yet we must live together and search for what unites us. Neither one social group, just because it is a group, can rely on a unique view of the world. Dialogue and tolerance are powerful barriers to the rule of unilateralism.

Keywords: dialogue, tolerance, plurality, pluralism, religion, violence in the name of religion, religious ideology.

Introduction

From time immemorial, religion besides science, represents a way of explaining the world, it gives meaning to life and universe in which we live. Therefore, it is undeniable sociological function of religion, and on that basis religion today has a very important role in everyday life. Although the majority of the countries have secular system, religion has a very strong influence on many segments of social and political life. Believers, as people who belong to different religions, almost always have quite different explanations for many questions of metaphysical character, although the essence of most religions is the same. Most religions are same or similar in its essence, but they differ in their function, belief and orthopraxy (religious practice, customs, etc.).

It is enough to remind of a wise principle "do not do to others what you would not want them to do to you", which is incorporated in all religions and their teachings. It is called the principle because it is set opposite the historical experience in order to modify the course of history. All of this is, of course, a challenge for believers. The challenges that believers face are certainly different but I think that priority should be on the dialogue and tolerance, as a kind of prerequisite in the societies with developed religious pluralism. It is difficult to imagine and practically justify a religiously pluralistic society where there is no tolerance towards the other and different beliefs. Also, we are not aware of the fact that there is a society with only one religion and uniform religious conviction. Multiconfessional society, where various religions intersect, where the impact of different religious cultures is felt, where different religious beliefs and religious practice mix, is almost a rule. If environment with uniform or unique religious belief, conviction and action existed, that society would be poor and disabled, because it is not directed to the entire array of other religious beliefs, thoughts and feelings.

The fact is that in these multireligious and multiconfessional societies comes to violence for religion and in the name of religion. None of religion can be amnestied by the fact that they overemphasize its primacy in possession of rights to eternal truth, while they disparage other religions. Why do we emphasize religious ideology and not religion *per se*? The answer is simple and unambiguous to some extent. If we consider universal dimension of all religions and carefully analyze their catechism, then we must realize that it is completely unnecessary and logically unjustified to talk about violence in the name of religion. The true religion has no contact with that. It is about idolized religion and belief, when that what is universal and transcendent, metaphysical and metalogical is reduced to secular and worldly. We are dealing with religious ideology when religion (church) begins to take an interest in secular things and interests. Now, I think, it is clear why it is necessary to clean religion from ideological residue. When the concept of religion gets in the hands of ideological preferences, then it becomes a weapon for gaining secular interests rather than a tool in spiritual realization. If we closely get to know the dogma of all religions, then we will assure ourselves that values of understanding, cooperation and love, not only towards the members of our own faith but also towards the believers of different faiths, prevail in them. By knowing and

understanding of what is said, the question "Where do intolerance, hatred and conflicts for faith and in the name of faith come from?" is logically imposed. Bigotry and intolerance do not come from the faith, but from the lack of real and true faith. The answer is, therefore, in religious ideology, when religion is associated with the secular sphere of interest. It is now clear why it comes to interreligious bigotry and intolerance. Believers approach the faith laicly, often adopting religious knowledge from the clergy that is quite religiously ideologized and often driven by national and other secular interests.

Christianity is by its nature a peaceful religion that requires unity despite all the differences. All nations are called "to be one", as it is said in the Holy Scripture and "to love their brother as themselves". Jesus said: "This is my commandment, that you love one another as I have loved you" (John 15/12). If someone chooses ideology, he chose not to be a true Christian. Therefore, the logical conclusion is that it is not and it cannot be a conflict between the faiths but it is the conflict between religious ideologies. Religious ideology represents a serious obstacle to tolerance and interreligious dialogue! If the church ties less for its original principles then it becomes more the subject in the service of ideology. It cannot be for and against, but it can be above and beyond any ideology. It is now clear that we cannot talk about the conflict of religions, but about the conflict of ideologies. When the church and church dignitaries involve in ideological core, they drift away from Christianity.

„To represent ecclesiastical disputes and conflicts as disputes and conflicts of faiths, means to hide the truth and conceal the true culprits. The extent to which churches drift away from original faith is the extent to which they have become a source of disputes and conflicts, because they increasingly received characteristics of the world, instead of preserving the characteristic of the sacred" (Šušnjić, 1998, p. 452).

Assuming the ideological outlines and objectives, the church by default creates individuals prone to violence and intolerant individuals who think that they contribute to preservation of their own faith with intolerance and aggressiveness. In fact, it is about the unknown and irrational person, who is not aware that his (mis)deeds are directed by the wishes of religious ideologies and to the detriment of his own original faith. Unfortunately, there are many similar examples, both in the recent and distant history and in the modern world. We will remind of recent example in France since January 2015, when 12 people were killed, at least 10 of them were journalists of a French newspaper (Charlie Hebdo), and the motive was a caricature of the Prophet Muhammad. This is the example where extreme individuals killed for their own faith. Someone will say that they had a "legitimate" reason to commit violence in the name of religion, they felt hurt, and their religion was attacked and threatened, even if it was in the style of offensive caricature. But who can give oneself the right to assume the role of an arbitrator? Is it about a true believer, if he gives himself the right to be God on the earth? We are not sure whether it is a greater sin to make a satirical excess with the Prophet Muhammad, or to take the role which is solely God's providence and role on the earth. The true believer will not kill in the name of religion, no religion considers that favourably. It is well said in the Holy Scripture, "You shall not kill!" Now the question arises, whether an individual who killed in the name of religion is saint or the most terrible sinner? There is no injustice and crime that is committed against faith and that can be redeemed by new injustice and new crime. Trying to take revenge for the injustice done to his own faith, the individual consciously or unconsciously commits a new sin, which cannot be justified by any religion. Assuming God's role of arbitrator on the earth, the believer takes on a new sin towards his own religion. Now we come to ask ourselves whether this is actually about the true believer. Can a believer who commits a crime in the name of his faith, and that faith considers the crime as a sin, be considered a true believer? We think that this is not about the true believer and not about the true religious persons, but rather about the true unbeliever and unreasonable persons who have no idea about their own religion. If it is about the true believer, then he would have to know the dogma and essence of his own faith, and thus he would know that crime does not justify crime. Every crime committed towards a member of another religion, is in fact a crime towards own faith. Not only religions, but also great and profound thinkers talk about non-resistance to evil. Socrates reminds us that it is better to suffer and tolerate injustice than to do it. This wise man begins and ends his life with conversation. For him, thinking is a kind of conversation with himself or with the other and conversation is the same as searching for a man - *hominem quero*. Christ interpreted the thesis "an eye for an eye, a tooth for a tooth" by preaching that we should not defend ourselves from crime, but if someone slaps us on one cheek, we should turn to him the other cheek. Gandhi did not defend himself when they attacked him.

We will not find any proof that justifies violence, especially the aggressive violence whose terrorism is example *par excellence*, by adequate access to content analysis of the holy written authorities of any religion of the world. All religions of the world, without exception, essentially reject violence and call for peace or non-violence, as one of the supreme moral principles. Each religious tradition teaches its believers to respect life, especially the life of people, and then the life of other living creatures, and emphasize virtues such as honesty, gratefulness, cooperation, and neo symphony with other people. The word peace is mentioned 155 times in the Hebrew Bible, ninety-six times in the New Testament and we can find in the Koran 140 terms that denote peace, security and tranquillity when translated from Arabic language.

There are religious traditions that absolutize pacifism, such as Sikhism or Jainism, but also there are religions that do not have pacifist ambitions, and when there is a situation where the violence is necessary, what is understandable, but it is still used as a last resort. Actually, this is about violence in self-defence. Therefore, we find the imperative of defence in the Koran, but we shall not find a command that propagates violence which represents a purpose to itself. Also, in the New Testament is said that ". . . everything has its time (. . .), a time to love and a time to hate; a time of war and a time of peace" (Ecclesiastes 3/8).

In the end, it can be concluded that all religions, without exception, advocate peace and nonviolence, and as such they do not deserve the label of violent or terrorist religion. The committer of that crime is the only one who can be labelled, because peace, love, and tolerance towards all living beings are the basis of every true believer of any religion or confession.

Violence in the name of religion creates a solid base for fundamentalist tendencies, which are by definition angry opponents of the religious pluralism, tolerance towards other religions in multireligious societies, not to speak about science, technology, feminist movements and similar. If we remind of historical memories, even the Balkans cannot be amnestied from similar responsibilities. Nowadays, this region does not have an ear for otherness and differences, the Balkans are unmusical area for accepting the other faiths and cultures and the area where prejudices still have firmly positioned shelter.

Dialogue and Tolerance

(Highlighting the Differences or Finding the Similarities)

From so far said, I think that we can conclude that highlighting the differences, not similarities, is on the scene. By turning the head from the same or similar, we understand and respect each other less and that is increasingly emphasized in the religious pluralism. Therefore, I will lapidary and compendiously keep on the dialogue and tolerance, which is a key prerequisite to religious pluralistic societies. In such societies, inevitably comes to meeting of the people with different beliefs, whether it is about national, religious or similar beliefs. The differences emerge in the foreground, while the similarities are almost unnoticeable. The sociologist of religion Đuro Šušnjić noted that no matter how much the individuals differ in their opinions, beliefs, nationalities, religion, etc. , they always have something in common, which, in our opinion, represents a good basis for coexistence and cooperation. If a person is aware of this truth, of "this anthropological journey" he is almost aware of his own humanity.

"A man is a man because of his common humanity, not only because of his diversity and uniqueness: common meanings enable understanding, special meanings hinder it. First you have to be a man and then a member of your faith, nation, class, party, etc. Believer and unbeliever, worker and employer, the member of both parties - they all think logically, because logic goes beyond these narrow definitions. Therefore, patriotism is not contrary to the philanthropy. Before each nation there is a nation of people " (Šušnjić, 1997, p. 197).

Although every man is different and unique, he also has some characteristics by which he is similar to all the others. Searching for what we have in common with all the others is not just a theory about better understanding, but also it is a practical desire to build the bridges among us which are necessary in this time where bigotry and intolerance have the last word.

Every religion thinks that it is the only and true carrier of the real truth. All religions believe that there are two truths: theirs and nobody's. The Apostle Paul says: "world has, God knows, how many different voices, but none is without meaning" (Cor. 1. 14 to 10). The dialogue is, by definition, a conversation about the common theme among several persons, who, as a rule, have different views, where actors are trying to present and explain their views and then, from that conversation, they modify, enrich and adapt not only their views but also themselves, knowledge, habits and prejudices about others. The aim of the dialogue is not in outsmarting the other; a participant in the dialogue must have a heart that knows how to listen, as Daničić said.

Interreligious dialogue is a special form of conversation. Partners in that dialogue are persons who belong to certain religious traditions and religions in an immediate sense. The basic assumption of religious dialogue is that there are traditional, cultural, historical and confessional boundaries between the participants in the dialogue. It is assumed that each participant has a picture of himself, his religious roots, about what it means to be a representative of the Jewish, Buddhist, Christian or Islamic religion. In the second decade of the 21st century, many people are losing confidence in traditional religious answers that had the canonical value for the generations of their ancestors (Vukomanović, 2001). On the other hand, I think, excessive closeness within traditional borders of their own religions produces another form of danger embodied in unwillingness to dialogue with others and intolerance. All of this leads to religious, racial, national and similar antagonism. This form of communication is often present between some religions.

Willingly or unwillingly, today we have to live in a global, economic, cultural and political environment. In that global communication, meeting people of different religions, nations and cultures is quite normal. That is the truth for which Christ and all the other drivers of the world's religions warn us, but we cannot or do not want to understand and accept that. We can establish interreligious dialogue only if we talk to them, not only about them. A compromise can be reached only if we put other religions and religions different from ourselves on an equal footing – from the standpoint of equal participants. Religion is one of the most original human experiences; therefore, interreligious dialogue is linked with a particular kind of consciousness: participants in the dialogue must be prepared to uncover the roots of their own convictions and beliefs, but also to accept other people's beliefs as equally true, intimate and profound. Partners in the dialogue must be ready to critically approach their doctrinal beliefs. It is necessary to be aware of our own limitations, prejudices and beliefs about the other. Therefore, no one has the right to retain primacy over the possession of whole truth, and the Christian Church should admit that it has no primacy over the possession of the Holy Spirit and that the Holy Spirit is outside the yard of the Christian Church, i. e. everywhere where people live and where they pray. To be tolerant towards someone who believes and thinks differently from us does not mean to be tolerant towards his religion or his God, but towards himself and to accept his faith as equal to ours. There is no place for dialogue and tolerance if everyone sticks to his side of the truth. It is not possible to enter into religious dialogue if each party stubbornly believes that it has primacy over the eternal truth. Ontologically speaking, if we believe that I and You are exactly the same, then it nothing happens to us. Everything that I am not and that is different for me should have a special significance because it is different from me. The result of the dialogue should be the one to complete ourselves by becoming more integrative. Therefore, the essence of the dialogue should be expanding of the Self in connection with others (Šušnjić, 1997). Partners in dialogue must critically approach their doctrines and they must be aware of their own imperfections. Only the one, who knows the essence of all religions, can accept different answers to the same questions and he can clearly and objectively judge his own religion. A true partner in the dialogue is a "man of the third culture" who is deeply aware of advantages and disadvantages of his own culture, as well as advantages and disadvantages of the other culture or tradition in which he lives or which he studies. Today, we are aware of the fact that the truth is increasingly becoming relative and dynamic rather than absolute and static concept. Religious truths are subject to ideological, cultural, linguistic, and similar relativization. Did not the truths set in the Bible and the Koran about position of a woman – to obey and serve husband as Lord and similar, cease to be important in the civilized world a long time ago? These and similar truths should be understood and accepted in the context of time.

In order that interreligious dialogue, which we believe is essential in religious pluralistic societies, should be successful, it must be based on mutual trust. Of course, we should not forget the fact that every religion has fundamental metaphysical, theological and ethical assumptions so the one who represents that religion can be prone to different interpretations of these standards. Our religious principle must not be the point from which we start the dialogue. The Christian cannot enter into dialogue with a Buddhist if he strongly defends the view that there is one God, and he cannot enter into dialogue with the Jew if he strongly defends the view about the Holy Trinity or God-man. I think that we should start the interreligious dialogue with less complicated issues, where there is more than one basis for synthesis and accordance. In the next stage, each of the parties should be introduced with the meaning and values of other religion. During that exchange of symbolic,

metaphysical, cultural and other values, each of the parties could distinguish a new road and new horizons that they have not been aware of and which could potentially be a guide for a new common journey. I consider dialogue and tolerance not only as a prerequisite to societies with developed religious pluralism, but also as the only way religions should approach one another.

Plurality and Pluralism in the Example of Montenegro

From the previous discussion we have tried to apodictically prove that, the religion understood and accepted by ideological point of view, is a serious threat to religious pluralism. In societies that are religiously pluralistic, where influences of different faiths and cultures mix, dialogue and tolerance represent a key to mutual coexistence. We will briefly explain the terminological distinctions of the terms *plurality* and *pluralism*. Let me remind you that the term pluralism is often used imprecisely not only in laic but also in scientific sphere of interest, especially when it comes to the religious pluralism! I remind you that the religious pluralism includes heritage of Enlightenment and modern liberal democratic state. Therefore, I think that we should point out the difference between *plurality* as a state of things and *pluralism* as "an attitude that supports such state of things or idea that normatively justifies it" as Christian Moe names it (Moe, 2004). The main idea of this Islamologist is that we should make difference between theological context of religious pluralism concerning views about the truth, the validity of theological views of other religions on the one hand and the religious pluralism in the social and public sphere on the other hand. It is about relationship between society and politics towards the religious pluralism in the public sphere. Therefore, Moe points out that there are plural societies, in religious sense, in which the religious pluralism does not have major support in the society itself. There are plural societies that do not have problems with theological and social aspects of pluralism, although the state imposes some legal restrictions in the scope of legal regulation. Those restrictions are usually manifested in the terms of registration or division of *traditional* (historical) and *non-traditional* religion. Here is the place to explain all of this by the example of Montenegro. The Constitution of Montenegro since 2007 guarantees its citizens the right to freedom of thought and religion, the right to change religion and express their religious beliefs publicly and privately. No one is obliged to declare religion publicly as well as the right to freedom of thought and conscience (Džomić, 2013). Montenegro is a secular state by its regulation. Generally speaking, we can say that Montenegro agreed to some extent its Constitution with Article 9 of the European Convention on Human Rights. However, this Constitution only accepts so-called historical or traditional religions: Metropolitanate of Montenegro and the Littoral, the Montenegrin Orthodox Church, the Roman Catholic Church - Archbishopric of Bar and Bishopric of Kotor and Islamic religious community, all the others have the status of non-traditional religious communities in Montenegro. As far as we know, today in Montenegro, there are more than 20 religious communities. The Montenegrin Roman Catholic Church, which is not recognized by the Holy See in the Vatican, was established recently. In the Constitution of Macedonia, for example, only Macedonian Orthodox Church is legitimized by the Constitution (Article 19), while other churches, for example Serbian Orthodox Church is in a constitutional vacuum. Montenegro is a kind of specificity, because after the dissolution of Socialist Federal Republic of Yugoslavia, religion in all the republics acted in integrative way, examples are Roman Catholic Church in Croatia and Slovenia, as well as Serbian Orthodox Church in Serbia. These churches acted in a very integrative way, protecting identity and national subjectivity in those societies. However, there are two Orthodox churches in Montenegro (Metropolitanate of Montenegro and the Littoral and the Montenegrin Orthodox Church) that cannot be amnestied from disintegrative responsibility in Montenegrin society. The Montenegrin Orthodox Church is presented as a key factor in shaping the Montenegrin national peculiarities, and on the other hand Metropolitanate of Montenegro and the Littoral is presented as only canonically recognized Orthodox church in Montenegro that is trying to marginalize Montenegrin national peculiarity, considering it as a product of communist rule as well as to preserve the unity of Serbian Orthodox Church that was restored in 1920. In all these events, the church acts in a disintegrative way, it often comes out of the bounds of spirituality and tolerance. If we add to this the fact that today in Montenegro there are over twenty religious communities, then we can say that here, in fact, it is about quite religiously diverse area. The Orthodox Church, although it is the most dominant in the number of believers (according to the census of 2011, 72. 0% of the respondents identified themselves as Orthodox), is slowly losing its monopoly. When a religious organization loses its monopoly, then we can talk about a pluralistic society where besides two Orthodox churches we also have the Roman Catholic Church (about 3. 5%) and the Muslim religious community (18. 0%). The remaining population consists of members of other religious communities: agnostics, atheists and "undeclared" persons. According to the data of the Ministry of Internal Affairs of 4 November 2013, Montenegro previously reported 19 religious communities with a tendency of further growth. In any case, it is a multiconfessional and multireligious environment, where dialogue and tolerance should have a crucial significance if we

want to maintain a harmonious community life, despite the differences. We must organize the coexistence guided by the idea that if we cannot live with each other, we can at least live next to each other, of course, respecting all the differences in faith and religious practice.

Montenegro can be proud of the fact that it has a very rich experience of religious tolerance throughout the history. One particularly interesting example is bringing of St. Vladimir's cross in front of the church near Bar, where traditionally Orthodox, Roman Catholic and Muslim believers participate together. It often happens that Orthodox and Roman Catholic Church perform ceremony in the same church. A similar example is in Kotor, a town in the south of Montenegro, where on the day of St. Tripun, Orthodox and Roman Catholic churches and their believers perform ceremony in honour of the mentioned saint. Unfortunately, the burning issue is a conflict between two Orthodox churches, because here, in fact, it is not just about dogmatic issue, but it is also deeply about national and political paradigms.

In the previous part of the text we talked about the great misunderstandings between religions in interreligious and intercultural communication as well as about insufficient knowledge of other and different from ourselves, our own religion and culture. Now we ask ourselves what we actually need to understand. We note that in popular and media discourse, little attention is paid to the basic concepts, not to speak about fundamental distinctions of religious, cultural and political aspects of particular phenomena. In the modern world it is necessary to distinguish global, regional and local varieties. For example, according to the researches of the powerful BBC World Service from 2007, most people in the world consider that the main motives for conflicts are interest and political power but not religion. Therefore, according to the researches of GlobeScan and the University of Maryland from 2006/2007, which included 27 countries and 28,000 respondents, about 56% of respondents see the common basis between Islam and the West, and only 28% see the inevitability of the conflict (http://www.globescan.com/news_archives/bbciswest).

There is a number of quite different interpretations and varieties among religions in pluralistic societies. Relationship between religion and politics is not one-sided. If we take the relationship between Islam and Islamism as an example, we will see that Islamism is not as homogeneous as it can be noticed in a superficial analysis. Milan Vukomanović in his book *Homo viator* makes difference between three aspects of Islamism: a) Islamism as a political and national movement that is aimed at governing the state, establishment of "social justice" or taking the power at democratic elections, but not much more than that; b) missionary Islamism that is aimed at governing the society; c) jihadist Islamism, as a subvariety of the missionary movement, but also the subvariety of the national and political movement (Vukomanović, 2008, p. 74).

The phenomena that marked the religious events in modern world in the late twentieth century were certainly strengthening of Islamism and Islamic revivalism, strengthening of the Christian Right in the USA, as well as the return of classical religiosity in former socialist countries. All these events seriously shook the theories of secularization which were especially popular in the sixties and seventies of the twentieth century and they also intensified the need for glorification and deification of dialogue and tolerance that are essential need for religiously pluralistic societies, as we have tried to prove in this paper. The theory of secularization is not an accidental theory because in that period in the USA and the Western Europe it came to erosion of traditional religiosity and greater openness to new religious movements, and withdrawal of religion from the public into the private sphere, too. One of the most important modern sociologists Peter Berger was a great supporter and an advocate of the theory of secularization in the sixties, but nowadays he completely changed his own theoretical beliefs regarding this issue because empirical evidence indicates desecularization that has tendencies to properly monitor the process of modernization everywhere in the world except in the Western Europe, that is defined as "the exception that proves the rule" by Grace Davie (Davie, 2005, p. 65-83). Because of that, Berger abandoned his previous ideas about the secularization, emphasizing that the assumption that we live in a secularized world is wrong (Berger, 2005, p. 2). The theory that the process of modernization leads to the weakening of religion has no support in the modern theory. The examples in the USA explicitly indicate that. Extremely secular view of the world is still present in countries of the Western Europe as well as within the educated and humanistic elite which in that meaning makes a distinct subculture. Having in mind the above, the religion is no longer possible to ignore, especially if we take into account the consequences that can cause religious beliefs, which we briefly referred to at the beginning of this work. Finally, religious beliefs, that border on fanaticism, indicate that religion and religious beliefs have a very important role in the modern world, especially the consequences they involve and which can be tragic, as we have seen. All these events about revival of religion and religious ideas can be a serious threat to interreligious tolerance in pluralistic societies, especially if we consider the revitalization of religion of the nineties of the twentieth century in almost all parts of the world, most frequently through the New Age, fundamentalist and extremist forms.

Instead of Conclusion

We can draw certain conclusions from so far said. In religiously pluralistic societies, where it comes to mixing of different beliefs, dialogue and tolerance should be the starting point. Tolerance is the ability to listen to a man who has different opinion about the same thing, in order to discover contents in his opinion, which could contribute to connection, approach, correction, complement and expression of opinions in a form that would satisfy both sides. We should respect the person who has different opinions, beliefs and religious beliefs even if we are convinced, that what he believes in, seems completely pointless to us.

The extent to which both sides are enriched with knowledge of the religious heritages of other traditions, beliefs and cultures, is the extent to which they could bring out common spiritual paths and realities in the dialogue, which they have not even been aware of before that encounter. Although interconfessional and interreligious encounters are not so often, such a dialogue could become an instrument for new insights and revelations. After such a dialogue, a Christian will feel more like a Christian, a Jew like a Jew, a Muslim like a Muslim, a Buddhists like a Buddhists, etc. All of them would recognize in themselves the ability to become spiritual lighthouses of humanity, the bearers of some fundamental and religious values on which human society lies and survives for thousands of years. In the world, when we can less speak of secularization and more of desecularization and return of religion on the world scene, tolerance should be of crucial importance for coexistence with other faiths and cultures. Especially, we should keep this in mind, if we know the fact that religion returns on the world stage in its quite radical forms that border on fanaticism.

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BIOGRAPHY

Vladimir Bakrač was born in Nikšić where he finished primary school. He finished high school in Bar and the Faculty of Philosophy – the Department of Sociology in Nikšić in January 2005. The same year he applied for postgraduate studies at the Faculty of Philosophy in Nikšić – University of Montenegro, where he defended his Master's thesis titled *Religion and Nation – Theoretical Analysis of Similarities and Differences* in 2008. He applied for doctoral studies at the Faculty of Philosophy – the Department of Sociology in Belgrade in 2009. He defended his doctoral thesis titled *Religiosity of the Young in Montenegro* at the Faculty of Philosophy in Belgrade in October 2012. Since 2013, he has been engaged in teaching at the Faculty of Philosophy in Nikšić (University of Montenegro) as a professor of Sociology of Religion I and Sociology of Religion II.

He is the author of many scientific papers, articles and reviews, mainly in the field of religion, and the participant in a number of national and international scientific conferences. In 2011, 2012 and 2014, he participated in international conferences that were organized by Yugoslav Society for the Scientific Study of Religion – JUNIR, and in 2013 and 2014 he participated in international conferences in Russia, where he published several scientific papers. He participated in conferences that were organized by CANU (Montenegrin Academy of Sciences and Arts) in 2013 and the Faculty of Political Science – Podgorica in 2014. The monograph *Religion and the Young – Religiosity of the Young in Montenegro* was published by National Book and Miba Book.

Historical-Anthropological Ethno-Genesis of Albanian Society Development, Especially the Gjakovar with Surrounding One

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Abstract

Albanian society inherits an ethno-genesis since ancient ages. Part of this, is also the Gjakovar society with surrounding. Through development phases, as many other societies, this one faced with challenges from the most different. Among the main ones was the war for surviving from numerous invaders, and that until the last decade of the 20th century. Of course that all of them who had claims toward these lands, they tried through different ways, to make the history of this society as their own, alluding that this population wasn't existent in this land. However, the Albanian society managed to survive all historical periods and that by keeping its genesis clear. It had been achieved through 'inherits' guides of traditions and culture over generations, and that, leaving deep footprints not only for itself, but even for the stories of neighbor societies. So, through this study, we will try to tell how the society of Gjakova region has kept its ethno-genesis, proving that it was a unique part of Albanian society and that was one of the very first in Europe. We will prove it through showing historical-anthropological fact since the antiquity to the newest artifacts. To clarify that this population is really autochthonous in this land, it is told also by saving and taking-after the cultural heritage. As an argument it is also the keeping of surnames based on cultivated artisans through ages, which are still being held by a part of this population.

Keywords: culture, heritage, artifacts, habits and traditions

Introduction

Nowadays science has managed to prove that the Albanian nation, being one of the oldest nation in Europe, during their journey and development throughout history has experienced a journey with many obstacles and stops.

Its geographical and geo-strategic position had placed them at the crossroad of all crossroads that outlined social developments of all time, which became a cause and a target of political interests of countries and numerous invaders, starting from the Roman Empire, the Byzantine, Slavic invasions, Ottoman empire and up to the great powers of the past century.

It was precisely these that in different forms tried to eradicate the Albanian people, ranging from assimilation and up to its biological liquidation. This is also proven by that that when in the territory of Kosovo today, in medieval times were changed many rulers, such as the Romans, Byzantines, Bulgarians, Macedonians, Serbs and Turks, to continue later, until recent years of XX century.

Whenever it comes to researching the distant past, science constantly continues to uncover new facts and documents, as every day new artefacts are discovered, which in some cases deny the ones so far.

This is also enabled by the modern tools of the latest technology, which enable explanations by more advanced methods.

History shows various forms of social organization, depending on the invaders who changed, so from the Romans to the Slavs of the twentieth century. Despite this, all settlements in Kosovo managed to build and preserve its history and of whole Kosovo.

Some previously created some later, with changes in designations and history, first Roman, then Byzantine, Slavic, Bulgarian, Ottoman again Slavic, with persecuted and mutilated population, but never submissive, ultimately remained pure Albanian settlements since their genesis.

One of the earliest settlements and with a pure and proud history, proven through various times in history, since ancient times is also the settlement called Gjakova and its surroundings.

1. Historical-Anthropological ethno-genesis of the development of Albanian society

Referring to the numerous researches and studies by different researchers we have now proven the accurate genesis of the Albanian people since ancient history and its role and that from ancient times until today. Researches show that since the creation of the Illyrian family and their tribal union up to the building of Illyrian-Dardan state, not leaving aside also the luck that accompanied it throughout history.

Illyrians were great people, made up of many tribes, which, even if they sometimes had separate tribal organization, or the state itself, they were cooperative and solidary with other tribes; they had a common culture, one tradition and one territory and thus belonged to the Illyrian ethnic trunk. (Krasniqi, 2002) That the Albanian people is a descendant of the ancient Illyrians and Illyria, is confirmed today by science through many researchers from different countries, who provide convincing proves.

So even today we prove that predecessors of the Albanians were living in a large space, almost the entire Balkan Peninsula, and were in a large number as indigenous and homogeneous ethnicity.

Among many studies and researches is also that of 1877 in Germany, where for the first time we have an anthropological study on Albanians, which identifies Albanians with Illyrians. It was a pathologist and anthropologist Rudolf Virhov (1821-1902), known as the "founder of cellular pathology," a prominent figure of the science of the last century, who came up with this study. (Këpuska, 2004) From here began the anthropology of Albanians. So, obviously, the Albanians are descendants of old Illyrians old.

They are indigenous in the Balkan countries where they were spread before the pre-national period and their seniority lies at least in the Mediterranean- Pelasgian historical period respectfully Epical-Homeric period. We mentioned these historiographical data because the culture, Albanian traditions and rituals, draw the roots in the twilight of time. Spiritual and material culture of the ancestors of the Albanian people serves as the basis, respectively adstrat, but also superstrat of the spiritual and material culture of surrounding nations located in the Illyrian territories in the ancient and medieval period. (Pirraku, 1989)

Science has proven that the Albanians are direct descendants of the ancient Illyrians. So, Albanians and Greeks are the oldest people in the Balkans, permanent residents of the geographic area for thousands of years before Slavic tribes arrived in these parts from their lands beyond the Carpathian. (Krasniqi, 2002)

Regarding Illyrian - Dardani, their lands and heritage, especially the social customs, traditions and ethnic autochthony, compacts as; natural, historical, political, ethnographic, ranging from ancient authors and onwards, chronologically are treated proving sources over the actual existence and progress through periods from Homer and up to the VII century.

During these periods' nations bordering Illyrian - Dardan, some were assimilated and some were vanished entirely, until they stood proudly preserving pure origins and traditions of ancient Illyrian-Albanians.

Illyrian traditions, described by many scholars, among them also Varrioni, are passed from generation to generation to their descendants - Albanian men and women today. (Këpuska, 2004)

Survival of the Albanian people since antiquity is presented in this way "Described as if it was a survived and all-timely Arcadia, she was believed to be inhabited by primitive people, free and courageous, carriers of millennial invariable traditions codified by Law of the Mountains influenced by a hostile geographical environment and archaic living conditions, a builder of people's characters, their customs and ancient trends ". (Rago, 2011)

Despite many centuries' Storms, which had even more damaging consequences, Illyrian-Dardans continued to maintain their ethno-genesis? One may justifiably conclude that ethno-genesis of our people starts from caves to continue forward with its development until today. So antiquity of Illyrian-Dardans is known not only for the Balkans and Europe, but also across the globe.

They already stretched as homogeneous and indigenous ethnicity in most of the Balkan Peninsula. This is why they are also regarded as one of the oldest people of this peninsula. This is even said by the American researcher William W. Howard who wrote that Albania "is the most ancient nation of Europe. . . They were there long before Helens established the ancient Greece". (Osmani, 2010)

Historical developments dictated that this people experienced many movements, especially in its trunk, by different invaders taking over their lands. There were precisely many difficulties during centuries imposed this people to find different ways to protect their genesis and land.

Today science has managed to demonstrate and prove that the Albanian people during the journey and development through history, being among the oldest peoples of Europe had experienced a journey with many obstacles and stops. Its geographical and geo-strategic position had been at the crossroads of all crossroads outlining social developments of all time, which became a cause and targeted political interests of countries and numerous invaders, starting from the Roman Empire, the Byzantine, invasions Slavic, Ottoman empire to the great powers of the past century.

New settlements of Slavic travellers in Balkan Peninsula in VI-VII century and further developments during the middle Ages were the most threatening danger of dissolution of ethnicities and cultures throughout the Balkans, but the well preserved/isolated Albanian ethno-genesis either from culture, origin and territory, was what challenged this by preserving the pure ethnic and cultural features.

It was these that in different forms tried to eradicate the Albanian people, ranging from assimilation and up to biological eradication. This also proves that when the territory of Kosovo today, in medieval times were changed many rulers, such as the Romans, Byzantines, Bulgarians, Macedonians, Serbs and Turks, to continue later, until recent years in the XX century.

The fact that the Albanian people is in these lands, preserving for generations and centuries, language and culture, proves its existence as an ancient people. It has given and taken from the neighbouring people and cultures, but always retained its identity.

Actually, the general underdevelopment, territorial compactness of population and geographical and socio-cultural isolation, influenced the Albanians in general be kept as national and ethnic community, despite the secular efforts of rulers and occupiers to assimilate, to displace in remote areas or even to eradicate them. (Islami, 1981)

Their occupying history had continued about one hundred years after the declaration of Albanian state, including the entire twentieth century. However, even this did not achieve its goals; they guarded and defended the dignity of being Albanian.

Having its roots in the values that most closely relate to the protection and preservation of the clan and family, *Albanianism* emerged as a modern elaboration of traditional notions embedded in centuries and different from the idea of the nation, which was characteristic for those years. (Rago, 2011)

History shows various forms of social organization, depending on the invaders who changed so from the Romans to the Slavs of the twentieth century. Despite this, all settlements in Kosovo managed to build and preserve its history and the history of all Kosovo. Some previously created some later, with changes in designations and history, once Roman, then Byzantine, Slavic, Bulgarian, Ottoman again Slavic, with population persecuted and mutilated, but never submissive, ultimately remained pure Albanian settlements since their genesis.

Whenever it comes to researching the distant past, science constantly continues to uncover new facts and documents, as every day and discovered new artefacts, and which in some cases deny the ones so far. This is enabled by the modern tools of the latest technology, which is enabling explained by more advanced methods.

It is precisely these methods that argue that the ancestors of today's Albanians have lived in their lands for centuries before the Romans and the Greeks, and who have faithfully preserved and transmitted its customs and traditions from generation

to generation. They have even managed to preserve and convey the common habits of people with whom they had been neighbours even better and more originally than they themselves.

2. Gjakova with its surroundings in anthropological and historical context

One of the earliest settlements and with a pure and proud history, proven through various times in history, and that from the twilight times is also the settlement called Gjakova and its surroundings.

Anthropology and history of the Albanian people of Gjakova, as indigenous people and descendants of the Illyrians, presents a story on its own, which besides being very loud, not only for itself but also for other peoples of the Balkans and Europe, is also very glorious. This is also enforced by archaeological findings, which proves of "a thriving life in this region since prehistory to the Middle Ages. (Shukriu, 2002)

Thanks to its suitable geographical position throughout history, Gjakova with its surrounding had very good conditions for growth and challenge to all past historical periods, however severe they were.

Referring to the geographical position, assets and natural goods which consist of in one hand the rich mine of Deva and on the other hand the fertile plains traversed by two rivers: Drini in the east, which is of great importance since it connects the Adriatic sea with the central Balkan, and Erenik in west and south, as well as the structure of the terrain of Gjakova with the surrounding, are proven facts and arguments that these lands had been inhabited since prehistoric times. This is also proven by the findings of artefacts on this area, which belong to the Illyrians who lived in these areas, findings that are coming to light day by day.

Documentary sources from different backgrounds demonstrate the continuity of Albanian native population in the region of Gjakova from Illyrian-Dardan time until the twentieth century and beyond. This conclusion does not exclude neither the changes that have occurred over the centuries due to migratory processes, related to the political factors, foreign conquests, with the economic and social ones, etc. These factors have resulted in the presence of other ethnic elements in this province and in the dividing of its people in different religions, the Muslims, Catholics, partially Orthodox. But even in these circumstances Albanians remained the dominant population in the region of Gjakova, which is noted for its ethnic homogeneity. (Bajraktari, 1998)

Regarding the way Gjakova was established different opinions are given, many of which lack the supporting documentation.

The facts and historical records indicate that Gjakova is known since fifth decade of the XIV century and that since 1348. During this time it belonged to the Alltun-Ihlia Nahija (Nahijë was an administrative unit in the Ottoman Empire. Its administrative system responds to the level of a municipality in Kosovo) based in Junik. On the other hand, based on the sources of material culture, monumental architectural constructions, it is known from the last decade of the XVI century.

However, for the first time in the middle Ages, in 1485, Gjakova, is referred to as a bazaar village-place. According to Turkish defter (defter-land cadastre in Turkish Empire) the year 1485 had 54 houses that responds to respective counting of families or about 300 residents.

Based on what they talked and argued that until 1582 Gjakova was as shopping centre and countryside, its convenient geographical position as well as importance in strategic aspect, created the opportunity for a rapid development in time, making it a centre of connections between Shkodra, Sanxhak and other surrounding places. (Shkelzen & Blerim Zajmi, 2010)

The city as an urban centre dates from the late XVI century when the foundations are laid for the impressive Mosque – of Khadim Aga in 1001-1003 according to Muslim calendar (years 1592-1594). Until then there was the central homonym rustic dwelling where the weekly market was held for this area.

Only about half a century after the establishment of the Mosque of Khadim-Aga, Gjakova is described by foreigners as a city with outstanding craftsmanship and trade. (Lleshi, 1987)

So Gjakova was founded as a city at the time of the Ottoman rule. The old part of the town was built in the space between Krena and Çabrat. Hadum Suleiman Efendi, known as Hadum-aga, built a mosque in 1594/5, which was named after the

founder Hadum's mosque. At the same time they built an inn and a hammam. According to people's tradition, these important objects of the city are built in the field of Jak Vula, hence the name of the city is Jakova. Around Hadum's mosque was built the Grand Bazaar. In its vicinity were set the homes of noblemen. They built large towers built in the square called the Clock field. (Osmani, 2010)

From these data we come to the conclusion that Gjakova was inhabited since old times, was formed as a town in the late XVI and early XVII century, while in the middle of the XVII century it became one of the largest cities in Kosovo. Throughout this time (since its establishment until 1878) Gjakova was one of the most important economic, political and strategic centres of Kosovo and as such has attracted the attention not only of the Ottoman administration, but also of many missionaries and diplomats, clergymen, travellers and scientists of the time.

That this place was really inhabited since ancient times to keep up with current developments becoming a known centre is also proven by the writings and reviews of some of the personalities of the time who had been fortunate enough to pass through this region. (Bajraktari, 1998)

Archbishop of Bar Gjergj Bardhi in 1637/38, begins his report with Gjakova, who also during another visit in 1641/42 mentioned Gjakova.

Turkish geographer Haxhi Kallfa (around 1635) mentions Gjakova- Jakova- small town located between Peja, Vushtri, Pristina and Prizren. While the Altun-ili, he writes that it is located: between Peja, Gjakova, Podlima. Prefect of Catholic missions in Albania, Frater Cherub, on March 27, 1638 wrote inter alia: ". . . As you pass Gashi for half of a day, there is the province of Jakova in a very nice field, where there are many villages. . .". (Osmani, 2010)

Evliya Çelebi was the Ottoman traveler, who for the first time in 1662 mentioned Gjakova as a city. According to him, Gjakova was an advanced settlement, Gjakova people were good people and beautiful and that it had had 2,000 homes, two beautiful mosques, inns covered with lead, a hammam and 300 shops with many kind of crafts.

Also in some Austrian reports by the end of the XVII century is mentioned Gjakova, which was estimated that it had many villages.

Some data on Gjakova are brought and shown by J. Muller, a former employee of the Austrian consulate in Shkodra, and in his report of 1838, he gives concrete proof for the population of this area dividing them based on religion and neighbourhoods of that time.

A. Gilferding Russian traveller, who, during his trip through Herzegovina, Bosnia and Kosovo, visited this region in 1857 and wrote that Gjakova was a town inhabited by Albanians, where tribal way of life prevailed. The basis of the way of living of Albanians from here, according to him, constitutes the tribe. In Gjakova, according to him, the Albanian element is more emphasised than in any other place.

Sometime around the 40's of the XIX century, also in Gjakova started appearing first elements of capitalist relations, leaving aside those feudal ones until then. This brought the capitulation of the system of known Gjakovar crafts since the Middle Ages, through which craftsmanship was organized, as well as opening of a market between other cities as well as other countries. This brought a more stable and stronger economy.

Based on the toponymic arguments, Gjakova with surroundings results as the place with the greatest number of pure Albanian named areas and preserving old track of ancient Albanian descent. This proves the fact that this population lives on in its land.

XIX century marks a significant turning point in the economic, political and cultural life of the Balkan people within this the Albanian people, respectively the people of Gjakova and its surroundings. This population, as we saw, took an active part in all the events of the time, giving its contribution in different areas of life. Gjakova Albanians were activating not only in political events, but also in the economic, material as well as a cultural and artistic ones. Gjakova area and its surrounding in the XIX century and early XX century takes an important position in all of these areas, not only in Kosovo, but also beyond.

Developments in history significantly influenced also the general anthropological issue of ancestors of the Albanian people, and also in Gjakova and its surroundings, ie since the early Albanian language with Pelasgian-Ilyrian origin up to today's

Albanian language. Based on the "historical documents, Gjakova exists as a settlement from early times, but as the city it's one of the newest cities of Kosovo". (Haxhosaj, 2012)

The organization of social life in administrative and territorial terms depended on the rulers whereas occasionally it would undergo changes and that based on their invasive interests.

Even this part was a part of the Roman conquest, after the division of the empire, it remained under Byzantine occupation. Later Gjakova with the surroundings was under Bulgarian rule and later in the Middle Ages under the Serbian-Slav. In the medieval documentation of that time, where there are very few historical sources, the area is mentioned by names Patkovë, Reka and Alltin. Forms of naming the city underwent changes over the centuries.

While in the XIX century Gjakova with the surroundings possessed a territorial space much larger than today, Serb-Montenegrin invasion in 1913 gave it the administrative form of today. After 1963 there were no territorial administrative changes.

After the declaration of independence of the Albanian state, Gjakova was occupied by Serbian-Montenegrin, who continued the destruction of everything, populating it with Montenegrins and Serbs up to the assimilation and conversion of the population of this area.

During World War I Gjakova with the surroundings were under the rule of Austria-Hungary and after the war back was again retaken by Serb-Montenegrins and that by performing colonization in almost every part of it.

However, despite these challenges, Gjakova managed to preserve the pure Albanian language, culture and traditions and is today the city with the earliest literary tradition and culture. According to the author Halil Haxhosaj, literary beginnings (poetry) with historical and religious value but not so with aesthetic value, dating from the XV century with the poetry of Sulejman Effendi-Harxhiza Baba, who was with origin from the famous family Bushataj of Shkodra and who was the founder of famous Masjid in Gjakova and Kosovo, The Great Masjid. Also one of the fruitful creators from Gjakova was Tahir Efendi Boshnjaku. (Haxhosaj, 2012)

Gjakova with surrounding is in the central part of Dukagjini area and has 586 km², ie 5: 38% of the territory of Kosovo, at an altitude of 365 m. (lowest in Kosovo), while in mountainous areas it reaches a height of up to 2305m, which makes us understand the difference of the relief is quite highlighted in a strategic position between North Albania and Kosovo centre and consists of 87 settlements

2. 1 Preserving the traditions and cultural heritage

Cultural traditions of this area is associated the same with the Albanian one in general, known since Neolithic time and developed as indigenous. This culture develops its journey in the footsteps of time changes and its advancement, going even through the Age of bronze and iron and medieval. These were really periods where there were movements and large blossoms on the cultural level in all human societies, where mutual borrowings were inevitable. However, persistence and continuity in the sustainable lands just made continuous shaping of culture of this region, being indigenous and reaching the highest degree of development.

Albanian Gjakovar culture and one developed as indigenous culture and at the same time with Indo-European process. This was confirmed also by our language, which has roots from the Indo-European languages, proven since ancient authors up to more recent studies.

The fact itself of the existence on its lands and preservation of culture and language are evidence of the antiquity of this population.

Archaeological discoveries in the territory of Gjakova indicate that in this area is present the organized process of urban life since the most ancient times. So with all Albanian folk cultural values, architecture, sculpture, habits and Dardania customs inherited from: Antic time, Rome, Byzantium, the Middle Ages, the Ottomans, and the completion of new construction preserve a emphasized continuity.

The organization and functioning of this area was special. Many times it was the model of social organizations not only to Albanian society. The patriarchal family was the prevailing form in Gjakova as well, as in almost all Albanians, and it was organized under the common law. Some passer-by who passed by were first astonished with the order, culture and traditions of this area, which really were typical traditional and timely. Population of this area kept and cultivated with 'fanaticism' crafts inherited through generations, also following the developments of the time. Gjakovar families are known for passing the crafts of their ancestors from generations to generations which are mentioned in their surnames. So today we have Gjakova families with surnames Sahatcija, Çarkajjija Tabaku, Oven, Kazaz, Gunpowder, Nallbani, Kamishi etc.

According to prof. Masar Rizvanolli, (Rizvanolli, 2009) Gjakova has a rich tradition of education and culture, tradition, which started with the beginning of its civic life.

It was exactly these that imposed to the Kosovar Albanian population to get traditionally embedded to their native country. What made this people traditionally special was their relationship with the family and place of birth, which they always defended with wars and blood.

This is also expressed by albanolog - scholar Franz Nopcsa, who says: "As all the peoples of the patriarchal cycle in the Balkan Peninsula also Albanians are distinguished by clear firm moral sense, for their morality almost harsh, for straight ways, often wild, of action.

The have a strong sense of community of the tribe and family and, at the same time, show a spirit of sacrifice, not discouraged before any obstacle. (Nopça, 2013)

Referring to the geographical position, assets and natural assets and the structure of the terrain of Gjakova and its surrounding are proven facts and arguments that these lands had been inhabited since prehistoric times. This is also evidenced by the findings of artefacts on this side, which belong to the Illyrians who lived in these areas, findings that are coming out day to day. Construction or material culture is typical in these parts. We are talking about a significant number of cultural heritage monuments Gjakova municipality has these cultural-historical monuments:

Conclusion

Referring to numerous scientific studies and finding of many new artefacts, it is already clear that anthropological and historical ethno-genesis of Gjakovas' Albanian society is

Passed by and inherited from the Illyrian-Dardans.

The fact itself of the existence in its lands and preservation of culture and language are evidence of the century antiquity of this population. All historical challenges have accompanied the Albanian society through generations. However, despite the social evolution, it has maintained its tradition and culture with fanaticism. Part of this 'preservation' was also Gjakovar Albanian society. Exactly, culture was the most powerful weapon of Albanian society that challenged all the storms of history and managed to get out triumphant.

The way of life on itself and internal social organization was special, and it was taken as a model by other Albanian societies.





Albanian culture and Gjakovar one developed as indigenous culture at the same time as the Indo- European process. However, Gjakovar territory is known for preserving "intact" traditions and pure culture since its ethno-genesis.











This is also evidenced by passing by through generations of surnames according to crafts they worked, surnames that even nowadays exist and that still try to preserve part of their tradition, and from the large number of many objects of heritage that are in this region and clearly show the continuity of the historical - anthropological genesis of this pure Albanian society and with traditions and customs passed by from generation to generation.






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	Stonehouse (Kulla) of Avdullah Pashë Dreni		The Terzi Bridge built by the craftsmen (tailors) in 1750
	First Albanian School in 17 th century		The great madrasa (a premise of knowledge) built in 1748

	<p>The Bridge of Taliqi, archeological building over Krena river, built in 17th century</p>		<p>The Fshejt Bridge built in 17th century</p>
	<p>Illyrian jewelry from the Bronze Midtime</p>		<p>Stella - A tombstone of an Illyrian - Roman soldiers from 2nd century</p>
	<p>Pitos - Object from Illyrian time XIII B. C.</p>		<p>Hadum Mosque - built by Hadum Aga in 1586.</p>
	<p>Catholic Church of Saint Anton built in 1836.</p>		<p>Tabaku bridge- built in 1836 from craftsmen (leather-workers)</p>
	<p>Orthodox Church of the Holy Lady - built in 1823</p>		<p>Bektashi masjid</p>

	Ethnographic museum- built in 1830 as a dwelling premise.		Haraqia's Inn – a guesthouse- built in 1562 as a hotel building
	The Clock Tower – built in 1602.		The Kosh Stonehouse – a dwelling place built in 18 th century
	The Stonehouse of Sylejman Age Vokshi - a dwelling place from 18 th century		

	Type of cultural heritage	Number of buildings
1	Archeological locations	10
2	Sacral Church monuments	14
3	Sacral Islam monuments	26
4	Shrines	20
5	Mejtepe	4
6	Madrassa	2
7	Masjid	16
8	Clock Towers	1
9	Stonehouses	128
10	Cemetery complexes	9
11	Mills	7
12	Monumental bridges	4
13	Architectonic-urbanistic complex of the Old Bazar	1
14	Craft Centre	1
15	Monumental Houses	50
16	Inns/ Guesthouses	4
17	Monumental fountain-heads	6
18	Barns and buckets	15

'A Breeze' of Cubism at the Reggio Emilia Schools: "Mirror Triangle"

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Abstract

Education and art movements, which are common development and evolution tools for societies, have been affected by communities as much as they have affected one another. This affection, continues in a supporting way for decades just as in the spring of 1945; Reggio Emilia Schools was started by the natives of the small village, called Villa Cella (located in 50 kilometers northwest of Reggio Emilia region), building a school for the infants, and gone well beyond being a socialist based dream of Malaguzzi becoming common pre-school institutions of the modern day. Just as Cubism which signifies the geometric objects which are able to present the topic with its different aspects simultaneously. The research, aims to reveal 'a breeze' of Cubism at the Reggio Emilia Schools as an example of "mirror triangle". As for the methodology, literature review orientated for the art movement and education; descriptive method of the non-experimental pedagogical research .

Keywords: Reggio Emilia Schools, cubism, mirror triangle, creativity, early childhood

Introduction

Education and art movements, which are common development and evolution tools for societies, have been affected by communities as much as they have affected one another.

The main question of the study is: **"If there is a connection between the 'mirror triangles' which are present at the Reggio Emilia schools and the 'cubism'"**

This is depending on the fundamental questions, Reggio Emilia Schools and Cubism has been described under separate subheadings.

1. Reggio Emilia School

The Reggio Emilia is an educational approach focuses on especially preschool and primary education. The Reggio Emilia got its name from the town of the same name in the north of Italy. Loris Malaguzzi (1920-1994) is the founder. A socialist based dream of Malaguzzi which is the approach and ideology becoming common pre-school institutions of the modern day.

1945's after The Second World War; countries, who participated in the war lost a lot of things humanity like Italy. Reggio Emilia citizens fight for democracy between 1945-1960 and the same years' seeds were taken of alternative educational ideas. Reggio Experience emerged from the political maelstrom of the battle between Fascism and Socialism/Communism¹.

Since 1963, the city government has assumed the responsibility of running the schools started by the natives of the small village in the Reggio Emilia region called Villa Cella . In 1968, the city Reggio Emilia, took over the administration and financing and children from local government of children aged three to five so that they were entitled to preschool education. People there have contributed a lot to the understanding and meaning of quality preschool education. They were among the first ones who decided to organise day care for children. The schools of Reggio Emilia are built upon a social constructivist framework inspired by John Dewey, Jean Piaget, Lev Vygotsky, Jerome Bruner². Reggio philosophy is grounded in Kantian thinking that we do not learn about the world

because we observe it, but rather because we ask question of it. The way we propose how a school should be is an ethical, politic, social and economic responsibility for the entire community³

1.1. The Reggio Emilia Approach

The Reggio Approach is a complex system that respects and puts into practice many of the fundamental aspects of the work of John Dewey. Malaguzzi developed his theory and philosophy of early childhood education from direct practice in schools for infants, toddlers, and preschoolers⁴.

This approach helps the toddlers to discover new experiences. While expressing themselves they can benefit from many different symbolic tools and materials. For instance; shadow play, music, drama and the others, in the Reggio approach called "The Hundred Languages of Children".

*The child has a hundred languages a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.*

Emilia approach which enable the students concrete experiences, are offered to children. Thus classroom environment is of great importance. It is an exciting place of exploration.⁵

1.1.2. Reggio Emilia Mirrors

Reggio Emilia Schools as noticeable as the educational environment of the approach. Emilia teachers places mirrors on the ground as children walks, stands and even did hand stands over the mirrors. Here they also looks at their reflections. Back in class, students drew trees and pictures, cutting out their pictures and placing them near small mirrors so that their artworks could be reflected in the mirrors⁶.

¹ Hall, K., Cunneen, M., Cunningham, D., Horgan, M., Murphy, R., & Ridgway, A. (2014). *Loris Malaguzzi and the Reggio Emilia Experience*. Bloomsbury Publishing.

² Vodopivec L., (2012); *The Reggio Emilia Concept Or Different Perspective On Preschool Education In Kindergartens*,

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Emilia schools for young children have been developed by the collaboration with the educators and the architects in the construction. In Reggio Emilia Schools educational environment is organized promoting childrens creativity, for example: convex, concave mirrors and 'mirror triangle'



Image 1: mirror cube



Image 2: Concave Mirror

There are mirrors with different properties on the ceiling and on the floor. Among all convex and concave mirrors, the one located at the entrance 'mirror triangle' is the most remarkable. 'Mirror triangle' basically aims to make it possible for the children to see themselves, both back and forth in different clothes and in dramatic areas and how the backs of their bodies looked like. In particular, a mirror triangle, allowed the children to see other perspectives.



Image 3: Mirror Triangle



Image 4: Mirror Triangle

1. 1. 2. Cubism

Cubism was one of the most influential visual art styles of the early twentieth century. It was created by Cezanne (1839-1906). Two other important artists who developed cubism were Pablo Picasso (1881–1973) and Georges Braque 1882–1963). Cubism was the cornerstone of twentieth-century art because it broke with past tradition definitively; established “modernist” flatness, opticality, and involvement with the medium of art; and thus sanctioned a new tradition that would lead to nonobjective art as well as to assemblage and to other “modernist” principles and practices. *Les Femmes d'Alger (O. J. R. M.)* (Picasso 1907) was significant in Picasso's subsequent development of Cubism.¹

The Cubist artists rejected the inherited concept that art should copy nature, or that they should adopt the traditional techniques of perspective, modeling, and foreshortening. They wanted instead to emphasize the two-dimensionality of the canvas. So they reduced and fractured objects into geometric forms, and then realigned these within a shallow, relief in place. Relation of the Kantian art tradition with the principles of enlightenment modernity.



Image 5: *Les Femmes d'Alger (O. J. R. M.)* (Picasso 1907)



Image 6: *Head of a Woman* (Picasso 1960)

Conclusion

In this paper we want to discuss; ***“If there is a connection between the ‘mirror triangles’ which are present at the Reggio Emilia schools and the ‘cubism’”***

Studies have shown that; The aim of the Reggio approach is to promote children's education through the development of all their languages: expressive, communicative, symbolic, cognitive, ethical, metaphorical, logical, imaginative and relational. Reggio approach is not only influenced by John Dewey, Jean Piaget, Lev Vygotsky, Jerome Bruner but also Kant's philosophy. Reggio Emilia approach and cubism is oppoiste to Fascism.

¹ Fry, E. F. (1988). Picasso, cubism, and reflexivity. *Art Journal*, 47(4), 296-310.

One of the key principles of the Reggio Emilia schools is a deeply held belief in the positive image of the child. It builds on the premise that each child has the desire to connect with others, to engage in learning, and to enter into a relationship with their environment.

Malaguzzi's *Reggio Emilia* project was also exceptionally successful in the development of artistic creativity and creative thinking in pre-school children. Mirror triangle is of great importance for the Emilia Project. Reggio classrooms often use mirrors on the walls and in other places in the environment, including on table tops and in conjunction with light tables and a whole range of open-ended, free materials.

'Mirror Triangle' gives chance to the children to see themselves from different perspectives just as in the cubism...

The limitations of perspective were also seen as an obstacle to progress by the Cubists. The fact that a picture drawn in perspective could only work from one viewpoint restricted their options. As the image was drawn from a fixed position, the result was frozen but the Cubists wanted to make pictures that reached beyond the rigid geometry of perspective.

According to sources, many of the schools are named after people who influenced the thinking of the community. One of the infant-toddler centers Cervi school, was named after Genoeffa Cervi, a mother of 16 whose seven sons killed by Fascists in 1943 during Second World War. Other schools were named after important events. For example 25th April after the liberation of Italy after the Second World War. Others were named after well-known artist Pablo Picasso. Schools have been named in honor artists, scientists, writers or poets¹.

According to Einstein's 'Theory of Relativity'; the apparent reality is relative and the variable and represents only an aspect of the truth. Art has occurred by reflection of the different perceptions of reality².

This work as in the "Theory of Relativity" tries to reveal an unknown connection between cubism and Reggio Emilia schools from a different perspective. Following works on the subject will either prove or disprove this hypothesis.

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Injustice and Persecution: Forced Migration of Sindhi Hindus in Pakistan

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Abstract

Sufism, secularism, pluralism, and religious tolerance are few for the unique features Sindh had always been known for around the globe. When the rest of Pakistan was devastated by sectarian genocide and targeted persecution, there was much to be learned from Sindh. People of Sindh have always been pluralistic and tolerant, but state sponsored seminaries house ethnic Punjabi or Pashtun Mullahs from Punjab and KPK provinces who target, harass and persecute Sindhi Hindus. The continued incidences of violence against the largest religious minority group Sindhi Hindus have created a sense of insecurity among them. They are subjected to kidnapping for ransom, forced abductions and conversions of their women. These trends forcing the indigenous dwellers to abandon their motherland. The aim of this study is to highlight the targeted discrimination and persecution of Sindhi Hindus which force them to abandon their own homeland Sindh. It also evaluates the underlying causes behind criminal activities and what are the possible motives of perpetrators. This study concluded that state sponsored religious seminaries that house ethnic Punjabi or Pashtun Mullahs from Punjab and KPK provinces are involved in the persecution of Sindhi Hindus. This is a conspiracy against indigenous people of Sindh to convert them into minority on their own homeland. By altering the demography of Sindh, they can undermine the political strength of Sindhis and make them defenseless to protect their natural resources, culture, language and their real and historical identity.

Keywords: Internal Colonialism; Sindhi; Hindu; Forced conversion; kidnapping for ransom; Forced Migration; Religious Extremism

Historical Background

Pakistan is not one country composed of only one Nation but is a conglomeration of socio-cultural different nationalities. The 'ethnic minorities' that basically comprise the smaller nations of Pakistan never supported the creation of Pakistan. But British imperialists decided to divide up India for strategic reasons and purposely set out to create a new state called Pakistan against the wishes of Sindh and other minority ethnic groups. After the construction of Pakistan, Sindhi, Baluch, and Pashtuns feel that they are trapped in a political set up which is run by dominant province Punjab since Punjab controls armed forces and key political institutions (Harrison, 2009).

With the emergence of Pakistan state started attempts to erase the real and historical national identity of ethno-nation groups and enforced on them a new identity some time in shape of Muslim nation and other time Pakistani nation. The opening of religious seminaries and religious syllabus are few of the methods have been used by state in this regard which gave birth to the religious extremism. A Sindhi political leader GM Syed delivered a spellbinding speech at the Vienna International Peace Conference in 1952. He deplored American and British efforts to unite Muslims based on their faith which, he felt, engendered serious ramifications. He warned them that patronizing such forces would promote religious extremism and fascism.

Right from the beginning Pakistan become a theocratic state in which other religious minorities were forced to leave country to make this country purify from unholy people. But it was not much easy to erode long native Sufi tradition. However, the anti-Soviet Afghan jihad of the 1980s had a massive blowback on Pakistani Sufi culture. In that period, General Zia ul Haq a dictator introduced Islamization programs which extremely transformed the Pakistani society. His Islamization programs introduced rules and regulations to make Pakistani law more into tune with the Islamic law,

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or at least Islamic law as understood by him and his cronies (Ispahani, 2013). Huge amount of money from Saudi Arabia and other Gulf countries spent on Madrassas/religious schools to proliferate the ideology of Wahhabism which started eroding the centuries-long native Sufi tradition of peace and harmony among different religious and sects.

When the rest of Pakistan was devastated by sectarian genocide and targeted persecution, there was much to be learned from Sindh. People of Sindh have always been pluralistic and tolerant, but state sponsored seminaries house ethnic Punjabi or Pashtun Mullahs from Punjab and KPK provinces who eliminate dissenters with impunity. There are number of religious extremists groups which operate in Sindh and spread the message of hatred and encourage violent jihad (Holy war) towards Sindhi Hindus.

Sindhi Hindus are increasingly subject to kidnapping for ransom. Rape, forcible and pressurized conversion to Islam have also become a matter of course for Hindus living in Sindh. As a result, thousands of Sindhi Hindus have forcedly migrated to India. Remaining Sindhi Hindus live in perpetual fear and anxiety as their lives, property and worship places are at stake. The aim of this study is to highlight the targeted discrimination and persecution of Sindhi Hindus forcing them to abandon their own homeland Sindh. It also evaluate the underlying causes behind criminal activities and what are the possible motives of perpetrators. Sindhi Hindus are persecuted in many ways but few of them which compelled them to migrate to India will be illustrated here.

Persecution of Sindhi Hindus

It was reported that the growing extremism has made Pakistan a very hostile county for Sindhi Hindus. The Sindhi Hindus raised their concerns about the abduction of girls and their forced conversion to Islam and their frequent kidnapping for ransom. But the indifferent attitude of the police and insensitive judicial system make them feel that they are unacceptable to Pakistan.

Forced Conversions

There has been an increase in Sindh, of the abduction and forced conversion to Islam of Hindu girls. The young Hindu girls were being kidnapped and forced to marry to Muslim boys and converted to Islam. The Asian Human Rights Commission documented that there are 20-25 forced conversions every month in Sindh (AHRC, 2012).

What has made the matters worse is the indifferent attitude of the police and insensitive judicial system. Police often refuse to register FIRs and in cases they do, the courts send the teenage girls to Islamic school centers or back to the kidnapper's home instead of the girls' families and women shelters. The Human Rights Commission of Pakistan (HRCP) in its report on 'Working Group on Communities Vulnerable Because Of Their Beliefs' said the courts often decided such cases against the girls' families even if the girls were of 12 or 13 years of age (HRCP, 2014). Even the Hindus who are the part of assemblies and legislation feel powerless and marginalized. "Our community can bear looting and the kidnapping of our men, but the abduction of our daughters and wives is too painful," Bhawan Das, who holds a National Assembly seat reserved for minorities, told Al Jazeera. Bherulal Balani, a former legislator, reported: "Once the girls are converted, they are then sold to other people or are forced into illegal and immoral activities" (The News, 2010).

Kidnapping for Ransom

Another major persecution facing Hindus is their kidnapping for ransom. Hindus are routinely abducted for ransom, particularly in northern part of Sindh. Hindu traders in Sindh are increasingly face extortion or abduction for ransom (USCIRF, 2011). The case studies of these incidences indicates that that a powerful syndicate of bandits and their patrons regularly abduct wealthy Hindus for ransom. In case of delay in ransom money, abductees are killed. However, there are incidences in which abductees are killed even though they paid ransom.

The exact number of kidnapping for ransom cannot be stated because many of them are not reported due to fear of the abductors killing the abductee (Siddiq, 2012). However, there is a growing cases of abduction in recent years causing Hindus to leave their homeland. Pitnaber Sewani, a minority MPA from Sindh said "During the last two years, around 29 men from only Kandkhot (District of Sindh) area have been kidnapped" (Rehman, 2011).

Leaders of Hindu community claim that the abductions of Hindus are commonplace and abductors have been given free hand; police and other law enforcement agencies have been patronizing the abductors. A refugee told during their protest demonstration in Delhi after fleeing from Pakistan that they were either targeted by gangs of criminals or harassed by the seminaries that house ethnic Punjabi or Pashtun Mullahs from Punjab and KPK provinces (Shah, 2014). The routinely kidnapping of Hindu traders for ransom has caused the anxiety among the already disadvantaged Hindus.

It shows that Punjabi and Pashtun Mullahs who run religious seminaries are involved behind the abduction and forced conversion to Islam of Sindhi Hindu girls and kidnapping for ransom for Sindhi Hindus. They are working under the patronization of government. Feeling insecure in Sindh, thousands of Sindhi Hindus are compelled to abandon their homeland Sindh.

Forced Migration of Sindhi Hindus

At the time of Partition, Hindus comprised 15 per cent of Pakistan's population. Today, one estimate puts it at 2 per cent while another suggests 5.5 per cent with majority of them living in Sindh (Sharma, 2012). Around 90 per cent of the total Hindu population lives in Sindh.

Sindh is going through the trauma of migration and heart-broken emotions of innocent indigenous inhabitants. The fear of being forced to conversion, abduction of daughters or other women in the family and their conversion to Islam under duress, or kidnapping for ransom are some of the many reasons that have probably exhausted Hindus to seek asylum elsewhere (Siddiq, 2012).

The Pakistani Hindu Seva, community welfare organization, estimates that while 10 Sindhi Hindu families migrated to India from Sindh every month since 2008, in the past 10 months, 400 families have left to India due to fear of safety (Bhatia, 2009). In 2009, a Times of India report put the total number of Sindhi Hindus migrating to India at 5000 (Sharma, 2012). Additionally, Pakistan's Hindu Council estimates that at least 1,000 Hindu families are now leaving Pakistan per year (WSC, undated). Other Sindhi Hindu leaders reportedly said that dozens of families were migrating to India every month. Even a Hindu Member of Sindh Assembly, after receiving threats from extremists group resigned from his seat and sought asylum in India. According to a Sindhi Hindu journalist, Sindhi Hindus are abandoning their motherland because they think that they are not acceptable to Pakistani society (Rehman, 2011).

Discussion

The exodus of Sindhi Hindus has ushered in hot debate among the scholars and intellectuals. They tried to find the causes behind the persecution of Sindhi Hindus and why the perpetrators have given free hands and are not caught by law enforcement authorities?

A leading Sindhi international organization World Sindhi Congress expressed their apprehension that state sponsored religious fundamentalism is dividing Sindhi nation on the name of religion and a direct tactic to convert Sindhis into minority on their own motherland. Further it said that due to increased discrimination and violence directed towards indigenous Sindhi Hindus, including the abductions of young girls, is prompting an observed emigration of Hindus out of Pakistan (WSC, 2014). Some Sindhi scholars think that exodus of Hindus would undermine the Sindhi nationalism and freedom movement. Because with the migration of Sindhi Hindus, and inflow of other ethnic groups in Sindh will create demographic changes, converting ethnic Sindhis into permanent minority in their own historical land (Shah, 2012). A well-known columnist Venegas (2012) said that Mass migration of Hindus from Sindh is the part of conspiracy which want to convert Sindhi into minority on their own land. (Veengas, 2012).

The most important point has been raised by World Sindhi Congress and other scholars and I concur with them that this is a conspiracy against indigenous people of Sindh to convert them in minority in their own mother land. Because with the migration of Sindhi Hindus and inflow of refugees from other countries and tribal areas along with other three provinces of Pakistan would alter the demography of Sindh.

As documents reveals that at the time of partition, Sindhi were 98 percent of the Sindh out of which 35 percent were Hindus. However, currently, there number is reduced to only 65 percent because of the inflow of refuges from Afghanistan, Bangladesh, Myanmar and Tribal Areas along with other three provinces of Pakistan. If Sindhi Hindus migration continues in this way, sooner Sindhi will be in minority on their own homeland Sindh.

There is a question why the attempts are made to alter the demography of Sindh? According to (Veengas, 2012) Mass migration will destroy Sindh's economy as Hindus are business community of Sindh and will damage the vote bank of Sindhis. Other Scholars call it a conspiracy to undermine the Sindhi Nationalism and freedom movement. Being concurred with their views, It is argued that by altering the demography of Sindh, they can undermine the political strength of Sindhis and make them defenseless to protect their natural resources, culture, language and their real and historical identity.

Conclusion

The persecution of Hindus by state sponsored religious extremists and inflow of refugees testify the claims of Sindh rights activist and scholars that this is a conspiracy against Sindhis to convert them into minority on their own homeland. Converting of Sindhi people into minority on their own homeland have been done in two ways. Firstly, harassing indigenous Sindhi Hindus to the extent that they compel to leave their homeland. Secondly, allowing the inflow of other ethnic groups in Sindh who are spreading hatred against Sindhi Hindus and damaging the Sufi culture of Sindh. By altering the demography of Sindh, they can undermine the political strength of Sindhis and make them defenseless to protect their natural resources, culture, language and their real and historical identity.

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The Effect of Core Training on Posture

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Abstract

The aim of the study is to investigate the effect of sample core training program on the posture of male volleyball players. The study was conducted with a total of 21 male volleyball players aged between 19 and 24 who are willing to participate in the study and have no health problem and these participants were selected randomly. 11 of them were determined as the treatment group while the other 10 was the control group of the study. A core training program was applied to the treatment group three days a week for 10 weeks. On the other hand, the control group did not get any training but continued its daily style. In the data gathering process, New York Posture Analysis (NYPA) evaluation form was used. The variables assessed before and after the application for both of the groups were head, neck, central shoulder, shoulders, chest, upper back, lower back, spine, trunk, belly, hip, foot and foot soles. For the analysis of the data gathered through NYPA, in order to compare pre- and post test values of treatment and control groups, independent T test was used while for the comparison of pre- and post test values of the treatment group, and for the comparison of pre- and post test values of the control group, dependent T test was used. According to the statistical analysis of data, when pre- and post test dependent T test results of posture analysis in the treatment group were compared, a statistical difference was found between the values of neck, chest, central shoulder and lower back. The results of our study suggest that core training program contributes to the posture improvement in volleyball players positively.

Keywords: Volleyball, core training, posture

INTRODUCTION

Identifying the physical fitness level of the sportsmen and the physical development caused by regular sports trainings carried out to reach specific aims is of critical importance. This is mainly because body structure and qualities are developed in trainings (Çimen and Günay, 1996). Posture is the way in which each part of the body is placed into the segments adjacent to itself and also in the most appropriate position considering the entire body. Posture is also defined as the combinations of positions the joints have with each movement of body (Tunç, 2008). When there is no asymmetrical situation or deformity in one's body, then the posture is normal. Desirable posture can be defined as " the posture where joints experience the least pressure and so use minimum energy (Can, 2008).

There is a great number of mechanisms to maintain posture. For the maintenance of posture, lots of structures such as spinal cord, brain stem and cerebral cortex are included. Posture and equilibrium is maintained through the signs coming from vestibular organ in inner ear and receptor through reflex way. These centres contributing to the maintenance of posture and equilibrium not only produce posture and equilibrium but also deal with the starting and controlling of the actions (Günay, Tamer and Cicioğlu, 2006).

Posture Analysis can be conducted in three dimensions as anterior, lateral and lateral. In the criteria of posture, standard (good) and bad postures are taken into account (Karakuş and Kılınc, 2006). The aim of posture analysis is to determine the present postural deviations in people and to provide suitable exercises regarding this, and also to analyse the possible changes likely to happen in the future (Çelik, 2007).

Elite sportsmen, in order to adjust the posture according to the requirements of their branches, use sensory knowledge predominantly (Tetik, Koç, Atar and Koç ,2013). Each sports branch develops its own postural adaptations specific to itself (Atilgan, Akın, Alpkaya and Pinar, 2012). During the performing of technical attempts in volleyball, a dynamic sports branch, it is necessary for the players to protect their posture. By producing the appropriate equilibrium, all body movements such as serve, block and attack skills are assured to take place. That these skills are performed successfully depends on the ability of the player to control postural sway. It is seen that volleyball players have more body stability and different automatic postural control modes (Şimşek and Ertan, 2011).

The part of the body that is called core is the place beyond one's abdominal muscles, that is, lower- upper abdominal muscle. The location of core includes seratus located just next to upper abdominal muscle and obliques located next to lower abdominal muscle, and at the back it resides in the the part from the waist to neck including the muscle group enabling our skeleton to have an appropriate posture. The importance of strengthening the core is not just because of the sporting endurance but because it enables a proper posture (<http://blog.milliyet.com.tr/>)

Core training includes exercises that train the muscles controlling and stabilising belly, waist and hip actions. All of these muscles work together so as to balance the body during the actions. The efficient transfer of the strength rising through the action from leg to trunk or from trunk to leg is possible with the increase in strength of these coordinating muscles. The method of core training differs from weight training in terms of application and also it is carried out so that strength is saved during the process of improving the performance and rehabilitation (Savaş, 2013).

The effect of core training on the endurance, flexibility and balance development of the muscles related to posture in sedentary women was analysed and it is found out that there is a significant improvement in the endurance and strength of lower back and abdominal muscles after the exercise program (Sekendiz et al. 2010). However, up to now, the effect of core training on posture in sportsmen has not been studied yet. The aim of this study is to investigate the effect of core training program on the postures of male volleyball players.

METHODS

In the design of the study, quasi-experimental model with pre-post test control group was used. The participants of the study consisted of a total of 21 male licensed volleyball players aged between 19 and 24 in Denizli. The treatment and the control groups were randomly chosen and out of 21 volunteer students, 11 of them were determined as the treatment group while the other 10 was the control group of the study. The researcher gave the participants some general information about the study and emphasized that voluntariness is a key for the study.

The posture of the participants was analysed through New York Posture Analysis (NYPA) evaluation form. The measurements for the posture analysis was conducted by the first writer. The posture of the participants in both of the groups were evaluated in the beginning of the study and 10 weeks later. A core training program was applied to the treatment group three days a week for 10 weeks. On the other hand, the control group did not get any training.

New York Posture Analysis Method: Possible Postural changes likely to happen in 13 different body segments were observed and graded. According to this, it is graded as five (5) for normal posture; three (3) for moderate postural problems; and one (1) for severe postural problems. The maximum point obtained in the scale can be 65 while the minimum is 13. Scores in the range of ≥ 45 are defined as "very good", 40-44 "good", 30-39 "middle", 20-29 "weak", and ≤ 19 as bad (Çağiran, 2010).

Core Training Program: A core training program was applied three days a week (Monday, Wednesday, Friday) for 10 weeks with a total of 30 sessions. The program consists of warm-up, core exercises and cooling. In the first 6 week of the program, intermediate level and in the last 4 weeks advanced level of core training is applied.

In order to compare pre- and post test values of intergroup (between treatment and control groups) independent T test was used, while dependent T test was used for the values within the group.

RESULTS

Table 1: The results of Pre- test independent T test Posture Analysis Obtained through NYPA

Variable	Group	N	Mean	Standard Deviation	Degrees of Freedom	t	P																																																																																																																																																								
HEAD	Treatment	11	4,63	0,80	19	0,101	0,921																																																																																																																																																								
	Control	10	4,60	0,84				SHOULDER	Treatment	11	4,09	1,04	19	0,641	0,529	Control	10	3,80	1,03	SPINE	Treatment	11	4,81	0,60	19	1,202	0,244	Control	10	4,40	0,96	HIP	Treatment	11	4,81	0,60	19	0,067	0,947	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	,00000 ^a	SOLE	Treatment	11	4,63	0,80	19	0,101	0,921	Control	10	4,60	0,84	NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544
SHOULDER	Treatment	11	4,09	1,04	19	0,641	0,529																																																																																																																																																								
	Control	10	3,80	1,03				SPINE	Treatment	11	4,81	0,60	19	1,202	0,244	Control	10	4,40	0,96	HIP	Treatment	11	4,81	0,60	19	0,067	0,947	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	,00000 ^a	SOLE	Treatment	11	4,63	0,80	19	0,101	0,921	Control	10	4,60	0,84	NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65								
SPINE	Treatment	11	4,81	0,60	19	1,202	0,244																																																																																																																																																								
	Control	10	4,40	0,96				HIP	Treatment	11	4,81	0,60	19	0,067	0,947	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	,00000 ^a	SOLE	Treatment	11	4,63	0,80	19	0,101	0,921	Control	10	4,60	0,84	NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																				
HIP	Treatment	11	4,81	0,60	19	0,067	0,947																																																																																																																																																								
	Control	10	4,80	0,63				FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	,00000 ^a	SOLE	Treatment	11	4,63	0,80	19	0,101	0,921	Control	10	4,60	0,84	NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																
FOOT	Treatment	11	5,00	0,00	19																																																																																																																																																										
	Control	10	5,00	,00000 ^a				SOLE	Treatment	11	4,63	0,80	19	0,101	0,921	Control	10	4,60	0,84	NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																												
SOLE	Treatment	11	4,63	0,80	19	0,101	0,921																																																																																																																																																								
	Control	10	4,60	0,84				NECK	Treatment	11	3,72	1,00	19	0,216	0,831	Control	10	3,60	1,64	CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																								
NECK	Treatment	11	3,72	1,00	19	0,216	0,831																																																																																																																																																								
	Control	10	3,60	1,64				CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																				
CHEST	Treatment	11	4,27	1,00	19	-0,802	0,433																																																																																																																																																								
	Control	10	4,60	0,84				CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																
CENTRAL SHOULDER	Treatment	11	3,72	1,00	19	0,246	0,808																																																																																																																																																								
	Control	10	3,60	1,34				UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808	Control	10	3,60	1,34	TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																												
UPPERBACK	Treatment	11	3,72	1,00	19	0,246	0,808																																																																																																																																																								
	Control	10	3,60	1,34				TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593	Control	10	3,80	1,39	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																																								
TRUNK	Treatment	11	4,09	1,04	19	0,544	0,593																																																																																																																																																								
	Control	10	3,80	1,39				BELLY	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																																																				
BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																																																																																								
	Control	10	4,60	0,84				LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274	Control	10	3,20	1,13	Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																																																																
LOWERBACK	Treatment	11	3,72	1,00	19	1,127	0,274																																																																																																																																																								
	Control	10	3,20	1,13				Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544	Control	10	54,20	8,65																																																																																																																																												
Total NYPA Score	Treatment	11	56,09	5,08	19	0,618	0,544																																																																																																																																																								
	Control	10	54,20	8,65																																																																																																																																																											

NYPA: New York Posture Analysis

When the pre test results of the groups are compared, no significant difference is found in posture analysis scores ($p > 0.05$). This result indicates that postural conditions of the treatment and the control groups are similar in the beginning of the study.

Table 2: The results of Post test independent T test Posture Analysis Obtained through NYPA

Variable	Group	N	Mean	Standard Deviation	Degrees of Freedom	t	P																																																																																																																												
HEAD	Treatment	11	5,00	0,00	19	1,577	0,131																																																																																																																												
	Control	10	4,60	0,84				SHOULDER	Treatment	11	4,45	0,93	19	1,525	0,144	Control	10	3,80	1,03	SPINE	Treatment	11	5,00	0,00	19	2,065	0,053	Control	10	4,40	0,96	HIP	Treatment	11	5,00	0,00	19	1,052	0,306	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	0,00	SOLE	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81
SHOULDER	Treatment	11	4,45	0,93	19	1,525	0,144																																																																																																																												
	Control	10	3,80	1,03				SPINE	Treatment	11	5,00	0,00	19	2,065	0,053	Control	10	4,40	0,96	HIP	Treatment	11	5,00	0,00	19	1,052	0,306	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	0,00	SOLE	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500								
SPINE	Treatment	11	5,00	0,00	19	2,065	0,053																																																																																																																												
	Control	10	4,40	0,96				HIP	Treatment	11	5,00	0,00	19	1,052	0,306	Control	10	4,80	0,63	FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	0,00	SOLE	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																				
HIP	Treatment	11	5,00	0,00	19	1,052	0,306																																																																																																																												
	Control	10	4,80	0,63				FOOT	Treatment	11	5,00	0,00	19			Control	10	5,00	0,00	SOLE	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																
FOOT	Treatment	11	5,00	0,00	19																																																																																																																														
	Control	10	5,00	0,00				SOLE	Treatment	11	4,81	0,60	19	0,687	0,500	Control	10	4,60	0,84	NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																												
SOLE	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																																																												
	Control	10	4,60	0,84				NECK	Treatment	11	4,45	0,93	19	1,273	0,219	Control	10	3,80	1,39	CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																								
NECK	Treatment	11	4,45	0,93	19	1,273	0,219																																																																																																																												
	Control	10	3,80	1,39				CHEST	Treatment	11	5,00	0,00	19	1,577	0,131	Control	10	4,60	0,84	CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																				
CHEST	Treatment	11	5,00	0,00	19	1,577	0,131																																																																																																																												
	Control	10	4,60	0,84				CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044	Control	10	3,60	1,34	UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																
CENTRAL SHOULDER	Treatment	11	4,63	0,80	19	2,158	0,044																																																																																																																												
	Control	10	3,60	1,34				UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076	Control	10	3,20	1,13	TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																												
UPPERBCAK	Treatment	11	4,09	1,04	19	1,873	0,076																																																																																																																												
	Control	10	3,20	1,13				TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012	Control	10	3,20	1,13	BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																																								
TRUNK	Treatment	11	4,45	0,93	19	2,776	0,012																																																																																																																												
	Control	10	3,20	1,13				BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																																																				
BELLY	Treatment	11	4,81	0,60	19	0,687	0,500																																																																																																																												

	Control	10	4,60	0,84			
LOWERBACK	Treatment	11	4,45	0,93	19	3,548	0,002
	Control	10	3,00	0,94			
Total NYPA Score	Treatment	11	61,18	3,73	19	3,073	0,006
	Control	10	53,20	7,68			

NYPA: New York Posture Analysis

It is found out that there is statistically significant difference in the post test results of central shoulder, trunk, lower back and posture total scores for the benefit of the treatment group ($p < 0.05$). No significant relationship is found between the other variables ($p > 0.05$). It can be inferred that the core training program contributes to the improvement of the posture positively.

Table 3: The Results of Dependent T test Posture Analysis of the Treatment Group Obtained through NYPA

Variable	Test	N	Mean	Standard Deviation	Degrees of Freedom	t	P
HEAD	Pre	11	4,63	0,80	10	-1,491	0,167
	Post		5,00	0,00			
SHOULDER	Pre	11	4,09	1,04	10	-1,491	0,167
	Post		4,45	0,93			
SPINE	Pre	11	4,81	0,60	10	-1,000	0,341
	Post		5,00	0,00			
HIP	Pre	11	4,81	0,60	10	-1,000	0,341
	Post		5,00	0,00			
FOOT	Pre	11	5,00	0,00	10		
	Post		5,00	0,00			
SOLE	Pre	11	4,63	0,80	10	-1,000	0,341
	Post		4,81	0,60			
NECK	Pre	11	3,72	1,00	10	-2,390	0,038
	Post		4,45	0,93			
CHEST	Pre	11	4,27	1,00	10	-2,390	0,038
	Post		5,00	0,00			
CENTRAL SHOULDER	Pre	11	3,72	1,00	10	-2,887	0,016

	Post		4,63	0,80			
UPPERBACK	Pre	11	3,72	1,00	10	-1,491	0,167
	Post		4,09	1,04			
TRUNK	Pre	11	4,09	1,04	10	-1,491	0,167
	Post		4,45	0,93			
BELLY	Pre	11	4,81	0,60	10		
	Post		4,81	0,60			
LOWERBACK	Pre	11	3,72	1,00	10	-2,390	0,038
	Post		4,45	0,93			
Total NYPA Score	Pre	11	56,09	5,08	10	-6,169	0,000
	Post		61,18	3,73			

NYPA: New York Posture Analysis

When the results of pre and post test posture analysis of the treatment group are compared, a statistically significant difference is found between the values of neck, chest, central shoulder and lower back ($p < 0.05$). Therefore, it can be suggested that the applied core training program contributed to the posture improvement of trunk and shoulder part.

Table 4: The Results of Dependent T test Posture Analysis of the Control Group Obtained through NYPA

Variable	Test	N	Mean	Standard Deviation	Degrees of Freedom	t	P
HEAD	Pre	10	4,60	0,84	9		
	Post		4,60	0,84			
SHOULDER	Pre	10	3,80	1,03	9		
	Post		3,80	1,03			
SPINE	Pre	10	4,40	0,96	9		
	Post		4,40	0,96			
HIP	Pre	10	4,80	0,63	9		
	Post		4,80	0,63			
FOOT	Pre	10	5,00	0,00	9		
	Post		5,00	0,00			
SOLE	Pre	10	4,60	0,84	9		
	Post		4,60	0,84			
NECK	Pre	10	3,60	1,64	9	-0,557	0,591

	Post		3,80	1,39			
CHEST	Pre	10	4,60	0,84	9		
	Post		4,60	0,84			
CENTRAL SHOULDER	Pre	10	3,60	1,34	9	0,000	1,000
	Post		3,60	1,34			
UPPERBACK	Pre	10	3,60	1,34	9	1,500	0,168
	Post		3,20	1,13			
TRUNK	Pre	10	3,80	1,39	9	1,964	0,081
	Post		3,20	1,13			
BELLY	Pre	10	4,60	0,84	9		
	Post		4,60	0,84			
LOWERBACK	Pre	10	3,20	1,13	9	1,000	0,343
	Post		3,00	0,94			
Total NYPA Score	Pre	10	54,20	8,65	9	1,168	0,273
	Post		53,20	7,68			

When the results of pre and post test posture analysis of the control group are compared, no statistically significant difference is found ($p > 0.05$).

DISCUSSION

In our study, we tried to investigate the effect of core training program on the postures of male volleyball players and found that this program developed the posture of the sportsmen positively.

The body parts where postural improvements were specifically observed are central shoulder, trunk and lower back. This suggests the idea that core training affects the endurance and the strength of trunk muscles.

An earlier study also supports our view. Sekendiz et al. (2010) investigated the endurance, flexibility and balance development of the muscles that core training affects in terms of posture. After an 8 week of exercise program applied to 21 sedentary women, they stated that there was a good improvement in the endurance and the strength of lower back and abdominal muscles.

In the control group, where there is no training program applied, any postural improvements are not observed. The fact that they haven't done any exercises during the applied training program even though they were sportsmen may explain that there is no improvement on the variables tested. It can be said that daily life has no effect on postural conditions.

CONCLUSION AND SUGGESTIONS

The results of our study suggest that core training program contributes to the posture improvement in volleyball players positively. Since it is a strength training model conducted with body weight, it can be easily carried out by individuals, team sportsmen and those doing sports by health reasons even if their economic conditions are poor and they do not have necessary physical conditions.

The improvement of posture is especially important for the volleyball sport, for the sports requiring a tall height and for tall people doing sports for health. It would be beneficial to include core training into training programs in order to fix postural problems. Core program can also be suggested to the sportsmen of other branches, where shoulder and trunk segments have postural sway.

Regarding the injuries in sports, postural problems and the lack of opportunities, trainers and sportsmen can be given the necessary educations so as to make core trainings more common.

Since core training focuses on the muscles in the body centre and strengthen these muscles and it is the combinations of the systematic exercises performed to improve and maintain posture, it is also beneficial to include it in almost every sports branch and in the programs of those doing sports.

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The Effect of Training Program on Physical Characteristics and Social Development of Boys

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Abstract

Sport is important for physical and social development of children. Through sports, recognition of the environment and communication with his/her environment takes place more easily for children. The aim of this research was to examine the effects of regular physical activity on physical and social developments of boys at 11 ages. The population of the study consisted of 11-years-old children. The sample group consisted of 10 children who want to participate in training and signed permission documents by their parents. In this study, 70 minutes of training program was implemented 2 days in a week during 12 weeks. The program was practiced 30 minutes games, 10 minutes stretching and the last half-hour handball abilities for developing physical skills and social abilities. In order to examine the social development, interviews were done with students and parents pre and last weeks of training by asking questions about some demographic characteristics, communication and expectations. In the analysis of the obtained data software package programme and content analysis was used. According to the result of this research, students developed taking responsibility and their communication skills. It was determined that the best friends of the students selected from the group who participated in training, They wanted to play handball as a professional in the future and their expectations from this education program realized. In addition, there was meaningful increase at height and weight values.

Keywords: boys, physical characteristics, preference of friend, social development

1. Introduction

Sport is a collective noun and usually refers to a range of activities, processes, social relationships and presumed physical, psychological and sociological outcomes. These activities include individual, partner and team sports; contact and non-contact sports; motor driven or perceptually dominated sports; different emphases on strategy, chance and physical skills; and competitive, self-development and purely recreational activities. A Council of Europe report suggests that sport provides opportunities to meet and communicate with other people; to take different social roles; to learn particular social skills (such as tolerance and respect for others); to adjust to team/collective objectives (such as cooperation and cohesion); and that it provides experience of emotions that are not available in the rest of life (Bailey, 2005).

The perceived and objective benefits of participation in sports for children are numerous and span multiple domains, including physical, physiological, and social development. In addition to promoting movement, sports provide a venue for learning, practicing, and developing gross motor skills. Sport provides a medium for physical activity, developing

friendships, and learning developmental skills across all domains. Organized sports, when focused on fundamentals, facilitate physical activity while providing enjoyment for the participants (Merkel, 2013).

Through sport and exercise, participants interact with others and maintain social relationships (Vilhjalmsson and Thorlindsson, 1998). Through interactions with adults and peers, children should learn appropriate behavior and learn how to manage their emotions. For example, the amount of physical play between parents and their preschool children has been associated with greater social competence of youth. Through the self-regulation and the development of interpersonal and problem-solving skills, physical play is central to the development of social competence. Participation in sport alone does not result in the development of positive social and emotional characteristics. There is also a positive relationship between physical competence, interpersonal skills, and peer acceptance. Development of competencies also relates to self-esteem. When others acknowledge their success in sport and physical activity children gain a sense of worthiness and a growing sense of confidence in their ability to succeed in the execution of the skills (Ewing et al., 2002). Despite all the benefits physical activity may have, researchers and educators repeatedly report that many people are physically inactive (Vilhjalmsson and Thorlindsson, 1998).

In this context, sport is important for physical and social development of children. Through sports, recognition of the environment and communication with his/her environment takes place more easily for children. The aim of this research was to examine the effects of regular physical activity on physical and social developments of boys at 11 ages.

2. Research Methods

2.1. Research Group

The population of the research consisted of 11-years-old children in Isparta/Türkiye. The sample group consisted of 10 boys who volunteered to participate in handball training and signed permission documents by their parents. Before acceptance, children's parents were fully informed about the objectives and methods of the research. Children and their parents are not forced to participate in the research.

2.2. Data Collection

In this research, 70 minutes of training program was implemented 2 days in a week during 12 weeks between June 14 and August 31, 2014. The program was practiced 30 minutes games, 10 minutes stretching and the last half-hour handball abilities for developing physical skills and social abilities. In order to examine the physical and social development, anthropometric measurements (height, body weight, body mass index BMI) on the participants were performed and face to face interviews were done with students and parents pre and last weeks of training by asking open-ended questions about some demographic characteristics, communication and expectations. Body weight was measured in light clothing and with shoes removed, using a digital scale. Height was measured without shoes with a portable stadiometer. The data obtained was recorded in cm and kg. BMI was calculated in kg/m².

2.3. Statistical Analysis

All data were analyzed using SPSS 16.0 program pack. Frequency analysis was used to determine the children's age, height, body weight and also expectations of children and their parents from the sport. The Wilcoxon test was used for comparing the values of pre and post-test, height, body weight and BMI of participants. In analysis, a probability level of $P < 0.05$ was used to indicate statistical significance.

3. Findings

As shown in Table 1, the students height, body weight, and body mass index mean values were found to be 154.50 ± 9.08 cm, 47.97 ± 12.70 kg and 19.76 ± 3.73 kg/m² respectively.

Table 1. Findings related to height, body weight and body mass index values of the children who participated in the research.

Variable	Mean (n=10)	Standard deviation (n=10)
Height (cm)	154,50	9,089
Body weight (kg)	47,97	13,706
BMI (kg/m ²)	19,76	3,739

It has been determined that the primary goal of the children participating in the study from handball is having a developed body from the physical point of view. In addition, the ratio of those who were aiming to learn handball sports and become a handball player, have fun while doing sports and expand their friendship environment was around 18. 2%. It has been also concluded that the ratio of those playing handball for recreation purposes and having a disciplined life was 4. 5% (Table 2).

Table 2. Findings related to expectations of the children from handball training program.

What are your expectations from handball training program?	n	%
Learn handball sports and become a handball player	4	18,2
Have a developed body	8	36,4
Have fun doing sports	4	18,2
Expand my friendship environment	4	18,2
Recreation	1	4,5
Have a disciplined life	1	4,5
Total	22	100,0

According to the opinions of the students participating in the research, it has been determined that 90% of the participants think that they have achieved their expectations. Only 10% of the participants think that they haven't achieved their expectations (Table 3).

Table 3. Findings related to realization level of expectations of students from handball after training program

Have you achieved your expectations after training program?	n	%
Yes	9	90,0
No	1	10,0
Total	10	100,0

70% of the students participating in the study think that they had significant changes in their friendship environments after handball training program, while 30% of the students think that they didn't have any significant changes in their friendship environments (Table 4).

Table 4. Findings related to changes seen in the friendship environments of the students after the training program

Did you have any changes in your friendship environment after handball training program?	n	%
Yes	7	70,0
No	3	30,0
Total	10	100,0

Considering views of the participants at the end of the training program, it has been determined that 90% of them would like to be a handball player in the future, whereas only 10% of them don't want to be a handball player (Table 5).

According to the views of parents, parents expect their children, who play handball, to be socialized, disciplined and responsible. In addition, it has been determined that they want their children to be a good athlete, supported in terms of physical development, to expand their friendship environments, have the team and fighting spirit (Table 6).

Table 5. Findings related to future plans of the participants regarding whether they would like to be a handball player

Would you like to be a handball player in the future?	n	%
Yes	9	90,0
No	1	10,0
Total	10	100,0

Table 6. Findings related to the expectations of parents of the participants from handball

Expectations	n	%
Being responsible and disciplined	8	28.6
Socialization	8	28.6
Being a good athlete	4	14.3
Physical development	3	10.7
Expanding the friendship environment	1	3.6
Gaining the team and fighting spirit	4	14.3
Total	28	100.0

According to the opinions of all the parents received at the end of the study, their children were socially improved at the end of the training program (Table 7).

Table 7. Findings related to socialization level of children after they start playing handball according to the views of parents

Do you think your children improved socially at the end of the training program?	n	%
Yes	10	100
No	0	0
Total	10	100

It has been determined that there was a statically significant development in the pre-test heights of the children ($p < 0.05$). In addition, body weight of the students increased, whereas their body mass indexes were decreased. However, it has been concluded that the changes occurred in body weights and body mass indexes of the students were statically insignificant ($p < 0.05$) (Table 8).

Table 8. Comparisons of pre-post test results of the participants regarding their height, weight and body mass index

Variable	Pre-post test	Mean	Standard deviation	Z	p
Height (cm)	Pre-test	154,50	9,089	-2,820	,005
	Post-test	156,30	9,214		
Weight (kg)	Pre-test	47,97	13,706	-1,914	,056
	Post-test	48,60	13,404		
BMI (kg/m ²)	Pre-test	19,76	3,739	-1,580	,114
	Post-test	19,56	3,513		

3. Discussion and Results

In this study, it has been determined that the primary goal of the children participating in the study from handball is having a developed body from the physical point of view followed by expectations such as learning handball sport and becoming a handball player, having fun while doing sports and expanding their friendship environment. In addition, it has been concluded that most of these children think that they meet their expectations regarding handball. Besides, after handball training program, it has been also determined that the majority of children participated in the study wants to be a handball player in the future.

In a study conducted by Şirin et al. (2008), the biggest factor was identified to be the factor of entertainment leading people to sports. In another study conducted by Alibaz et al (2006) on amateur athletes, it has been determined that having fun is the most important factor expected by athletes from doing sports. In the study of Ölçücü et al. (2012) regarding tennis players, the main expectations of tennis players are determined to be healthy and having a good physical appearance. In the study of Şimşek and Gökdemir (2006) conducted on athletics athletes, the primary expectations of these athletes were determined to be selected for national team, having a college education in sports, being a good athlete and earning their lives from sports. It can be said that results of our study are consistent with results of these studies in the literature. In this context, the main expectations of these children from sports are having a healthy life, being a good athlete, expanding the social environment and having fun.

The parents expect their children playing handball to gain a sense of discipline and responsibility. They also want their children to be supported for their social developments. According to the parents' opinions received at the end of the study, their children were socially improved at the end of the training program. These findings support the idea that regular sports activities will contribute to children's social development.

Various studies demonstrated that young people's participation in sport supports their social development (Özding, 2005). According to Yılmaz (2013), the physical education and sports activities are very important for supporting the physical development of young people in addition to raising individuals aware of their rights, respectful to each other, confident with accelerated socialization processes. According to Şahan (2008), sports activities allow people to have common activities. In this way, people gain a competitive structure, work discipline, and courage. In addition, in team sports, usually athletes are in physical contact with their opponents; however, in individual sports, they usually don't have any physical contact with their opponents. Therefore, it is not possible to demonstrate aggressive behaviors to their opponents in team sports (Güner, 2006). In the developed countries, where people are aware of the social benefits of sports, they give great importance to sports activities; therefore, children's sport and physical education programs start at very early ages (Duman and Kuru, 2010). The views of parents obtained in our study are consistent with these information obtained from the literature.

It has been determined that there has been a significant increase in height of the children participated in the study after the handball training program. There have been some insignificant changes in body weight and body mass index (increases in body weight, reduction in body mass index) of the children. According to these findings, we can say that the 12-week handball training supported the physical development of children in a positive way.

The support of these handball trainings in the physical development of children is a result consistent with the literature. In fact, in the studies conducted, it has been reported that children and young people's participation in sports support the physical development depending on physical and metabolic adaptation (Courteix et al. , 1998; Fuchs et al, 2001). In addition, it has been also stated that participation in sports is very important to prevent obesity and especially sedentary lifestyle that negatively affect physical development of children (Nemet et al. , 2005). In the study of Hekim (2014), it has been emphasized that ensuring the participation of children in sports starting from elementary school is quite significant for supporting the physical development of them.

As a result, it has been determined that the primary goal of the children participating in the study from handball is having a developed body from the physical point of view followed by expectations such as learning handball sport and becoming a handball player, having fun while doing sports and expanding their friendship environment. In addition, it has been also determined that most of these children meet their expectations during handball trainings. The main expectation of the parents was supporting their children in terms of socialization. In addition, according to the views of parents, there were significant improvements in social aspects of the children at the end of the training programs. The positive changes occurred in the relationship between children support the views of parents. In addition to these, handball trainings were determined to be supportive in the physical developments of children from various aspects and it has been concluded that the findings of this study correlate with the literature. As a result, it can be said that handball trainings would be beneficial in terms of social and physical development of children.

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The Importance of the Convergence of Legal Cultures for Modern Trends of Integration

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Abstract

Reflections on the importance of cultural convergence and integration in the European countries of the region are still present in the social, economic and legal discourse. Converging trends, in most general terms, mean strengthening, consolidation and merging international political, economic and cultural cooperation. A contribution to this is given by processes widely discussed in the literature like globalization, economic liberalization and political, ideological and moral pluralism. The phenomenon of convergence applies to law as such. The above mentioned factors are fostering the convergence of law. However, one can indicate conditions shaping legal integration in a specific way. An adhesive joining the European legal culture tends to be a common legal tradition of states of the relevant cultural area, constitutional tradition, ethical values - humanity, freedom, justice and equality - defining the legal thinking and interpretation of the law. These considerations aim to illustrate the importance of the convergence of legal cultures to seek answers about the role and importance of law and changes in the way of understanding of the law within globalization and integration processes. For this purpose, the concept of globalization will be reconstructed as well as the idea of integration, culture and legal culture, and then described the impact of converging trends on the processes of creation, interpretation and application of the law.

Keywords: Convergence, Legal Cultures, Modern Trends, Integration

I. Introduction

A theorem of contemporary, multifaceted integration trends which indicate the establishment, consolidation and integration of the international cooperation of legal entities within the political and economic field, and which determine the areas of cooperation in many fields of social and economic life, is a truism. Something which is primarily affected by the processes of globalization¹ which receive a broad literary coverage, economic and political liberalization, related geopolitical situation, and ideological and moral pluralism². The phenomenon of integration which contributes to cultural, social, and civil changes also applies to law. The elements indicated above certainly belong to a group of factors which support legal integration; However, there are certain conditions, specifically legal, which shape the institutional legal integration, in both regional (e. g. European) and international aspects. The unifying factors certainly include a common legal tradition in the countries from certain cultural area, constitutional tradition, the idea of convergence of cultures, and ethical values such as humanity, freedom, justice and equality. The problem of the institutional dimension of legal integration has already been widely discussed in literature, with focus on the analyses of the integration processes which function for years worldwide, and the ones closer to us, in Europe which relate to the development of European Union³. However, despite the currently

¹ See i.a. *Integration and Globalization from the Perspective of the Philosophy of Law* by A. Bator, W. Gromski, S. Kaźmierczyk, A. Kozak, [in: *The Philosophy of Law and Globalism*, ed. J. Stelmach, Kraków 2003, pp. 9-26]; *Globalization and Jurisdiction* by J. Guśc, K. Łokucijewski, ., *On the Impact of Globalization on the Scale of Law-making in the Liberal Democratic State*, [in: *The Philosophy of Law to ...*, pp. 27- 37.]; *The Current dispute about the Concept of Law* by T. Kozłowski, [in: *Legal and Theoretical issues with European Integration*, ed. L. Leszczyński, Lublin 2004, p. 12-32]; idem, *The Philosophicality of law as the law de-nationalized as per the expertise of Andrew Stelmachowski* [in: *The Law in the Era of Globalization*, materials from the XIth Conference of the Faculty of Law, University of Warsaw, Warsaw 2010, pp. 26-34].

² M. Szyszkowska, *Prawo jako czynnik kształtujący nową świadomość obywateli w dobie globalizacji*, [transl. *Law as a Factor which shapes a new awareness of citizens in the age of globalization*] [In:] *Prawo w dobie globalizacji* [transl. *The Law in the Era of Globalization*] materials for XI Conference of the Faculty of Law, University of Warsaw, Warsaw 2010, p. 7.

³ In literature, the idea of integration has wide possibilities of interpretation, not only as relating to EU, but also to the Council of Europe as a coordinating body which defines common standards; see.

observable changes in the way the law is created and applied, and bases of thinking about the law, seeking the legal grounds for integration still seems to be a current issue. Such explorations appear to be justified by the questions about the role of law in the light of globalization and integration processes, about the prospect of changes in the attitudes towards the nature of law¹, as well as about the bases for the development of a common cultural code.

II.

In the deliberations concerning legal integration in the European space, what is specifically analyzed is the dogmatic perspective; that is the emphasis on the development and functioning of legal institutions which are the product of a close and enhanced cooperation between the Member States of the European Union. The process of integration is accomplished through the evaluation of methods of approximation and codification of law (among the methods of European integration, the following are distinguished: mutual recognition, coordination, harmonization, substitution²), which applies to the creation of common institutions and legal regulations in specific areas (pertaining mostly to the economic and social integration, as well as to new areas such as the Internet and global business communication), to the universalization and the development of common legal principles and methods of interpretation for authorities enforcing the law (*claritas* doctrine, common interpretation directives and types of legal argumentation), to the formulas of law application (the classical model of law application, related to the state of justice, and a post-classical one, identified with the principle of *fair trial*, the legislation of adequate guarantees, and, other than adjudicate³, modes of resolving legal issues), to creating a system of basic human rights and their protection, and to the development of structural and institutional principles of functioning of the Union. Obviously, it is easy to identify those branches of law in which the integration develops the fullest and most intensively, as, for instance, in business law (hence, it is emphasized that integration in Europe means primarily the creation of "economic community"), labor law and environmental law⁴.

However, the institutional signs of integration indicated above enforce the search for internal basics for the "community of law⁵". The study of integration processes cannot be limited only to concepts, rules or institutions related to it. Therefore, next to the formal and dogmatic methods or naturalistic, typical for legal positivism, way of recognition of the law, it is necessary to adopt an attitude which considers law as the object of communication and the object of culture. It is relevant to the processes of integration, to see the concept of law "in the light of culture," thought, as noted by M. Zirk-Sadowski, understanding of the law as a cultural object, as a group of certain meanings⁶ upon which the order in the integration process and the creation of a common "code of legal culture"⁷ and "common meanings and symbols"⁸ depend. The image

Z. Brodecki, *Filozofia prawa europejskiego* [transl. *The Philosophy of European Law*], [In:] *Integracja europejska. Wprowadzenie*, [transl. *European Integration. Introduction*] ed. M. Perkowski, Warszawa 2002, p.16.

¹ About the necessity of changing the positivist paradigm of the conception of law in connection with the development of European law see. T. Giaro, *Dogmatyka i historia prawa w dobie globalizacji. Nowe rozdanie kart*, [transl. *Dogma and the history of law in the age of globalization, the new deal*] [In:] *Prawo w dobie...*, p. 39-50; T. Kozłowski, *Spór o obecne pojęcie...* [transl. *The dispute over the present idea of...*]; p.13, also J. Winczorek, *Socjologia prawa a integracja europejska. O pożytkach z pewnej teorii* [transl. *Sociology of law and European integration. About the benefits coming from a certain theory*]. [In:] *Teoretycznoprawne problemy integracji...*, pp. 38-39 [transl. *Theoretical and legal issues with integration*].

² For more information on the methods of integration, see. i.a. Z. Brodecki, *Prawo europejskiej integracji*, Warszawa 2001, p. 92-96; also E. Dynia, *Integracja europejska. Zarys problematyki*, [transl. *European Integration, an outline*], Warszawa 2003; J. Ruszkowski, E. Gómicz, M. Żurek, *Leksykon integracji europejskiej*, Warszawa 1998 [transl. *Lexicon of European Integration*].

³ See. more in L. Morawski, L. Morawski, *Główne problemy współczesnej filozofii prawa. Prawo w toku przemian*, Warszawa 2003, ch. VII. [transl. *The Main Problems of Contemporary Philosophy of Law. The Law in the course of Transition*]

⁴ See more in S. Hoogmoed, *Integration of Europe*, International Institute of Interdisciplinary Integration 1995.

⁵ Z. Brodecki, *Prawo integracji w Europie*, Warszawa 2008, p. 21.

⁶ M. Zirk-Sadowski, *Uczestniczenie prawników w kulturze*, „Państwo i Prawo”, 2002, no 9, p. 11. [transl. *Employees' participation in culture, „Country and Law”*]

⁷ Z. Brodecki, *Prawo integracji w Europie...*, p. 23. For more information on the notion, characteristics of legal culture and its influence on legal awareness and legal basis please check i.a. A. Gryniuk, *Próba rozstrzygnięcia sporu o status kultury prawnej*, [In:] *Ze sztandarem przez świat*, ed. R. Tokarczyk, K. Motyka, Kraków 2002, s.81- 87; K. Pałeczki, *O pojęciu kultury prawnej*, „Studia Socjologiczne”, 1972, b.2, p. 205- 224; this same *O użyteczności pojęcia kultura prawna*, „Państwo i Prawo” 1974, b. 2, p. 65-75; M. Zirk-Sadowski, *Prawo a kultura*, Notebooks of science. U Ł. Nauki Humanistyczno-Społeczne, series I, book. 19, 1977, pp. 29-42;

⁸ M. Zirk-Sadowski, *Pozytywizm prawniczy a filozoficzna opozycja podmiotu poznania* [transl. *Legal positivism and philosophical opposition of subject and object of knowledge*]. [In:] *Studia z filozofii prawa*, ed. J. Stelmach, Kraków 2001, s. 95; the same

of the code of culture consists of factors such as the tradition of legal culture of societies which participate in the integration process, their legal traditions, concepts, values, as well as the law itself which is, in fact, a reflection of that culture, the normative patterns of behavior related to it and values associated with socially accepted standards, and the legal awareness of social actors and their attitudes towards the law.

The legal culture, as noted by A. Gryniuk, is expressed in recognizing its products, the values, norms, ideals, as the ones which play a leading role in the life of given community¹. In the case of the integration processes, these cultural products should include patterns (specific, native, primates²) common to legal cultures and their traditions. The core of each legal culture consists of: specificity of the historical development of the law, views on its nature, philosophical orientations dominant in a given area, concepts law sources and its development, principles of law, style in which legal concepts are used, methodology, methods of reasoning and argumentation, style of justifications for judgments and decisions, forms of documents³. And although legal norms may be changed on daily basis, their creation and use will still depend on continued immutable components of legal culture. The concepts, institutions and procedures created in the process of rule integration, will therefore be a reflection of national tradition and legal culture⁴. In the perspective of European integration, it is the penetration of cultural traditions - *common law* and *civil law*⁵, the heritage of the former of which is reflected in the procedural sphere, while cultural elements of positive law are often present in substantive law (in private law as the *lex contractus* mainly). It is, in other words, a transfer of values and behaviors which shape, based on law, mentalities and legal "habits". The clash of traditions of Roman-Germanic and Anglo-American cultures performs certainly cognitive, law-making, interpretation and unification⁶ functions. And although in science the notion of culture encompasses a plethora of concepts⁷ (as noted by K. Palecki: "legal culture has so many meanings, as many authors mention it"⁸), in general, in the context of anthropological approach, the term "culture" refers to a set of human behaviors which follow certain patterns (rules, norms); the world of culture is therefore a world which blooms from actual human creations, from material and spiritual human activity⁹. It is the actions of individuals that create or promote certain patterns (norm, rule). As noted by K. Palecki, these behaviors are transmitted "synchronously (i. e. within one generation) as well as diachronically (i. e. from generation to generation); they are relatively stable and relatively common."¹⁰ Following this assumption, law is a part of culture¹¹,

Institutionalny i kulturowy wymiar integracji prawnej, [In:] *Zmiany społeczne a zmiany w prawie. Aksjologia, konstytucja, integracja europejska*, red. L. Leszczyński, Lublin 1999, p. 36. [transl. This same *Institutional and Cultural dimension of Legal Integration*, [In:] *Social Changes and Changes in the Law. Axiology, Constitution, European Integration*, ed. L. Leszczyński, Lublin 1999, p. 36.]

¹A. Gryniuk, *Próba rozstrzygnięcia sporu o status kultury prawnej*, [in:] *Ze sztafardem przez świat*, ed. R. Tokarczyk, K. Motyka, Kraków 2002, p. 83.

² Ibid.

³ See more in I. Gołowska, „A mixed system of Law” [in: *Legal System and Legal Order*, ed. O. Bogucki, S. Czepita, Szczecin 2008, p.80]; A. Gryniuk, „An attempt to resolve the dispute over status” p. 86. [trans. I. Gołowska, *Mieszany system prawa*, [w:] *System prawny a porządek prawny*, red. O. Bogucki, S. Czepita, Szczecin 2008, s. 80; A. Gryniuk, *Próba rozstrzygnięcia sporu o status...*, s. 86.]

⁴ Compare L.S. Stadniczenko „The legal Culture” [in: *Juridical dictionary of difficult words*, Ed. by J. Boć, Wrocław 2015, pp. 199-200] [transl. L.S. Stadniczeńko, *Kultura prawna*, [in:] *Prawniczy Słownik Wyrazów Trudnych*, red. J. Boć, Wrocław 2005, s. 199-200.]

⁵ More about the essence of the Anglo- Saxon law model and Continental law see M. Stępień, *Systemowość prawa europejskiego*, Poznań 2008, p. 45-58; R. Tokarczyk, *Współczesne kultury prawne*, Kraków 2001.

⁶ I. Gołowska, *Mieszany system prawa...*, p. 83.

⁷ Compare J. Pruszyński „The legal Culture - Cultural Heritage” [in: *The Law of the XXI Century. The Memorial Book of The Institute of Law of PAN*, Ed. By W. Czaplinski, Warszawa 2006, p.670]. [transl. J. Pruszyński, *Kultura-kultura prawna – dziedzictwo kultury*, [w:] *Prawo w XXI wieku. Księga pamiątkowa Instytutu Nauk Prawnych PAN*, red. W. Czaplinski, Warszawa 2006, s. 670].

⁸ K. Palecki, *O użyteczności pojęcia kultura prawna*, „Państwo i Prawo” 1974, b.2, p. 65.

⁹ Comp. A. Gryniuk, *Próba rozstrzygnięcia sporu*. [transl. „An Attempt to Resolve the Dispute.”], p. 82; A. Kłosowska, *Kultura*, [Culture] [In:] *Encyklopedia socjologii*, [transl. The Encyclopedia of Sociology], Warszawa 1999, p.105; J. Szczepański, *Elementarne pojęcia socjologii*, Warszawa 1970, p.78; M. Zirk-Sadowski, *Prawo a kultura*, „Zeszyty Naukowe Uniwersytetu Łódzkiego. Nauki Humanistyczno - Społeczne”, 1977, b.19, p. 36.

¹⁰ K. Palecki, *O użyteczności pojęcia kultura prawna...*, p. 68.

¹¹ More about the concept of culture and cultural concepts see M. Zirk-Sadowski, *Prawo a kultura*, „Zeszyty Naukowe Uniwersytetu Łódzkiego. Nauki Humanistyczno - Społeczne”, 1977, b.19; also: V. Gessner, *Europäische Rechtskultur*, [In:] *Prawo w zmieniającym się społeczeństwie*, Kraków 1992, p. 289-295; A. Bator, *Wspólnota kulturowa jako element integracji prawa*, [In:] *Z zagadnień teorii i filozofii prawa. W poszukiwaniu podstaw prawa*, ed. A. Sulikowski, Wrocław 2006, W. Gromski, *Uwagi o podstawach europejskiej kultury prawnej*, [In:] *Z zagadnień teorii i filozofii prawa. W poszukiwaniu...*, p.240-242; M. von Hoecke, *European Legal Cultures in a context of Globalisation*, [In:] *Law and Legal Cultures in the 21 st Century. Diversity and Unity*, ed. T. Gizbert-Studnicki, J. Stelmach, Warszawa 2007, p. 81; . R. Sobański, *Kultura prawna Europey*, „Studia Europejskie” 1998, no 3.

because the standards contained therein belong to the general patterns which define the behaviors that make up a given culture. These are conveyed the same way as the other patterns of behavior (morals, customs, religion). The law has all the features typical to culture perceived as a category of "specifically social"¹ phenomena, but also the *differentia specifica* relating to the patterns of creation and application of the law, largely identical in the countries of a given cultural area, to the meanings attributed to the basic legal concepts, and to the ways of realization of the decisions which are made in the process of law application². Legal culture is, thus, a rooted in tradition, common and inherited way a given society or its part understands the law with its role and function, it is how its norms and rules are shaped and how the law is applied and complied with³. In the anthropological approach, the concept of culture refers to a group of behavioral patterns and attitudes of individuals, and to the results of these behaviors and attitudes that express acceptance of social values⁴. Different views on legal culture are presented by K. Palecki. In his definition of legal culture, it is not "a subset of symbolic practices which make up a culture," it is "the entirety of symbolic legal actions"⁵. Presentation of legal culture as "the entirety of actions" (instead of "the collection of patters"), according to K. Palecki, allows to accept the "actual connections between these actions and culture and law"⁶. What must be remembered, however, is that legal culture is a fixed quality of certain, local environment. This is symbolic legal actions of a given collectivity in a certain time that realize patters of symbolic actions⁷ contained in law. This is the reason why the term legal culture refers to the condition of applicable law, the development of legal thought, practice of law enforcement, evaluation and attitudes towards the law⁸. Legal culture is closely linked to widespread systems of values that determine the evolution of the legal system and social attitudes⁹. Both the Anglo-Saxon culture and the culture of *civil law* are a relatively structured systems of values of the primates and law-related ideas, which define the role and meaning of law in society, and which clarify the system of relations between citizens and the state¹⁰.

Therefore, as indicated by M. Borucka-Arctowa, the cultural factor can be treated as a "variable, which allows one to capture a certain dependence and to explain the course of specific processes (. . .) and to respond to the traditions and associations with the past, and more specifically, to norms and institutions originating from the past. "¹¹

The consequences of the idea of convergence of legal cultures understood as bridging cultural differences, approximation of the law, and the concentration of unifying trends, can be observed in legal perspective which pertains to specific legal systems and to types, which in the case of European legal integration relate to the Anglo-Saxon and Roman-Germanic cultures. The idea of cultural convergence implies the dynamics of the convergence of legal cultures, their openness to change, interaction and interpenetration of cultural patterns, the removal of cultural and mental barriers. At the same time, the cultural convergence process should respect the cultural identity and the cultural core of societies. As K. Frieske stresses, the law and its variability, should be recognized in "the context of broader social processes, and more specifically, the processes of cultural change"¹², and such is certainly the integration processes between different cultures and legal cultures. Nowadays, however, societies are exposed to seemingly contradictory trends, such as locality (related to national cultural distinctiveness and problems emerging at regional level) and globalization (and macro-economic and political problematics, as well as decisions which are taken at the international level) which will have a major influence on the complexity of the cultures. Cultural anthropologists, however, agree that in order for a culture to develop, it must increase the role of borrowings from other cultures. This should involve a constant state of tension (dynamics) between locality, tradition and integration processes, and openness of legal cultures to co-exist and use the achievements of other societies. Moreover, together with the evolution of cultural patterns, there is a change in normative beliefs relating to legal actions

¹ A. Gryniuk, *Próba rozstrzygnięcia sporu...*, p. 84.

² K. Zeidler, *Kultury prawne*, [In:] *Leksykon współczesnej teorii i filozofii prawa. 100 podstawowych pojęć*, ed. J. Zajadło, Warszawa 2007, p.162. [transl. *The Lexicon of Modern Theory and Philosophy of Law. 100 basic Concepts*]

³ See more S. Russocki, *Around the concepts of "political culture" and "legal culture"*, „*The State and The Law*”1981, b.3, p.44 [transl. S. Russocki, *Wokół pojęć „kultura polityczna” i „kultura prawna”*, „*Państwo i Prawo*” 1981, z.3, s. 44].

⁴ K. Palecki, *O pojęciu kultury prawnej*, „*Studia Socjologiczne*”, 1972, no 2, p. 215 and next.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Compare. A. Gryniuk, *Próba rozstrzygnięcia sporu...*, p. 84.

⁹ K. Palecki, *O użyteczności pojęcia...*, p. 66-67.

¹⁰ K. Zeidler, *Kultury prawne*, [In:] *Leksykon współczesnej teorii ...*, p.162.

¹¹ M. Borucka-Arctowa, *Problemy granic prawa*, [In:] *Problemy teorii i filozofii prawa*, Lublin 1985, pp. 54-55.

¹² K. Frieske, *Socjologia prawa*, Warszawa –Poznań 2001, p. 20.

associated with the area of law-making (for example, one can specify introducing typically continental legal principles to the Anglo-Saxon legal culture: the primacy of the law, the increase of legislation and the increase of its role in the financial and administrative law, strengthening the role of parliament in the traditional areas of common law, derogations of precedent by legal act), with models of law application (in the continental law, there is a visible increase in the importance of judges activism and non-binding precedents as the "topos" of law affecting the interpretation of the law, introduction of the extrajudicial methods of settling disputes - ADR - *Alternative Dispute Resolution* to the continental legal systems, increase of the transparency of decision-making, and the clarity of rules and rule-making procedures), with lexical layer (introduction of the traditional continental terminology to local culture: e. g. "*legal dogmatics*" next to "legal doctrine," "*travaux préparatoires*" more than "*legislative materiale*"; inclusion of the new types of legal relationships, such as "leasing", "factoring" "franchises" to continental contract law, keeping English terminology, the mutual introduction of the Anglo-Saxon terminology to the language of statute law - jurisprudence, adjudicate and non-adjudicate mode of law enforcement and others).

Thus, the assertion that "the balance between the legislator, judge and *the legal doctrine* has become quite similar on both sides of the Channel"¹ is appropriate for contemporary transformations. Adopting symbolic legal patterns of the Anglo-Saxon culture area may therefore influence the increase in numbers of behavior patterns within the continental culture, and vice versa. The convergence of ideas should result in the ability of using the heritage of other cultures, using achievements raised on existing patterns of local legal culture, but on top of it, using the exemplar belonging to a different legal culture.

Integration is an expression of an ideology upon which the European law is based. The law of Member States is the most important factor in the creation of the code of legal culture² which "transmigrates"³ legal concepts of freedom, equality, humanitarianism and justice, and praxeological values such as efficiency, into the philosophy of integration. In a European perspective, it is noted that because of the human being standing in the center of interest and because of individual's dignity considered to be the leading value, "the law is no longer derived either from God or from the country, or even from a given community, it is derived directly from an individual."⁴ What attests to this view is the idea of a European personalism which indicates "the primacy of the a person as a subject, purpose and intellectual point of reference in the idea of law,"⁵ as well as the system of human rights which is based upon the dignity of individuals, and which provides humans with advantage over the interests of the State.

European legal integration, which is based on the cultural core of the Member States⁶ - Greek philosophy of law, Roman law, common law and the Judeo-Christian ethics, all designed and well-established in the national legal cultures, on one hand, aims at creating its own cultural code, its own EU "legal tradition"⁷, on the other, is a measurable balance of homeostasis of national cultures, in a sense which meets the idea of convergence. Cultural changes, therefore, cause the transition from formalism, dogma and positivism towards materially-oriented and pragmatic approaches.⁸ Therefore, in the culture of European law, the following may be observed: 1) strengthening of the argumentative model of law application in difficult cases of law, 2) horizontal arrangement of the sources of law, 3) horizontal, contractual- network system of legal

¹ Ibid, p. 92.

² Por. A. Kojder, *Kultura prawna: problem demokracji i użyteczności pojęcia*, [In:] *Kultura prawna i dysfunkcjonalność prawa*, [transl. „Legal culture: The problem with democracy and the usefulness of the concept”, [in: *Legal Culture and the Dysfunctional of Law*], Warszawa 1988, p. 191.

³ I. Gołowska, *Mieszany system prawa...*, p. 86.

⁴ T. Kozłowski, *Spór o obecne pojęcie...*, p. 16; M. Sadowski, *Godność człowieka i dobro wspólne jako fundament wartości europejskich. Propozycje katolickiej nauki społecznej*, [In:] *Aksjologiczne i praktyczne aspekty integracji europejskiej*, ed. E. Kozerska i T. Scheffler, Wrocław 2007, p. 107. The idea of personalism normative grounds in the Treaty of Lisbon from 13.12.2007 amending the Treaty on European Union and the Treaty establishing the European Community (OJ. EU 2007 / C 306/01), the full text in <http://WWW.eur.lex.europa.eu>

⁵ S. Pilipiec, *Autorytet prawa obowiązującego*, [In:] *System prawny a porządek prawny...*, p. 271.

⁶ See R. Sobański, *Kultura prawna Europy*, „*Studia Europejskie*” 1998, no 3, p. 119; R. Tokarczyk, *Kultura prawa europejskiego*, „*Studia Europejskie*” 2000, no 1, p. 12.

⁷ See M. von Hoecke, *European Legal Cultures in a Context ...*, p. 81-100.

⁸ Comp. M.W. Hesselink, *The New European Private Law: Essays on the Future of Private Law in Europe*, Kluwer Law International 2002.

relations, as well as the law treated as a cultural and communication (discursive) ¹ object characterized by the impact of the activity of legal entities under legal regulation on a system of normative expectations included in the applicable law, 4) blurring of boundaries between the classical disciplines of law (thus, becoming a culture of interdisciplinary law)², 5) the activity of European courts closer to the tradition of *common law*, 6) the development of substantive law in the spirit of the continental tradition (harmonization of terminology), 7) the development of *soft law*.

European law is a reflection of the culture of many societies, which is why the European Union expresses, both in the Preamble and in Article 2 of the Treaty of Lisbon of 2007, the respect for Europe's cultural heritage, cultural diversity of the Member States and ensures constant development of Europe's cultural heritage³. These principles, being universal to the system of European law, base their axiological reasoning on the cultural core, assessments and values recognized in the Member States. These principles are a factor which limits the content of legal system standards, and respecting them is prescribed under the laws of the highest rank. ⁴ Cultural core of the EU countries may therefore indicate some general directives on the orientation of EU law-making and may influence, in an indirect manner (without being formal validation rules), the content and form of the systemic character of the EU⁵: its structural and institutional rules, types law sources, the basis of application and exemption, the mode of law application, the relationship of the Member States with international and national law, for the creation of transnational norms binding regardless of nationality. It may also influence the creation of transnational norms which are binding regardless of nationality⁶. Ensuring the homogeneity of the very system in many respects, such as the uniformity of understanding, application and interpretation of European law, and universal compliance with it, is possible thanks to the principles which have emerged from the case law of the European Court of Justice and which are a part of the *acquis communautaire*, and with which each Member must comply: the primacy of Community law over national law, direct application of the direct effect of Community law in the national law of the Member States, subsidiarity and proportionality⁷.

III.

Integration processes, similarly to the processes of globalization, determine a process of enhancing the economic and political ties, influence the development of cross-border economic strategies, define and analyze current social and legal problems (decline in the social importance of family, increased gender equality, new definitions of marriage, migrations, computer crime problems), which are common to the Member States. Integration is the effect of the often mentioned exchange and transmittance of values and cultural elements. What is important in the integration process is for the idea of convergence to cover with its meaning both: the normative level of "*ius*" and "*lex*," and social "modernization" of existing practices, local "habits" of decision-making. However, integration, in parallel with the processes of approximation of law, brings tensions between national law orders and EU law, which is the result of a "strong (Kelsenowski) content relationships" ⁸ of systems. Hence the view in the literature, that European law introduced into national legislation "remains an island

¹ "The law is not presented as a ready object which is only recognizable by a lawyer, but as common meanings and symbols located in the discourse" - M. Zirk - Sadowski, „Legal positivism and philosophical opposition of the subject and object of knowledge”, [In: *Studies in the Philosophy of law*, ed. J. Stelmach, Kraków 2001, p.95.

[transl. „Prawo nie jest przedstawiane jako obiekt gotowy i jedynie rozpoznawalny przez prawnika, ale jako sytuowane w dyskursie wspólne sensy i symbole” - M. Zirk-Sadowski, *Pozytywizm prawniczy a filozoficzna opozycja podmiotu i przedmiotu poznania*, [w:] *Studia z filozofii prawa*, red. J. Stelmach, Kraków 2001, s. 95.]

² See M.W. Hesselink, *The New European Private Law: Essays on the Future of Private Law in Europe*, Kluwer Law International 2002.

³ See full text of the Treaty of Lisbon from 13.12.2007r. amending the Treaty on European Union and the Treaty establishing the European Community (OJ. EU 2007 / C 306/01), in: <http://WWW.eur.lex.europa.eu>

⁴ Z. Ziemiński, *O stanowieniu i obowiązywaniu prawa. Zagadnienia podstawowe*, Warszawa 1995, p. 90-91.

⁵ See more M. Stępień, *Systemowość prawa europejskiego*, Poznań 2008.

⁶ M. von Hoecke, *European Legal Cultures in a Context ...*, pp. 81-100.

⁷ Zob. D. Kornobis - Romanowska, *Sąd krajowy w prawie wspólnotowym* [transl. „Domestic court in the Community law”], Kraków 2007, p. 17- 40; M. Masternak – Kubiak, *Stosowanie prawa wspólnotowego (Unii Europejskiej) przez sądy polskie*, [In:] *Standardy konstytucyjne a problemy władzy sądowniczej i samorządu terytorialnego, Konferencja naukowa. Szczecin, 1 October 2007.*, [transl. *Constitutional Standards and problems of the judiciary and local government, Scientific Conference*] ed. O. Bogucki, J. Ciapala, P. Mijał, Szczecin 2008, pp. 62- 84 and judicature appointed in both publications.

⁸ A. Wróbel, *As far as possibile – granice aktywizmu sędziowskiego czy alibi dla pasywnizmu sędziowskiego, czyli o niektórych problemach wykładni prawa krajowego zgodnie z dyrektywami*, [transl. „As far as possibile- limits of judicial activism or the alibi for the judicial passive

among the traditional industries of national law that become inconsistent and non-uniform due to divergent rules which underlie the principles of national and European rules"¹. The tensions, which come to light, relate to the reception of concepts, principles and legal institutions developed in the integration process, and unclear methods of interpretation of new regulations. In the area of administration, the excessive amount of administration system regulations increases may be observed, together with the increase of complex procedures, formal requirements and modes of decision making². In some continental models, the "habit of instrumental treatment of the law", excessive formalization, informal influences and political pressure within the processes law application are still present. The effects of integration processes, which are difficult to assess unambiguously, also include the following: the progressive phenomenon of decentralization of state power, the growth of importance of regions and smooth cooperation between regions due to the removal of borders, the emergence of multiple centers of power, the comprehensive nature of local issues, and the difficulty with their management at the central level, and especially the decline of the authority of the nation state. Meanwhile, the new concepts and principles developed in the integration processes ought to be "translated into the local legal language" in the spirit of a pluralistic legal culture, so that they can be compatible, as much as possible, with legal culture of European societies, with attitudes, behaviors and values expressed in it.

European culture is a creation of "unification values imposed from above conflicting with local values cherished from bottom-up. The face of this culture determines the variety of attitudes, behaviors, socio-political and economic activities"³. Therefore, what types of foundations hatch to underlie legal culture is crucial to many processes taking place in law: its creation, interpretation and its application. In the era of permanent conflicts and ontological insecurity, we should especially remember about it.

attitude, that is about some problems with the interpretation of the domestic law according to directives"], [In:] *Dyskrecjonalność w prawie*, [transl. *Discretionary in Law*] ed. W. Staśkiewicz, T. Stawecki, Warszawa 2010, p. 106.

¹ M. von Hoecke notes that the period of the Middle Ages coped well with coexisting: canon law, local customary law and judges law due to the fact that they were interpreted and made more consistent, in the spirit of Roman law, see M. von Hoecke, *European Legal Cultures in a Context* ..., p. 96. It therefore seems that the modern and uniform rules, directives and methods of interpretation of law are the best remedy for issues with law-making, not only by the state, but by international bodies or organizations, compare i.a. A. Wróbel, *As far as possible - "granice aktywizmu sędziowskiego* ..., p. 108 and next.

² Interesting insights into the area of administrative actions related to the distribution of structural funds G. Skąpska, *Członkostwo w Unii Europejskiej a kultura prawna. Refleksje oparte na wynikach badań nad rozdziałem funduszy strukturalnych*, [transl. „Membership in the European Union and a legal culture. Reflections based on the results of studies on the distribution of structural funds] [In:] *Dyskrecjonalność w prawie* ..., p.173-186.

³ A. Brezko, *Wpływ wartości chrześcijańskich na polską kulturę prawną i system prawa*, [transl. „The influence of Christian values on the Polish legal culture and legal system”] [In:] *Polska kultura prawna a proces integracji europejskiej*, [transl. Polish legal culture and process of European integration] ed. S. Wronkowska, Kraków 2005, p. 269.

Alternative Remedies in Resolving Disputes in Transitional Countries and Their Impact in Foreign Direct Investment (FDI): Kosovo Case

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Abstract

The purpose of this paper is to present the state and performance on development of alternative mechanisms in resolving disputes in transitional countries. Special significance is given to the impact of these mechanisms in creating an appropriate climate for potential investors to the Balkans countries, with special emphasis in Kosovo. Arbitration and intermediation are seen as opportunities for these countries to guarantee legal security, taking into consideration numerous problems in functioning of the judiciary. A part of Balkans' countries managed to consolidate these mechanisms to solve the problems, but they need support to achieve general business awareness concerning the advantage they have. Kosovo is oriented to create favorable conditions for economic development by attracting foreign investment, whose rights are guaranteed also by the Constitution. FDI is seen as the main potential in economic development of Balkans countries, therefore, they should be dedicated in creating more propitious conditions for investment.

Keywords: Arbitration, intermediation, FDI, transition, Kosovo

1. Introduction

The effects of global economy influenced the increase of contractual relations among businesses, and that influenced the increase of disagreements, which may be resolved through court remedies or through alternative means, such as arbitration and intermediation. Countries in transitional stages face many problems, and among them there is the lack of legal basis, lack of functioning of the judiciary, lack of knowledge about the new system, such problems encounter the state with many challenges. Therefore, it is important to develop alternative mechanisms for resolving these disputes, which, among others, require also specific knowledge about problems of these challenges.

Alternative dispute resolution (ADR) are of special importance in transitional countries, because there are great distinctions in regards to the legislation they have, and they background in previous systems impacts that foreign investment is not seen very friendly.

FDIs are important in economic development of transitional countries, as they are countries of post war or conflict and they lack financial equity as well as knowledge about functioning of democracy. Whereas, apart from political and social stability, the first requirement the investors would ask for is legal security and efficient mechanisms for dispute resolution in case of any disagreement.

FDIs in Kosovo are mainly concentrated from countries having a long tradition in using ADRs, hence it is of special importance for Kosovo to meet the requirements of investors, taking into account its open approach towards attraction of investment.

2. Development of mediation and arbitration

These mechanisms are considered as co-supplementary rather than separate mechanisms. In case of disagreements, mediation is recognised as the method that precedes arbitration, because prior to going to arbitration or courts, businesses make efforts to reach agreements among the parties. In regards to the scope that is regulated by mediation, it has a larger scope than arbitration, as it also covers also parts of criminal offences, which is a distinction from arbitration that resolves only legal civil and economic disputes.

2. 1 *Historic background development of mediation*

Introduction of mediation occurred quite early in time, it is estimated that the first case was in relation to the King Mari in 1800 BC in resolving disagreements with other Kings (Barret and Barret, 2004). Mediation mainly used to be conducted ad hoc and implying simpler procedure than those of the institutions that were conducted later on (Conrad, 2011).

According to Kosovo Law, mediation was defined as an extra judicial activity carried out by a third person (mediator), for the purpose of resolving by conciliation disagreements between parties subject to law in accordance with the provisions of this law (Law No 03/L-057).

Mediation had a great development in the past years, in particular in the field of commercial disputes (USAID, 2010), wherein in 2002, UNCITRAL presented a model how mediators can resolve various disputes, meanwhile unifying best mediation policies and to make it as alternative for countries which intend to harmonise their legislation to the international rules (UNCITRAL, 2002). Though this model of law was introduced by UNCITRAL, which covers more the field of commercial relations, it may be used also in non-commercial disputes (USAID, 2010). The same practice is observed also by the European Union, which created the foundation of this field through directives (EU, 2008).

2. 2 *Historic background of arbitration*

As the oldest arbitration agreement is considered the agreement between Sumerian cities Lagosh and Ume, in the IV Millennium BC, in relation to administration of borders (Thaçi, 2012). In the course of history, arbitration was often in the service of first countries, according to which private persons contracted their commitment for resolving disputes in order to avoid strict procedural (ritual) formalities of the then courts (Thaçi, 2012). It was better organized mainly in the field of sea trading (history of exports), which disputes were resolved based on ad hoc arbitration. The first states that accepted arbitration by law were England in 1689, France in 1806 and the USA in 1925 (Lew et al. 2003). The first rules of arbitration were approved in the centuries XV and XVI, in the USA, while its development empowered at the beginning of XIX century, which adopted laws foreseeing arbitration as alternative for the courts (Musa, 2012). While international arbitration is introduced in an organized way at the end of XIX century and beginning of XX century, following the adoption of two Hague Conventions of 1899 and 1907, establishment of International Arbitration Tribunal by the International Chamber of Commerce in 1923, followed by conventions that supplemented one another starting from those of Geneva, New York, UNCITRAL Rules, etc. (Lew et al. 2003).

Until the mid of XIX century, the institutional arbitration was dominant, whose role was first of all preservation of good relations among people, who, in a way or another, were obliged to live in community, as in it the case with the family of a relative (Krasniqi, 2011).

2. 3 *Historic background of arbitration in Kosovo:* In the former Yugoslavia, the right of arbitration was not allowed at all between local legal entities, it was only possible in relation to foreign trade (Musa, 2012). On 25 December 1946, the Arbitration Regulation for foreign trade was approved before the Trade Chamber of the SFRY (Official Gazette of the SFRY, 1981).

After the war in 1999, following the functioning of KCC, the regulation on permanent arbitration tribunal was established within the Kosovo Chamber of Commerce (KCC, 1999). This regulation was repealed by the entry into force of the Arbitration Law of 2008 (Law No 02/L-75). Following the entry into force of the law, the act on establishment of Arbitration within the Kosovo Chamber of Commerce and arbitration rules within this Chamber entered into force, wherein as model there were taken the UNCITRAL rules, whereas in 2011, the first arbitrators were designated.

2. 4 *Definition of Arbitration*

Arbitration is a modern common method for resolution of disagreements that arise in the course of conducting operations in international trading (Krasniqi, 2011). Arbitration for the foreign trade is an authorized international institution for resolution of conflicts from international legal business relations (Smaka and Gojani, 2012). Arbitration is a process for resolution of disputes that distinguishes from court proceedings; nevertheless in this process, one or more neutral persons (arbitrators) issues a judgment based on the merits of the case, after presentation of evidence and arguments by the parties in the dispute (USAID, 2010).

Among main definitions on arbitration and including elements, it may be mentioned the one of Rene David, which describes arbitration stating that it is a device whereby the settlement of a question, which is of interest for two or more persons – the arbitrator or arbitrators – who derive their powers from a private agreement, note for the authorities of a State, and who are to proceed and decide the case in the basis of such an agreement (Lew, et al. , 2003).

3. Alternative dispute resolution in transitional countries

ARDs have a greater significance in the transitional countries, due to the lack of functioning and efficiency of judiciary, they fulfil its gaps. These countries, apart from the change of economic system are in the process of many other changes, the so called informal institutions of a state, such as culture, habits, codes, various networks (Fabry and Zeghni, 2010), therefore, the judicial system cannot afford all of them. The arbitration services have some advantages in comparison to the services of the courts, and such services probably are more important in the post-communist countries (Schonfelder, 2007). However, the ADR capacities are limited due to time frames and various legal obstacles, as well as the lack of previous practice, or case laws, make the work of arbitration difficult.

Investors in Balkans' states, almost all of them, insist in resolving disputes through arbitration, and the resolution is conducted in the arbitrations of western countries (Schonfelder, 2007), which means that there is no trust in such mechanisms. A part of these countries commenced with the transitional process many years ago, i. e. Albania, Bosnia and Herzegovina and Rumania, in such countries the rule of law, implementation of contracts, and others got worse (Fabry and Zeghni, 2010), which indicates the necessity of ADRs in protection of foreign investors.

Some Balkans countries have made changes with regard to the law on arbitration and its harmonization with the new rules of the Model Law of UNCITRAL, such as Croatia in 2001, and Serbia and Macedonia in 2006 (GIZ, 2011).

Balkans countries has signed various contracts such as CISG, which entered into force in 1988, but following the disintegration of the former Yugoslavia, its member states became members as independent countries. In Albania, it entered into force at the beginning of 2010 (GIZ, 2011). The trust in ADR, during this period of time, was increased in some states, as it is the case with Croatia, wherein in 2002, the value of resolved disputes in arbitration was over 6 million Euro, whereas the value of disputes resolved by the courts was around 160. 000 Euro (Schonfelder, 2007). Having some distinctions, the general level of development of mechanisms in resolving disputes have an approximate development in the countries of the region (WB, 2010).

4. The impact of arbitration and mediation in FDIs

Investors prior to going to a country with their investment, apart from checking economic factors (natural resources, manpower, strategic position), political social security, they also look for sustainable, reliable, unbiased and professional mechanisms in resolving disputes (USAID, 2009). Therefore, legal security means only the right for the investors to withdraw the capital whenever they want from the country without any obstacles as foreseen by the Constitution of Kosovo (Article 119. 6), and to have the opportunity to resolve the contractual disputes as soon as possible. Therefore, Kosovo should give priority to increase the capacities of ADRs.

Taking into account that the majority of FDI come from multinational corporations, then various studies show that more than two thirds of them prefer arbitration in resolving disputes to the regular court system (Pouget, 2013). The field of investment was regulated properly by the Washington Convention of 1965, which is now known as: the Convention on Settlement of Investment Disputes between States and Nationals of Other States in the field of investment, which was sponsored by the World Trade Organization (Mëneri, 2012). Afterwards, the Geneva Convention regulates the arbitration forums either of regular arbitration or ad hoc, which does not make any distinction for the parties that can be part of it (Mëneri, 2012).

Investors, prior to using the ADRs, they commence with negotiations that address to a third party, who shall work impartially (Mëneri, 2012), and in case they do not reach an agreement, they proceed with the proceedings before the ADR, Investors are interested in ADRs, because they are more flexible and parties may be able to determine some rules, depending on the specifications of the contract (World Bank, 2010).

FDIs in some countries come from some countries or regions that may have similar specifications, the case of Bosnia and Herzegovina, wherein investments are mainly concentrated from Russia, Serbia, countries that have no tradition in application of arbitration (Gide Loyrette Nouel, 2013). Therefore, the general economic policy has its impact as well.

Attraction of FDIs is difficult, because they are mainly small countries and they have small market for huge investment (Fabry and Zeghni, 2010). Great significance in economic development is paid by small and medium enterprises, however, these enterprises in trade relations to the enterprises of neighbouring countries face different laws and they need to consult legal advisors in drafting contracts (GIZ, 2011), therefore, functioning of the ADRs would influence in increasing the knowledge in terms of non-compliance with contracts.

5. Alternative mechanisms for dispute resolution in Kosovo

The Republic of Kosovo is open for FDIs and in case of any dispute it accepts the arbitration for resolution of the dispute, therefore, the setting for investors that sign contracts with Kosovo are secure, because they have the possibility to choose also international arbitrations, because such investments are usually huge, such as construction, privatization or concession of national resources.

Efficiency of the arbitration implies more on FDI, which are conducted between foreign investors and investors in Kosovo, in which cases, in order for arbitration to be valid it is required to have the consent of the parties explicitly. It is important to emphasise that there has been a spirit of pro international legislation, which approach is reflected in the Constitution of the Republic of Kosovo, which adopts almost all of the international conventions (Constitution, Article 171), even though in some cases it accepted unilaterally due to the lack of recognition by the international organizations. Moreover, the secondary legislation is in harmony with the European one, especially with the EU Directives, wherein the central institutions have established instructions on approximation of legislation (Government of Kosovo, 2015). In this light, the legislation on mediation and arbitration was adopted, in Article 18 of the Law on Foreign Investment, it is stated that Kosovo shall accept all of the decisions issued by the arbitrations (Law No. 04/L-220). Therefore, after the issuance of an arbitration decision, the decision is applicable in Kosovo in compliance with the New York Convention (USAID, 2009).

Development of ADRs in Kosovo is important because of the problems in functioning of the courts, which face a judge caseload number, wherein the number amounted 400. 000 cases in 2013 (Kosovo Judicial Council, 2014). Moreover, corruption in the judiciary system and political influence on it (European Commission, 2013), are impacting on the fact that businesses have difficulties in convincing partners for alternative paths.

6. Structure of the FDIs and their guarantee in Kosovo

The number of foreign businesses that come to Kosovo are mainly concentrated in the field of trade and partly in services (Ministry of Foreign Affairs, 2015), such fields in which contractual relations are numerous and evolutionary comparing it to other fields. It is important that businesses in contractual relations have into account that in case of any dispute, they may address to efficient mechanisms for resolution of problems. Therefore, investors should be convinced that there is sufficient basis for acceptance of national arbitration as a resolution in case of any dispute. Even though the law on arbitration describes in some case the percentage of tariffs depending on the value of dispute (Law No 02/L-75), on the other hand the administrative expenses are low (Kosovo Chamber of Commerce, 2011), due to the low standard and the cost of life in Kosovo.

Taking into account the structure of FDIs that mainly come from European countries (Central Bank of the Republic of Kosovo, 2014), which have some tradition in application of the ADRs, in that case Kosovo should do more that through their development to provide more appropriate conditions to the investors and to make it as an advantage in relation to the neighbouring countries.

Functioning of ADRs is not only connected to their internal capacity building, but it also depends on the rule of law (World Bank, 2010), therefore, Kosovo should build up independent and efficient judiciary institutions. Moreover, shortening of the execution period of the decision issues by the ADRs should be a priority.

Conclusion

Economic development of transitional countries is mainly dependant of FDIs, therefore, creation of mechanisms for protection of investors is considered as preconditions for development. At the first stage of transition, FDIs are mainly concentrated on privatization, which investment is generally certain in case of disputes, because the state stands behind the contracts. In order to increase or maintain the trend of FDIS, the countries of the region should create more favourable preconditions so that there is investment also in the private sector.

The efficiency of ADRs in resolving disputes is positively related to the functioning of judiciary, because the countries that have functional judiciary also guarantee fast resolution of disputes, and businesses have the benefit to accelerate the proceedings through mediation or arbitration in order to use the advantages that are offered by these mechanisms.

The countries of the region have made significant steps forward to functioning of ADRs, however, the lack of trust in the judiciary institutions in general has had an impact on these mechanisms as well.

Kosovo has been committed to create greater opportunities for FDIs, in some case by accepting obligation unilaterally from the international organizations. Kosovo has established a good legal foundation for ADRs, however, it is required awareness, especially for the businesses in applying provisions that would direct to such mechanisms, and reduction of period for execution of the decisions issued by the ADRs should be a priority.

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The Role of Cross-Border Healthcare, Part of the Europe 2020 Strategy, in the Context of the Standardization of the Legislation at European Level

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General Issues: Legal Social Sciences: Issues of identity and globalization

Abstract

Because the right of EU citizens to be treated abroad was recognized by the Court of Justice of the European Union in several specific cases, starting with decisions dating back more than a decade, these decisions becoming part of the European acquis, this Article reviews the way in which the judgments of the Court of Justice of the European Union were refined within Directive 2011/24/EU. In the field of cross-border medical services, a certain overlap is somehow reached between the law of the Union and the national law, so that European law in many cases is essentially limited to indicating a binding objective, i. e. the achievement of the free movement of citizens patients and their equal treatment, regardless of nationality, in relation to national authorities, while preserving the competence of the member states. Against this overlap and given that the European Commission has established the role of health as part of the 2020 strategy, the article aims to analyse how Romania obliged to submit to the regulatory framework imposed by primary and secondary legislation, manages to ensure the sustainability of the current model of the healthcare system, in order to increase its efficiency and effectiveness.

Keywords: European Union, patients' rights, cross-border healthcare, the case law of the Court of Justice of the European Union, the standardization of European law, European health strategy

1. INTRODUCTION

Article 35 of the Charter of Fundamental Rights of the European Union [1] provides that: „Everyone has the right of access to preventive health care and the right to benefit from medical treatment under the conditions established by national laws and practices. A high level of human health protection shall be ensured in the definition and implementation of all Union policies and activities.”

In exercising the powers which have been conferred in the interpretation of EU law, the Court of Justice of the European Union has developed over time a rich case law which has been refined with each application for a preliminary judgment submitted to the Court by the courts of the Member States. Thanks to the very rich case law in this area, the right of EU citizens to use free of constraints cross-border healthcare, which is generally known by the term “patient mobility”, could be clearly outlined.

The Court has paved the way for the implementation of the right recognized at Article 35 of the Charter of Fundamental Rights of the European Union for every person to have access to preventive healthcare and to benefit from medical treatment. Through the case law of the Court, restrictions could be eliminated in the form of national regulations, which stood in the way of creating an internal market in healthcare delivery.

In our opinion, from the constant case law of the Court has have arisen certain important principles for the conditions in which, in accordance with the provisions on the freedom to provide services, patients are entitled to receiving medical care

in other Member States and to the reimbursement of these treatment by the health insurance system to which they belong. The principles developed in that case law were considered components of the *acquis* of the EU, which the European legislator has taken into account in the development of Directive 2011/24/EU of the European Parliament and of the Council of 9 March 2011 on the application of patients' rights in cross-border healthcare [2].

2. THEORY

As part of the wider framework of services of general interest to the Union, health systems are a central component of social protection, and contribute both to social cohesion and social justice and to the sustainable development of the European Union.

As stated in the Council Conclusions on Common values and principles in European Union Health Systems, "health is a value in itself" [3], also being a prerequisite for the economic prosperity of the Union. Human health affects economic performance in terms of productivity, employment, human capital and public spending.

In this regard, the 2013 report on growth and cohesion [4] recognizes the role of healthcare in promoting social inclusion and combating poverty. To achieve the strategic objectives of the Union, providing access to high quality health care and the more efficient use of public resources, the document recommends reforming the health systems in order to ensure their profitability and sustainability, and its performance assessment.

The Strategy for Sustainable Development [5] of the European Union cannot be achieved without investment in health, ensuring in this way, a smart, sustainable and inclusive growth of national health systems.

Investing in health helps the Union to overcome the challenges identified in the EU Health Strategy [6], which were worsened by the economic crisis: an aging population, increasing chronic disease, a greater demand for health and the high cost of technological progress.

Establishing the role of health as part of the 2020 strategy, the Commission has shown that the relatively large share of healthcare expenses in the total public expenditure, combined with the need for fiscal consolidation across the EU, requires more efficiency and effectiveness to ensure the sustainability of current models of health system [7].

In order to remove the restrictions on the freedoms of European citizens, the cross-border healthcare directive creates a standard of protection at EU level within the harmonization of national policies in the field and targets the provision of healthcare services, thus ensuring patient mobility and the freedom of provision of health services. The directive regulates the provision of health services, irrespective of the organization, financing and delivery of these services.

RESULTS AND DISCUSSIONS

As healthcare was excluded from the Directive 2006/123/EC [8] on services in the internal market, it has become imperative, in the European legal context, that these aspects be addressed through a legal instrument through which the principles established by the Court of Justice, on a case by case basis, be applied generally and effectively.

The right of EU citizens to get treated abroad was recognized by the Court of Justice of the European Union in several specific cases, starting with decisions dating back more than a decade, these decisions becoming part of the European *acquis*. However, individual decisions of the Court have not been assimilated coherently by national legislations, practically existing many situations in which patients were forced to solve problems of access to treatment abroad on their own by taking the entire legal route to the Court of Justice. Unfortunately, often the Court's decision came only after the patient's death, although a saving treatment would have been possible in a Member State other than that of residence.

Given the fact that at European level, planned and emergency treatment costs abroad represent only about 1% of public expenditure for healthcare [9], the simplification of the access procedure to cross-border medical services has become a moral imperative.

The problem of the legislative gap between Member States has become more visible with the adoption of the Treaty of Lisbon [10]. Treaty requires common standards at the level of social and medical assistance (Articles 34 and 35) and explicitly encourages, in particular, „ *cooperation between the Member States to improve the complementarity of their health services in cross-border areas.* ” (article 152). Complementary to the rights of citizens under the Treaty, has emerged the need for a European law that clarifies the responsibilities of Member States towards the patients.

The road towards the harmonization of medical services in Europe, opened by the introduction of the European Health Insurance Card, ought to continue with a pan-European development of patients' rights. From the earliest days of European integration and to date, the European institutions have actively promoted intra-European movement. The initiative to introduce a European Health Insurance Card to replace the prior necessary documents to access medical treatment during a temporary stay in another country falls within the same general phenomenon.

Since around the values expressed by the case law of the Court of Justice of the European Union there have been a number of uncertainties, which made them difficult to apply in practice, this development of patients' rights did not occur *ab initio*, requiring the intervention of the European legislator to clarify the situation through a directive to support the provision of cross-border healthcare, both for the benefit of patients and of the national health service.

In the field of cross-border medical services, a certain overlap is somehow reached between the law of the Union and the national law, so that European law in many cases is essentially limited to indicating a binding objective, i. e. the achievement of the free movement of citizens patients and their equal treatment, regardless of nationality, in relation to national authorities, while preserving the competence of the member states.

Against this overlap member states are obliged to submit to the regulatory framework imposed by primary and secondary legislation, to the extent that they are not allowed to violate EU law when exercising their powers.

Important institution of the European Union, the Court of Justice is the one that assesses the scope of the EU legal framework established by Article 49 EC for the exercise of the competences of the Member States. It is also incumbent on the Court, assigned by the founding treaties, that by the interpretation given to a provision of European law, to clarify and specify its meaning and scope, such as to be understood and applied from the time of its entry into force.

The main principles proclaimed by Directive 2011/24/EU law have their legal source in a long series of cases in which the Court identified the limits imposed by the EU legislation on the restrictions in Member States of the right of patients to use medical services across national borders within the European internal market.

Thus, patients citizens are free to choose the Member State of the European Union and the preferred institution for medical treatment, social insurance offices in the State of residence assuming treatment costs in the same proportion as in at national level.

The European regulatory framework, aiming a new scheme of monitoring the services provided, was created precisely to enhance the quality and safety of healthcare services. The free movement of patients, without the legal force of European regulation, would have produced a competition between the health systems of the Member States in order to attract more patients. There is the risk that the free access to cross-border medical services may produce a drop in the price of medical services throughout the European Union to the detriment of the quality of health services.

The new cross-border healthcare system favours rare disease patients, whose treatment requires costly investments in research. The existence on the European internal market of health services of specialized hospitals on these diseases prevents the waste of resources due to the parallel investment in equipment and research and also provides for closer cooperation between Member States in terms of health.

The Directive clarifies the rights of citizens to access safe and good quality treatment across the EU and its reimbursement. Europeans prefer to receive healthcare close to home: no one wants to travel further than they should when they are ill. However, sometimes people have to go abroad, because experience or the medical care they need is not available within the national borders. Or simply because the nearest hospital is across the border.

However, from the application of the provisions of the Directive are exempted certain health care services such as, for example, long-term services, whose purpose is to support people who need help with daily routine tasks.

For OECD, long-term care is "a political issue of confluence, which brings together a range of services for people who are

dependent on help in basic activities of daily living over an extended period of time". National definitions on long-term care vary within the European Union, and reflect the differences in the length of stay, range of beneficiaries and the often unclear boundary between health (health care) services and non-medical (social) services. Some countries prefer, for example, to focus on early rehabilitation outpatient treatment, while others focus more on providing care in hospitals or similar institutions. Long-term care can include rehabilitation, basic medical treatment, home health care, social care, housing and services such as transportation, food, occupational assistance and help in managing daily activities [11].

In the field of cross-border medical services, a certain overlap is somehow reached between the law of the Union and the national law, so that European law in many cases is essentially limited to indicating a binding objective, i. e. the achievement of the free movement of citizens patients and their equal treatment, regardless of nationality, in relation to national authorities, while preserving the competence of the member states. Directive 2011/24/EU preserves the competences of the Member States, which are obliged to submit to the regulatory framework imposed by primary law and secondary legislation, to the extent that Member States must not violate EU law when exercising their powers.

As argued in the Watts judgment, Member States are obliged to adapt their national healthcare and social security systems [12]. Moreover, the Court emphasized since its previous decisions that Member States must comply with EU law, in particular with the provisions on the freedom to provide services [13].

Those provisions prohibit Member States from introducing or maintaining unjustified restrictions on the freedom to provide of medical care services [14].

In addition, the Court case law expressly emphasized that the mandatory adaptations of national social security systems aiming to achieve the fundamental freedoms guaranteed by the Treaty should not be considered by Member States as interference in their sovereign competence in the field of public health [15].

We believe that should not remain unmentioned the fact that the European Union can exert considerable influence on the health systems of Member States, for example, by measures designed to achieve fundamental freedoms [16].

The Directive is without prejudice to the laws, regulations and administrative provisions of the Member States relating to the organization and financing of healthcare in situations not related to cross-border healthcare. In particular, nothing in this Directive obliges a Member State to reimburse the costs of healthcare provided by healthcare providers established on its territory if those providers are not part of the social security system or national health system of that State Member State.

From the interpretation of the text, in conjunction with Article 3, paragraph 1 letters (a) - (c) of Directive 2005/36/EC, follows that it does not matter whether the work performed by a qualified person (as is the sanitary field, such as the analysed case) has a temporary or occasional basis. As the promotion of the provision of services must be ensured in the context of the strict compliance with public health and safety and the protection of the consumer, Member States have special provisions in the national legislation for professions regulated at sector level with implications in terms of health.

Given the different systems established on the one hand, for the provision of temporary and occasional cross-border services and, on the other hand, for establishment, it is necessary to specify criteria for distinguishing between these two concepts in the case of the movement of the service provider on the territory of the host Member State.

The fundamental right to privacy with regard to the processing of personal data is protected in conformity with Member States' national measures for implementing Union provisions on the protection of personal data, in particular Directives 95/46/EC [17] and 2002/58/EC [18].

For a better understanding of this issue, we shall discuss the laws of Romania concerning the processing of personal data and on the free movement of such data, Law no. 677 of 2001 [19], to analyse how these rules apply to public health in general and, in particular, on cross-border healthcare.

Thus, the processing of personal data related to racial or ethnic origin, political, religious, philosophical or similar nature opinions, the union membership, as well as personal data concerning health or sex life is prohibited. This provision shall not apply where the subject has given their express consent to such processing.

Regarding the prior express consent we believe that, regarding healthcare, the mere presentation of the patient to a health service provider, amounts to a tacit consent, so we cannot discuss express consent. It is inevitable that the supplier request

personal data, even for an appointment for diagnosis, (name, address, telephone number, affection suspected or confirmed by someone else etc.).

The National Law, Law no. 677/2001, provides for special rules on the processing of personal data concerning health. According to this regulation, healthcare professionals, medical care institutions and their staff may process personal data on health status, without the authorization of the supervisory authority, only if the processing is necessary to protect the life, physical integrity or health of the concerned person.

To detail how personal data concerning health can be processed by service providers, the law provides that this operation can be performed only by a health professional or under its supervision, subject to professional secrecy.

We believe that the competent national authorities in public health should regulate more differentiated all aspects of the patient's right to confidentiality, to reduce the risks of disclosing personal data on the health of citizens. In our opinion and in the absence of these legislative differentiations, information that normally would not be provided to the public appears in the mass media.

CONCLUSIONS

Within health systems throughout the European Union there are a number of common principles of operation [20], which have been affirmed by the case law of the Court of Justice of the European Union. These principles must be applied uniformly in national health systems, both to strengthen the confidence of patients in cross-border healthcare, a prerequisite for achieving patient mobility, and to ensure a high level of health protection.

Referring to the decisions of national authorities on market mechanisms and the pressure of competition to manage health systems, the Council was of the view that decisions about the health care package which citizens are entitled to and the respective mechanisms used to finance and provide healthcare, must be placed in the national context of the Member States.

Under the Treaty on the Functioning of the European Union [21], at the basis of all European policies lies the aim to ensure a high level of human health protection, a major goal of the whole Union. This goal is also considered when the European legislator adopts acts under other Treaty provisions.

Most of the provisions of Directive 2011/24/EU aim to improve the functioning of the internal market and free movement of goods, persons and services in healthcare. Given this, the legal basis for the adoption of Directive 2011/24/EU is found in Article 114 TFEU. Union legislation is based on this legal basis even when public health protection is a decisive factor in the choices made, Article 114 TFEU explicitly stating that in this regard, a high level of human health protection must be ensured, taking account in particular of any new development based on scientific data.

From the case law of the Court of Justice of the European Union unequivocally results that people normally resident in a Member State operating a national health service, are entitled to receiving hospital treatment in another Member State at the expense of the national health service.

Member States may condition this right by the requirement that the person concerned should have obtained prior authorization, only if such authorization is based on objective, non-discriminatory and transparent criteria within a procedure system. In addition, applications for the authorization of treatment abroad must be analysed objectively and impartially, within a reasonable time, and the national health authority's refusal to grant such authorization can be challenged in court or out of court. The absence of such criteria and the lack of easily accessible and transparent procedures cannot deprive a person of this right. Also, if the conditions for authorization (form E112) are designed to safeguard the financial stability of the national health system, considerations of a purely budgetary or economic nature cannot justify a refusal to grant such authorization.

To determine whether the treatment is available without undue delay might be considered the waiting time and the priority to treatment granted by the national health authority, only on condition that they are based on concrete indications relating to the patient's condition at the time of evaluation, as well as its medical history and the prognosis for the patient seeking treatment.

Under European law, the affiliate Member State is obliged to fund the hospital treatment carried out in another Member State and the reimbursement of this treatment is based on national legislation. In the absence of tariffs or rates for calculating the amount of reimbursement, the reimbursement must be calculated at the actual cost of the treatment. Travel and accommodation costs related to hospital treatment received in another Member State are reimbursable only where this is provided for by national law for treatment on national territory.

Regarding the obligation of a Member State to reimburse the cost of hospital treatment provided in another Member State of the European Union, Article 49 EC does not allow to take into account budgetary reasons, unless it is demonstrated that compliance with this obligation on a more general scale would threaten the financial balance of the respective national health system. Moreover, in accordance with Article 22 (2) of Regulation EEC No. 1408/71 [22], budgetary considerations cannot be taken into account in decisions refusing prior authorization for treatment abroad.

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[14] In this respect, see Judgment of 19 April 2007, *Stamatelaki* (C-444/05, Rep. , p. I-3185, paragraph 23) and Judgment of 5 October 2010, *Elchinov* (C-173/09, Rep. , p. I-8889, paragraph 40).

[15] This idea is clearly expressed in Judgment *Commission/Luxembourg* (C-490/09, Rec. , 2011, p. I-247, paragraph 32)

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Active Principles which are Important to Human Health Obtained from *Ceramium rubrum* - Seaweed in the Black Sea

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Abstract

The red algae Ceramium rubrum, Div. Rhodophyta, Subcl. Florideophycidae, Fam. Ceramiaceae (Huds.) grows abundantly and spontaneously in the Black Sea. Rhodophyta are the source to produce agar-agar and carrageen used to improve the chemical and physical characteristics of several industrial products and in the production of tissue culture media. The harvesting was made by the Romanian Institute for Marine Research and Development from an unpolluted area in the Black Sea. Dry algae Ceramium rubrum were analyzed in the first step in order to identify active principles which are important to human health and then by IR and UV-VIS spectrometry, Atomic absorption spectrometry for heavy metals and pesticides, and finally HPLC. The paper reports the correlated results of UV-VIS spectrometry and HPLC analysis of algae extract versus β -carotene, chlorophyll a and chlorophyll b standards. A chromatographic method was applied for optimum separation of β -carotene, chlorophyll a and chlorophyll b standards with Photodiode Array and Fluorescence Detectors. In the paper we present too, a comparative study regarding antioxidative capacity of these macrophyte algae, Ceramium rubrum, specific for Romanian Black Sea Coast. For antioxidant capacity of algae extracts, chemiluminescence method had been used. The results confirm that could be correlated with the high level antioxidant activity of these species, which relieve the possibility to enlarge the options to use these natural vegetal resources from Black Sea Coast in different degenerative diseases therapy.

Keywords: Red algae, *Ceramium rubrum*, UV-VIS spectra, HPLC analysis of algae, IR spectra.

INTRODUCTION

Nowadays it is very important to reconsider the resources provided by nature for food and as a source of active principles necessary for human health. Interdisciplinary studies made on the various marine algae in the Black Sea attests that some of them are particularly important to human health.

Ceramium rubrum belongs to the red algae group: *Div. Rhodophyta, Subcl. Florideophycidae, Fam. Ceramiaceae (Huds. C. Ag.)*, which includes pluricellular algae that live in an aquatic environment. It is an annual species that sometimes colonizes the rocky substrata on the medium and infra-littoral, in areas exposed to waves. On the Black Sea littoral, it is encountered all along the coast, on rocks, at depths from 0.5 m to 4-5 m, during the whole year, developing mainly in spring and in summer. The importance of this marine alga was revealed by recent researches, which indicate it is a good quality agar producer, [1]. In nature, *Ceramium rubrum* produces large amounts of organic substance (vegetal biomass), which provides food for aquatic animals, phytophagous fish etc, [2]. In addition, the algae eliminate oxygen into the water, which is vital for the breathing of plants and animals, see fig. 1. Economically, marine algae can be used for various purposes, such as: in agriculture, in pharmaceutical and food industry, as they are rich in organic substances, sugars and active principles, [2]. Recent investigations pointed out that, out of the numerous red algae species, *Ceramium rubrum* is the only one with strong antibiotic properties on Gram+ bacteria, the testing being made on *Bacillus subtilis*. Probably, this happens due to the appreciable amount of sulphurous crystals in the thalle cells, which are known to have inhibitory properties on the Gram+ cells. This way, the tests showed the inhibitory properties of the alga are not efficient on Gram- bacteria, though.

Ceramium rubrum has a bushy shape, it is dark red and it is fixed on the substratum through rhizoids, [3÷7]. The filaments have a dichotomic ramification and the growth is realized through an initial cell, at the level of the apex, which sometimes can be hidden. Each ramification ends with two short arms, which form a small claw. The filaments are made of a single row of cells, placed head to head, so that an axial structure appears, as the ends of the cells meet at the nodes. Each node forms a variable number of cells, called periaxial, which continuously divide, leading to the formation of the cortical cells. The species is remarkable due to its polymorphism, which led to the identification of more varieties, [5, 6, 7].

The development cycle of *Ceramium rubrum* is trigenetic, the first generation being represented by the haploid gametophyte on which the sexual organs appear, on the superior side of the male gametophyte; the spermatocysts are small and oval, [7]. Through the apparition of new haploids, the cycle begins once again; this succession of the three generations may happen several times during one year.

The harvesting – for the detailed analysis in the laboratory, the harvesting and the preservation of the algae is needed. Macrophyte algae are harvested by hand, most of the times with a knife, in order to collect intact material. Several plants are introduced in plastic bags with a small quantity of water, the tagging of the bag with the date, the depth and the place of harvesting being compulsory.

First of all, for the algal material harvested the determination of the heavy metal and pesticides content was realized, through atomic absorption spectroscopy, revealing results lower than the limits allowed by the present legislation, [3, 4, 5, 7]. The rest of the harvested algal material was divided and washed, tagged accordingly and taken for analysis to the specialized laboratories. Initially, a phytochemical study was realized, based on preliminary analyses for the identification of the active principles contained in *Ceramium rubrum*, [3, 4, 5, 7] This way, the existence of classes such as sterols, flavonic aglycones and cumarines, triperpenic heterozides, antracenoizides, reducing compounds and catechic tannins was identified.

RESEARCH METHODS

Ceramium rubrum red algae from the Black Sea was dried at room temperature in darkness and finely ground was extracted with acetone 90%. The filtered extract was added into a volumetric flask with the same solvent. This stock solution was diluted with different solvents and analysed by spectrophotometer and chromatographic means.

This work reports the correlated results of **UV-VIS spectrometry and HPLC analysis** of algae extract versus β -carotene, chlorophyll a and Chlorophyll a and b standards. The HPLC method was carried out using the GBC-HPLC instrumentation with the following configuration: LC 1150 Quaternary Solvent Delivery System, LC 1460 Vacuum On-Line Degasser, LC 1445 System Organiser, LC 1150 Column Oven, LC 5000 Photo Diode Array Detector (DAD with the range 190-800 nm), LC 1255 Programmable Scanning Fluorescence Detector, Win Chrom Chromatography Data Management System. **UV-VIS Spectrophotometric method** has been applied by use of a spectrophotometer Cintra 10e with the following performance Specifications: wavelength; accuracy ± 0.2 nm; wavelength reproducibility ± 0.04 nm; photometric accuracy ± 0.002 a; photometric repeatability ± 0.0001 a; photometric noise < 0.0001 a rms at 1a; photometric linearity better than 1% at 3 abs; baseline flatness < 0.002 a. Hardware Specifications are: instrument format spectrometer module with external compatible computer; photometric system double-beam, direct ratio recording system; light source tungsten-halogen lamp and deuterium lamp; light source changeover automatic source changeover at user-selectable wavelength; wavelength range 190-1,200 nm. **HPLC method** was applied for standard and sample solutions analysis and the results are illustrated by 3D View who provides a three-dimensional view of the absorbance versus time and wavelength. The 3D View enables easy location of wavelength with significant absorbance and interferences which may otherwise have been invisible in a single wavelength plot. The Spectrum Max Plot generates a chromatogram, whereby each point is plotted at its maximum absorbance, indicating how the chromatogram will appear when the wavelength for each is optimised. Diode Array Detector allows spectra acquisition in real time for every peak detected. Overlaid spectra of the sample and standard peaks expressed by Similarity Index (SI) are used for identification of each separated component. [9]

I. To determine **antioxidant capacity**, well-dried algae were ground, were triturated to fine powder, then got a cold extract of each species of alga, using 20 mg of dried plant product dissolved in 1 mL ethylic alcohol p. a, Merck. Extraction was

performed for 24 hours and 72 hours respectively, at room temperature in amber glass bottles, sealed. Mixtures were shaken regularly and separation of extracts was done by decanting, without filtering. For each algal extract antioxidant capacity was determined using the standardized method ACL (Antioxidant capacity of lipid soluble substances), by comparison with standard substance Trolox (Vitamin E derivative), used for calibration curve, according to standardized method Analytik Jena [10, 11]. Exposure to external radiation from a Hg lamp lined with phosphor that provides the maximum energy at $\lambda = 351$ nm, photosensitive reagent, produces free radicals in the sample for analysis, resulting a photochemical reaction. After the release of radicals, antioxidants present in sample annihilate them in a certain amount, some remaining in the sample and will combine with photosensitive reagent in the absence of external excitation source detector serves as free radicals. Following the chemical reaction that emits a photon is amplified and detected by photomultiplier. It measures the total antioxidant capacity of the device's electrical signal which is converted into concentration values.

Apparatus: Photochemiluminometer PHOTOCHEM Analytik Jena, Germany, 2008 [11].

III. **IR Spectrophotometric method** has been applied by use of a spectrophotometer **IR 4200 Jasco**. IR method allows the following configuration: obtaining Fourier Transform Infrared Spectrometer FT/IR 4200 Jasco. Field of wavelengths are $7800\text{-}350\text{cm}^{-1}$; Working Parameters are wavelength Accuracy $\pm 0.01\text{ cm}^{-1}$, full resolution 0.5 cm^{-1} Detector DLTGS (standard); Gain switching AUTO, Corecție ATR (Attenuated Total Reflexion). We have been analyzed by IR spectrometry dried particulates marine alga (*Ceramium rubrum*), calibrators and beta-carotene eteon.

RESULTS AND DISCUSSIONS

I. A spectrophotometric method was applied for standard and sample solutions analysis and the results are

illustrated by spectrum plot and standard curve. In order to prepare standard solution for spectrophotometric and chromatographic analysis, stock solution of trans- β -carotene in diethyl ether was diluted with different solvents. The standard used in analysis for trans β -Carotene are Provitamin A 95%, with Formula molecular $\text{C}_{40}\text{H}_{56}$ and Mass molar 536.89 g/mol , soluble in n-hexane, carbon disulfide, chloroform and benzene; Slightly soluble in ether, petroleum ether and oils; very slightly soluble in ethanol, methanol, water, diluted acids and alkalis. Spectral propriety data are: λ_{max} . 478 (450) nm.

Spectral profiles are quite specific: an absorption band in VIS with the maximum at 450 nm and a lower intense absorption band in UV range (250-300 nm). This spectral profile characterises the trans-isomer, while the cis one has an intense absorption band in UV and a lower one in VIS range. These specific proprieties will be confirmed next by HPLC analysis.

For the *Ceramium rubrum* extract the Chromatographic analysis we obtained the Spectrum Max Plot Chromatogram of standard solution at 0.5 mg/ml (Methanol/water/ethyl acetate=18/1/1), see Fig. 2. In Fig 3 a is presented the overlaid normalized spectra Peak I *Ceramium rubrum* with the two peaks of chlorophyll a and in Fig. 3 b is present The overlaid normalized spectra Peak I *Ceramium rubrum* with the two peaks of β -carotene. Spectral profile of each peak and overlaid spectra with the results of chromatographic analysis standard solution of *Ceramium rubrum* 0.5mg/ml are presented in Table I. [9]. The overlaid spectrum Max Plot Chromatograms of standard solution *Ceramium rubrum* 0.5mg/ml and the mixture of chlorophyll a, chlorophyll b and β -carotene 25ppm each is presented in Fig. 4.

II. For Antioxidant capacity the calibration curve were used reagent kits Analytik Jena Germany Standard: R1

(dilution solvent), R2 (buffer reagent), R3 (photosensitive reagent), R4 (reagent sized). The calibration curve was constructed by measuring a series of standard solutions containing $0.5, 1.0, 2.0, 3.0\text{ nmol}$ Trolox (suitable for $5\text{-}30\text{ }\mu\text{L}$ R4), as in Fig. 5). Antioxidant capacity of sample of algae, reported at the time of extraction and sample volume used in the works, according to the ACL method quantified by comparison with standard substance Trolox, and results are expressed in nmol/sample , Trolox equivalent units, according to Table 2 and Fig. 5 [11]. Shows high Antioxidant activity, the most intense being in the case of *Ceramium rubrum* to 72 hours, activity which could be used in order to get more value from these species in diseases therapy on degenerative diseases.

III. IR Spectra obtained for each seaweed and marine as well as spectra of alga with the standard of carotene are shown in Figures 6 and 7 IR Spectra obtained illustrate this functional groups characteristic of beta-carotene.

CONCLUSION

During the work has been performed comparative studies on marine seaweed *Ceramium rubrum* by a number of different methods of analysis.

By spectrophotometric method in the UV-VIS and chromatographic method has highlighted existing active principles important such as chlorophyll a and b contents and beta-carotene.

- Existing beta carotene is confirmed by the IR spectra obtained.
- The outcome of the tests on *Ceramium rubrum* show that high antioxidant activity is most intense being to 72 hours, work that could be used for purposes of capitalization of these species in the treatment of degenerative diseases.
- *Ceramium rubrum* is an important source for pharmaceutical industry to human health.

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FIGURES ANF TABLES



Fig. 1 Ceramium rubrum in an aquatic environment

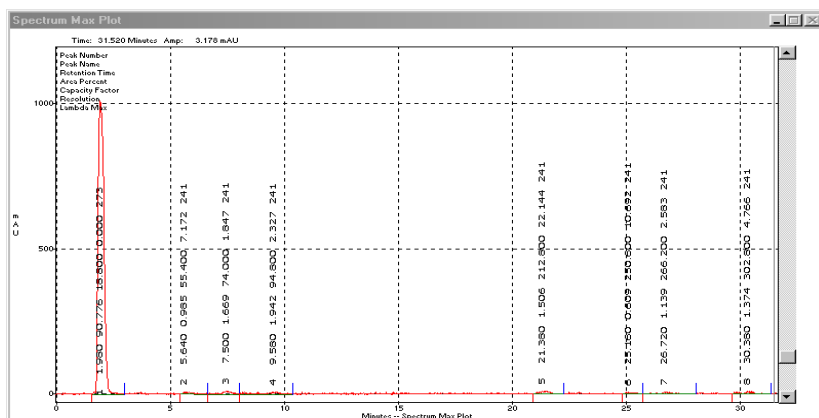


Fig. 2 The Spectrum Max Plot Chromatogram Standard solution of *Ceramium rubrum* 0.5mg/ml (Methanol/water/ethyl acetate=18/1/1)

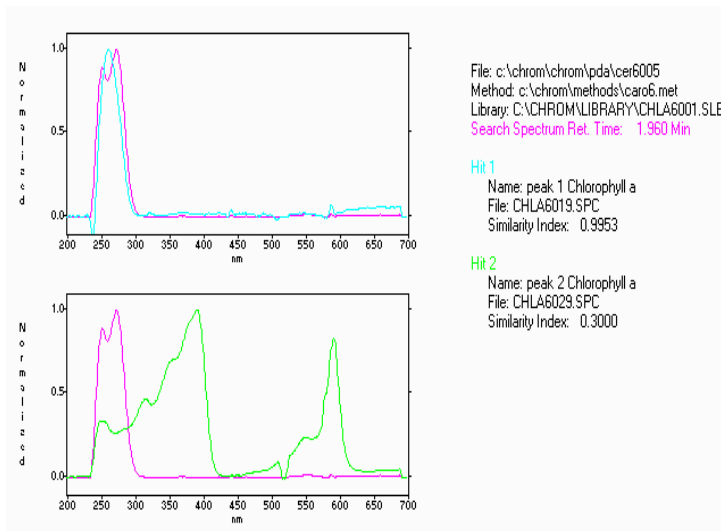


Fig. 3 a. The overlaid normalized spectra

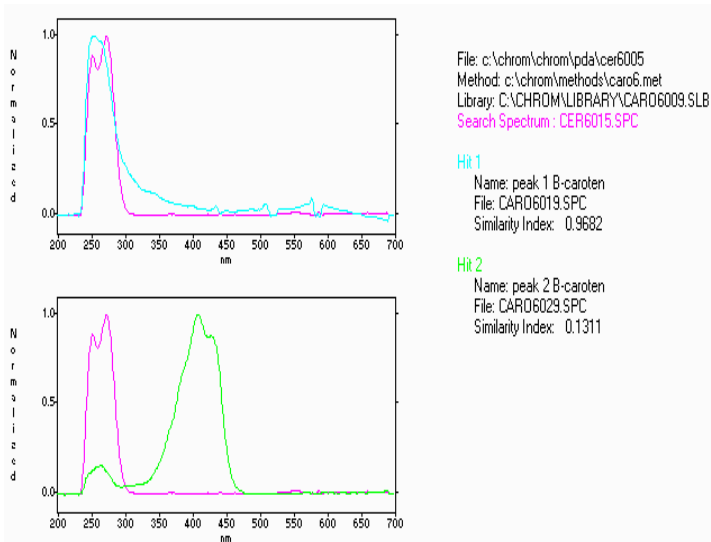
Peak I *Ceramium rubrum* with the two peaks of chlorophyll a

Fig. 3 b. The overlaid normalized spectra

Peak I *Ceramium rubrum* with the two peaks
of β -caroteneTable I. The results of chromatographic analysis Standard solution of *Ceramium rubrum* 0.5mg/ml

(Methanol/water/ethyl acetate=18/1/1)

Peak No.	Peak I	Peak II	Peak III	Peak IV	Peak V	Peak VI
t _R (min.)	1. 98	5. 64	7. 50	9. 58	21. 38	25. 16
Aria %	90. 776	0. 985	1. 669	1. 942	1. 506	0. 609
Capacity Factor	18,80	55. 40	74	94. 8	212. 8	250. 8
Resolution	0	7. 172	1. 847	2. 327	22. 144	10. 692
λ _{max} (nm)	273	241	241	241	241	241

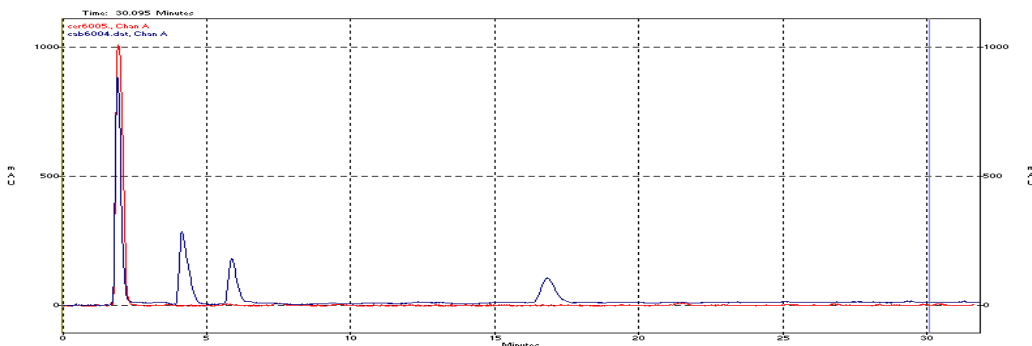


Fig. 4 Overlaid Spectrum Max Plot Chromatograms of standard solution *Ceramium rubrum* 0. 5mg/mL and the mixture of chlorophyll a, chlorophyll b and β-carotene 25ppm each

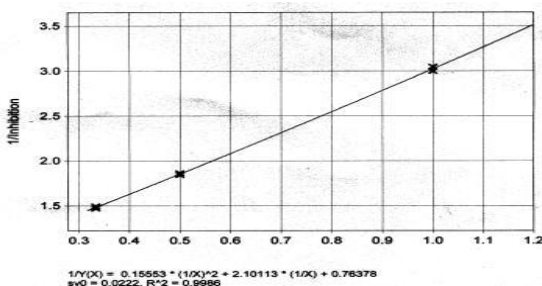


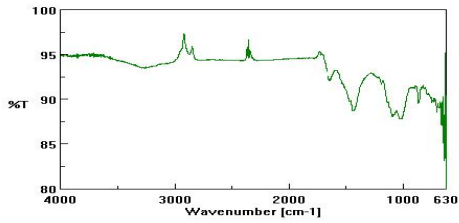
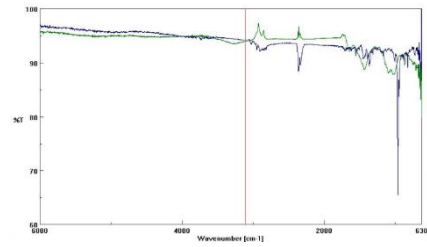
Fig. 5. Calibration curve for standard Trolox (ACL method, Analytik Jena, Germany)

TABELUL II

Antioxidant Capacity of Trolox (method ACL)

Sample (Algae type)	The extraction time (hours)	The volume of the sample used (μL)	The analysis Time (sec.)	Trolox equivalent units (nmol/volume sample) (nmol/ volum sample)	Trolox equivalent units (nmol/g dry sample) (nmol/ g dry sample)
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<i>Ceramium rubrum</i>	24	20	120	1,042	52,1
	72	20	120	2.83	141,5

Fig. 6 IR Spectrum of sea weed *Ceramium rubrum*Fig. 7 IR Spectra overlapping of sea weed dry powder, in the range from 4. 000 -630cm⁻¹ *Ceramium rubrum* dry powder (green) and beta-carotene solid (blue), in the range from 4. 000 -630cm⁻¹

Reflections on Movement Patriotic in Elbasan in the Years 1909-1910

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Abstract

The development of education in the Albanian territories under Ottoman Empire witnessed a rapid evolution after the announcement of Hyrjetit (the Turkish Constitution of 1908). Thus, in the years 1909-1910 patriotic movement in the Albanian territories will mark a new phase of her, revealed at the opening of schools and courses in Albanian language in the new conditions of constitutional freedoms. In this period, through the organization of the Congress of Monastir displayed in 1908, was unveiled final resolution of the case and the use of a common alphabet writing Albanian language. But despite such a situation, Albanians will not enjoyed for a long period of so-called constitutional freedom. The Young Turks (Young Turks) newly consolidated their political positions in the Ottoman Empire, tried with any form to prevent the spread of great little bit he received learning Albanian. In the years 1909 - 1910, the Albanian National Movement difficulties faced even greater. Through this work we aim to highlight not only the achievements of the patriotic movement in the region of Elbasan Albanian education center, but most are focused on coverage of issues; obstacles and difficulties faced by the patriotic movement in this region in the years 1909-1910. The Young Turks use of all forms and, using all opportunities to curb educational movement in the region of Elbasan, using new tactics more sophisticated you put sticks under the Elbasan Patriots wheels. But it must be said that at the same time, taking advantage of the weaknesses of the Albanian patriotic movement, contradictions and differences that existed between the Albanian political elite of the time. Meanwhile, in moments when new tactics did not give the expected result, they turned to old methods of violence and terror.

Keywords: Hyrriet, Young Turks, Congress Monastir, Club poor.

- Introduction

In the years 1909- 1910, the educational movement on Albanian territories had a significant evolution; through the creation of a vast network of clubs and patriotic societies, through the opening of some schools and night courses in Albanian and moreover, culminated with the opening and operation of the first Normal School¹. Such progress of educational movement in this period, did not happen in a pacific way but was accompanied by several obstacles and difficulties; The first reason was that The Monastery Congress in 1908 did not resolved the issue of the Albanian language alphabet. In the years 1909-1910 the involvement of the Young Turks on the solution of this problem, as a supporter of the Arabic letters on the Albanian lettering, will become a subject on the irritation of the relations between Albanians (who were supporters of the alphabet with Latin letters) and Young Turks, taking the size of an already open conflict. Secondly, it must be admitted that there were divergences of different natures between the Albanian patriots. Moreover, some of them resulting networks members of the Turkish clubs. Meanwhile, the rest of the Albanian political elite forecast the future of Albania with the support of one or another European power if not the Balkans. Thirdly, if in 1908 the Young Turks allowed Albanian's opening the Albanian schools, clubs, patriotic and cultural societies, during 1909, the inability to close them, the Young Turks will change tactics. Thus, to the creation of a network of Albanian clubs, Young Turks will resist by supporting the creation of clubs that represent and protect their interests. Meanwhile, as the French researcher Clyer says: " *The Young Turks tried to take control of the Albanianism activities, or tried different ways to weaken it.* " ²

Such a situation will be present at the same time in the region of Elbasan, where in the years 1908-1909 were created and exercise their educational, patriotic and cultural activities several important clubs and societies in this region, working

¹ Normal was the first Albanian school under the Ottoman Empire repressor

²Nathalie Clayer, *At the beginning of Albanian nationalism, birth of a majority Muslim nation in Europe*, Tiranë, "Përpjekja" 2009, f. 556

closely with patriotic clubs and societies in Albania and abroad. Such were the "Bashkimi" club, "Vllazeria", "Aferdita" society, "the sun", society etc.¹

- "Club of the poor"

Referring to domestic resources of that time, in Elbasan in 1909 witnessed the creation of a new club known as "Club of the poor". Interestingly, this club is not figures on the network of patriotic clubs operating in Elbasan in that period. Also, scholars who have written before '90 and have treated and reflected concerns of networks of clubs and societies created in Elbasan during that period, do not inform us about the creation of this club and moreover to its functions and activities.

Referring to the approach the relevant documentation, this club turns out to be created on 17 June 1909². More complete information for the physiognomy of this club is found in the pages of the "Union of the Nation" newspaper dated October 1, 1909 and published in Bitola under the title "CALL TO ALL ELBASANIAN OUTSIDE ALBANIA". In this publication, "Club of the poor" appear to us as a club with a special physiognomy, resulting as a charitable or human nature club as found in his revealed call, stating: "*To be helped all those poor in difficulties without looking on their religion The club will help the sick people, innocent prisoners, the ones who can't pay the king's tax, the ones who can't feed themselves or their family and the mosques and churches that can't afford the expense*"³. For this purpose, "Club of the poor" through his call would require financial support to all Albanians at home and abroad. Also, referring to the Statute of the club determined not to accept as members representatives from other social levels, but only who were considered poor, regardless of their financial contribution⁴. Meanwhile, in terms of the character of the "Club of the poor" French researcher Clayer, suggests that this club was specially created by the Young Turks, as a means of pressure on the Albanian clubs and societies that were created in Elbasan at that time. For this problem Nathalie Clayer, wrote: "*The Club of the Poor was created by the Young Turks in order to fight Elbasan patriotic clubs and also deal with acts of philanthropy*"⁵.

In this case, we think that the patriotic club referred by researcher turns out to be the club "Vllaznia"⁶, which according to Clayer, was very active under the direction of Lef Nosi, while the president of the club described as a "less patriotic"⁷ mister. And as to the purpose of *The Club of the Poor*, Clayer stated that: "*Finally, the Young Turks, to oppose this latest initiative created " The Club of the Poor ", whose shade was too Islamic*"⁸. Thus, time sources confirm the fact that "" The Club of the Poor ", created two months after the creation of the club "Vllaznia", as an attempt to establish the Young Turks against rival Albanian patriotic clubs, including to poor sections of the population.

Having consulted the relevant archival documents, which reflects the all inclusive activities of patriotic clubs and societies in this period in Elbasan, it turns out that in any case does not appear any moment and relationship or cooperation between them and "*The Club of the Poor*". Moreover, does not result any information regarding this club directors, whose names, we think, were kept secret. In this context, our opinion regarding The Club of the Poor's physiognomy, resonates with the Clayer researcher's opinion. When we make such a claim, despite the above arguments, we highlight the fact that the club had good relations of cooperation with the Young Turks club "*Ihhitad*" in Elbasan.

- The conflict over the alphabet issue

However, it must be said that the rivalries between the Albanian patriots and the Young Turks in the years 1909-1910, in many cases will become open clash between them. In 1910, the Albanian patriots faced a very important and delicate problem, which had to do specifically with the protection of Albanian writing with the Latin alphabet. In this context, the tensions between the Albanians and the Young Turks regarding the problem of the alphabet which already existed, reach their peak. It must be said that in this conflict between Albanians and them, Young Turks also had the support of some Albanian deputies among them those from Elbasan. Expression of these frustrations will be organized rallies to promote

¹ A.Q.SH. Funds (Patriotic clubs and societies) 102, Doss.75.

² AME, Dossier 14. f. 7. Political and Social opinion of the Albanian Renaissance 1908 – 1910, Zihini Haskaj , II Edition, Tirana 1976, 463, is known as "The club of the Poor"

³ Political and Social opinion of the Albanian Renaissance 1908 – 1910, Zihini Haskaj , II Edition, Tiranë 1976, 463

⁴ Ibid.

⁵ Nathalie Clayer, 136

⁶ "Vllaznia" club (meaning Brotherhood) was created in April 1909 in Elbasan.

⁷ On the referred source the president of "Vllaznia" club was Dervish Ibrahim (mr. Biçaku).

⁸ Nathalie Clayer, 611.

the Young Turks in several cities against the use of the alphabet with Latin letters. In this propaganda, against the use of the Latin alphabet they tried to use especially the Muslim fanatic element, linking the use of the Arabic alphabet on the writing Albanian language on religious issue and considering infidels who would write the letters of the Infidels (Latin). Such a statement was made present at this time in the reports of the Austro-Hungarian consuls in Albania, who said that ". . . Their[Young Turks] undeclared goal is sparking religious fanaticism of Muslims to exercise a paralyzing effect on Albanian cultural progress"¹.

In this context, since the beginning of 1910, with the support of some Albanian MPs among them, Mahmut Bedri from Peja, Haxhi Ali Elbasani, Fuat Pasha from Pristina, Sait Efendi (Idris) from Skopje, Riza Efendi from Shkodra, Young Turks will require at the Turkish parliament the writing of Albanian with Arabic letters.² Regarding to this problem in the "Sun" newspaper was said: "Haxhi Ali [Elbasan] with 13 other fanatic deputies, officially asked the government to write Albanian with Arabic letters, because otherwise religion would be damaged"³. Thus, after the law passed in parliament, the Young Turks, through the club "Union and Progress" which had branches in many Albanian cities and representatives supporting Muslim clergy, did not delay to implement the use of the alphabet in the Albanian language.

Through the resources of that time is concluded that, in Elbasan supporter Arabic alphabet letters, was noted the Muslim cleric Haxhi Hafiz Sulejman Kungulli. He, enjoying full support of the Elbasan deputy Haxhu Ali, will be described as the organizer of a rally against the latin alphabet - based characters. Such an attitude of Hafez Kungulli is reflected in the "Sun" newspaper in an article titled: "Betrayer Hafës Kungulli and Elbasan fanatics rally"⁴. Also, the austro-hungarian consul in Durres about this organized rally would be expressed: "Elbasan one of the pealing of national efforts, wherein the tolerant religious elementis less balanced with fanatical element, will always form the object of the anti Albanian attacks of Young Turks"⁵. Thus, on February 3, 1910, in Elbasan would be organized a rally supporting of the Arabic alphabet lettering. According to information Austrian Vice Consul in Durres in this rally had not more than 200 people, while in terms of the composition of the participants result that most of them were peasants from Çermenika⁶. In a speech from Hafiz Kungulli in the rally was said that "there should not be left Haxhi Ali, our father alone, what he does, we should hear him. Today is asking us to seal these two letters, (of which one o the was sent to Haki Pasha and the other to Haxhi Ali), these two laws in order to write the Albanian language according to their rules"⁷. Elbasan deputy Haxhi Ali's attitude will be reflected in an article published in the "Union of the Nation" newspaper stating: ". . . Yes, Mr. Haxhi⁸, the diplomat from Elbasan went further, asked artificial testimony by çermenikas, here in a chapel, got together and put their stamps over some card, which himself had sent in order to be sent as a telegram to the government."⁹As found in this document, incentive to oppose the usage of latin letters in writing Albanian language, became especially the appeal of Elbasan Senator and deputy, Haxhi Ali, directed imams of the fanatic muslims.

A month after this event in Elbasan, the Elbasan deputy Haxhi Ali Elbasani will lead society named "Mahfeli" created in Istanbul in March 1910, with the intention of writing Albanian language in Arabic letters¹⁰. Meanwhile in the newspaper "Sun" his election as deputy regarded as a mistake of Elbasan citizens.¹¹

But the organized rally for the protection of the alphabet with Arabic letters couldn't avoid the reaction of the people of Elbasan and its provinces patriots from Gramshi, Shpati, Çermenika etc. It must be said how fast this reaction as "two days

¹ Ibid. Letter sent to the Ministry of Foreign Affairs in Vienna, Durrës, 11 March 1910.

² AME, Taken from the Study –Some aspects of the Albanian alphabet issue war in Istanbul, of Hasan Kaleshi, "Shqiptari" Newspaper, Thursday 18 February 1910.

³ "Sun" Newspaper, Boston, 25 March 1910.

⁴ Ibid.

⁵ HHSTA/PA. Austro-Hungarian consul . raport, Durrës 11 March 1910. Albanian language alphabet and Bitola Congress. Work cited, 394.

⁶ HHSTA/PA Vienna's Archive, Durrës Vice-consul's information, 11 April 1909.

⁷ "Korça", Korçë nr. 34, 12 February 1910. Author: Krasta.

⁸ Haxhi Ali Elbasan was the deputy of Elbasan in the Turkish Parliament. He was the president of. Mahfeli society, which was organized in the beginning of 1910 in Istanbul, which became the center of Arabic alphabet propaganda. According to Sejfi Vllamasit this club (society) was created in Aksaray in Istanbul.

⁹ "Bashkimi i Kombit", Bitola nr.27 March 1910..Political and Social opinion of the Albanian Renaissance, article summary, Tiranë, 8 November 1976, 550.

¹⁰ "The History of Albanian People" work cited, 421.

¹¹ "Sun" Newspaper, Boston, 25 March 1910.

later, - says vice council of Durres – *Important people of Elbasan and patriots gathered around thence clubs and organized a public rally with a large attendance which ended with the delivery of telegrams to Albanian Prime Minister and deputies*¹. He estimates the participation in this rally about 2000 manifest.

Thus, the people of Elbasan, massively supported by the population of the province of Gramsh and other regions, will protect the writing of the Albanian language with the Latin alphabet. Among the organizers of the rally are mentioned the names of Lef Nosi, Beqir Plangarica, Muç Shqiptari Ali Ciftja , Ali Celirama, Nexhip Haxhiademi etc. As the leading role of the elders of the rally result Dervish Biçakçiu, Galip Bey, Mahmoud sheh Guma, Beqir Mezja, Emin Haxhiademi etc². An event of such dimension is reflected in an article titled "patriotic rally in Elbasan" published in the newspaper "Sun", where among other things, assess the role and the contribution in this meeting of the important people of Elbasan claiming " . . . joined the quickly also the hones important people of Elbasan, who almost was the soul and the heart of the national movement of these days "³. Even in the newspaper "Freedom" of Thessaloniki reflected the organized rally in Elbasan against the use of the Arabic alphabet for writing the Albanian language : "*The script that comes from the government says: After this Albanian language will be taught with Arabic letters only to them who like to learn Albanian . . . if they don't want, is better.*" According to this information the rally for the protection of the alphabet with Latin letters was held on 4 February 1910⁴. Also, on the issue of Albanian alphabet, Jacques Edwin (Edwin E. Jacques) on his monograph "Albanians" wrote: "*At that time no one could have imagined that in 1928 (so 18 years later - St. Our) Mustafa Kemal would require Turkey to write his own language with Latin letters thus following the example of its former vassal*" .⁵

It must be said that through the relevant documentation about the rally in question, different sources give different opinions in tors of the date of holding the rally in support of Latin letters and the number of participants in it. Some of these resources write that the date of the organization of the rally is 4 February 1910, while other sources write the date February 5, 1910⁶. Also in terms of the number of participants in this rally, there is the same problem that is reflected in data inconsistencies. Thus, in Durres's vice-consul information on the number of participants in this rally, is given a number nearly 2,000 participants, while newspapers "Shqiptari" gives a number about 10,000 people,⁷ while in other sources as well as the newspaper "Sun" of Boston was given a number of participants about 7,000 people. Also, the letter sent by the club "Bashkim" and published in the newspaper "Tanin" in Istanbul on February 20, it was claimed that: "*On February 5, all chiefs, sheikhs, merchants and guilds, as well as the population of the villages held a rally in which vowed to preserve the Albanian alphabet used for 40 years*"⁸

But despite such a problem, it must be said that this rally to the extent that he had received and echoes inside and outside the country, can be considered as largest ever organized rally in Elbasan, which were made for the protection of the Latin alphabet on writing Albanian language. Regarding the echo that this rally had, in and out region of Elbasan and in the diaspora, on February 11th, 1910 the newspaper of Istanbul "Shqiptari" , assessing the activity of Elbasan people would write: "*The behavior of people of Elbasan honors us . . . that holly place is the light of Albania and the heart of all its desires*" .⁹

Also, the Austro-Hungarian consul Pallavicinon his information sent to Vienna on February 1910, stated that: ". . . *The Young Turk's "Tannin" saw himself compelled to express the opinion that the right to use Latin letters to write the Albanian seems justifiable for language technical issues. If it formally presents the Young Turk Committee official's view, the article of the newspaper "Tanin" will temporarily resolve the conflict of the alphabet in favor of Latin letters*" .¹⁰Also, in the

¹ HHSTA/PA, Vienna's Archive, Durrës Vice-consul's information, 11 April 1909.

² Elbasan- Encyclopedia, work cited, 117.

³ "Sun", Newspaper, Boston, 25 March 1910.

⁴ "Lirija", Thessaloniki, nr.75, February 1910. Author: B.R

⁵ Edwin E. Jacques, *Albanians*, II Edition, Abraham Lincoln Fondation, Tiranë, 1995, 449.

⁶ "Lirija" Newspaper in Thessaloniki as the date of its organization, gives 4 February 1910, while the newspaper. "Tanin" in Istanbul gives the date 5 February 1910.

⁷ At 11 February 1910 the patriot Dervish Hima wrote on the newspaper of Istanbul "Shqiptari" : *From Elbasan they inform us with a telegram that had been a rally to protect the Albanian letters. More than 10 000 people participated and lots of words was said...*"

⁸ A.M.E, Hasan Kaleshi, "*Some aspects of the Albanian alphabet issue war in Istanbul*".

⁹ The newspaper "Shqiptari" in Istanbul, 11 February 1910, Elbasan's Library.

¹⁰ HHSTA/PA Pallavicini consul's rapport, Istanbul February 1910. "Albanian language alphabet and the Congress of Bitola", work cited, 391.

newspaper "Dielli" was estimated the participation in the rally of school Idadije students in Elbasan mentioning the names of the "fifth row" students, more specifically the names of Emin Haxhiademi, Kamber Dardha and Kostandin S. Cipos.¹ It must be said that on the response that Gramsh patriots gave to turkman council on their request to support the Arabic letters was stated: *"With great pleasure we submit that there is no people to attend as required, so we return this proposal"*.² Also, in the press of the time were reflected the protests sent by Albanian representatives abroad, members of the Ottoman parliament against their attempts to impose the Arabic alphabet. Such a protest sent on behalf of Constance Albanian society is reflected in the newspaper "Albanian" published in Istanbul and in the newspaper "Bashkimi i Popullit" published in Bitola.³

The summer Young Turk expedition of 1910 not only didn't allow their implementation, but also arbitrarily closed the Normal school in September 1910, with the motive that its activity was "dangerous to religion and the constitution"⁴. Through such an action, only using force and violence Young Turks would temporarily inhibit the educational movement in Albania, while such a situation will serve as a catalyst accelerator towards the organization of the Albanian uprisings. In this context, in September of 1910 in Elbasan was declared a state of emergency and kept the city surrounded by the regiment. The First Army Corps⁵. Sources inform us about the priest of Elbasan, who was moved to the Greth of Kavaja, was brought in Elbasan as wanted, but was acquitted versus a commercial guarantee.⁶ As a result of such a situation, most of the Elbasan patriots and Normal school's teachers, to escape repression expedition of Turgut Pasha, fled abroad. Such were Luigi Gurakuqi, Alexander Xhuvani, Dervish Biçaku, Aqif Pashe Elbasani etc. Those who remained were physically abused or were deported to Anatolia. Lef Nosi, director of the "Tomori" newspaper was exiled to Bruce, while Simon Shuteriqi was physically mistreated. Moreover other patriots of Elbasan suffered the same fate.⁷

Conclusions

Passing from the end of the IX century to XX century, national movement in the region of Elbasan marks the transition from of a spontaneous character movement phase but with a specific purpose and objective, consistent with the Albanian national movement, toward an organizational character movement, which shaped and appear in spatial boundaries within and outside this country. The contribution of this region is present in almost all the important events of the Albanian National Movement that takes part on the period treated in this thesis often being put on top of them.

The movement for the alphabet, Albanian language and writing, would be considered already at the beginning of the XX century not only as a real language issue, but will take the size of a political nature movement, by interfering directly in solving common problems. This is because of the most known fact, that under Ottoman Empire repression, Albanians were denied from their language and Albanian schools. To Albanians was denied the Albanian language, because it was a clear expression of national identity and Albanian schools were denied because they are the institutions within which this identity would get full affirmation in the function of a significant political process.

Movement for the Albanian alphabet and writing in Albanian territories as the most important problem of the Renaissance, has its prehistory associated with solving the issues that along the XIX century would go beyond individual initiatives.

After the announcement of Hyrjetit (Turkish Constitution on July 23, 1908), in the framework of constitutional freedoms which would turn temporary, Albanian National Movement will be reorganized to show some features that consist of the following ways:

Firstly, from an illegal movement, after 1908 Albanian patriots would develop their activities in terms of constitutional freedoms undergoing a significant evolution in organizational terms

¹ "Dielli", Boston, 25 March 1910.

² "Lirija", Thessaloniki, 10 May 1910.

³ Acts of Albanian Renaissance, work cited, 207-208.

⁴ "Bashkimi i Kombit" Newspaper, nr. 26, Bitola, 4 March 1910, 2.

⁵ HHST/PA nr.39, austro-hungarian consul's rapport, Durrës, 25 September 1910.

⁶ Ibid.

⁷ AQSH, F.3, Doss.45 p.9.

Secondly, if before 1908 the Albanian patriots carrying out their activities in exile after 1908 their activity would be recorded significantly in the Albanian territories by creating patriotic clubs and societies. But it must be said that such a process would be found also in the center of the Ottoman Empire

Thirdly, through the intensification of the Albanian patriots activity would be created a dense network of organized Albanianism activities which included patriotic-cultural organizations that would significantly contribute to the strengthening of national identity among Albanians.

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Importance of Information and Communications Technology (Ict) in Balance Sheet Categories Training

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ABSTRACT

The paper discusses and examines the importance of information and communication technologies (ICT) in the contexts of balance sheet categories training. In the contemporary education ICT has an important role. It is the most widely spread technology of the modern age which represents the basis for economy and knowledge society in the 21st century. The society should accept the challenge of new technologies, creating new knowledge as the most important supporting pillars of the knowledge society. The promotion of a knowledge society requires radical changes of the school system in general, and a new concept of school as a 'learning community'. Implementation of ICT are positively associated with increased productivity in the learning process and better performance of educational tasks. Therefore the educational institutions should be flexible, adapt to new changes, constantly learn and introduce innovations. The introduction of ICT to the accounting courses teaching process allow professors and students to have adequate access to all accounting and balance sheet categories, such as resources, liabilities, equity, income and expenses, and understanding of the inter-correspondent relationships in the preparation of accounting balance system equations and balance sheet categories flow based on the equilibrium state of main groups of balance sheet categories. This will make students become adequately equipped with the competences they will need on the labor market.

Keywords: information and communication technologies (ICT), balance sheet accounting categories, knowledge society, 'learning community', competences for the labor market.

1. Introduction

The term Information and Communications Technologies implies the technologies used for handling information. This, for example, includes technologies for data storage (magnetic and optical media, semiconductor memory, etc.), technologies for data transmission (radio, television, mobile phones, computer data transmission, etc.), data processing technologies

(computers of all kinds and their external devices), computer programs and services, and computer networks. ICT is, therefore, a term that covers a multitude of technologies designed for handling information, which reflects the fundamental importance and essence of ICT activities. During last thirty years ICT deeply modified subjects and society in their approach to learning and in knowledge construction. The main consequences is a double preliminary analysis on the influence that digital device had on mankind: a former perspective is concerned with the impact of digital technologies on the different learning environments (constructivist, socio-constructivist and connectives) responsible for individuals' learning; the latter viewpoint is mainly interested in communities, both on learning and of practice, their influence on individuals' learning and their role in organizations (Cartelli, 2010: 123).

Modern technologies bring about new methods of interaction and communication, and require constant adjustment to the new conditions, as well as a systematic implementation of such changes to all aspects of life and work in order to be in tune with the changes, where computer literacy is becoming a fundamental core which the use of ICTs is based on.

2. Information and Communications Technologies (ICT) and Traditional Education

Information and Communications Technology (ICT)¹ is the most widely spread technology of the modern age which represents the basis for economy and society in the 21st century (Tatković, Močinić, 2012). Today, the creation of *Europe of Knowledge* is a key factor in the development of individuals and the society, and it represents an important component of the 2007)strengthening of competitiveness and improving the economy, science and European citizenry of the new millenium (Europa 2020 – strateški okvir Europske unije).

“A further development of individuals' competences on all the levels of education is certainly crucial for the promotion of a knowledge society, which requires radical changes of the school system in general, and of the higher education system in particular. “A learning society requires a new concept of school as a ‘learning community’. Schools and the entire education system are required to be capable of a quick and efficient adaptation in the changeable globalisation and informatisation conditions, as well as to be able to create mechanisms for a timely and high-quality response to the needs of the „learning society“ (Kostović, 2006: 314).

In order to respond to the contemporary constant, variable and turbulent demands of the present-day society, modern ICTs introduce changes and represent a challenge to the classical approach to educating pupils/students (Tatković: 2007). New forms of studying are introduced on the individual, group and institutional levels, collecting information of all sorts, such as knowledge, understanding, the 'know-how', techniques and procedures, to continuously enhance the education system and its achievements and results. Education institutions' ability to teach must be greater and faster than the changes in the environment. Today's generations of pupils / students are growing up in a digital and virtual environment and thus have a need for a different approach to teaching and learning (Tatkovic 2009). Traditional methods of teaching were based on encyclopaedic knowledge, whereas current teaching methods are more flexible because they strive to adapt to the requirements and needs of individual pupils / students, by departing from a predetermined modular study programme curriculum and pre-planned content of individual courses (De Ascaniis, S. 2006, Tatković , 2009). With this new method of personalized teaching by applying new curricula, the individual students, with the help of the teaching media and educational technology, become responsible for their own intellectual progress in their own education, which brings into focus their individual capabilities for research and problem-solving by relying on a variety of research and discovery methods (Foerster, von H. 1991 in: Giaconi, C. 2008). The purpose of contemporary education is to develop competencies for structuring, designing and implementing modern technologies as an additional support in education, as well as for a future personal development and professional work of an individual. Thus, modern-day education becomes unrestricted and undetermined by the geographic location (e. g. country, city) and physical space (classrooms, houses).

Technological development and new technologies offer advantages which schools and higher education institutions should maximize in order to become competitive in the knowledge market and to keep pace with the modern times. In today's digital age and technologically developed environment, which becomes increasingly digitized, technologically more

¹ ICT – abbreviation of the English term Information and Communication Technology - used for both singular and plural (technology / technologies); IKT – Croatian abbreviation of the term *Informacijska i komunikacijska tehnologija*.

developed and evolved with strong developmental prospects for the future, the need arises for new knowledge and skills, such as the following (Tatković, Močinić, 2012, according to Maravić, 2003):

1. Critical thinking;
2. Flexible skills, adaptable to a variety of situations;
3. ICT skills necessary for professional work;
4. Decision-making abilities;
5. Handling dynamic situations;
6. Teamwork;
7. Effective communication.

These skills help prepare the individual for an intense battle on the labor market, where only those who are able to adapt will succeed. If pupils / students have learned and mastered certain skills through interaction with the environment and new technologies, but the educational institution does not know how to take advantage of this particular knowledge, their pupils' / students' potential, or the technology itself, it will fall short of today's norms and values instead of attaining success. It should be a mutual, interactive relationship in the form of mutual learning. Educational institutions should be flexible, adapt to new ideas and changes, constantly learn and introduce innovations, and promote the development of knowledge and exchange of information, which will make their pupils / students become more educated and adequately equipped with the knowledge they will need on the labor market in the future, so they can play an active role in it. Quick learning also implies rapid adaptation to the environment which keeps advancing in the technical and technological sense, and this in turn determines the institution's long-term success, continuous improvements, increased creativity and promotion of innovations, thus attracting and retaining people who are willing to learn, thrive and succeed.

3. The Impact of Information and Communications Technologies (ICT) on Teaching Activities within the Accounting - Balance Sheet Training

Competencies of teachers as the main initiators of progress and education as the basis of advancement are the fundamental capital of the modern society and a key factor in the economic development, providing the background and support for a successful use of ICTs, professional advancement and lifelong learning.

If the professors are of high quality, contemporary and familiar with the innovations, they will quickly and effectively deal with a world of constant technological changes, new accounting methods and legal solutions, introducing them successfully into the process of creating and performing their teaching. The professor, as the creator of the teaching process and the person who conducts classes with the use of modern ICT, is not only responsible for, but also essential in a successful implementation and integration of ICTs in the teaching process, where ICT itself is an indispensable element of effective education that encourages innovation, communication and interaction (e. g. interactive exercises) in the teaching process. Therefore, pupils / students should be motivated enough by their faculty teachers to use the available ICT, and thus gain confidence in their use and take advantage of numerous benefits that ICTs can provide to a modern student's education. The use of ICTs in the accounting course teaching process also requires a close familiarity with the content of the accounting courses. The introduction of ICT to the accounting courses teaching process will therefore allow professors and students to have adequate access to all accounting and balance sheet categories, such as resources, liabilities, equity, income and expenses. It will facilitate the presentation and understanding of the inter-correspondent relationships in the preparation of accounting balance system equations and balance sheet categories flow based on the equilibrium state of main groups of balance sheet categories. For this purpose, the following equation of the opening balance will be set:

$$A = P \quad (1)$$

$$DI + KNI + NI = K + O_d + O_k \quad (2)$$

where:

A = assets

NI = monetary assets

B = liabilities

K = equity

DI = non-current assets

O_d = non-current liabilities

KNI = short-term non-monetary assets

 O_k = current liabilities

The displayed equation expresses the balance sheet at the beginning of a period – a year. It results in the equality between assets and liabilities in the balance sheet as a whole, and equality between the initial categories of assets and the initial categories of liabilities in the balance sheet. Each balance sheet category can be expressed as a resultant of the other balance sheet categories. With the emergence of an economic process, all the elements are dynamized, changing from the initial balance into a dynamic state. Certain categories increase, and the others decrease, which establishes a continuous equilibrium of the balance sheet. Income and expenses that directly affect the amount of equity and assets emerge in the process. Such a setting is interpreted in the following dynamics equation:

$$DI+(p-s) + KNI+(p-s) + NI+(p-s) + T = K+(p-s) + O_d+(p-s) + O_k+(p-s) + P \quad (3)$$

where:

p = relevant category increase

T = expenses

s = relevant category decrease

P = revenues

This equation includes the balance sheet categories' initial state and all subsequent changes that increase and decrease the related categories in an accounting period. If, at the end of the period, the amount of generated revenues exceeds the expenses incurred, then the profit will be included in the equation:

$$DI+(p-s) + KNI+(p-s) + NI+(p-s) = K+(p-s) + O_d+(p-s) + O_k+(p-s) + D \quad (4)$$

where:

D = profit

which also represents the value of the balance sheet at the end of the period. By abstracting or by including profits into the amount of equity, the following situation will occur at the end of the period:

$$DI+(p-s) + KNI+(p-s) + NI+(p-s) = K+(p-s) + O_d+(p-s) + O_k+(p-s) \quad (5)$$

If we want to show the state of one balance sheet category at the end of the period by using the state of other balance sheet categories, then we will isolate the desired category to the left side of the equation, and place all other balance sheet categories to the right side. This will be shown as follows:

$$DI+(p-s) = K+(p-s) + O_d+(p-s) + O_k+(p-s) - KNI+(p-s) - NI+(p-s) \quad (6)$$

$$KNI+(p-s) = K+(p-s) + O_d+(p-s) + O_k+(p-s) - DI+(p-s) - NI+(p-s) \quad (7)$$

$$NI+(p-s) = K+(p-s) + O_d+(p-s) + O_k+(p-s) - DI+(p-s) - KNI+(p-s) \quad (8)$$

An increase in one type of assets corresponds to a decrease in other types of assets, with an increase in capital, and with an increase in liabilities. A decrease in one type of assets corresponds to an increase in other types of assets and the reduction of capital and liabilities.

With the above mentioned groups of balance sheet categories equations, we have determined that the individual balance sheet categories of assets positively affect the balance sheet categories of liabilities, and negatively affect the remaining balance sheet categories of assets. We will show the category of balance sheet liabilities as follows:

$$K+(p-s) = DI+(p-s) + KNI+(p-s) + NI+(p-s) - O_d+(p-s) - O_k+(p-s) \quad (9)$$

Increase in equity corresponded to the increase in assets and with the reduction in liability. Conversely, reducing equity corresponds with a decrease in assets and an increase in liabilities.

$$O_{d+} (p-s) = DI+ (p-s) + KNI+ (p-s) + NI+ (p-s) - K+ (p-s) - O_{k+} (p-s) \quad (10)$$

Increase in long term liabilities corresponds to the increase in assets, with a decrease in equity and a decrease in current liabilities. Conversely, a decrease in liabilities corresponds with a decrease in assets, an increase in equity and an increase in current liabilities.

$$O_{k+} (p-s) = DI+ (p-s) + KNI+ (p-s) + NI+ (p-s) - K+ (p-s) - O_{d+} (p-s) \quad (11)$$

Increase in current liabilities corresponds to an increase in assets, a reduction of equity and a reduction of long term liabilities. Conversely, a decrease in current liabilities corresponds with a decrease in assets, an increase in equity and an increase in long term liabilities.

If any of the so far presented balance sheet categories determine a difference between debit and credit transactions in a given period, or if we subtract the opening balance from the end period balance, we will get the increase of the respective category, which can be either positive or negative ($p-s = D$), depending on whether the debit or credit turnover of the respective balance sheet category was higher, and whether the respective category belongs to the assets or liabilities side of the balance sheet. Namely, a positive difference between debit and credit transactions of the assets balance sheet category and a positive difference between credit and debit transactions of the passive balance sheet categories represents a positive increment. Conversely, a negative difference between debit and credit transactions of the assets balance sheet category and a negative difference between credit and debit transactions of the passive balance sheet categories represents a negative increment. We determine the difference between the final and the initial balance, i. e. :

$$\begin{array}{l} \text{final balance} \quad DI_1 + KNI_1 + NI_1 = K_1 + O_{d1} + O_{k1} \\ \text{- opening balance} \quad \underline{DI + KNI + NI = K + O_d + O_k} \\ \text{= balance sheet} \\ \text{category increase} \quad \Delta DI + \Delta KNI + \Delta NI = \Delta K + \Delta O_d + \Delta O_k \end{array} \quad (12)$$

where:

1 = indicates the final balance of the respective category

Δ = increase in the respective category

In that sense we got an equilibrium state for the increase in balance sheet categories, and all balance sheet categories recorded positive increment. In reality, individual balance sheet categories show a positive increment while others show a negative increment.

The use of ICT in training for accounting balance sheet categories can be viewed from various perspectives. First of all, the ICTs themselves can be the topic of study. In fact, prior to any application in the teaching process, a student should master them, learn about their functionality and possible implementation, with particular emphasis on their use within the accounting balance sheet categories framework. This means that the very use of ICT must be a learning topic. ICT can be used as a tool within the teaching process for the presentation of balance sheet categories when calculating the correspondent relations and projecting future conditions and processes. Finally, ICT can be used as a means of testing, communication, research, etc.

A Professor / teacher should be competent in using ICTs and computers as supporting tools for teaching classes, and for different intended teaching purposes, to ensure the achievement of optimal technical, pedagogical, professional and working conditions in the educational process. By using ICT in education, pupils / students become active and disciplined participants, thus making teaching itself more effective.

Apart from professors / teachers, the management structure of an education institution also plays an important role in the implementation of ICT and innovations in this field. They should also be aware of the major role, various possibilities and the pedagogical advantages of using modern technologies to ensure material resources for their acquisition and didactical use and its subsequent operational use, which is also based on new methods of teaching in accordance to the times we live in.

Computer and IT knowledge, skills and competencies, and the curriculum for professor/teacher training, as crucial factors of participation in ICT-based education, have a cause-and-effect relationship with the computer and IT education, as well as with achievements of pupils / students, and of all those who participate in the education process. In order to achieve a successful application of ICTs in teaching and professional development, teachers / educators at all levels of education have to continuously improve their competencies which are required for the application of ICTs, and improve their pedagogical and methodological / didactic competencies in order to carry out their tasks effectively in today's technological environment.

The introduction of ICT in the teaching process should be regular, systematic and direct, subordinated to and in line with specific goals and a variety of learning contexts, along with the modification of the existing sources, while developing new educational contexts and choosing the working environment and working conditions appropriate to different groups of pupils / students.

4. Terms of Application of Information and Communications Technologies (ICT) in Learning Activities within the Education Process

In these new technological conditions, which are constantly changing, teachers must be trained for the work, which means they need to adapt quickly to new requirements and develop specific communication skills, such as the use of e-mail, tracking chat conversations, moderation of forums, dealing with blogs, etc. , which pupils / students use in order to keep pace with the modern trends.

Three basic requirements could be identified which are necessary for the teachers to successfully apply ICT in the accounting / balance sheet teaching process:

- professor-teacher must be convinced that the use of ICTs will be more effective in the presentation of materials, securely defining the balance sheet accounting categories and establishing inter-correspondent balance-sheet relations;
- the use of ICT will also help to understand other goals of business entities' operations, such as the rationalization of the production process or the application of adequate purchasing policies, etc. ;
- all of this is possible if the professor / teacher possesses the necessary competence to use ICT.

Educational experience which a professor / teacher possesses will be appreciated according to the application of ICT, oriented towards the purpose, goals and relationships within the appropriate learning context. It is necessary to continue the analytical research of opportunities provided by the selected application in relation to the balance sheet accounting categories and its possible practical use; to anticipate subsequent training of technical skills; to propose programming and / or adjustment of specific activities (e. g. programming of didactic activities) to verify understanding; to guarantee support and tutorship by colleagues or other professionals in the following stages.

Thus, UNESCO's ICT competency standards for teachers / educators (ICT CST, 2008) provide guidelines for professors / teachers and pupils / students on how to live, learn and work in an extremely complex and rich IT knowledge society, emphasizing the need for an effective use of ICT, where professors / teachers need to possess competence for the organization and implementation of technologically supported learning and stimulating environment. From UNESCO's

publications, as well as from the EU documents on ICT and computerization (Digital Agenda for Europe 2010-2020),¹ emerges the conclusion about an exceptional importance of information literacy and digital competencies development of all European citizens, especially those involved in the teaching process (teachers, professors), for a successful work and life in Europe as a knowledge society.

The present time is characterized by the reign of technology. Technology is becoming increasingly more contemporary. It rapidly becomes obsolete, and continuously requires new knowledge, skills and competences, so that individuals and the whole society could quickly adapt to the ever growing demands of new technologies and thus ensure progress and wealth of the nation (Ghisla, G. 2006).

With the help of modern ICTs, the field of education and other areas of social life can be managed, further increasing the high quality of education process and the quality of knowledge.

5. Conclusion

The quality of modern knowledge has far surpassed traditional encyclopedic learning at schools, replacing it, with the help of ICTs, with new knowledge, which is based on logical reasoning, pupils' / students' creativity and mutual expansion and exchange of knowledge. A high degree of interactivity and adaptability is required at all levels of the education system, which contributes to a quicker and more efficient education. In fact, in this way, knowledge is adopted more quickly, thus achieving higher productivity and expanding education and knowledge, modernizing and improving it with new contents, methods and forms of work at all levels of education, thus ensuring integration into modern teaching trends (Gerlič, I. 2010).

In order to significantly improve and enhance education and increase the quality of the education process in the form of teaching and learning at all levels of education, it is necessary to computerize educational institutions, i. e. to increase financial investments in IT equipment such as hardware and software.

The importance of ICTs in the education quality management is indirectly visible in the following areas (Tatković, Močinić, 2012):

- Selecting the most favorable education options;
- Improvement and effectiveness assessment of the chosen teaching methods and strategies;
- Development of systems and tools to support the education performance;
- Improving methods of monitoring and evaluating the progress of educational projects;
- The implementation of the teaching process itself.

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¹ The Digital Agenda for Europe establishes seven priority areas of action at EU level, among which an important one is improving digital literacy, knowledge and e-inclusion. Other priority areas of the Digital Agenda for Europe are the following: creation of a single digital market, improving the interoperability of information and communication products and services, fostering trust and security on the Internet, ensuring the provision of much faster internet access, encouraging investment in research and development, improvement of digital literacy, knowledge and e-inclusion and the application of information and communication technologies in addressing key challenges of society, such as climate change, increasing health care costs and aging population.

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Does Students' Financial Behaviour Differ Based on Their Family Income?

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Abstract

This study investigates the differences on Financial Behaviour among Albanian university students based on their family income. The main objectives of this study are: i) firstly, to assess the level of financial behaviour of Albanian university students; ii) to examine whether the financial behaviour differs based on the level of students family income; and iii) finally, to provide some conclusions and policy implications with regard to financial behaviour. An instrument comprised of specific and personal questions is administered to 637 students from five public and two private universities in Albania. Factor analysing and Cronbach Alpha test are utilized to assess the validity and reliability of the questionnaire. Data analysis is conducted based on the One Way Welch Anova technique. The outcomes discover that Albanian university students show almost a good financial behaviour which differs based on household income. Students with low or middle family income are revealed to show better financial behaviour in comparison with those who reported to have high level of family income. This study paves the way for future research in Albania and for taking incentives for helping students to shape healthy spending habits.

Keywords: financial behaviour, family income, Albanian university students.

1. Introduction

Students' management skills and behavior has been an issue of concern for about decades. The implication of poor financial management can influence more than students' finances. It can affect their academic performance, mental and physical well-being, and even their ability to find employment after graduation" (Cude, et al. 2006). What is more, students represent a productive market for financial institutions, both as a source of immediate revenue and as a way to promote brand-loyalty through adulthood. The financial decisions made early in life create habits difficult to break which affect students' ability to become financially secure adults (Martin & Oliva, 2001). A lot of researchers, academics and practitioners studied student's financial behavior and warned unhealthy financial behavior. A healthy financial behavior include: "regular generation of financial statements; budgeting; control of spending; recording income and expenses; and tax, insurance, investment, retirement and estate planning", (Musk & Winter, 1998 (p. 1). One of the factors found to affect student's financial behavior is their disposal income. Shim and Siegel (1991), in their textbook on the theory and problems of personal finance, highlighted the importance of behavior as an essential ingredient for financial success: "Even with a moderate level of income, you can build substantial wealth by exercising discipline in your financial affairs" (p. 1). Heck (1984) investigated the determinants of financial management behavior of undergraduate students by conducting a survey among 877 participants enrolled in three institutions of higher education in the central New York state region. She found that students who perceived their incomes to be inadequate were less likely to engage in planning behaviors, whereas those who reported higher income were apt to display some implementing behaviors. Implementing behaviors were also found to be discouraged by students who depended financially on their parents and perceived their income as inadequate for meeting their needs. Today's university students have more money to spend than students in past generations, but conversely they have been shown to have low levels of financial literacy and to be impulsive buyers (Hira & Brinkman 1992; Danes, Huddleston, & Boyce, 1999; Henry, Weber & Yarbrough, 2001). Furthermore, studies have revealed that students who report high parental income are more prone to spending money, less interested in financial matters and see less need for

precautionary saving. These results leads to the following question: Does family income affects students' financial behavior in Albania?

Aims and hypothesis:

The purpose of this research is to investigate whether there is any discrepancy in students' financial behavior based on their family income. The main objectives of this study are:

- ✓ Firstly, to assess the level of students' financial behavior based on different classes of family income;
- ✓ Secondly, to examine whether students' financial behavior differs based on their family income;
- ✓ Finally, to draw some conclusions and policy implications in order to help students in Albania to shape healthy financial habits.

This research raises the following hypothesis:

Hypothesis: Students with high level of family income display poorer financial behavior compared to students with low or middle level of family income.

2. Research Methodology

This study utilizes a survey focusing on university students. The content of the survey is designed on two parts. The first part comprises personal questions like: gender, age, family income, work experience, etc. The second one consists of two questions testing on how saving or spending oriented students are, and another one considering 8 statements testing budgeting; control of spending; tracking income and expenses; considering several alternatives when making a financial decision; considering risk; paying bills on time and successfully carrying out a spending plan. Participants are asked to rate items using a scale of 1-5 (1-not at all true of me, to 5-very true of me). Data are collected using a stratified sampling method at five public and two private universities across Albania. Public universities involved in this research are: University of Tirana; Agriculture University of Tirana; University "Aleksandër Moisiu", Durrës; University "Aleksandër Xhuvani", Elbasan and University "Eqrem Çabej", Gjirokastrë. Private universities considered are: University "Marlin Barleti", Tiranë and "Kristal" University, branch Përmet. A group administered technique is used as the data collection method. The response rate counts for 95% (607 of 637). Questionnaires completed less than 95% of the questions involved, are considered unavailable.

The data reported in this study are part of a doctoral study on financial literacy of university students. Data are processed in the Statistical Package for the Social Sciences (SPSS 20). Different techniques are utilized to analyze the data. Hence, factor analyses and the reliability analysis are being useful to test the consistency of the questionnaire. In addition, financial behavior is evaluated as the mean value of the statements' responses that resulted successful from the factor analyses. Furthermore, the one way Welch ANOVA technique is utilized for investigating the differences in financial behavior based on students' family income. Finally, multiple comparisons between different groups, classified according family income classes, are examined by considering Tukey post-hoc test.

3. Data Analyzing and Findings

- ***The consistency of the questionnaire***

The consistency of the questionnaire is tested based on the value of factor loading yielded by the factor analyses of each component included in the financial behavior section, while the reliability is measured based on the Cronbach's Alpha index provided by the reliability analysis. The high proportion of variance in our variables tested by Kaiser-Meyer – Olkin's test (**KMO = 0. 802**) indicates a valuable factor analysis. The usefulness of factor analysis is also confirmed by the zero value (less than 0. 05) of the significance level of Bartlett's Test of Sphericity. Two out of ten components included in the factor analyses are extracted based on the Principal Component Analysis, since they loaded less than 0. 4 (Table 1). The other factors loaded resulted greater then 0. 4, showing a good internal consistency of the survey. Meanwhile, the Cronbach's Alpha index accounted for 0. 717 considering all the items which resulted successfully from the factor analyses. A reliability coefficient of 0. 70 or higher is considered "acceptable" as recommended by Cavana et al. , (2001).

Table 1: Factor & Reliability Analysis

	Factor Loading	KMO = 0.802 Bartlett's Test of Sphericity Sig. 000 Cronbach's Alpha index: 0.717
Planning and tracking spending	0.710	
Compare prices before shopping	0.590	
Read to improve my financial knowledge	0.450	
Pay my bills on time	0.567	
Before I can buy a product, I consider if I can afford it	0.618	
How do you classify yourself: Spending oriented or Saving oriented?	0.605	
How do you usually manage your daily income?	0.602	

• **Sample Characteristics**

The profile of 607 respondents who participated in this research is diagrammed in table below. Most of the respondents were males (71%), aged 18 – 22 years old. Almost half of the respondents (48.1%) have reported middle or lower middle family income (greater than 20,000 Lekë – 60,000 Lekë). 36.6% declared upper middle or high family income (greater than 60,000 – 80,000 Lekë, or greater than 80,000 Lekë), and only 10.6% displayed low parental income (0 – 20,000Lekë).

Table 2: Sample Characteristics

Gender	Frequency	Percentage
Female	176	29%
Male	431	71%
Total	607	100%
Years of Age		
18 -22	439	72.3%
23 – 29	126	20.8%
30 – 39	37	6.1%
39 and over	4	0.7%
Missing system	1	0.1%
Total	606	99.9%
Family Income		
0 – 20,000 Lekë	64	10.6%
Greater than 20,000 – 40,000 Lekë	152	25.0%

Greater than 40,000 – 60,000 Lekë	140	23. 1%
Greater than 60,000 – 80,000 Lekë	121	19. 9%
Greater than 80,000 Lekë	106	16. 8%
Missing system	24	4. 6%
Total	607	100%

• Students Financial Behavior

In order to identify the level of financial behavior and its variation among students with different household income, an analysis of variance (ANOVA) and descriptive statistics are conducted. The distribution of the financial behavior scores is examined separately for each group. Table 3 below displays statistics including the mean, standard deviation, skewness and curtosis of different groups of students. The skewness and curtosis of all categories, except the "low income" group, are shown to be close enough to zero. Even though the values of skewness and curtosis for the first group (0 – 20,000 Lekë) are greater than 1, their value fall within the interval $\{-2SD; +2SD\}$, showing the distribution to be viewed as normal (Tabachnick & Fidell, 2000).

Table 3: ANOVA and Descriptive Statistics

	Mean	Standard Deviation	Skewness	Curtosis
0 – 20,000 Lekë	3. 70	0. 908	-1. 129	1. 016
Greater than 20,000 – 40,000 Lekë	3. 59	0. 929	-0. 751	-0. 106
Greater than 40,000 – 60,000 Lekë	3. 70	0. 854	-0. 809	0. 107
Greater than 60,000 – 80,000 Lekë	3. 57	0. 866	-0. 556	0. 082
Greater than 80,000 Lekë	3. 48	0. 918	-0. 539	-0. 087
Differences between groups	F = 4. 073	Sig. 0. 003		

Results of the financial behavior scores accounted for more than 3 showing a good financial behavior. Anyway, this evidence does not prove that Albanian students proactively manage their money, since the upper limit of the financial behavior value is 5. The overall result of Fisher test ($F = 4. 073$, $sig. = 0. 003$) emerges a statistically significant difference in the overall score of financial behavior among different groups. In closer inspection of the data, it can be observed that students who reported low or middle income yielded the highest score ($M = 3. 7$) in financial behavior in comparison with students with other levels of parental income. Students who declare the highest level of parental income (greater than 80,000 Lekë) are shown to perform worse in financial behavior ($M = 3. 48$). The Tukey Post Hoc test (table 4) demonstrates the multiple comparisons of the financial behavior mean based on family income. Results revealed a statistically significant discrepancy in financial behavior scores among students with low or middle family income and those with high family income. *This outcome approves the hypothesis that students with high level of family income display poorer financial behavior compared to students with low or middle level of family income.*

Table 4: Tukey Post Hoc

(I) Family Income	(J) Family Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-20,000 Leke	Greater than 20,000 – 40,000 Lekë	0.103	.069	0.565	-0.08	0.29
	Greater than 40,000 – 60,000 Lekë	0.000	.070	1.000	-0.19	0.19
	Greater than 60,000 – 80,000 Lekë	0.127	.071	0.382	-0.07	0.32
	Greater than 80,000 Lekë	0.216*	0.074	0.027	0.02	0.42
Greater than 20,000 – 40,000 Lekë	0-20,000 leke	-0.103	0.069	0.565	-0.29	0.08
	Greater than 40,000 – 60,000 Lekë	-0.103	0.054	0.317	-0.25	0.04
	Greater than 60,000 – 80,000 Lekë	0.024	0.056	0.993	-0.13	0.18
	Greater than 80,000 Lekë	0.113	0.059	0.308	-0.05	0.27
Greater than 40,000 – 60,000 Lekë	0-20,000 leke	0.000	0.070	1.000	-0.19	0.19
	Greater than 20,000 – 40,000 Lekë	0.103	0.054	0.317	-0.04	0.25
	Greater than 60,000 – 80,000 Lekë	0.127	0.057	0.173	-0.03	0.28
	Greater than 80,000 Lekë	0.216*	0.060	0.003	0.05	0.38
Greater than 60,000 – 80,000 Lekë	0-20,000 leke	-0.127	0.071	0.382	-0.32	0.07
	Greater than 20,000 – 40,000 Lekë	-0.024	0.056	0.993	-0.18	0.13
	Greater than 40,000 – 60,000 Lekë	-0.127	0.057	0.173	-0.28	0.03

	Greater than 80,000 Lekë	0.089	0.062	0.608	-0.08	0.26
Greater than 80,000 Lekë	0-20,000 leke	-0.216*	0.074	0.027	-0.42	-0.02
	Greater than 20,000 – 40,000 Lekë	-0.113	0.059	0.308	-0.27	0.05
	Greater than 40,000 – 60,000 Lekë	-0.216*	0.060	0.003	-0.38	-0.05
	Greater than 60,000 – 80,000 Lekë	-0.089	0.062	0.608	-0.26	0.08
*. The mean difference is significant at the 0.05 level.						

4. Conclusions, Discussions and Recommendations

This research investigated the financial behavior of 607 students from multiple universities across the country. It revealed the level of financial behavior and its discrepancy among Albanian university students based on their family income. The study showed that Albanian university students display a good financial behavior, but not a smart one. In addition, parental income is revealed to affect student's financial behavior. Evidences suggest that students with high level of family income are more likely to display poorer financial behavior in comparison with students with low or middle ones.

The results of this survey can be mainly explained by the inappropriate parental guidance about money smart. Parents mostly overlook teaching children financial skills like saving and budgeting. Students with higher parental income may have the attitude that money comes easily and they can buy whatever they want, so that they do not need to budget, save or invest. On the other hand, students with low or middle parental income may have had to learn to be careful with their money and need to budget and invest in order to meet their needs. Parents show an example for financial behavior to their children for better, or for worse. They can provide a message that "money is burning a hole in your pocket", or "money matters". Training parents on how to teach children healthy financial habits will help them better to be able to teach and model positive financial habits in the home. It is essential to parents to teach children to set priorities and give them a personal allowance in order to value money. In addition, institutions of higher education, banks and professionals could offer seminars to students on the importance and ways to establish a proactively financial lifestyle.

Based on the findings of the present study it is recommended that further qualitative research be conducted to gain insight in depth of students' financial behavior. In addition, future studies could be undertaken to understand and control for other factors influencing students' financial behavior.

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Correlation between Strategy of *Tahfiz* Learning Styles and Students Performance in Al-Qur'an Memorization (*Hifz*)

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Abstract

The aim of this study is to review strategies of tahfiz learning styles in Tahfiz Institutions in Malaysia. The study involved a total of 212 students who studied in Diploma of Tahfiz Darul Qur'an, JAKIM. The questionnaire instruments were developed by researcher and its content has been validated by panel of experts. Cronbach's alpha reliability level of value for all parts of the questionnaire was high (> 0.9). Research data was analyzed descriptively and inferential by using the mean, standard deviation, percentage, T-test and Pearson correlation. The findings show that the strategies of tahfiz al-Qur'an learning styles were at moderately high level. Inferential data analysis found significant differences between 'gender' and 'location of tahfiz institutions' and strategies of students learning styles. The findings also show strong significant relationship between strategies of tahfiz learning styles and students performance in memorization (hafazan). Research implications conclude that elements of strategy in tahfiz learning styles should be given special attention by all parties when drafting a curriculum for tahfiz teaching and learning so that the excellence in quality of the students can be achieved.

Keywords: Learning strategies, learning styles, *tahfiz* learning

INTRODUCTION

Tahfiz al-Qur'an education is the earliest education in the history of Islamic education. Memorization is also a method used by the Prophet PBUH (Peace Be Upon Him) to teach the Qur'an to his Companions (Al-Habash, 1987). Allah the Most High and Exalted has makes it easy for people to memorize the Qur'an (al-Qamar 54: 17) and preserves its contents so that the Qur'an is protected from all forms of abuse and changes (al-Hijr 15: 9). Memorising the Qur'an is an effort to prevent a loss amount of people to memorize the Qur'an and it is impossible they deny al-Qur'an (mutawatir al-Qur'an) and also avoid any attempt to distort and falsify the Qur'an (Al-Suyuti, 1987). Allah praises and appreciates those who memorized the Qur'an with honour and noble titles such as God's chosen (Fatir 35: 32), those who have been given knowledge (al-Ankabut 29: 45) and the guardians of the authenticity of Qur'an (al-Hijr 15: 9).

RESEARCH BACKGROUND

The development of *tahfiz* education in Malaysia, in most states move according to its own direction with the emergence of private and local *tahfiz* schools. Consequently, each state or *tahfiz* administrators are free to adopt any curriculum or teaching methods from whichever country and according to educational backgrounds of individual teachers concerned (Azmil Hashim, 2010). This encourages *tahfiz* teachers to teach based on their own experiences and not a specific teaching method. Therefore *tahfiz* education systems which exist are not following any specific and systematic teaching methods (Wan Muhammad, 1995).

The factors that have been identified as a source of weakness in the performance of *tahfiz* are the weaknesses in teaching and learning methods of the *tahfiz*, i. e. the teachers still retain traditional methods of teaching and learning process in *tahfiz* (Mohamad Marzuq 2008; Azmil Hashim *et al.*, 2014) although they agree with confidence that the use of technology is helping to improve the quality of memorizing the Qur'an (Mohamad Marzuq 2008).

Weaknesses in students' performance in memorizing the Qur'an are also identified. It is due to discrepancy in strategies of *tahfiz* learning style i. e. students do not have proper strategy, methodology and motivation in learning *tahfiz* (Misnan and Ahmad Dadi, 2003; Azmil Hashim, 2010). Structured teaching and learning process for *tahfiz* could not be implemented properly because professional teaching skill program offer by educational institutions does not make much contribution towards *tahfiz* professional teaching skills (Azmil Hashim *et al.* , 2013).

RESEARCH QUESTIONS

These studies generally aim to review *tahfiz* al-Qur'an learning styles that had been practiced by *tahfiz* students. Hence, the research questions are:

- i. What are the strategies in *tahfiz* the Qur'an students' learning styles?
- ii. Are there differences in strategies of *tahfiz* al-Qur'an learning styles by gender?
- iii. Are there differences in strategies of *tahfiz* al-Qur'an learning styles by locality of *tahfiz* institutions?
- iv. Is there a significant correlation between strategies of *tahfiz* al-Qur'an learning styles and students' performance in memorizing the Qur'an?

RESEARCH HYPOTHESIS

This study has the following hypotheses:

H₀₁. There is no difference in strategies of *tahfiz* al-Qur'an learning styles by gender.

H₀₂. There is no difference in strategies of *tahfiz* al-Qur'an learning styles by locality.

H₀₃. There is no significant correlation between strategies of learning styles and students' performance in memorizing the Qur'an.

RESEARCH METHODOLOGY

This research is a quantitative study using questionnaire and is compatible with the survey method (Robson, 1988). The questionnaire used is selected questionnaire responses. In this study the researchers chose to use the method of data collection by five items Likert scale responses types, as a scale of respondent's answers to all items used in this research instrument. Likert scale is suitable for measuring the views expressed by respondents in a particular area on an ongoing basis about a practice perceptions and attitudes (Cohen L, Manion L & Morrison K. , 2000). In this research instrument, respondents were asked to rate an item by marking one of the numbers from 1 to 5, based on description for each number, i. e. Strongly Disagree (1) to Strongly Agree (5).

In order to determine its validity, the questionnaires were referred to nine people who have expertise and experience in their respective fields consisting of expertise in the field of *tahfiz* education, Qur'anic education and research. As for the reliability of the items in the questionnaire, an analysis of the data was performed to obtain Cronbach's alpha values. It was found that the students' questionnaire instrument has a high reliability, i. e. Cronbach's alpha value of 0.96 as shown in Table 1 below:

Table 1

Classification of Reliability Index

Indicator	Alpha Cronbach's value
Very High	0. 90-1. 00
High	0. 70-0. 89
Moderate	0. 30-0. 69
Low	0. 00-0. 30

Source: Brymen & Cramer (1999)

The study was conducted at 11 Maahad and Tahfiz institutes across the country which implements Tahfiz Darul Qur'an, Department of Islamic Development Malaysia (JAKIM) curriculum. A total of 212 students were chosen as respondents for the study consisted of sixth semester student at Darul Qur'an, JAKIM and State Maahad Tahfiz Al-Qur'an (MTQN).

RESEARCH ANALYSIS

The process of analyzing quantitative data was done descriptively through computerized analysis using Statistical Package for Social Sciences Version 12. 0 software. Descriptive statistics used were frequency, percentage, mean and standard deviation. Researcher describes this descriptive analysis using interpretation tables mean affective behaviours that have been formulated by Nunally (1978) as shown in Table 2. The interpretation of the mean is arranged by descending order from the highest mean to the lowest mean.

Table 2

Interpretations Mean of Affective Behavioural Dimensions

Mean Score	Interpretation
4. 01-5. 00	High
3. 01-4. 00	Moderate High
2. 01-3. 00	Moderate Low
1. 01-2. 00	Low

Source: Stufflebeam (1971)

Inferential statistical data analysis methods are used to obtain statistical inference from a sample of the total population. Independent-Samples T-Test procedure is used to test the significance level comparison of the mean for independent variables such as gender (male and female) and the location of the institution (DQ and MTQN). Correlation coefficient using Bivariate Correlations procedure to measure the strength of the correlation between the dependent variable is used. In this case, the Pearson correlation model was used because of the dependent variables was tested using the scale interval (Davies, 1971) as shown in Table 3.

Table 3

The Correlation Coefficient Value

The Correlation Coefficient Value (r)	Interpretation of Coefficients
1. 00	Perfect
0. 70-0. 99	Very high
0. 50- 0. 69	Strong (Substantial)
0. 30-0. 49	Moderate
0. 10-0. 29	Low
0. 01-0. 09	Negligible

Source: Davies (1971)

RESEARCH FINDINGS**Strategies in Tahfiz Al-Qur'an Learning Styles**

Teaching strategies of tahfiz al-Qur'an were obtained through questionnaires among the students of tahfiz. Table 4 below shows the mean, standard deviation, frequency, percentage and interpretation of mean (score) of tahfiz al-Qur'an teaching and learning strategies according to students' perceptions. The findings show that eight (8) items record interpretation of mean at a high level, eight (8) items record interpretation of mean at moderate level and only one item which record interpretation of mean at a moderately low level.

Eight items recorded the interpretation of mean at a high level is checking (tasmi^c) new (jadid) memorization by Syafawi (orally) item (mean=4. 74, sd=0. 57) with the percentage of very frequent and frequent at 97. 7%, improving the interest in memorizing the Qur'an item (mean=4. 69, sd=0. 55) with the percentage of very frequent and frequent is 98. 6%, supplicate prayer item (mean=4. 55, sd=0. 68) with the percentage of very frequent and frequent is 93. 6%, learn the importance of memorizing (the Qur'an) (mean=4. 54, sd=0. 63), sincerity of intention item (mean=4. 47, sd=0. 72) with percentages of very frequent and frequent is 92. 6%, seeking for forgiveness item (mean=4. 38, sd=0. 82) with the percentage of very frequent and frequent is 90. 4%, learn the advantages of memorizing item (mean = 4. 30, sd=0. 61) with the percentage of very frequent and frequent is 97. 7%, and revising previous (qodim) memorization by Syafawi (orally) item (mean = 4. 30, sd=0. 91) with the percentage of very frequent and frequent is 84%.

While items that have interpretation mean at a moderate-high is complete memorization (muraja^cah majmu^c) item according to schedule (mean=3. 81, sd=1. 18) with the percentage of very frequent and frequent is 68. 8%, record new (jadid) memorization item (mean=3. 50, sd=1. 34) with the percentage of very frequent and frequent at 53. 7%, has a specific schedule for revision item (mean=3. 42, sd=1. 05) with the percentage of very frequent and frequent is 49%, enhancing the motivation item (mean=3. 25, sd=1. 29) with the percentage of very frequent and frequent is 44%, steadfast in memorization revision item (mean=3. 33, sd=1. 01) with the percentage of very frequent and frequent is 41. 7%, disciplined in following the revision schedule item (mean=3. 21, sd=0. 97) with the percentage very frequent and frequent at 35. 3%, record old memorization item (mean=3. 05, sd=1. 34) with the percentage of very frequent and frequent is 37. 6%, and tested new (jadid) memorization by writing (tahriri) item (mean=3. 01, sd=1. 26) with the percentage of very frequent and frequent at 36. 3%.

Meanwhile, the item that recorded interpretation mean at a moderately low level is revising previous (qodim) memorization by writing (tahriri) item (mean=2. 90, sd=1. 18) with the percentage of very frequent and frequent only 29. 8%.

Based on the research findings, this study show that the learning strategies of tahfiz al-Qur'an preferred by students are checking (tasmi^c) new (jadid) memorization by Syafawi (orally), improving the interest in memorizing the Qur'an, supplicate prayer before memorizing, sincere intentions, seeking forgiveness, learn the advantages of memorizing the Qur'an, and revising previous (qodim) memorization by Syafawi (orally).

The study also found that the tahfiz Qur'an learning strategies which is given less attention by students are complete memorization (muraja^aah majmu^c) according to schedule, record the new (jadid) memorization, has a specific schedule for revision, enhance motivation, steadfast in memorization revision, discipline in following the revision schedule, record previous memorization (qadim) and tested new (jadid) memorization by writing (tahriri). While, the practice with the least attention by students is revising previous (qodim) memorization by writing (tahriri).

Table 4

Tahfiz Learning Styles Strategies

Strategy	Mean	S. D	Interpretation
New (jadid) memorization by Syafawi (orally)	4. 74	0. 57	High
Improving the interest in memorizing the Qur'an	4. 69	0. 55	High
Supplicate prayer	4. 55	0. 68	High
Learn the importance of memorizing (the Qur'an)	4. 54	0. 63	High
Sincerity of intention	4. 47	0. 72	High
Seeking for forgiveness	4. 38	0. 82	High
Learn the advantages of memorizing (the Qur'an)	4. 30	0. 61	High
Revising old (qodim) memorization by Syafawi (orally)	4. 30	0. 91	High
Complete memorization (muraja ^a ah majmu ^c) according to schedule	3. 81	1. 18	Moderately High
Record the new (jadid) memorization	3. 50	1. 34	Moderately High
Has a specific schedule for revision (memorization)	3. 42	1. 05	Moderately High
Steadfast in memorization revision	3. 33	1. 01	Moderately High
Enhancing the motivation	3. 25	1. 29	Moderately High

Disciplined in following the revision schedule	3.21	0.97	Moderately High
Record previous memorization (<i>qodim</i>)	3.05	1.34	Moderately High
Tested new (<i>jadid</i>) memorization by writing (<i>tahrir</i>)	3.01	1.26	Moderately High
Revising previous (<i>qodim</i>) memorization by writing (<i>tahriri</i>)	2.90	1.18	Moderately Low
Total Mean	3.94	0.43	Moderately High

Differences in Strategies of *Tahfiz* al-Qur'an Learning Style by Gender Demographics

H_{01} There is no significant difference between mean scores in strategies of *tahfiz* students learning style by gender demographics.

The research finding from one-way Analysis of Variance to examine the mean score in strategies of *tahfiz* al-Qur'an students learning style based on the gender demographics.

Table 5

T-test Differences in Strategies of *Tahfiz* Learning Style by Gender Demographics

Sex	N	Mean	SD	t-value	Sig. P
Male	120	3.86	0.45	-2.055	0.041*
Female	98	3.98	0.39		

Significant at the level of $p < 0.05$

The T-test analysis results shown in Table 5 above shows significant differences in mean scores ($P = 0.041$, $p < 0.05$) in strategies of *tahfiz* learning style between males (mean=3.86, sd=0.45) and females (mean=3.98, $p < 0.39$). With this result, H_{01} is rejected. This analysis also showed that the strategies of *tahfiz* learning among female respondents are higher than male respondents.

Differences in Strategies of *Tahfiz* al-Qur'an Learning Style Based on *Tahfiz* Institution Locality Background

H_{02} There is no significant differences between mean scores in strategies of *tahfiz* students learning style based on *tahfiz* institution locality background.

The research finding from one-way Analysis of Variance to examine the mean score in strategies of *tahfiz* al-Qur'an students learning style based on *tahfiz* institution locality background.

Table 6

T-test Differences in Strategies of Tahfiz Learning Style Based on Tahfiz Institution Locality Background

Location	N	Mean	SD	T-value	Sig. P
Darul Qur'an	143	3.96	0.44	2.117	0.035*
MTQN	75	3.83	0.38		

Significant at the level of $p < 0.05$

The T-test analysis results as in Table 6 above shows significant differences in mean scores ($P=0.035$, $p < 0.05$) for strategies of *tahfiz* learning style between the Darul Qur'an students (mean=3.96, sd=0.44) and the State Maahad Tahfiz al-Qur'an students (mean = 3.83, $p < 0.38$). Hence, H_{02} is rejected. This analysis also indicates that the strategies of *tahfiz* learning style among students of Darul Qur'an are higher than students in the State Maahad tahfiz al-Qur'an.

Relationship Between Strategies in Tahfiz Al-Qur'an Learning Style and Student Memorization (Hafazan) Performance Levels

Inferential data analysis has also been carried out to identify the relationship between strategies in tahfiz al-Qur'an learning styles and students memorization (hafazan) performance. This inference analysis relationship was conducted in order to answer the third question in this study. Pearson Correlation methods were used to analyze inference relationship in this study.

H_{03} There is no significant correlation between strategies of learning styles and students' performance in memorizing the Qur'an.

Results of Pearson correlation analysis are to identify the relationship between learning styles and students memorization performance as shown in Table 7 below:

Table 7

Correlation Between Tahfiz Learning Styles with Student Performance Level

Correlation	r	Sig. P
Strategy * Memorization (hifz) Performance	0.546**	0.000

** Correlation is significant at the level of $p < 0.01$

N=212

Pearson correlation analysis is to identify the relationship between strategy in tahfiz al-Qur'an learning style and student memorization performance as shown in Table 7 above. It shows that there is a strong significant relationship between strategies in learning styles and student memorization performance ($r=0.546$, $p < 0.01$). Thus, H_{03} is rejected.

DISCUSSION

The study found that the elements of strategy show that the strategy in tahfiz al-Qur'an learning style is an incremental design, i. e. continuous in development and improvement. This is evidenced by the elements of strategy in learning styles are moderately high. Strategies in tahfiz learning styles have three elements, i. e. preparatory strategy, reinforcement strategy and retention strategy.

The research findings of preparatory strategy in tahfiz learning styles show that students were focus and pay attention to these aspects of strategy, i. e. learn the importance of memorizing (the Qur'an), improving the interest in memorizing the Qur'an, learn the advantages of memorizing (the Qur'an), sincerity of intention, seeking forgiveness and supplicate pray before memorizing the Qur'an. Nevertheless the study also shows that students were less motivate in memorizing the Qur'an. This is evident by every item of preparatory strategies in students learning styles scored a higher level, but for enhancing the motivation item its only acquire moderately high score.

This shows that tahfiz students have the passion, initiative and high self learning in *tahfiz* al-Qur'an learning style. Nevertheless in terms of motivational aspect, students feel it is not sufficient and require more guidance and improvement. The importance of motivation in *tahfiz* learning styles has been proved by Misnan and Ahmad Dadi (2003) by asserting that there is a high correlation between the methods of motivation and students performance in tahfiz al-Qur'an. Study by Azmil Hashim *et al.* (2014) also pointed out that higher level *tahfiz* learning methods can help in the performance of the Qur'an memorization because there is a significant correlation between higher level methods and the performance of the Qur'an memorization.

The findings of reinforcement strategy in *tahfiz* learning styles shows that the method of students recite new (*jadid*) memorization by *syafawi* (orally) is widely practiced. It is clearly indicated since this item is at a high level. Where else revising the new memorization by writing (*tahriri*) and students' record their progress in a record book are not widely practiced by students. This is indicated clearly as both items are at moderate level. According to Abu Najihat (2002) and As-Syarbini (2004), in order to strengthen students' memorization, teacher should do checking memorization (*tasmic*) on each new (*jadid*) memorization orally (*syafawi*). Abu al-Wafa' (1999) and Abu al-Fida' (2006) also adds that *tasmic* new (*jadid*) memorizing must also be done by *tahriri*, i. e. by writing on paper.

The findings in memorization retention strategies in *tahfiz* learning styles shows that students are concerned about revising previous (*qodim*) memorization orally (*syafawi*). However, revising previous memorization in writing (*tahriri*) was not fully practiced by students. They are also less practiced in keeping their progress in record books. In retention strategy of *tahfiz* learning style, it indicates students did not complete memorization of the Qur'an (*khatam*) revision (*muraja'ah majmu'*) according to schedule, lack of specific schedule for *hafazan* revision, less disciplined and less steadfast in following the revision memorizing schedule. Retention strategies in this learning style needs to be upgrade so that retention memorization can be achieved by students. This is evidence by Mohamad Marzuq (2008) who stated that the practice of *i'adah* i. e. *tasmic qadim* and *muraja'ah majmu'* significantly correlated with student memorization performance.

This has been asserted by Abu Najihat (2002) that discipline and perseverance are indispensable in revising memorization of the Qur'an, and with this the verses of the Qur'an that has been memorized remain in students' memory. Retention strategies in learning style has been affirmed by Muhammad Muhsin (1994), Abu al-Wafa (1999) and Abu Najihat (2002) by stating that in order to retain memorization, teachers are required to do *tasmic* of previous (*qodim*) memorization and revising memorization (*muraja'ah majmu'*). Mohd Farouq (1427 AH) adds that at the end of each lesson, teacher should records the progress and development of students in a record book. Hence student's memorizing level can be known and this can be a guide when teachers are assessing students' performance in memorization.

Differences in Strategies of Tahfiz Teaching Based on Gender and Location of Institution

Overall, inferential statistical analysis showed that there are significant differences in the pattern of strategy in tahfiz al-Qur'an learning styles by gender and institutional location. The findings of the analysis showed that there are significant differences in strategy of learning styles between females and male students. It was found that female students have higher level strategies in learning styles than male students. This shows the use of learning strategies in *tahfiz* learning styles is

wider among female students than male students. Generally, female students have a higher learning style than male students (Azhar Ahmad, 2006) and they are also having a higher level of commitment than male students (Rohani Arbaa, 2010). This study was consistent with the study of Azmil Hashim *et al.* (2014) which showed that there were significant differences in learning manners among females compare to males student. It was found that females' students have a higher learning manner than male students. While the study by Rowe (2000) and Mac Donald *et al.* (1999) showed that male students are less committed to school and are more likely to face the risk of low academic performance, particularly in literacy. Male students also reported having less positive school experience in terms of enjoyment in school, the benefits received through the curriculum and positive response from teachers (Rowe 2000).

There are also significant differences in strategies of learning styles based on the background or locality of the institution. It was found that the students of Darul Qur'an have better strategies in learning styles than students of MTQN. It is likely Darul Qur'an has a more structured education system that emphasizes *tahfiz* learning styles compared to MTQN. The different learning styles based on the background or locality of the rural versus urban institutions occurred due to urban institutions have diversity of methods compared to rural schools (Kamarul Azmi Jasmi *et al.* , 2011).

STUDY IMPLICATIONS

In general, this study found that, there are some weakness and shortcomings in the strategies of students learning styles which must be improved and developed. In the aspect of preparatory strategy in learning styles, it implies preparatory strategy requires enhancement and improvement in an effort to increase knowledge on the importance and advantages of memorizing the Qur'an (*tahfiz*), instil deep interest in memorizing the Qur'an, always sincere in memorizing the Qur'an, purify oneself by seeking forgiveness and pray (to Allah) to make it easier and keep steadfast in memorizing verses from the Qur'an.

While in the aspect of process strategy, it also implies guidance in memorizing methods, memorizing techniques, memorizing activities and preserved manner in memorizing the Qur'an should be enhanced. Development in educational technology should be utilised wisely to provide guidance on methods and techniques in memorizing (the Qur'an) as well as in *tahfiz* teaching and learning. Traditional methods of *tahfiz* education which is practice previously should be strengthened and enhanced by adapting into contemporary teaching and learning technologies.

Implications of reinforcement strategies aspect in *tahfiz* learning styles are also need to enhance and improve. In reinforcement strategies, the checking (*tasmi'ic*) of new (*jadid*) memorization should be implemented properly. Records on the progress of students memorizing and new memorizing revision by writings (*tahriri*) is an important aspect in this enforcement strategy. It can determine and measure the extent of performance and ability levels of students on their memorization.

Implications for retention strategies in *tahfiz* learning styles also requires incremental change i. e. development and improvement. Aspects of improving discipline and steadfast in revising memorization is an attitude that needs to be improved. The practise of *tasmi'ic qodim* and *muraja'ah majmu'ic* should be implemented in a good manner. Specific schedule for revising memorization by *tasmi'ic qodim* and *muraja'ah majmu'ic* until the entire Qur'an is fully memorized (*khatam*) successfully according to the schedule should be fully enforced. While checking previous memorization by writing (*Tahriri*) is also an important aspect of retention strategies that should not be ignored.

The findings of differences in *tahfiz* al-Qur'an learning styles from this study provides an understanding of gender factors that should be taken into consideration by all parties in formulating strategies for *tahfiz* learning styles. Thus the students may excel in their memorization especially male students. Meanwhile the locality factors should also be considered when formulating strategies for *tahfiz* learning styles in order to form a conducive learning climate in all *tahfiz* institutions due to improve the quality of students memorization performance.

Analysis of strategies in *tahfiz* learning style found a strong relationship between *tahfiz* learning styles and students' performance in memorization. It provides an understanding that the strategies in *tahfiz* learning styles should be given explicit emphasis, and extended in *tahfiz* learning style. This is because the strategy in learning style has contributed significantly to the performance of *tahfiz* students.

CONCLUSION

This study shows the strategies in *tahfiz* learning styles and its relationship with students' performance. The findings also indicate that the strategies in *tahfiz* students learning styles have a strong relationship with student's performance. Thus the elements of strategies in *tahfiz* learning styles should be given special attention by all parties when drafting a curriculum for *tahfiz* teaching and learning. *Tahfiz* teachers and students should be exposed to these strategies and implement them in the teaching and learning of *tahfiz*. This is to ensure that the students achieve an excellence quality performance in memorizing the Qur'an.

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The Necessity / Need of Strengthening the Applicative Character in the Scientific Research in Geography

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(Case of Albania)

Abstract

The revolution of research, precisely, the revolution of knowledge has been transforming the role of modern universities in Europe and farther. Nowadays, it is emphasized the need to revise the whole process of research – technology – production. The enhancement of human knowledge is a consequence of the changes and transformations being done in all aspects of the practical life of the society. A quick development has accompanied the direct or indirect geographical group sciences. Among the widespread fields of study introduced nowadays, it is hard to find another field of study, which is more interdisciplinary than the one being discussed. Albania is trespassing another stage of social and economical transformations, and this is due to political changes undergone in the years 1990-1991. This stage is followed by other new changes which require further scientific studies based on specific topics. An important step has been done in the regional tackling of problems, where it was estimated the interdependence between the geographic environment and the demographic and economic development of specific regions. Such studies have been done in the field of tourism, a field much explored in the aspects of natural and cultural inheritance. The scientific research in Geography needs to be developed through detailed analysis, which is based on primary and secondary data. These data should be well interpreted from a contemporary point of view, characterized also from physical and geographical transformations, as well as social and economical ones. Although the curricula of Geography in Albanian universities has undergone several changes, (a lot of subjects have been added to the curricula), their effect on the scientific research has not been so much reflected. The field of the applicative scientific research in Geography is broad, because the object of Geography is broad. The applicative scientific research of Geography in Albania will give importance to the role of the geographer, especially in different levels of decisions. The paper will show concrete arguments for the necessity of strengthening the applicative character in the scientific research of Geography in our country.

Introduction

Universities nowadays are facing big challenges. The research revolution, or the revolution of knowledge, is transforming the role of the modern universities in Europe and worldwide. Naturally it has come the need to revise the whole process involving research– technology – production.

The development and the progress of the human knowledge is a result of the development in all aspects of life. A quick development has characterized geography as well, which involves in itself physical, natural and human aspects by making geography a science with a typical interdisciplinary character.

Albania is passing through another phase of social & economic transformations, as a consequence of the political changes happened in 1990 – 1991. The transformation is followed by a series of positive changes, nevertheless that a lot of problems are faced as well in the political, social & economic life of the country.

This phase of transformations needs to be carried out scientific studies and researches to reflect the development happening so far and at the same time to provide solutions for different subjects, practices and fields of life.

Aspects of the applicative Geography

The Albanian Universities and High Education in general in Albania, possess very few elements of scientific research. In our universities prevails the classic element of preparing specialists in different fields, while in relation to text-books and publications prevail the descriptive ones and not the scientific solutions. This can be clearly seen in the doctoral thesis presented lately, where the conclusions and the recommendations are generic ones with very few practical ways for solution and with little utilitarian values.

The same situation prevails in geographic studies as well, in relation to the applicative aspects. Such aspects are noticed to be few.

An indicator of such a perception is the measure taken by the Government to close down the Center of Geographic Studies by melting such a center with the University Departments of Geography, aiming at an integration of lecturing with the scientific research. As a matter of fact the expectations were not achieved.

Profiting from the world best experiences and achievements in the field of regional problems treatment, especially concerning the focus on the inter-relation features existing between the geographic, demographic and economic development of some specific regions. Such studies and scientific researches are conducted in the field of tourism, which is a potential field for our country as well based on the characteristics of Albania in different aspects of natural and cultural heritage.

There are not conducted yet basic studies from a regional perspective. For example: In the subject of 'Geography of Albania' the Physical Geography part is treated separately from the "Human Geography of Economic Aspects". As a result the Physical Geography divides Albania in four physical-geographic counties, while the "Human Geography of Economic Aspects" divides Albania into five economic regions. Some studies should be undertaken for small areas as well taking into consideration the sustainable development and its alternatives based upon the profile or the peculiarities of the zone.

Object of the geographic scientific research in Albania should be the aspects related to the high speed of urbanization of certain areas of the county, which is happening quite more fast as compared to the general rates of the growth of the population. There is not conducted any applicative research in the field of geography to explain typical examples like the growth of the urban population of Albania from 30% at the beginning of 90', into 52% in our days, or to treat the factors that explain why 1/3 of the population of Albania lives in Tirana.

Another object of scientific research is the unusual intervention of the society in the environment by bringing as consequences the phenomena of pollution, degrading of certain areas and deforestation in relatively large zones.

Management of joint waters (rivers, lakes) is very important to be part of applicative scientific research. This is related to cross-border cooperation as an alternative of development and integration in EU. Such a cooperation is in need of applicative studies related to concrete examples like the case of Radika river in Macedonia. Radika river is part of Drini i Zi river basin, and a branch of this river as well. The deviation of Radika river will have an impact in the hydrologic regime of Drini river. The same can be said in relation to the plans for the deviation of the upper part of Vjosa river within the Greek territory as well. If the deviation happens, it will have an impact on Vjosa river hydrologic regime given the fact that the biggest part of this river belongs to Albania.

Despite of the reactions of the social society, it is a duty of the scientific institutions and of the central decision-makers to create the proper conditions for the development of a qualitative scientific research.

In such situations it is a necessity that the scientific research should be in the guide and speak loudly despite the pragmatic and subjective attitude of the political class that is more based upon the pragmatic decisions.

Providing solution, or recommendations through suggesting alternatives should be the approach of the applicative researches. Such researches should never be focused only upon the identification of the issue, or upon giving some vague and generic recommendations.

Why applicative Geography?

There is not a final definition for Geography in general and for the applicative Geography specifically. The applicative geography is not part only of one branch of geography. Elements of the applicative geography can be found in every field of the geographical research, including physical & human geography. Since 1970, A. Kuhn among other things said that: "Applicative geography is always a child of its time".

Space Planning – is the main field of the application of Geography. The concept of the applicative geography includes making use of geography in resolving the space issues of the society (H. Gotz – G. Von Rohr). This is the primary field of the applicative Geography. Space Planning is not only related to the physical and natural features, or just related to geographical distribution, but it includes financial planning, human resources planning, etc. . The administrative & territorial division of a country based upon the geographic position, on the physical and natural features, on the economic tradition and on ethnic and cultural characteristics is an example that explains the need for applicative geographic researches in Space Planning. Geography should lay down problems for solution, by offering suggestions and alternatives through applicative researches. Steps including the envisage, the evolution and the planning in relation to a certain issue/problem may be defined as applicative Geography. So the applicative Geography should be understood as an instrument that specifies the future development.

Market economy needs the use of the applicative Geography. The main conflicts in relation to space/areas are: "Economy towards ecology", "the current tendency of overpopulating some specific areas/zones", "the protection and an efficient management of the natural reserved areas", "The village going towards the city", "the mountainous and remote areas are not taken into consideration from the point of view of development, but are abandoned massively". This phenomenon is noticed in a lot of countries under development.

Examples of the need to use the applicative Geography researches can also be found a lot in the regional level. Shkodra low land region is in need of comprehensive applicative geographical researches. Such a zone suffers from frequent floods. It's a zone where the waters of Drin & Buna rivers meet. This region "suffers" from the problems existing even in the sectors of the upper flows of these rivers. This region is characterized by some tectonic fractures, longitudinal and transverse ones, which generate earthquakes. So undertaking applicative geographic researches on the issues and problems mentioned above would be a great help for the strategic approach how to reduce or eliminate the consequences.

A quick dynamics is happening at the Adriatic seashore. The sea in some areas has progressed a lot, and in some others has gone back. Applicative geographical studies are needed to define not only the annual speed or the decade speed of the sea erosion and its direction, but it is very important to deal as well with the alternatives how to manage the situation. The geographer (specialized in geomorphology) has to play a primary role. The reasons are of a global, regional and of a local nature. Applicative researches are needed in relation to different phenomena (for example related to excavation of the riverbeds to profit construction material from them).

Applicative geographical researches are necessary to offer practical solutions in the social & economic field as well. Such studies are more than welcomed for the mountainous zones especially related to the movements of the population and the measures for the future. In Northeastern part of Albania applicative researches with a regional character can help the state institutions to play the proper role and to undertake the necessary measures to address such a situation. Another field of applicative researches with a regional character where geography is a necessity is the construction of HEC-s (Hydro Electrical Centrals) for the production of the electric current. There were planned to build about 200 of such kind of small HEC-s in Albania. A lot of problems coming as a consequence of the construction of such a big number of them are possible to be solved through the geographical researches, because we, the geographers, are convinced that very few of such HEC-s have taken into consideration their impact on the environment.

In Albania, in the working groups for Census 2011 and for the new administration & territorial division, were not involved geographers at all. Geographers tried to write some articles in the media and to express their views in relation to the criteria used and to the decisions adopted. But there was not taken into account any geographical applicative research.

How can be treated an object of a geographic interest? A "possibility" is a "perspective". Out of this "perspective" it is defined the research methodology (Borsdorf A.). The geographic substance has a lot of specific elements that should be described and studied according to the form and the content.

Another field where the applicative Geography can give its contribution is the tourism in Albania and the protection of the environment. Such researches can help on practical terms how to apply the tourism offers, based upon the natural, economic and social conditions of the country. Geographers can introduce EU best practices as well in such a direction.

The scientific research in Geography is in need of becoming more applicative, by offering specific analysis, based on primary and secondary data interpreted in compliance with contemporary standards/requests, especially on issues related to the environment protection, to the social & economic transformations causing consistent changes in the Albanian geographical areas.

The curricula of geography in the Albanian Universities has undergone a lot of changes through introducing new subjects by aiming to regulate the percentage between theory and practice, but these changes have very little included the impact of the scientific search. The research work starts since in the high school while in the University it should be applicative as well. In the German-speaking countries of Europe, about 50% of the students who study Geography in their thesis and in their Diplomas are oriented towards the so-called "Diplom Arbeit in angewandte Geographie". A lot of universities in these countries prepare new specialized geographers, especially related to space planning issues.

In Albania as well, there are some positive signs because more and more new scholars are being involved in applicative geographical research, especially by applying the new methods such as GIS, ICT, etc. This can be easily noticed from the presentations of these scholars in different national and international seminars, workshops conferences, or from their participation in different regional applicative projects.

Employment of geographers

In Albania the employment of geographers is mainly in the education sector, while their employment in the national or regional institutions is rare at a time that their applicative contribution is a necessity in the institutions responsible for:

- Planning of the territory;
- Assessment of natural and human resources;
- Development of tourism;
- Management and protection of environment and of the natural heritage;
- Data and statistics elaboration (INSTAT)
- Preparation of maps through GIS technology.

But geographical studies in general, in Albania, are far from being exhaustive (Laçi. S), while in some aspects such studies are still in their first steps. ¹

In the world there is a variety of opportunities in the Labour Market where the geographer can be employed

Geographers can apply their knowledge in practice and can give their applicative contribution in a lot of important alternatives including a lot of fields and activities such as:

Planning of the territory

- Planning of the territory and protection of the environment;
- Planning of construction and sheltering;
- Complementary activities in relation to space organizing.

¹ "Geography and the University Geographic Education in Albania during the period 1990 – 2012"

Applicative researches

- Research on road trafficking, telecommunication, etc;
- Tourism, management of tourism, sampling;
- Property Market analysis and house building needs.

Environment and the territory

- Geology, geodetics, echo-systems, echo-management, environmental economy;
- Earth science, climatology, hydrology, measures for protection from floods, protection from avalanches ;
- Research on risk assessment , calculation of damage costs ;
- Management of protected zones.

Interdisciplinary cooperation

- Cooperation on development issues, on project management, etc. ;
- Cooperation with NGO-s

Management

- Management of research programs (national and international ones);
- Management of natural disasters consequences.

Counseling

- Counseling activities
- Project drafting/designing
- Facilitation of activities
- Public relation counseling

Information and documentation

- Contribution in written and electronic Media
- Lecturers, text-books writers
- Coaching practical activities
- Contribution in libraries, archives offices, State Information Service, etc

Exploring

- GIS and IT
- Cartography

Teaching & research in education Institutions

- Universities, High schools, Researching Centers
- Technology implementation, cooperation between the economic activities and applicative geography researches
- Scientific research process in the Universities

- Data collection and project-based initiatives with public & private professional high schools
- Publication activities.

(The idea is taken from **Axel Borsdorf** and is further elaborated)

Conclusions and recommendations

- Scientific research scope in Geography, with emphasis on the applicative forms, is very wide, as it is the objective of study of Geography as a science.
- The applied Geography can serve as a bridge linking the natural sciences with the human ones in general.
- The applied geography will introduce in Albania as well the role of the geographer in decision-making process on a lot of issues.
- Nevertheless, the applied geography in Albania is in different modest levels, so it is a necessity to develop the forms of the applicative geographical research in a lot of fields of life and scopes of activities.
- It should be aimed at the integration of the applied geographical researches into the complex and comprehensive regional and national studies through cooperation with other specialists involved in similar fields of study such as through cooperation with biologists, sociologists, climatologists, geologists, hydro-technicians, historians, economists, etc. . In general the current tradition tends more towards mono-studies, then towards cooperation and integration of studies, so comprehensive approach should be considered as the key method by geographers in order to be able to integrate their applicative studies with other projects and stakeholders
- Training and qualification activities abroad aiming at best EU practices on application of knowledge in Geography.
- Financial support is a problem that needs to be solved for the development of science in general and for the development of the applicative Geography in particular, aiming at research in the terrain, monitoring activities, integrated activities, use of modern technology, for both the Physical Geography and for the Human Geography as well.

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Impakti Social I Ndërmarrjeve Publike – Drejtimet Kryesore Për Reformimin Ryre (Dpshttr Në Shqipëri Si Rast Studimor)

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Prof. As. Dr. Arif Murrja

Hysen Hoda, PhD Cand.

Abstrakt

Bazuar në eksperiencën e vendeve të ndryshme të botës në lidhje me funksionimin e ndërmarrjeve publike, studiuesit ndahen në dy qëndrime. Njëri grup është kundër funksionimit të ndërmarrjeve publike, ndërsa tjetri është pro. Objekti në këtë punim është analiza e funksionimit të ndërmarrjeve publike në Shqipëri dhe evidentimi i anëve pozitive dhe negative, ndërsa qëllimi është ipmakti social i tyre në shoqëri. Për të gjykuar mbi objektin dhe qëllimin e këtij punimi jemi bazuar në eksperiencat e vendeve si Suedia, Zelanda e Re, Franca, Britania e Madhe, Kanadaja dhe Singapori. Eksperienca e këtyre vendeve është ballafaquar me Shqipërinë si një nga vendet e Evropës Juglindore, ku për shkak të sistemit socialist të para viteve 90' të shkekullit të kaluar është fokusuar në privatizimin e ish ndërmarrjeve publike (NP). Për ta konkretizuar, studimi ynë merr si rast studimor Drejtorinë e Përgjithshme të Shërbimit të Transportit Rrugor në Shqipëri (DPShTRr), si një rast i pastër i një ndërmarrje publike. Punimi është i organizuar në disa pjesë/çështje si: 1) Hyrja; 2) Ballafaqimi me literaturën; 3) Gjetjet kryesore; 4) Konkluzione dhe 5) Rekomandime.

Fjalë kyçe: Korporatë, shoqëri anonime, ndërmarrje publike, objektiva, impakt.

1. Hyrje

Shqipëria, ashtu si të gjitha vendet e Evropës Juglindore, për shkak të së kaluarës së sistemit socialist, ka qenë e fokusuar në privatizimin e shumë shërbimeve publike. Përvoja jo vetëm vetëm e Shqipërisë, ka treguar dështimet në këtë drejtim. Rasti më i freskët është dështimi i privatizimit të Cez-Shëprndarjes. Funksionimi i ndërmarrjeve publike në vende me stabilitet ekonomik dhe politik si, Franca, Suedia, Britania e Madhe, Kanadaja etj. , janë dëshmi të qarta të të funksionimit të tyre. Privatizimi të shpejtë dhe pa rregulla i shumë shërbimeve publike në Shqipëri, jo vetëm që nuk ka ulur koston e shërbimit, por kemi shërbime jo cilësore dhe me kosto shumë më të lartë. Ndër shërbimet që ka cilësinë e një shrbimi publik të pastër dhe që ofrohet nga një NP është shërbimi i transportit rrugor në Shqipëri.

DPShTRr është institucion shtetëror, me Statusin e personit juridik publik, me vetëfinancim, në varësi të ministrit përgjegjës për punët publike dhe transportet, i krijuar sipas Vendimit nr. 343, dt. 21. 07. 1999 "Për krijimin e Drejtorisë së Përgjithshme të Shërbimeve të Transportit Rrugor" të Këshillit të Ministrave (Neni 1 i Statusit).

Objekti i veprimtarisë (Neni 4 i Statusit) së kësaj Drejtorie është shërbimi ndaj subjekteve fizike dhe juridike, shtetërore dhe private, në veprimtarinë e transportit rrugor për: Regjistrimin e mjeteve (pajisjen e tyre me targa dhe leje qarkullimi, regjistrimin e pronarëve të tyre dhe pajisjen me certifikatë pronësie); Monitorimin e kualifikimit të drejtuesve të mjeteve rrugore dhe pajisjen e tyre me leje drejtimi; Kontrollin teknik të detyrueshëm të mjeteve rrugore; Krijimi i regjistrimit kombëtar të mjeteve dhe drejtuesve të tyre (transmetimi i menjëhershëm i të dhënave që kërkohen nga organet e përcaktuara me ligj); Kryerjen e veprimtarisë së agjentit tatimor, sipas përcaktimeve ligjore; Dhënien e lejeve të veprimtarisë të autoshkollave, dëshmitë e taksistit, instruktorëve të praktikës dhe teorisë etj. ; Trajnimin e specializuar në transportin rrugor për pajisjen e aplikantëve me dëshminë e aftësisë profesionale; Kontrollin shtetëror të operatorëve të transportit rrugor dhe mbikqyrjen e kualifikuar gjatë zhvillimit të veprimtarisë së tyre, si dhe çdo objekt tjetër veprimtarie të lejuar nga legjislacini në fuqi dhe që nuk bie në kundërshtim me aktet ligjore të cituara më sipër dhe me rregullat e përcaktuara në këtë Statut.

DPShTRr ofron shërbimet në të gjithë territorin e Republikës së Shqipërisë nëpërmjet 12 drejtorive rajonale në nivel qarku, ku bën përjashtim qyteti i Sarandës, ku për shkak të largësisë me qytetin e Vlorës, si qendër qarku, ka organizuar edhe ky qytet shërbimet në nivel drejtorie rajonale. DPShTRr ka të punësuar 793 punonjës me një fond page 525. 821 mijë lekë. Për vitin ushtrimor 2014 ka një rezultat prej 40. 677 mijë lekë. Numri i veprimeve (shërbimeve) të ofruara është 1. 508. 256 në vlerë absolute. Në këtë numër shërbimesh përfshihen regjistrimet e mjeteve, lejet e drejtimit, taksat kontrolli rrugor dhe të tjera si, gjocat e kontrollit teknik dhe të ardhura të tjera (Evidencat statistikore 2014).

2. Ballafaqimi me literaturën

Privatizimi në vendet postkomuniste, sipas Mlcoch21 (1998) është i pa shmangshëm dhe është një proces i gjatë, ndoshta disa dekada. Për të realizuar një privatizim transparent qeveritë duhet të zbatojnë një politikë të qartë të qeverisje në manaxhimin e ndërmarrjeve shtetërore, pasi ato kanë impakte mikroekonomike, si të ardhurat personale të të punësuarve dhe impakte makroekonomike, si cilësia e shërbimit public, punësimi apo e kundërta e saj papunësia.

Kompanitë në pronësi të shtetit (ndërmarrjet publike), sikurse homologët e tyre në sektorin privat, ballafaqohen me probleme të njëjta në përpjekjen e tyre për operimin në mënyrën më eficiente të mundshme. Por një sërë dukurish negative si rritja e korrupsionit, ineffiçenca në manaxhim, tejmbushja e ndërmarrjeve me staf, inflacioni dhe rritja e deficitit buxhetor, bëri që në vitet '80-të të ekspozoheshin dështime masive të qeverive dhe kufizimi i rolit të përcaktuar më parë për ndërmarrjet publike, si aktorë kryesorë në zhvillimin ekonomik.

Pavarësisht nga këto dhe nga reduktimi që i është bërë numrit dhe peshës së ndërmarrjeve publike me anën e procesit të privatizimit (Kikeri & Fremont, 2005) (i cili arriti kulmin në vendet në zhvillim në vitin 1997 dhe megjithëse ngelet në një nivel të ulët në përgjithësi, prapë procesi i privatizimit ka filluar rritjen e tij graduale), përsëri NP-të vazhdojnë të kenë një prezencë të rëndësishme në shumë vende, të jenë ofruesit më të mëdhenj të një sërë shërbimesh sociale si edhe gjenerues të një numri të konsiderueshëm vendesh pune. Këto ndërmarrje përbëjnë një burim të rëndësishëm të të ardhurave të qeverive në shumë vende në zhvillim (si për shembull në Kinë 7%, Turqi 6%. Liban 17%, Siri 24% dhe duke arritur pikën më të lartë në Algjeri me 60%, ndërsa në vendet e Evropës Lindore luhatet në kufijtë mesatarë nga 3-5%) dhe nga pikëpamja e punësimit, një përqindje të ndjeshme të totalit të zënëve me punë (në Kinë janë të punësuar rreth 7.4% dhe në Indi 8.1%)¹.

Sigurisht që këto lloj ndërmarrjesh kanë veçantitë e tyre, gjë që bën që sfidat me të cilat ato ballafaqohen të jenë të ndryshme, madje unike dhe, për rrjedhojë, edhe rruga e reformimit të qeverisjes së tyre të jetë edhe më e vështirë sesa reformat e ndërmarrja në sektorin privat. Ndërsa për firmat e sektorit privat objektivat kanë një fokusim të qartë në maksimizimin e vlerës, kompanitë publike ndjekin edhe objektiva komerciale, edhe objektiva jo komerciale. Njëkohësisht, kompanitë e sektorit privat janë më të hapura dhe transparencën është e lartë, dhe e kundërta ndodh me homologët e tyre nga sektori publik.

Pavarësisht nga përpjekjet e qeverive dhe nga programet e tyre për përmirësime radikale e shpresëdhënëse, praktika ka treguar se performanca e këtij sektori dhe veçanërisht e kompanive në varësi të shtetit është e dobët dhe nuk mund të krahasohet me kompanitë e sektorit privat. Reformat e zbatuara, dhe jo vetëm në shtetet e ekonomive në tranzicion, kanë qenë përgjithësisht joefektive në drejtim të sigurimit të një performancë më të mirë dhe sidomos në kuadër afatgjatë në këtë sektor, sepse nuk i janë adresuar si duhet problemeve themelore të qeverisjes së ndërmarrjeve publike. Dhe para së gjithash, këto deficienca e kanë burimin e tyre tek përcaktimi i objektivave të shumfishta dhe në konflikt me njëri-tjetrin për këto lloj ndërmarrjesh, në ndërhyrjen e vazhdueshme dhe të ndjeshme të politikës si edhe në mungesën e transparencës.

Pavarësisht nga përpjekjet e bëra, deri më sot asnjë qeveri nuk ka mundur të manaxhojë në mënyrë të suksesshme e të kapërcejë të gjitha problemet thelbësore, me të cilat ndeshen ndërmarrjet publike. Sidoqoftë, duhet të pohojmë se disa prej tyre kanë pasur progres të ndjeshëm. Zelanda e Re, për shembull, ndërromori një reformë radikale në kuadër të një qeverisje më të mirë të NP-ve në vitin 1986. Në fakt, këto reforma prodhuan një rritje mesatare vjetore të produktivitetit prej 6% si edhe ulën koston e produkteve dhe shërbimeve të ofruara nga kompanitë publike. Por sidoqoftë, vitet e fundit progresi është reduktuar dhe me ngjirjen e papërcaktuar të privatizimit, u rishfaq shqetësimi se politika do të ndërhynte rishtazi tek NP-të.

Edhe Suedia prezantoi reforma të ngjashme vetëm pak vite më parë, duke bërë që NP-të të kenë një fokus më të qartë komercial, disiplinë financiare më të fortë, borde më profesionale dhe një përmirësim jo të vogël të monitorimit të tyre nga qeveria. Megjithatë, këto ndryshime nuk u reflektuan në performancën e NP-ve për shkak të rënies ekonomike të kohëve të fundit dhe, ndoshta nuk ishte momenti i përshtatshëm për të nxjerrë konkluzione përfundimtare.

3. Gjetjet kryesore

¹ UN- Reinventing public enterprises : "Public enterprises and its management: nëë opportunities and unresolved challenges" 2005 .

Ndërsa, flasim për privatizimin e shërbimeve publike në vendet e Evropës Juglindore, të dhëna më të detajuara për NP-të në disa vende të botës, jepen në tabelën e mëposhteme (Wong , Prill 2006):

Tabela 1 -Të dhëna mbi rëndësinë e NP-ve në disa vende të botës (Dhaskali, 2014: 20)

Vendet	Numri i Np-ve	Pesha në ekonomi
Suedia	44 ¹	Të punësuar 200 mijë njerëz dhe vlerësohen 350-410 mld korona suedeze
Zelanda e Re	30	Vlera neto 9. 8 mld \$ zelandezë, japin 10% të PPB-së
Franca	1500	Vlerësohen më shumë se 150 mld euro
Britania e Madhe	26	Me një porotofol që aqrkullon 20 mld paud
Kanadaja	43	Asete 77 mld & kanadezë, të punësuar 72 mijë njerëz
Singapori	22	Japin 20% të PPB-së, NP-të e listuara vlerësohen 90 mld \$

Nga të dhënat e tabelës 1, shikojmë se në vendet si, Suedia, Zelanda e Re, Franca, Britania e Madhe, Kanadaja dhe Singapori roli i NP-ve në PPb-në, në punësim, të ardhura për individë është i rëndësishëm.

Në mënyrë më analitike, dallimet në qeverisjen e korporatës në firmat e sektorit privat dhe firmat në pronësi të shtetit paraqiten si në tabelën 2.

Tabela 2 -Dallimet kryesore ndërmjet qeverisjes së firmave private dhe publike (Dhaskali, 2014: 21)

Treguesit	Firmat në sektori privat	Ndërmarrjet publike
Objektivat	Maksimalizim të vlerës (fitimi sa më i madh)	Ofrim të shërbimeve sa më cilësore dhe me kosto sa më të ulët
Çështje të agjensisë	Agjenci e vetme: Preokupim mbi sjelljen e orientuar nga interesi vetjak i menaxherëve apo i aksionerëve kontrollues	Agjenci e dyfishtë: Preokupim mbi sjelljen e orientuar nga interesi vetjak i manaxherëve burokrat dhe politikanëve
Stimujt/disilina	Stimuj dhe 372orte372line e 372orte e diskutuar nga tregu	Mekanizma të dobët jot ë tregut
Transparenca	Niveli i lartë i transparencës	Niveli i ulët i transparencës
Punësimi	Profesionistët	Jo profesionistët (me mbështetje politike).

4. Konkluzione

Sigurisht, këtu mund të thuhet me të drejtë se privatizimi është zgjidhja më e mirë sesa reforma e qeverisjes së korporatave. Nuk ka asnjë dyshim se privatizimi është rruga më efektive për të përmirësuar dukshëm performancën, por jo gjithmonë privatizimi është i mundshëm. Kështu ato NP, që janë me probleme mjedisore apo me borxhe e detyrime të tjera mund të

¹ Numëri gjithsej është 59, por nuk kemi përfshirë 15 ndërmarrje ku shteti është bashkëpronar.

kenë shanse shumë të pakta në mos fare për të gjetur blerës potencialë. Për më tepër, disa vendeve ju mungon tregu konkurrues, kapitali privat si edhe një sistem efektiv ligjor dhe rregullator i nevojshëm për të realizuar një privatizim të suksesshëm. Por edhe kur privatizimi mund të jetë i suksesshëm, qeveria mund të preferojë të mbajë në pronësi të vetë disa ndërmarrje kur ato janë monopole natyrore, që kanë vlerë strategjike apo që ofrojnë shërbime të rëndësishme publike. Mundet, gjithashtu, që të ekzistojë një kundërshtim i fortë i politikës dhe i lëvizjes sindikaliste ndaj privatizimit të disa prej këtyre ndërmarrjeve. Është e qartë që përfitimi nga një reformë e sukseshme e qeverisjes së korporatës, në kushtet kur NP-të kanë një performancë të ulët, do të ishte sigurisht i madh. Kështu, sipas Insitutit të Kërkimeve Ekonomike Koreane, produktiviteti i firmave në pronësi të qeverisë ishte sa 2/3 e nivelit të tij në firmat private. Ndërsa, sipas auditimit të bërë nën kujdesin e FMN për pesë kompani shtetërore indoneziane, rezultoi se praktikatat inefektive të aplikuara prej tyre gjatë një periudhe kohore 1995-1999, kostoja e tyre ishte 1.6 miliardë \$.

5. Rekomandime

Duke u mbështetur në arsyetimet e mësipërme, tre janë drejtimet themelore ku duhet përqëndruar përpjekjet për reformimin e qeverisjes së ndërmarrjeve publike: përcaktimi i objektivave të qarta për NP-të, reduktimi i ndërhyrjes së politikës dhe burokracisë, si edhe transparencë më e lartë mbi performancën e tyre.

1-Përcaktimi i qartë i objektivave të NP

Në rastet kur qeveria përcaktin objektiva të shumëfish të, atëherë është e domosdoshme që të përcaktohet rradha prioritare e plotësimit të tyre dhe me direktiva të qarta mbi trade offs ndërmjet objektivave sekondare. Ndërsa kjo duket racionale, pak qeveri e realizojnë praktikisht, të paktën deri tani. Përveç kësaj, qeveritë duhet të kalkulojnë kostot për plotësimin e objektivave jo komerciale dhe t'i bëjë të ditura publikisht. Akoma më tej, do të ishte shumë më mirë nëse përcaktohen edhe fonde të veçanta për të "mbuluar" arritjen e këtyre objektivave. Në Zelandën e Re për këtë gjë duhet të merret aprovimi i parlamentit. Dhe në vitin 2003 qeveria përkatëse dha një fond prej 10.7 milionë dollarë zelandezë për zhvillimin e programeve televizive lokale.

2-Reduktimi i ndërhyrjes politike

Mbajtja e NP-ve larg ndërhyrjes politike është një gjë mjaft e vështirë dhe jo vetëm në vendet në tranzicion. Por një gjë e tillë, sikurse na tregojnë shembuj nga vende të ndryshme të botës mund të minimizohet. E tillë është eksperiencia e Zelandës së Re apo e ndonjë vendi tjetër, ku praktika ka treguar se rritjet e performancës së NP-ve nga reformat e ndërmarrja, në kuadrin afatgjatë do të varen në një masë të konsiderueshme nga "distanca" në të cilën mbahen politikanët dhe burokratët e qeverisë.

Një shembull i qartë i kësaj mosndërhyrje është ndarja e bankës qendrore nga politika në Angli. Parlamenti anglez ka deklaruar në mënyrë të qartë se ai nuk do të ndërhyjë në përcaktimin e përqindjes së interesave nga Banka e Anglisë. Për rrjedhojë parlamenti dhe publiku nuk mund të bëjnë përgjegjës ministrat për politikën eventualisht jo popullore të interesave të ndërmarrë nga kjo bankë.

Në zbutjen e ndërhyrjes politike do të ishte qartësimi i roleve që ka qeveria si aksioner, financier, rregullator, furnitor, klient etj. Një mënyrë për arritjen e kësaj është përqëndrimi i pronësisë dhe i kontrollit të NP-ve në një agjenci të vetme qeveritare. Në Suedi, për shembull, aksionet e shumicës së NP-ve janë në duart e Ministrisë së Industrisë, ku një njësi e specializuar brenda saj monitoron këto ndërmarrje dhe ushtron të drejtat e aksionerit, të tilla si emërimi i drejtorëve dhe aprovimi i blerjeve të rëndësishme të ndërmarrjeve. Në Singapor, pronësia dhe monitorimi janë në varësi të Temask Holding, një kompani më vete e themeluar gati 30 vjet më parë. Qeveria franceze ngriti në vitin 2003 Agjencinë e Pjesëmarrjes së Shtetit (Agence des participations de l'Etat) për të centralizuar funksionet e aksionerëve, që më parë ishin të shpërndara nëpër ministri të ndryshme. Qeveria kineze ka ngritur Komisionin për mbikqyrjen dhe administrimin e asetëve për bashkimin e monitorimit dhe pronësisë në 196 ndërmarrje të mëdha të drejtuara në mënyrë të centralizuara. Ndërsa në Shqipëri, si rregull, të gjitha ndërmarrjet publike në formë e shoqërive anonime, për çështje të administrimit ekonomik varen nga drejtoria e administrimit të shoqërive anonime në Ministrinë e Ekonomisë, ndërsa udhëheqja e tyre nga pikëpamja profesionale bëhet nga Ministria në varësi të së cilës ajo është (për shembull, Drejtoria e Përgjithshme e Hekurudhave është në varësi

të Ministrisë së Ekonomisë nga pikëpamja e pronësisë, e nga Ministria e Transporteve për aspektin e udhëheqjes nga pikëpamja profesionale e varësia administrative), pra nuk kemi bashkim në një agjensi të vetme si të monitorimit, ashtu edhe të pronësisë.

Qeveritë mund të rrisin shkallën e ndarjes nga politika edhe me anën e ndryshimit të statusit ligjor të ndërmarrjeve në varësi të shtetit, e duke i dhënë autoritet real një bordi profesional drejtorësh. Në këtë mënyrë, duke transformuar ndërmarrjet, që momentalisht operojnë si departamente qeveritare në korporata, të cilat veprojnë sipas ligjit të kompanive, vende të ndryshme adaptojnë një model qeverisje, i cili në shumë aspekte ka më shumë sens për NP-të e orientuara nga komercialiteti. Ligji i kompanive e distancon më shumë akoma ndërhyrjen e qeverisë dhe të politikanëve në përgjithësi, sepse seksione të veçanta të këtyre lloj ligjeve (sipas veçorive të vendeve respektive) në shumë vende e kufizojnë të drejtën e aksionerëve, që të manaxhojnë në mënyrë të drejtpërdrejtë ndërmarrjen. Kjo e drejtë ushtrohet nga bordi i drejtorëve dhe shefi ekzekutiv, nëse nuk është e shprehur ndryshe me ligji të veçantë (apo në statutin e kompanisë).

3-Më shumë transparencë në performancën e NP

Zakonisht transparenca konsiderohet si guri i themelut të një reforme serioze të qeverisjes. Aksesit i gjerë tek informacioni ofron një bazë të mirë për përgjegjshmërinë e qeverisë dhe njëkohësisht përbën edhe një barrierë të fortë ndaj ndërhyrjeve, që i shërbejnë interesit vetjak të individëve apo segmenteve të caktuara të pushtetit e politikës. Pa informacion të saktë dhe të detajuar, është e vështirë të vlerësojmë performancën e kompanisë dhe të bordit, të përcaktojmë objektiva të sakta dhe të alokojmë në mënyrë efikente kapitalin.

Për shembull, ndërmarrjeve publike në Suedi, ju kërkohet që të nxjerrin në qarkullim raporte tre herë në vit, ku të përfshihen pasqyrat financiare si edhe diskutimet e manaxherëve mbi operacionet dhe riskun. Përveç kësaj, disa NP në Suedi kanë organizuar "ditën e tregut" ku analistë të jashtëm financiarë dhe gazetarë mund të bëjnë pyetje dhe debatojnë me manaxherët për objektivat e performancës, strategjinë dhe për një sërë çështjesh të tjera. Publikimi në kohë dhe sa më i plotë duhet të ketë si minimum: performancën financiare me spjegime të qarta në lidhje me transaksionet jo të zakonshme; mbi shpërbimin e të gjithë drejtorëve dhe të manaxhimit, faktorët kryesorë të riskut; detaje mbi ngjarjet kryesore dhe ndryshimet që ndikojnë materialisht dhe financiarisht rezultatet e kompanisë; objektivat e kompanisë; aksesit i publikut në informacionin nëpërmjet internetit.

Së fundi, çdo reformë në qeverisjen e kompanive shtetërore kërkon mbështetjen nga publiku. Në të kundërt, sindikatat dhe grupet e tjera të interesit mund ta dëmtojnë procesin. Një gjë e tillë kërkon një debat konstruktiv. Pikërisht kështu veproi Suedia pesë vite më parë. Fillimisht ajo organizoi takime me përfaqësues të sindikatave, duke i bindur ata se mbajtja e vendeve të punës më shumë sesa ishte e nevojshme, do ta jepte ndikimin e vet negativ në gjendjen ekonomik-financiare të kompanisë në një kuadër afatgjatë.

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The Role and Position of the Soldier in the New Democratic Societies the Case of Kosovo

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Abstract

The world before has never changed in such a short time like it did in the ending of the last millenium and beginning of the new one. Especially important in this period of time was the fall of the USSR and Yugoslavia from which compounds new countries were established. Even The Republic of Kosovo is a result of this process, although its expensive cost of independence. The resurrection and the construction of the new state, was and continues to an oscillation in the sound of the state building. Within those sounds is also the building of Kosovo Armed Forces of the Republic of Kosovo. The basic basis of the army as a social institution are soldiers and key principles like: unity, strong rules and disciplines. The commitment of the citizen in the army automatically changes its position and role to society itself. The soldier's role as an inseparable part of society in the Republic of Kosovo was to be a liberator, be reconstructive, and finally defending the country while preparing himself for the mission of peace and security guards in its own state and also regional and global stability.

Keywords: Role, soldier, society, security, principles

Incoming

The late swung and shake of the milenium we left behind, through difficult processes, to enter a new world order, beside others brought also new countries out. Offspring of this swung is also the newest country in the world, now recognized from over 100 sovereign status known on the globe map, is the Republic of Kosovo.

Kosovo's journey through this process was quite expensive. Serbia knew clearly that the process towards a new order, can not be stopped, and tried to take as much territory and extend its state borders to the detrimentof former neighbors until that time, causing wars with tragic proportions where hundred of thousand people lost their lives.

In the former Socialist Federal Republic of Yugoslavia, Kosovo's status has been almost equivalent to that of republics under its Constitution, year 1974. This situation changed in mid-1989, under the leadership of Milosevic, when Serbia announced a new constitution which illegally abolished Kosovo's status as an autonomous province in Yugoslavia.¹ The unprecedented violation of basic human rights of Kosovo Albanians under the constitution (which lasted for a decade row), forced the leader of the majority in Kosovo Albanians, to counter in 1991 by organizing a referendum, which declared Kosovo independent.

After a decade of systematic violence exerted against the Albanian majority from the police and military machinery of Serbia, Kosovo created the Kosovo Liberation Army (KLA) as a popular mobilization for the liberation of Kosovo. The Serbian strategy was that by implementing the secret plan "Horseshoe (al-Patkoi)" drafted earlier by Milosevic's generals, to begin emptying the territory from indigenous Albanians and settle a Serbian territory in it.² The purpose of Serbian politics was impeding the return of the population in their lands.³

Republic of Kosovo had to pay dearly for the liberation from a regime with such cravings.

Over ten thousand Albanians were killed, (of which approximately three thousand are still considered missing), nearly 800,000 Albanians were forced to flee their homes in Kosovo during this period and tens of thousands of homes were burned and destroyed.⁴ The extinction of the tendentious brutal cravings was accomplished with the birth of the Kosovo

¹ <https://history.state.gov/milestones/1989-1992/breakup-yugoslavia>

² Stoessinger, John G., Përse Kombet Shkojnë në Luftë, Instituti i Studimeve Ndërkombëtare, Tiranë, 2007, fq. 154

³ Malcolm, Noel, Kosova një histori e shkurtër, Koha & Shtëpia e librit Prishtinë, Tiranë 2001, fq.xxx

⁴ <http://www.mfa-ks.net/?page=1.121>

Liberation Army, which emerged from among the people and said enough to the fascist regime and later on also the international military intervention after the failure of numerous peaceful attempts, with a three-month campaign from air forces-NATO North Atlantic alliance, that forced Serbia to withdraw from Kosovo.

The role and position of the Kosovar soldier, in the Yugoslav society

Yugoslavia was a federal state with a socialist system of governance. Since the establishment the state was under the full authority of the Communist Party of Yugoslavia, later on came the League of Communists of Yugoslavia which was led from 1939-1980 by Josip Broz Tito, who took all important state decisions. ¹ Its army, which was initially named the Yugoslav Army and in 1953 the Yugoslav People's Army, was under strict control of the party, and had a special position in the political system, which came to light during the dissolution of the state. The Yugoslav People's Army proclaimed to be an organization that was equally represented by all the people of Yugoslavia, but in reality it was dominated by the Serbian cadres. The representation of Albanians as military cadres or military officers, was smaller than proportional². It was also found in literature data that it consisted up to 80% of Serbian staff. ³ Servicing in the Yugoslav People's Army was mandatory⁴. The Kosovar soldier especially he who had an Albanian nationality, who was obliged and forced to serve the military service in the former Yugoslav People's Army, has always been, and especially since 1991, in a very unfavorable position than the soldiers who belonged to other nations who also served there. He was in a very unfair position, that sometimes was even life threatening. Kosovar-Albanian soldier always after he recruited, he was appointed to service far from his family, in units with severe specialities (infantry, hill and mountain units, heavy artillery . . .) in the barracks with the most weak conditions and an inappropriate staff. Frequently he had to perform all the physical works that were required, within and outside the barracks where he served. These barracks in a military jargon were called "the punishing" barracks. It happened very rarely that a Kosovo Albanian draftee would be assigned to a better specialty and advanced such as communications, aviation, military medicine etc. The Albanian soldier was always followed by various mechanisms installed by the intelligence services and commands in the barracks where he was serving. He was labeled as inappropriate, dangerous and he should always be kept under surveillance and control. He was constantly being questioned by the intelligence organs and also tortured in their offices during nights. It was expected from the Albanian soldiers to convey and talk to each other and then to provide informations to these services (to spy on each other). All those who refused to do such a thing, were abused in various ways, transferred into other units, imprisoned, and many were also returned to their families in coffins from the service. And in that case the families were told that their son committed suicide. ⁵

Many of these can be read in books: Shaban Braha "The great Serb genocide and the Albanian resistance (1844-1990)", Publishing House "Lumi-T", Gjakova, 1991; and original documents Mr. Baliu Begzat, which are stored in the archive of Kosovo.

unfortunately these painful cases are still unclear today.

The role and position of Kosovan soldier in the liberation of the country, aiming for a state and a liberal democracy

"I refrain to the experience that war does not solve anything. However, sometimes it is necessary and nothing else remains (. . .)"⁶ Günter Grass

Kosovo Liberation Army was established in extraordinary circumstances, from the boys and girls of Kosovo that were forced to become soldiers to protect home and family from a total destruction which was systematically practiced by a tremendous brutal and repressive power of a regime of a "weekend" federation, that was announced by the remains of the

¹ Matković, Hrvoje - Povijest Jugoslavije, Naklada Pavicic, Zagreb 1980, f 340

² Po aty f, 356

³ Katana, Halil Tri Dimensionet e Luftës Çlirimtare të Kosovës, Argenta-LMG, 2002, Tirane f.12

⁴ Grup autorësh, Mbrojtja e Jugosllavisë Socialiste, Narodna Armija, Beograd 1971, f.195

⁵ Halilbegović, Nihad, "Mama, moram im glavu dati..." izdavač Halkomex, Sarajevo 2002, fq. 355

⁶ Focus Magazin, nr.27(1999)

former Yugoslavia in 1992¹. This federation created from Serbia and Montenegro lived until 2006 and was named the third Yugoslavia. ² Kosovo was not included in the framework of the Conference of Dayton. ³ Asked why Kosovo was not invited to this conference, senior US representative Mr. Rossi responded that "in the conference are invited those who have fought, Kosovo did not fight therefor it was not invited". ⁴ In that time and circumstances, the international community was not located and harmonized, nor was there any concrete plans regarding the situations that will arise after the conference in South Eastern Europe. All European Union countries knew that Serbia under Milosevic's leadership was a source of grave abuses of human rights in Kosovo, also knew that the conflict was very destabilizing for Europe, however, failed to take a collective decision to deploy a decisive military force to remove Slobodan Milosevic from his power, heading so to the heart of the problem. ⁵

The slow treatment of the situation encouraged Milosevic to begin realizing his plans with the police and military to expand their territory through harsh attacks on all forms and all possible tools, through the villages of Kosovo, beating, torturing, persecuting, killing and slaughtering in the most cruel forms the citizens of those towns, also eliminating entire families, with the aim of introducing the horror to the Kosovo population, causing the indigenous people to leave their lands.

Yugoslav Army forces attacked with artillery shells the house of Adem Jashari, in Prekaz. At the end of the day the house was turned into a stones pile, dead bodies and blood. ⁶

Prekaz massacre was the culmination of all patience, people were mobilized and came out in defense of the homeland. Thus, the Kosovo citizen from the position of a man who should have lived free in his society, thinking about his future and the family, was forced just because of the "Yugoslav" society in which he lived at the time, to leave his family, work, education, the environment and become a soldier, and a fighter against that society, because he had to protect the family from extinction and create a safe environment to live in a new society, in a new country with democratic values that were completely the opposite from those that belonged to the last society.

The role and position of citizen soldier, during the liberation war was appalling but also a strong base of the freedom and independence of Kosovo that the society enjoys today, and which came as a result of the decisions of the soldier at a difficult time putting their lives at the doors of death for freedom.

"Everything in war is very simple but the simplest thing is difficult . . ."

-Carl von Clausewitz

The role and position of the soldier in the reconstruction of the country

Kosovo was liberated thanks to the just war of the Kosovo Liberation Army and the great assistance of the North-Atlantic Alliance. Besides the human victims, the war left behind also colossal devastation on materials in the territory of Kosovo including all sectors of life (housing, road infrastructure, energy, water, schools, clinics). Most people were outside the country, expelled and fled from the horror that the country went through. ⁷

The role of the liberators was coming to an end, and so was also the Kosovo Liberation Army mission.

The future of the position and role of the soldier after the war in Kosovo was undefined. The citizen soldier was now in front of a new challenge, interwoven into its junction for further guidance. As a fighter for freedom, who contributed to the

¹ Karastojanov, Stefan, Kosova nje analizë gjeopolitike, SEREMBE, Shkup 2007 fq. 195

² Po aty

³ The General Framework Agreement for Peace in Bosnia and Herzegovina, also known as the Dayton Agreement, Dayton Accords, Paris Protocol or Dayton-Paris Agreement, is the peace agreement reached at Wright-Patterson Air Force Base near Dayton, Ohio, United States, in November 1995, and formally signed in Paris on 14 December 1995. These accords put an end to the 3 ½-year-long Bosnian War, one of the armed conflicts in former Yugoslavia.

⁴ Islami, Bedri, E fshehta e hapur për Kosovën, Epoka e Re 2001 Prishtine, f. 57

⁵ Fukuyama, Francis Ndërtimi i shtetit, Qeverisja dhe Rendi Botëror ne Shekullin e Njëzetë e Një, AHS,Tiranë 2008, f. 171

⁶ Karastojanov, Stefan, Kosova një analizë gjeopolitike, SEREMBE, Shkup 2007 fq. 206

⁷ Karastojanov, Stefan, Kosova një analizë gjeopolitike, SEREMBE, Shkup 2007 fq. 206

liberation of the country he saw himself a part of the military or any other institution that would come from the transformation of the KLA, which came from the international agreements .¹

The international community through the implaned administration with the Resolution 1244 of the UN had its own plans in Kosovo that did not fairly fit with the prediction of the Kosovar soldier.

Today's soldier, yesterday's citizen, was located in a very unclear tomorrow. About 70% of liberation soldiers had no place in the troop which was established through laborious negotiations of temporary leaders of the national and international representatives. They remained at the mercy of developments.

As shown in the IOM report, the interest of former KLA members to be part of the Kosovo Protection Corps was extremely large. ² The small number of freedom soldiers who remained in the created troop called the Kosovo Protection Corps³ based on its mission were called members of the troop and not soldiers.

Although there was no military mission, the Corps was organized in a very functional structure, very similar to military structures, it was an uniformed corps, which had rules and principles, command hierarchy from the top until down and soon achieved to be the most respected institution for Kosovo's new society but also for the international presence in Kosovo.

Soldiers of yesterday now members of the Kosovo Protection Corps, changed their role in the new society. ⁴ They became from liberators to the biggest helpers of the people in rebuilding the country, clearing the territory of mines and other explosive tools and rised awareness on the people of their danger, by offering medical services even in remote villages and protecting all people of Kosovo regardless of ethnicity, color, religion, from all the disasters that could occur.

Yesterday's Liberation Army soldiers, members of the Protection Corps now, proved that they fought for an all popular freedom and a multi-ethnic democratic society. They were also the first institution which in the framework of standards to UN Special Representative for Kosovo, filled the standard number VIII that was dedicated to this troop. ⁵ Kosovo Protection Corps are the first institution which integrated all national minorities in Kosovo in its structure.

During the nine years of existence of this troop, also by thanking the right understanding of the mission by its members, has built houses, roads, bridges, schools, clinics, and firefighting objects.

The members of this troop have cleared tens of thousands of square kilometres of the territory of Kosovo from mines and unexploded tools. The troop has received numerous gratitudes and praises for its work and commitment from the international and local officials, and it also has been positively valued on the report of the Special Envoy of the UN Security Council's .⁶ This troupe worked closely with the international factor in Kosovo, from which it was guided, supervised and financed, especially with KFOR.

Members of the force were trained and specialized home and abroad, and sometime later became the core of the institution that emerged later, called Kosovo Security Force.

Kosovo Protection Corps were disbanded on 20 January 2009.

¹ Këshilli i Sigurimit i KB-ve, Rezoluta 1244 (1999) 4 KFOR, dhe Marrëveshja për demilitarizimin e UÇK-së, (1999)

² IOM, Kosovo KPC, 2000 Deri në 20.000 persona kanë aplikuar për pozita në TMK. Prej tyre 17.000 kanë qenë luftëtarë të UÇK-së prej 27.000 sa kanë qenë të evidentuar gjithsej.

³ Trupat e Mbrojtjes se Kosovës janë institucion i themeluar ne bazë te Rregullores se UNMIK-ut nr. 1999/8, të datës 20 shtator 1999 e shikuar me datën 15. 02. 2015, ne linkun: http://www.unmikonline.org/regulations/unmikgazette/03albanian/A1999reqs/RA1999_08.htm

⁴ Rregullore e UNMIK-ut nr. 1999/8, neni 1, pika 1.1, detyrat dhe përgjegjësitë e pjesëtarëve te TMK-së.

⁵ Rregullore e UNMIK-ut nr. 1999/8, neni 1, pika 1.1, detyrat dhe përgjegjësitë e pjesëtarëve te TMK-së.

⁶ Raporti i datës 07. 10. 2005 i z. Kai Eide (Norvegji), i dërguari i posaçëm i përfaqësuesit te Këshillit te Sigurimit te OKB-së për rishikimin e situatës ne Kosovë, Serbi dhe Mal te Zi, fq.5 pika 25. Shikuar me datën 16. 02. 2015 ne linkun:

<http://www.securitycouncilreport.org/atf/cf/%7B65BFCF9B-6D27-4E9C-8CD3-CF6E4FF96FF9%7D/kos%20S2004%20932.pdf>

The role and position of the soldier in the independent state

Nearly a decade after the war, the country had progressed in the formation of conditions for self-government. In cooperation with the international community, and its strategic friends, on 17. 02. 2008 Kosovo declared its independence.

Kosovo's declaration of independence marked a historic step in the life of this country, and the beginning of the way of construction and consolidation of the democracy that was also desired by all Kosovars.

This important act coincided with the proposal for a new security architecture in Kosovo based on the plan of UN Special Envoy for Kosovo's Status known as the Ahtisaari Plan. ¹

Under this plan on 20th January 2009 the Kosovo Protection Corps were disbanded, and at midnight of the same day the mandate is submitted to the newly formed Kosovo Security Force. ²

This plan, besides others said: ". . . In Kosovo should be a new Security Force (KSF) built, which must be professional and multi-ethnic, lightly armed and that has no heavy weapons, . . . with no more than 2,500 active and 800 reserve members."

Extinction of the Kosovo Protection Corps, KPC and building of the Kosovo Security Force, KSF, were a parallel process and also the next big challenge for the soldiers of freedom. It was a painful process.

In the Kosovo Security Force passed 50%, or about 1,400 former members of the KPC. ³ This caused dissatisfaction to the large remaining part outside the structures of the KSF which was firstly manifested with protests in front of the KSF objects beginning with the Ministry of the KSF. ⁴

Soldiers who clashed in the late challenges of the last and first decade of the new century, soldiers of liberation, and after that, an important part of building the country, felt deeply disappointed and offended. Thanks to their maturity, protests were relatively held under control. Looking at the created situation, the international representation which was directly involved in the creation of the Ministry of the Kosovo Security Force and also the Kosovo Security Force, provided a small opportunity for members who really wanted to be part of the KSF, to subject retesting and to be sent in the initial training, training which the members who were already part of the KSF had carried out too.

The members that were chosen were extremely successful in the initial training. They did their best to prove that they deserve to be part of the new Force. But because the positions in Kosovo Security Force foreseen to be completed with former members of the Kosovo Protection Corps in structure, were mostly covered, to members who completed training were offered low ranks positions, only a few of them were officer ranks the others were beginner NCOs and soldiers.

Based on the fact that many of them carried the highest officer rank in the Kosovo Protection Corps, they did not agree with the ranks and positions that were offered to them so they were even more disappointed and they initially fled, only a part of them suppressed by pride and also social situations, accepted to serve in these ranks.

Members of the former KPC which were transferred to the Kosovo Security Force, although really felt the absence of their yesterday's colleagues, saw right before their mission and started working to build and strengthen the force. The construction began almost from zero because it was not wanted to have a continuity of KPC. Timely the KSF complied the standards which the international community has set before them, the initial operational capacities and full operational capacities. ⁵ KSF proved with its soldiers true operational capabilities in all trainings within and outside the country. Members of the force have reached great results in different centers wherever they were sent, for military training, education and specialization. KSF soldiers continued clearing the territory of Kosovo by mines and unexploded tools, offered assistance in all areas where it was required. KSF soldiers even intervened in very difficult conditions in places where and when no

¹ <http://www.unosek.org/unosek/en/statusproposal.html> The Comprehensive proposal for Kosovo Status Settlement

² <http://www.unosek.org/unosek/en/statusproposal.html> The Comprehensive proposal for Kosovo Status Settlement pika II.9 Security

³ <http://www.globalsecurity.org/military/world/europe/ks-ksf.htm>

⁴ http://www.setimes.com/cocoon/setimes/xhtml/en_GB/newsbriefs/setimes/newsbriefs/2009/02/24/nb-04

⁵ http://www.setimes.com/cocoon/setimes/xhtml/en_GB/newsbriefs/setimes/newsbriefs/2009/02/24/nb-04

one could. Under 15 feet of snow after the avalanche disaster, they achieved to rescue a 5 year old girl in the village Restelicë in southern Kosovo. ¹

KSF soldiers intervened outside the borders of the country too, helping the people of the Republic of Albania in natural disasters-floods several times² and also in clearing the territory after the fatal explosion of the explosions and missiles in Gërdec village. KSF soldiers kept their role and position in the force by serving with maximum dedication to the Kosovo people and the local and regional security. KSF was now a factor of stability in the region.

KSF completed its mission successfully. Now it is a highly respected force in Kosovo and is internationally pending for the status and new mission. After reviewing the security sector, this force will be transformed into the Armed Forces of the Kosovo-KAF.

Its name and its mission will change after the complete change of Legislation starting from the Constitution of the country and also after the Parliament approves the change of the amendments of the Constitution and the draft for the establishment of the Armed Forces of Kosovo.

Conclusion

Nevertheless, one can emphasize that with the end of the war in Kosovo, the new world order began to take shape. New state that emerged through this process came across huge difficulties and problems. However, in my personal view, the best example of this is Kosovo, which has paid the biggest price of being released from the oppression of the last century. Kosovo is a unique case of the clashes during last centuries – constantly fighting for equal rights.

At the same time, Kosovo is an example of initiation and the quest for freedom and human rights in Europe, forced to live in a non-native state, enduring the violence and injustice coming from that state, 50 years of communism, two decades of apartheid, as well as two years of unequal and unjust war.

Kosovo is currently in the process of establishment of its own army forces (Kosovo Armed Forces).

As stated above, I did my best to present these tremendously important processes, based on the following literature and resources, hence also on my personal experience as an officer in the former Yugoslav People's Army, and as an officer in my homeland. The building of the Kosovar Army was difficult, filled with brimming laborious challenges. The soldier was the main weight-carrier of its journey. Therefore, the respect belongs to the Kosovar soldier.

To serve the homeland in all situations as a soldier is a great honor and privilege, it is also a holistic help that is given to the society in which he lives.

Being a soldier means to be more than ordinary citizen says Huntington, who advises that behind being a soldier, defender of the country, is also a heavy responsibility.

The greatest service they can do is to remain faithful to themselves, to serve quietly and courageously in a military way. If they give up the military spirit, they destroy themselves in the first place and also their nation in the end. ³

Acronyms :

KLA- Kosovo Liberation Army

KPC- Kosovo Protection Corps

KSF- Kosovo Security Force

¹ <http://koha.net/arkiva/?page=1,13,87716>

² <http://politiko.net/fsk-ndihmon-shqiperine/> shikuar se fundi 14. 02. 2015

³ Huntington, Samuel P, *The Soldier and the State, the Theory and Politics of Civil-Military Relations*, The Belknap Press of Harvard University Press, renewed 1985, fq 466

KAF- Kosovo Armed Forces

IOM- International Organization for Migration

KFOR- Kosovo Force of NATO

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Health Insurance System Revision in the Czech Republic, Finland, France, Germany and the Slovak Republic

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Abstract

Widely used terms such as the European social model and the European social policy are not entirely accurate. Social policy belongs among the areas where the competence is shared between the Union and the Member States. Thus the European social model can be defined more as common values and social foundations, which are typical for the European area. Among the Member States are therefore substantial differences in terms of the set-up and functioning of social, health and pension systems. The aim of this paper is to evaluate the treatment of health insurance and selected aspects of health systems in selected EU countries (Czech Republic, Finland, France, Germany and the Slovak Republic), and on the basis of mutual comparison to draw up recommendations for the implementation of social policy instruments at the national level and also to explain examples of good practice. The solution-seeking methodology is based on literature research, analysis of legislation in different countries and analyses of empirical statistical data from the social systems.

Keywords: social policy, welfare state, health insurance, states of the European Union

1. Introduction

At present, social security is one of the most important attributes of running the society and its wording is defined in the Charter of Fundamental Rights of the European Union. We can say that the official definition of social security does not exist because every multinational corporation as well as states define the concept of social security in a different way.

The aim of this paper is to highlight the diversity of social systems in selected countries of the European Union and in general in the European region. Although the European Union has a unified social policy for each state, still there are differences in the individual countries in all areas of social security. We will focus mainly on social security from the perspective of health insurance. The proceeding compares in detail the selected European countries in the area of health insurance, and especially highlights the advantages and disadvantages of a given state in this area.

More than 30 years ago, Zacher (1976) defined a social right as a right that compiles all branches of law, which are characterized by increased intensity socio-political content.

According to Tomeš (2010) one should include among the goals of the contemporary social security both the regulation of a citizen's responsibility for their future as well as the setting of the extent and forms of social solidarity among citizens.

Social security can be characterized as a system that provides people with legal and financial support in difficult life-time situations. Another way is to define the term social security as an arrangement that defines and provides alternative sources and the relative balance of levels of social security and sovereignty in different forms:

- social benefits (insurance, pays/benefits)
- social services (advisory, services)

- social asylums (retirement homes, children's homes)¹

All current EU Member States have their own social security legislation. At the same time, each State itself decides on the creation of a national social security system, on the individual benefits, the funds and the rules under which the benefits will be provided and in what amount it will contribute to individual insurance.

Among European principles of the social security coordination one can include:

- principle of equal treatment assumes the prohibition of any discrimination on grounds of nationality;
- application of the single state law takes force in the applications of the laws of the State in which the activity is carried out, regardless of the place of residence;
- aggregation of the insurance periods says that the law applies, if in a given Member State the social benefit depends on the insurance period;
- maintenance of the acquired rights: the payment of benefits in any other Member State shall be provided in accordance with the Regulation
- assimilation of facts: facts and particulars that occurred in another state and are also taken into account in the State of insurance.²

2. Areas of social policy as a part of a welfare state

Social support, or in the past used expression the social advancement, is the system of providing cash benefits defined by law to those who fulfil the conditions of the entitlement. At present, it is mainly the benefits that are provided to certain groups of people from the state budget and those people did not contribute by paying financial contributions.

Svoboda (2011) presents a social security at the level of primary law of Art. 48 of the Treaty on the Functioning of the European Union.

Most countries of the European region use the concept of social security. According to Tomeš (2010), this concept can be characterized as a regulation of a citizen's responsibility for their future as well as the setting of the extent and forms of social solidarity among citizens.

Social policy has six basic areas:

- Employment policy: employment is a very important element in the overall economic situation of the country and one of the most important aspects of social policy. The society classifies certain jobs positively or negatively and this affects the perception of a person. At the same time, unemployment may entail a certain social stigma;
- social security policy: it is well known that for the poor a certain level of social assistance has existed since the Middle Ages; greater increase in social security comes at a time of industrialization when labour migration from rural to urban areas takes place and thus social family ties or care for the ill are broken. At present, each state has a different social system, which is dependent on the economic stability and the level of development of the state. However, every social system of both the rich countries and countries with economies in transition has two basic categories of support. The first category covers unemployment and illness payments, and in the second group there are included benefits to cover medical care and child care;
- health care policy: its partial aim is a reconsideration of the question of whether the protection of health should be covered only by individuals. Almost immediately such a view is refused, since the quality of

¹ Krebs, V. a kolektiv. *Sociální politika*. 3. přepracované vydání, Praha: nakladatelství ASPI, a.s., 2005. s. 158, 159

² Elaborated by the EU and International Cooperation Department of the Ministry of Labour and Social Affairs. *Sociální zabezpečení osob migrujících v rámci Evropské unie: výběr textů vztahujících se k základním předpisům*. 1. vydání, Praha: Ministerstvo práce a sociálních věcí. 2009. s. 8, 9, 10, 11

human health depends not only on the person, but to a large extent on interpersonal relationships, and in order not to put human health in a threat, a certain carefulness of other individuals is required, who should behave so as to prevent the spread of diseases and other health damage. A good health policy is not limited to health care, but it tries to influence the activities of all the sectors of the national economy;¹

- education policy: education directly expanded with the economic situation of the state and the overall industrialization of the region, from which we can infer that the more developed economies, the more resources for education and the more educated labour force, the more advanced economy. ² Developed states try to provide the possibility of lifelong learning at all levels of the population, regardless of the financial situation of their citizens and every citizen should have an access to education - democratization of education;

- housing policy: for every citizen is important to have a place to stay because without dwelling they have no access to sanitation possibilities, rest facilities, storage of property and dignified living. Housing policy should be part of a strategic planning, if a region is experiencing increasing jobs and construction of industrial enterprises, there must also be newly built flats because of labour migration. The goal of housing policy is mainly to satisfy the needs of families, often several generations, the needs of young people looking for housing to be able to start a family, the needs of individuals and underprivileged citizens;³

- family policy: it should serve as a tool to support all the natural functions of the family as the basis of the state and society. It should not be focused and motivated only by population targets but its primary aim must be the elimination of a comparable disadvantaging of families.

3. Sickness insurance and its legal provisions in the Czech Republic

Sickness insurance serves to financial security of the economically active persons in case of adverse social events in a person's life, such as illness, injury, pregnancy or maternity. Under the fulfilment of the conditions stipulated by law it arises directly from the Act and all health insurance benefits are therefore obligatory. ⁴

The first part consists of a system of social insurance pension and sickness insurance, which are managed by the Czech Social Security Administration, and of the system of the health insurance⁵ managed by health insurance companies.

The second part of the state social security system consists of state social support⁶, which is part of the Labour Office and is within its full responsibility through its regional offices. The principle of a state social support system is based on high income solidarity. State social supports address social situations where the aim of this assistance is to efficiently support the family, especially during a child birth, child care or the death of the breadwinner.

The last part of the social security system includes social assistance system. ⁷ This type of assistance is provided to persons in difficult life situations, i. e. in material or social need. The method of social assistance always depends on the individual situation and it is possible to divide it into social services, assistance to persons with disabilities and assistance in material need.

Every State, which is a part of the European Union, shall coordinate the social security system and its primary objective is to eliminate any discrimination, to ensure the maintenance of acquired rights and to apply the principle of the single state law. It follows that the European Union applies the principle of one insurance.

A person who has permanent residence in a Member State of the European Union and Switzerland is entitled to receive medically necessary healthcare in another Member State. He draws the care provided to the same extent as the citizens of the given State - local insurance holders. The only thing is that a given EU citizen must hold a European Health Insurance Card.

¹ Potůček, M. *Sociální politika*. Praha: SLON, 1995. s. 85

² Potůček, M. *Sociální politika*. Praha: SLON, 1995. s. 87

³ Potůček, M. *Sociální politika*. Praha: SLON, 1995. s. 97

⁴ TRÖSTER, P. *Právo sociálního zabezpečení*. Praha: C. H. Beck, 2010. s. 149. ISBN 978-80-7400-322-6.

⁵ TRÖSTER, P. *Právo sociálního zabezpečení*. Praha: C. H. Beck, 2010. s. 135. ISBN 978-80-7400-322-6.

⁶ TRÖSTER, P. *Právo sociálního zabezpečení*. Praha: C. H. Beck, 2010. s. 253. ISBN 978-80-7400-322-6.

⁷ TRÖSTER, P. *Právo sociálního zabezpečení*. Praha: C. H. Beck, 2010. s. 358. ISBN 978-80-7400-322-6.

A person who is a permanent resident within the European Union, but wants to get an execution of the planned health care within the European Union outside his country of residence, may do so in the event that medical care would not be otherwise provided in a sufficient period of time. In this case, however, it is necessary to submit insurance agreement with his insurance company concerning the reimbursement of care needed. ¹

The Czech Republic provides its citizens with four kinds of sickness benefits:

- maternity support (receive financial pay-off benefits);
- sick pay (receive financial pay-off benefits);
- balancing allowance in pregnancy and motherhood (receive financial pay-off benefits);
- nursing pay (receive financial pay-off benefits).

The Czech Republic is a member of the World Health Organization (WHO), which grants every person the same rights, duties and shared responsibility for health. It also declares to every citizen of the Czech Republic his dignity and his value. It puts as the primary goal the improvement of health and wellbeing of people with the aim of social and economic development. "Members of the WHO build the Declaration on ethical principles of justice, solidarity and social justice and emphasize the importance of reducing social and economic inequities in improving the health of the whole population". ²

4. Selected differences in individual countries

Every Member State of the European Union has built its own social security system, which is based on certain tradition of social security and lifestyle of the inhabitants of the State. Sickness insurance ensures the insured persons in case of temporary employment incapacity, regulation quarantine, pregnancy, maternity and nursing of a household member or a care for him. ³

The Czech Republic and Finland

Compared to the Czech Republic, where the sickness rate is fixed and makes 60% of the daily assessment base, in Finland the rate is based on the annual earnings of the insured person. The higher the annual earnings of the insured person, the smaller the percentage of the assessment base, which begins on the amount of 70% of annual earnings. But there is also set a specified minimum daily limit, which makes 2. 60 Euro.

The support for the treatment of a child under the age of 16 years makes in Finland up to 60 days, unlike the Czech Republic, where treatment time is only 9 days. In case of a serious illness of a child the support can be increased up to 90 days.

Just as in France the Finnish state social system lacks the possibility of payment of compensatory allowances for maternity and pregnancy, but in the Czech Republic this is paid.

In the Czech Republic both the employee and employer (a fixed amount from his profits) contribute to the health insurance. In Finland such a system does not exist, as the employees do not contribute from their salary for health insurance, there.

The Finnish pension system is divided into two groups, i. e. statutory and state pensions. The statutory disability pension is awarded to persons who have a reduced ability to work down to at least 60% and is also limited by the age of the applicant, who must be between 18-62 years old.

¹ <https://www.euroskop.cz/582/sekce/evropsky-prukaz-zdravotniho-pojistenii/> [2013-02-03].

² http://www.nszm.cz/cb21/archiv/material/Svetova_deklarace_zdravi.pdf [cit. 2013-02-07].

³ see § para 1 Act No. 187/2006 Coll. On Sickness Insurance as amended

As for the disability pension there exist either a partial or full disability pensions. The degree of a given type is assessed on the basis of the state of health of the insured person and the entitlement to a state disability pension is limited by the age of the applicant, who must be between 16 and 64 years old.

Up to 2009 the disability pension in the Czech Republic was divided into a partial and a full one. At present, with the reform of the health care, disability pension may have three stages (first, second and third degree). The entitlement to receive a disability pension exists for individuals who meet two basic assumptions which are the required insurance period and the recognition of invalidity.

The Czech Republic and France

In France, sickness benefits are paid only from the contributions from employers and insured persons while in the Czech Republic these benefits are paid out from contributions of the employers, insured persons and state subsidies.

In the Czech Republic, the employer pays contributions to the system of sickness insurance, from which are paid sickness benefits at the amount of 2.3% compared to 12.8% in France. In the course of the illness the support period in France starts from the 3rd to the 7th day and may last up to the 365th day. From the insurance company the citizen gets the height of a 50% and additional 40% from the employer. In the Czech Republic the support period starts from the 22nd up to the 380th day.

Nursing pay in the Czech Republic is paid out for a maximum of 9 days for single parents, but parents may once switch and so the total length of nursing pay may be 18 days. In France, the length of nursing pay is paid according to whether the parent stays home, or just limits his working hours due to taking care. If the parent stays at home he is entitled for support for 24 days at the amount of 53.17 Euro per day. When he just limits the working hours the nursing time is extended up to 42 days and the amount makes 26.58 Euro per day.

Compensatory contribution during pregnancy and motherhood in the Czech Republic is calculated in the proportion to the previous income and to the income in the situation that has arisen due to pregnancy or motherhood. It is paid for a maximum period of nine months after the birth. In France, this type of social contribution does not exist.

Family policy, although not included in the health insurance, is a part of the social system in France and is aimed at supporting families with many children. Maternity allowance is paid at the intensity of 100%, which can be seen as a successful motivator the policy of reproduction.

The Czech Republic and Germany

Czech social insurance includes pension, sickness and health insurance. The fourth type of insurance, the unemployment insurance, is a part of the state employment policy and is not a part of social insurance. The Employee Accident Insurance Act 2006 came into force only this year. The sickness insurance scheme provides citizens with sickness benefits, maternity and nursing pays and compensatory allowance in pregnancy and maternity.

German social security system is composed of sickness insurance, pension, accident insurance and further of insurance against unemployment and long term care insurance. Sickness insurance is gathered into one unit with the system of health insurance and does not form a separate system. Historically, people in Germany are, for a number of years, motivated to a greater responsibility for their own health compared to the Czech Republic.

In Germany benefits are paid for working days while in the Czech Republic those are paid for calendar days. Germany has a rate of 70% while the Czech Republic has a 10% lower rate.

Nursing pay is paid up to 9 days in the Czech Republic (in case of a lonely employee 16 calendar days). In Germany it is 10 days per child aged up to 16 years per year. Assuming that in the household of the employee there is only one person who can take care of the baby, up to a maximum of 20 working days per calendar year can be withdrawn.

In the Czech Republic an employee is entitled to nursing pay when he is unable to perform his job due to taking care of a child younger than 10 years. In Germany the age limit of care of a child is up to 12 years of his life. This entitlement for the employee to take care of a healthy child occurs when the school or special children's facilities, in whose care the child is, are closed due to e. g. an epidemic or quarantine.

The Czech Republic and Slovakia

In case of the Czech Republic and Slovakia there is a typical phenomenon that they build on a common history of social security which lasted until 1993. Later on, with the collapse of the state and the establishment of the two separate republics, the social policy of the two states began to differ.

When it happens that a Czech citizen becomes unable to work in Slovakia, his inability is registered in Slovakia until he arrives back to Bohemia. Then the inability starts to be recorded in the Czech Republic. In terms of health insurance, the duration of the disease in the Slovak Republic of the insured person is counted into the period of support.

For a Slovak citizen who has resided in the Czech Republic, the claim for sickness benefit both from the competent institution in the Slovak Republic and the Czech Republic is recorded in a special database of citizens unable to work and the documents are sent directly to the Social Insurance Company in Slovakia.

A voluntary health insurance in the Slovak Republic is legally covered in a way that a person who is neither an employee nor self-employed falls into the category of people who can apply for the voluntary health insurance. However the Czech legislation does not either know or contain this term.

The entitlement to sickness benefit in the Czech Republic in case of the self-employed occurs after 21 days of illness, while in the Slovak Republic the entitlement arises from the first day of illness.

In the case of a long-term illness (respectively in terms of an accident) the self-employed in the Czech Republic cannot run his activity.

When comparing the types of health insurance benefits, these are the same in both selected states and the entitlement conditions do not show major differences. For a substantial difference one may indicate an extension of initially equal duration for maternity allowance (mother) in the Slovak Republic from 28 (resp. 37 weeks) to 34 (resp. 43 weeks).

4. Conclusion

The paper dealt with the issue of public health insurance in selected countries in the European regions. It stems from the historical background of the individual states and highlights the pros and cons of a particular social system.

At all stages of the historical development of the society, social policy is an issue. It's a very flexible component of the policy, because it has a large number of variable parts that play their role in the whole social process.

Health insurance, as one of the areas of social policy, is closely associated with other areas, such as family and education policy. All the elements of the social policy are a part of support policy and the system of the state. Due to the negative demographic trends in the European region States must place ever increasing emphasis on the social sector, because it is one of the most important factors in increasing the natural growth of all countries of the European Union.

The Czech Republic is currently looking for an effective modernization reform of the social system, even when it faces an inconsistent acceptance on the side of the public. A new social reform has been in force since 2012.

Slovakia is a country with a system that is very similar to the Czech one. It is for the reason that it has not only a common history but in the past there was a migration of people between the two countries, they have a similar speech, economic situation, lifestyle and mentality. Its modern social reform was introduced in 2004.

Finland represents a social-democratic model of a welfare state. It seeks to eradicate social differences and has a highly sophisticated care for socially weak and it is a country with the lowest unemployment rate in the European region. Social

security includes state and minimum pensions and maternity pays, illness pays or family benefits. Furthermore, the amount of social security depends on the profession, which the insured person carries out.

In France, a modern social security system already begins to emerge in the second half of the 1940s after World War II but the latest social reform took place in 2005 and 2006, which meant the establishment of a separate, independent social system. Although the state has a different system for financing social benefits compared to e. g. the Czech or Slovak ones, all three countries build on the common Christian basics and principles.

German health insurance relies, when paying cash benefits, on a so-called function of contribution to the insurance, which are always covered by benefits in kind and therefore the personal coverage is much wider. In comparison to the Czech and Slovak health insurance, Germany has, due to higher economic stability of the country, a longer term of providing health benefits. In Germany this makes 78 weeks compared to 52 weeks in Slovakia or 51 weeks in the Czech Republic, respectively.

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Analyses and Review of the Impact of Social Networking

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Abstract

Research study has focused on investigating: the ways in which people are engaging online using social networking to learn, inform and teach others, express themselves, challenge and create views on society and their place within it requires recognition that their online practices?, the benefits of SNS use are dependent on good internet and media literacy: having the skills to critically understand, analyse and create media content?, what are the range of risks and opportunities associated with the practices of social networking that must be understood and addressed by young people, policy makers and the community? The study focused primarily on investigating the benefits and falls-down of social networking services-SNS and trying to illuminate the ways in which the „online“ and „offline“ worlds are mutually constituted, potential opportunities to extend and improve. Maximizing the benefits of social networking and promoting internet and media literacy may help protect young people from many of the risks of online interaction, such as cyber-bullying, privacy breaches and predation. The research study is primarily trying to answer these research questions. Findings and recommendations are provided.

Keywords: Social networking, social media, impact of social media on the web, benefits of social networking

Introduction

The use of Social Networking Services (SNS) such as Facebook.com, Twitter.com, Google +plus, LinkedIn and many others – has become a popular and integral part of everyday communication currently. Social networking according to (NMC's official Horizon Project, 2007) "is seen as a key opportunity to engage students more deeply into their course activities since these tools offer possibilities of contributing, sharing, communicating, and collaborating. "

Research in this area is an emerging field and studies identifying the negative impacts have tended to dominate the popular media and much policy development. However, there is substantial evidence of the benefits associated with SNS use, which has been largely neglected in public debate. The review report from (Beer, Dr David. , 2008) summarises current evidence concerning the enabling effects of SNS in the context of young people's everyday lives. Drawing on a range of sources this summary encompasses a variety of disciplines including education, sociology, political science, cultural studies and health. Policy currently focuses primarily on regulating the negative effects of SNS and social media, frequently framing digital citizenship within an online risk-management paradigm. This report finds that the benefits of social networking are largely associated with the participatory nature of the contemporary digital environment. Yet participation in creative content production, dissemination and consumption is largely overlooked in cyber safety frameworks. The emphasis on the risks of SNS use is exacerbated by limited intergenerational understanding of young people's ability to navigate online

environments and narrow definitions of youth citizenship. Reconceptualising these challenges in terms of expanding young people's digital citizenship opens up the potential to maximise the wide range of substantive benefits associated with online communicative practices.

Strategies for maximizing the benefits of SNS use must be created and guided having in mind the evidences from the best practices. More targeted research needs to be undertaken to ensure specific emerging practices are properly understood so the positive effects of SNS can be leveraged. Given young people are often proficient users of online and networked technologies, this report finds that strategies which promote dialogue and position young people as SNS experts may help to open up new spaces for policy making, program development and, ultimately, safe and respectful online practices by young and old alike.

Analyses and Review of Social Networking

According to (Beer, Dr David. , 2008) Social networking services (SNS) include services such as Facebook. com, MySpace. com and Bebo. com which have many millions of members each. It also includes services, such as Elftown. com (for fans of fantasy and science fiction) and Ravelry. com (for fans of knitting!) with small numbers of members, often connected by a specific common interest. Furthermore, many services created for media sharing (e. g. Flickr for photo sharing, Last. FM for music listening habits and YouTube for video sharing) have incorporated profile and networking features and may be thought of as part of this wider conceptualisation of SNS themselves (Beer, Dr David. , 2008). Indeed, SNS in a Web 2. 0 environment have transformed processes of communication and social interaction particularly with the increasing integration of social media functionality to these services.

Social media is generally used to describe collaborative media creation and sharing on a fairly large scale (that can include SNS but also other participatory media activities such as news blogs) but can be extended to include smaller user-generated content networks or micro-communities (i. e. the 'small media' aspect of the current media environment), and things that sometimes fall outside SNS such as blogs/vlogs, podcasts, wikis, game modding¹. The rapid uptake of both social media and SNS practices by young people signifies an important shift in young peoples' use of the net primarily for information and entertainment to one of communication. Young people are consuming, producing, sharing and remixing media. This has led to the claim that today's young people are „producers“ they actively produce and consume media (Bruns 2008). This participatory media environment enables young people to engage in creative content production, empowering them with new means of creating and sustaining connections with others. It has also opened up new debates on how to conceptualise and promote what has come to be termed cyber citizenship (Matthew O. Jackson, 2008).

Drawing on articles and reports by academics, industry, non-government and government researchers, this summary encompasses a range of disciplines including education, sociology, political science, cultural studies and health. Whilst the report draws upon an international literature, the focus is on the Australian context.

Almost all young Australians are online with 90% of 16 – 29 years olds using the internet daily (Nielsen 2010a: 139). They spend more time online (an average of 22 hours per week) than any other age group (Nielsen 2015). Many young people are able to access quality internet at home: 67% of households have internet access with 78% connected through broadband (ABS 2010). They are also early adopters in the mobile phone market with 97 per cent owning a mobile phone of which 64% are internet capable (Nielsen 2010a: 50). Young people are increasingly using their mobile phones to access the internet (54% of 16-29 years olds), making it the fifth most common use of mobile phones in that age group (Nielsen 2010a: 51). In addition to downloading content, looking up information and emailing, mobile engagement with SNS is rapidly gaining popularity: 39% of SNS users access these services via their mobile devices (Nielsen 2010a: 63).

The importance of SNS in young people's everyday lives is indisputable: 90% of 12 to 17 year olds, and 97% of 16 to 17 year olds, use SNS (ACMA 2009a: 8). SNS use is the number one online activity for 16 to 29 year olds with 83% reporting they use them on a regular basis (Nielsen 2010a: 136). SNS allow users to communicate with others in many forms. The most frequently used forms of communication include: updating one's own profile; commenting on photos or other posts; posting public messages to others or „wall“ style messages; social network based instant messaging (Nielsen 2010a: 169). While the reading and writing of blogs remains in the top ten online activities carried out by young people, its popularity is decreasing particularly with the rise of micro-blogging practices, for example via Twitter and the Facebook's „status“ function, both of which are further enabled by the use of SNS via mobile phones (Sariola, J. 2003).

In addition to communication, SNS facilitate the creation and sharing of various forms of content including blogs, video, photos and more. In general, Australians are the world's most prolific users of social media, and young people under 25 are the most active group when it comes to creating, updating and viewing social media (Nielsen 2010c).

In the following sections of this report, we outline a range of risks and opportunities associated with the practices of social networking that must be understood and addressed by young people, policy makers and the community. In doing so, we emphasise that SNS in and of themselves do not yield particular risks or benefits. Rather, it is the sets of communicative and creative practices in which SNS are embedded that lead to positive or negative impacts. We firstly outline the risks that must be managed, and then describe the diverse range of positive effects - at both the level of the individual and the community - arising from social networking practices. It is crucial to highlight that the risks and opportunities associated with social networking practices are interdependent. That is, promoting the positive impacts of social networking depends in large part on developing young people's strategies and skills for managing online risks. Simultaneously though, as we discuss below, emerging research shows that fostering the positive social, cultural and educational impacts of social networking practices can work to effectively mitigate the potential risks.

The focus on risk and protecting children and young people from harm is often based on concerns that young people lack awareness of the public nature of the internet (Sariola, J. 2003). In addition to the threat of abuse, some fear that young people's use of SNS can compromise the development and maintenance of supportive friendships and involvement in institutions traditionally understood as the embodiment of „communities“, namely school, sports clubs, families etc (Boase, J. , Horrigan, J. B. , Wellman, B. & Raine L. 2006). These concerns have dominated both public debate and policy-making in recent years.

There is some evidence that young people are aware of potential privacy threats online and many proactively take steps to minimise potential risks (Ball et al 2012). Research has indicated that online risks „are not radically different in nature or scope than the risks minors have long faced offline, and minors who are most at risk in the offline world continue to be most at risk online“ (Sariola, J. 2003). Although the risks are real and the consequences can be extremely serious, experts emphasise that it is important not to overstate fears or understate the complexity of the challenge (Boase, J. , Horrigan, J. B. , Wellman, B. & Raine L. 2006). Further, given that social networking practices are a routine part of many young people's lives, we need to seek ways to promote the positive impacts of these. Limited intergenerational understanding of young people's ability to navigate online environments can contribute to a disproportionate emphasis on the risks of SNS use (ACMA 2009c). Young people are often proficient users of online and networked technologies. Harnessing, expanding and promoting their skills and understandings of SNS may hold the key for overcoming the issues of concern.

The role of media literacy for digital literacy and cybersafety has been well established, although policy and practice has been slow to respond to new ways of thinking about media literacy in a digital world. Traditionally media literacy has been understood and taught in relation to mass media, addressing issues of media ownership, censorship and advertising. However, today's online and networked media environment requires a more complex digital or web literacy that is often not explicitly taught in school. This environment requires that young people develop new skills to participate and stay safe in the new digital media environment. Consequently, there are a number of components to online media literacy (Jie Tang , Jimeng Sun , Chi Wang , Zi Yang, 2009), including:

–Technical literacy – for example, the knowledge and skills required to use a computer, web browser or particular software program or application;

–Critical content literacy – the ability to effectively use search engines and understand how they „order“ information; who or what organisations created or sponsor the information; where the information comes from and its credibility and/or nature;

–Communicative and social networking literacy – an understanding of the many different spaces of communication on the web; the formal and informal rules that govern or guide what is appropriate behaviour; level of privacy (and therefore level of safe self-disclosure for each); and how to deal with unwanted or inappropriate communication through them;

–Creative content and visual literacy – in addition to the skills to create and upload image and video content this includes understanding how online visual content is edited and „constructed“, what kind of content is appropriate and how copyright applies to their activities;

–Mobile media literacy – familiarity with the skills and forms of communication specific to mobile phones (eg: text messaging); mobile web literacy, and an understanding of mobile phone etiquettes.

Research indicates that the use of social networking services can support the development of media literacy. The creation and sharing of content on services such as MySpace has been seen to increase both young people’s „technical literacy”, as they learn to use code to create their profiles, and „creative content and visual literacy” as they draw from and re-use media in appropriate ways for communication and self-expression (Sariola, J. 2003). Given written text, photos, animation, sounds, music, video clips are core components of SNS, young people develop a deeper understanding of the production, nature and use of various forms of content, which is otherwise missing from school curricula (Sariola, J. 2003).

There is much interest from schools, TAFE and Universities in the potential of public SNS and social media such as blogs to leverage or complement formal educational activities and enhance learning outcomes (Hermann, H. & Burns, J. M. 2010). Whilst e-learning frameworks are now integrated into most educational settings, the use of SNS is less comprehensively utilised. Access to SNS varies according to state and educational level with some states banning access to SNS and social media services altogether (Hermann, H. & Burns, J. M. 2010). Consequently there is a dearth of evidence on the impact of SNS on young people’s formal education (Anderson 2007). Nevertheless, pilot projects and research are being rolled out which highlight both the potential and the need for social software, services and practices to be integrated into school and higher education frameworks (eg. Fitzgerald & Steele 2008). SNS is also being used to extend opportunities for formal learning across geographical contexts. For example, within the Linking Latitudes program established by Tasmania’s Sacred Heart School and Pularumpi School on Melville Island, learners from both schools use instant messaging and Skype to share information about their cultures and work collaboratively. Using SNS, young people from the two schools interact with learners from over forty other schools (DEECD 2010). Additionally, SNS use between teachers and students can improve rapport and motivation and engagement with education (Mazer, Murphy & Simonds 2007). Studies conducted in the workplace on the role of ICT in learning and development find:

–As a setting for sharing content & creating/maintaining relationships, Web 2. 0 functionality facilitates peer-based & self-directed learning;

–Young people in particular value social & interactive opportunities for learning;

–Handheld technology is a particularly useful tool for workplace learning due to „regular accessibility” (D. J. Watts, P. S. Dodds, and M. E. Newman 2012);

–Access to virtual or online communities is more important than the physical education environment (education. au 2009);

– Online forums and SNS can support the continuation and extension of learning and discussion outside formal classroom setting (education. au 2009c);

– Peer based learning is a key characteristic of the way in which young people direct their own learning outside school & formal organisations. This is characterised by a context of reciprocity, where participants feel they can both produce and evaluate knowledge & culture (A. Gionis, E. Terzi, and P. Tsaparas. 2013); and,

– Young people expect interactivity “the Net Generation has been described as experiential, engaged, and constantly connected, with a strong need for immediacy” (A. Gionis, E. Terzi, and P. Tsaparas. 2013)

Evaluations of e-learning strategies have found SNS platforms allow for the extension of learning discussion outside the formal classroom setting, therefore promoting deeper learning as young people not only engage with the material for longer but are more likely to relate to it and incorporate it into their everyday lives (e. g. education. au 2009 & Hermann, H. & Burns, J. M. 2009). Finally, studies conducted on the use of hand held devices to deliver workplace learning demonstrated that „regular accessibility” means young people can access resources in a way that is both convenient and relevant to them. This in turn translates into increased levels of implementation into work practice (R. S. Burt 2001).

It is important to note that the educational benefits of SNS are not experienced equally by all young people. Certain groups of learners, such as Indigenous young people, those from low socio-economic backgrounds and those living in remote areas, face persistent challenges of internet access and literacy (ACMA 2009b). Maximising the benefits of SNS for these

groups specifically requires addressing access and digital literacy. Yet, where access and skills are promoted, SNS and social media can enhance the interactions of marginalised young people with their teacher and increase their confidence in educational activities (Boyd, 2006). Utilising different formats – for example, attaching a multi-media file or attaching clip art – enables individuals to articulate and explain themselves when faced with cultural, social, language or learning barriers (Z, Lovrekovic, T. , 2012).

Regarding Informal knowledge and skills SNS can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Ito, et. al. , 2006; Jenkins, 2007: 3). Furthermore, because of the high level of agency and personalisation involved, SNS can be particularly important learning spaces for young people who struggle in traditional educational settings (Fetaji et. al 2007). Beyond substantial educational benefits studies have shown that SNS support informal learning interests and needs such as online marketing, advanced IT and creative content production as well as parenting methods for young parents (Hermann, H. & Burns, J. M. , 2009: 1220). Such studies show that SNS constitute new avenues for engaging young people in learning activities. When sharing content and creating/maintaining relationships young people engage in peer-based, self-directed and interactive learning (accessible from outside the classroom), essential for engagement and deep learning (Fetaji et al 2007). Furthermore, the knowledge and skills young people are learning through SNS are directly relevant to the „participatory web“ in which „user generated content is now integral in a rapidly developing online business model that capitalises on the social networks, creativity and knowledge of its users“, and this means that new business models are expected to emerge (see OECD 2007). This has led some to claim that the learning enabled via SNS and social media will have a direct bearing on their economic futures (Hermann, H. & Burns, J. M. , 2009).

There remain important questions about the extent to which informal learning enabled by SNS impacts upon formal learning. Although it cannot be presumed that daily use of technology outside of formal educational contexts translates into meaningful use for learning (Fetaji et al 2007) SNS will provide the most benefit in terms of learning when there is integration of young people’s SNS use in educational settings and their everyday lives.

Rapid uptake of digital technologies have opened up unprecedented possibilities for amateur users to create and distribute content (D. J. Watts, P. S. Dodds, and M. E. Newman. 2002) such that media „users“ have become „producers“ (Bruns, 2008). User-generated content describes both the generation of „original“ creative content and „remixed“ content that creatively reworks or repurposes existing content. The interrelationship between SNS and social media has provided a key impetus (via platforms such as youtube. com and flickr. com) for the sharing of this self-generated content with broader networks. Young people in particular are more immersed in this participatory media environment than any other age-group. They now create and share their own 'small media' in their everyday communicative, creative and social activities.

Creative content sharing practices (such as blogs, animations, videos, photos and digital collages) form an increasingly integral part of young people’s communicative exchange and play a significant role in young people’s developing sense of identity and community. Creative content production and sharing empowers individual young people through the following demonstrated benefits:

- fostering the development of literacy and technical skills (D. J. Watts, P. S. Dodds, and M. E. Newman. 2002);
- developing a sense of aspiration, personal achievement and self-worth, and fostering further creativity and self-expression (Hermann, H. & Burns, J. M. and Tacchi, 2005) – all of which are key predictors of wellbeing;
- encouraging exploration and experimentation with new or different aspects of their identity (Boyd & Ellison, 2008); and,
- reinforcing aspects of identity, such as ethnicity or cultural background (Boyd & Ellison, 2008).

The production and exchange of creative content also has demonstrated community-building effects. It can enhance the sense of community, belonging and connection that comes from a „shared history“ of exchanging creative content (Boyd & Ellison, 2008). Collaborative creative production, in turn, gives rise to a stronger sense of connection with others and the formation of strong communities. These communities may be enduring or more ephemeral in nature. However, evidence suggests that, either way, they have positive impacts on participants’ sense of community and connection (Richardson, Third and MacColl, 2009).

Young people's use of SNS is important for the strengthening and development of social relationships, particularly as the online and offline worlds converge.

Strengthening existing relationships Having positive interpersonal relationships is an important predictor of wellbeing (Boyd & Ellison, 2008) and can buffer individuals from many of the key stressors that characterise the transition from childhood to adulthood (Boyd & Ellison, 2008). Internet use, generally, has been found to strengthen young people's existing interpersonal relationships (Boyd & Ellison, 2008). Email, instant messaging and social networking can address new barriers young people may face to forming and maintaining positive social relationships. These barriers can include lack of safe, accessible and welcoming public places to gather, limited transport to get there, and time free of structured activities such as school and sport. SNS challenge these barriers because they are accessible 24/7, from different physical locations and via different technologies (eg. computer, mobile device) (boyd 2006). Furthermore, SNS play a critical role in overcoming the impact that high levels of mobility and complexity can have on long-term relationships. For example, studies have found that SNS helps young people who have recently transitioned from high-school to university to develop new relationships while maintaining their high-school friendships. In particular, those students with lower levels of satisfaction with university life and lower levels of self-esteem benefited the most from active use of Facebook (Boyd & Ellison, 2008). Indeed, some forms of online social networking, such as instant messaging, usually involve much smaller groups of participants (often one-to-one communication) and are primarily used to maintain existing friendship networks (Boyd & Ellison, 2008). SNS also play an important role in young people's development and exploration of intimate relationships (boyd 2007). Once contact between young people in an intimate relationship outside of school hours usually occurred on the family phone which was shared and regulated by parents. Now SNS, along with the mobile phone, have provided a space in which this communication can occur (Boyd & Ellison, 2008).

Analyses of the Impact of Social Networking

Most research has focused on the role SNS play in the maintaining and strengthening of existing offline relationships. This research often suggests that those relationships which occur solely online, while important, are „weaker“ (Boyd & Ellison, 2008). However, for some young people, particularly those who are marginalised or otherwise socially isolated, online relationships provided a significant, and sometimes the only, opportunity for such socialisation. As a study of SNS for young people who suffer chronic illness and/or disability demonstrates, not only did it provide the opportunity to develop such friendships but participants described these friendships as „true friends“ that were amongst their most dependable and enduring (Jie Tang , Jimeng Sun , Chi Wang , Zi Yang, 2009). This ability to connect with others with shared values, views, needs or experiences, can assist young people experiencing marginalisation to identify potential supportive connections in their local community. Another study demonstrated how Facebook helped young people with lower levels of social skills develop friendships online that then translated offline (V. Arnaboldi, A. Guazzini, and A. Passarella 2013).

SNS play a significant role in the formation of new forms of „collective identity“. For example, studies have found that SNS can help young people who are sexually and gender diverse to meet people and learn from each other, creating the sense of belonging to a broader community (Jie Tang , Jimeng Sun , Chi Wang , Zi Yang, 2009). This sense of belonging and acceptance can mean that young people who may be more vulnerable to isolation – such as those with chronic illness or a disability – often remain members of an online community long after their initial impetus is gone (V. Arnaboldi, A. Guazzini, and A. Passarella 2013).

Content sharing plays a major role in cultivating belonging and a sense of collective identity. Sharing written, visual or audio content on SNS that represents or portrays an individual or community experience invites others to engage and relate. Ito and Okabe (2005) use the term „ambient co-presence“ to explain this phenomenon: an ongoing visual access to a small-scale communication cluster (or 'community') via spontaneous and everyday images uploaded to a collaborative media space. Such a mode of 'sharing' and 'connection' does not require text-based or real-time communication and can also mitigate feelings of social isolation (V. Arnaboldi, A. Guazzini, and A. Passarella 2013).

While research specifically on SNS use needs to be conducted, it has been argued that SNS functionality has a key role to play in strengthening social connectedness, self-efficacy, general knowledge and/or life skills and is critical for the promotion of young people's overall mental health and wellbeing (Boyd & Ellison, 2008). The personalisation of SNS profiles is not only important to young people's relationship with others but is positively associated with the individual's sense of self-

efficacy or personal agency (Hermann, H. & Burns, J. M. & Tachhi, 2005). Young person's sense of „ownership“ over the online space also enhances their sense of empowerment and accomplishment which reinforces the sense of belonging and attachment to community (V. Arnaboldi, A. Guazzini, and A. Passarella 2013). There is a demonstrated positive relationship between young people's use of social networking services and self-esteem (Boyd & Ellison, 2008). It is also argued that a sense of community and belonging has the potential to promote young people's resilience, giving them the ability to successfully adapt to change and stressful events (V. Arnaboldi, A. Guazzini, and A. Passarella 2013) This is an area that requires more large-scale research, particularly considering the over-emphasis within the public realm on the negative psychological effects of SNS and social media. However, overall, it appears that the social connections developed and fostered through SNS play an important role in promoting young people's wellbeing (Boyd & Ellison, 2008).

Conclusions

This study attempted to resolve some of the definitional and methodological difficulties encountered by previous researchers. It involved review and comparative analyses of Social Networking.

Contemporary learning theory suggests that individual learners differ in the way they learn and that learning must be tailored to the individual learner. Consequently, learning environments must have the flexibility to adapt themselves for the individual learner.

This review finds that there are a number of significant benefits associated with the use of SNS including: delivering educational outcomes; facilitating supportive relationships; identity formation; and, promoting a sense of belonging and self-esteem. Furthermore, the strong sense of community and belonging fostered by SNS has the potential to promote resilience, which helps young people to successfully adapt to change and stressful events. Importantly, the benefits of SNS use are dependent on good internet and media literacy: having the skills to critically understand, analyse and create media content. Maximising the benefits of SNS and promoting internet and media literacy may help protect young people from many of the risks of online interaction, such as cyber-bullying, privacy breaches and predation. For example, understanding how to produce creative content and manage the distribution of this content supports fully informed decision making and assessment of one's own, and others', privacy.

The debate over whether SNS only foster existing relationships or whether they are an important facilitator of new relationships is based on an assumed distinction between face-to-face and online communication. There is increasing evidence that young people experience „online“ and „offline“ social worlds as „mutually constituted“ (Boyd & Ellison, 2008) and flexibly combine a number of modes of techno-social interaction (Third and Richardson, 2010). Mobile and advanced technologies enable exchanging knowledge and skills that make learning collaborative and adaptive process of knowledge acquisition (Fetaji et al 2007). Another advantage of m-learning is the possibility of attending a video conference wireless from a classroom with no physical location and cable connections constraints.

Social Networking Services (SNS) are significant players in the Web 2.0 environment, transforming communication practices, opening new spaces and processes of socialisation and impacting upon traditional social structures. These effects are particularly relevant for the most frequent users of SNS – young people. This new environment poses certain challenges and, like any setting for social interaction, has some inherent risks. However, this review suggests that these challenges and risks have been over-emphasised in recent years both in popular media and social research. Through increased internet and media literacy – ensuring all young people develop the skills to critically understand, analyse and create media content – these challenges can be overcome and risks mitigated in a way that ensures the many benefits of SNS can be realised. In other words, by maximising the benefits of SNS, whether it be their role in delivering educational outcomes, or facilitating supportive relationships, identity formation, or a sense of belonging and resiliency, many of the risks of online interaction, such as cyber-bullying, privacy breaches and predation, can be minimised. Strategies to this end must be underpinned by best practice evidence and more research should be undertaken to ensure that emerging practices and effects of SNS are understood and responded to.

This review of the benefits of SNS also points to some potential opportunities to extend and improve conceptualisations of „cybercitizenship“ in policy and practice. Firstly, the concept of cybercitizenship, and its associated policies and programs, are almost exclusively focused on children and young people and therefore speak to what young people should „become“ rather than what they already „are“. It implies deficiency and fails to recognise that young people (and indeed children) are

often more engaged, knowledgeable and proactive when it comes to safe and responsible online practices. Cybercitizenship, therefore, is a concept that would more usefully be applied to the community as a whole, rather than as a set of policies that target young people as requiring protecting - or protection from - in a digital landscape. Indeed, the Australian Communications and Media Authority has recognised that cybercitizenship policy should address a broader audience – acknowledging that adults would benefit from initiatives in online safety that have previously targeted children and young people (ACMA, 2009).

The second insight is that the positioning of cybercitizenship within an online risk-management paradigm (particularly within policy) is inherently limiting given the substantial range and substantive benefits associated with online practices. This paper finds that the benefits of social networking are largely associated with the participatory nature of the contemporary digital environment, yet participation in creative content production, dissemination and consumption is largely overlooked in cybercitizenship frameworks. Incorporating academic work on cybercitizenship and thus broadening the notion of cybercitizenship to encompass the ways in which people are engaging online to express themselves, challenge and create views on society and their place within it requires recognition that their online practices may challenge commonly held notions about childhood, youth, gender, ethnicity and so on. Importantly, these considerations should be informed by young people's own experiences and perspectives. It may also present the need to incorporate new kinds of ethical and legal information relating to „citizen“ rights and responsibilities.

Finally, the analyses of the benefits of SNS illuminates the ways in which the „online“ and „offline“ worlds are mutually constituted. However, cybercitizenship as a concept has a tendency to reinforce notions that there is a distinction between computer and web-mediated communication on the one hand and all other modes of communication on the other. If it is to retain relevance and deliver benefits to the community, our understanding of cybercitizenship must be more holistic, to fully encompass and resonate across all of the settings in which we live our lives - be that home, school, work, our local communities or our communities of interest.

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Public Spaces in Focus of the Right of the Citizen

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Abstract

"Environmental Psychology" is considered to be the most authoritative textbook available for this course. It is the only environmental psychology book to appear in five editions. It is noted for its focus on the application of science and theory to the solution of problems involving natural and altered environments. The book reviews the application of practical solutions to everyday environmental problems. The authors integrate theory, research, and application using their unifying, eclectic model to demonstrate human-environment interaction. The book reviews how we are a product of our environment, our biology, and the interaction of the two. It discusses how our physical environment such as noise and weather impact us. It also reviews how we can modify our environment through design principles such as aesthetics, and how we modify our environment when we disregard the impact other people and/or elements have on our ecological system. Each chapter addresses both micro and macro- environmental influences, including the short- and long-term effects of both. The opening chapter provides a historical context and introduces the reader to the research methods central to the discipline. The next 4 chapters introduce environmental attitudes, values, and ethics and the principles that apply to environmental assessment; models of perception & cognition, including how we process and store environmental information; and the major theories of human-environment interaction. The next 6 chapters explore a variety of environmental influences such as noise, climate, natural disasters (including the effects of pollution), crowding, and city life, and how they impact us. The next 2 chapters examine how environmental psychology principles can be applied to residences, institutional settings (i. e. schools) and work and leisure environments. The book concludes with a chapter on how we can change behavior that harms the environment. The book is intended as a text for courses on environmental psychology, environment and behavior, social ecology, architectural psychology, ecological psychology or environmental design or studies, taught in departments of psychology, sociology, environmental science and biology.

Keywords: Environment; psychology; principles, natural disasters, climate, influences;

Hapësirat Publike Në Fokusin E Të Drejtës Së Qytetarit

Parathënie

Një ambient i pastër dhe i shëndetshëm është pjesë dhe ngastër e begatisë dhe cilësisë së jetës, që ne dëshirojmë për vehten tonë tani dhe për fëmijët tanë në të ardhmen. Shkallët që ngjirim e zbresim përditë në pallatin tonë, rrugët e shtëpisë, oborri i shkollës, kolinat e gjelbërta përtej qytetit, etj. , kërkojnë dashuri e kujdes prej nesh, në mënyrë që të bëhen për ne mjedisi, ku të bashkëtojmë me ajër të pastër, ushqim të shëndetshëm, duke u kthyer në hapësira mikëpritëse të bashkëjetesës sonë qytetare. Mbrojta e mjedisit që na prezantohet me ndryshimet dhe shanset nuk është vetëm aspiratë e njerëzve për të jetuar në një ambient të pastër e të shëndetshëm, por ne duhet të dimë se kostot dhe dëmet e tjera të shkaktuara nga ndotja dhe ndryshimet e klimës janë të konsiderueshme.

Urbandiversitet, model i ri i qytetit Tiranë

Nëse e shoh kryeqytetin e Shqipërisë sot në lagjen e Bllokut, në qendër e kudo, çuditësh me ndërtime kaba, të rënda e të mëdha, që janë bërë kohët e fundit. Projekte e bukura të banesave kolektive, si Kullat Binjake, Kulla e Vodafonit, lokalet e natës në Bllok, hotelet luksoze, pallatet 10-13 katësh në rrugët kryesore po t'i analizosh koston urbane dhe mjedisore që sjellin, mund të thuhet se tek e tek janë projekte në nivelin e duhur, por në bashkësi nuk kanë kohezion urban.

Mjafton një ditë në terren të vizitosh lagjet, mjafton të këqyrësh me syrin e një vëzhguesi grupet e banesave, mjafton të hulumtosh me mendjen e një eksperti komplekset e banimit në brendësi, menjëherë do të kuptosh se Tirana i ngjet një

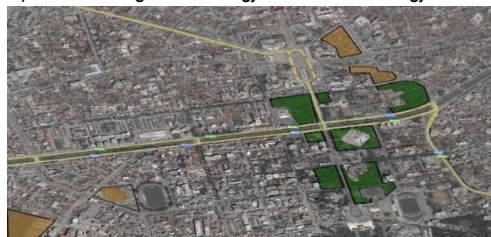


Figure 1 Ajo c'ka është vërtete bukur

fshati të madh urban, me keqardhje do të pranosh se Tirana është rritur në ndërtime, por jo sipas një zhvillimi të qendrueshëm, që të detyron t'i quash këto vepra më tepër gjëma se sa bëma. Ja se cilat janë rezultatet e indiferencës së institucioneve përkatëse, por edhe e qytetarëve që dita-ditës ndjejnë shtresat e pluhurit, që janë çimentuar në mushkëritë e tyre dhe përsëri vazhdojmë të gjithë bashkë të shkatërrojmë qytetin dhe veten tonë.

Në një kohë, kur Tirana në prag të viteve '90, klasifikohet si qytet i hijshëm europian, me blloqe ndërtimi të paqme e katrore (ish blloku), me lagje me vila elitare karakteristike (rreth RTVSH), me pallate të ulta e të ujditura me intuitën e arkitektëve gjeometër të asaj kohe (Shallvaret, Pallatet Agimi), me lagje me qerpiç (Varri i Bamit), me rrugë që nuk dalin dot

shtëpi tipike Tiranase (Kodra e Kuqe), deri në lagjen Vakëf me shtëpi me boje qysh për 200 vjet (Bulevardi Madh). Pra, një qytet dominohej nga një gjelbërim i krahasueshëm me Berlinin, ku çdo Tiranasi, i takonte të kishte 15m² blerim. Por, ku po vete Tirana, sot? Çdo qytetarë i Tiranës thith zyrtarisht 49 kg pluhur në vit ose gjysëm bardhaku në ditë; çdo banor në kryeqytet thith 10,000 litra ajër, për të cilën ai kujton se është i pastër, jetojmë në një qytet, ku pluhuri ka pak ajër, ende marrim ujë me racion, aq sa të tjerët në vende të tjera rrëkëllejnë birra, mbasi përballemi me politika mbi ajrin, që vrasin çdo vit në Tiranë 300 veta. Faktet e Organizatës Botërore të Shëndetësisë thonë që kemi 4300 raste shtesë tumoresh në vit, 600 raste të reja me tuberkuloz në vit, për 8 persona-gra i pret vdekja e përditshme nga kanceri i gjirit. Mbasi kemi lagje si Komuna e Parisit me



dendësi popullsie prej 1,500 banorë/ha dhe mbasi po kthejnë në një pellgace të madhe të ashtuquajturin liqen i Tiranës, sot po serviret një qendër ndryshe e Tiranës. Ajri për hektarë - sasi konstante, që d. t. th se ky oksigjen nuk përpjestohet për maksimum 100 njerëz/ha. Ja disa shifra që të çojnë në këtë gjendje:

Raportet urbanizim - hapësirë publike

• Siperfaqja Tirana qytet	40,000,000 m ²
• Siperfaqe park	100.000 m ²
• Siperfaqe terrene sportive	100,000 m ²
• Zona shplothëse rreth	100,000 m ²
• Siperfaqeja e projektit	700,000 m ²
• Siperfaqeja e pyllit	1,000,000 m ²

**Raportet urbanizim - hapësirë publike**

Raporti hapësirë publike – hapësirë urbane 1,3 %
(Tirana, qytet)

Raporti hapësirë e gjelber – hapësirë urbane 0,5 %
(Tirana, qytet)

Raporti hapësirë publike – hapësirë urbane 5,2% (Tirana, përfshi pyllin)

Shqetësimi yne

Nuk ka raport midis truallit dhe ndërtimit,

Nuk ka të përcaktuara zona me dendësi të ulët, zona të pastra banimi, zonë e zakonshme, zonë e përzierë, zonë fshati, zonë e qendrës,

Nuk ka raport midis hapësirave publike dhe betonizimeve;

Nuk ka raport midis hapësirave të gjelbra dhe hapësirave gri;

Nuk mund dhe nuk duhet të kenë presion urban zonat me vlera të larta ekologjike dhe me rëndësi kombëtare;

Nuk mund dhe nuk duhet të kenë presion urban zonat kurora ekologjike dhe me rëndësi kombëtare;

Nuk mund dhe nuk duhet të priten sikur dhe një caracë në shtëpinë tonë të madhe Tiranë;

SITUATA

Veprimtaria e pakontrolluar njerëzore, që po i sjell ndryshime negative mjedisit tonë natyror, në kushtet e përkeqësimit të faktorëve biologjikë në ujë, ajër dhe tokë dhe të përbërjes fiziko-kimike të tij, si dhe të apatisë institucionale në fushën e mbrojtjes së mjedisit, të cilat mund të shkaktojnë rrjedhoja të pakthyeshme, sjell në vëmendjen tonë të përbashkët nevojën për t'i thënë "NDAL" një keqpërdorimi të tokës dhe të vlerave ekologjike, që po i kanoset mjedisit urban, njëherësh dhe shëndetit të banorëve të qytetit Tiranë.

Shqipëria dhe Tirana duket se vuajnë nga një fenomen shoqëror i papëlqyeshëm, që nuk është rasti i vetëm për vendin, por që është më serioz se në shumë vende të tjera. Nga pikepamja politike, kjo mund të quhet si "mungesë respekti ndaj ligjit". Më saktë, duhet të kuptohet se është një egoizëm i rrezikshëm dhe sjellje anti-shoqërore ndaj njerëzve që nuk janë të njohur me njëri-tjetrin. Shqiptarët janë mikpritës, njerëz miqësorë, e kjo vihet re menjëherë në prezantimin e parë me ta, por synimi i tyre është një Mercedes i vjetër, i madh e me naftë, të cilët janë konsumatorë anti-shoqëror të hapësirës rrugore dhe ndotës të ajrit që thithin bashkëqytetarët e tyre. Këto vetura preferojnë të ecin nëpër vendet e kalimit të këmbësorëve, mund të parkojnë nëpër trotuare, duke i përfshirë këmbësorët në trafik. Ata ndërtojnë ndërtesa shumë pak centimetra larg fqinjëve të tyre, duke iu penguar pamjen dhe dritën. Fillojnë punimet në ndërtesa në orën 6 të mëngjesit të ditës së Djelë ose degjojnë muzikë me zë të lartë në shtëpi ose natën vonë, ngatërrohen pa arsye me shoferë të tjerë dhe pështijnë në vende publike, një gjest ky jo- i hijshëm, e për më tepër jo-higjenik, i cili dihet se kontribuon në shpërndarjen

e sëmundjeve. Policët ngasin makinat edhe me shenjën e kuqe të semaforit, duke sfiduar respektimin e rregullave të shoferëve të tjerë. Keto karakteristika i bëjnë qytetet shqiptare si Tirana e Durrësi të jenë të papëlqyeshme dhe madje edhe të pa-civilizuara.

STATUSI I TERRITORIT

Me vendimin e KRRT-ës së Këshillit Bashkiak, Tiranë, Nr. 81, Datë 29. 12. 2007 bazuar në vendimin e mëparshëm Nr. 4, Datë 21. 11. 2006 të KRRTSH është aprovuar Studimi Urbanistik i kësaj zone, i cili do të orientojë zhvillimin e saj drejt një qendre të dytë urbane për metropolin Tiranë. Ky studim përfshin zonën pranë liqenit, duke planifikuar ngritjen e infrastrukturës urbane, me prioritet zhvillimin urban, duke ruajtur sa më mirë, gjithmonë sipas projektit, asetet natyrore, të spikatura të kësaj zone. Projekti ndonëse ka si parim bazë zhvillimin e qëndrueshëm të zonës, nuk është bërë në përputhje dhe në harmoni me mjedisin përreth, sepse si kusht themelor për një zhvillim të qëndrueshëm urban në këtë zonë del e domosdoshme mbështetja në parimet dhe orientimet e Strategjisë Sektoriale për zhvillimin e hapësirave urbane, duke respektuar në mënyrë rigoroz mjedisin natyror dhe biodiversitetin e rajonit, duke mos lejuar cënime, prerje, dëmtime të habitateve natyrore, aq shumë të rëndësishme për të. Territori në fjalë ka status të veçantë për sektorë të caktuar dhe përfshihet në fondin pyjor.

NJOHJA DHE STUDIMI I PARAMETRAVE BAZË OPTIMALË PËR TË JETUAR

Njohja dhe studimi i parametrave bazë, që bëjnë të mundur hapësirën e duhur për të jetuar në kushte optimale një qytetar në kushte grup banimi, bllok banimi, kompleks banimi dhe lagje banimi, duke evidentuar koeficientët e ndërtimit, intesitetin e ndërtimit, koeficientët e hapësirave të gjelbërta (m²/banor) apo të terreneve sportive (m²/banor), sipërfaqet për objektet shoqërore (m²/banor), etj. , përbëjnë domosdoshmërinë apo hapin e parë për një studim që ka të bëjë me mundësinë e shkeljeve urbane në një qytet të caktuar. Sigurisht, një qytet që të funksionojë në mënyrë të rregullt ka nevojë për aktorët dhe pjesët e tij përbërëse, si edhe për politika të caktuara ekonomike, sociale, ekologjike, kulturore, ku të gjithë aktorët të veprojnë në harmoni me njëri-tjetrin.

Pra, Qyteti eshte një koncept i gjerë

Planifikimi urban i një zone të caktuar në tranzicion

Planifikimi urban është një sintezë dhe rrjedhojë e analizave në disa disiplina të ndryshme:

- sociale, ekonomike, historike dhe ekologjike.

Ku në rastin konkret kemi:

- cënim të sferës sociale, ku qytetarëve të Tiranës i zbritet nga mënyra e jetesës sipërfaqeja publike;
- prekje të historisë së zones, që simbolizon një AND tjetër apo të kundërt me urbanizimin, siç janë rastet pranë qendrës së Tiranës, pranë digës, pranë liqenit, pranë kopështit zoo, pranë pyllit, pranë kopështit botanik, etj. ;
- ndikim ekologjik, duke bërë presion urban për secilën nga zonat e mësipërme;

Hartimi i planeve të tilla urbanistike afatgjata kërkojnë:

- analiza të kualifikuara mjedisore, e cila mungon në rastin konkret,
- prognozë afatgjatë për zhvillimin demografik, ekonomik e social.

Projekti në fjalë nuk ka ndryshim të madh nga ato të bëra deri më sot nga individ apo grup individësh deri në nivel shtetëror, që kanë sjellë fenomene negative në vend, madje me pasoja të rënda urbanistike, mjedisore, ekonomike e sociale, duke instaluar në mënyrë të pakthyeshme popullime me ndërtime pa leje pikërisht në zona:

- të pastuduara për urbanizim,
- pa infrastrukturë inxhinierike,
- të territoreve publike,
- me lumenj e liqene,
- me vlera natyrore e historike, etj.

Deri dje, Tirana sikundër dhe shumë qytete të tjera të vendit, që përjetuan rëndë këto situata, u gjenden të papërgatitur për të përballuar këtë lëvizje dhe këtë zhvillim të ri urbanistik. Po sot?! Deri dje ka pasur:

- konfuzion të dhënash dhe informacionesh të ofruara nga projekte dhe programe të ndryshme,
- mungesë të specialistëve të trajnuar me koncepte bashkëkohore në fushën e planifikimit urban.
- Mungesë e pjesmarjes qytetare, në hartimin e miratimin e studimeve urbanistike, **po sot?!**

Kësisoj, hartimi i planeve të reja të përgjithshme rregulluese kërkon:

- një inventar të plotë informacionesh,
- analiza e prognoza me konceptet e reja bashkëkohore,
- kohë relativisht të gjatë në dispozicion për pjesëmarrje publiku, për informim komuniteti deri në formim të vetëdijes së qytetarëve për vendimmarrje të tilla.

Ndaj dhe Qeverisja është arti që bën të punojë lokomotivën qytet, përtej diferencave politike e kufizimeve burokratike e arbitrare, që kërkon:

- udhëheqje, imagjinatë, fleksibilitet, pjesëmarrje të komunitetit, përfshirje të ekspertit dhe aftësi negociimi.

Ndër strategjitë urbane sot, kudo anembanë botës klasifikohet si e vetmja komerdare shpëtimi ai i **Zhvillim të Qëndrueshëm**, i cili duhet menduar si filozofi brezash, ku i pari kënaq nevojat e veta për jetesë pa dëmtuar mundësitë dhe kënaqësitë që duhet të ketë brezi tjetër. Për sa më sipër, vetë qëndrueshmëria e plotë e këtij zhvillimi do të kërkonte ruajtjen dhe zhvillimin me efikasitet të tri përbërësve kryesorë potencialë: atij social, ekologjik dhe ekonomik.

Njohja dhe klasifikimi i lagjeve të Tiranës sipas rëndësisë dhe vlerës së zonës

Njohja dhe klasifikimi i lagjeve të Tiranës sipas rëndësisë dhe vlerës së zonës në përputhje me zhvillimet kulturore, historike, paisazhike turistike, mjedisore, industriale, tregtare, duke evidentuar më parë zonat e ndërtimit, nëse është zonë fshati, zonë qendër zonë e pastër banimi, zonë e përzjerë banimi, zonë biznesi, zonë industriale, zonë e ruajtur, zonë menaxhimi, dhe cilat janë funksionet e lejuara për secilën nga këto, përbën kushtin bazë në planifikimin e çdo territori, pavarësisht nga hapësira e tij në nivel komune, bashkie, shteti apo kontinenti.

Zhvillimi urban i Tiranës, i cili arriti pikun më të lartë në GDP e vendit përgjatë viteve 2002-2008 ka kërkuar prej kohësh një Plan Urban, që u bë e mundur të paraqitej vetëm në fund të vitit 2008. Panvarsisht nga bumi i ndërtimeve, që për bazë kishin projekte të veçanta deri në studime të pjesshme, rezultoi se në Tiranë nuk është marrë parasysh njohja dhe klasifikimi i lagjeve të saj sipas rëndësisë dhe vlerës së zonës në përputhje me zhvillimin kulturor, historik, peisazhik-turistik, mjedisor, industrial e turistik, për faktin se ngritja në zonën e kodrinave pranë kopështit botanik e një kompleksi të tërë ndërtimesh, përbën rast tipik alla shqiptarçe, ku ca si saraje shikojnë nga lindja e ca si kasolle nuk shikojnë dot perëndimin, ca si vila struken pas pallateve shtatëkatë, e ca si karabina uzurpojnë e rrethojnë zonën, ku gjallojnë krijesat e gjora të botës së kafshëve, por ama kanë një gjë të përbashkët. Të gjitha ngrihen mbi një zonë tektonike-sizmike, duke kallur jo vetëm pasiguri e frikë, por edhe një ndotje urbane, pse jo edhe psikike, fizike, vizive, deri në ndjesi groteske, ku fëmijët e sarajeve, kasolleve, vilave e pallateve do të zgjohen dhe ngrysen nën britmën dhe hungërimën e luanëve, ujçërve, çakejve e kudi çfarë. A ka rast të tillë në botë, ku arkitektët dhe vendimmarrësit të bëjnë këshërri edhe me rregullat e natyrës. Këto shfaqje groteske të mbivendosjeve të projekteve me funksione të ndryshme urbane nuk do të zinin vend nëse do të klasifikoheshin më parë zonat urbane të cilat kanë funksionet e lejuara përkatëse si:

Zona e Zhvillimit

Zonat e zhvillimit do të ishin zonat, në të cilat do të inkurajohesh ndërtimi sipas parametrave bashkëkohorë, duke krijuar hapësirat e nevojshme për të gjitha llojet e aktiviteteve dhe funksioneve që parashikohet të zhvillohen në të si banesa shumëfamiljare, institucione arsimore supermarkete të veçanta, të bashkëngjitura apo të integruara në objektet e tjera, restorante, bare, kafene, zyra dhe institucione administrative, teatro, kinema, ndërtesa të kultit, ndërtime me karakter rekreativ, shesh për parkime të përkohshme për makina e garazhe nëntokësore, parqe e sheshe, pavione të përkohshme ekspozitash e panairesh.

Zona e Menaxhimit

Zonat e menaxhimit do të ishin ato zona të qytetit, ku pranohen ndërhyrje në zonat ekzistuese të tij me qëllim dendësi dhe rritje të kualitetit të jetës së qytetarëve. Zhvillimi i këtyre zonave do të bëhet mbasi të jenë vlerësuar objektet e komplekset e banimit me vlera të veçanta, duke ndërhyrë me shumë kujdes e vetëm me studime urbanistike, në hapësirat e lira duke rivlerësuar zonat e degraduara e pa vlera të veçanta për qytetin, duke lejuar funksionet si banesa një familjare (tip vile me 1-3 kate), shkolla, etj.

Zona e Konservimit

Në këto zona përfshihen zonat karakteristike, qytetformuese, historike, kulturore, peisazhike, mjedisore e turistike të qytetit. Në këto zona nuk mund të jepen leje ndërtimi për objekte e struktura, të cilat çënojnë identitetin e zonës. Objektet ekzistuese të zonës mund të restaurohen vetëm në brendësi të tyre, duke mos çënuar volumin dhe fasadat dhe elementët arkitektonikë të veçantë të tyre. Leja jepet vetëm në këto raste: Të jenë banesa njëfamiljare, me **Funksione të lejuara si** parqe e sheshe (vënd çlodhjeje, duke ruajtur e kultivuar gjelbërimin), peisazhe të mbrojtura, mjedisë me karakter rekreativ (varka, kanoe, peshkim e kamping me shërbimet përkatëse), shatrvane e pasqyra ujore, skulptura e monumente, lulishte, kopshite zoologjikë, Objekte të përkohshme shërbimi (vetëm me lejë të posaçme e me supervizion të vazhdueshëm të bashkisë), vënde për parkime për pronarët dhe përdoruesit e objekteve të kësaj zone (vetëm me lejë të posaçme e me supervizion të vazhdueshëm të bashkisë).

Zona Industriale

Në zonën industriale duhet të lejohen ndërtime me funksione si furra buke, ndërmarrje të përpunimit të ushqimit, magazina dhe mjedisë të tjera për tregëtimin e frutave dhe perimeve, ndërmarrje të prodhimit të veshjeve, ndërmarrje të prodhimit të mobiljeve, etj. Në këtë kontekst, zona pranë Liqenit, si dhe shumë zona të tjera urbane në Tiranë nuk janë parë në kuadrin

e njohjes dhe klasifikimit më parë të lagjeve të saj sipas rëndësisë dhe vlerës së zonës në përputhje me zhvillimin kulturor, historik, peisazhik-turistik, mjedisor, industrial e turistik, ndaj dhe kemi kaotizëm dhe përjashtime të vlerave të atyre ekzistuese (rasti vetë Qendra e Tiranës dhe qendra dy e Tiranës) me ato urbane të sotme. Pas kërkesës për ndryshimin e destinacionit nga zonë sportive në zonë banimi, Këshilli i Rregullimit të Territorit të Republikës, vendim Nr. 4 datë 21. 11. 2006, miratoi ndryshimin në Planin Rregullues të qytetit të Tiranës, në lidhje me zonimin funksional për zonën në rrugën "Margarita Tutulani", "Sami Frashëri" dhe në veri-perëndim të Digës së Liqenit Artificial, (zona C1 dhe C2) nga "zonë sportive", sipas Planit Rregullues, në "zonë banimi". Nga ky projekt detyrë bazuar në vendimet përkartëse të Bashkisë dhe KRTRRSH rezulton kjo ndarje për ndërtim urban:

1. Zona e banimit,

e cila shtrihet në pjesën veri-lindore dhe jug-perëndimore, në të dy krahët e zonës së pishinave (**zona C1 dhe C2**) të trajtohet si zonë rezidenciale me godina banimi. Objektet e zonës së banimit do të jenë objekte me funksion polifunksional. Në këto objekte do të kemi: ambiente komerciale dhe banimi. Katet e para të objekteve rezidenciale janë konceptuar me karakter polifunksional, aktiviteteve tregtare dhe shoqërore. Objektet e banimit do të projektohen sipas të gjitha normave urbane. Në zonën e banuar do të parashikohen edhe rrugët për shërbimin e zjarfikseve dhe emergjencave. Intesiteti i ndërtimit varjon në vlerat 2. 5 – 3.

2. Objekti polifunksional, (zona C1/a) me destinacion Qendër kulturore administrative dhe sportive, ndodhet në zonën jug-perëndimore. Objekti polifunksional do të përmbajë aktivitete, të cilat gjenerojnë vende pune, psh: qendër panairesh dhe konferencash, galeri arti, kinema, teatër, opera, salla sporti, restorante etj. Do të jetë një pikë strategjike me aktivitete, jo vetëm për zonën përreth, por edhe për të gjithë qytetin e Tiranës. Kati përdhe i objektit polifunksional do të ketë lidhje me pjesën tjetër të objekteve të banimit, me nënkalime dhe pasazhe këmbësore, të cilat do të trajtohen si elementë të veçanta me arkitekturë bashkëkohore. Meqenëse objekti polifunksional është shumë pranë liqenit "artificial" të Tiranës, është menduar të bëhet një lidhje arkitektonike me digën e liqenit, në mënyrë që lidhja të përdoret si shëtitore dhe banorët e qytetit të Tiranës, të cilët do ta përdorin këtë pjesë të Tiranës si një zonë rekreacioni duke ofruar aktivitete të ndryshme.

3. Zona C2. Kjo zonë kërkon një zhvillim urban, që do të përfshijë një karakter miks rezidencial dhe komercial të zonës; Shtrihen e rrejtët urban të të gjithë zonës dhe vendosjen e standardeve të reja, duke krijuar mjedisë të reja urbane, si dhe prezantimin e objekteve me karakter kulturor dhe rekreativ. Zona do të zhvillohet si një qendër moderne polifunksionale e standardeve bashkëkohore apo një qendër komerciale, rekreative dhe rezidenciale, duke ndërthurur hapësirat polifunksionale me gjelbërimin e Parkut Publik, me kulla rezidenciale me një lartësi 13-22 kate dhe një kullë të lartë deri në 33 kate dhe me një park të madh rekreativ në funksion të kullave rezidenciale.

4. Zona e gardës dhe Parkut të Tiranës (zona C3). Ndërtimi i objekteve të banimit sipas një projekti arkitektonik të mirëfilltë do ta kthejë këtë zonë në një kompleks rezidencial, duke e lidhur dhe me pjesën ekzistuese të qytetit. Afërsia me Parkun Kombëtar krijon një lidhje të drejtpërdrejtë të njeriut me natyrën. Pjesa e parkut pranë Gardës mendojmë që të ngelet zonë e gjelbër (shiko zonimin funksional). **Zona C5.** Kjo zonë deri te unaza do të ketë karakter rezidencial me një intensitet banimi 2. 5-3. **Zona C4** dhe pjesa mbi unazën e zonës C5 do të jetë zonë rezidenciale me intensitet banimi më të ulët. Lartësia maksimale e objekteve do të jetë 3+1. Parkimet nëntokësore në të gjithë zonën, shtrihen në të gjithë sipërfaqen e pronës, duke evidentuar hyrje-daljet nëpërmjet rrugëve dytësore të bllokut të banimit. Në këtë kat duhet të merret parasysh numri i posteve të parkimit në raport me numrin e banorëve, si dhe poste parkimi për person, që do të frekuentojnë ambientet poli-funksionale (katet me funksion komercial). Zhvillimi i zonës përgjatë Liqenit të Tiranës, sipas projektit, nënkupton rivalizimin e saj, duke përfshirë dhe digën e liqenit si dhe ruajtjen e balancave të zhvillimit, duke i dhënë përparësi infrastrukturës, e cila do të plotësonte nevojat e komunitetit.

EVIDENTIMI NË TERREN I MOSPËRPUTHJEVE TË NDËRTIMEVE URBANE ME RREGULLOREN E URBANISTIKËS

Akoma edhe sot, Bashkia jep tokë për ndërtim, por jo sheshe të përgatitura për ndërtim. Cilat janë arsytet, që në shumicën e rasteve të ndërtimeve nuk respektohen normat e rregullores së urbanistikës? Detyra e kujt është që të krijojë infrastrukturën e sheshit të ndërtimit? Këtë gjë duhet ta bëjnë firmat e ndërtimit apo Bashkia? Aktualisht, sot në kryeqytetin tonë, gjithë investitorët që blejnë sheshet e ndërtimit, paguajnë për projekte që në shumicën e rasteve janë të pastuduara nga ana urbanistike, por jo vetëm kaq. Numri i ndërtimeve këto pesë vitet e fundit është rritur në mënyrë të vullshme. Ajo që vlen të theksohet më tepër është: jo vetëm që sipërfaqet e gjelbëruara janë reduktuar si rezultat i ndërtimeve, por edhe trotuaret kanë pësuar të njëjtin fat. Këtë e tregon fakti që shtyllat e dikurshme elektrike, tashmë dalin në mes të rrugës, sepse mbasi është ngritur ngrehina pallat nuk ka vend apo trotuar për të vendosur shtyllën. Ose në bulevardin Gjergj Fishta ende kemi ndërtesa të vendosur në mes të brigjeve të lumit të Lanës. Pranë Akuadromit në Tiranë ka ende sheshe dhe zona të degraduara, si dhe sheshe të mbushura me mbeturina urbane dhe inerte. Ka Qytetarë e kompani, që shkarkojnë makina me plehëra dhe askush nuk i vë re.

Distanca minimale e banesave ose objekteve nga bordura e rrugës janë jo më pak se 5m për rrugë me gjerësi deri në 7m; jo më pak se 7. 5m për rrugë me gjerësi 7-15m dhe jo më pak se 10m për rrugë me gjerësi mbi 15m. Nga rilevimi i kryer enkas për gjithë qytetin e Tiranës rezulton jo me një rast, as me disa raste, por me shumicën e rasteve, që banesat dhe objektet ndërtimore arrijnë të kenë distanca më pak se 5m, madje deri në 0 metër nga bordurat e rrugëve edhe me gjerësi mbi 15m (Shih fotot e rrugës Komuna e Parisit). Bazuar në këtë pjesë të rregullores, nisur dhe nga rilevimi i kryer mund të themi se në pothuajse të gjitha territoret e banimit (grup, bllok e kompleks banimi) nuk ekzistojnë sipërfaqet respektive përkatëse metër katror / banor për elementët përbërës, si shesh lojrash për fëmijë, sipërfaqe për objekte shoqerore, sipërfaqe për terrene sportive, gjelbërim i organizuar (lulishte) deri në sipërfaqe rrugë dhe sheshe midis blloqeve. Bazuar në këtë pjesë të rregullores, nisur dhe nga rilevimi i kryer mund të themi se në pothuajse të gjitha elementët e sipërpërmendur të ngritur për shërbime publike, për shkak të zënies së hapësirave publike, nuk të ofrohet shërbimi i parkexhit. Madje, pallatet brenda unazës së madhe, sidomos me apartamente shumë të shtrenjta e të ashtuquajtura luks ofrojnë spektakle deri në dramatike çdo mëngjez e çdo mbrëmje me rast hyrje e dalje nga parkimi i ngushtuar. Bazuar në këtë pjesë të rregullores, nisur dhe nga rilevimi i kryer mund të themi se elementi gjelbërimi i zonës së banimit është zëvendësuar me vepra urbane, duke e çuar pothuajse drejt zeros standartin e rregulluar me ligj, ndërkohë që elementi gjelbërimi në komplekse banimi është mjaftuar me një zonë tip park, me pak pemë e me pak gjelbërim, por më tepër me guraleca e tokë djerr.

Lidhur me parqet lokale mund të thuhet se balanca ekologjike e rreth 450,000 banimeve të reja në Tiranë do të duhej të vendosej me një sipërfaqe prej 7,500 hektarësh ose balanca tjetër ekologjike, ku për çdo qytetar duheshin dy pemë, sot për vetë jetën urbane që kemi duhet që çdo qytetar të ketë gjashtë pemë. Lidhur me këtë element të hapësirës publike mund të themi se në Tiranë ka një rritje të fushave të minifutbollit ose të terreneve për organizime të lojrave sportive, por për numërin aktual të popullsisë ato janë të pakta, madje shumë të pakta, dhe në ndonjë rast, falë ligjeve ndërkombëtare, disa zona sportive që janë njëherësh dhe private si aneksi i Stadiumit Dinamo arrihet që ato të ruhen. Nga rilevimi i kryer enkas mbi qytet vërehet se çdo qytetar i Tiranës mund të ndesh çdo ditë e për gjithë jetën shkeljet të kësaj pike rregullore në mbi 80% të pallateve të reja të ngritura këto 6-7 vitet e fundit. P. sh. ndërtesat 12 kateshe, që për shkak të gjatësisë nën apo mbi 20m, duhet të ishin respektivisht 26 apo 30m larg njera tjetrës, por që në fakt janë jo rrallë herë jo më tepër se 3-4m. Ende vazhdojnë të ndërtohen pallate të reja, që në pamjet e paraqitura me renderizimet më të bukura në kompjuter, paraqiten sikur kanë hapësira publike dhe të gjelbëruara rreth tyre. Në të vërtetë jo vetëm që hapësirë nuk kanë përreth dhe e kanë shfrytëzuar në maksimum sipërfaqen me ndërtim, madje nuk kanë as trotuar ku të kalojnë kalimtarët, por edhe hapësira që kanë nga njëri-tjetri është e papërfillshme në lidhje me numrin e kateve që kanë. Ka raste që këto pallate ndërtohen buzë trotuareve dhe kanë edhe pjesë të volumnit të ndërtimit të tyre që del konsol në mbi 50% të faqes së tyre të ndërtimit. Ky fakt nuk merret parasysh në llogaritjen e hapësirës së pallateve ndërmjet tyre apo edhe të asaj të pallatit nga trotuari.

Për daljet konsol në ndërtesë ekziston një ligj në rregulloren e urbanistikës ku thuhet se: Dalja konsol e mbi 50% të faqes së ndërtesës do të quhet faqe ndërtimi dhe do të merret parasysh në llogaritjen e distancës midis ndërtimeve. Nga evidentimet në terren është vënë re se në zonën e Farkës nuk merret parasysh ky rregull. Pothuajse të gjithë pallatet kanë konsolet e ballkoneve, të cilët dalin përtej vijës së trotuarit dhe duke qenë se këtu është një zonë me terren të pjerrët dhe ballkoni ndodhet sipër kokës së kalimtarëve, duke shkaktuar bezdi për lëvizjen normale nëpër trotuare. Këto probleme i

gjejmë jo vetëm në Farkë, por situata është më rëndë në lagjet e brendshme të kryeqytetit. Në zonën e Dajtit e të Farkës, pikërisht në nivelet horizont të tyre ndesh ndërtime që konkurojnë rregullat e natyrës.

Liqeni artificial i Tiranës, si kurrë ndonjëherë, sot ndodhet i rrezikuar të vetë mbytet, të shkretohet e të kthehet në një gjendje të padëshiruar për shumëkush këtu në Tiranë. Ai, si asnjëherë tjetër ka sipërfaqen më të vogël të mbuluar me ujë, volumin më të pakët dhe për pasojë pamjen e tij më të pakëndshme se kurrë, ndërkohë që i ka dhënë kënaqësi e hijeshi parkut shplohës të Tiranës. Nuk po arrijmë të njohim vlerat e tij, nuk po e përdorim për të mirat që ai ka si në vadijtje, pastrim qyteti, për larjen, shpëlarjen dhe hollimin e ujrave të zeza të Lanës. Ai sot është mbushur me baltra e baltovina dhe nuk pastrohet, i pengohen rrugët dhe mekanizmat e furnizimit me ujë, që të funksionojë rregullisht për atë që ishte parashikuar që në vitet '50. Liqeni artificial ose parku i madh i Tiranës përbën një nga zonat më të ruajtura gjatë trazirave të '97, si i tillë ai vazhdon të jetë vend pelegrinazhi sportiv, pse jo dhe shpirtëror i mijëra vetëve, që çdo mëngjes apo mbrëmje ushtrojnë gjimnastikë, pushojnë, bisedojnë deri në atë që zëvendësojnë filtrin e mushkërive, të mbushur me ajrin e ndotur të ditës së ngarkuar të qytetit, zhurmë e pluhur i madh. E këtë veçori, ky vend e merr nga kombinimi i shkëlqyer i parametrave të pyllit me ujrave e liqenit. Pra dhe vetë qytetarët shprehen shpesh se kur duan të shplohën shkojnë nga liqeni ose parku i madh dhe kuptohet se njeriu vete atje, ku bashkëjeton në simbiozë parku me liqenin, atje, ku qetësohet shpirtërisht, fizikisht dhe mendërisht. Por, ç'po ndodh me liqenin? Parku në brendësinë e vet nuk po mirëmbahet si duhet, por jo vetëm kaq, edhe liqeni, po pakësohet nga dita në ditë. Madje pothuajse të gjithë liqenet e Shqipërisë kanë degraduar në gjendjen e liqenit të Tiranës, me pak ujë, me shumë baltra, me diga të shkatërruara. Gjithnjë e më tepër po tregojmë se nuk kemi vendim marrës për të administruar, nuk kemi specialistë për të orientuar, nuk kemi punonjës për të mirëmbajtur.

Në po i japim një dimension të ri shkatërrimit të qytetit nëpërmjet shkatërrimit të liqenit artificial, por më tepër ndaj vetes. Çdo veprim që ndërmarrim për të ndryshuar dhe ndërrhyrë në rrjedhën natyrale të natyrës, duhet të mendohe mi mirë, sepse kjo që po bëjmë po i jep pasojat e rënda jo vetëm sot, por do t'i ndejmë rezultatet më keq në kohët në vazhdim. Natyra shqiptare është e mrekullueshme me veti klimatike, që vendet e tjera përpiqen t'i realizojnë artificialisht. Moti në Shqipëri ka sasinë më të madhe të reshjeve, që ndihmon në shtimin e prurjeve të rezervave ujore që përfaqësohen nga shumë lumenj e hidrocentrale që kemi ndërtuar. Por, zhvillimin urban në të vërtetë po e zhvillojmë në sensin e kundërt. Çfarë po ndodh me parkun, me kodrinat e quajtura kurorë e gjelbërt e Tiranës? Kjo zonë tashmë s'ka më ndryshim nga jeta urbane në Tiranë. Për arsyen e thjeshtë se aty brenda gjen shkolla, kopshte fëmijësh, bare, restorante, për arsyen e thjeshtë se edhe aty do ruhesh nga automobilat, (ku vetëm për shkollën lëvizin më shumë se 100 autovetura në ditë) nga lëvizja e motorëve, nga shpejtësitë e biçikletave, se edhe aty do të përballësh me pluhur, plehra që digjen dhe së fundi me pallate shumëkatëshe beton armeje, pranë kodrinës së gjelbëruar, por jo në harmoni me jetën e qetë të kafshëve të kopshit zoologjik dhe me bimësinë e parkut botanik. Në asnjë vend të botës nuk bëhen ndërtime në parqe kombëtare dhe zona të veçanta të qytetit që klasifikohen si ambiente rekreacioni dhe pushimi. Po bëhen ndërtime pa kriter, po betonohen sipërfaqe të tëra të gjelbërta duke i privuar qytetarëve kushtet më minimale të jetesës. Betonim në qendër të qytetit, betonim në periferi të tij, betonim në plazh me rërë, betonim në plazh me shkëmbinjë, betonim në fusha, betonim në kodra. Planifikim urban nuk do të thotë vetëm beton e ndërtesa shumëkatëshe. Ku shkuan elementët e tjerë të peisazhit dhe imazhit të qytetit? Vetëm mbipopullimi i qyteteve ka rëndësi?

Ndërtimet urbane pranë Liqenit

Edhe këtu ngelet shumë për të diskutuar. Më parë lagjet e qytetit kanë qenë të sistemuara. Sot shikon vetëm pallate të vjetra, të reja bashkë pa hapësirë mes tyre. Të gjitha këto ndodhin në brendësi të komplekseve të banimit. Pallatet e mëdha prej 13-katesh janë ndërtuar vetëm tri metra larg njëri-tjetrit, ndërkohë që norma sipas rregullores së urbanistikës është: për ndërtesa 12 kate, të cilat vendosen karshi njëri-tjetrit dhe kanë dritare, largësia duhet të jetë jo më pak se tridhjetë metra. Në zonën e Farkës, e cila është një zonë në zgjerim, gjithë ndërtesat janë shtatë kate, pra mbi normën e lejuar për këtë zonë që është pesë kate. Formacionet gjeologjike nuk mund t'i mbajnë këto ndërtesa. Edhe këtu si në çdo lagje të Tiranës, hapësira publike është shumë e vogël, dhe për më tepër që është zonë duke u ndërtuar. Pra bashkia ende vazhdon të lejojë të mos zbatohet rregullorja e urbanistikës. Në shumicën e lagjeve të qytetit ndërtesat e larta 13 kate nuk kanë kat nën tokë. Sipas kriteve gjeologjike dhe të qëndrueshmërisë së ndërtesave 1/10-1/15 e lartësisë së godinës duhet të jetë nën tokë. Sa zbatohet kjo në pallatet e reja??? Kudo nëpër lagjet e Tiranës ndeshesh me kabllot elektrike dhe telefonike, të cilat nuk janë të tokëzuara, por shpërndahen në mënyrë të çrregullt. Nuk është menduar të bëhet zgjidhje e përbashkët, por individuale për këtë rrezik që i kanëoset dita-ditës jetës së qytetarëve të Tiranës.

Në bulevardin Zhan d'Ark, sikundër kudo në kryeqytet vazhdojnë sërish paradokset e shtesave pa leje, ndërkohë që vazhdon procesi i legalizimit dhe askush nuk e vë re këtë problem si gjithmonë. Por si duhet të quhen ose më saktë ku klasifikohen këto shtime sipërfaqesh ndërtesash në katet e pallateve të vjetra? Në radhë të parë problemi më i madh qëndron në faktin se pallatet e vjetra si pallatet e Shallvareve janë ndërtuar me themele për të përballuar aq kate sa ato janë ndërtuar në fillim. Nëse shtohen kate të tjera në lartësi, shtohet pesha dhe ngarkesa vetjake dhe e përkohshme e ndërtesës, duke bërë që ndërtesa dhe themelet e saj të zhyten me kalimin e kohës. Por jo vetëm kaq, por në rast se bie një tërmet në Tiranë, këto pallate janë më të paqëndrueshmet ndaj forcave sizmike dhe pësojnë lëkundjet më të mëdha, duke përshpejtuar shkatërrimin e ndërtesës. Edhe kanalizimet janë ende një problem shumë i madh për një pjesë të mirë të qytetit të Tiranës. Përsëri marrim shembull zonën pranë liqenit të Tiranës, pikërisht atë të Farkës. Në fakt, kjo është një zonë në ndërtim dhe shpesh mund të thuhet se është mëse normale, që rrugët këtu janë ende me pluhur dhe kanalizimet nuk janë në rregull. Por, kjo nuk është e vërtetë. Nuk mund të justifikohet fakti se puna këtu është nisur nga fundi. Në fillim hapen kanalizimet e nevojshme, përgatitet parcela e ndërtimit me elementët e nevojshëm të sistemit të tokës dhe më pas hidhen themelet e ndërtesave dhe vazhdon të përmirësohet dhe plotësohet sistemi i tubacioneve në ndërtesa.

HARTIMI I PLANIT EKOLOGJIK

Argumentimi ligjor dhe shkencor për kthimin e hapësirës prej 1000ha të zonës së parkut

Nisur nga studimi në fjalë dhe pyetori, si dhe rievimi i rajonit Tiranë rezulton se domosdoshmërisht duhet të propozohen hapësira të reja për parqe rajonale, si për ato afër zonës së Paskuqanit në veri dhe në zonës e Farkës. Këta parqe duhet të kenë dizajnim specifik. Ndërkohë rekomandohet që autoritetet të lëvizin sa më shpejt të jetë e mundur të lirojnë zonat publike të zëna dhe të fillojnë të merren me programin e mbjelljeve të pemëve. Sigurisht, këta parqe nuk do të jenë vetem në funksion të zhvillimit të zonave, ku do të ndërtohen, por edhe në funksion të qytetit në tërësi.

Legjislacioni mbështetës shqiptar

Në mbështetje të neneve 78, 81 pika 1 dhe 83 pika 1 të Kushtetutës, me propozimin e Këshillit të Ministrave, është hartuar ligji Nr. 8906, datë 06. 06. 2002 i zonave të mbrojtura, që ka për objekt:

- shpalljen, ruajtjen, administrimin, menaxhimin dhe përdorimin e qëndrueshëm të zonave të mbrojtura dhe të burimeve natyrore e biologjike të tyre;
- lehtësimin e kushteve për zhvillimin e turizmit mjedisor për informimin dhe edukimin e publikut dhe për përfitime ekonomike, të drejtpërdrejta dhe të tërthorta, nga popullsia vendore, nga sektori publik dhe privat.

Në bazë të këtij ligji, neni 13, identifikon rrugët se si zona me kriteret e standarta të caktuara natyrore e funksionale, të fitojnë statusin e Shpalljes dhe të menaxhimit si zona të mbrojtura, grupi hartues në konsulencë dhe me propozim edhe prej vendimarrësëve të Këshillit Bashkiak Tiranë, i propozon Këshillit të Qarkut Tiranë dhe Ministrisë së linjës (MMPAU), që në bashkëpunim të ndërmarrin hapin për t' Ju drejtuar KRRTRSH dhe me vone Këshillit të Ministrave, që të shpallë zone të mbrojtur me zonat përkatëse buferike:

- Sektorin kodrinor-malor Selitë - Farkë,
- Liqenin Farkë,
- Liqenin Paskuqan,
- Liqenin, bashkë me pyllin e Tiranës

Për sa më sipër, t'i kërkohet Këshillit të Ministrave, që të miratojë procedurat për propozimin dhe shpalljen e zonave të mbrojtura dhe buferike, mbasi ato të përgatiten nga Ministria e Mjedisit në mbështetje të kriteve të Konventës së biodiversitetit, të udhëzimeve përkatëse të Bashkimit Europian dhe të planeve e strategjive mjedisore kombëtare.

BALLFAQIMI I PLANEVE GRI ME ATË TË GJELBËRT

Dihet se Hipokrati i ka lënë njerëzimit tre mjek të mëdhenj: Ajrin, Ujin dhe Diellin, dy prej të cilëve, Shqipëria, por sidomos Tirana, i ka të ndotur, e ndërsa elementi i tretë, Dielli, megjithëse natyralisht në gjendje të përsosur, për shkak të ndikimeve të lartësive urbane, nuk zbret tek njeriu në trajtën e tij të plotë. Por, Hipokrati la dhe mjekun më të madh, Lëvizjen, të vlerësuar shumë pak nga qytetarët tanë, të cilët preferojnë të kalojnë orë të tëra në kafene, më shumë se sa të vënë në lëvizje trupin e tyre. E pra, në këta katër element jetëdhënës të natyrës, tre prej tyre i kemi të rrezikuar, duke përmendur në veçanti Diellin, atë që askush s'duhet dhe s'mund të na e marr dot. Sikurse thamë edhe më lart, në këtë mënyrë, jemi duke vazhduar të rrezikojmë, duke zvogëluar intensitetin e ndriçimit natyral, duke hijezuar zonat me diell natyral në sheshet e ambientet, ku ne qëndrojmë. E shkaku për këtë, është "depressioni urban", një fenomen i cili pas pak vitesh, lehtësisht, do të shndërrohet në "depression shpirtëror". Në konceptet e formuara për një mirë-administrim të sotëm urban, ajo çka synohet nuk është të gjenden përgjegjësit e së shkuarës, por të konceptohet mire dhe të mos vazhdohet, si deri më sot, me gabime në të ardhmen. Shkurtimisht, nuk kërkohen kryqëzime e gjykime, por stisje të ideve të reja për një planifikim të mire urban, në të ardhmen.

Kudo në botë sot, është cakuar një përqindje për sipërfaqet e banuara, xm^2 për person. Psh, në Francë për dy persona është caktuar një sipërfaqe prej 80m^2 , e për katër të tillë, 120m^2 , për të cilat përkatësisht paguhet një taksë e caktuar. Dhe kur familjari apo banori gëzon më shumë se një shtëpi, taksë është e shumë-fishtë, aq sa nuk është më në interesin e qytetarit të blej më shumë se një shtëpi. Në vendin tone, fatkeqësisht, ndodh e kundërta. Ne nuk jemi kundra të mbajturit të individëve apo qytetarëve tre apo katër shtëpi, por të faktit që ky stil i të jetuarit, ka një çmim e një ndikim, duke zënë hapësira publike, të gjelbërta, e terrene sportive. Jo më kot thuhet se Tirana me 450,000 apartamente duhet të kishte mbi 1.8 milion banorë. Pra, arrijmë në konkluzionin, që ndërtimi urban i dendur apo me mesatare të lartë për familje, duke qenë se sjell një ndikim jo të vogël, duhej të tatohej, në mënyrë që të përmirësonte kështu standartin e të jetuarit të atyre banorëve që iu është zënë kjo sipërfaqe.

Ndër problemet publike, konfliktet civile sot, në jetën tone të përditshme, në Shqipëri e Tiranë, 80% e tyre mbartin çështjet mjedisore, apo çështje urbane. Kjo, për shkak të një keq-planifikimi e koordinimi të veprave të shërbimit me ato të banimit, ku njerëzit nuk ndihen të qetë në mënyrën e tyre të të jetuarit, por të shqetësuar e të bezdisur. Ndër 450,000 apartamente 350,000 deri në 400,000 apartamente janë informale, e 80-90% e tyre kanë probleme ligjore. Pra, nga sa vihet re, kemi të bëjmë me një qytet pothuaj informal. E rrjedhimisht lind pyetja, "pse Tirana, është lejuar të dendësohet brenda unazës, e jo shumë jashtë saj?". Një fenomen ky që ka sjell një raport të përqendrimit të vendosjes së popullsisë, në mënyrë tejet dominuese rreth qendrës, duke rritur kështu në mënyrë fiktive kostot e apartamenteve. Ndërkohë, që në vend të kësaj situatë të krijuar kaotike, Tirana sot mund të kishte pamjen e një qyteti të ri urban, madje të atyre qyteteve që quhen ndryshe "qytete kopësht". Pra, Tirana, mund të rrethohej nga "qyteza kopësht" si Farka, Kashari, Kamza, Paskuqani, Dajti, e jo nga fshatra urbane, sikundër janë të lartë-përmendurat. Pra, mund të krijoheshin qyteza si Tirana e Re, sikundër është Beogradi i ri, e të tjera variante si këto. Depressioni urban, që do të thotë ndërtime të larta në një rrugë të ngushtë, është pasuar edhe nga ndërtime në horizont, ku Tirana në veçanti dhe Shqipëria në përgjithësi, përbëjnë të vetmin rast, ku zaptohen horizonte malore e kodrinore me ndërtime. E thenë ndryshe ky quhet "mjedis i ndërtua - built environment", që pas disa vjetësh do të shndërrohet në ndotje shpirtërore të njeriut apo sëmundje ose ndryshe, ndotje urbane.

12 PYETJE ME PËRGJIGJE PËR 2200 SHKELJE URBANE

1. **Pyetjes, nëse dyndja në Tiranë** mund të quhet ndër të tjera edhe fatkeqësi, do t'i përgjigjeshim me "Po", për nga mënyra se si u zbrit dhe se si u zaptua territori, ku edhe sot e mot, njerëzimi shqiptar do të vuajë sindromën e një parcelë buke, një ngrehinë urbane, një parcelë e gjelbër një shumëkatësh dhe një parcelë publike disa shumë katësha

2. **Pyetjes, nëse Tirana përbën metropol**, do t'i përgjigjeshim me "Po", por që ngjan me fenomenin metropol të viteve 60, ku njerëzit shkonin nga zonat rurale drejt zonave urbane, ndërsa sot po e ndodh e kundërta (Torino, Milano nga 3 milion

banorë sot, 1,2 milion po banojnë jashtë qytetit). Konkluzioni përfundimtar është që për hapësirën metropolitane nuk ekziston nevoja e një zgjerimi të madh për të arritur akomodimin e një popullsie në rritje. Nëpërmjet procesit të densifikimit, qyteti aktualisht nuk mund të sigurojë vendbanime të reja në të ardhmen.

3. Pyetjes, se a ka më të mirë se Tirana nga pikëpamja urbane, do t'i përgjigjeshim se të gjitha qytetet e shqipërisë, me përjashtim të jetës ekonomike-kulturore, janë më të mira se ajo, si nga pikëpamja urbane dhe ajo mjedisore. Ish lulishtja prej rreth 40ha tek ekspozita ish-"Shqipëria Sot", e betonizuar nga pallate shume katësh.

4. Pyetjes, nëse modeli Tirana me ndërtime të larta në qendër mund të merret edhe në qytete të tjera, do t'i përgjigjeshim me kurrësesi jo; sepse do të shtonim qytetet me shembulltyrën më të pashembullt urbane, ku ngrehinat betone urbane, si askund qytet tjetër në Europë, tejkalojnë majat e minareve të kishave e të xhamive në qendër.

5. Pyetjes nëse Tirana përbën model të keq urban do t'i përgjigjeshim me padyshim "Po", sepse mund të jetë përsëri i vetmi qytet në Europë, ku në hyrjet e pallateve të veta nuk mund të futen automjetet për tërheqjen e mbetjeve urbane familiare;

6. Pyetjes së për hir të ndërtimeve sa vila janë shkatërruar dhe djegur do t'i përgjigjeshim se ky rast fatkeq u kthye në modë që para se të ndërtohet me "leje urbane" shkrumbo e ndërto. Më i varfër një fshatar në Ukrainë dhe Maqedoni, por pyesin Shtetin;

7. Pyetjes nëse plani Francez ka shkelur ligjin mund t'i përgjigjemi se askush nga studiot perëndimore, që kanë kryer projekte për qendra 1 e 2 në Tiranë nuk kanë guxuar të fusin këtë risi nëpër qendrat e vendeve të tyre apo të ndonjë vendi tjetër Europian. Ju kujtojmë se grataciellat, megjithëse sa gishtat e dorës, janë përtej Danubit në Vjenë, tej tutje nga qendra në Paris, mungojnë në Berlin, Budapest, Pragë, etj. Liverpooli p. sh prezantohet me 3 qendra biznesi, Tirana me 6-8 qendra. Thuhet se kullat Franceze nuk e prekin qendrën e Tiranës. Mbase qendër për këta syresh, do të quhesh për kullat franceze, nëse ato do të ndërtoheshin pranë monumentit të Skënderbeut. Nga ana tjetër, qendra e Tiranës është monument kulture e klasit të parë, (Qendra e Tiranës u bë monument kulture në 2001), ku nuk lejohen as ndërhyrje nga jashtë e as nga brenda, mirëpo disa syresh të tjerë nënkuptojnë se zona e mbrojtur e lejon ndërhyrjen. Po zona kulturore e një kombi, po asetit historik i një kombi, po vlera traditë e një kombi, siç është qendra e Tiranës, e lejon ndërhyrjen?! Pra, Tirana është model i shkatërrimit, duke filluar pikërisht nga qendra e saj;

8. Pyetjes nëse Tirana ka prezantuar harmonizim të interesave private me ato publike; Janë kthyer pronat e përbashkëta në prona private të politikanëve.

9. Pyetjes nëse Tirana ka reflektuar mungesën e planifikimit urban dhe të ekspertit urbanmund t'i përgjigjemi se ajo fatkeqësisht nuk ka patur deri më sot as projektim urban e as planifikim urban, ku secili arkitekt mund të ketë modeluar tek e tek një vepër ndoshta të shkëlqyer urbane por që në kompleks aose në bashkësi me të tjerat kanë ofruar model të keq; (Krahaso veprat urbane në Golem, Tiranë ku xhenazet detyrohen të dalin brinjat. Dihet që Kontrata për planifikimin urban të Tiranës është shtytur prej tre vjetësh, kur ajo duhet të ishte baza e punëve ndërtimore qysh në fillimet e saj, sidomos pas viteve 2000 të bumit ndërtimor. Aktualisht, Bashkia ka miratuar planin rregullues, për të cilin është bërë votim në parim, por ky plan ngjet me kofilin pas të vjelave. Zullumi u bë. Do të duhen shekuj të riparosh këtë model alla shqiptarçe. Në asnjë rast në Tiranë, në territorin e planifikuar për ndërtim urban, nuk është ngritur infrastrukture nëntokësore para ndërtimore. Por, në të gjitha rastet është ndërtuar, pastaj ç'ndërtuar për të realizuar infrastrukturën nëntokësore (hidroteknike, bonifikuese, telefonike, etj.). Nga ana tjetër plani rregullues i Tiranës të jep ndjesinë e një plani më pranë politizimit, se sa atij urban, ku shpesh politika e madhe vendos edhe për strategjitë urbane, si ç'është formalizimi i informalitetit;

10. Pyetjes se a është e ngopur Tirana me ndërtime mund t'i përgjigjemi se ajo është e tejngopur, aq sa të shtyn të ndërmarrësh vendime apo të paktën procese si Moratorium për ngrirje të kësaj gjendje, duke detyruar kompanitë e ndërtimit për devijim të detyruar nga fusha e ndërtimit për banesa. Pa ndroje mund të themi që kemi prishur natyrën tonë me paratë tona. E tmerrshme?! Vetëm në vitet 1996-1997 kemi humbur 2000ha toke bujqësore. Sot në total kemi humbur më shumë se 20 sipërfaqe të bukës, 80% të sipërfaqes publike, më shumë se 10% të sipërfaqes së gjelbërt, më shumë se 90% të sipërfaqeve sportive.

11. Pyetjes se sa të larta duhet të jenë pallatet në Tiranë mund të themi se Tirana përbëhet nga rrugë me gjerësi përgjithësisht prej 18-24m. Kjo të sugjeron, qe ndertesat të behen 4 deri ne 6 kate. Ka argumenta të tjerë të fortë që tregojnë

që në Tiranë të mos ndërtohen ndërtesa të tjera shume të larta, si p. sh. rrjeti i rrugëve nuk mund të përballojë fluksin e qarkullimit të këtyre ndërtimeve të shumta. Zakonisht, rrugët janë të përbera nga dy kalime dhe një vend për parkim. Për këto arsye, maksimumi i lartësive se ndërtesave duhet të jetë prej 6 kate përfshirë këtu dhe katin e fundit. Kjo është e aplikuar në shumë qendra qytetesh dhe në brezin e lumit të Tiranës, e zgjatur kjo në pjesën veriperëndimore të Tiranës deri në zonën industriale të Bërxullit. Psh: një rrugice në rrugët e vjetra Osmane kishte 4-6m largësi për ndërtesa deri në 3 kate. Në zonën e Yzberishtit dhe Saukut nuk duhet të ndërtohen ndërtesa më shume se 3 kate.

12. Pyetjes se çfarë zhvillimi urban duhet të ketë Tirana mund t'i përgjigjemi më parë se çfarë modeli duhet të ketë Tirana? Kuadri i zhvillimit të kryeqytetit tonë duhet të rekomandojë se si vendbanimet e qytetit duhet t'i përgjigjen kërkesave për strehim dhe përdorim të tokës. Duke marrë parasysh topografinë bazë si liqenin, kodrat, malet, luginat e lumenjve, pllajtat, modelin ekzistues dhe rrjetin e transportit mund të vlerësohet dhe të identifikohet një opsion i preferueshëm, që kombinon elementët e biznesit me elementët social, duke ruajtur njëherësh dhe vlerat natyrore.

Opsionet e identifikuara për zhvillimin urban të kryeqytetit mund të ishin:

A. Rritja e dendësisë brenda zonave ekzistuese të ndërtuara – kjo është duke ndodhur tashmë, pasi ndërtesa të vjetra të ulëta po zëvendësohen prej të rejave me të larta në një kohë që çmimi i tokës rritet më shpejt se inflacioni, duke e bërë këtë lloj zhvillimi financiarisht të mundshëm dhe duke përdorur xhepa të papërdorur toke brenda hapësirës urbane. Kjo sot i çoi ndërtimet në Tiranë në një ngopje të shpejtë dhe të detyron mos sot nesër të bësh ndalimin e ndërtimeve.

B. Zhvillimi "i një nazë bashkë qendrore (koncentrike)" me drejtim jashtë vendbanimeve kryesore ekzistuese (Laparak, Kombinat, Paskuqan e drejt periferive të reja, tradicionalisht keto ndërtohen në skajet e qyteteve në zonat që normalisht njohin dendësi në ulje;

C. Zhvillimi i zgjerimeve të reja të mëdha në një skaj të veçantë të Tiranës – këto zgjerime duhet të jenë të mëdha për të qenë relativisht në funksion të vetvetes nga pikëpamja e vendeve të punës, zona të hapura me shërbime të nivelit të ulët dhe mesatar. Ndonëse shërbimet e nivelit të lartë do të vazhdojnë të jenë në qendrën e "vjetër" të qytetit, keto zgjerime të reja, ndoshta, do të ishte më mirë të ndërtoheshin të bazuara tek sistemet e transportit publik, duke pasur lidhje të brendshme dhe me qendrat e qyteteve, spitalet e mëdhenj dhe zonat të mëdha të punësimit;

D. Përqendrimi i rritjes në vendbanimet periferike në zgjerim drejt rajonit të Fushë-Krujës dhe shfrytëzimi i mundësisë për të ngritur ndjeshëm nivelin e shërbimeve, që ofrohen për banorët - ose madje edhe ndërtimi i komplekseve të banimit me cilësi të lartë e të veçuara në rajon, duke ndaluar edhe me anë të këtij modeli zhvillimi urban rritjen e mëtejshme në Tiranë;

E. 'Një metropol linear' përgjatë autostradës Tiranë-Durrës, i cili ndoshta do të shtrihet në një distance rreth 1 km në secilën prej të dy anëve të rrugës, zhvillimi i ngasrave të lira tokës brenda këtij korridori dhe rihvillimi në shkallë të gjerë i shumë pjesëve të këtij shiriti si psh më shumë shtëpi, ambiente shitjeje dhe argëtimi në këtë tokë me vlerë gjithnjë e në rritje e që është e dukshme nga autostrada ose prej pikave kyçe të kalimit në autostradë dhe ndoshta në fund të anëve lindore dhe perëndimore të autostradës në hyrje të Tiranës, natyrshëm e shoqëruar nga një përmirësim i transportit publik përgjatë autostradës dhe ndoshta me krijimin dhe zhvillimin e hapësirave të reja për spitale, universitete dhe eventualisht stadiume.

F. Një 'qytet rrethor' i ngjashëm me atë më lart, por me një autostradë të dytë të ndërtuar, duke përdorur anën jugore të kodrave të Vorës dhe zona të reja rezidenciale, tregtare dhe industriale përgjatë kësaj rruge, që lidhen nëpërmjet tyre me një autostradë rrethore dhe në të cilën çdo qytet ka tendencën të zhvillojë një specializim të ndryshëm ekonomik - koncepti i policentritizmit, i cili është tashmë në modë tek urbanistët europianë.

Sigurisht, përgjigja më e mirë teorike mund të ishte një kombinim i dy ose më shumë prej këtyre opsioneve hipotetike. Përgjigja më e mirë, pasi të identifikohet do të duhet të kontrollohej e përballej edhe me realitetin, para se ai të aplikohet. Secili prej gjashtë opsioneve mund të testohet, duke përdorur një matrice "pro dhe kundra". Nga matrica e interpretuar rezultoi se opsioni i dendësisë më të madh është zgjidhja më e lehtë, më pak e kushtueshme dhe më pozitive ndaj mjedisit nëse respektohet trafiku, parkimi, hapësirat e hapura publike, transporti publik, gjithmonë, nëse gjendet tokë e

përshtatshme, Gjithësesi, kjo duhet të jetë qasje afat mesme që mund të përdoret (10-12 vjet). Më pas, duhet të vazhdohet ose të mbështetet ose zëvendësohet nga ndoshta një zhvillim i një skaji periferik i qytetit dhe/ose zgjerimi i vendbanimeve të shtrira në periferi.

Nga matrica e interpretuar rezulton se opsioni i dendësimit më të madh është zgjidhja më e lehtë, më pak e kushtueshme dhe më pozitive ndaj mjedisit, nëse respektohet trafiku, parkimi, hapësirat e hapura publike, transporti publik, gjithmonë, nëse gjendet tokë e përshtatshme, Gjithësesi, kjo duhet të jetë qasje afat mesme, që mund të përdoret (10-12 vjet). Më pas, duhet të vazhdohet ose të mbështetet ose të zëvendësohet nga ndoshta një zhvillim i një skaji periferik i qytetit dhe/ose zgjerimi i vendbanimeve të shtrira në periferi, por sipas modelit qytet kopësht.

Ndërkohë që fakti në jetën urbane rezulton se opsioni i tejskajshëm i dendësimit ka ofruar zgjidhjen më të vështirë për qytetarët, sepse po rezulton e kushtueshme dhe negative ndaj mjedisit, mbasi u dendësua trafiku, u mbipopullua parkimi, u asgjësuan hapësirat e lira e publike, u dekurajua transporti publik. Nga qasje afat mesme (që mund të përdoret 10-12 vjet), nuk doli as për qasje afatshkurtër.

Kështu strategjia për zhvillimin e vendbanimeve të rajonit duhet të bazohet mbi një kombinim të opsionit - A **"Dendësimi"** me një pjesë të opsionit - C **"Zgjerim i madh i një skaji periferik të qytetit të Tiranës."**

PËRPUNIMI STATISTIKOR I VLERËSIMIT TË SONDAZHIT

1. Vlerësimi për ngritjen e disa pallateve shumëkatëshe, me shumë funksione në parkun e liqenit të Tiranës.

Alternativat	Aspak	Pak	Disi	Mjaftueshëm	Shumë
Përfundimet në %	14.8 %	21.5 %	23.4 %	26.8 %	13.4 %

2. Vlerësimi se sa perbejne per qytetaret hapësira publike zonat e Kopshtit Zoologjik, Liqenit, Pyllit, Kompleksit Dinamo, Pishinat.

Alternativat	Aspak	Pak	Disi	Mjaftueshem	Shume
Perfundimet ne %	6.8 %	26.8 %	14.7 %	23.1 %	27.9 %

3. Vlerësimi se sa i pranueshem është dëndësimi i hapsirave publike ne Tiranë.

Alternativat	Aspak	Pak	Disi	Mjaftueshëm	Shumë	Apstenim
Përfundimet në %	37.1 %	14.5 %	10 %	14 %	21.6 %	2.5 %

4. Vlerësimi për zgjidhjen me te mire per ndertimin ne keto hapësir publike.

Alternativat	Kënde lojrash	Objekte clodhese	Ndërtime urbane	Hapsira te gjelbra	Apstenim
Përfundimet ne %	16.4 %	18.8 %	0.8 %	61.4 %	3.2 %

5. Vlerësim se ku duhet të ndërohet pët hapjen e zonave të reja të banimit.

Alternativat	Kopshtin Botanik	Liçenin artificial	Pranë digës	Ngjitur me pyllin	Larg tyre	Apstenim
Përfundimet në	0.5 %	3 %	1 %	4.5 %	79 %	11.6 %

6. Vlerësimi për ndërtimet urbane të komunës Farkë.

Alternativat	Mire	Shumë mirë	Mjaftueshëm	Keq	Shumë keq	Apstenim
Përfundimet në %	5.5 %	3 %	11.1 %	44 %	38.8 %	2.5 %

7. Vlerësimi se sa kate duhet të ndërtohet në zonën e gardës.

Alternativat	Të mos ndërtohet fare	2-3 kate	6-7 kate	10-12 kate	20-30 kate	Apstenim
Përfundimet në %	66 %	8.3 %	17 %	2.4 %	3 %	1.2 %

8. Vlerësimi se a duhen të shpallen zona të mbrojtura Kopshti Zoologjik dhe liçeni i Tiranës.

Alternativat	Po	Jo	Mundet	Nuk e di	Apstenim
Përfundimet në %	88.8 %	3.4 %	5.8 %	1.9 %	-

9. Vlerësimi se a duhen të shpallen zona të konservuara Kurora Selitë-Farkë, Liçeni i Farkës.

Alternativat	Po	Jo	Mundet	Nuk e di	Apstenim
Përfundimet në %	58.4 %	6.9 %	24.7 %	8.9 %	1 %

10. Vlerësimi për idenë që hapsirat publike të qëndrojnë të tilla dhe jo të kthehen në hapësira urbane.

Alternativat	Po	Jo	Mundet	Nuk e di	Apstenim
Përfundimet në %	84.4 %	9.3 %	4.4 %	0.9 %	0.9 %

11. Vlerësim mbi idetë se çfarë duhet të përpiqemi të ndryshojmë në përmirsimin e gjendjes.

Alternativat	Legjislaçionin	Mentalitetin e njerëzve	Përpilimin e një forme ndryshe të problemit	Edukimin e fëmijëve	Nuk e di/asnjë opinion	Apstenim
Përfundimet në %	27.7 %	40.6 %	16.2 %	12.4 %	2.1 %	0.85 %

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Treatment of Young People with Dental, Jaw and Face Deformation as a Challenge for Their Psycho-Social Rehabilitation

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Abstract

Aim: To investigate how good is the dental-orthodontic treatment of the young people with face deformation, and it contributes in improving dental function and normal straight face profile. Materials and methods: Different young people with dental midline, jaw deviation and face deformation will be presented. The method used is fixed orthodontic appliance, technique of straight wire appliance. Results: The good results of the treatment clearly demonstrate how the previous used method improve the psycho-social rehabilitation of the young people. After that they showed their satisfaction and stated that they are very happy about the successful therapy which significantly have changed their lives. Conclusion: The research has shown that all the results of this treatment provoke a better further rehabilitation from the social and psychological aspect.

Keywords: esthetic, psychosocial problem, young people, treatment, orthodontics

Introduction:

The healthy and normal life is very important for every human being especially it is crucial for the young people. Nowadays, the beauty and the smile are a very significant influence of the young people healthy social and private life. We are witnesses of how they are spending lots of money on make-up, cosmetics, plastic surgeries and many expensive products in order to make themselves even more beautiful. This helps them to be more self confident and gives them motivation. The beauty of the face according to the previous facts is more than important and we can say it is crucial for healthy and motivated youth. Treatment of young people with dental, jaw and face deformation is very challenging for their psycho-social rehabilitation and at the same time it is a very interesting field for a research to be done.

Fixed orthodontic appliance have been applied for treatment of various malocclusion. Using digital manipulation of hard and soft tissue smile components (attractiveness) were objectives for qualifying and comparing ideal norms for a good smile. The paradigm shift from occlusion towards soft tissues and smile esthetics emphasizes dental structures and the surrounding soft tissue envelope. Also, establishing ideal function and esthetics may be mutually exclusive and require consideration as to what trade of this are acceptable in the pursuit of the normal smile objective.

Aim:

The main aim of this case study is to investigate and demonstrate the effects and challenges of the orthodontic treatment of patients with dental facial anomalies reflected in their social and psychological life.

The case reports defines successfully treatment of some anomalies associated with dental jaws and face deviations.

Participants:

In order to investigate the topic as a participants are included 20 patients, age ranged between 13 and 19 years old. The investigation is done in the University Dental Clinical Centre St. Pantelejmon, in Skopje. The patients were complaining on their faces deformations gained by dental crowding.

Frontal and lateral photo of some patients (female and male) were analyzed before and after orthodontic treatment. Patients were recorded with diagnosed malocclusion in permanent dentition and no previous orthodontic treatment.

Material and Methods:

Different young people with dental midline, jaw deviation and face deformation are presented. The method used is fixed orthodontic appliance, technique of straight wire appliance and associated with curvilinear elastics which were taken all over 24 hours a day. The fixed orthodontic appliance is treated for nearly 24 months with a regular monthly controls. Also it will be done an investigation by a leading interview.

Results:

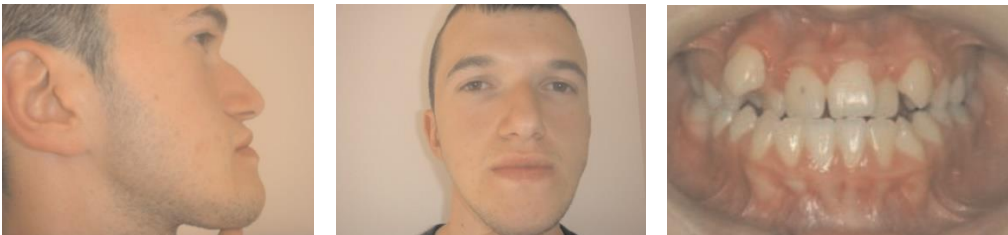
After the treatment period the participants were interviewed in order to find out their personal feelings and opinion related to this treatment.

The good results of the treatment clearly demonstrate how the previous used method improve the psycho-social rehabilitation of the young people. After that they showed their satisfaction and stated that they are very happy about the successful therapy which significantly have changed their lives.

After the treatment they feel more self confident, more motivated and more sociable. They emphasized that the physical appearance is really important factor which influence the behavior and the social life of the young people.

Here is one particular patient treated and the results before and after the treatment.

Before the treatment



After the treatment



Conclusion

The research has shown that all the results of this treatment provoke a better further rehabilitation from the social and psychological aspect. The patients admitted that they feel really happy after the treatment, also more self confident. They claimed that the treatment helped them to be more social, and not shy because of the physical appearance.

From all the previous, we can conclude that the treatment of young people with dental, jaw and face deformation enhanced their psycho-social rehabilitation, and also it has an incredible influence on their social behavior and social function.

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Young Communities and the Impact of Wars and Conflicts on the Healthy Growth of Young People: Middle East as a Model Study

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Abstract

Wars and armed conflicts throughout history is the most serious and the biggest factor on demographic changes of human societies, especially those that live in a state of constant conflict over different time periods or continuously. The world has witnessed many wars and conflicts that led to the deaths of millions of people, mostly children and youth. Despite the presence of many local and international agreements to protect the civilians in times of conflict and war, however it loses its effectiveness since the first day of the war. The society called Middle East, is one of societies that deserve special study. A society worthy of studying the impact of wars on it because from the beginning it has been a young society witnessing wars and conflicts continuously for decades. Despite the impact of the war on all segments of society, however, the young people deserve a special study since it is run by the conflict and are consequentially affected directly and indirectly in its sustainability. The young people are most likely to be killed, disabled, imprisoned or engaged in terrorist organizations, and militias. All of this in an atmosphere of instability and the absence of physical, psychological and social rehabilitation and the consequent chronic problems lead to improperly growth of the largest class in the society .This paper will address the impact of war and conflict on young people in the Middle East, including discussing topics of youth unemployment and participation in wars and conflicts and its impact on the healthy growth of the younger generation in the Middle East in general. In light of this study, there will be thrown many proposals that could contribute to the healthy growth of the younger generation within the Middle East region in the long term.

Keywords: wars and conflicts, the Middle East, young, young communities, psychological and social rehabilitation.

Demographic Indicators in the Middle East Countries

The Middle East countries is a region centered on Western Asia and Egypt. (table 1) show that Egypt is the most populated country around 88. 5 millions with 21. 585% of all total , while Cyprus come in the end of this list as a less populated country 0. 876 million with 0. 21% of all total . Egypt , Iran and Turkey are the majority of population in the region 21. 58%, 19. 21% and 19. 07% , respectively, representing combined more than 60% of all the over , while Iraq , Saudi Arabia, Yemen and Syria representing 8. 92% , 7. 69%, 6,52 and 5. 67% , respectively. While the rest of the countries range between 2% and less than 1% of all over .

Table 1: list of Middle Eastern countries and territories on the basis of population.

Country	population	% of pop.	Annual growth %	Absolute of annual growth	Estimated doubling time	Date
Total	410,153,000	100	2,09	8,411,000	33	

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Egypt	88,523,000	21,58	2,29	1,981,000	31	2015
Iran	78,778,000	19,21	1,29	1,001,000	54	2015
Turkey	78,214,000	19,07	1,34	1,035,000	52	2014
Iraq	36,575,000	8,92	2,9	1,030,000	24	2015
Saudi Arabia	31,521,000	7,69	2,44	751	29	2015
Yemen	26,745,000	6,52	2,95	766	24	2013
Syria	23,270,000	5,67	2,45	557	29	2011
UEA	8,933,000	2,18	1,57	138	45	2010
Israel	8,374,000	2,04	1,89	155	37	2015
Jordan	6,837,000	1,67	2,75	183	26	2015
Palestine ⁵ ₁	4,683,000	1,14	2,92	133	24	2014
Lebanon	4,288,000	1,05	1,78	75	39	2007
Oman	4,208,000	1,03	5,2	208	14	2015
Kuwait	4,161,000	1,01	3	121	23	2014
Qatar	2,386,000	0,58	6,76	151	11	2015
Bahrain	1,781,000	0,43	7,35	122	10	2010
Cyprus	876	0,21	0,46	4	151	2012

Source : http://en.wikipedia.org/wiki/List_of_Middle_East_countries_by_population

On the other hand, the annual growth % range between 7.35% for Bahrain to 1.57% for UEA if we excluded Cyprus with 0.46% , it is easy to notice the High rate of growth, especially, in the Gulf states ; Bahrain, Qatar , Oman and Saudi Arabia as 7.35% , 6.76%, 5.2 and 2.44 ,respectively, according to high growth rate the estimated doubling time running on the same mode , for example ; bahrain just need 10 years for doubling population , to be more than 3 millions by 2020. From the above (table 1) , it is obviously that the Middle East region with that high population growth rate will be reached one

billion after a little decades, the Middle East is experiencing an unprecedented "youth bulge. ", for sure youth play an important role, for that the study will focus on youth.

Demographic Indicators for Youth Ages 15 To 24 In Mena Countries

The Middle East region one of the most accelerated growth population in the world, Where youth constitute the largest proportions "youth bulge. " With 20 percent of its population between the ages of 15 and 25 representing about 45 million youth, this is the highest proportion of youth to adults in the region's history.

TABLE 2. SELECTED DEMOGRAPHIC INDICATORS FOR YOUTH AGES 15 TO 24 IN MENA COUNTRIES

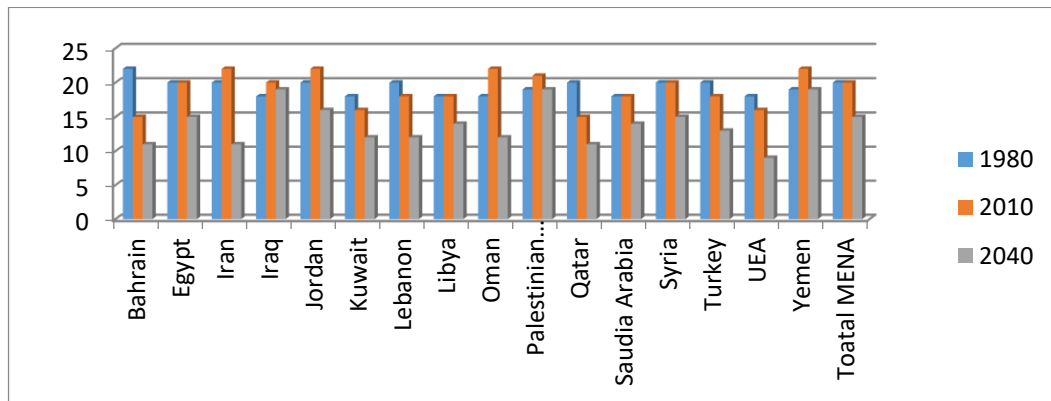
Country	Youth Population (1000s)			In youth as Percent of total			youth as % of working age
	1980	2010	2040	1980	2010	2040	2010
Bahrain	79	188	200	22	15	11	19
Egypt	8,889	16,009	17,624	20	20	15	31
Iran	7,648	16,253	9,559	20	22	11	31
Iraq	2,495	6,205	12,817	18	20	19	37
Jordan	448	1,332	1,463	20	22	16	37
Kuwait	246	423	552	18	16	12	22
Lebanon	569	759	580	20	18	12	26
Libya	558	1,124	1,171	18	18	14	27
Oman	208	611	448	18	22	12	31
Palestinian Terr.	289	858	1,544	19	21	19	39
Qatar	45	256	264	20	15	11	17
Saudia Arabia	1,743	4,947	6,032	18	18	14	27
Syria	1,748	4,166	4,747	20	20	15	35
Turkey	8,919	12,883	11,559	20	18	13	26
UEA	185	1,211	1,052	18	16	9	20
Yemen	1,524	5,327	9,955	19	22	19	42
Toatal MENA	35,593	75,552	79,567	19. 3	18. 9	13. 9	29. 19

Source: United Nations Population Division, World Population Prospects, the 2010 Revision.

(Table2) shows that many countries in the region have reached the highest percentage of their youth bulge, . Youth (aged 15-25) as a proportion of the total population ranges from 15 % in Bahrai and Qatar , to 22% in Iran , Oman and Yemen, and the most populated country in the region Egypt are 20% and Syria share the same percent, Turkey , Saudi Arabia, libya and Libanon share same percent 18% . by 2040 most youth proportion of the population of Middle East countries will decline . UEA will be at the least order between the countries in the region with 9% , while Iraq , Yemen and Palestine will be 19% , and the most populated countries in the region Egypt , Iran , and Turkey will drop ; 20%to 15%, 22%to 11%, and 18%to 13% , respectively .

(Figure 1) shows that the Gulf states will be greatly reduced, leading to the decline of the phenomenon of "youth bulge." , as Oman will drop 22% in 2010 to 12% by 2040 , also UEA will drop 16% in 2010 to 9% by 2040 . Average of MENA will drop from 18. 9% 2010 to 13. 9% by 2040, which means that the decline of the phenomenon of "youth bulge. " in the middle east countries .

Figure 1: Youth As Percent Of Total Population, AGES 15 TO 24 IN MENA COUNTRIES



Source: United Nations Population Division, World Population Prospects, the 2010 Revision.

The mean of youth as percentage of working age population is around 30 percent, and it is noticeable that the highest youth as percentage of working age Population are the same countries which has seen wars and loss of security at the moment (table1) as ; Egypt , Syria, Iraq, Palestine, and Yemen are 31% , 35% , 37% , 39% , and 42% , respectively . The economies of MENA countries would be booming if a high percentage of youth both males and females had the opportunity to move into gainful employment. But a significant portion of young people face high rates of unemployment and low wages (Roudi, 2011).

Conflicts in the Middle East and the participation of young people

The youth bulge in the Middle East plays a major role in the conflicts and instability through direct and indirect participation of youth. Unemployment and loss of employment due to wars and conflicts as well as the lack of youth-oriented services shape fertile ground for young people within the Middle East to participate in the ongoing conflicts.

There is a strong correlation between countries prone to civil conflicts and those with burgeoning youth populations. Some analyses have demonstrated that countries with a youth bulge (proportion of the adult population ages 15 to 29) of 41 percent or greater are at high risk of civil conflict. The vast majority of new civil conflicts in recent decades have occurred in countries in which at least 60 percent of the entire population is comprised of youth (ages 0 to 29) (Madsen et al, 2007). In one study based on interviews with young soldiers show that poverty, lack of schooling and low alternative income opportunities are risk factors and important reasons for participating in conflict with militant groups (Brett & Specht, 2004). In short, we can say that the participation of young people in the Middle East conflicts have firmly rooted in the lack of social policies for the protecting young people throughout the period prior to revolutions.

Youth problems in war and conflict area

Since the youth is the most effective part in the conflict environment, they are the most vulnerable to psychological, social, physical and economic problems and exploitation by the militant fighters. Participation in the war means death, disability, prison, psychological and social problems, unemployment and dropping out of education and delay in marriage and family configure. These are the main problems faced by young people in armed conflicts and wars environment. As follows, we will discuss these problems individually to enable us to identify clearly the problems of young people in the communities of the conflict.

Death or Murder :

In view of the roots of this problem, we find that history extends to the advent of colonialism to the Middle East for control of resources, sparking the diet of young people to defend their country, they were the first fighter rows which make them susceptible to direct injury and killing in large numbers, for example, current happenings in Palestine and Iraq. In addition Gates at el (2010) young men in particular are more likely to demonstrate against repressive governments .

In addition, the increase of inflation in the number of young people led to the aggravation of the conflict, which has affected the increase in the number of deaths of young people. The community of the Middle East, young and fertile floor of the conflict. Madsen et al (2007) that 80 percent of civil conflicts (defined as causing at least 25 deaths) occurred in countries in which 60 percent or more of the population is under age 30, it is another thing altogether to prove statistically that the youthfulness of the population is a cause of civil conflict.

In short, we can say that the youth bulge in the Middle East led to the increase in the number of deaths among young people after the Arab spring and the outbreak of the civil wars in many countries through active participation in the rebellion against the ruling power and involvement in the ranks of the militant fighters.

Detention:

Detentions among young people and the accompanying prison for many years and death sentences in some countries due to the participation of youth in disputes acts had breached in governance systems in many Middle East countries, being one of the most important problems generated by the war and conflict .As well as the high prison sentences for many years and arbitrary judgments of thousands of young Palestinians as a result of their resistance to the Israeli occupation over the years extended its roots to 1948, is a clear example of the psychological, physical and social violence faced by young people as a result of their participation in the ongoing conflicts .It should be noted that the prison has an impact on young people from psychological, social and physical terms. Where the solitary confinement, torture, sexual harassment is considered risks faced by children and young people in prison in the war and conflict environment in the absence of human rights and monitoring. To view the harassment where the children and young people suffering in prisons; the following table contains a study of 100 Palestinian children in Israeli jails. This study presented the most important harassment of children and young people in prison.

Table 3. Analysis of 100 interviews of Palestinian children detained in Israeli prisons concerning torture (Quzmar: 2012, 2-4):

<i>Type of torture</i>	<i>Number (out of 100 cases)</i>	<i>Percentage</i>
Binding of the hands	97	%97
Blindfolding of the eyes	92	%92
Beating	69	%69
Detention after midnight	65	%65
Verbal abuse	50	%50
Threat	49	%49
Signing of a confession in the Hebrew language	32	%32
keeping detainees in stress positions for prolonged periods	26	%26
Solitary confinement	14	%14

Threat of sexual abuse	12	%12
Sexual abuse	4	%4

As the counsellors explained, as a consequence of the traumatic experience of detention, child ex-detainees have developed a syndrome that is defined as Post Traumatic Stress Disorder [hereinafter PTSD] . Hence, on the emotional level, child ex-detainees reported being haunted by the frightening moments they experienced while in detention, especially having nightmares which lead many to wetting their beds. Other manifest symptoms reported include increased levels of fear, agitation, frustration, sadness, lethargic, and depression, low self esteem, anger, accompanied by hostile and aggressive behaviour towards others or themselves. Due to being imprisoned, child ex detainees feel insecure, communicate less, and resort to isolation due to a lack of sufficient coping mechanisms to overcome the high level of psycho-social difficulties they have experienced (SCS: 2008, 11).

In general it can be said that children's exposure to prison in conflict environment affects the psychological, social and physical development in the absence of rehabilitation and the continuation of violent events and live in a violent environment. Thus, the participation of young people in conflict within the Middle East can be traced easily to traumatic experiences in detention, whether in childhood or in young adulthood .

Disability

War led to the increase in the ratio of disability in community conflict inside the Middle East in general and among young people in particular. Disabilities resulting from the war are the most dangerous of the suffering of youth in the Middle East because of poverty, lack of physical and mental health and rehabilitative services. The continuation of the armed conflict has led to a crisis treatment on the local hospitals, and medicines interruption has also led to the aggravation of many injuries that led to permanent paralysis or temporary disability.

Education

There is no doubt that most of the Middle East countries suffer from enrollment in higher education problem where the youth bulge and lack of educational institutions and the low quality of educational material led to the creation of a gap in this area and a negative impact on the healthy growth of young people .In addition, the ongoing wars and conflicts have exacerbated the problem and the destruction of educational institutions targeted by artillery fire in many countries this led to depriving millions of children and young people of their right to education. As a result of the prison and disability, asylum and unemployment and poverty exacerbated by conflicts within the Middle East, many young people have not the ability to pursue higher education.

Unemployment

Despite young people's a product of social, economic and cultural structure where they live, in the same time the most conflict with this structure. Young people have always been pioneers of change progress (Karataş, 2001). Poor economic performance may be far more likely to lead to conflict when significant numbers of youth, particularly unemployed young men, are present (WDR, 2011).

Unemployment, poverty and inequality are considered the main features of the economic situation of many Middle Eastern countries especially among the young and accumulated this phenomenon with internal conflicts. As unemployment among young people has grown since the beginning of the war, it also was one of the most prominent reasons why young people are involved in conflicts and terrorist organizations and militias within the Middle East. ILO statistics in Table 4 for 2015 has shown that there is a marked increase in unemployment among young people in the Middle East. Clear to us through these statistics that the synchronized increase with the onset of the civil war in many countries.

Table 4: Youth unemployment rate in Middle East

	2009	2012	2013	2014	2015	2016	2017	2018	2019
Youth unemployment rate	24.0	28.7	29.1	29.5	29.8	29.9	29.9	29.9	29.9

Source: World employment and social outlook: Trends 2015 / International Labour Office. – Geneva: ILO, 2015

Middle East Youth Involvement in Rebel Movements, Terrorist Organizations, Militias and Revolutions

There is statistical evidence of a link between high relative youth populations and an increased risk of armed conflict. Structural models which forecast these risks combined with early-warning systems that monitor known trigger factors (such as youth unemployment and educational reversals) can therefore help identify countries with higher and lower risks of violence. A key factor driving youth involvement in violence is the structural exclusion and lack of opportunities faced by young people, which block or prolong their transition to adulthood and can lead to frustration, disillusionment and, in some cases, their participation violence. The principle “structural” factors that underlie youth exclusion are: (a) un- and underemployment and lack of livelihood opportunities; (b) insufficient, unequal and inappropriate education and skills; (c) poor governance and weak political participation; (d) gender inequalities and socialization; (e) a legacy of past violence. One quarter of young people in the Middle East are unemployed and unlikely to be able to afford housing, access credit, get married or start a family. The root cause of this youth exclusion lies in the rigid institutions and social norms that mediate transitions from school to work and family formation interconnected markets such as education, labour, housing and marriage. This stalled transition to adulthood has become known as waithood and fosters widespread frustration and discontent among young people (Hilker & Fraser 2009). In short, the economic crises and widespread unemployment, lack of education and government neglect of the role of young people in the Middle East countries over the long years are the important factors that prompted the youth to participate in revolutions. Consequently, young people join organizations and militias which run the conflict and making them susceptible to the killing and torture, disability and unemployment.

Social services and the healthy growth of young people

In order for a healthy growth of young people and to avoid instability and violence in particular, focus should be on monitoring economic opportunities for young people, and particularly on providing employment or educational opportunities for youth in periods of economic decline. While expanding opportunities for education generally pacify youth cohorts, some evidence suggest that as opportunities for higher education is expanded, lack of employment opportunities for highly educated youth may contribute to instability (Urdal, 2011).

The majority of the Middle East countries lack for proper social policy for the protection of youth and their growth, and it shows in the lack of planning for the Youth social Services, educational, and economic. Despite the lack of such services, but the NGOs have played an important role for years in providing social services for youth through youth centers and provision of anti-unemployment, awareness and organization programs. Therefore, it is necessary to draw a social policy designed to protect youth by offering social services, organized in cooperation between civil domestic and international institutions operating within the Middle East, in the absence of the role of the state or government institutions that marginalized the youth and their role over the past decades.

For the healthy growth of the youth, we have to find the cultural institutions that will prepare a fertile ground for the growth of the intellectual and cultural youth through social and cultural services. Youth centers and sports events consider as services that will contribute to spend leisure among youth, thus contributing in the proper Growth. In short, it can be said that social services should be provided for youth for proper upbringing and protection that they might not be victims of conflicts and wars, simply, can be summarized that health and education services, social security, employment and the provision of financial resources will contribute in the assessment of leisure and integration in the cultural and social life, these measures will keep youth away from violence and conflicts.

Discussion and suggestions

Middle East is experiencing a great growth (youth bulge), in general, for decades the youth were marginalized by most Middle East countries, and did not find them a place in the fragile social policy. This marginalization of (youth bulge) is no longer beneficial to a lot of countries and shows resentment of their economic and life conditions through the revolutions that took place in many countries, it was a time bomb so to speak. Where the participation of youth in the Arab Spring was as a result of a fledgling stressful environment that wiped out the ambition of youth by their drawbacks of the economic crisis and the subsequent of poverty, unemployment and fragile education system and the lack of youth participation policies. In addition, the occupation and its wars sparked in the region, where a harmful aspects for the youth, including

the resulting of destructive aspects of life in general, and youth was a direct target . The result was a large number of deaths , injuries , disabilities, imprisonment ,increasing unemployment and participation in the military actions and militants.

That any initiative to create a youth-conscious generation, in the shadow of war and conflict are considered useless, because peace is the environment that creates fertile ground for a proper generation. Since the non-governmental local and international institutions play a significant role in working with youth during times of crisis, we must have programs to raise awareness and move towards a democratic culture that has respect for human rights , freedoms, equality , the idea of justice, participation and consultation. Youth in most Middle East countries were deprived of these rights.

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Chemical Dimensions of Plastic Wastes and Their Recycling in Environmental Education

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Abstract

Environment, energy, recycling, sustainability, various footprints that take attentions of all layers of society, are such a key concepts in last decades. These layers are widespread all over the world in terms of the perspectives of academics, politics, economics, mediatics which all try to manipulate societal life respectively to better position. One of the popular debates is usage of plastics and their supposed environmental pollution. This subject also takes the attention of educators and becomes at least one of the subtitles of environmental education research. While, the governmental municipality which has the key responsibility of these issues, academicians make research about these subjects to activate inner faculties of people. Chemical dimension of environmental issues - along with biology, geography and environmental sciences- helps us to take picture of huge problems. In this study, plastics and their recycling were examined as a chemical dimension of environmental education. And also it is accepted that the attitude of the people is a promising sign and indicator to execute the specified behavior. The attitude sometimes supported on triangles of cognitive, affective, and psychomotor skills which covers than all learning behavior of humans. Here, attitudes of sixth grade students were determined about the plastics and recycling in environment. The previously developed attitude scale was applied to 492 primary school students in Kastamonu province of Turkey. The results were analyzed with statistically and evaluated. The factors of the attitude scale and socioeconomic factors were correlated. Some significant differences related with gender residence type obtained.

Keywords: Environmental Education, Plastic, Wastes, Recycling, Attitude Scale, Chemistry

I. Introduction

Environment is the area where all living and non living things interact. Environmental education is the regular studies which enable the human beings to make the interaction easier and thus minimizing the possible problems arising from the interaction (Conner&Sliwka, 2014; Markaki, 2014; Karaarslan et al, 2014). Environment, energy, recycling, sustainability, various footprints take attentions of all layers of society, are such a key concepts in last decades. These layers are widespread all over the world in terms of the perspectives of academics, politics, economics, media which all try to manipulate societal life respectively to better position. One of the popular debates is usage of plastics and their supposed environmental pollution. This subject also takes the attention of educators and becomes at least one of the subtitles of environmental education research (O'Gorman&Davis, 2013; Rees, 2003; Palliser, 2011).

Both science and social science educators tackle these environmental problems. While, the governmental municipality which has the key responsibility of these issues holding the authority, power, rules and rights, academicians make research about these subjects to activate inner faculties of people. Some of these faculties are relevant and changing according to cultures such as wisdom, conscience, sensitivity, ethics and morals, essence of life, virtues, altruism, pride, guilty, responsibility, rights, duties, citizenship, humanity, esteem, affection, compassion, and charity. These inner faculties can be count and categorized in many ways. So these educational studies tries to take meaningful part in this huge picture and their results have always been evaluated cautiously. To go further in these environmental issues, it seems that the best thing is to collect the positive and meaningful results and making sketches rather than stating contradiction of the previous researches (Haynes, 2009; McClain et al, 2010; Menzel&Bögeholz, 2009).

Teaching and learning environment is an important issue for sustainable environment. Students who are the basic pillars of society are not only today's citizen but also the citizens of future who are going to shape our future (parents, engineer, politician, teacher, unemployed, etc.) (Varga et al, 2007; Cheong, 2005). The education that the students get about the environmental problems is crucial to prevent environmental problems. Therefore, the data gathered from the

preparation of the attitude scale demonstrates students' attitudes about the environmental problems. And the results direct the way of environment education.

Environment and environmental education is a multi- and inter-disciplinary subject. Generally, environmental education is accepted as the main framework of the related subjects. Many different studies appears on this subjects such as sustainable development, environmental literacy, the relation of science-technology-society, and applications of various learning theories such as planned behavior and value-belief-norm theories etc (Oreg& Katz-Gerro, 2006; Sahin, 2013; Teo&Tan, 2012). And there are two main streams in human perspectives to nature or environment. One is seeing the humanity as a part of the nature, the other is human is different species then the rest that is the environment is for the purpose of human. The unified third perspective can appear from former two in case of exploiting previously stated inner faculties of human whatever without stating belief or ideology. Accordingly, the findings of solutions to these problems possess great importance.

1. 1 Aim of the Study

In order to deal with environmental problems and/or to minimize them, the most effective way is raising environmentally conscious and sensitive individuals who should be equipped with necessary knowledge to develop positive attitudes for it. Therefore, education presents crucial importance. Otherwise, damages given to environment cannot be prevented. The basic goal of this study is; to determine concisions level of sixth grade primary school students about the subjects of plastics - wrongly defined previously as a polluter of environment – and their pollution effect, and also environment, recycling and its advantages.

The chemical dimensions of the subjects were tackled in chemical context such as wastes, their disposal and effects to the environment, and recycling concepts along with other dimensions. The chemical dimension of environmental issues - along with biology, geography, environmental and health sciences- helps us to take picture of huge problems. In this study, plastics and recycling were examined as a chemical dimension of environmental education (Cutler&Moore, 1995). And it is accepted that the attitude of the people is a promising sign and indicator to execute the specified behavior. The attitude sometimes supported on triangles of cognitive, affective, and psychomotor skills which covers than all learning behavior of humans. Also, energy, environment and recycling should be truly understood by the every section of society (science, policy, education, media and people) for sustainable development and inhabitable environment. And these issues should be evaluated within the framework of basic citizenship, which will affect the people's future life more than today and will be a central theme.

Here, the attitude scale which was previously developed by us (Avan et al, 2011) were used where 80 attitude sentences according to 5-point Likert-type scale were prepared and applied to 492 students of 6th grade in the Kastamonu city center of Turkey. It is suitable to give some details about the attitude scale to inform the reader before stating the execution and findings of this study in Table 2. 1. The attitude scale was prepared which demonstrates primary school students' interaction with environment from several perspectives. It is possible to define students' cognitive, affective and psychomotor attitudes about environment, recycling, plastics, and plastic waste. It should be emphasized that affective skill attitudes which is lack in many similar studies, was accommodated. Besides resolving the chemical perspectives, the effects of gender, residence and income were correlated with these mentioned issues. There are several developed attitude scales on environmental education in literature. Our study is complementary to the development of environmental attitude scale in chemistry perspective with concentrating directly on plastic solid waste (Powell et al, 2011; Mobley et al, 2010).

2. Method

The patterns of interaction between human and nature is very difficult conflict to be resolved directly. The determinations of attitudes of human towards any subject bears always problem from ancient times till beyond the infinity probably. Here general survey method has been used.

2. 1 Sample and Population

Here, in this study, attitudes of sixth grade students were determined about the plastics and recycling in environment through using the previously developed attitude scale which was applied to 492 primary school students in Kastamonu province of Turkey. The results were analyzed with statistically and evaluated. The factors of the attitude scale and socioeconomic factors were correlated. Some significant differences related with gender residence type obtained. In Tables 2. 1-3 the general data about student gender, residence and income were presented.

Table 2. 1: Distribution of Student Genders

Gender	Number of Students	%
Male	247	50,2
Female	245	49,8
Total	492	100

Table 2. 2: Distribution of Student Residence

Residence	Number of Students	%
Family House	173	35,2
Apartment	219	44,5
Apartment Complex (Site)	100	20,3
Total	492	100,0

Table 2. 3: Distribution of Student according to their Family Income Annually per capita (Changed into US Dollars according to purchasing power parity of Turkey)

Annual Income per capita (\$)	Number of Students	%
Less than 3500	196	39,8
Between 3500-7500	215	43,7
More than 7500	81	16,5
Toplam	492	100,0

2. 2 Data Collecting

The aforementioned attitude scale consisting of 4 parts was used in order to measure primary school students' attitudes about the recycling, impacts of plastics and plastic wastes on environment. Cognitive, affective, psychomotor skills domains which are the three dimensions of the term attitude were studied separately. In the first part, there are questions to know students' cognition about the issue, in the second part there are questions about the affective approach of

students, in the third part there are questions to define the behavioral tendencies, and in the fourth part, there are questions to measure the socio economic conditions. The Cronbach's reliability coefficients of the scale for cognitive, affective and psychomotor domains are 0. 854, 0. 871 and 0. 826, and there were 3, 4 and 5 factors sequentially. The content consistency was determined as sufficient for all scales. As a result, it was found that the scale can be used to define cognitive, affective and psychomotor attitudes.

Table 2. 4: Dimensions, Factors, Mean (X), Standard Deviation (SD) and item numbers for each factor of Attitude Scale

Dimensions of Attitude Scale	Factors	Phrases of the Factors	X	SD
Cognitive Domain	C. 1	Understanding the recycling and environment problems (13 items)	4,48	0. 35
	C. 2	Knowing the hazardous effect caused by plastics (6 items)	3,19	0. 85
	C. 3	Evaluating the plastics as energy resource (3 items)	3,12	0. 92
Affective Domain	A. 1	Wishing to live in clean environment (7 items)	4,66	0. 95
	A. 2	Wishing to reuse the plastics (4 items)	3,89	1. 64
	A. 3	How scattered plastics effects us emotionally (3 items)	3,98	1. 82
	A. 4	Worrying the health effects of reused plastics (3 items)	3,52	1. 65
Psychomotor Domain	P. 1	Attending environment protection (8 items)	3,23	1. 06
	P. 2	Getting use of recycle bin (3 items)	3,25	1. 25
	P. 3	Not throwing garbage away (3 items)	2,24	1. 18
	P. 4	Reusing of plastics (3 items)	3,37	1. 18
	P. 5	Getting use of litter bin (3 items)	3,30	1. 08

3. Findings

3. 1. The relationship between factors and gender

The data were analyzed statistically. The relationship between factors and gender were questioned with t-test. There were significant differences ($p < 0. 05$) in seven factors and they are given in Table 3. 1. The X values having positive sign (+) means favorable attitude. So in four factors C1, A1, A3 and P5 male students are positive and in the rest three factors C2, A4 and P. 5 female students show positive behavior.

Table 3. 1. The t-test results of the relationship between factors and gender

Factors	Gender	N	X	SS	Sd	t	p
C. 1 Understanding the recycling and environment problems	Female	245	0,16	0,84	490	3,58	0,001
	Male	247	-0,159	1,12			
C. 2 Knowing the hazardous effect caused by plastics	Female	245	-0,153	0,98	490	3,43	0,001
	Male	247	0,152	0,99			
A. 1 Wishing to live in clean environment	Female	245	0,231	0,88	490	5,26	0,001
	Male	247	-0,23	1,05			
A. 3 How scattered plastics effects us emotionally	Female	245	0,14	0,97	490	3,15	0,002
	Male	247	-0,14	1,01			
A. 4 Worrying the health effects of reused plastics	Female	245	-0,18	1,01	490	3,95	0,001
	Male	247	0,17	0,95			
P. 3 Not throwing garbage away	Female	245	-0,209	0,87	490	4,72	0,001
	Male	247	0,207	1,08			
P. 5 Getting use of litter bin	Female	245	0,095	0,97	490	2,099	0,036
	Male	247	-0,094	1,03			

3. 2. The relation between factors and residence

Also, the relation between factors and residence were investigated and significant difference ($p < 0,05$) between C1 factor and residence was obtained and thus Post-Hoc test was used as Gabriel test to explain the differences in group. The results are shown in Table 3. 2 and 3. 3. Accordingly, two significant differences obtained 1. between family house and apartment, and 2. family house and site. That is residents in site and apartments are more conscious probably due to population density of the habitat which is more sensitive garbage scattering and pollution.

Table 3. 2: The anova analysis results of C1 factor with residence

Source of Variance	Sum of Squares	sd	Mean of the Squares	F	P
Inter-groups	10,307	2	5,154	5,243	0,006
Within-groups	480,693	489	0,983		
Total	491,000	491			

Table 3. 3: The Gabriel test results of C1 factor with residence

Residence	Residence	Mean Difference	Standard Deviation	(p)
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Family House	Apartment	-0,275*	0,1	0,019
	Site	-0,348*	0,12	0,015
Apartment	Family House	0,275*	0,1	0,019
	Site	-0,073	0,12	0,9
Site	Family House	0,348*	0,12	0,015
	Apartment	0,073	0,12	0,9

3. 3. The relation between factors and income

Additionally, Also, the relation between factors and income were investigated and significant difference ($p < 0,05$) between C1 factor and income was obtained and thus Post-Hoc test was used as Gabriel test to explain the differences in group. The results are shown in Table 3. 4 and 3. 5. Accordingly, two significant differences obtained between middle income group with both low income and high income groups. That is middle income group is showing more environmentally behavior than higher income group.

Table 3. 4: The anova analysis results of C1 factor with income

Source of Variance	Sum of Squares	sd	Mean of the Squares	F	P
Inter-groups	8,963	2	4,482	4,546	0,01
Within-groups	482,037	489	0,986		
Total	491,000	491			

Table 3. 5: The Gabriel test results of C1 factor with income

Annual Income per capita (\$)	Annual Income per capita (\$)	Mean Difference	Standard Deviation	(p)
Less than 3500	Between 3500-7500	-0,268*	0,098	0,02
	More than 7500	-0,293	0,131	0,07
Between 3500-7500	Less than 3500	0,268*	0,098	0,02
	More than 7500	-0,249	0,129	0,99
More than 7500	Less than 3500	0,293	0,131	0,07
	Between 3500-7500	0,025	0,129	0,99

4. Results and Discussion

The inspections of results reveals that in seven of twelve (7/12) factors showed significant differences between gender which can be attributed to gender theory and/or environmental factors on genders which attributes differences inborn or

the effect of external environment in growth of child between genders. And also C1 factor shows significant differences with residence and income. This may stem from consistency of C1 factor which has 13 sentences as total 13 items. The other factors have limited number item sentences and thus not revealed any significant factor.

Social aspects of male students come forth about more than female students on environmental issues. Also, positive attitudes of male students come to the fore for the following issues; waste recycling, re-use and use of it as an energy source. Therefore it can be concluded that they perceive these subjects in economically. However, female students put forward more importance on the environmental pollution, the clarity of living space and attendance to cleaning workshops. The similar results were cited in the literature. The main reason for this observation can be the Turkish family structure and culture that while female family members are struggling for housework, male family members are engaging in earning money.

If the results are examined for the case of residence type, students living in apartments and site complexes have more positive attitudes than any types of single houses. Peoples living in apartments and sites have to store their wastes in finite living space, whereas, peoples in single houses can somehow scatter wastes randomly in environment due to relatively infinite living space. Therefore, it can be assumed that peoples living in apartments and sites takes care more to the environment.

Middle-income students have more positive attitudes in environmental issues. They have positive attitudes in cognitive and affective skill domains, but problems lie in transforming these into behavior i. e. , psychomotor skill domain. This negative situation may stem from the students' family that they may not have enough awareness in these issues. Because these type of habits were learned in the family and it is difficult to these conventionality in schools.

The environmental issues are newly taken into account and citizens (all segments of the population) do not have enough knowledge in this area. Environmental issues must be re-handled by taking into accounts many factors, and also primary school books and contents should be revised. The teachers specialized in environment should be trained. And all segments of population should be taken into environmental education programme of course, first of all, educators, officers, workers and farmers. The wrong choice made now may totally perish our future.

The significant differences were obtained with gender within which it can be claimed that the female students handles this subject in social manner, whereas, males perceives in economical perspectives. This may be stemmed from Turkish culture and family structure where the separation and perception and responsibilities are strictly divided and defined. Also, the significant differences were observed according to residence where students living in building complex were exhibited more affirmative attitudes.

The topics in this study were grasped well by students cognitively, but the trouble lies in transforming knowledge into behavior and action. The correlations between socioeconomic and attitude scale factors were revealed. Shortly, this type of studies should be elaborated and kept on with developing new programmes and spreading in public.

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An Extraordinary Leader: Queen Christina

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Abstract

Queen Christina (Maria Christina Alexandra) (1626-1689) who marked the 17th century's history of Sweden emerges as a major political actor. She has reached to this period not only with her activities but also with her appearance, her free soul and her extraordinary character. Owing to be the person who would assume responsibility of a country in the near future, she had grown more like a man than a woman. In another words, her parent's training style shaped her gender. She never married and avoided living according to customs. Also she preferred to wear men's clothes. Hereby, she was considered as an hermaphrodite by some people. This study examines the Queen Cristina's reflection in popular culture. With this purpose, literature review method is used in the study. The research results indicate that there are strong links (with many aspects; literature, art, cinema, cultural events, spor activities etc.) between Queen Christina and popular culture. Queen Christina was the founder of the world's oldest newspaper called "Post och Inrikes Tidningar" (PoIT-Post and Domestic Times). The newspaper was founded in 1645. She was interested in philosophy, science, religion and art. Queen Christina was in close contact with fine arts in Rome where she spent the last days of her life. Her sophisticated character has being source of inspiration for many works of art (films, paintings, photographs etc.). For example, there is a photo called "Christina of Sweden-The Androgynous Queen" as a part of "The Regal Twelve" series by Alexia Sinclair. Also, a film called "Queen Christina" was directed by Rouben Mamoulian in 1933. Swedish-born actress Greta Garbo starred in the film with John Gilbert. The museum called "Livrustkammaren" (The Royal Armoury) is the oldest museum in Sweden. The museum collection has many pieces about Queen Christina. As a result, it is observed that Queen Christina has significant contribution to popular culture from past to present.

Keywords: Queen Christina, Gender, Leader, Popular Culture

Introduction

Queen Christina² is known not only with her royal identity but also with her intellectual personality, with her actions, with her different appearance in the world history. She was daughter of King Gustavus II Adolphus and Maria Eleonora. King Gustavus II Adolphus is an also very important leader.

Gustavus II Adolphus was known as "The Golden King" and "The Lion of the North". According to a prophecy made by Paracelsus³ in 1549; a series of worldwide disasters that he had foretold would only end when a Golden Lion came from the north to defeat the Eagle. The Thirty Years' War which broke out in 1618 is expressed as the beginning of the disasters. The Catholic Emperor of Germany (his emblem was the black eagle) went on the rampage in Protestant Germany. Gustavus II Adolphus came to the rescue in 1630 (Brzezinski, 2004: 3). Gustavus II Adolphus died in late 1632 in the battle of Lützen (Goes, 2013: 301).

Christina was born on December 8, 1626 as a member of Swedish royal family. Her family hoped for a boy who would become King. So, Maria Eleonora disdained her daughter. Kristina was insisted to be provided with the princely education that would have been accorded a male heir by King Gustavus (<http://www.iep.utm.edu/wasa/>). Christina began to participate in the national government and attend meetings of the cabinet of ministers in 1640. She was formally crowned as monarch of Sweden in 1644. Queen Kristina began a correspondence, about the nature of love, the question of the universe's infinity, and the nature of the sovereign good, with Descartes in 1646. Queen Kristina played a crucial role in ending the Thirty Years' War (in 1648) with the Treaty of Westphalia. Christina abdicated the Swedish throne in June 1654 (<http://www.iep.utm.edu/wasa/#H1>).

After her abdication at the age of twenty-seven, Christina went to Rome. She supported some musicians and artists like Scarlatti, Corelli and Giovanni Bernini (Cavendish, 2004: 54). In Rome, Christina continued to use masculinized strategies. For example, she reportedly wore male clothing most of the times she appeared in public (Lucca, 2010: 387). After abdication, she left Sweden with masculine attire under the name of Count Dohna. In Rome she received permission to

wearing men's clothes as she chose (Bullough, 1993: 97). Before finally settling in Rome until her death in 1689 she had travelled in Germany, the Low countries and France. She collected very special works of art (pictures and sculpture) (Haskell, 1966: 494).

Christina converted to Catholicism in 1655. Due to this conversion she was greeted by Pope Alexander VII with lavish ceremonies in Rome (<http://www.iep.utm.edu/wasa/>). According as converting to Roman Catholicism, Christina is one of four women to be buried in the crypt of St. Peter's Basilica alongside the remains of the popes (http://www.unisa.edu.au/global/samstag/exhibitions/2009/documents/alexiasinclair_roomnotes.pdf).

According to the 17th century text as well as the brief passages from various web pages Nivre (2010: 54) emphasizes that Queen Christina is commonly used as a model to define historical and cultural criteria for the identification of sex and gender.

Contrary to common belief that Christina was lesbian, now she is believed to be bisexual. Because she had many loves both female (Ebba Sparre and Angela) and male (her cousin Karl, the courtier Magnus De la Gardie and Cardinal Azzolino) in her life. Although Christina is assumed to have been a virgin until her death, she is said to had numerous infatuations and affairs. Many people think that Christina's bisexuality and her constant behavior as a man stems from her upbringing. Because, as an infant Christina was told to be raised as a prince by her father (<http://royalwomen.tripod.com/id4.html>). Christina's body was exhumed for testing in 1965 to determine whether she had signs of hermaphroditism. However the results were inconclusive (http://www.unisa.edu.au/global/samstag/exhibitions/2009/documents/alexiasinclair_roomnotes.pdf).

The short life story of Queen Christina above, reflects her colorful personality. As well as not being a member of an ordinary family she wasn't grown as an ordinary girl. Christina was grown like a boy more than a girl. This seems to be the turning point of her life and her gender. She was dead in 1689. But, her impact on culture keeps going. Her politic career, her gender, her cultural activities etc. are reflected in popular culture in many ways.

Popular culture seems to be a controversial area which contains different perspectives. The six definition of popular culture which are given by Storey (2009: 5-12) can be summarized as follows:

- 1) The culture that is widely favoured or well liked by many people (It can be examined by sales of books, CDs, DVDs or records at concerts, sporting events, festivals etc.).
- 2) The culture that is left over after we have decided what is high culture (Inferior culture).
- 3) The culture is as "mass culture"
- 4) The culture that originates from "the people". "Authentic" culture of "the people". (Folk culture)
- 5) The culture from the perspective of "hegemony theory" of Antonio Gramsci.
- 6) The culture that informed by recent thinking around the debate on postmodernism.

Owing to development of industrial system, which based on factory, production economy evolved in 19th century. Railroad lines in Europe and USA, The Brooklyn Bridge, Eiffel Tower, canned food, cotton clothing, the department store etc. are some indicators the new economy (Betts, 2004: 9). Storey (2009: 12) emphasizes that popular culture is definitely a culture which only emerged following industrialization and urbanization.



Figure 1 Queen Christina Nations Cup's Logo

Erdoğan and Alemdar (2005: 39) assert that the popular was being determined and defined by folk with their daily practices in the past. But today, the popular is being determined and defined by industries (fashion, soda, toy, tourism, culture, entertainment) that selling goods and consciousness. Mutlu (2006: 27) emphasizes that popular culture contains both works of high culture art like Mona Lisa (which is visited by many people from every segment of society) and popular culture products like film posters, cartoons, stardom's clothes and accessories which are incorporated into the tradition of museum.

There are many sources of popular culture. But the major is the mass media, particularly popular music, television, film, radio, books, video games and the internet

(https://philosophynow.org/issues/64/Pop_Culture_An_Overview).

Popular culture seems to usually use the major figures of everyday life. So renowned historical figures like Queen Christina have become the subjects of several popular culture products. In this context, the study aims to follow Queen Christina's reflection in popular culture.

Methodology

In this study, literature review method is used. At the beginning of the research, resources and documents that relate to the subject were detected. In this process; books, academic articles, newspapers, biographies, literary works in libraries and internet resources were examined. Also, the study which was done in the context of popular culture made necessary to examine visual sources like films, photos, book covers, posters and postage stamps.

According to literature review, both visual and written sources helped to examine the subject in different views. The research revealed Queen Christina's multifaceted relationship with popular culture as a leader, a woman, an intellectual etc.

The literature review provided a historical perspective for the research. The research subject was examined through both current resources and historical sources by literature review. In this regard, examples that took place in the study were varied through different resources as books, articles, poems, stamps, films, newspapers, biographies, paintings etc. Also internet resources made significant contributions to study.

Analysis and Discussion

Queen Christina is reflected by several ways in popular culture. Literature review about Queen Christina which was made in the context of popular culture referred to the various events, works of art, everyday products, written and visual works etc.

The Project "the European Culture Initiative, Queen Christina of Sweden, the European" which follows the path of Queen Christina through Europe after her abdication, has concerts, seminars and other events during 2014-15 in nine different cities in Austria, Belgium, France, Italy and Sweden. The Queen Christina Project (The QC Project) is held with cooperation between cultural institutions in Sweden, France, Italy and Austria. Also it's supported by the Culture Programme of European Union as well as educational and research institutions, national art councils, foundations corporations, associations, individuals in four countries (<http://queenchristina.eu/the-qc-project/>). The project called "the European Culture Initiative, Queen Christina of Sweden, the European" has different popular culture activities like concerts, seminars. The project provides an important contribution to present Swedish history to the other countries as well as to introduce the Queen to new generation.

Sport is representing a primary source of media spectacle in contemporary popular culture (Barron, 2012: 106). Boyle and Haynes (2009: 2) point out ties between sport and media as two great forces of twentieth-century popular culture have never been closer.

The first Queen Christina Nations Cup (QCNC) (See: Fig-1) was hosted by the United States Puget Sound Fleet in 2003 (<http://old.portmadisonyc.org/wp-content/uploads/2010/09/qcnc-story.pdf>). QCNC which is a sailing competition between six meter sailors has been held in many countries since 2003. Sport as a great popular force of popular culture appeals to broad audiences. This situation increases the effects of competitions like Queen Christina Nations Cup (QCNC).

Queen Christina is used as a character in literature by writers. "Cristina and Monaldeschi" is a poem which was probably written in the late summer or autumn of 1882 at St. Pierre de Chartreuse by Robert Browning. In the poem, Cristina refers to Queen Christina of Sweden (Browning, 2007: 265).

"Christine ou Stockholm, Fontainebleau et Rome" was written by Alexandre Dumas in 1830. It was staged at "Théâtre Royal de L'odéon" in Paris. Mademoiselle George starred in the role of Queen Christina (See: Fig-2) (Dumas, 1830).



Figure-2: Mademoiselle George in the role of Queen Christina

Museum as a cultural space is the bridge between past and future. Museums carry historical values (leaders, artists, works of art, documents etc.) today. Queen Christina takes part with works of art, in which she was used as a model, in museums like “*National Museum*” (Stockholm), “*Museo del Prado*” (Madrid). Also her personal belongings, her costumes, her documents are exhibited in “*Livrustkammaren*” (The Royal Armoury-Stockholm).

One hundred original documents from the “*Vatican Secret Archives*” displayed in the halls of *Capitoline Museum* (Rome) between 29/02-09/09/2012 for the first time (http://en.museicapitolini.org/mostre_ed_eventi/mostre/lux_in_arcana_l_archivio_segreto_vaticano_si_rivela).

One of these original documents was “the abdication letter of Queen Christina of Sweden” (<http://www.telegraph.co.uk/news/worldnews/europe/vaticancityandhollysee/9111168/Vatican-Secret-Archives-reveal-abdication-letter-of-hermaphrodite-Swedish-queen.html>).

Photography was a major player in establishing and confirming the scientific and political power of the historical archive (Wolthers, 2013: 157). Since the late 60s, when nostalgia began to be profitable, popular culture classics have been usually revived in modernized forms (Gans, 2008: 33).

Alexia Sinclair is an Australian Artist and Photographer. Her celebrated series called “The Regal Twelve” portrays historical Queens (Isabella of Spain, Elizabeth I, Marie Antoinette, Cleopatra etc.) (<https://alexiasinclair.com/about>). “Christina of Sweden-The Androgynous Queen” (See: Fig-4) is a part of “The Regal Twelve” series. According to photo, Christina is huntress and protectress. She wears a mask which represents other faces or realities and alludes to Christina’s cross gender through the two faces of one Queen (<https://alexiasinclair.com/collections/the-regal-twelve#christina-of-sweden-description>).

Madeleine de Scudery gave Queen Christina the role of Cleobuline in her roman which is called *Artamene, ou le Grand Cyrus* (See: Fig-3) (Waters, 1994: 42). Madeleine de Scudery (1607-1701) is a prominent novelist who composed a series of dialogues dealing with philosophical issues. Her works fall into several varied genres; the novel, the novella, the dialogue, the oration, and the letter (<http://plato.stanford.edu/entries/madeleine-scudery/#Wor>).

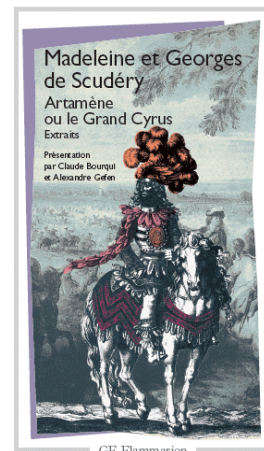


Figure-3: Artamene ou le Grand Cyrus-Book Cover



Figure-4: "Christina of Sweden-The Androgynous Queen" by Alexia Sinclair

Since the late 1700s; urbanization, industrialization, the mass media and the continuous growth in technology have all been significant factors in the formation of popular culture. Their influence on popular culture continues today (https://philosophynow.org/issues/64/Pop_Culture_An_Overview).

Newspapers are important sources in terms of popular culture. Centuries ago, Queen Christina made a significant contribution to the development of today's press and popular culture.

The Post och Inrikes Tidningar (PoIT-Post and Domestic Times), which is regarded as the world's oldest newspaper, was founded in 1645 by Queen Christina. Queen Christina and Axel Oxenstierna (Christina's chancellor) started the paper in 1645. PoIT has become available only on the Internet since 1 January 2007. The newspaper remains the official news organ of the government, a role enshrined in Swedish law as it has been since 17th

century (<http://www.washingtontimes.com/news/2007/jan/28/20070128-104107-2575r/>). After Swedish Academy (who is the owner of PoIT since 1791) had granted the publishing rights to Bolagsverket. PoIT has transformed from a paper edition to a web service since 1 January 2007 with the name of "Posttidningen and Inrikes Tidningar" by Bolagsverket (<https://poit.bolagsverket.se/poit/PublikOmTjansten.do?method=redirect&forward=main.omtjansten.inenglish>).

Child (2005: 136) highlights postage stamps can be seen as icons of popular culture according to his research on Latin American postage stamps. Because, he represents that stamps are the products of government and the icons are seen and handled repeatedly by large numbers of people.

Considering her role in the establishment of the Finnish Postal System and as the Founder and Patron of the University of Helsinki, Queen Christina featured on some commemorative Finnish stamps. Christina first issued standardised postal tariffs in 1638. For celebrating 300 years of the Finnish Postal System a set of commemorative stamps (See: Fig-5) issued in 1938. Also the 350th Anniversary of the University of Helsinki a commemorative stamp (See: Fig-6), on which Queen Christina took part, issued in 1990 (<http://www.vam.ac.uk/blog/creating-new-europe-1600-1800-galleries/born-on-this-day-queen-christina-of-sweden>).



Figure-5: A commemorative stamp for celebrating 300 years of the Finnish Postal System



Figure-6: A commemorative stamp for the 350th Anniversary of the University of Helsinki

It's claimed that, the pop culture serves the same kinds of social functions as did the medieval carnivals, by Mikhail Bakhtin (Danesi, 2008: 59). Carnival is a ceremony which has no distinction between audience and carnival performers. Everyone



Figure-7: Image of 7th edition of Roman Carnival 2015 dedicated to Christina, Queen of Sweden

is an active participant in the carnival (Bakhtin, 2001: 238). Today the tradition of Carnival seems to continue by modern ways in many countries of world (Rio de Janerio, Venice, Munich etc.)

The 7th edition of Roman Carnival (See: Fig-7) which took place between 7-17 February 2015 dedicated to Queen Christina of Sweden on the occasion of the 360th anniversary of her entry into the capital (<http://www.romecentral.com/carnevale-romano-2015-roma-sfilate-feste-maschera/?lang=en>). When Christina lived in Rome, the city's Carnival was more famous than Venice's. Also it

was one of the most renown all over Europe. The Carnival was bound to take place for two more centuries until 1871 when it was abolished due to security problems. In 2015, the Carnival was decided to be reborn with 7th edition of it's. It had many events which dedicated to Christina like a baroque music concert, a history talk, an academic seminar, a photography exhibition, the ancient costume party (<http://www.buzzinrome.com/2015/02/06/rome-dedicates-the-2015-carnival-to-christina-queen-of-sweden/>).

According to Walter Benjamin's view that reproduction (by photography and film) disrupted the aura of art, Weaver (2009: 31) expresses: "Art was open to the consumption of the "masses" ushering in the beginning of popular culture and the end of high art."

Today, famous works of art not only stay in museums but also take part in our everyday life as accessories. These works of art are used as a part of popular culture. Queen Christina, as an important historical figure, is also used with her portrait on many accessories like watches (See: Fig-8) and brooches (See: Fig-9) .



Figure-8: Woman Watch with Queen Christina's Portrait (that was



Figure-9: A Brooch with Queen Christina's Portrait (that was made by Sébastien Bourdon)

Queen Christina as a famous historical figure inspired many writers. So there is an extensive literature of books which were written about Queen Christina. Some of these can be listed as follows: "Queen Christina of Sweden" (Hardinge, 1880), "Queen Christina" (Masson, 1974), "Outrageous Queen: Biography of Christina of Sweden" (Cartland, 1974), "Christina Queen of Sweden: The Restless Life of a European Eccentric" (Buckley, 2005), "Kristina: The Girl King, Sweden, 1638 (The Royal Diaries)" (Meyer, 2003), "Queen Christina of Sweden (Queens and Princesses)" (Mattern, 2009).

Popular culture affects film industry. Tracer events and figures of world history are preferred as the subject of films. There are many films which based on; wars, leaders, scientists, politicians, victories etc.



Figure-10: "Queen Christina"-Movie Poster-1933

"Queen Christina" is a film (See: Fig-10) in which Greta Garbo (See: Fig-11) plays as Queen Christina. Co-star is John Gilbert, who acts Don Antonio, an emissary from the King of Spain. The film was based on a story by Salka Viertel and Margaret P. Levino. It was directed by Rouben Mamoulian in 1933¹



Figure-11: A Scene from "Queen Christina"-Greta Garbo as Queen Christina

Greta Garbo (1905-1990) is a Swedish film star. She was born in Stockholm as Greta Lovisa Gustafsson (Scobbie, 2006: 73). Giving the leading part to Garbo, who was born in the same territory with Queen Christina, strengthens the impact of the film as a popular culture product.

Conclusion

Popular culture and its products surrounds the everyday life. Major historical figures as artists, politicians, leaders, scientists etc. are becoming a part of this culture over time. Queen Christina is one of the famous personality whom has involved in popular culture with her many features (gender, appearance, personality etc.).

Queen Christina is located in the popular culture by many different ways; as novel character (Cleobuline), as subject of works of art (oil painting, photography), as woman to whom cultural and sports activities dedicated (Queen Christina Nations Cup, 7th Roman Carnival 2015), as founder of the world's oldest newspaper (The Post och Inrikes Tidningar), as subject of commemorative stamps (300 years of the Finnish Postal System and the 350th Anniversary of the University of Helsinki).

According to literature review this study shows that Queen Christina's contribution to popular culture is not limited only with her geography. It seems to spread a wide area including America (in Hollywood with Garbo's film called "Queen Christina etc.) and Europe (in Finland with post stamps, in Italy with 7th edition of Roman Carnival etc.). Also this contribution is recognized in other parts of the world by the other popular culture products like; books (Queen Christina of Sweden" (Hardinge, 1880), "Queen Christina" (Masson, 1974), "Outrageous Queen: Biography of Christina of Sweden" (Cartland, 1974), "Christina Queen of Sweden: The Restless Life of a European Eccentric" (Buckley, 2005), "Kristina: The Girl King, Sweden, 1638 (The Royal Diaries)" (Meyer, 2003), "Queen Christina of Sweden (Queens and Princesses)" (Mattern, 2009) etc.) which are written on Queen Christina and accessories like watches, brooches on which her portraits are used and newspaper which is the oldest one of the world (also which has transformed as a web service since 1 January 2007 with the name of Posttidningen and Inrikes Tidningar by Bolagsverket). Especially, her gender through her clothes, her attitude, her love relationships and her intellectual experience/contribution are emerging as the aspects which mainly discussed in popular culture. In this respect, it can be said that Queen Christina has great impact on popular culture. This impact has continued its presence from her century till today. Consequently, Queen Christina seems to be a sophisticated woman and an extraordinary leader who has been prevailing beyond her century.

¹ (<http://www.nytimes.com/movie/review?res=9802E1D91531E333A25754C2A9649D946294D6CF>).

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Diversity Management in the Campania Region (Italy): A Case Study

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Abstract

This contribution revolves around the main topics regarding the impact of gender on the culture of organization. The specific objective is exploring the organizational context and the working conditions within good examples of Diversity Management. The research, in fact, aims at developing a model of knowledge that is useful to re-think the existing forms of flexibility with the purpose of increasing female occupation and promoting sustainable territory development. All of this thought in the perspective of spreading the culture of Diversity Management and having an effect on social and working inclusion of women and young graduates, especially in the field of cooperative enterprises. For such a purpose, a case study on Diversity Management is shown with the goal of analyzing organizational models including young female entrepreneurs as protagonists that are active in Campania, a region of southern Italy in which the University of Salerno operates.

Keywords: Diversity Management, Campania Region, female occupation, promoting sustainable territory development

1. Introduction

This paper presents the first results of an extensive research on diversity management, which includes case studies, finalized to analyze virtuous models of female entrepreneurship that are present in particular in the territory of Campania, the region of southern Italy in which the University of Salerno is located.

As a starting point, we have launched a first survey on a company having educational purposes, "Crescere Insieme", working in Mercato San Severino (SA). It has been founded by two young women, Alfonsina and Rosa, who have both graduated in Educational Sciences at the University of Studies of Salerno.

For simpler reading, information related to the company are summarized in the grid below.

General information		
Company name	Crescere Insieme	
Address	via Trieste 49, 84085 Mercato San Severino (SA)	Tel. 089 890441 Cell. 3331640306
Website	www.asilonidocrescereinsieme.it	
Founder members and managers	Alfonsina Della Rocca, Rosa Santoro	Age at the start of company activities: both 26. Qualifications: Degree in Educational Sciences for both.
Start of activities	First opening 8th of July 2011; Start of activities 11th of July 2011	
Hours open to the public	Monday: 7: 40 – 18: 30	

	Saturday: 8: 00 – 12: 00	
Number of users (male and female children)	100	
Educational services offered		
Nursery		
Maternal school		
Playroom		
Parties and animation		
Mess hall		
Afterschool activities	For children attending primary school and first level secondary school	
Laboratories		
English courses for children		
Baby parking		
Summer camp	In June, July and August, Monday to Friday from 8. 00am to 5. 00pm.	
Pediatric guidance		
Psychopedagogy guidance		
Coach service	For children attending the nursery and maternal school, as well as users of the mess hall and afterschool activities.	

2. From idea to project

Alfonsina's tale of the various steps which have led to the birth of the Educational Centre offers food for thought. From the very way in which the project was conceived interesting elements emerge about the *modus operandi* of the young entrepreneur:

"This idea was born a bit before my degree [...] my friend and I thought we would create something of our own, so to set up a kindergarten, a kindergarten because in our area, we evaluated, there were no such facilities so we thought we would start a business of our own. [...] We noticed that the facilities already working [in our area] were simply playrooms [...] there were no kindergartens in our area and so we thought [...] we would start this business, I mean, because there was a demand".

The idea to start a business of their own, which matured before the end of their education, has then evolved into a project. Such a project was developed joining market demands and personal aspirations. This last aspect was the prevailing factor for motivation. In fact, this initiative sprouted from the personal desire shared by both of them to work in children education:

"We like the kindergarten branch, the maternal school branch, of course we have only evaluated this branch, I mean, because since we're studying Educational Sciences, that is since we study in this very field, by going in various traineeships we realized it is what we wanted to do and so we did surveys related to this branch."

To overcome the lack of experience, the two young entrepreneurs gathered information from experts of various fields, from public institutions to private subjects, in order to draw a clear picture of how to get ahead and make their project a reality. Their statements reveal an active approach, a strong will but also the openmindedness to confront other people and acquire knowledge on all aspects of their business:

"In the beginning we talked about it with competent people then [...] with people already having such a facility, of course not in this area, but in others, then we talked about it with our mayor, with some of the members of his council, with the ASL (Local Health Companies) and other people like our accountant, some lawyers, to get a rough idea of how to create this facility and get some directions [...] then anyway, since we didn't have great economic resources to do this thing, we tried to understand how to get some help, some funding to start this business."

3. The courage to get in the game

Good intentions aside, economic resources were needed to sustain the investment. For this reason, the two girls decided to ask for a loan of 70. 000 euros to Invitalia, the National Agency for Attracting Investments and Company Development. They did not succeed at first try. Nevertheless, Alfonsina and Rosa were not brought down by that and improved their project then reapplied the following year:

"The first time it was rejected, the second time it was accepted. Of course, we had an interview and after this interview we were answered positively. [...] We showed our whole project again, starting from what facility we wanted to create, what personnel to employ in this facility, so all the activities we wanted to do and why we had chosen this thing. [...] After an evaluation Invitalia called us for an interview and during this interview it asked us a lot of questions on this project of ours. [...] After the interview they replied after a couple months. After this we basically came back there to put our signatures on everything, the contract and all that and then we started to build up I mean we started going to suppliers to do invoices, to call the company which took care of refurbishments, we restructured the premises, to fill in the due forms at the town hall of Mercato San Severino (SA) and then little by little it came out..."

Once the red tape had been dealt with, the premises had to be rented and restructured, furniture had to be put in and everything necessary had to be done. The loan of 70. 000 euros, half lump sum and half to be given back in 5 years with an interest of 1% - so not 35. 000 but 41. 000 euros – was supplied in various instalments.

"They give you the money when you have a payment, a check, a money transfer which proves the existence of the payment to the suppliers, generally. [...] They wouldn't give you this money right away. They basically gave them in various instalments. We had to pay in advance for everything and later we were reimbursed. [...] Then they came to the premises to control whether all we had declared had been done or not. [...] In the end we are going to pay back 41 thousand euros, because it's half of it plus interest, but in five years so until 2018, in tri-monthly investments".

4. The family support

An element not to be underestimated in this story is family support, be it material or moral. Alfonsina stresses that the loan Invitalia agreed on was supplied in investments that could only reimburse expenses that had already been made. Therefore, notwithstanding the funding, a starting capital was needed.

"Family was always there, always agreeing, I mean they had faith in what we were going to create [...] friends too, but sometimes they didn't even realize all that we were doing, so, in the end, when we opened [...] they congratulated us for this thing. [...] Family supported us economically for starters, because other than the funding we had to spend some of our own money because the sum we had applied for wasn't enough to get the job done anyway, to create all of this facility. So they gave us a big hand economically for starters, then they stayed close to us, they helped us economically throughout

our journey. They (also) did hands-on work where cleaning was needed [...] during the opening [...] they are still there today and help us with this thing.”

5. Youth and gender between prejudice and stereotypes

Alfonsina says that throughout the various steps that eventually led to the birth of their company, her partner and her met an ambivalent attitude in the various characters they have met since 2011 to present day.

About the specific purpose of their activity, children's education, nobody argued with them: in fact, being women they were believed to have an actual advantage in the field of education.

For what regards, instead, their young age, this was seen as a setback by the various characters the young entrepreneurs had to deal with. First, bureaucratic institutions tried to undermine the initiative by making known that they saw youth as a limit. More specifically, the ASL (Local Health Company – regional public entity embodying National Health Service) personnel in charge of verifying the required documentation attesting that the health norms had been respected tried to convince the girls to give up on realizing such a complex activity from the very start.

“Because we were women [...] anyway it's an activity we [...] as women can carry out well enough, so they had no problems with that; about our young age somebody doubted that we could manage a company like this, a facility hosting 100 children so somebody was a bit doubtful. In the beginning of our project some people even said: - you are taking a risk, you are creating a very big project, what about maybe doing something simpler, don't throw yourself blindly in this important thing -. Some people, as we asked them information or guidance on this thing, they said: - you shouldn't be doing that, don't do this thing, do something smaller, something more limited-.

I'm talking about people [...] at the ASL. Regarding the town hall, the mayor has always given us freedom, has never limited us in anything, has always given us freedom to do this thing [...], he has always believed in in this thing and always believed in us, in short, he has never been an obstacle”.

The effort required for such an activity, according to the prejudice the girls met, would be out of reach for two girls this young. The advice they were given was to give up on such an ambitious and complex project, to start from something simpler. These attempts, by the way, did not discourage the two educators-entrepreneurs, but were instead interpreted as incentive, as a challenge to prove how relevant passion and vocation can be. These two last aspects are the strong points by which external pressures were endured. It was thanks to hard work and achieved results that the two young girls have managed to prove even their harshest critics wrong. What Alfonsina and Rosa are proud to have demonstrated is that youth is not a limit but a resource that, if adequately used, can give the strength to make one's wishes come true.

The same skepticism about the managing abilities of the two young entrepreneurs was expressed even by some user-mothers, who entering the facility with the intention of signing their children up were perplexed by the owners' young age. Such doubts were made openly known with questions such as: “you're so young, are you sure you can manage all these children?”, or “you know there is work to come, you're so young and still you already want to work every day, for all this time?”, and also “do you know that dealing with parents is by all means a hard thing to do?”

Notwithstanding this external pressure, not only did Alfonsina and Rosa fulfil their ambition, but with years they also extended the range of services offered and enlarged the very premises, to face an increasing demand.

“At the start we started with 15 children, today we have [...] (about) 80-100 children [...] (and) our services let's say have been extended. I mean we tried to offer new things also. For example [...] the first year we were a private maternal school (childhood school) then we asked to get the status of comprehensive and now we are a comprehensive maternal school (childhood school). Then other than this we have extended our range of services, meaning that as of today we also have a coach service [...]. We bought a coach last year and we have offered coach service since January. For children coming from the province of Avellino, that is from Montoro [Inferiore (SA)] and so in the morning they come with us, we go to their homes and pick them up [...] and also children coming to our kindergarten from home [...] and also we pick up children as soon as they come out of school, elementary school (primary school) and first level secondary school, and who come to us for our mess hall and afterschool services. In addition to that, we organize birthday parties, by the way our services have

extended because the demand has risen. Actually, we have also made our premises larger to face all the requests we were having. We have extended its surface by other 100 m² square meters. It currently covers 600 m². ”

Age was a weakness to suppliers too, who were unfair in inflating their prices trying to take advantage of the alleged inexperience of the two young women. However, thanks to the guidance of experts, the two owners were able to avoid various attempts to fraud them.

6. Female gender as a guarantee in education

The children's fathers, as opposed to mothers, have showed trust in the educational qualities of Alfonsina and Rosa right from the start. We can assume that some known stereotypes regarding female gender according to which childcare and education are natural tasks of women had a final say in it.

Another type of prejudice we can notice in the critical attitude of mothers, who felt challenged as mothers and as elder women, and as such more expert in childcare and education.

Nevertheless, this initial element of competition did not make for an invincible obstacle.

Against such prejudice, the two young educators have managed to reassure the worried mothers by answering their critics with the efficacy of their effort. In such a way they have proven that passion, goodwill to improve, experience acquired in traineeships and a course of study in the pedagogic field are strong points that can make them apt and able to manage the delicate and difficult activity they had chosen to take forward.

“The (our) reply was [...] that for starters age does not matter, passport age at least, meaning that experience as well as willingness to do, to learn and work, those do count I mean, and by the way we are confident about what we have learned, want to do and do, so in the end this activity does not scare us.

About the fathers [...] they complimented us, the mothers instead many times [...] they believe we are too young for this thing, but then [...] after a positive feedback [...] in the end they changed their mind and today they respect us. [...] On the other hand there's another group of mothers who [...] believe [our young age] to be a selling point because we have the energy to work, because being young means we have different perspectives, different projects than those an elder person would have. ”

7. An organizational model based on assertiveness, cooperation and flexibility

The business model adopted within “Crescere Insieme” was not the product of a rigid pre-existing idea the two aspiring entrepreneurs had, but matured following actual experience on the field, other than the willingness to learn, through educational models of cooperation and work.

“Before the opening, my partner went on traineeships also to understand how to run a business like this. Then little by little we were helped by accountants, lawyers, work consultants who walk us through these things. A selling point is also that I, aside from a degree in Educational Sciences, also have a diploma in accounting and as such I'm able to manage the bureaucratic part of the company. On the other hand, my partner [Rosa] is also a major in Educational Sciences and having under our belts traineeships we did together in various kindergartens we have managed to sort it all out... the bureaucratic part on my shoulders mainly, the managing part regarding children class management, parents management and personnel management on hers instead. Of course a big help has come from these people guiding us, walking us through. What also helped was experience: after four years of experience we are able to better manage the situations we are presented”.

The willingness to get better and openness to criticism did not run out in the initial phase, since as of now the girls are continuing to ask various professionals for advice. The pilot survey and the internship in similar companies have been useful as a way to approach the field. Yet, the organizational model only matured afterwards following the different personal and professional skills.

In fact, the organizational formula the two owners adopted consists of a role division based on personal resources and professional background of each of them. Alfonsina copes with bureaucratic matters, while Rosa deals with the public

relations with personnel, parents and children. Nevertheless, their work is not done after the general coordination and administrative tasks have been carried out, but is also made of fieldwork: manager responsibilities do not stop them from working as educators themselves. Even in this sense, a further division of roles ensues: Alfonsina is in charge of the nursery, hosting children from 0 to 3 years of age, while Rosa cares for childhood education for children from 3 to 5 years.

Regarding relationship and communication model, the basic ideology behind “Crescere Insieme” is about perceiving themselves as “a family”. This is especially true in relations with the personnel working in education: among the members of this family, owners included, there are no hierarchies, let alone an authoritative principle marking the relationship. The secret sauce to get better at one’s job, according to the way Alfonsina sees it, is being open to constructive discussion and speak to each other with sincerity and serenity.

Speaking about relations with the children’s parents, in this sense also the main idea is adopting a not-too-detached or professional-looking attitude. Dialog is built on some ingredients that are considered essential: loyalty and sincerity. As soon as a problem or situation requiring special attention shows up, i. e. a child showing disruptive behavior or the arisen suspicion of a learning impairment or other psycho-somatic deficiency, a professional opinion is given to parents, but all is done in the general climate of mutual cooperation, in order not to burden the family with a final diagnosis or a rigid solution.

“If we speak about wrong attitude [...] in class [...] we immediately report to parents because we believe that school and family must collaborate and cooperate anyway, so in the end we think a parent should be informed of such things. We simply tell him [...] we always get in these terms, I mean we inform the parents of their child’s attitude in class and of what we may think about that, then of course we don’t take decisions, it’s the parent’s responsibility to decide the course of action.

[Then again] it depends on situation, it depends on what happened, it depends on the parents you are dealing with because for each parents you have to adopt a different methodology [...]. Still we always try to get on their level [...] we try to inform them in a very relaxed way. [...] We look for cooperation, that’s it, so inform them in order to find a solution together. It depends then because staying in contact with parents means you are able to understand each parent and for each you select a different approach”.

According to Alfonsina’s point of view, flexibility and the ability to adapt to people and context is a key point for a correct educational intervention. The parents’ situation must be taken into consideration depending on who you deal with, after which you try to negotiate a possible common educational strategy. In this sense, you try to stimulate the family into being more and more capable to make self-analysis.

This horizontal and cooperative relationship model also encompasses relations with personnel, which in turn are based on giving value to each one’s skills and on constructive confrontation.

For every problem that arises you try to discuss together to find the best solution depending on case.

Because of that, internal hierarchies regulating interactions among employers and employees do not exist. From the moment they are employed, all educators are told:

“we’re a family here. [...] We have never said: - we’re the bosses and you’re the employees -, or things such as: - we’re the owners. We always get on equal level, we have never said: - I’m the owner and you will do what I say – or similar things. Hierarchies do not exist here, we’re all the same, in the same way. [Although there were] arguments which might have brought to an educator or teachers leaving, [...] most of our discussions [are aimed at] improving ourselves [...] constructive criticism is done”.

8. From kindergarten to kindergarten: a tale of friendship

The cornerstone the whole project has been built on is the strong bonds of friendship joining the two co-founders together, a relationship going back to the times when they attended kindergarten together.

The idea of creating this facility came from the desire to make something together, before they finished their University studies, which were another shared experience.

“Aside from the fact that it’s a bond going strong since our childhood, so in the end today we’re both 29 and we’ve known each other for 29 years. It’s obvious that as in any company, in any relationship discussions have to be had, but they’re discussions we have in order to find a solution together, not discussions leading to arguments or damage, absolutely not. When the end comes, everything is just the way it used to be, a good solution for both is found and that is that. [...] We have separate [roles], each of us deals with a branch, I deal with the nursery, she [Rosa] deals with maternal school (childhood school), then in the end let’s say we discuss, then each deals with her own branch. Then perhaps for what regards choosing how to handle an even, on how to manage personnel, work hours, various things in short, we might have different ideas on something, then we discuss it and get to a solution that meets the needs of both. In the end we almost always agree on 90% of things, I mean we almost always think the same way, so finding a solution is always easy, so we have never found it difficult to solve anything”.

The strong harmony between them has made company management clear of critical conflict, as of today. There have never been times of misunderstanding or resentment between the two. Every confrontation has been made with the aim of doing what is right and to the benefit of the educational company, putting selfishness and personal claims aside.

“In the end it’s a delicate relationship meaning you always have to keep the balance and so if you can keep the balance then you go forward and work well, otherwise, no, I mean [...] you always have to keep in mind you can’t be the only one to decide, you always have to confront to another person and you must be open to thoughts, opinions that other person has, you can’t do everything by yourself, yes so you have to discuss [...] about anything. I know having a company is difficult, a work relationship in this sense, yet as we speak we have never had these difficulties because there is just this sincerity-based relationship, this trust-based relationship coming from both of us and I also think the important thing is that we have a shared goal”.

9. Some thoughts

This first part of our observation on “Crescere Insieme” showed virtuous aspects on various levels. On the level of approach, the stereotype implying lack of assertiveness in women has been defeated. On the contrary, all the various phases that have led to the realization of the project, and to its more than positive development, have been handled with rationality, determination and a professional approach.

Human resources, in the sense of personality-driven factors, coming from willpower and personal vocation, have constituted the funding element. The way in which to carry out the chosen mission has been chosen considering personal skills. The ability to form relationships has been extended to relations with all the players, vertically as well as horizontally. In building rapport with parents as well as with employers and between partners, symmetric communicative exchanges are preferred which are based on sincerity, loyalty, the right amount of emotional involvement and the ability to communicate in an effective way.

The role and task division sprouting from such a model shows itself able to employ everyone’s resources in the best way possible. The follow-up to this research will furtherly investigate this model in order to better analyze not only its strong points and weaknesses but above all discover the factors that make it a model characterized by gender, as stated in our starting hypothesis.

For what regards the overcoming of prejudice and stereotypes connected to gender and age, we have covered that already, but this aspect will also be furtherly and more closely analyzed with a focus on relationships with families and the surrounding environment.

Qualitative interviews will be had with a significative number of subjects involved, and participating observation will be done as well.

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Lexical Values to Albanian Language and the Use of the Foreign Words in Albanian without Criteria

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Abstract

This paper aims to show that the Albanian language like all the other languages has great lexically values for all its users at all Albanian speaking territories. Languages evolve and refine in all systems, giving and taking from each - other, when it is necessary . While from the irresponsible users of the Albanian language is noticed an excessive use of uncontrolled foreign word instead of Albanian word , while it is being faded more and more the significance and the beauty of Albanian word . The method used is that of the research on theoretical material and the use of living resources. In this study I have concluded that the Albanian language is an important lexical value and the Albanians should use a foreign word instead of Albanian word, only when it is necessary and required. So, in Albanian we can not have an extreme purification, but neither excessive use of foreign words.

Keywords: lexical value, purification, foreign words, Albanian words.

Introduction

Albanian language is one of the most valuable assets of the Albanian people. This is a fundamental feature of expressing national identity and at the same time expressive instrument in all aspects of life. Albanians through Albanian language and its use, wherever they are located indoors or outdoors Albania, they feel fulfilled, blessed and lucky to have a rich and wonderful language with a variety of words and phrases that sound nice to their ear and their heart. This makes them feel proud among the people in Balkans and Europe.

In recent years the beauty of Albanian language is being faded and disappearing due to the uses of unnecessary foreign words. There's no way that such a phenomenon could not bother all people and especially those that directly deal with the language, those who more than anyone try to preserve the pure form of speech and also the utterance of Albanian language.

The language in its own is a social phenomenon and it changes over in time, for this reason all are conscious, but we need to be conscious if these changes do serve for the Albanian people, if they adorn Albanian language more or defeature it. The use of unnecessary foreign words, instead of beautiful Albanian words, instead of the words of heart, not only would undermine it, but will also destroy the Albanian language.

People have always given and received by each other and the Albanian language can't be excluded, thing that the vocabulary of Albanian shows which majority is indoeuropean source, are shown by Turkish borrowings, Latin, Greek, Slav, etc. . Twenty- five years ago, put a new insight into the Albanian foreign words from neolatine languages as: *abandonim, abonoj, absorboj, afeksion, adio, afinitet, afirmoj, aks, ambulant, aproksimtiv, aplikoj, asistoj, bilateral, multilateral, biond, brun-e, central. civilizues, decidoj, deciziv, definicion, definitiv, dekompozoj, deskriptiv, destinj, deziluzion, difensiv, dopio, efigence, editor, evident, evakuoj, eveniment, elokuent, eksplozon, falsitet, fodamental, funeber, gratis, gusto, implikoj, indipendence, insistoj, insufigence, inteligence, koncentroj, konciz, kondicionoj, konfidence, konfirmoj, konfondoj, konfrontoj, konfuz, konsulent, kontemporan, memorie, merkato, monstruoz, oportun, opozicion, preokupoj, privim, privoj, proklamoj, prononcoj, survejoj, suportoj, sensibel, sens, sensacinal, satisfaksion.*

These foreign words mentioned here, of course are not included in the Dictionary of today's Albanian language. FGJSSH (Tirana, 1980). While in the " Dictionary of Albanian language" (ASHSH, Tirana 2006), some of these words are included indicating that the language changes over in time, and if these words have become part of the vocabulary, there is no

reason to call them foreign. Ex. *abonoj, absorboj*, are not involved in the Dictionary of today's Albanian language (Tirana, 1980), but in this dictionary are included. This shows the evolution of Albanian language over the years.

Today we have a greater use of English and Italian phrases. However, today phenomenon of "irritating" inappropriate usage of foreign words, especially to English words that destroy us this goddess, which have envied us all. Those who make this sin against language and people are television, print and electronic, that are example of Albanian language standard for most of people.

Journalists, politicians, they disorganize every day the Albanian language and they transmit this phenomenon in general to all the people. Too often in the speeches of politicians, the journalists or the chronicles of the Albanian press writings and speeches to people in different professions, are being used more dense the unnecessary foreign words such as: *aksesim – hyrje, akses - mundësi, përdorim, hyrje, afishoj - shpall, paraqes, aplikant – konkurrent, angazhim, angazhoj- zotim, zotohem, asete - pasuri/mjete, alokim - vendosje/përndarje, aktivitet – veprimtari, aplikim – konkurrim, ambientim – pershtatje, bordi i menaxhmentit - këshilli drejtues, dislokoj-zhvendos, disponoj - zotëroj, donator - dhurues, draft - projekt, plan, edicion - program, ekzaktësi -saktësi,përpikëri, esencial - thelbës, fluks -valë, lëvizje, frakturë - thyerje, frekuentoj - ndjek, fokusohet – përqëndrohet , investigoj – hetoj, iniciativa – nisma, implementim- zbatim, pëmbushje, Involvim → përfshirje, inicoj - filloj, interferoj - ndërhyj, konsensus- mirëkupim, komportim - sjellje, qëndrim,konsekuenca – pasoja, rrjedhim, konstitucionale - kushtetuese , kredibilitet -besueshmëri, live- drejtpërdrejt, lider - udhëheqës, licencë – leje, monitorim - mbikëqyrje, oportune - e rastit, passëord- fjalëkalim, perfeksionoj - përsos, prezencë – prani, sekser – ndërmjetës, skonstrinë - kupon tatimor, suspendim - pezullim, startoj - filloj, suporton – mbështet, solucion - zgjidhje, tutor - kujdestar, tender - ofertë, resurse humane - burime/pasuri njerëzore, remitanca - dërgesat monetare të emigrantëve, grant-i, dhënie, dhurim, ofrim, vakante - i/e lirë, valid - i vlefshëm, etc. . .*

Why should they use these foreign words, when instead of them we have the corresponding of Albanian? why people have infected the albanian words with this deadly virus? Why have pale the beauty and the grandeur of the Albanian language ? Why not have mercy and not defend it that distinguishes from other nations? Why are so anti-Albanians the albanians themselves ?

Every day more and more as we move into a lexical destruction, to a indraught and an even greater flood of foreign words in Albanian, if we continue in this way the Albanian lexicons after several years will not differ from that of the Italian and English. Aching soul when we see that the language is deliberately massacred, by them who should have long approved a law for the protection of the purity of the Albanian language and for an enrichment of it where necessary. Using foreign words, the invaders of Albanian language, seem to be the most cultured, the most intelligent, or of the time and fashion. It seems as if modernity and understanding expressed through foreign words that so few people understand.

Their courage and at the same time the use of foreign words only to be seen, noticed the use of incorrect sentences foreign speech and that of Albanian language. Ex...*Ai u tregua njerëzor dhe human, pwr çështje dhe kauza të rëndësishme, kredibiliteti dhe besueshmëria ne zgjedhje, strateg dhe udhëheqes I zoti, na surprizoi dhe befasoï të gjithëve, evakuimi dhe zhvendosja e familjeve të përmytura etj...*

The excessive use of foreign words by journalists comes from the fact that the information obtained from the Internet, foreign words you do not know to find the corresponding Albanian language (or at least to browse a dictionary) and is easier to say in English or Italian, here showing the mental narrow space thereof. It's even worse when those who know the keyword in Albanian and the foreign words use. Of course, in addition may also use foreign words to be pretentious as modern.

It is a pity that they have made thus Albanian language. How painful it is when you hear the old generation says: We do not understand Albanian, it is as if we live in a foreign country! If the politicians and journalists that have to intend only those words, but also all the people who "despise" their language and like to express themselves with unnecessary foreign words. I am not for an extreme purity because many technological and social developments taking place is impossible that in Albanian language lexicon not to enter the new words, become even Albanian words and not to be called borrowed, as if the word (codified in vocabulary of Albanian), we do not call him more the stranger. It is now the Albanian question, for which she needed and got. this thing they accept, those who all their lives have made a commendable job for enrichment and protection of the purity of the Albanian language. So we have foreign words but necessary for Albanian who have entered and continue to enter in the Albanian together with technology. Ex. . celular, lavatriçe, frigorifer, kompjuter, internet. etc. . . . contrary to enrich our language and not depleting it.

All have to be conscious about this crime you are doing with Albanian, but also must raise our voice against this injustice. The Academy of Sciences has published a dictionary of foreign words, "For the purity of the Albanian language", Tirana 1998. In the first pages it is expressed even the intention, that's released by the Albanian word stifling the use of foreign speech. How much was made public this dictionary? How much importance is being given to scientific publications and works with national values? How much importance is being attached to the Albanian language in our televisions, radios, newspapers etc. . ? If we have given more importance to this work, probably would not have so many foreign words that we use today, at least there would have not less neolatine words and will only disturb us Inappropriate use of English words, that we continued to used the following Albanian due to globalization.

What I noticed is that nowadays more interested for us are emissions with characters " VIP", than emissions where can be discussed for Albanian, so that you can count on the fingers debates on television for the language better of its functioning. Of course as much as possible our linguists are trying to honor, but not everything is up to them. They show us the good and we chose the most evil. They publish works for this degeneration phenomenon and we do not get even the slightest effort, the importance of proper devote so large a work, significant, quality and exceptional value.

There is no need to act like English that borrows every word, if used more than 5 years in its place. We are not a nation as large and with that development. We do not have to follow that path of progress by taking spirit to the Albanian language with foreign words. Even the greatest nations such as France, do not accept such a phenomenon to seek and to replace all foreign words with domestic source words. Probably are these less intelligent than we Albanian that we conquer even our language. We can not move on the path of integration by copying only others, but by creating something that belongs to us and protect our originality.

This phenomenon is even more disgusting, especially when the copying is done badly and without need for it. All Albanians, wherever they are around the world are struggling to protect their language, are trying at all costs to transmit this phenomenon to generations that comes and make not disappear Albanian language seeds. Although they are in foreign lands have tried as far as possible to maintain Albanian language from influences of culture and language in the country where they live and work. Meanwhile we Albanians in Albania, we try to modernize our language by using unnecessary foreign word instead of the word resonant and promising of Albanian language. Therefore the time has come, that we become aware of this injustice that has threatened our parent language.

Albanian language should be protected from unnecessary foreign words, and we should not destroy with our hands the monument that has been created with love from our ancestors and scholars. Committees should function specifically for enrichment and cleansing of Albanian from Albanian foreign words. It must become much more scientific publications and to become known Albanian public through numerous programs on language, so that even they may be unaware that someone is working to protect Albanian language.

It is time that everyone should think before they speak well in public or before you prepare a report, before you prepare a written newspaper, magazine, broadcast before a news edition before prices provide a festival etc. . Ownership of more foreign languages is the ability for the Albanian people, that very few people have.

Their ability and understanding will be noticed more if they give the place that belongs of the parent language of the country and to use other languages when they are communicating with foreigners. People said: Soup with salt and salt with sparingly. Can understand the difficulty of an Albanian who has lived for years abroad and speaks Albanian with foreign words, but it happens that he can not find Albanian and not use foreign words to make it look as do politicians, journalists, etc. , that have mislead the Albanian public with Italian phrases and English unnecessary phrases. Gjergj Fishta in his poem "Gjuha Shqype" says:

Pra, mallkue njai bir Shqyptari,
qi këtë gjuhë të Perëndis',
trashigim, që na la i Pari,
trashigim s'ia len ai fmis.

Therefore, if possible to see if these words after a deep intervention by the government and relevant bodies can long live, should be issued a linguistic law, to not allow the use of foreign speech without written in brackets the correspondent in Albanian, for words that exist in the dictionary of Albanian, (which I doubt that could ever happen). While the various terms that have entered as a result of technology developments, international words should be included in the dictionary, which are necessary for the Albanian language and will not sound good the replacement in Albanian.

Imagine how much embarrassing it would be a writ or even a normal conversation, where for every foreign word would be used even the Albanian word. Being that there will be such a double use (foreign word-word Albanian), then the users themselves will be aware and will divert saying words or writing foreign words that he probably does not know the meaning. This thing will facilitate even understanding of people with each other. It would be a relief in the sense of information broadcast by various media, for all people, especially for the older generation. In this way it would be seen after a few years which from the foreign word has found a great use of the Albanian language and which are eliminated. So the Albanian language can be enriched and purified simultaneously from unnecessary foreign words.

Language is the essential attribute of a nation that makes it independent and distinct from other nations. Therefore, this independence was reached by our ancestors with might and sweat, let not pollute it with unnecessary foreign words and do not forget many colorful words that Albanian language has, because the declaration of independence corresponds not only with being an independent state by others, but also taking an independent and original language.

In conclusion we can say that, as the language itself is a social creation, it is a duty of the whole society to contribute to its enrichment and purification from foreign words. Using the keyword of "heart" instead of "fashion", they just have exalted Albanian language and make it feel proud and independent from other languages of other people with it is in contact. The state will have a major factor and an important role in enriching and cleansing of Albanian, if will reveal and enact a law for the protection of Albanian from unnecessary foreign words. Only in this way we can bring back the true face of our native language. I reemphasize that we should not have an extreme purify and seclude of language, as words that are necessary and enrich Albanian should be accepted as unnecessary foreign words should be avoided, and to leave the country speech beautiful and "love Albanian".

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The Importance of Patronage during the Institutionalization of the Companies and the Professional Manager and Entrepreneur Coherence Problem

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Abstract

When companies start institutionalization, it is inevitable that some difficulties will be faced while advancing with the guidance of the experienced and professional managers under the employer's control. In the operation of this process, as much as the importance of the patronage (the entrepreneur's embracing the control and style of managing), the managers' (that give account to the entrepreneur) being able to embrace the institution and to have an accord with the boss are also important. It is normal to face some coherence problems and opinion differences between the entrepreneur and the senior manager in the institutionalizing companies. The level and the depth of these are important; moreover, there are things to do to make them understandable. During the institutionalization process, the coherence problems between the professional manager and the entrepreneur can be resolved through mutual effort. In this study, the main problems are faced and the solution suggestions are given.

Keywords: Coherence Problems, Institutionalization, Patronage,

1. Introduction

Companies are like living beings: they are born, they develop, and die. The eternal one is life itself, the living ones change in time. When the companies are born and come to the developing phase, they should come up with a vision for their customers that they serve as much as their employees and employers. They should improve and rationalize their products continuously as they reach the aims they put as missions. This can only be possible while institutionalizing. The presence of the shared values at the very beginning compared with forming them later in is really important because interpretation and similarities in the approaches ease the agreements, and therefore speeds up the decision making and application of the decision. During the global crisis experienced in our country and around the world, being institutionalized has a benefit for the companies. The ones in the period of institutionalization, it is inevitable that the effect of the entrepreneur and the professional manager coherence on the process is one of the determining factors on the crisis' having positive or negative effects for the companies.

2. Institutionalization Concept, Its Development and Importance

Institutionalization has come out as a result of the needs of the administration staff, the needs of professionalism, the sensibility and the enforcement of the public opinion on the topic, the increase in the consciousness levels of the individuals, the rise in the tendencies on protecting the rights and the values, and the changes in the organization structures (Tügiad,1992).

Institutionalization is defined as 'Giving the institution qualification; the process of a behavior, thinking, and belief style's changing into the structures that are valued by the public and historically stable' by the Turkish Language Society Dictionary (Benligiray, S. ,2005).

Institutionalization emphasizes the importance of the psychological, social, and political issues on examining the social events in general, and the organizations in specific. Institutionalization examines the effectiveness of the intellectual powers like the rules and the beliefs, differently from the capitalized approaches that look into the role of the material resources like the formation of the production systems for the structure and the operation of the institutions and the management of the sources (Scott,W. R.). The definitions done on institutionalization change according to the handling of the structure because the extent of the concept is wide and is not given the same meaning by everyone. The meanings that come out according to the relationship between the institution and the individuals are as follows:

- Institutionalization is defined by the boss or the managers as, even if the employers change, the institutions being able to survive through their bureaucratic management structure.
- The employees see institutionalization as the trust in the institution and they relate it to the institutions skill on motivation the employees, and relate it to the material and the spiritual trust of the employees to the institution.
- The institutions and the individuals that are in relation with the companies measure the institutionalization indicators of it through its being effective and continuous in terms of business, pursuing its rights with them, and its skill of fulfilling the responsibilities it has.
- The customers connect an institutionalized company with the trust on the goods and the services given by the companies, their skill of compensating their mistakes in time, keeping its existence permanent, and the importance it places on the environment.

When the different viewpoints are taken into consideration, institutionalization can be defined as a feature that keeps the institution's existence permanent, that has a bureaucratic management structure that ensures that the goods and the services are of good quality and reliable, and that keeps the systematic procedures and the objective management approach together (Atilgan, T. and Demirel, A. , 1999).

According to Dr. Üzeyir Garih (2007), Institutionalization is to base the things to be done in the institutions into procedures and to systemize them, planning reports that will show the periodic results and presenting them to the directory or to the representatives of the shareholders of the company and therefore letting them know what is going on at the company and to be able to interfere when necessary.

It is not enough to limit institutionalization with the above mentioned things. Since the employers and the employees at the companies are human beings, it is also important to institutionalize the business ethics. Where there is a system and administration quality, the presence of the business ethics is closely related to the human quality. In institutionalization, the system's being established with the necessary ethics rules has a strategic importance for the company. The department that will contribute to the business ethic to be able to institutionalize is the human resources administration department.

3. The Institutionalization Process and the Indicators of Institutionalization

For a company that aims to be institutionalized, many factors should be coordinated together. Company's being institutionalized cannot happen only by applying one or several factors like building a good organizational structure or satisfying the clients at the highest rate by producing good and qualified products. At this point, a final idea cannot be reached about a company's being institutionalized or not, without first answering the question, how a company becomes institutionalized. Then, the procedure that the institutionalized companies went through should be analyzed. In one of the vital studies done on institutionalization, it is emphasized that it is not enough but necessary to take precautions for the institution to be able to live without being dependent on specific individuals (Akat, İ. And Atilgan, T. 1992). These precautions are given as:

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- The owner family leaves the administration
 - Having professional managers in the administration
 - Having staff
 - Having delegation of management
 - Allocating the employees, dividing the capital
 - Establishing a foundation, and allocating it
 - Writing 'institution/organization' to the title of the company
 - Going public
 - Conglomerating, establishing a joint stock company
 - Making the administration transparent through some regulations

Taking some or all of these precautions is effective while turning into an institution; on the other hand it is not enough. In addition to these, the most obvious signs of becoming an institution include the followings:

- To become public knowledge
- To create an organizational culture
- To have interactions with environment
- To have business ethics and laws
- To have a systematic and efficient internal organization

In order for an institutionalized company to sustain its presence and maintain its competitive powers, the above mentioned points make sense as long as they come true in a rational way, not just with show off worries. Otherwise, it is possible to come across red tape, difficulty in decision making and an ungainly running system and also not internalized structural reforms may reduce the company's competitive powers, even lead to more desperate situations up until bankruptcy.

The most significant factors affecting institutionalization are as follows: Firm culture, management style, training, aiming at people and organization structure.

Firm culture constitutes an advantage for the business firm to survive in an atmosphere of competition. Every successful company has its own values and philosophical bases to achieve its aims; regarding these it presents its management system and actions. In addition, firm culture can be defined as the accepted quality of a firm that introduces and advertises it to the outside world.

The management style of a firm is shaped according to the expectations of its leaders, top executives and owners.

Although it is claimed in the definitions related to institutionalization that firms sustain their existence without being dependent on persons, this is not possible, but the only thing that can be done is to reduce the dominant self-interests of leading people. While successful companies are making themselves accepted as institutionalized, the effect of a powerful leader is clearly seen. In the companies in our country, Vehbi Koç from Koç Holding, Durmuş Yaşar from Yaşar Holding, Nejat Eczacıbaşı from Eczacıbaşı Holding can be given as examples to such leaders.

In the institutionalized business firms, in service training is of critical importance. Training activities are provided continuously. The company employees and managers are trained during the charge, in seminars, group meetings and occasional social meetings. Since it takes a long time and requires some effort in order for employees to identify themselves with the institution culture, institutionalized companies make less personnel changes compared to other firms and provide long term employment. Also, in institutionalized companies, managers generally start from the first steps, accept the values of the company, internalize the firm culture and then finally becomes from the top executives, therefore, a manager from

outside the company is rarely transferred. In this way, commitment to the institution is increased, the institution values have sustainability and institutionalization process comes true.

The organizational structure in institutions is of great importance. That employees know to whom and for what tasks they are responsible is fundamental so that communication can be successful and decision making can be maintained without any complexity. The manager should give importance, whatever size the firm is, to build a systematic hierarchical organization, and to creating an information network. There is not any specific kind of organizational model about institutionalization and it depends on the business scope, management system, economical and social environment.

Today, the opinions of Karl Marks and J. J. Rousseau, the opponents of institutionalization, have lost their importance and it is understood how important persons are in the organizational structure and so the human factor has gained importance. Associations investing in humans treat their employees with more favor and stops regarding them as a factor for production but as a part of the organization. In this way, the participation and creativity of employees in the development of the firms is valued.

4. The importance of Patronage in Institutionalization

The objectives of a company is primarily determined by the company owner and it necessitates encouraging and supervising all staff from the top executives to junior levels. It is possible to reach the objectives of the company without being institutionalized, however, organizational identity and acceptance by the society is not something that can be achieved with simple methods.

First of all, it is crucial that the patron has a high level of consciousness and makes himself accepted by the ordinary people, people with low education or low cultural levels as an example with his education, good manners, personal relations, his respect for nature. It is not possible for a company and its internal structure to have an institutional identity before its patron is accepted and respected thanks to his achievements.

The fact that the patron continuously follows and investigates his surrounding, the visions of the competitor institutions, the relationships of his own company and competitors with government agencies and that he takes precautions considering how he can improve his own prestige together with his company will make his company regarded as institutionalized by governmental agencies, employees within the institution and outside and customers.

Every company is an establishment, but not an institution. An institution should have an institutional structure and culture. The institutional culture should be shaped by a patron and top executives who are not rigid on communication and decision making norms within the company but flexible enough to sustain innovative company existence.

Patron is the person accommodating various simultaneous qualities such as being an employer, entrepreneur, capital owner and investor and having leadership characteristics. But what other qualities should a patron of a institutionalized or in institutionalization process especially have?! In order to answer this question, it is necessary to foresee at which level the person who has the identity of a patron sociologically can achieve this.

In order for a patron to aim a business firm having an institutional identity, he should meet physiological, safety, love and belonging needs in Maslow's "Hierarchy of Needs". It is also essential to meet the other needs on the following steps, specifically esteem and self actualization and only in this way he can contribute to the process of institutionalization of the company he owns in a conscious and sincere way.

As the business firms grow bigger, the structure of organizations becomes more complicated and that's why it is necessary for the management to be divided into various levels and limits of authority should be defined. This is a step conducted during the progress of institutionalization. Generally, an organizational structure consisting of a senior, middle and junior staff is built. For the senior staff, a management board selected by investors is determined. Senior officials such as chairman, vice chairman, general manager elected by administrative body have the topmost responsibilities. In a situation like this, chairman of the board is the big boss and upmost authority to whom the accounts and explanations are presented.

In a company in the process of institutionalization, the importance of patronage is undeniable and in achieving the responsibilities, the role of the personal objectives set by the big boss leads him to success within the borders of his power and capabilities. In an institutionalized company, since the patron is the manager at the same time, he should know the basic features of the management, implement them and have them implemented. The basic qualities of management activities are as follows (Tokat, B. and Serbetci, D., 2001):

- Humanistic Quality
- Quality of Having Objectives
- Quality of Being Group
- Collaboration
- Division of labor and specialization
- Rank System (consisting of administrators and the administered)
- Democratic Quality
- Universal Feature (is seen any kind of organized activity in vertical and horizontal dimensions)
- Individualistic quality
- Two-sided progress (Decision and Implementation)
- Creative process (Thinking, Judging, Comparing)
- A process of being communicative
- Mental quality of the management
- Artistic quality of management

The final stage of the management's development in historical process which is examined as modern management period today takes into the "System Approach" and "Contingency Approach". One of the important researches about the Contingency Approach was undertaken by Fredler. With this research, it was put forward that effective leadership style was dependent upon the interaction of situational variables with each other like the clarity of tasks, the authority that the leader owns, the nature of the relationship between leaders and subordinates. That the boss demonstrates an effective leadership in the process of institutionalization will take place depending upon the interaction of situational variables with each other which Fredler put forth.

If patronage is handled in the manner that it forms the main frame in the planning, organizing, directing, coordinating of managerial staff within the body of a company and setting the task boundaries of them in controlling, and in the manner that all this is ensured to be complied with, the presence of institutionalization in that company may be noticed. If the boss frequently and arbitrarily changes the rules that he himself set, and asks the ones in the managerial staff the issues which are out of their missions, he undermines confidence, the staff doing their job confuse their responsibilities and they get to interfere with one another's job; and this makes the institutionalization look like it exists in words but not in deed. For example, the texts copied from European standards have been in practice as ISO 9001 and 2000 within the TSE scope for 10 years by large and mid-scale enterprises in our country with the guidance of a consulting firm with the purpose of showing that many companies have a high-class management and production. The standard's being adopted and implemented could not be completed with just receiving the certificate. Expectations in many companies raised as if an institutionalization emerged with it but unfortunately, this, indeed, had little effect on the management philosophy of the enterprises and the manners of bosses and managers. The structure's taking on a corporate state in an organization includes a process of maybe 10 or maybe 20 years. Change and transformation barely occur with the business heirs of the next generation who take charge in the management of the company by having education in more different conditions, and sometimes with no chance for it, companies complete their lives.

For example, Deba Inc. in Denizli, which was considered to be institutionalized, completely went bankrupt. Upon becoming a holding, Funika Textile encountered with the danger of extinction along with the global crisis. Even if the institutionalization of a company looks like a supportive concept to sustain its presence, it is unfortunately not a thing to enable the company to continually develop and live.

The boss's predicting the sectoral fluctuations and taking precautions against them, his attention to sustain his coherence with his senior managers, refreshing the trust by respecting mutual expectations are supportive components in the process of a company's institutionalization.

An institutionalized company is, at the same time, an enterprise which considers and enforces the law. The patronage of an institutionalized company must be undertaken by means of fulfilling its legal obligations to not only its senior managers but also all the employees, shareholders and customers meticulously.

5. Issue of Professional Manager – Entrepreneur Coherence

In institutionalized companies, the basic issues between the entrepreneur and the senior manager and the solution offers are given in Table 1.

Table. 1 The Issues Between the Professional Managers and the Entrepreneurs and Their Solutions in the Process of Institutionalization in Companies

Issues Between The Entrepreneur And The Senior Manager	Solution Offers
Differences in interpretation of the decisions taken between the employer and the professionals in the upper administration.	To prevent the differences in interpretation of the taken decisions, in the implementation phase, managers and the employer need to inform each other about the operations done by working in a coordinated way.
Difficulty in applying decisions arising from norm and value diversity in the implementation phase.	The employer should choose the staff that he will charge in the upper administration among the individuals who are in the capacity of giving the best answer to his own expectations to not let the norm and value diversities occur.
Problems in determining the permissible limits in initiative takeover and using initiative.	About initiative takeover and using of it, both the employer and the managers have to set the limits of this situation at the very beginning of the subject.
Problem of mutual trust to give and undertake duty.	Tasks should be given and taken respectively by paying attention to the ascending order of the cost which the risks in giving and taking on tasks will give birth to.
Problems between a male employer and a female manager that may be occur due to gender by human nature.	For the problems not to occur which could arise depending on gender, professional approaches must be performed in the workplace and conversations apart from job-related subjects and private lives of individuals should not be on the agenda.

Problems originating from personality, family training, social environment where they grow up and live could happen to be between the boss and the professional manager while the ones originating from gender differences could also be faced. By human nature, the gender factor has an importance in each environment where there are human relations. Even though male and female behaviors are expected to be the same in the presence of events, this occurs differently in reality. Differences in expectations and approaches come about between the male boss and the female manager (Mukhtar, M. S. ,2002). Adaptation problems and their reasons at the workplace are as the following:

1. Sentimentality is in the foreground in women's viewpoint on events, and the difficulty in behaving sensibly in the face of concrete cases results from their temperament.
2. Sexual harassment of male bosses towards the female manager leads to the fact that their personal expectations get ahead of the expectations for the institution itself; this case is one of the common difficulties.
3. Denying the male and female managers the equality of opportunity for the same work position; once recognized, paying more to the male in terms of income, are the reasons for the trust possessed for the institutions to be damaged from the point of female managers.
4. Adjustment problems originating from the different motivations of the woman and man related to familial and social life with traditional reasons are frequently observed in business life.

How can a good harmony be between the boss and the senior managers? To be able to reply to this question is only related to know and pay attention to the human nature. A good manager can establish a successful dialogue and ensure cooperation by giving attention to his/her boss's requests and responding sincerely to his/her expectations. Who is managed should not be only the manager; a good general manager is one who manages his/her boss well at the same time. A successful senior manager is someone who can receive from his/her boss sincere answers to the questions like "With what can I simplify your works? Without what can I fulfill your requests? What are the aspects that you give importance to?" and find them noteworthy (Garhi, U. , 2007).

6. The Result and the Offers

Benefits of institutionalization in terms of enterprise can be summarized as follows:

- The company's having a distinctive culture
- The company's being run professionally, and its giving more opportunity to supervision and improving
- The enterprise's success in its own operation field in a long scale, and preserving and increasing its competitive power
- Job satisfaction of the staff's reaching a high level who serve in the managerial and working staff
- A strong structure's being built in the company and preserving the limits of this structure, and forming a collective consciousness thanks to the company culture constituted to improve the structure

Adaptation issues between the professional manager and the entrepreneur can be widely removed with mutual Endeavour in the process of institutionalization. To make it real, it is important for both sides to comprehend the problems, to transmit to each other mutually in meetings, to approach each other's expectations tolerantly and to pay attention to them in practice. Especially, it will simplify the adaptation if the employer gives importance to education and brings his/her own level closer to the ones of the professional managers if he sees himself inferior or superior to the professional managers. It is also valid

for the professional managers. If it's not possible, the realization of institutionalization gets interrupted and conflicts continue. As a solution, if the boss doesn't interrupt the operations, does his task of inspection neatly, takes measures to stimulate the managers' motivation to work in his/her institution by creating different environments with a variety of activities, faces some risky situations by taking the offers made to himself/herself into consideration, and follows their results carefully, he can increase the mutual adaptation and the company's success subsequently.

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Neurotechnology for Special Needs Children

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Abstract

This paper highlights the use of neurotechnology to improve the brain dysregulation of special needs children giving an example of a case study on autistic children. Neurofeedback Training (NFT) was preceded by objective assessment of brain activity using Quantitative electroencephalogram (qEEG) to identify the abnormalities of the childrens' brain waves. Neurofeedback training were conducted based on relevant EEG findings in relation to the children's medical history and symptoms. Analysis indicate excessive presence of delta wave at the Frontal lobes and posterior regions. NFT were conducted within three months for more than 25 sessions for each protocol starting with Beta training followed by Delta and Alpha protocols. The observations and assessment showed improvement in terms of social interaction and communication and increased Alpha-beta activity in some parts of the brain suggesting improvement in brain regulation.

Keywords: Neurotechnology, Special needs education, Autism

1. Introduction

Over the years, various neurotechnologies has been developed to explore more about the mysteries of human brain. It has led to the development and creation of neurofeedback (NFT), quantitative electroencephalogram (Qeeg), magnetic resonance imaging (MRI), functional magnetic resonance imaging (fMRI) and etc. However public awareness about the existence of this technology, particularly among Malaysians is still at low levels compared with other developing country. In developed country, neurotechnology are widely used in helping children with various neurological disorders such as Autism Spectrum Disorder (ASD), Autism Deficit Hyperactivity Disorder (ADHD), epilepsy, learning disability and etc. In neurofeedback training, participants learn how to alter their own brainwave pattern, producing more normal output. The technique has been successfully used to help people suffering from migraines, sleep problem, anxiety, depression, traumatic brain injury, epilepsy, autism and ADHD. Earlier research revealed that neurofeedback prove to be effective treatment in individual with attention deficits and hyperactivity and those with neurological disorders compared to medication. Neurofeedback has shown to enhance neuro regulation and metabolic function. Children with autism and Autistic Spectrum Disorder who completed neurofeedback training attained a 26% average reduction in the total ATEC rated autism symptoms in contrast to 3% for the control group. Parents reported improvement in socialization, vocalization, anxiety, schoolwork, tantrums, and sleep while the control group had minimal changes in these domains (Jarusiewicz, 2002). Neurofeedback has no adverse side effects while psychopharmacological interventions, as well as certain vitamin/mineral supplementation and secretin are associated with side effects. In addition, the therapeutic treatment outcomes of neurofeedback training are maintained over time and do not reverse after treatment is withdrawn (Linden, Habib, & Radojevic, 1995) as in drug therapy, diet therapy, and supplementation with vitamins, minerals, and enzymes. Besides, research findings indicated that effects from the medication show temporary response for the autistic children and those having ADD/ADHD. The results are more consistent and permanent than the other traditional therapies.

2. The Case of Autism Spectrum Disorders

2.1. Neurofeedback Training and quantitative Electroencephalogram (qEEG)

Neurofeedback is a non-invasive approach shown to enhance neuroregulation and metabolic function in Autism Spectrum Disorder (ASD) and it is designed to train individuals to enhance poorly regulated brainwave patterns and subsequently implicates on behavioral change through the process of operant conditioning (Coben et. al, 2008). Neurofeedback Training (NFT) was originally pioneered for neurological conditions such as epilepsy and stroke, is now used to treat ADHD, autism, dyspraxia, learning difficulties and health problems. According to Thompson & Thompson (2009), NFT training is targeted to reduce autistic symptoms such as mirroring emotions, poor attention to the outside world, poor self regulation skills, and anxiety.

In NFT, the activity of brain can be observed by researcher while the ASD children doing the game task to trigger the brainwave. According to Coben et. al (2009), information on brainwave activity were fed to a computer that converts this information into game-like displays that can be auditory, visual, or both. According to Fernandez et. al (2007), the EEG signal was obtained from a lead situated at the site with the most abnormal theta/alpha ratio, referred to linked earlobes. Individuals learn to inhibit brainwave frequencies that are excessively generated (produce negative symptoms); and augment or enhance specific frequencies that are deficient (produce positive results).

Quantitative EEG (qEEG) is the analysis of the digitized EEG sometimes is also called "Brain Mapping". It is an extension of the analysis of the visual EEG interpretation to assist our understanding of the EEG and brain function.

2.2. Identification of Brain waves and Neurofeedback Training

2.2.1 Participants

The ASD group composed of 10 participants diagnosed with ASD, ranging in age from 5-18 years were recruited from Kuching Autism Association Sarawak. The normal group consisted of 6 male participants and 4 female aged 7-21 years were volunteers. Inform consent were obtained from the parents and normal young adults above 18 years of age. The normal individual had no history of neurological disorders or mental illness as assessed through the personal interview, self-report and mental fitness screening profile.

2.2.3 Procedures

The procedure begins when the EEG data were recorded by means of the Mitsar amplifier from 19 electrodes (Fp1, Fp2, F7, F3, Fz, F4, F8, T3, C3, Cz, C4, T4, T5, P3, Pz, P4, T6, O1, O2 sites in the International 10-20 system) with 250 Hz sampling rate in 0.3 – 70 Hz frequency range in the resting eyes opened (EO) conditions. During the recording, participants sat comfortably on a reclining leather sofa. The duration of the recording session was approximately from 10-30 minutes.

The EEG is then stored on a computer. The subsequent steps are to visually inspect the data and remove the artifacts (movement, interference, noise, etc) and compute the fast fourier transform (FFT) providing spectral analysis output to examine for peculiar patterns. The output is then displayed as topographical "map" to identify for differences in cerebral functioning using estimates of absolute and total power.

The spectral analysis for the four EEG bands were imported into Microsoft excels for computation of z scores for each of the measurements used in QEEG such as absolute power (μV^2), frequency (Hz) and symmetry. The z scores were computed from the mean of absolute power (μV^2), and to be compared across the different normally distributed sets of data from the international 10/20 system (Fp1, Fp2, Fp3, Fz, Fp4, F7, F8, C3, Cz, C4, P3, P4, T3, T4, T5, T6, O1, O2). The z score is the difference between the mean score of a population and the patient's individual score divided by the standard deviation of the population. The Z value indicates how "deviant" an individual's score is from the mean. In the case of qEEG data, the Z-score indicates whether there is deficient or excessive activity in a given frequency for a given electrode (or group of electrodes). The z score graphs were plotted to indicate a collective impression of the location, degree of deviation and difference of individual's qEEG abnormalities from the normal.

2.2.4 Results and discussion

Findings revealed the presence of excessive slow wave activity (delta and theta) at the prefrontal lobe and Frontal lobe or roughly regions Fp1, Fp2, F7 and F8, and O2 or right posterior regions. The z score graphs for the four EEG bands were plotted to allow visual inspection of QEEG patterns in individuals and children with ASD and compared with normal individuals. (Look at Figure 1 (a), (2a), (3a) and (4a) and Figure 1 (b), (2b), (3b) and (4b) below)

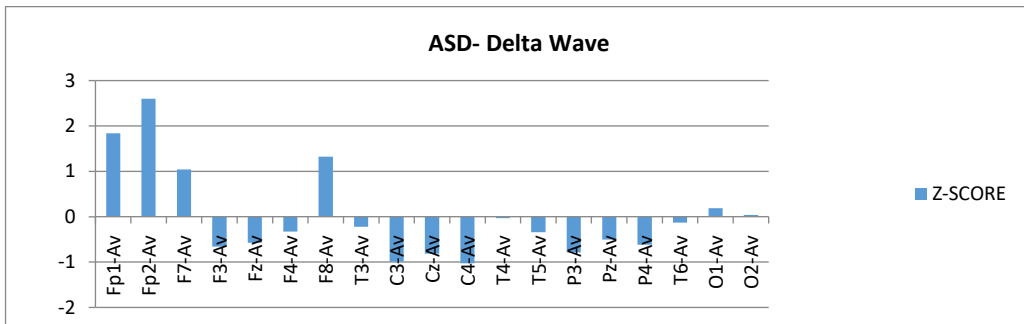


Figure 1 (a)

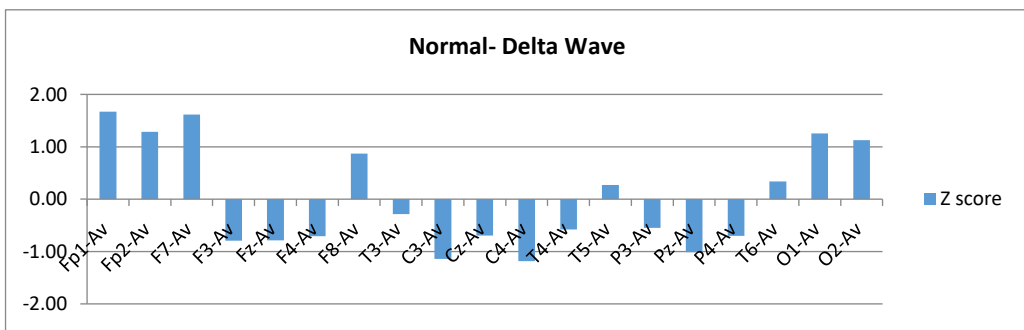


Figure 1 (b)

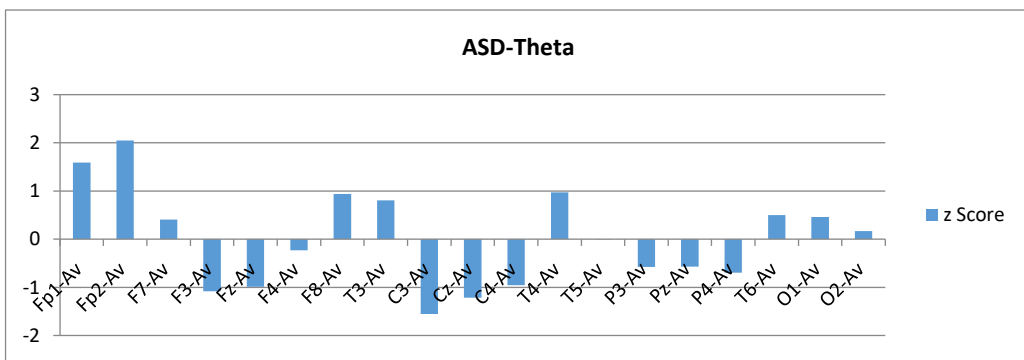


Figure 2 (a)

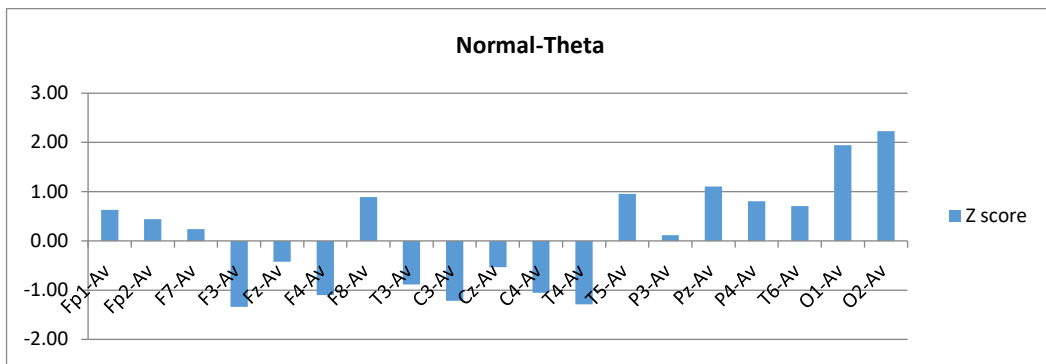


Figure 2 (b)

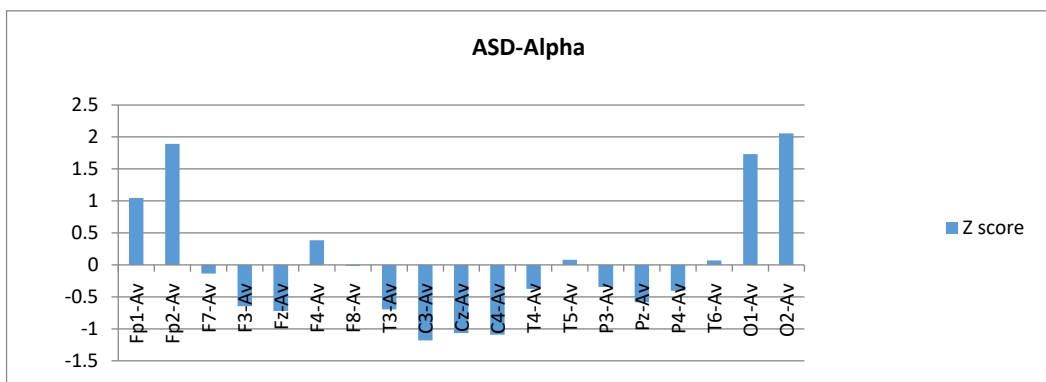


Figure 3 (a)

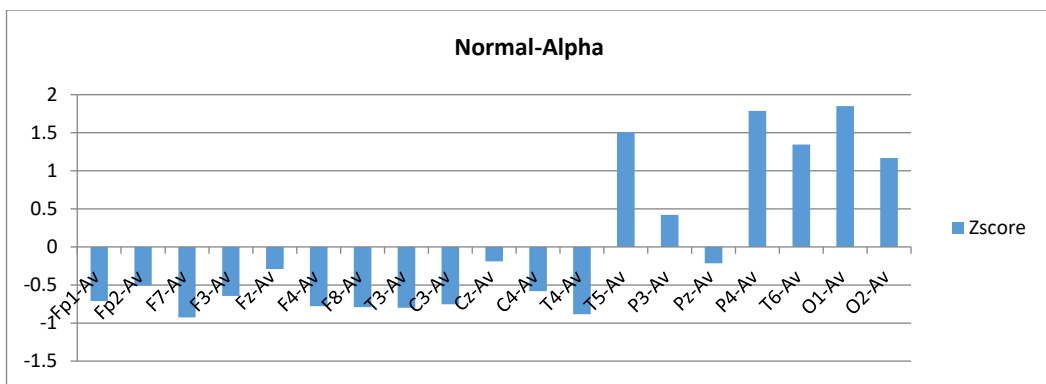


Figure 3 (b)

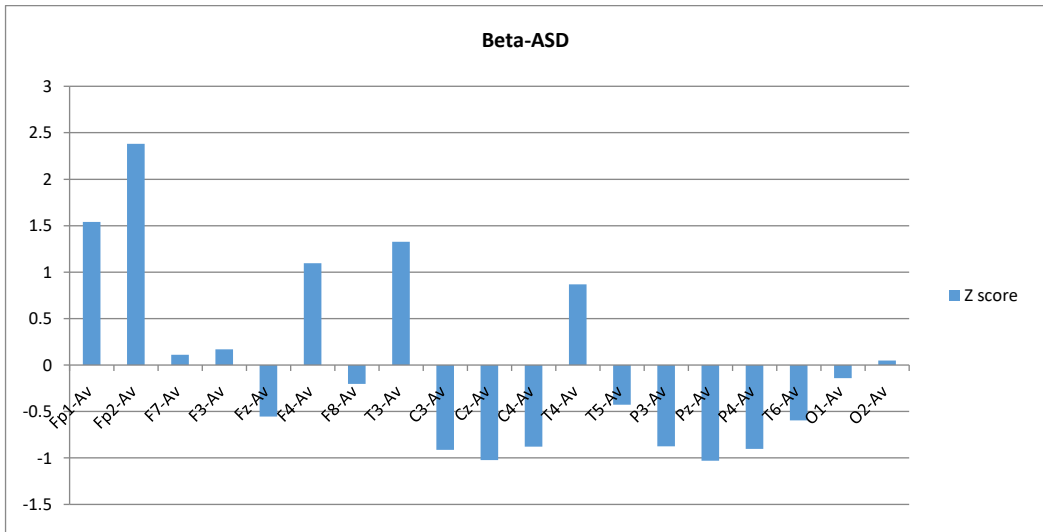


Figure 4 (a)

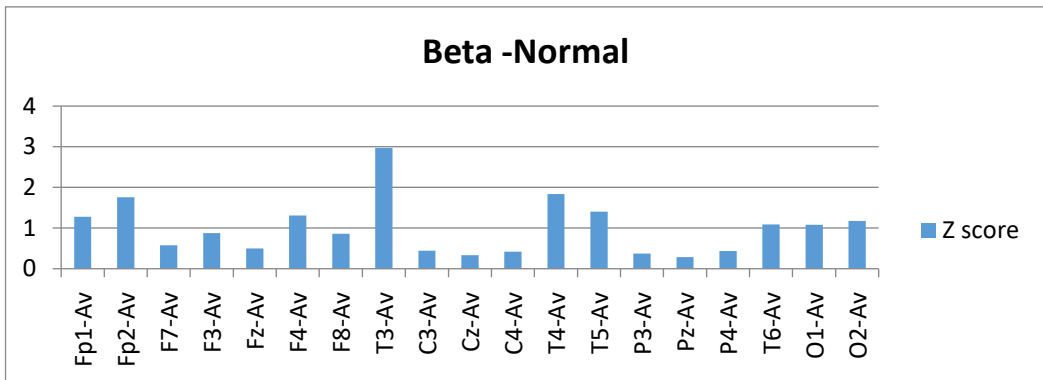


Figure 4 (b)

Figure 1 (a), (2a), (3a) and (4a) showed the z scores of ASD children brain waves pattern from each of the points in the international 10/20 system in comparison with the brain waves from Figure 1 (b), (2b), (3b) and (4b) from the normal group. Several electrodes are grouped together to designate a region of interest. The regions include electrodes such as ; Left Lateral – F7, T3, T5, Right Lateral – F8, T4, T6, Left Medial – FP1, F3, C3, P3, O1, Right Medial – FP2, F4, C4, P4, O2, Left Anterior (Frontal) – FP1, F7, F3, Right Anterior (Frontal) – FP2, F8, F4 ; Left Central – T3, C3; Right Central – T4, C4 , Left Posterior – T5, P3, O1, Right Posterior – T6, P4, O2, Mid (Midline) – FZ, CZ, PZ.

Below is an example of results from the NFT training from a participant. The participant went through 59 sessions with seven NFT training protocols started with T3-T5 followed by Beta F3-F7, for Alpha CZ-FZ and Alpha P3-P4. ,

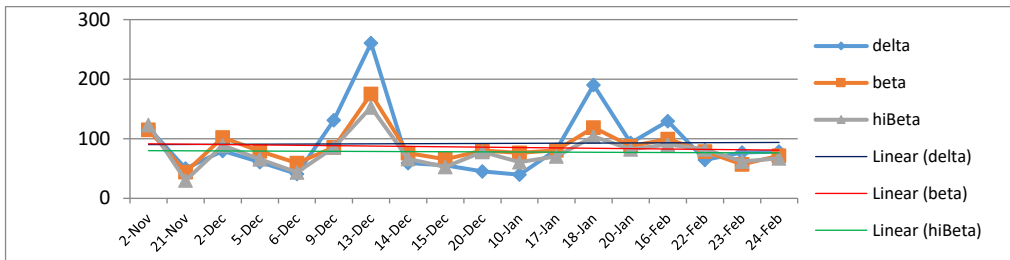


Figure 5 (a) Beta T3-T5 training

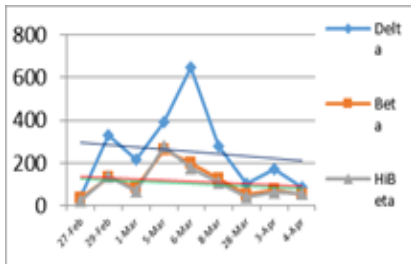


Figure 5 (b) Beta F3-F7 training

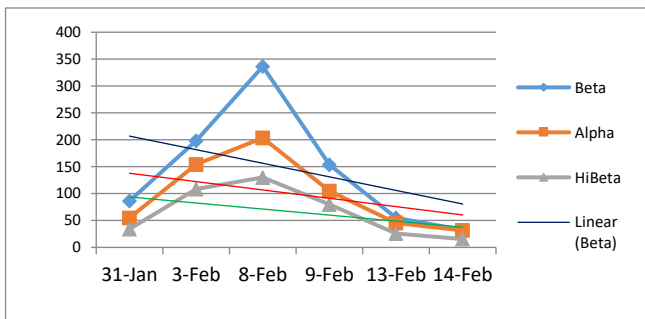


Figure 6 (a) Alpha CZ-FZ training

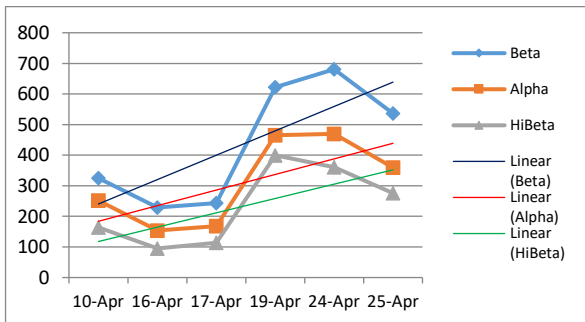


Figure 6 (b) Alpha P3-P4 training

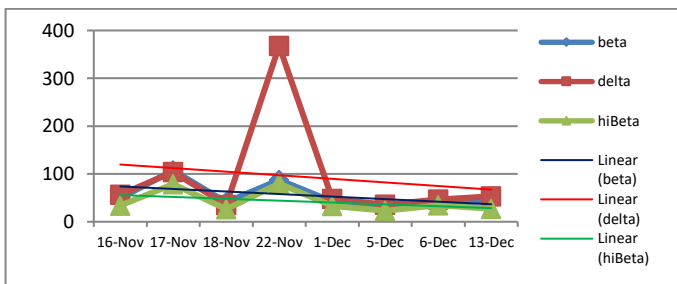


Figure7 (a) Average graph for Delta P3-P4 training

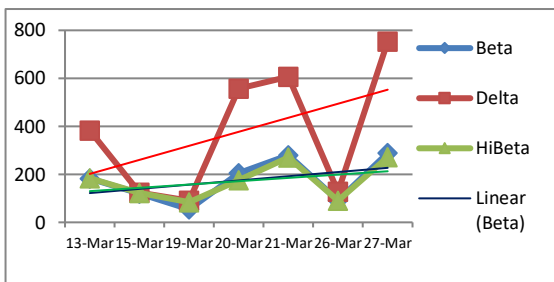


Figure (b) Average graph for Delta T3-T4 training

The first training protocol used was Beta Training using bipolar montage followed by Delta and Alpha training. The protocols were analyzed with the hope that the participant will be able to inhibit both Delta and Hi Beta waves. The participant improved in terms of social interactions and significant improvement in his ability to construct simple sentences. The training helps to improve his mood swings and social behaviors which correlates with the increased in Beta at the posterior region and theta activity at central and parietal area.

Maps of EEG power spectra for bandranges:

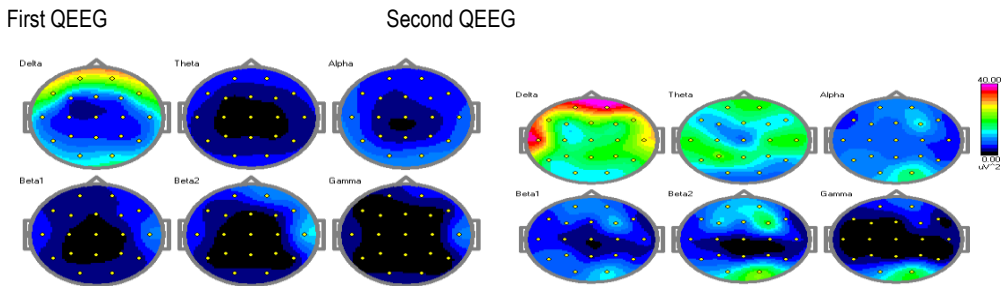


Figure 8 (a)

Figure 8 (b)

The above brain topography revealed the increased Alpha-beta activity in most of the brain regions suggesting improvement in the brain regulation,

3. Conclusion

The purpose of NFT was to improve the brain regulation of children with neurological disorders. The use of NFT with the design of specific training protocol based on relevant EEG findings in relation to the identified symptoms implicates on the brain regulation which may correlates with the improvement in the participants' behavior. Each participant may improved at a different pace depending on the severity of symptoms. Improvement could be seen in terms of social interaction and communication and increased Alpha-beta activity in some parts of the brain as seen in the brain waves from brain mapping and results from NFT training.

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Time Management and Environmental Choice in Studies by Students at Universities in Kosovo

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Abstract

This paper elaborates the topic of time management and environmental choice in studies by students of public and private institutions of higher education in Kosovo. Most students find themselves in front of the biggest challenge that is adapting to student life and achieving success during the studies. To succeed in this field is necessary to manage time effectively. This is especially important for students who often work or deal with other issues such as care for children, family and other responsibilities. Once they find the time to study, they need to provide a place that fills their needs. To do that, they have to make sure if studying place fits with their style and studying preferences. The purpose of this topic is to present how students in Kosovo manage their time during studies in front of many activities for reaching success during the studies and finding environment that fits their style of studies. The paper consists of two parts, theoretical part that explains theoretical aspect of time managing and environmental choice during studies and relies in secondary and tertiary data using deduction method, where as in part two uses induction method and relies in data collected in ground by survey. During the research work, we used quantitative method where was drafted a survey, and were surveyed by 3100 students from 6 public universities and 3100 students from 20 private universities in Kosovo, in a total of 6200 students. Survey was drafted in that way where answers in our questions help to elaborate basic ideas or the hypothesis of this paper, and through their results to come to verification or denial hypothesis. The derived data are presented in graphical and tabular form. Findings of the paper are that the most of the students even manage activities within the limited time they have no knowledge about the process of time management but they do this activity as a routine duty and the environmental choice they do coincidentally. Time management is a necessary process to do activities on time and reducing pressure from not achieving results in due time. Also environmental choice affects the maximum results during studies.

Keywords: Management, time, students, environment, universities

1. Introduction

People nowadays are faced with a lot of challenges and problems that are created by a dynamic world with a lot of activities and limited time. Even students as part of this world confront these problems, where their activities are numerous and dynamic, on the other hand, for implementation of activities time and deadlines are limited, and they face multiple pressures, caused by limitations of many sources and the necessity of activities conducting that require immediate solution. Being in these conditions, they definitely should be focused on techniques and ways to manage time, and implementation of works and achieving the goals that are set for certain deadlines. When they will have found the time, their orientation should be done in terms of choosing a study environment that satisfies their preferences in order to feel good, to be more concentrated, vigilant and productive.

Through this work we intend to present the students' attitudes for time management and the selection of study environment. The aim of research paper is: reflection of the way how Kosovo students manage time, this limited source in front of many activities, when it is known that the achievement of equilibrium between activities and time is an important factor for success. Also in what environment they prefer more to study.

The paper consists of two parts: theoretical and empirical, whereas methods used in the paper are deductive and inductive. In the theoretical part of the paper that relies on secondary and tertiary data obtained from relevant literature and internet, are used deductive methods. In the second empirical part of the paper which is based on primary data collected in the field through the survey, is used inductive method. To get answers of research questions: How Kosovo students manage time and what environment they choose to study, is used quantitative method, who were surveyed 6200 students from higher education institutions, 3100 students of Public Universities and 3100 students of 20 Private Colleges of Kosovo.

The survey is designed in that way, where answers of questions help to elaborate the basic ideas or hypotheses of the paper and through their results we come to the confirmation or denial of hypotheses. The derived data are presented in graphical and tabular. The samples from which data are taken are managers and workers, who are selected at random. Analytical and comparative methods are applied during our research.

As the main findings of the paper are that the majority of students in higher education institutions in Kosovo have good knowledge about time management and that this knowledge are trying to implement in practice, they also make an effort to choose study environment that fits their preferences. Time management is a necessary process for implementation of activities on the time, and reducing the pressures for not achieving the results in due time also creating a strategy to allocate time to perform successfully. Students are recommended to be careful with these two elements, because time management and study environment choice, affect at their results during studies and if they use them in a good way, it is definitely that the result will be high.

1.1. The hypothesis of the paper

H1: Majority of students in higher education institutions in Kosovo clarify their schedule and adhere to it, so they do not tolerate dragging of their work because they have clear that their good time management affects to avoid stress and helps to create a strategy to achieve the desired results within the time limit.

H2: Majority of students in higher education institutions in Kosovo try to understand their duties and make efforts to achieve them at the right time, so they try to manage their time efficiently, for the reason to avoid situations with pressure and stressful situations.

H3: Majority of students in higher education institutions in Kosovo try to be maximum motivated and make efforts to create a study environment that is free of disruption like phone calls, numerous conversations and consultations, frequent visits etc. So they try to say no to those things that take their time.

H4: Majority of students in higher education institutions in Kosovo try to remove overloading and they plan and split the time for emergencies and unexpected cases, by doing this they try to remove possible barriers to achieve results.

H5: Majority of students in higher education institutions in Kosovo at first they start with difficult works, so during their work they apply Pareto's rule 80:20 that means spending 20% of time to realize 80% of activities.

H6: Majority of students in higher education institutions in Kosovo assign priorities and try to accomplish them so they assign which activities are more important to them and they start to execute them.

H7: Majority of students in higher education institutions in Kosovo choose the best time to study, most of them prefer to study during the day because they can have more attention and can be more vigilant at studying.

H8: Majority of students in higher education institutions in Kosovo fix up the light at the environment where they study and they prefer more to study at lighted places than dark ones.

H9: Majority of students in higher education institutions in Kosovo fix up the temperature light at the environment where they study and they prefer places that are less warmed because it helps on being more vigilance.

H10: Majority of students in higher education institutions in Kosovo fix up the problem of noise at the environment where they study and they prefer quiet places because they can be more concentrated and feel better .

H11: Majority of students in higher education institutions in Kosovo use more to study alone than in small or large groups because they are more productive.

H12: Majority of students in higher education institutions in Kosovo during study they prefer more to be sit than lying or moving(walking) .

2. What does education mean?

Education and professional training aims to equip with knowledge, skillful practice, skills and competencies that are requested from special professions or in work trade (Kutllovci, 2004, 122). Education is a set of knowledge and habits that are given to the system, according to a program that is at schools and different courses to teach and educate new generations and masses of workers¹. Education and development is based or focused on the construction of new knowledge and expertise for them to be able to take challenges and new responsibilities (Zeqiri, 2006, 283).

Schools and universities are educational institutions where new generations are taught in organized way². Every educational institution has its own directors, staff and pupils or students that on their work depends the quality and outcome of that educational institution. In general there are two educational ways (Havolli, 2005, 106):

* Formal Education (concrete job training, technology knowledge, career development, education for the changes that will happen in the future)

* Informal Education (seminars, trainings, workshops, lectures for specific topics).

Education and development has these potential effects: individual effects, group effects, organizations effects and final effects (Kutllovci, 2004, 126-127).

Principles of education and professional training in Kosovo are: comprehensiveness, access, transfer and progress, learning of theatrical and professional practice, present and future economic needs, support of carrier development as integrated part of learning during the life³. Whereas levels of education in public and private institutions in Kosovo are⁴: Preschool, primary school, lower secondary, medium and higher education.

Higher education can be obtained at Universities and High Professional Education Institutions; this can be done in public or private ways. In these Educational Institutions are offered Bachelor, Master and Ph.D.(doctorate) studies, students can choose if they want to do regular or correspondent studies ⁵. Higher Education system in Kosovo operates through public universities and private institutions of higher education (colleges, institutions of higher professional schools). Only accredited institutions can offer study programs that can be qualified with diploma⁶.

There are eight (8) accredited public higher educational institutions :University of Prishtina, Peja, Prizreni, Mitrovica, Gjlani, Gjakoa, Kosovo Academy for Public Safety, University of Islamic Studies⁷. Whereas Accredited private institutions are twenty five : College fame, Dardania, Globus, ISPE, AAB, Dukagjini, Iliria, Viktory, Universum, Universi, Juridika, UBT, Biznesi, Pjeter Budi, Gjlani, ESLG, Tempulli, Humanistika, Riinvest, Evropian I kosoves, AUK Internacional Prizeren, QEAP Heimerer, Akademia Evolucion and SHLP Design Factory⁸.

¹ <http://rapitful.blogspot.com/2013/03/cka-eshte-arsimi.html>

² <http://adf.ly/238313/banner/http://rapitful.blogspot.com/2012/08/cka-eshte-shkolla.html>

³ http://www.masht-gov.net/advCms/documents/Ligji_per_afesimin_profesional_2013_alb.pdf

⁴ http://www.masht-gov.net/advCms/documents/9.LIGJI_I_ARSIMIT_Ne_KOMUNA2008_03_L068_al_ars.e_kom.pdf

⁵ <https://www.rks-gov.net/sq-AL/Qytetaret/Edukimi/Pages/ArsimiLarte.aspx>

⁶ www.akreditimi-ks.org/new/.../536-aka-rvv-2014

⁷ <http://www.akreditimi-ks.org/new/index.php/sq/accreditation-alb/institucionet-publike>

⁸ <http://www.akreditimi-ks.org/new/index.php/sq/accreditation-alb/2014-11-19-14-36-00/institucionet-private>

According to the self assessment approved by the Board of Kosovo Accreditation Agency in 2013, number of students in public higher education institutions is 78252, whereas in private higher education institutions is 35966 ¹. Below you will see how students of these higher educational institutions manage the time and chose environment for studying.

3. Time management and choice of environment for studying by students

Time is a necessary and irreplaceable source to perform duties, it is our most valuable asset, if we lose it than it cannot be back or saved (Tracy, 2014, fq.3). So time is the longest because it presents a continuity measurement , it is shorter because none of us can finish all life duties , time is faster for people that are happy and slower for those who suffer (Zeqiri, 2006, fq.199). Time is objective entirety that can be measured, but our view is subjective (Todorov, Kanev, Angelova, etj, 2003, fq.23).Whereas management shows orientation process of human activities on achievement of set goals, respectively the possibility of interconnected of five functions: planning, organizing, staff, management and control. (Ramosaj, 2007, fq.21). Time management it is a discipline orientated at economic and rational use of time as a valuable resource by developing methods and techniques for efficient use of time.

Majority of students find themselves in front of challenge of adaptation to student life and achievement of success on studying , this is important for students who take care about their relatives or other responsibilities and it requires effective management of time . Time management in practice means to do changes in order to discover new opportunities in work and life, and with change we understand will of renounce from those things that prevents us to realize our activities on time. (Todorov, Kanev, Angelova, etc, 2003, page.23) During planning of time students should take in consider who is more important to them: family and friends, school, hobbies and other activities, and they should rank them by priorities. Time planning enables the best time use, elimination of undesired events, minimizing stress and escape from the obligations (Zeqiri, 2006, fq.201). Successful time management requires good planning and compilation of lists , mainly for great or small objective , they should be organized by rank of priorities (Tracy, 2014, fq.3).

Time management should be done for two major reasons: 1. Because of the lack of knowledge how to manage time , it is the main source of stress and it develops a feeling that we should do more for a short time . 2 Time management enables creation of appropriate strategies to find time to finish all activities successfully, to have a better performance on our work (Zeqiri, 2006, fq.201). Engagement in lectures, the need for learning, preparations and other activities require good arrangement of time. Good arrangement of time requires: set goals , planning , taking decisions , implementation and control (Todorov, Kanev, Angelova, etj, 2003, fq.23).Efficient management of time depends on these important issues : identification of priorities , work order , avoidance of fatigue , the need to avoid time spending with others (Koxhaj, 2006, fq.59). Main principles of managing time are: define goals/objectives, rank all activities, define priorities, make a list of successful things, avoid delaying works for later on, and learn how to say no (Zeqiri, 2006, fq.202).

Even if students have time of the world that wouldn't be enough without good time managing , time management can be achieved in some ways : a) Preparation of daily results that should be achieved , b)Making a list of works that are worthy to be done ,by grouping them in three categories A,B,C, c) Setting the priority works, d) Elimination of duties from group , e) delegation works , f) work with only one duty g) Improving self skills of communication with collaborators (Harold, 1985, fq. 38-39). There are many factors that encumber good arrangement of time : telephone , visitors , discussions , deadlines , documentation , communications , leadership , waiver , vague goals , self discipline , environment etc (Todorov, Kanev, Angelova, etj, 2003, fq.25-27).

Once they have find time to study, students should chose appropriate environment that fulfill their needs. With environment we understand everything around us and that every activity and man's life is connected with it². Environment should fit to their preferences and needs for studying. Every student should choose the right environment for living if it is possible because living is the main reason for social stability, health and quality of human welfare development³. A study environment that fulfills students needs for studying , should take in consider factors like study time during the day , light , temperature , noise , way of learning ,the way of staying and movement etc.

¹ www.akreditimi-ks.org/new/.../536-aka-rvv-2014

² http://ammk-rks.net/repository/docs/broshura_new.pdf

³ <https://www.rks-gov.net/sq-AL/Qytetare/ProneDheBanimi/Pages/Banimi.aspx>

4. Results of the research - Analysis of data

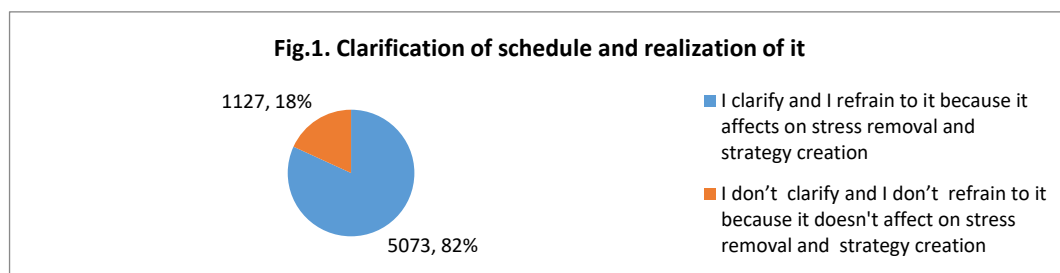
To reach appropriate conclusions, and to fully express statements about problem solution of principal-agent in businesses of the Municipality of Prishtina, was drafted a questionnaire which is focused at business owners and it presents their statement about problem of principal-agent.

Methodology that is used is quantitative method; questionnaire is made in the way to elaborate the base ideas or hypotheses of this work. During the study of 6200 students of Higher Education in Kosovo were surveyed, 3100 students of 6 Public Universities and 3100 students of 20 private Colleges in Kosovo. Through their results we conclude or see the assertion of hypotheses. Issued data are presented in graphic way. The sample data are taken from actual students, who are selected at random.

Now let's see achieved results

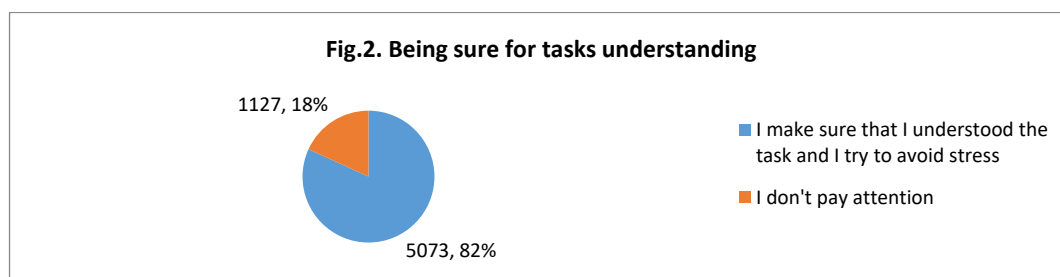
Time Management

1. Do you clarify and refrain to your schedule because good management of time affect to avoid stress and it helps on creation of a strategy to achieve desired results?



At above figure .1. you can see that majority of students of higher educational institutions or 82% (5073) of them clarify schedule and try to refrain because they think it affects to avoid stress and it helps on creation of a strategy for time management, those students who answered like this are 52% or 2642 surveyed that were from public institutions whereas 47.92% or 2431 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not clarifying schedule is 18% (1127 surveyed), from this part 40.63% or 458 surveyed are from public education institutions whereas 59.37% or 669 surveyed are from private education institutions. This figure results verify our first hypothesis.

2. Do you make sure that you understand the task and do you try to do it on time in way to avoid pressure and stressful situa?



At above figure 2 you can see that majority of students of higher educational institutions or 82% (5073) of them make sure that they have understood the task in way to avoid stress, those students who answered like this are 52% or 2642 surveyed were from public institutions whereas 47.92% or 2431 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not paying attention to the task are 18% (1127 surveyed), from this part 40.63% or 458 surveyed are from public education institutions whereas 59.37% or 669 surveyed are from private education institutions. This figure results verify our second hypothesis.

3. Are you motivated in maximum to implement schedule and do you avoid interruptions?

Fig.3. Maximum motivation and interruptions avoid



At above figure 3 you can see that majority of students of higher educational institutions or 82% (5073) of them avoid interruptions so they are maximal motivated, those students who answered like this are 52% or 2642 they were from public institutions whereas 47.92% or 2431 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not avoiding interruptions are 18% (1127 surveyed), from this part 40.63% or 458 surveyed are from public education institutions whereas 59.37% or 669 surveyed are from private education institutions. This figure results verify our third hypothesis.

4. Do you remove overloading by planning emergencies or unexpected cases?

Fig.4 .The Emergency Planning



At above figure 4 you can see that majority of students of higher educational institutions or 82% (5066) of them plan emergencies and remove overloading, those students who answered like this are 52.07% or 2638 they were from public institutions whereas 47.93% or 2428 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not avoiding interruptions are 18% (1134 surveyed), from this part 40.74% or 462 surveyed are from public education institutions whereas 59.26% or 672 surveyed are from private education institutions. This figure results verify our fourth hypothesis.

5. Do you start with difficult work first so do you apply Pareto's rule?

Fig.5. Pareto Rule

At above figure 5 you can see that majority of students of higher educational institutions or 81% (5033) of them use Pareto's rule, those students who answered like this are 52.08% or 2621 they were from public institutions whereas 47.92% or 2412 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not using Pareto's rule are 19% (1167 surveyed), from this part 41.045% or 479 surveyed are from public education institutions whereas 58.955% or 688 surveyed are from private education institutions. This figure results verify our fifth hypothesis.

6. Do you assign priorities and do you achieve them?

Fig.6. Assigning priorities and their achieving

At above figure 6 you can see that majority of students of higher educational institutions or 82% (5037) of them assign priorities and achieve them, those students who answered like this are 52.08% or 2642 they were from public institutions whereas 47.92% or 2431 surveyed were from private institutions. It can be seen a preponderance of public institutions regarding this attitude. Other half of students who declare for not assigning priorities and not achieving them are 18% (1127 surveyed) from this part 40.63% or 458 surveyed are from public education institutions whereas 59.37% or 669 surveyed are from private education institutions. This figure results verify our sixth hypothesis.

Choose of environment for studying

7. Do you choose study time during the day, and do you prefer to study at day or at night, when are you more attentive and vigilant?

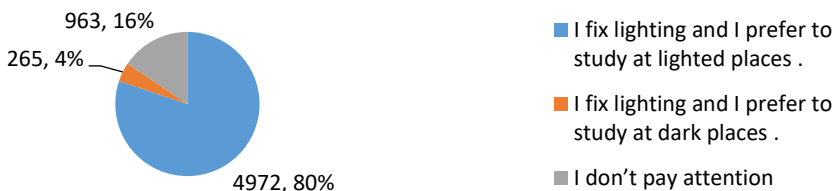
Fig.7. Choose of time for studying



At above figure 7 you can see that majority of students of higher educational institutions or 53% (3286) of them choose the time and prefer to study during the day, 51.03% (1677) of them study at public institutions whereas 48.97% (1609) of them study at private institutions, it is seen a preponderance of public institutions regarding to choose of time for studying during the day. Whereas 31% (1951) surveyed students choose to study during the night, 49.41% (964) of them study at public institutions whereas 50.59% (987) of them study at private institutions, it is seen a preponderance of private institutions regarding to choose of time for studying during the night. In total students who choose time for studying during the day or night are 84 % (5237). From this part 50.43% (2641) of them study at public institutions whereas 49.57% (2596) of them study at private institutions, it is seen a preponderance of public institutions regarding to choose of time for studying. Other half of students 16 % (963) declare that they don't pay attention to choose time for studying and from this part 52.33 % (504) of them study at private institutions whereas 47.66% (459) of them study at public institutions, it is seen a preponderance of private institutions regarding to not choosing time for studying. This figure results verify our seventh hypothesis.

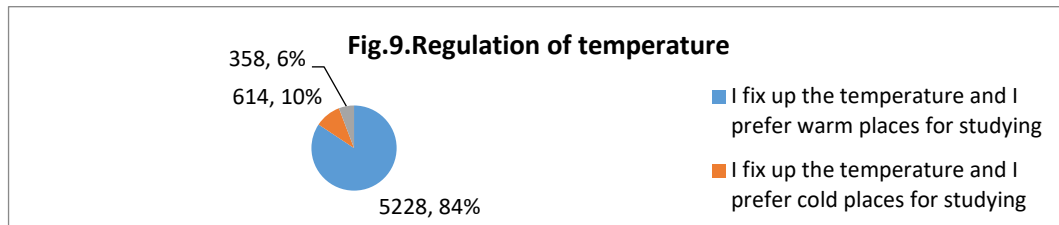
- Do you fix up the light at the environment where you study and do you prefer more to study at lighted places or dark places?

Fig.8. Regulation of Lighting.



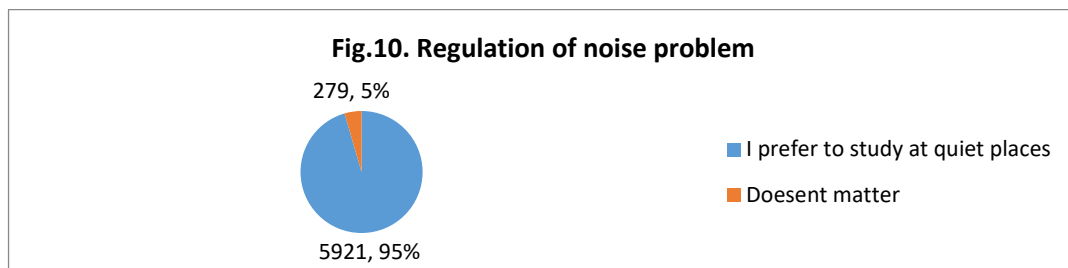
At above figure .8. you can see that majority of students of higher educational institutions or 80% (4972) of them fix up the light and they prefer to study at lighted places, 50.34% (2503) of them study at public institutions whereas 49.66% (2469) of them study at private institutions, it is seen a preponderance of public institutions regarding to regulation of light and studying at lighted places. Whereas 4% (265) surveyed students prefer to study at dark places, 52.07% (138) of them study at public institutions whereas 47.93% (127) of them study at private institutions, it is seen a preponderance of public institutions regarding to study at dark places. In total students that fix up the lighting to study at light or dark places are 84 % (5237). From this part 50.43% (2641) of them study at public institutions whereas 49.57% (2596) of them study at private institutions, it is seen a preponderance of public institutions regarding to regulation of light. Other half of students 16 % (963) declare that they don't pay attention to fix up the light, and from this part 52.33% (504) of them study at private institutions whereas 47.66% (459) of them study at public institutions, it is seen a preponderance of private institutions regarding regulation of light. This figure results verify our eight hypotheses.

9. Do you fix up the temperature at the environment where you study and do you prefer warm places or cold places and where are you more attentive and vigilant .?



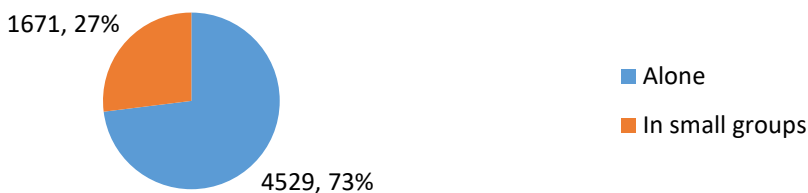
At above figure .9. you can see that majority of students of higher educational institutions or 84% (5228) of them fix up the temperature and they prefer to study at warm places ,47.89% (2504) of them study at public institutions whereas 52.11% (2724) of them study at private institutions , it is seen a preponderance of private institutions regarding to regulation of temperature and studying at warm places. Whereas 10% (614) surveyed students prefer to study at cold places, 65.30% (401) of them study at public institutions whereas 34.70% (213) of them study at private institutions, it is seen a preponderance of public institutions regarding to study at cold places. In total students that fix up the temperature to study at warm or cold places are 94 % (5842) . From this part 49.71% (2905) of them study at public institutions whereas 50.29% (2937) of them study at private institutions, it is seen a preponderance of private institutions regarding to regulation of temperature . Other half of students 16 %(963) declare that they don't pay attention to fix up the temperature, and from this part 54.56%(195) of them study at public institutions whereas 45.44% (163) of them study at private institutions ,it is seen a preponderance of public institutions regarding regulation of temperature. This figure results verify our ninth hypothesis.

10. Do you fix up the problems of noise at the environment where you study and do you prefer quite places or it doesn't matter?



At above figure .10. you can see that majority of students of higher educational institutions or 95% (5921) of them fix up the problem of noise and they prefer to study at quiet places,49.21% (2914) of them study at public institutions whereas 50.79% (3007) of them study at private institutions , it is seen a preponderance of private institutions regarding to regulation of noise and studying at quiet places. Other half of students 5 %(279) declare that they don't pay attention to noise problem, and from this part 66.66%(186) of them study at public institutions whereas 33.34% (163) of them study at private institutions ,it is seen a preponderance of public institutions regarding to not regulation of noise problem. This figure results verify our tenth hypothesis.

11. Which is your way of study : alone , small groups or large groups?

Fig.11. Way of study

At above figure .11. you can see that majority of students of higher educational institutions or 73% (4529) of them prefer to study alone ,53.5% (2423) of them study at public institutions whereas 46.5% (2106) of them study at private institutions , it is seen a preponderance of public institutions regarding to study alone . Other half of students 27% (1671) declare that they prefer to study at small groups, and from this part 40.51 % (667) of them study at public institutions whereas 59.49% (994) of them study at private institutions ,it is seen a preponderance of private institutions regarding to study at small groups. This figure results verify our eleventh hypothesis.

12. Which are your movements during the study ,do you prefer to be sit , lying or moving (walking)?

Fig.12. Stand way during the study

At above figure .12. you can see that majority of students of higher educational institutions or 65% (4017) of them prefer to study sit , 50.83% (2042) of them study at public institutions whereas 49.17% (1975) of them study at private institutions , it is seen a preponderance of public institutions regarding to study sit . Other half of students 35% (2183) declare that they prefer to study lying, and from this part 48.47% (1058) of them study at public institutions whereas 51.53% (1125) of them study at private institutions ,it is seen a preponderance of private institutions regarding to study lying. It should be mentioned that none of them prefer to study while walking. This figure results verify our twelfth hypothesis.

5. Conclusions and recommendations

Conclusions

Majority of students in higher education institutions in Kosovo clarify their schedule and adhere to it, so they do not tolerate dragging of their work because they know that their good time management affects to avoid stress and helps to create a strategy to achieve the desired results within the time limit.

Majority of students in higher education institutions in Kosovo try to understand their duties and make efforts to achieve them at the right time, so they try to manage their time efficiently, to avoid situations with pressure and stressful situations.

Majority of students in higher education institutions in Kosovo try to be maximum motivated and make efforts to create a study environment that is free of disruption like phone calls, numerous conversations and consultations , frequent visits. So they try to say stop to those activities that take their time.

Majority of students in higher education institutions in Kosovo try to remove overloading and they plan and split the time for emergencies and unexpected cases by doing this they try to remove possible barriers to achieve results.

Majority of students in higher education institutions in Kosovo at first they start with difficult works, so during their work they apply Pareto's rule 80:20 that means spending 20% of time to achieve 80% of activities .

Majority of students in higher education institutions in Kosovo assign priorities and try to achieve them so they assign which activities are more important and they start to apply them.

Majority of students in higher education institutions in Kosovo chose the best time for studying, most of them prefer to study during the day because they can have more attention and can be more vigilant at studying.

Majority of students in higher education institutions in Kosovo fix up the light at the environment where they study and they prefer more to study at lighted places than dark ones.

Majority of students in higher education institutions in Kosovo fix up the temperature at the environment where they study, they prefer places that are less heated because it helps on being more vigilant.

Majority of students in higher education institutions in Kosovo fix up the problem of noise at the environment where they study and they prefer quiet places because they can be more concentrated and feel better.

Majority of students in higher education institutions in Kosovo use more to study alone than in small or large groups because they are more productive .

Majority of students in higher education institutions in Kosovo during study they prefer more to be sit than lying or moving (walking).

Recommendations

Majority of students in higher education institutions in Kosovo are recommended to continue in having an attitude about clarifying schedule and adhere to it, and those students who neglected this fact should start applying this during their study activities

Majority of students in higher education institutions in Kosovo are recommended to continue in having an attitude about understanding their tasks and achieve them at the right time, whereas those students who think differently should take immediate measures to understand tasks and to achieve them on time because it helps to remove stressful situations.

Majority of students in higher education institutions in Kosovo are recommended to continue to be maximum motivated and to remove interruptions whereas those students who didn't do this they should immediately start to remove different interruptions because they steal time and prevent to perform tasks on time.

Majority of students in higher education institutions in Kosovo are recommended that during planning to continue to divide time for emergencies and unexpected cases and those who didn't do this , they should do it immediately because this removes overloading and possible interruptions to achieve results .

Majority of students in higher education institutions in Kosovo are recommended that during their planned activities, first to start with difficult works to use Prato's rule, and those who didn't do this, they should start applying it because it affects with 20% of time to achieve 80% of activities.

Majority of students in higher education institutions in Kosovo are recommended to continue clarifying priorities and to achieve them and those who didn't do this they should do it because it helps to increase care for important activates.

Majority of students in higher education institutions in Kosovo are recommended to chose the best time for studying at day or night doesn't matter what matters is to be fit with their studying preferences , so when they are more vigilant they will increase results at maximum .

Majority of students in higher education institutions in Kosovo are recommended to fix up the light at the environment where they study in a way that meets their needs for effective work and that affect to them to feel good.

Majority of students in higher education institutions in Kosovo are recommended to fix up the temperature at the environment where they study, in a way that meets their needs for effective and vigilance work that helps them to feel good and to achieve the desired results.

Majority of students in higher education institutions in Kosovo are recommended to fix up the noise problem and to choose places where they can be more concentrated also they should choose in what position they will study: sitting, lying or moving, the one that helps them to be more successful.

Majority of students in higher education institutions in Kosovo are recommended to choose the learning mode that fits to them, working alone or working in group doesn't matter what matters is to finish duties on time and achieve results.

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The Traditional Conception of Diathesis (Voice) and a Modern View to It

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Abstract

Since the antiquity, diathesis has been analyzed in linguistic theories as a morphological category of the verb. Consulting the earliest papers, there could be noticed that Greek tradition makes mention of active, passive and middle verbs, whereas in Latin papers we find active and passive verb forms. (There must be said that during this linguistic period the term diathesis could hardly be found. The above mentioned terms referred to the classification of verbs). During the Medieval Age linguists defined the same concept of diathesis. Most of the traditional grammars of many contemporary languages hold the same view, without any significant differences. In traditional Albanian papers diathesis or voice is defined as a morphological category that expresses relations between the verb (the traditional predicate) and the subject. There has been made a division between active and non-active voice. Non-active voice verbs are further divided into: passive, reflexive and middle voice. Empirical studies show that it is difficult to make a distinct and final classification of verbs in terms of the different patterns in which it can be found. This inference is made taking into consideration abundant examples from the Albanian corpus, showing that a verb can be used intransitively in some patterns and transitively in others. The voice division of verbs provided by the Albanian grammars reveals a gap in the examination of the formal and especially the semantic aspect. There are many semantic and formal arguments that lead us to the conclusion that the traditional definition of diathesis is problematic. In our view, this process should be treated as a wider phenomenon that includes more than the morphological aspect. The Valency Theory could be an alternative approach that provides a better solution to this problem.

Keywords: Traditional Conception, Diathesis, Voice, Modern View

The studies on diathesis in the Albanian language are of an early origin. Obviously, the main sources to consult are the first grammars. The conception of this process by each grammar book has its own peculiarities. However, what could undoubtedly be asserted is that they do not provide a unified perception of diathesis, even though, apparently, the terms used are almost the same. On the other hand, in certain cases this concept, which was traditionally viewed as a morphological category, is characterized mainly formally, thus leaving aside the other aspects of linguistic study that are involved in this process. In this paper we focus only on the concept defined and examined by **Grammar I**¹, because its definition is widely and solely referred to by all pre-university textbooks (some of which literally cite it), and also because, unfortunately, even in the research conducted at a university level, there are no new treatments of this topic or discussions on it.

Grammar I provides the following definition of diathesis/voice: "Diathesis is a grammatical category, which expresses the relationship between the action expressed by the verb and the subject (overt or implied) of the sentence. "The relations to

¹ In the Grammar of 2002 there are only two pages clarifying this concept.

the subject of the sentence are morphologically expressed by two forms that oppose each-other, which will be called the active form and the passive form of the verb¹.”

Further on it emphasizes the fact that this book refers to the narrow conception according to which the intransitive verbs have no voice forms (active or passive). There are mentioned the active, passive, middle and reflexive voice forms.

The definition appears quite baffling, because it refers to a morphological grammatical category, which has traditionally been described mainly formally, within the boundaries of words and their paradigms and, on the other hand, it discusses the relations between sentence elements (subject- verb) which traditionally belong to a syntactic level of analysis. Therefore, it is not clear what relations (morphological or syntactic) this “morphological category” focuses on. The analysis leaves apart the semantic aspect, which is very important concerning the topic under discussion. It creates the impression that these relations could be explained by a formal analysis, i.e. morphologically expressed by the formal contrast active/passive voice, but a simple pragmatic analysis of the definition provided shows that the above implication is only part of a broader process and not a limited morphological one.

The exclusion of intransitive verbs, despite the fact that one of its paragraphs affirms that they might have an active form (according to **Grammar I**, the intransitive verbs usually have active and passive forms, except for some cases, as mentioned in the book, when they are used as *one-person* or *impersonal* verbs, *s'rihet*, *s'më rrihet*²), suggests that such examples exist.

It is surprising that the intransitive verbs are excluded from the analysis, taking into account the fact that, as justified by the above mentioned historical description, most of the authors accept that the intransitive verbs can have active or passive voice forms, an opinion shared also by Prof. Demiraj, whose analysis is, in our opinion, represented in **Grammar I**, according to which a verb can be used with different meanings in different contexts, even though he does not include the intransitive verbs in this process.

On the other hand, some linguists dealing with rection³, have mentioned the existence of verbs with zero, one, two, and three rections, almost structurally (not semantically). Thus, we could certainly conclude that it is impossible to make a precise division of verb uses without comparing the instances of use structurally and semantically with others. Also, if such an analysis were made, we could notice that an intransitive verb (with a zero rection), can appear in other one or two- rection structures, as claimed by Riza e Dhrimo. But, such an analysis goes beyond the boundaries of morphology, because it involves the syntactic and semantic level as well, without which it would be incomplete.

Viewed from this perspective, what follows is a description of the verb corpus and structures related to intransitive verbs, represented in **Grammar I**⁴. The intransitive verbs mentioned in this book are verbs that denote state and movement: *fle*, *dremit*, *dal*, *eci*, *shkoj*, *hyj* etc. It is distinguishable that each of these verbs can be used transitively and intransitively, as stated in the book, where the author confirms that there are no clear-cut boundaries between the one group and the other, despite it being clarified that it is the context that determines whether a verb is transitive or intransitive. As can be observed, the semantic criterion (in our view, semantic and structural) performs an important function in making this distinction, but the present study does not provide a thorough analysis of it. It is known that the semantics of different verbs is not related only to transitivity or intransitivity. There are impersonal verbs that have no agents, as well as there are others that control patient subject⁵: (*Ai fle* (He sleeps)), goal (*Goli erdhi*. (The goal came)), instrument (*Thika është mbi tavolinë*. (The knife is

¹ Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 270.

² Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 264-265.

³ S. Riza Sistemi foljor i letrarishtes bashkohore, Tiranë, 1994/ A. Dhrimo, SF, 1965, nr.2.

⁴ Grammar I, Academy of Sciences of Albania, Tirana, 2002, p. 264-265.

⁵ K. Tarvainen, Semantic cases in the Framework of Dependency Theory, 1985.

on the table)) etc. This fact is acknowledged by the author of the book, since he focuses on the verb *pësoj* which, despite taking an object, “semantically, it is not used as such”.

Given the above analysis, we could infer that the difficulty in determining the exact voice form of the verb appears right from the outset, because there is no sustainable semantic and syntactic criterion (the verb *pësoj*) to rely on. In addition, we think that the exclusion of the intransitive (traditional) verbs makes the analysis less convincing. Following are some groupings provided by the book for each verb voice form (diathesis). The verb is active when it has an active form and denotes an action that is done by the subject, as stated in the **Grammar**. As can be noticed, the formal criterion is mentioned first (active form), and the semantic one (to some extent), second. It is known that intransitive verbs have an active form, but there are transitive verbs that control a non-agent subject.

Atij i **vdij** i ati në një aksident. (His father **died** in an accident)

Boja hidromat **lyen** muret (this paint **paints** the walls), kurse kjo tjetra përdoret për të piktuar.

In our opinion, the subject of the first sentence above is not the *agent* of the action, but the *patient* (traditional term) or the *experiencer* (terminology of semantic cases). Also, in the second sentence the subject is an instrument, and not an agent. Thus, we might infer that both criteria, the semantic and the morphological one, pose problems, whereas the structural criterion which realizes the first two, is not analyzed thoroughly. **Grammar I** also provides that a verb is in the passive, reflexive and middle voice form when it has a non-active form and names an action which is suffered by the subject if the verb is in the passive voice form, it is performed and suffered by the subject if the verb is in the reflexive voice form, and is performed by the subject itself if the verb is in the middle voice form.

Considering this treatment, we notice that there is no formal contrast between these three voice forms, since the three of them are morphologically expressed by a non-active form.

If we focus on the semantic aspect, we could notice that the definitions provided for the middle voice and active voice verbs are the same (they express an action performed by the subject). So, between them there is no semantic distinction. What distinguishes one form from the other is only the morphological marker. This runs contrary to the definition of diathesis/voice provided in the book. Also, the middle voice verbs are not semantically contrasted to intransitive verbs, since in the verb groups mentioned in Grammar I, these are verbs that denote state, movement, etc, semantic shades that also pertain to intransitive verbs (they also denote state and movement). In addition, the book ignores the formal contrast between them, since it states that intransitive verbs can be used in non-active forms (their impersonal and one-person uses *s'rihet*, *s'më rrihet*).

The semantic contrast between middle voice verbs and reflexive voice verbs is also difficult to notice given that the representatives of the group of reflexive verbs (*lahem krihem vishem*, etc. (wash, comb, dress, etc.)), in most of the contexts, do not emphasize the fact that they “suffer” the action performed by the subject. We know that a human being of a normal psycho-motor development, at a certain age does all these processes by him/herself, so this is included in the semantic nucleus of the verb itself (semantic valency to be more precise). Moreover, the discourse structures have marked this fact by the use of the reflexive pronoun *vetë*, which appears in cases other than the ones mentioned above. So, when talking about a child or a handicapped person we could say that “*Ai u la vetë*” (He washed himself), but this cannot be used about every normal human being. There is no formal contrast here, because both forms are non-active. An ordinary speaker could not distinguish between the agent and patient in the following sentence:

Ai u la, u vesh dhe u largua si gjithmonë.

(He washed, dressed and left as always)

According to Grammar I, the first two verbs are reflexive, whereas the third one is a middle verb.

Some grammarians have included them in one big group, that of reflexive verbs.

In the following examples we will consider that the semantic contrast realized in specific syntactic structures ignores the differences between the other diathesis.

Ai u vra.

Ai u vra vetë.

Ai vrau veten.

The verb in the first sentence is traditionally analyzed as passive, although the sentence lacks a reason adjunct. On the other hand, the second sentence which is similar to the first as to its morphological structure, is followed by the reflexive pronoun *vetë* which changes the meaning of the verb, thus changing its voice from passive to reflexive. The most problematic is the third sentence which has got a verb in the active form and whose subject not only performs the action but is also acted upon. This is expressed by the reflexive “*veten*” which in the sentence is a complement.

In our opinion, the active voice verbs display a huge gap in precisely determining the semantic criterion. Thus, according to the traditional approach, in the sentence “*Blerina ndez dritën*”, we have to do with an active voice verb because it is a transitive verb, takes a direct object and the subject is the agent.

The two complements of this structure represent the following components: the subject, the agent [+active], [+intentional] and the object, the patient [- active], [- intentional].

However, the same head verb in the same form (active), can select other arguments that are also realized by an [NP] the meanings of which could have different semantic cases. One such structure is the following:

Blerina ndez(i) dritën e shpresës (te ne).

The complements in this sentence are formally similar (the accusative noun is expanded by another obligatory constituent, the traditional modifier, which modifies the head noun and gives an utterly different meaning to the sentence under discussion).

Blerina is again analyzed as the agent, *dritën e shpresës* in this case is [-active], [-intentional], [+virtual]¹.

In the first example we talk about an [+objective] perception, because it expresses an objective physical process, perceived by the senses visually, objectively.

The second example expresses a figurative, emotional perception through a metaphor.

Some idiomatic verb phrases are also problematic. According to Grammar I these units have got a finite head verb form. When they are morphologically and semantically analyzed they are taken as an inseparable single unit as they really are. Frequently, the semantics of these units does not correspond to their morphological form. Thus, such units as ***kam frikë, lë nam*** etc, which at first glance would be described as active, because the verbs of these unit are active voice verbs, are equivalent to their non-active forms ***frikësohem, turpërohem***, which are included in the non-active verb group.

¹ According to “*Fjalori i gjuhës hqipe*” (1980) this verb can control arguments that are completely different from its first meaning (*ndez shpirtin, ia ndezi surratit, nuk i ndezi me të etj.*).

Given the above analysis, we could conclude that with respect to active voice verbs, the semantic criterion is almost ignored. On the other hand, the concept of voice/diathesis cannot be restricted to a subject-verb relationship, which is only part of what the wide discourse corpus offers.

Our analysis (which considers a few of the many examples found in the discourse), shows that voice is a broad process and not a simple grammatical category, as defined by Grammar I. An accurate perception of it is possible only if we examine the data coming from the three linguistic levels, i.e. semantic, syntactic and morphological one. It is impossible to define this process based on the subject-verb relations only, without taking into consideration the distribution of the verb head. Furthermore, we cannot draw on the traditional semantic characterizations that do not provide a clear explanation of the semantic aspect. There should be analyzed all potential patterns of verb phrases, the verb heads and their distribution. The arguments that the verb head involves should be described using the terminology of semantic cases that give a clear view of the message conveyed by the structure.

The above mentioned reasons urged us to find other solutions concerning the voice. Our conclusions and perception with regard to this process come close to the analysis found in descriptive theory known as the Valency Theory.

This theory has for a long time been related to Tesnière and his Dependency Grammar¹. At the same time it was introduced first in Germany and later in other countries.

In this context, the German scholars refer to the studies of Bühler, 1934, Groot, 1949, etc, which are considered a significant contribution in terms of descriptive studies on this phenomenon², in Germany. These scientific studies resulted in the publication of the first valency dictionary of German verbs in 1968.

Outside Germany there was a growing interest about this theory and almost parallel to the developments there, there were introduced studies of such scholars as Hays (1964), Gaifman (1965) and Robinson (1970). Later this tradition would be followed by Anderson (1971, 1977), Hudson (1976, 1984, 1990), Miller (1985), Melcuk (1988), Starosta (1988) etc.

At present, there are many renowned linguists who have made a serious contribution to this field, such as Thomas Herbst, Charles Fillmore, Rudolf Emons, David Allerton, Peter Mathews, Katrin Götz-Votteler, Michael Klotz etc, to name but a few.

Valency theory attributes a central role to the verb seeing the verb as the element that determines how many other elements occur in a sentence.

With reference to valency, there have been two main approaches. One of them views valency as a phenomenon of a formal dependency between heads and the elements controlled by them. This dependency involves a certain number of complements or arguments. Such findings resulted in conclusions that were more related to quantitative valency (the number of arguments controlled by the head). Consequently, the verbs were divided into monovalent, divalent, trivalent, etc.

This division was in fact very sketchy and did not represent all the potential valences of the head analyzed. What confirms this inference is the fact the semantic analyses attempted by representatives of this approach were fewer and less profound as compared to those of the second approach.

The latter is broader because it views valency as a universal semantic asset³. The linguists who share this perspective have made a valuable contribution to a reconsideration of the semantic aspect which is, beyond doubt, of great importance in this process and is viewed from several perspectives, such as the study of the semantic categories, the semantic components, the specific description of verbs, semantic roles, etc. It must be emphasized that the major products of this

¹ Lucien Tesnière, *La Grammaire Structurale*, Paris, 1959.

² A similar concept is presented by Bühleri (1934), Groot (1949). Later, a significant contribution in this field was made by Gerhard Helbig, which was followed by the Valency Dictionary of German (Helbig and Schenkel, 1968, Engel and Schumacher, 1976).

³ See Allerton/Emons, p.2.

theory are the valency dictionaries of such languages as German, English, French, etc. On the other hand, the principles of this theory are widely applied to the creation of a structural computational corpus of several languages.

The verbs in these studies appear to semantically select arguments which in the surface structure appear to be complements expressed by phrases of specific types. The term argument is related to the semantic analysis and is clarified by the elements of the semantic valency, such as the semantic cases, semantic components, verb description¹, etc. The term complement represents the syntactic level and is expressed by a specific phrase type. The verbs are given with their formal markers of the active or passive voice in concrete patterns. In this way, a considerable number of valency patterns is described indicating the verb head projections and their different semantic roles.

Below we give the valency patterns of a verb according to the Valency Theory, referring to the Albanian structure:

A. ACCUSE² - VERB

	ACTIVE 1/2	PASSIVE 1/2	Impersonal/ 0	
I	obl [E]A/[E]P	Active[+inst]/I prek	D ₂	
II	obl [E]A/[E] ₁ [for E] ₂	Active/I prek	D ₆	T ₁₀
III	kon [E]P	Përf	M	
IV	[E]P/[for E]	Përf/Shkak	D ₆	

D-The court accused him /Gjykata e akuzoi atë

T-The court accused him (them, me, you (sing+pl), he) of abuse of office, theft, robbery, murder, sexual abuse etc. / Gjykata e akuzoi atë (ata, mua, më,ty, ju,ai) për shpërdorim detyre, vjedhje, grabitje, vrasje, abuzim seksual etj.

M- He (/she; they (fem+masc); we; you (sing+pl), I) were already accused. /Ai(/ajo; ata/ato; ne ; ju; ti; unë) u akuzua tashmë.

D- He was accused of abuse of office, theft, robbery, murder, sexual abuse etc. / Ai u akuzua për shpërdorim detyre, vjedhje, grabitje, vrasje, abuzim seksual etj.

B. BLAME

	ACTIVE 1/2	PASSIVE 1/2	GENERAL 0
II	obl [E]A/[E]P	Vep[+frym]/I prek[±frym]	D4
I	kont [E]A	Vep[+frym]	M6
II	[E]P/[from E]	I prek/Vep	D6-7
III	[E]P/[from E] ₁ [me/pa E] ₂	I prek/ Vep/Mën	T3

D-I accused him, boy, girl, state etc. /Unë e akuzova atë, djalin, vajzën , shtetin etj.

M-You only accuse, but / Ju vetëm akuzoni, por

¹Herbst, Heath, Roe, Gotz, A Valency Dictionary of English, Mouton de Gruyter, 2004.

² 1. Noun phrases [N] (new book, they, some of us, many children)

2. Adjectival phrases [ADJ] (fast to run)

3. Prepositional phrases [Prep N] (at home, around the neighborhood)

D-They were accused by us. / Ata u akuzuan nga ne.

T-They were accused by you justly/unjustly intentionally/unintentionally. / Ata u akuzuan nga ju pa(me) të drejtë/pa (me) dashje.

Next we will try to give a model on how a verb head is reflected in a valency dictionary, for example in English, however, referring to the specific structures of Albanian.

The different meanings of the head are given in the beginning with Arab letters, for example, A – Accuse.

Firstly, we should clarify the fact that these patterns do not only foresee the structures where the verb is active, but also the passive ones and in certain cases when it is used as impersonal. Therefore, active and impersonal and passive definitions refer to these projections.

Moreover, we are trying to give all representative patterns, i.e. those that have the highest frequency of usage, at least at a neutral level (these are written in Roman letters).

If there is more than one complement in series, in a pattern, then they are marked with numbers, 1, 2 etc.

Obligatory or optionally are elements to be foreseen in this inventory (obl, kont).

Semantic cases that we have combined with auxiliary elements of semantic components are simultaneously reflected in the pattern (Act – agent, affect – affected, Vepr-vepruesi, I prek-I prekuri etc.) Quantitative valency is given with a traditional terminology: transitive, 1, 2, 3 (e.g. M D₂, T etc.). The number shows the possible number of complements that could be found in that structure.

We have provided the phrases in Albanian, so we have noun phrases marked as [E].

All the foreseen structures in the inventory are given under the pattern with the indicators on the side for reference.

Conclusion

The above examples show that the verb and its structural and semantic distribution are clearly examined in the light of the Valency Theory. Thereupon, we suggest that the traditional voice/diathesis should be regarded as a valency process, because this way of reasoning could result in more accurate descriptions of the different levels of linguistic study with respect to the verb and the relations established by its distribution patterns. Also, the semantic valency of the verbs described in specific patterns becomes much clearer as compared to the traditional approach which almost ignores it.

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South East Europe and the New Turkish Strategic Vision

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Abstract

There is turmoil in Turkey, both internally involving Turkish President Recep Taip Erdogan, an undisputed political leader in the past decade in Turkey on one side, and followers of Fetullah Gulen, a prominent and influential religious and political leader currently residing in the United States of America on the other side are fighting fiercely both in courts both in winning public opinion. Dispute is over the future that Turkey should take: towards West and its values or towards its former Ottoman glory projected in new 21 century. The secular order of the Turkish state has been challenged in the recent years as Erdogan promoted its agenda of revitalizing and reaffirming the Turkish Islamic tradition. This was pushed forward with the influence of current Prime Minister Ahmet Davutoglu, who has never hidden his vision of Turkey with a neo-Ottoman future going further to promoting Pan-Islamism under Turkish leadership. There have been numerous allegations that the Government of Turkey is disrupting the work of the opposition as well as preventing freedom of press. In December of 2014, 23 journalists and editors were detained in orchestrated raids accused of having close ties with Fetullah Gulen whom Erdogan accuses of establishing a "parallel organization inside Turkey" aiming to overthrow his democratic government. There is also well known "Ergenekon Affair" which led to 275 arrests of prominent police and army officers, most highly ranked being Chief General Staff Gen. Iker Basburg. After a five year trial Basburg alongside 18 fellow officers received life-sentences by Istanbul's 13 High Criminal Court.

Keywords: Turkish Strategic Vision and South East Europe, cooperation of Turkey with countries such as Kosovo, Serbia, Bosnia and Herzegovina, Turkish "Strategic Depth" project, effects of neo-Ottomanism in South East

Introduction

Turkey faces turmoil in the foreign policy as well. From its starting position, crafted by Davutoglu, of Turkey without problems with neighbors, it has now facing unstable relations with Israel, Syria, Egypt, and lastly very dangerous Islamic State. Turkey openly backs Palestinian cause, backed regime change in Syria, backed "Muslim Brotherhood" in Egypt, and currently is in what is described as ambivalent stance with the Islamic State.

Turkish ambitions were adopted in the document "Turkish Strategic Vision 2023", adopted by ruling AK party in September 30th 2012, where a plan was outlined with specific target goals to be met both domestically and more important in foreign policy. According to this Vision Turkey should be placed among decision making countries of the World due to its geopolitical position, military strength while pursuing a new global vision in partnership with political actors that pursue a positive political agenda in a area influenced by Turkey as well as elsewhere in the world.

In this Strategic Document it is mentioned that Turkey places a lot of its efforts in foreign policy with 202 active diplomatic missions throughout the world and aiming to strengthen its ties and influence in the Balkans, Caucasus, Middle East, and Central Asia. Through this Strategic Document, Turkey aims at achieving its dominance role by "zero problems with neighbors", "security for everyone", "economic integration", "multiculturalism and peaceful co-existence with everyone".

Radical change in Turkey's stance towards its past and future has also reinforced the religious factor in its course to promoting neo-Ottomanism. This change has of course affected Balkans, or South East Europe that has for more than five centuries been under direct Turkish rule.

However, South East Europe countries such as Kosovo, Serbia, Macedonia, Montenegro, Bosnia and Hercegovina, Croatia, have reacted differently to Turkish economic and political push to this region. Balkans is a very small region with rigid differences therefore Turkish approach and results have been different so far.

Changes in Turkish foreign and domestic policies and in its regional and international relations in the first and second decade of 21 century stand up in sharp contrast with that of immediate past. After World War II on three separate occasions, Turkey came to brink of war with its neighbors: Armenia in 1992, Greece in 1996, and Syria in 1998, also it took part in supporting NATO operations in Bosnia and Herzegovina in 1995 and Kosovo in 1999. There have been regular military incursions launched in northern Iraq, and continuous tactical military provocations between Greek and Turkish air forces, although both are members of NATO. Internally, Turkey was targeted by various human rights associations for violation of human rights of Kurdish minority as well as political opposition. Today, the contrast with current situation is striking, as over the last decade Turkey has sought and achieved rapprochement with Greece, Syria, Iraq, Armenia, Iran and Russia. Turkey has adopted an active foreign policy that had a sizable impact in domestic policy as well since it had proclaimed the “zero problems” with its neighbors policy. This policy was aimed at improving bilateral and regional cooperation in the Balkans and with some former member countries of Soviet Union, and gradually has been expanded to the Middle East, the Gulf countries, and the countries of North Africa as well. Accounting for these developments on the domestic and international level is critical in order to understand Turkey’s foreign policy orientation, marked by “zero problems” and elaborated in “Strategic Depth” by current Turkish Prime Minister Ahmet Davutoglu.

Strategic Depth seeks to reposition Turkey from the outskirts of international relations to the center as an actor sitting at the intersection of multiple regions. Turkey today is courting new alliances in order to maintain optimal regional and global independence and influence¹ by specifically taking on a larger role in its former Ottoman territories through “dialogue and cooperation” over “coercion and confrontation”. This approach has been hailed businessman and civil society which have been eager to develop and foster closer ties with neighbors and other countries in developing economic and social cooperation. In other words, the doctrine of “Strategic Depth”, that is still followed by Turkey, provided a base to develop deeper and stronger ties to its neighbors. It also conceptualizes a foreign policy trend which has been in the making since the days of former Prime Minister and President Turgut Ozal (late 80s beginning of 90s) as well as former Foreign Minister Ismail Cem (late 90s)².

Davutoglu’s proclaimed Grand Strategy in its core emphasizes Turkey’s location in geopolitical areas of influence, with a foothold in Europe and Asia, in control of Bosphorus, and with a long historical legacy of Ottoman Empire.³ Davutoglu emphasizes Turkey’s connections to the Balkans, the Middle East, Central Asia. He argues that Turkey is the natural heir to the Ottoman Empire and aims to give Turkey the role it had before in unifying the Muslim world also emphasizing that Turkey cannot be a peripheral force of NATO, EU or Asia. Davutoglu contends that Turkey is geographically positioned as a central international player “a country with a close land basin, the epicenter of the Balkans, the Middle East and the Caucasus, the center of Eurasia with a land belt that crosses the Mediterranean and the Pacific. Such a geostrategic vision reflects the newly acquired self-confidence on the part of newly empowered Turkish leadership who are supportive of a more proactive foreign policy-particularly in what they call “the Ottoman geopolitical space”

The catalyst for change was the emergence of the Justice and Development Party (AKP) in 2002 as the main political force which drove changes to Turkey’s foreign policy. AKP articulated a vision for improvement of relations with all of Turkey’s neighbors privileging Muslim space in the Middle East, such as Lebanon, Iran, Iraq and Syria, and stretching further to the Balkans and Caucasus. Central to this revival of Ottoman legacies has been expanding economic interests and regional dynamism represented by the rise of new rural Anatolian businesses which emerged as strong advocates for further Turkish expansion into Middle Eastern rather than European markets. Together with more Anatolian influence came a more conservative outlook based in Turkey’s Muslim heritage.

¹ For further information on this doctrine see Joshua Walker, “Learning Strategic Depth: Implications of Turkey’s new foreign policy doctrine”, *Insight Turkey*, Vol. 9, No. 3, (2007), 32-47

² Meliha Altunsik-Benli, “Worldviews and Turkish Foreign Policy in the Middle East”, *New Perspectives on Turkey*, No.40 (2009), 171-194

³ Ahmet Davutoglu, “Strategic Derinlik, Turkiye’nin Uluslararası Konumu”, (Istanbul: Kure Yayinlari, 2001), (Strategic Depth, Turkey’s International Position)

In a country that has experienced four military coups (one being the “soft” coup that resulted in closure of the Refah Party)¹, and also one called the “electronic coup” in 2007 aimed at discrediting the AKP, the emergence of AKP was seen as the voice of the largest numbers of Turkish people which demanded internal changes and those in the international level.

The change in Turkish foreign policy hinges on Turkey's internal transformation and democratization, was started, inter-alia, by its EU accession process, and propelled by the rise of ruling AKP under the leadership of former Prime Minister and current President Recep Tayip Erdogan. It is a known fact that Turkish foreign policy has always been a concern of the military and elites of the Ministry of Foreign Affairs. In the past decade these institutions have been transformed and other state bodies have acquired a role in foreign policy making.

The democratization of Turkey has made the government more accountable and aware of the public opinion more than other governments of the past. The upshot and, for some observers, the irony of the increasingly democratic Turkey is a growing readiness to diverge and oppose US and EU when their policies are perceived as countering those of Turkey and Turkish people. Turkish generals and diplomats tend to support only policies that are of benefit to Turkish people since they are held accountable for their foreign policy decisions more than ever in Turkey's modern history. For some internal observers, Turkey's new self-awareness as a regional power means that rather than simply being able to rely on Turkey as an instrument of Western power projection in the Middle East, the West now faces a stronger and more assertive Turkey that can and will disagree, from time to time, on key foreign policy issues and a Turkey that aims to spread its influence in all directions especially in areas it had governed during Ottoman Empire.

One of important areas for Turkey and its growing influence is the Balkans. The name Balkans itself originates from Turkish language meaning “a chain of mountains filled with forests”. Balkans is in fact South Eastern Europe as this name is more present currently since Europeans were trying to avoid usage of the name Balkans because of its connotation to violence and wars.

Turkey calls itself a “Balkan country” historically, geographically, and culturally, that is why this region is very important for Turkey.² Turkey considers that after the withdrawal of the Ottoman Empire in the 19 century around 7 million Turks have migrated from the Balkans to Turkey. The importance of Balkans also is in the fact that is considered to the “gate to Europe” for Turkey land wise. The new Turkish foreign policy and the old Turkish foreign policy had Balkans and the newly created countries following the break-up of Yugoslavia (1991) in its very important outlook.

In New Turkish Foreign Policy the aim of membership in the EU remains an orientation goal, but now it is in conjunction with newly created reality in South Eastern Europe. This Policy was created by various experts that have taken into account the important of security but also internal desecuritization or easing relations with neighbors as well as easing religious factor within Turkey. Turkish experts relied also on Michael William's theory that securitization is a process of accumulated power in which various actors participate according to their capacity differently, but with the aim of responding efficiently in times of jeopardy.³

The distinction of Old and New Turkish Foreign Policy toward South East Europe is not only minimal, formal, or linguistic. The distinction is seen before and after the year 2000. Before the year of 2000, Turkey was engaged in NATO operations involving Bosnia and Herzegovina and Kosovo. It can be said that Turkey's efforts up to the war in Kosovo 1998-1999 were directed toward calming down the situation in Former Yugoslavia. But, when bombing of Yugoslavia started Turkey changed its policy and was fully engaged in the bombing campaign. Turkish President Syleiman Demirel stated at the time “Kosovars are our brothers and heritage of our history”⁴ adding that “it is our duty to save our Kosovar brothers”⁵.

The conflict in Kosovo can be seen as a force that created a turn in Turkish foreign policy toward New Turkish Foreign Policy and it had also intensified Islamist movements in Turkey. This movement alongside other various factors represents that fundament of current and future Turkish internal and foreign policy with a reference that the Islamist movement in

¹ Refah Party or the Welfare Party was an Islamist Political Party that emerged in 1983 and is considered a predecessor of today's AKP

² Declaration, 2nd International Balkan Congress “Socioeconomic Cooperation and Development in the Balkans”, April 24-26 2009, internet <http://www.tasam.org/Final> 18.03.2015

³ Michael Williams, “Words, Images, Enemies-Securitization and International Politics”, U: International Studies Quarterly 47 (4), 2003, 511-531

⁴ Milliyet, 7.04.1999; Aksam 08.04.1999

⁵ Anadolu Ajanci, 04.04.1999

Turkey is tolerant and poses no threat to other non-Muslim religions since it has plenty of historical coexistence with other religions in Europe and South East Europe in particular. For Turkey, the issue of Kosovo is settled. Turkey was one of the first countries to recognize Kosovo, although it continues to nurture good relations with Serbia.

This is in fact the aim of "Strategic Depth" doctrine as Davutoglu stated announcing that the possibility of renewal of Ottoman Empire in some form is possible. "We would like new Balkans that is based in political values, economic independence, cooperation and cultural harmony. This is similar to Ottoman Balkans. We want to revive such a region in Balkans...Ottoman centuries were a successful story and should be revived" (Davutoglu statement).

John Feffer, from Institute for Policy Studies, expands further the meaning of "Strategic Depth" in his articles "Pax Ottomanica" and "Stealth Superpower". Among others he states: "Today, a dynamic neo-Ottoman spirit moves Turkey. Before, Turkey was firmly secular, but now it has started applying Islamic democracy. Before, Turkey was under control of the Army, but now it is in the process of reducing the power of the Army through legal norms...Most critical is the introduction of the New Foreign Policy. Turkey is dropping its half a century role of following the US no matter what and is creating its own relations and geopolitical role"¹.

Toward South East Europe Turkey applies a different policy from, for example Middle East. Turkey considers this region to be very fragile and an area in which Turkey can bring stability through its influence and through using pro-European values such as promotion of human rights and democracy. Main countries of interest for Turkey in this area are Bosnia and Herzegovina and Serbia because of their past and actual needs of these countries that, according to Turkey, demand Turkish influence in keeping the situation calm and bringing more democracy. "Sarajevo is Ottoman heritage in miniature. If you don't understand Sarajevo than you don't understand Ottoman Empire. Sarajevo is the prototype of Ottoman civilization. Sarajevo is the prototype of the rising if Balkans", sums up Davutoglu.² Davutoglu has stated also that "There are more Bosnians and Albanians living in Turkey than in Bosnia and Albania"³

By recalling a period of domination, tradition, cultural heritage, and in principal historical depth, Turkey is in some ways laying its claim over South East Europe. Turkey officially still wants to be part of EU alongside other Balkan countries that are not yet included into EU. At the same time Turkey is offering to the countries of the region a new perspective of a new central geopolitical and geoeconomic constellation rather than periphery of Europe. Whether it would be more beneficial for countries of South East Europe to be central through Turkish Strategic Vision in comparison to peripheral role through EU it cannot be concluded without more in depth analysis.

It can be said though that through its influence in countries of South East Europe, political support and economic investments, Turkey is actually striving for a larger domain that is based in three main components:

-process of desecurisation and promotion of security in Turkey shows that a lot is based on the Islamic factor within the country

-second component or second pier is cultural-historical heritage and experience that, according to Turkish point of view, makes Turkey competent for cultural integration of countries and nations formerly part of Ottoman Empire

Third component is the economic-geopolitical position, potential and space that allows Turkey to link three continents: Europe, Asia, and Africa.

The third component has so far shown openly the idea of New Turkish Foreign Policy based on New Strategic Vision. It is obvious that Turkey does not see itself as the periphery of Europe, but rather than that an inter-continental center of Euro-Asia and Africa, plus the largest link of oil and natural gas. In the context of its own perspective Turkey takes into account and is even offering to countries of South East Europe a position in the center of developments.

Finally, we are currently witnessing a difficult period for Turkey and its leaders. Internally, President Erdogan is at odds with influential Fetullah Gulen, internationally Turkey has to mend relations with Syria, Israel and Egypt. President Erdogan though is not moving from "Strategic Depth" practices. Proof of that is his recent visit to Teheran, Iran immediately after US and allies have reached the agreement on Iran's nuclear program. Also, Erdogan has supported the latest initiative of Saudi

¹ John Feffer, Institute for Policy Studies, London, internet: <http://original.antiwar.com/engelhard/2010/06/13/pax-ottomanica/> 14.03.2014

² Daily News Montenegro 29.09.2009, 2

³ Daily News Montenegro, 29.10.2009, 4

Arabia to put an end to bloodshed in Yemen. Based on previous experience it is easily possible that Turkish leaders will take further pragmatic steps and will be again a factor of political stability supported by economic support or cooperation with the countries of the Middle East. As for South East Europe, Turkey's influence is solid and unshaken.

Supply Chain Risk Management for the SME's

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Hamidatun Khusna Mustafa

Abstract

Small and Medium Enterprises (SMEs) are a vital component in economic development and bring benefits to the country as they provide employment, increase income, and foster economic growth. However, SMEs have many shortcomings including small size, short capital, and reliance on support from the government. In addition, SMEs are usually companies that are less structured, with small management group, inadequately organised, as well as having informal risk management structure. This study argues for the benefit of adopting SCRM in Malaysian SME. Supply chain risk management (SCRM) focuses on supply chain risk phenomena and provides models for the analysis of several types of supply chain risks that occur in both supply and demand sides of the supply chains. The purpose of SCRM is to recognise the potential supply chain uncertainties and prevent the uncertainties with appropriate action. SCRM is made of four basic categories; risk sources, risk consequences, risk drivers, and risk mitigation strategies. This study focuses on risk mitigation strategies that should be implemented by SME to overcome challenges that they faced. The main problem is that there is lack of knowledge in the application of SCM, especially SCRM in the context of SMEs. In fact, there are still plenty of companies that have not establish a structured supply chain risk management and mitigation system and unaware of supply chain disruption risk management. Therefore, this study seeks to examine risk mitigation strategies and their effect on the company's performance in Malaysian SME's. Data was collected through survey questionnaire and the respondents consist of SMEs located in Malaysia. Data analysis was conducted using SPSS and findings indicate that there is significant relationship between risk mitigation strategies adopted by the SMEs and their company performance.

Keywords: Supply Chain Risk Management, Small and Medium Enterprise, Supply Chain Management

Introduction

Small medium enterprise (SME) represents 99.2 % (645,136 companies) of the total business established in Malaysia (National SME Development Council, 2012; Department of Statistics Malaysia, 2011). Both developing and developed countries around the world viewed SME as a vital component in economic development (Hashim, 2011). In addition, SMEs bring benefits to the country as they provide employment, increase income, and foster economic growth (National SME Development Council, 2012).

However, SMEs have many shortcomings including small size, short capital, and reliance on support from the government. Besides, National SME Development Council (2012) has listed several challenges that prevent them from achieving high performance. According to Lavastre, Gunasekaran and Spalanzani (2012), they define SME as a company that is less structured, having small management group and inadequately organised, as well as informal of risk management. Because of that, this study will argue the benefit of adopting SCRM in Malaysian SME.

Supply chain risk management (SCRM) focuses on supply chain risk phenomena and provides models for the analysis of several types of supply chain risks that occur in both supply and demand sides of the supply chains. The purpose of SCRM is to recognise the potential supply chain uncertainties and prevent the uncertainties with appropriate action. SCRM is made of four basic categories; risk sources, risk consequences, risk drivers, and risk mitigation strategies. However, this study only focuses on risk mitigation strategies that should be implemented by SME to overcome challenges that they faced.

In fact, there are still lots of companies that have not establish a structured supply chain risk management and mitigation system (Christopher, Mena, Khan & Yurt, 2011) and unaware of supply chain disruption risk management (Johnson & Nagarur, 2012). The area of SCRM is essential for Malaysian SMEs to help them sustain their business and overcome current risks and challenges. Besides, Klonowski (2012) stated that SCRM study is more apparent to the Small and Medium-sized Enterprises (SMEs) as the risk of technological change and innovation is imperative to SMEs, which plays

a very important role in fostering economic growth of the country. In accordance with the main objective of SCRM of minimising the uncertainty situation arises and to contribute new ways of handling vulnerabilities in the supply chain, this study will identify the benefits of adapting risk mitigation strategies in the Malaysian SMEs.

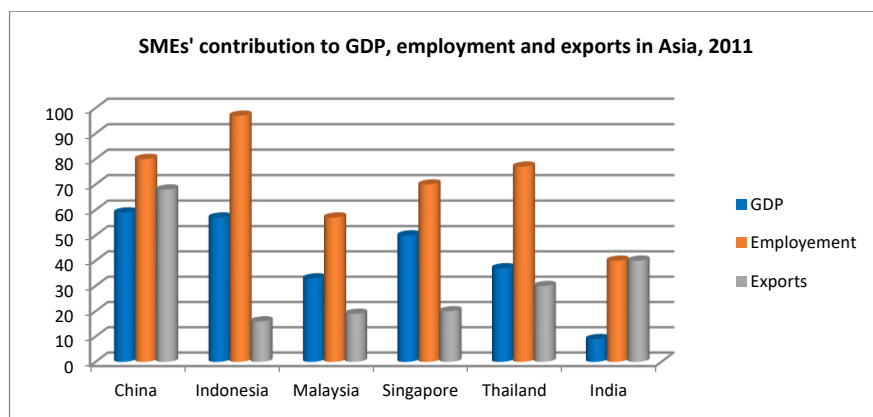
Malaysian SME's

The definition of SMEs is diverse across the countries and in Malaysia, it is based on two factors, which are the annual sales turnover and full-time employees (Hashim, 2011). SME has been recognised as an engine for future growth. This can be seen from the benefits that SME has brought to the country, such as providing employment, increasing income, and fostering growth (National SME Development Council, 2012). However, the business world nowadays faced with rapid changes in terms of customer demand, product lifecycle, technology, socio-cultural and market structure, which affect the SMEs' profitability and business growth.

The performance of Malaysian SME's

According to National SME Development Council (2012), SMEs represent 99.2 % of the total business establishment in Malaysia. However, SMEs' contribution to the economy is only about 32 % of the Gross Domestic Product (GDP), 59 % of employment and 19 % of the total exports. Even though they represent the majority of business establishment in the country, their total contribution to the country's economy are still considered small compared to larger companies. Furthermore, Malaysian SME contributions towards the country's GDP, employment and export are comparatively low among Southeast Asian countries (OECD, 2013) as depicted in Figure 1.1. Wan Hooi (2014) has stated the difference between Malaysia, Singapore and United States, SME in Singapore are four time more productive, while United States are seven-times more productive than Malaysia.

Figure 1.1 SME's contribution to GDP, employment and export in Asia, 2011.



Sources: Economic Outlook for Southeast Asia, China and India 2014: Beyond the Middle-Income Trap – OECD (2013).

In view of their significant role in contributing to economic growth, SMEs encounter numerous challenges in handling their business. The challenges comes in various forms including innovation and technology adoption, access to financing, legal and regulatory environment, human capital development, market access, and infrastructure (National SME Development Council, 2012). Furthermore, these challenges may arise because of SMEs weaknesses such as low level of technological capability, ICT penetration, research development (Saleh & Ndubisi, 2006), poor creditworthiness, and lack of collateral difficult to obtain external fund (Onyango & Achieng, 2013), difficult to understand the legal matters (Samad, Abdullah, Jusoff, Mohamad & Nair, 2010; Muhammad, Char, Yasoa' & Hassan, 2010), having unskilled and inexperience worker,

fail to read market opportunities, misinterpret the market demand (Ahmad & Seet, 2009), and increasing logistic cost (Zuraimi, Yaacob & Ibrahim, 2013). These have seen a negative impact on company's performance.

Furthermore, these challenges can be seen as risks to SMEs performance. This study believes that these risks could give direct effect on the SMEs' ability to continue operations, produce finished goods, market the products, and provide critical services to customers, which will then impact the performance of the company. These risks can affect company's performance in various ways, such as high cost, poor quality product, low profit margin, and difficulties to retain customer. The impact of these risks could be the reason of SMEs failure in Malaysia. As stated by Zainul (2013, January 18), the failure rate of SMEs in Malaysia is at 36 % in 2012. Besides, National SME Development Council (2012) stated 30 % of entrepreneurs are fear of failure to start a business. Moreover, Ismail, Spian and Tay (2012) emphasised the importance to study the reasons behind the high failure and low performance among Malaysian SMEs.

The importance of SCRM in Malaysian SME's

There are still lots of companies that have not established a structured supply chain risk management and mitigation system (Christopher et al., 2011) and unaware of the supply chain disruption risk management (Johnson & Nagarur, 2012). Johnson and Nagarur (2012) stated that the reason of organisational lack of performance in supply chain is due to lack of knowledge on disruption event.

In addition, there is a lack of knowledge in the application of SCM, especially SCRM in the context of SMEs. As stated by Sunjka and Emwanu (2013), SCRM should be studied more extensively in SMEs due to limited studies in this area. According to Rahman, Wasilan, Deros and Ghani (2011), SME lacks of SCM knowledge in terms of SCM benefits or which SCM is suitable to be implemented for their needs. In addition, they listed other several barriers of SCM in SMEs, which are lack of skilled personnel for SCM development, lack of power to influence others in the supply chain, lack of trust by other members in supply chain, and lack of infrastructure in terms of financial and technical to implement SCM system. In another study done by Meehan and Muir (2008), they categorised the ensuing issues at three levels when SCM is adapted in SME, namely individual (lack of skilled personnel in SCM), relational (lack of interest, power, and trust) and organisational (competing initiative and doubts of benefits).

However, the benefit of SCM cannot be denied, as SCM adds values to the stakeholders, reduces lead time delivery, reduces operation cost, as well as provides competitive advantages and financial improvement (Saadany, Jaber & Bonney, 2011; Jain & Benyoucef, 2008; Chan, Humphreys & Lu, 2001; Du, 2007; Meepetchdee & Shah, 2007; Khan & Pillania, 2008; Whitten et al., 2012). Furthermore, it brings efficiency in stable circumstance and competency in handling vulnerabilities in unstable circumstances (Johnson & Nagarur, 2012).

Nowadays, the business world is challenging and risks can be anywhere and because of that, SCRM should be developed to manage these risks and challenges. As SME is shown to be an engine of future growth, identifying sources and managing SMEs risks are crucial. Risk sources could bring a negative impact to company's performance; both on short-term or long-term performance. In light of the risks arise, it is essential for the company to have a strategy to overcome these risks and hopefully enhance the company's performance. In addition, there are several researchers who agreed that supply chain risk mitigation strategies could enhance the company's performance (Whitten, Green & Zelbst, 2012; Wieland & Wallenburg, 2012).

Supply Chain Risk Management (SCRM)

The study of SCRM is one of the interesting and important researches as it contributes to inspiration for new ways of handling vulnerability in the chain. In stable environment, it is easy to construct efficient supply chain. However, in the current business environment, it could be difficult to achieve efficiency due to high vulnerability. This reason leads to the increasing demand of SCRM in today's business world

Despite studies that have been done in the area, SCRM remains without specific definition (Ponomarov & Holcomb, 2009), as well as lack of theoretical model and framework focusing on the area (Gaonkar & Viswanadham, 2007). Brindley (2004, p. 80) viewed the functions of "SCRM is to collaborate with partners in a supply chain or on your own, apply risk

management process tools to deal with risks and uncertainties caused by, or impacting on, logistics related activities or resources in the supply chain". Meanwhile, Carter and Rogers (2008) envisioned SCRM as the capability of an organisation to be aware of risk, and the ability to manage the risk in the supply chain amongst economic, environmental, and social.

Gaonkar and Viswanadham (2007) relate supply chain risk with the probabilities and consequence of a mismatch between supply and demand. Meanwhile, Jüttner et al. (2003) expressed that SCRM recognises the potential supply chain uncertainties and prevent the uncertainties with the appropriate action. SCRM investigates supply chain risk phenomena and provides models for the analysis of several types of supply chain risks that occur both in the supply and demand sides of supply chains. An effective SCRM process is reliable to enhance risk performance (Kern et al., 2012). Additionally, companies that are involved in SCM could gain more advantage and benefits compared to those that are moving on their own.

According to Manuj and Mentzer (2008), the process flow of supply chain risk management can be divided into five steps, which are risk identification, risk assessment and evaluation, selection of risk management strategies, implementation of strategy, and mitigation of supply chain risks. However in this study, the researcher will focus on risk mitigation strategies. The risk mitigation strategy can be implemented once the supply chain members identify the potential of risk occurrence, consider the consequences, and determine the probability (Tummala & Schoenherr, 2011).

Risk Mitigation Strategies

The main objective of SCRM is to minimise any uncertainty situation that may arise in a supply chain, as well as provide appropriate solutions in order to handle and manage the situation effectively. In other words, the function of SCRM is to recognise the potential sources of risk and implement appropriate strategies to prevent the supply chain exposure to risk. Supply chain strategy can be generally classified into two types; either reactive or proactive to disruption (Johnson & Nagarur, 2012; Ghadge et al., 2012). Proactive can be defined as preventive (Wieland & Wallenburg, 2012) or recovery action (Ghadge et al., 2012), whereas reactive is defined as changes action (Wieland & Wallenburg, 2013). Examples of proactive action are the planning of strategic inventory (Johnson & Nagarur, 2012) and multiple sources of supply (Wieland & Wallenburg, 2012). In contrast, for reactive action, it can be conducted with backup supplier (Johnson & Nagarur, 2012) and postponement (Ghadge et al., 2012).

Supply chain risk may appear in various ways, and invariably an organisation will use both proactive and reactive plans in handling the disruption. Literature has suggested some strategies in handling the vulnerability of supply chain, such as finding key supplier in new product development (Mikkola & Skjøtt-Larsen, 2006), broad spans of integration (Kannan & Tan, 2010), information sharing and incentive alignment (Eyaa, Ntayi & Namagembe, 2010; Wiengarten, Humphreys, Cao, Fynes & McKittrick, 2010), joint decision making (Wiengarten et al., 2010), seeking global supplier (Christopher et al., 2011) hedging and speculation (Peiyang et al., 2012), and trust and collaborative relationships (Faisal et al., 2006).

Despite the strategies that have been identified, there are several types of risk mitigation strategy for SCRM that can be applied in their practice. The list of risk mitigation strategies that can be applied include robustness (Wieland & Wallenburg, 2012), resilient (Sheffi, 2005; Isotupa, Kelly & Kleffner, 2004), lean strategy (Carvalho et al., 2011), agile (Masson, Iosif, MacKerron & Fernie, 2007; Charles et al., 2010), adaptability (Whitten et al., 2012), and flexible (Skipper & Hanna, 2009).

For supply chain risk mitigation strategies, this study will only examine the strategies claimed by Wieland and Wallenburg (2012) on the importance of improving company performance, which are robustness and agility. In addition, these two strategies have been proved to be important in improving performance (Yang & Liu, 2012; Wieland & Wallenburg, 2012). This study will test the relationship between these two strategies and organisational performance. This leads to the following hypothesis:

H1: There is a significant positive relationship between risk mitigation strategies and company performance.

Methodology

This study targets Malaysian manufacturing sectors among small to medium sized companies as the population. The reason of choosing manufacturing sectors is because these sectors are expected to contribute around RM120 billion or 50

percent of the total production by 2020 (Saleh & Ndubisi, 2006). In this study, a questionnaire will be used to collect data on relevant factors in Malaysian manufacturing. Data was collected through survey questionnaire and the respondents consist of SMEs located in Peninsular Malaysia. The questionnaire consists of three sections, which are risk mitigation strategies, company performance, and demographic background (respondent profile and company profile). The respondents are the owner, director or manager of Malaysian manufacturing SMEs that have experience in operating companies operation. The population frame of this study is companies that are registered with SME Corporation Malaysia. This study uses a list of companies from SME Corporation Malaysia because it is a one-stop agency for the overall coordination of SME policy formulation and evaluation of SME development programs in all sectors. 500 questionnaires have been distributed, but only 153 were usable. Data analysis was conducted using SPSS 20.

Results

The majority of the respondent in the study, that is 91(59.5%), were males while the remaining 62(40.5%) were females. The respondent consist of 66 (43.1%) of owner, 30 (19.6%) of director and 57 (37.3%) of manager. Among responding companies, 32.7% are sole proprietor, 25.5% partnership, and 41.8% limited companies. As indicated in Table 1.1, majority of the responding are from small companies, followed by micro companies and medium companies.

Table 1.1 Demographic Profile of the Respondent

	Frequency	Percentage
Full time employees		
Less than 5	55	35.9%
5 – 74	85	55.6%
75- 200	12	7.8%
More than 200	0	0%
Missing	1	0.7%
Average annual sales		
Less than RM 300,000	56	36.6%
Between RM 300,000 and less than RM 15 million	84	54.9%
Between RM 15 million and less than RM 50 million	12	7.8%
More than RM 50 million	0	0%
Missing	1	0.7%

The hypothesis of this study has been tested using simple regression analysis, due to have only one independent variable and only single predictor variable. The data analysis shows, there is a significant relationship between risk mitigation strategies and company performance whereby the significance value is ($p=.000$) with the F value is equal to 51.216. According to the result, $R^2=.253$. The research model explains 25.3% of the total variance in risk mitigation strategies contributed to the company performance. The value of t risk mitigation strategies relationship in coefficient is 7.157 and the significant value is ($p=.000$). This shows that the between risk mitigation strategies adopted by the SMEs and their company performance. As indicated in Table 1.2, the value of constant is .134, which describes there is other factor that effect to the company performance. Therefore, risk mitigation strategies influenced the company performance with the value of .484.

Table 1.2 Relationship between company performance with risk mitigation strategies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.134	.054		2.464	.015
Risk mitigation	.484	.068	.503	7.157	.000

Discussion

How can a company create its competitive advantages to maintain and enhance in the current dynamic business environment? The result demonstrates the importance of companies in implementation of risk mitigation strategies in their business practice can bring ways to help the company to prevent risks from occurring, which leads improvement in their performance. This study suggests that risk mitigation strategies have a positive significant relationship with company performance. In the past studies, there are several researchers suggested that organisations shall adapt to mix risk mitigation strategies to overcome the issues efficiently (Wieland & Wallenburg, 2012; Wieland & Wallenburg, 2013; Whitten et al., 2012). In line with that, this study adapts the agility and robustness as a risk mitigation strategy in improving the performance of SME's. The finding was parallel with recent articles, that justified these risk mitigation strategies (agility and robustness) has a positive significant in improving performance (Wieland & Wallenburg, 2012). They emphasize agility is a particularly effective strategy in the case of high customer-side risks, while robustness is precondition in handling supplier-side risks.

By logically, this can be seen when the company attempt to emphasize on the risk mitigation strategy in reducing the probability of the risk occurs, it is same as company are trying to provide a beneficial impact on company performance. However, it cannot be denied there are a lots of risk mitigation strategy for SCRM that can be applied in their practice. Each of risk mitigation strategy has their own distinctive benefits and target. The importance is when selecting the strategy, an organisation must refer to the mutual goals agreed to ensure that all members' interest is considered and well maintained.

Limitations and Further Research

The scope of this study is to explore the bodies of knowledge pertaining to SCRM practice and gaining company performance. This area is essential for Malaysian SMEs to help them sustain their business and overcome current challenges. Since the study of SCRM is constantly growing, the researcher is interested to explore the effect of SCRM in SMEs. These areas are critical to enhance the performance of Malaysian SMEs since we all know SME is an independent and small enterprise that lacks of firm's size, number of workers, and size of return income. However, there are several limitation mark in this study and also suggest some direction for additional research.

The first limitation of this study is to simply test the relationship between risk mitigation strategies and performance, instead of testing the full process of SCRM. The additional research is needed by taking consideration of risk sources and identification risk before proceed to risk mitigation strategies. This research can be extending by defining the relationship between the sources of risks, risk mitigation strategies, and organisational performance among the Malaysian manufacturing SMEs. For instance, according to National SME Development Council (2012), SME are facing several challenges comes in various forms including innovation and technology adoption, access to financing, legal and regulatory environment, human capital development, market access, and infrastructure, which can affect them to improve their performance. The future research can be investigate the relationship between these challenges stated with risk mitigation strategies and company performance. Whether risk mitigation strategies could handle these challenges in improving SME's performance.

The second limitation, this study is classifying SCRM in the Malaysian Manufacturing SMEs, instead of introducing SCRM in a global framework. This is because in comparison to other larger businesses, SMEs have many shortcomings including

small size, short capital, and reliance on government support. According to Peck et al. (2003), the requirement of SMEs for SCRM approach differs significantly from the larger businesses. Moreover, this research is carried out in Malaysia, thus might be not suitable to other countries for generalization. There are differences on the types of supply chain risks such as economy condition, government intervention, and environment. Besides, the samples from the manufacturing industry make the findings more specific to a particular industry. In the future, in order to study SCRM effectively, the study proposes an investigation for larger samples, as well as from other developing countries.

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The Relationship between International Marketing Research Process and Innovation Capacity

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Abstract

Market orientation, investment on R&D, leadership, culture are few key determinants of innovation capacity. According to our research, internationalization by exporting playing a role on improving innovation capacity, which requires proper international marketing research. In this study, qualitative data collected from exporters who are the members of Aegean Export Union in Izmir-Turkey. In depth interviews were conducted for investigating the relationship between international marketing research process and innovation capacity.

Keywords: International marketing research, innovation, innovation capacity

1. Introduction

One of the basic source of gaining competitive advantage is innovation. After Lisbon Meetings, targeting 3 % R&D expenditures in 2010, Innovation became top of the agendas of EU countries. According to EIS 2007, there are two main indicators of innovation outputs defined, the first one is applications; which consists of employment in high tech services, exports of high technology products, sales of new- to- market products, sales of new to firm products , employment in medium-high-tech manufacturing, the second one is intellectual property, includes EPO patents per million population, USPTO patents per million population, Triad patents per million population, community trademarks per million population and community designs per million population. In developing countries there has been seen growing attention on constituting awareness among firms' and most of them are struggling to increase the level of output indicators, defined in EIS 2007. In addition that, governments, provide Research & Development and innovation incentives for increasing innovation capacity. Even these efforts, according to Global Innovation Index, Turkey is on the 54th line among 143 countries. Our claim is, even government incentives, without internationalization vision, companies cannot be competitive in innovation race. Our study showed that, internationalization intention, besides international marketing research for new markets, develops innovation vision naturally.

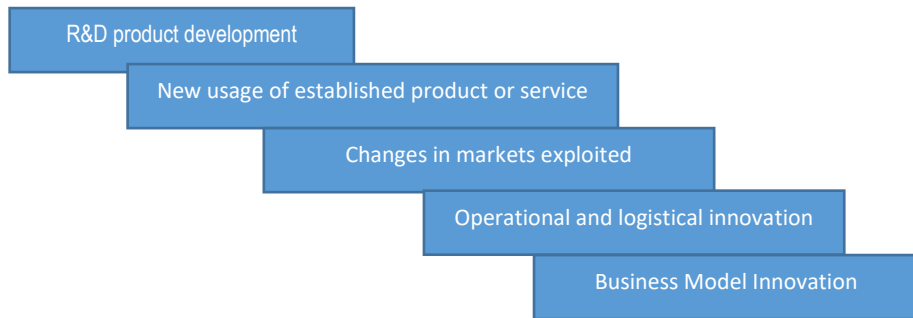
2. Innovation

Innovation consists of a new idea and its implementation into a new product, process, or service, leading to the dynamic growth of the national economy and the increase of employment as well as to creation of pure profit for the innovative business enterprise, A new idea could be a new product, service or method of production (technical innovation) or a new market, organizational structure or administrative system (administrative or organizational innovation (Urabe, Child & Kagono, 1988; Damanpour & Wischnevsky, 2006). Innovation is also, creating better or more effective processes and services or generating ideas or culture that will breed this creativity (Crumpton, 2012,)

Moving away from individualized business with local and regional customers and competitors, small- and medium-sized enterprises (SMEs) are increasingly required to be innovative to confront globalization and ever-increasing competition. (Thorgren, Wincent & Örtqvist, 2009, p 149) According to Dobni (2008), innovation described in two ways, general and specific Examples of general innovations are , to have creative employees or be market leading, specifics are – referring to the types of behaviors and specific roles – in the form of culture, to be engaged by employees.

Innovation can be researched at various levels: the sectorial, regional, firm and project level (Verhees & Meulenberg, 2004, p.136). In the firm level, forms of innovations are identified according to Johnson's (2001) typology.

Figure 1: The Various Forms of Innovation



David Johnson, (2001) "What is innovation and entrepreneurship" *Industrial Commercial and Training*. 33(4), 135-140.

Oslo Manual one of the most referred document on Innovation literature, describing innovation basically in four ways, product, process, marketing and organizational.

Product Innovation:

According to Oslo Manual (2005) , "A product innovation is the introduction of a good or service that is new or significantly improved with respect to its characteristics or intended uses" . This product innovation strategy provides focus, guides the business's product development direction, and steers resource allocation, investment decisions and project selection (Cooper & Edgett, 2009). Cooper (1999) defines 8 critical success factors for product innovation (see, Exhibit 1)

Exhibit 1. Eight Actionable Critical Success Factors
1.Solid up-front homework-to define the product and justify the project
2.Voice of the customer- a slave-like dedication to the market and customer inputs throughout the project.
3.Product advantage-differentiated, unique benefits, superior value for the customer.
4.Sharp,stable and early product definition –before development begins.
5-A well-planned, adequately resourced, and proficiently executed launch.
6-Though go/kill decision points or gates-funnels,not tunnels
7-Accountable , dedicated, supported cross-functional teams with strong leaders.
8-An international orientation-international teams, multi-country market research, and global or "glocal" products

Robert Cooper (1999) FROM EXPERIENCE, The Invisible Success Factors in Product Innovation. *Journal of Product Innovation Management*, (16), 115-133.

Product innovation , for instance, entails, developing new goods and services (Khanzanchi, Lewis & Boyer, 2007, p.871) Innovative products present great opportunities for businesses in terms of growth and expansion into new areas (Wang and Ahmed,2004)

Process Innovation

Oslo Manual defines (2005) process innovation as "implementation of a new or significantly improved production or delivery method which includes significant changes in techniques, equipment and/or software. The term process innovation

encompasses the envisioning of new work strategies, the actual process design activity, and the implementation of the change in all its complex technological, human, and organizational dimensions (Davenport, 1993).

Marketing Innovation

A marketing innovation is the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion or pricing (Oslo Manual, 2005).

Organizational Innovation

An organizational innovation is the implementation of a new organizational method in the firm's business practices, workplace organization or external relations (Oslo Manual, 2005). Innovations at the organizational level may involve the implementation of a new technical idea or a new administrative idea (Damanpour and Evan, 1984).

3. International Marketing Research

Marketing research is the systematic design, collection, analysis and reporting of data relevant to a specific marketing situation facing an organization and involved with the all phases of the information management process, including :the specification of what information is needed; the collection and analysis of the information; and the interpretation of the information with respect to objectives that motivated the study in the first place. (Kotler & Armstrong, 2004; Lacobucci & Churchill, 2010)

The need for export marketing research will arise only when a company is genuinely interested in exporting its product (Beri, 2008) Increasing cultural diversity makes it important to collect information with regard to changing lifestyle and consumption patterns in different parts of the World (Craig and Douglas, 2005, p. 1) International marketers conduct research to lower risk involved in developing new products or pursuing new markets (Kleindl, 2007)

There are two kinds of data being used in marketing research. Secondary data consists of sales records, cost information, distributor's reports, books, periodicals, government agencies' etc. (Wild & Diggines, 2009, p. 71) According to Patzer (1995) secondary data are being used for complementing primary data however, secondary data are being used for increasingly as the sole information to assist users of marketing research in their decision making. Primary data are more related to intentions, attitudes, knowledge, psychological and personal , socio-economic characteristics of people (Churchill, 1999).

4. Research and Findings

In this study interpretive and exploratory approach is used for understanding , the role of international marketing research process on innovation capacity of exporting companies. Research sample was chosen from the companies who are the members of Aegean Export Union in Izmir- Turkey. There were 3 interviews recorded and implications collected in four topics as product innovation, process innovation, marketing innovation and organizational innovation.

Product Innovation

"In the beginning of our international marketing research process we are using internet resources. B2B e-marketplaces provide quite information about demands and supplies. By this way we have chance to compare our product specifications with other competitors. We use these information for product benchmarking" (M.O. Marketing Manager, Diffusor Disc Company).

Process Innovation

We are regularly attending international fairs. We are not only being there for customers, but also for seeing competitors. New production technologies can be seen in exhibitions. After coming back to country , we are coming together with our

manufacturers for providing them information about new technologies. They are taking our observation in consideration and most of them starting to look over their processes even we are intermediary company.(R.P. CEO , Brush Exporting Company)

Marketing Innovation:

Pricing strategies are important for internationally acting firms. We are using B2B e- market places for checking selling leads. By this way we can compare our product prices with competitor's'. Before contacting potential buyers, we are evaluating our prices and avoiding negative feedbacks.(S.D.Export Manager, Textile Sector)

"Trademap is very useful for us, at the beginning stage of marketing research. We get information about where the strongest competitor's live in. After that we are deepening our research by using secondary data belonging to country which our competitors took place. After that we redesign our marketing strategies. (M.O. Marketing Manager, Diffusor Disc Company).

Organizational Innovation

We are starting marketing research from the competitors, their customer commitments and services on their web sites , provide information about their company structure. By using that information we established a team for installation. (M.O. Marketing Manager, Diffusor Disc Company).

Primary and secondary data are both has quite impact on innovation capacity. Face to face to meetings with customers in their places effects product and marketing innovations directly. Direct feedbacks from customers tend suppliers to evaluate functions and specifications of the products, manufactured by themselves. Industrial fairs provide crucial information about evaluating marketing mix of the companies. They have chance to compare their prices with other suppliers. By this way they are starting to consider productivity and production costs.

5. Conclusion

Efficient innovations depends on internal and external factors. Acting in local market is not enough for the inputs needed for innovation. From Lager's (2011) point of view, a company's internal and external innovation environment and its external business and competitive environment should guide its innovation strategy and programs. This will also prepare the conditions of open innovation, which is a paradigm that assumes that firms can and should use external ideas as well as internal ideas, and internal and external ideas paths to market as the firm look to advance their technology (Chesbrough, 2006).

Marketing innovations are mainly effected by secondary data. Evaluating demographics, cultural aspects of targeted society, provides valuable information about promotion strategies. Before entering new markets collecting data about country reports, supports promotion mix decisions. Researches show that a strong market focus, and an effective marketing departments are important correlates of powerful innovation performance (Doyle&Bridgewater,2012)

In our research we found that trader companies also provide information needed for innovations. According to Kjellberg, Azimont & Reid (2015) many of the activities performed in market innovation processes are best characterized as intermediations; they serve to construct and maintain a network of actors and resources by linking, associating, connecting, integrating, etc. The number of commercial intermediaries increases, as well as the variety and the variability of markets and the customer's requirements for product quality, innovation and customization (Nassimbeni, 1999)

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Economic Sustainability of a New Born State

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Abstract

Sustainable development is the concept of a relationship between economic growth and the environment ¹ and especially when it comes to a new born country, such as Kosovo. It is naturally important for Kosovo as country, which used to be for a long time with no adequate attention in terms of the economic development under the Yugoslavian political, legal and economic development. Republic of Kosovo is among the richest countries in Europe and wider, seen on the perspective of natural and human resources as well as for geographical position. Nevertheless, the country never had the opportunity to develop itself, using its own resources. Internationally, based on Universal Declaration of Human Rights, International Covenants on Civil and Political Rights as well as the Economic, Social and Cultural Rights, when speaking for self-determination, apart from politics, these documents include the exclusive rights of nations to develop research as well as to orient its country economic resources and economic agenda. Therefore paper aims to present facts on the implication of domestic and international politics in relation to the economic development of a new born country. The analysis will be focused on the policies of Kosovo, as well as activities undertaken in the direction of building an attracting environment in Kosovo for Foreign Direct and Indirect Investments as well as to incite local and international initiatives for business, aiming the general economic growth and the economical sustainability of the state.

Keywords: Economy, State, Stability, Growth, Kosovo, Sustainability, Development, Investments, Businesses, Natural Resources.

1. Introduction

Transitioning from a centrally planned economy to a more market-based economy, Kosovo has been privatizing many of its state-owned assets. The nation has opened its borders to trade and investment, with services and manufacturing accounting for a large majority of economic activity. Parliamentary elections in June 2014 produced political deadlock, further hampering progress on economic reform. Half of Kosovo's population is under 25, unemployment remains high at 35 percent, and informal networks and transactions remain a large portion of the economy. Despite progress since independence, institutional capacity remains weak, and remittances account for around 15 percent of GDP. A truly independent judiciary is not yet a reality. Intrusive bureaucracy and costly registration procedures reflect a history of central planning. Greater political commitment is needed to implement the significant reforms necessary to jump-start the economy and stamp out corruption.²

¹ The Economics of Sustainable Development, Sisay Afera, W.E. Upjohn Institute for Employment Research Kalamazoo, Michigan, 2005, pg. 1

² 2015 Index of Economic Freedom Brochure, March 2015, pg. 1, Available on:

On the other hand, many international instruments and conventions once speaking for the self-determination, they refer to the broader meaning of this principle. Apart from the politics, such principle includes also the right of a state to address and lead the economic aspects and entire economic development and economic sustainability. Such rights are entitled to a state, as well as to individuals *in personam* with no distinction as per race, color, sex, religion and other views. Article 25, paragraph 1, of the Universal Declaration of Human Rights refers to some fundamental human rights related to the aspects of self-determination. These fundamentals are that everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control¹. Moreover, these rights also mentioned in other international instruments, such is International Covenant on Civil and Political Rights, where, among others, emphasize that "All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development². All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence³. It means that the country's right to self-determination is not limited exclusively into the political agenda. More than this, country's right to self-determination as it has been stipulated into the convention, means the country's right to lead, administer and free usage of its own natural resources.

The autonomy on country's self-exploitation and self-determination, as regards of its own resources, is also determined by the International Covenant on Economic, Social and Cultural Rights, which moreover stipulates that "Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures"⁴.

1. Globalization: Kosovo as new born state

Despite the highly favorable views that most researchers in the academic community and in the international development organizations hold on the globalization process and its impact on developing countries, and notwithstanding the strong support of the empirical evidence of the benefits that many developing countries have derived from their integration with the global economy, the backlash against globalization continues unabated. An online debate on "Globalization and Poverty" organized by the World Bank Development Forum in mid-2000 echoed the loud and often very aggressive protests against globalization that erupted⁵ worldwide. Globalization effects of economy might be seen especially in the small and newborn countries as it is the case of Kosovo⁶ where the state cannot afford the adoption of global trends due to lack of proper instruments and available resources, in terms of technical and technological capacities, competition of multinational companies and so on. In these countries their respective governments must undertake specific steps or measures to create an environment where trends of globalization can be properly fit. These considerations led to the argument that in these countries the government must take active measures to secure the livelihood of the poor, even if these measures may restrict the free market and diminish the country's growth prospects. The counterargument asserted that, by reducing the country's rate of growth, the government might in fact defeat the long-term goal of reducing poverty⁷.

<http://www.heritage.org/index/pdf/2015/countries/kosovo.pdf> [Accessed: 21 March, 2015]

¹ Universal Declaration of Human Rights

² International Covenant on Civil and Political Rights

³ Ibid

⁴ International Covenant on Economic, Social and Cultural Rights

⁵ David Bigman, Ed. "Globalization and the developing countries. Emerging strategies for rural development and poverty alleviations". CABI publishing in association with the International Service for National Agricultural Research. 2002. pg 27

⁶ According to 2015 *Index of Economic Freedom* Kosovo's economy is not graded in the 2015 *Index* due to insufficient data. Facets of economic freedom for which data are available have been scored individually. Kosovo will receive an overall economic freedom score and ranking in future editions as more reliable information becomes available.

⁷ Ibid. pg 34.

The role of international community especially of the international financial mechanisms is crucial, as regards to the support on building economy and national economic infrastructures of developing countries as well as developed ones. Such model is the IMF Policy Programme, a program established on case of East Asian crisis, as the financial crisis deepened in East Asia and more and more countries became involved, the IMF assembled large financial packages to bail out the affected countries. However, this aid was available only in return for draconian conditionality. Apart from their usual policies of demand restraint (cuts in money supply, high interest rates, fiscal retrenchment, etc.) the IMF went further. It demanded far-reaching changes in the economic and social systems of these countries. These changes included still more liberalization of the financial sector (including permitting hostile take-overs of domestic firms by nonresidents); changes in the system of corporate governance, in labor laws, in government business relations, and in competition policy. Such measures were insisted on because it was believed (erroneously as we have seen above) that the root cause of the crisis was the 'dirigiste' institutional structures and policies of these countries. The IMF policy programmes for the affected Asian countries may be faulted for a number of important reasons¹.

In order for the economy of the country of Kosovo to suitably become part of the globalization agenda, it ought for it to create some specific key pillars which would assist on assuring the achievement of such goal. These are the following areas:

1.1. Political Stability and Rule of Law

Political stability and rule of law enforcement is an issue which is of a great importance when it refers to globalization process as well as sustainability of a new born state and all states in general. This, due to the fact that corruption and political instability, surely leads toward mistrust and indifference of international firms and corporations to create business links with countries in general and within this perspective of Kosovo economy. A theory which better explains this says that Corruption flouts rules of fairness and gives some people advantages that others don't have. Corruption is persistent; there is little evidence that countries can escape the curse of corruption easily – or at all. Instead of focusing on institutional reform, Eric M. Uslaner suggests that the roots of corruption lie in economic and legal inequality, low levels of generalized trust (which are not readily changed), and poor policy choices (which may be more likely to change). Economic inequality provides a fertile breeding ground for corruption, which, in turn, leads to further inequalities.² The author also points that just as corruption is persistent, inequality and trust do not change much over time, cross-national aggregate analyses. He argues that high inequality leads to low trust and high corruption, and then to more inequality – an inequality trap – and identifies direct linkages between inequality and trust in surveys of the mass public and elites in transition countries.³ Seen in this perspective Kosovo faces numerous challenges. The rule of law in Kosovo, including judicial independence, and limited results in the fight against organized crime and corruption remains a major concern.⁴ While some steps are positive in this regards but yet they need the proper implementation plan and sustainability. European Commission, Kosovo Progress Report 2014 explains that Kosovo needs to actively work on its EU reform agenda and the priorities highlighted in the 2012 Feasibility Study and most recent Progress Reports. Under the SAA, Kosovo has committed to comprehensive reform and legislative alignment with the EU Acquis, including in sectors such as the rule of law, public administration, economy, competition and trade. Kosovo should focus on preparing the smooth implementation of the SAA including the necessary structures.⁵ As regards of political aspect, the new government and the Assembly will need to re-energise Kosovo's reform agenda.⁶ Therefore, the country mechanisms of law and politics must properly use recommendations given by the European Union and International mechanisms for ensuring rule of law enforcement and independence of

¹ Edited by Jonathan Michie and John Grieve Smith. *Global Instability The political economy of world economic governance*. This edition published in the Taylor & Francis e-Library, 2005. Pg. 29. For more see at: See also Sachs (1997); Stiglitz (1998a, 8b); Feldstein (1998a, 1998b); Wade and Veneroso (1998); Amsden and Euh (1997); Akyuz (1997).

² Eric M. Uslaner. *Corruption, Inequality and Rule of Law*. Cambridge University Press. 2008. no. pg.

³ Ibid. no. pg.

⁴ European Commission. *Kosovo Progress Report 2014*. October 2014. pg.1. Available on: http://www.mei-ks.net/repository/docs/20141008-kosovo-progress-report_en.pdf [Accessed: 23 March 2015]

⁵ Ibid.

⁶ Ibid.

judicial system as well as on fighting the corruption in order to create a safe and attractive business environment which will naturally lead toward access into globalization and make country sustainable.

1.2. Economical Sustainability and free trade

Kosovo thus far lacks on having sustained economic environment and favorable free trade conditions both for local and international business. Country until now faces a lot of unsolved internal issues which do not fit with global agenda of business, known as globalization. As regards the economic criteria, Kosovo made limited progress on its path to become a functioning market economy. Substantial efforts are needed to tackle structural weaknesses to cope with competitive pressures and market forces within the Union over the long term. Economic growth remained positive at 3.4% but did not yield any improvements in labor market conditions. High external imbalances persist despite some narrowing of the trade deficit. Macroeconomic stability was broadly preserved despite significant pre-election ad hoc increases in current expenditure, in particular on wages and pensions. Such practice deteriorates the transparency, predictability and credibility of fiscal policy, complicates fiscal planning and shifts the composition of spending towards less growth-friendly expenditure. Strengthening fiscal planning and effectively implementing the fiscal rule is vital. Moreover, decisions on large infrastructure projects, such as in the transport sector, should be based on proper cost-benefit evaluations to maximize economic benefits. In view of the persistent and very high unemployment, efforts should be undertaken to facilitate private-sector development through improvements in the business environment. To that end, obstacles arising from weak administrative capacities, difficult access to finance and lengthy and complex privatization procedures should be swiftly addressed. Kosovo must ensure a properly functioning legal and judiciary system, enhance contract enforcement and effectively reduce delays in courts. Economic statistics need to be improved.¹

On the other hand, Kosovo did some small steps regarding bilateral relations with other enlargement countries, Kosovo has continued to have very good relations with Albania, with which it signed a declaration on cooperation and strategic partnership aiming to boost economic growth. Bilateral agreements were concluded in the areas of health, tourism, culture, taxation, use of joint border customs points, energy, unification of the employment market, the opening of joint consular offices, and on collaboration on the use of the EU *acquis* translated into Albanian.² Yet the country lacks on having partnership strategic agreements even with few regional countries, such as the case of Bosnia and Herzegovina, due to its political aspect of non-recognition of the independence of Kosovo from this country. Similar pending issues are evident also with few other world countries, as Kosovo has not been recognized by many world countries. But, Kosovo has shown some positive trends on maintaining very close relations with Turkey.³ Even few positive trends of inclusion of Kosovo into globalization, yet the European Commission as regards of examining economic developments in Kosovo, the Commission's approach guided by the conclusions of the European Council in Copenhagen in June 1993, stated that membership of the Union requires the existence of a functioning market economy and the capacity to cope with competitive pressure and market forces within the Union.⁴ We consider that the country yet needs to overcome many internal unsolved difficulties, aforementioned.

1.3. Economy prioritization

Kosovo as a country has a low economy and the unemployment rate is high, and the chances for rapid change of this situation are weak. This due to the financial lack as well as other factors which are discussed in the paper. Kosovo's economic growth accelerated, but long term sustainable sources of growth are lacking.⁵ But, we consider that something that government needs to take care on this regards, is to seriously work on analyzing natural resources and possibilities for exploitation of them. Therefore, government must work on prioritizing the economy based on the analysis of its resources, and put its national strategy on inciting opening of private businesses on those areas. E.g. Kosovo has a great potential of agriculture development, tourism, etc. Priority areas would be a hope for people who are in their extreme poverty

¹ Ibid. pg. 4

² Ibid. pg. 23

³ Ibid. Pg. 24

⁴ Ibid. Pg. 24

⁵ Ibid. Pg. 25

as well, by offering grants and assisting in human capital development. So far, few steps have been made by the respective ministry of Kosovo but yet they need to be planned in more strategic plan and corruption must not be part of this process. The selection of business ideas must be a long process, by helping people shape their ideas and maintain their businesses which will arise from the national prioritization of economy. Also, this process would have a positive impact on international area, where businesses might be interested to have their business operating in those areas. We believe that a generalized economy is not an economy which can be easily approachable either for domestic or international business. Therefore country must include prioritization of the economy as an urgent need and work toward accomplishing that aim, by thinking of employability, globalization and building an attractive business environment distinguished for specific aspects from other regional or international countries. E.g. for panoramic views, cultural heritage, social well-fare, agricultural zones, etc. Probably we shouldn't at this stage be to idealist by believing that we can bring Nokia here in Kosovo. Kosovo industry is probably not achievable at this point. But, the objective of the country must be oriented in that toward. That's exactly means the fundamentals of sustainable economy at the same time state sustainability.

1.4. Inciting domestic production

Kosovo governmental instruments must be focused more on developing country policy on supporting a domestic cement industry by supporting local producers achieve their international competitors. This policy is serving no useful economic objective (encouraging learning by doing, for example), its only role being to make transfers from the population at large (who ultimately consume cement) to the domestic cement industry. In addition, there is significant deadweight costs associated with the transfer: that is, the gains from the policy for the cement industry will be less than the cost to the rest of the economy. The World Bank has no desire for transfers to be made to the cement industry, and would like to induce the policy maker to eliminate the protection. The World Bank is considering offering grants, loans, etc. to the country, which would be to the policy maker's benefit¹. Kosovo, despite improvements in the trade deficit, significant imbalances persisted, largely due to a weak production base², therefore the country should put a focus on establishing mechanisms for domestic production incitements. One of the issues here is that of a registration process of businesses where, the country amid some progress in simplifying business registration, private sector development remains hampered by numerous obstacles.³

1.5. Better linkage between academia and labor market

The government should create proper mechanisms to better address the role of academia into analysis of the labor market. On the other hand, the labor market should better be linked to the academia, in order for the trends of business environment to be addressed by academic curriculum. We consider that this gap of communication creates a negative impact on getting prepared labor force that is skilled to adjust their academic knowledge into globalized labor skills.

The role of academic economists, in specific, must be also addressed while policy makers or governmental instruments on assisting on policy drafting and economic strategy of the country. An opinion about this issue is that academic economists typically respond to public and policy-maker concerns by explaining that, while there are adjustment costs in the short run, in the long run there are aggregate gains from freer trade.⁴

The report which concludes on the academia and its role on the economy is explained I in the following part of the Progress Report for Kosovo 2014, where it is clearly stated that the country due to "insufficient funding, the low level of cooperation

¹Gustav Ranis, James Raymond Vreeland and Stephen Kosack, Ed. "Globalisation and the Nation State. The impact of the IMF and the World Bank". Routledge is an imprint of the Taylor & Francis Group, 2006. pg. 37

²European Commission. "Kosovo Progress Report 2014". October 2014. Pg. 26. Available on: http://www.mei-ks.net/repository/docs/20141008-kosovo-progress-report_en.pdf [Accessed: 23 March 2015].

³Ibid. Pg. 28

⁴David Greenaway, Richard Upward and Peter Wright Ed. "Globalization and Labour Market Adjustment". PALGRAVE MACMILLAN. 2008. pg 97

between vocational schools and enterprises to conduct practical learning and delays in the implementation of policies to provide the skills required by the labor market remain as the major problems".¹

1.6. Create a safe and appropriate environment for FDI's

It is well known that FDI plays a potential role in encouraging and supporting a successful transition. FDI in transition economies appears to be an effective tool for several reasons such as transfer of knowledge, increased productivity, upgrading of managerial and labor force skills, improving the state balance, balancing deficits, accelerating privatization of state-owned enterprises and quickly restructuring of them.² Therefore country needs to set proper mechanisms of ensuring international corporations that Kosovo is a safe place for investments. The reforms ought to happen immediately on economic, social and judicial aspect, so for these potential investors to feel safe for investing their capital in Kosovo, by increasing this way the GDP of the country and exposed toward international trade and international market.

Based on study done on this regard, the economic programme of transition involves the following four factors, but in no particular order. The first is macroeconomic stabilization, in order mainly to reduce inflation and to decrease the debt burden. The second is liberalization of economic activity such as prices, trade, currency convertibility, etc. The third is the reduction of the size of public sector by privatizing and restructuring state-owned enterprises. The last factor required introduction of new laws and regulations. For example, property rights, corporate law, accounting practices, tax regulation, etc.³

Due to the existing international economic cooperation Kosovo has its right to use its own natural resources facing some limitations on fully enjoying the right of using its property and its national resources when it comes to the obligation stemming from international agreements on economic cooperation. The countries constitution in its article 122, paragraph 1, stipulates "The people of the Republic of Kosovo may, in accordance with such reasonable conditions as may be established by law, enjoy the natural resources of the Republic of Kosovo, but they may not infringe on the obligations stemming from international agreements on economic cooperation"⁴. More than this, the following article says "Natural resources such as water, air space, mineral resources and other natural resources including land, flora and fauna, other parts of nature, immovable property and other goods of special cultural, historic, economic and ecologic importance, which have been determined by law to be of special interest to the Republic of Kosovo, shall enjoy special protection in accordance with law⁵. Whereas, "Limitations on owners' rights and other exploitation rights on goods of special interest to the Republic of Kosovo and the compensation for such limitations shall be provided by law"⁶.

Inciting research and innovation by scholars and researchers⁷

Scholars and researchers must be responsive toward modern needs for development. Due to the large scale of innovation in international aspect, they must quickly approach on the needs of highest standards for technological innovation, economy standards adoption, for law improvements, academic and other life-long learning capacity improvement. As regards of national innovation systems few concepts are presented which explain the great linkage and impact that scholars and

¹European Commission. "Kosovo Progress Report 2014". October 2014. Pg. 27. Available on: http://www.mei-ks.net/repository/docs/20141008-kosovo-progress-report_en.pdf [Accessed: 23 March 2015].

²Aristidis Bitzenis. "The Balkans: Foreign Direct Investments and EU Accession". Ashgate 2009.

³Ibid. pg. 4

⁴Constitution of the Republic of Kosova. Art 122, par. 1

⁵Ibid, par. 2

⁶Ibid. par 3.

⁷A national system of innovation is the system of interacting private and public firms (either large or small), universities, and government agencies aiming at the production of science and technology within national borders. Interaction among these units may be technological, commercial, legal, social, and financial, in as much as the goal of the interaction is the development, protection, financing, or regulation of new science and technology. For more, see at: Niosi et al. 1993

researches has with the country development, which is seen on Freeman who believes that the network of institutions in the public-private sector whose activities and interactions initiate, import, modify and diffuse new technologies¹

3. Adoption of international trade policy in Kosovo

The focus of Freeman's unpublished OECD paper (1982) where the concept "national innovation system" appeared for the first time was on how countries could build knowledge and knowledge infrastructure at the national level with the aim to promote economic development and international competitiveness. A key reference to the paper was to Freidrich List (1842), and his concept "the national system of production". Freeman pointed out that List was concerned that applying Adam Smith's invisible hand and his "cosmopolitan" strategy would leave countries that were less developed than Great Britain permanently and increasingly behind. List pointed to the need for national governments to be active and build infrastructure and invest in knowledge. In this context he argued that the most important form of capital was neither physical nor financial- it was "mental"- today we would call it "intellectual". He also pointed to the need to protect "infant industries" until they could become strong enough to compete on equal terms with firms from England.²

International trade economists have long maintained that a liberal and outwardoriented trade regime is the best strategy for a small economy to increase its welfare and income by optimizing the allocation of its resources in production according to the country's comparative advantage, and by minimizing the incentives for unproductive activities associated with protection, such as smuggling, lobbying, and tariff evasion.³

Conclusion

The creation of the state does not imply political aspects lone. Parallel to political processes we have to go through the territory capabilities in the economic sphere as to enjoy and use the national resources. This process does not solely imply domestic rules and regulations as globalization refers to adoption and obeying to the international rules.

Kosovo as a new born country due to its fragile position even in the regional aspect faces true challenges on understanding and creating a climate of situating free international market. Although Kosovo's economy grew uninterruptedly since 2001 much of its growth can be attributed to the low base effects as genuine sources of sustainable growth remain absent. High and persistent external imbalances, somewhat mitigated by significant inflow of worker remittances, showcase a weak production base and lack of international competitiveness. Inefficient and heavily subsidized POEs, and ad hoc decision making, characterize Kosovo's public sector. Although measures such as the introduction of the fiscal rule were enacted, their reinforcement mechanisms remain weak. The labor market is characterized by low participation and high unemployment rates. Large shares of youth, long term and unskilled unemployed show deeply embedded structural rigidities. The widespread informal economy, weak rule of law and lack of fiscal predictability remain major obstacles to doing business and improving competition and productivity in the economy. Significant further efforts are needed to develop a competitive private sector and anchor fiscal sustainability.⁴ First country needs to undertake steps, in the direction of overcoming these challenges by working harder on rules and regulations as well as on national strategy that addresses properly the strategic agenda of the country and prioritizes the areas of development. This would help the proper national financial allocation as well as would help drafting laws and regulations which are suitable and feasible for the country. This would also lead FDIs in the future, to possibly invest on these areas, rather than being generalized and not orienting properly, on where country is oriented as regards of investments. Therefore we consider that based on the analysis, country must undertake some concrete steps on building stronger communication with research academies, so to better understand the gaps and needs of the economy. This is proved also by the suggestions of European Commissions given to Kosovo where, among other is said that there has been very limited progress in the improvement of physical capital besides road

¹Bengt-Ake Lundvall, Ed. "Handbook of Innovation Systems of Developing Countries. Building Domestic Capabilities in Global Setting". Published by Edward Elgar Publishing Limited 2009. Pg. 16

²Ibid. pg 19

³Ibid. pg 45

⁴ European Commission. Kosovo Progress Report 2014. October 2014. Pg. 24. Available on: http://www.mei-ks.net/repository/docs/20141008-kosovo-progress-report_en.pdf [Accessed: 23 March 2015]

infrastructure. Higher priority should be given to sectors such as education¹. This we believe that would be achieved by increasing the level of budget allocated for research and innovation. Country must work on strategies, by considering and using human resources such as scholars, academics, researchers and innovators, and youngsters which are able to use contemporary methodology, techniques and technologies and other instruments for proper research analysis of the economic situation and get the recommendations toward building the national economic area strategies. Through these resources, the country might assure the economic and political sustainability and increase the possibility for inclusiveness of international market trends into country.

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¹ Ibid. pg 29

From the Power of Local Authorities to Local Self- Government in Kosovo

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Abstract

Local self-government as democratic achievement takes emphasised place on the new legal system of the Republic of Kosovo, which is based on the principles contained in the European Charter of Local Self-Government and other relevant international Conventions, the Constitution and laws of Kosovo, UNMIK Regulations, the President's Ahtisaari Comprehensive Plan and Agreement of Brussels. These are basic resources and legal basis for the organization and functioning of local self-government in Kosovo after the war until today organized at the municipal level. The system of local self-government during this period has passed through a continuous process of reform which is characterized by numerous challenges and major changes that have followed the general process of state-building in Kosovo.

Keywords: Power, Local Authorities, Local Self- Government, Kosovo

The power of local authorities in Kosovo 1999 - 2000

After the war and the liberation of Kosovo, Kosovo Provisional Government formed under the joint decision of all political parties military participating in the Rambouillet Conference, made the first attempts to start the normalization and institutionalization of life in Kosovo in central and local level.

In order to create a legal basis for the functioning of local government, the Provisional Government adopted Decree on Local Government, by which was determinate the ways of organization and functioning local authority in Kosovo. Under this Decree, municipalities constitute the basic territorial unit in which citizens realize common interests.

Decree provides unique system of local government functioning, but in practice the functioning failed to extend to all municipalities in Kosovo. For the organization of life in municipalities and for the decisions of citizen's interests, the Provisional Government, namely the Ministry of Local Government in order to cover the institutional vacuum appointed mayors and other holders of executive functions. These were therefore the only legitimate authorities during this period at the local level.

Thanks to the appointment and organization of local temporary structures, successfully were faced the emergency period and the return of the population that was violently removed from Kosovo, and the beginning of reconstruction of infrastructure in cooperation with international institutions and organizations.

The interim government, fulfilling its mission by obligations and created circumstances in Kosovo, ceases to exist along with all other structures in Kosovo at that time, then, which were not under the authority of Resolution 1244 of the UN.

All responsibilities of the organization and functioning of institutional life in Kosovo after this phase passed under the authority of UNMIK and joint administrative structures were established, like Interim Administrative Council (IAC) and the Transitional Administrative Council (TAC), under the authority of the Special Representative of the Secretary General (SRSG) of UN.

In this period was formed the Department of Local Administration within the UNMIK structure, which was led by two co-leaders, one of them was international and the other one local. The task of this department was organizing authorities and local administration in the existing municipalities, until the first local elections in Kosovo would be held in October 2000, when the building of democratic elected institutions of Kosovo started at the local level.

Local administration 2000 - 2008

With the establishment of UNMIK in Kosovo, in year 2000 were adopted two main regulations for the establishment and functioning of the new system of local Self-Government, respectively the Regulation 2000/43 was adopted for the names, numbers and boundaries of municipalities and the Regulation 2000/45 for Self-Government of Municipalities in Kosovo.

On 28 October 2000 the first local democratic elections were held and the Municipal Assemblies were constituted, Assemblies troops and was built administrative civil service. Municipalities, in this period the organization of local self-government in Kosovo have been functioning based on UNMIK Regulation 2000/45.

Until the decision of Kosovo's future status, with this regulation in accordance with Resolution 1244 of the Security Council of the United Nations, provisional institutions for democratic and autonomous self-government at the municipal level were established, as a step in the progressive transfer of administrative responsibilities of Mission Interim Administration of United Nations in Kosovo (UNMIK), which will supervise and facilitate the consolidation of these institutions.

According the Regulation 2000/45, the basic territorial unit of local self-government in Kosovo is the municipality, which exercises all the power, which is not expressly reserved for the central government. Municipalities regulate and manage public affairs in their territory within the limits established by law, to ensure conditions for a peaceful and normal life for all inhabitants of Kosovo. Each municipality according the regulation has its own legal status, the right to own and manage property, the ability to sue and be sued in court, the right to contract and to hire workers.

With the Regulation 2000/45 were set taxably the powers of municipalities in Kosovo. Therefore, the municipalities within its territory and within the laws have the right to regulate any activity autonomously under their own responsibility and which do not conflict with the laws of Kosovo.

The central government can allow the municipality with additional competences within the scope of authority of the central government. Municipalities within their competences derive Municipal Statute and municipal regulations.

The first local elections of 28 October 2000 were proportional electoral system with open lists, while the mandate of the Municipal Assembly members was two (2) years.

The highest body of the municipality is the Assembly, which is elected directly and carries out the functions and responsibilities defined in Regulation 2000/45. The Assembly has also the Chairman elected by the composition of Parliament.

With this regulation is foreseen the possibility that the Municipal Assembly delegates the power to make decisions on other bodies of Assembly such as; Assembly Committees, Head of Municipal Assembly or Chief Executive Officer.

The Regulation 2000/45 has provided a degree of local autonomy, referring to the European Charter of Local Self-Government, which defines the rights and competences of local authorities, the European Convention for the Protection of Human Rights and Freedom, the European Charter for Regional languages or minorities and the Convention of the elimination of all forms of discrimination.

During this period, the Municipal Assemblies have functioned with limited autonomous capacities, because the reserved powers of UNMIK were exercised by the Municipal Administrator, who had executive power over the decisions of the Municipal Assembly and other administrative bodies.

The Constitutional framework of local self-government system is referred by only one paragraph in Chapter of the basic Provisions precisely in article 1. Paragraph 3., which determinates the level of organization at the local level and explicitly stated. "Kosovo is consists of municipalities, which are the basic territorial unit of local self-government with responsibilities stipulated by the legislation of UNMIK, which is in power, on local self-government and municipalities in Kosovo".

The need to change the competences, organizational structure, responsibilities and electoral system, were summarized in UNMIK Regulation 2007/30, which almost prepares the municipal self-government in the spirit of the laws that will be approved in the Assembly of Kosovo based on Constitution and Comprehensive Package of President Ahtisaari.

The Regulation 2000/45, is amended by Regulation 2007/30, to adjust the changes mainly related to the direct election of mayors and defining three types of competencies such as: own, delegated and enhanced competencies.

The changes of the Regulation 2007/30, were related to the election of the mayor directly, unlike Regulation 2000/45, where the mayor was elected by the votes of elected representatives in the Municipal Assemblies. Now the Mayor takes also the executive role and appoints municipal Directors, who are political appointees and assist the mayor in carrying out its duties and responsibilities.

Own competences according the Regulation 2007/30 – the list of competencies in this regulation includes: local economic development, urban and rural planning, land use and development, implementation of building regulations and building control standards, environmental protection at the local level, supply and maintenance of public services and local emergency response. Such authority would be provided later in the future law on local self-government which was adopted after the declaration of independence and would be the same for all municipalities.

Delegated Powers - This Regulation provides also the possibility of delegating the competences from central authorities to local authorities in some areas such as: cadastral records, civil records, voter's registration, business registration and licensing, distribution of social assistance payments (excluding pensions) and protection of forests.

Enhanced Competencies - It is anticipated that certain municipalities, where the Kosovo Serb minority community is in majority, to have enhanced municipal competencies in several areas: higher education, including registration and licensing of educational institutions, secondary medical care, including registration and licensing health institutions, recruitment, payment of salaries, training of health personnel and cultural issues, including the protection and promotion of cultural and religious heritage within its territory, participation to appoint the police station commanders.

The effects of the Regulation 2007/30, in organization and functioning of Local Self-government are in preparation of elected bodies for adaptation to the changes that would bring the Law on the Organization of Local Self-Government in Kosovo and other laws related the scope of Local Self-government based on Constitution of the Republic of Kosovo and the laws deriving from the President's Ahtisaari Comprehensive Package.

Local Self- government in the President's Ahtisaari Comprehensive Proposal

At the proposal of President Ahtisaari in third annex of this agreement, are described detailed tasks for the organization and responsibilities of Local Self-government bodies, taking into account the process of decentralization. In this annex are described and taken into accounts the concerns and worries of the Serbian minority community and other communities living in Kosovo.

To encourage and ensure active participation in public life of non-majority communities and to strengthen good governance and also to increase the efficiency and effectiveness of public services in the whole Kosovo, principles and provisions that are foreseen in this document, will also be incorporated with constitutional and legal provisions within positive Kosovo legislation.

The main principles of decentralization are defined within the constitution, as provided in Article 8 of Annex 1 of the Agreement where states: Kosovo will be consist from municipalities that will have a high degree of local self-government and which encourage and ensure an active participation of all citizens in democratic life.

This was perhaps a premise throughout the process of negotiations on the political status of Kosovo in Vienna, where a great attention has been made for the establishment of an advanced and sustainable Local Self-government on treatment for minorities in Kosovo.

This somehow was preceded by the report of the Council of Europe's Committee for decentralization in year 2003, which gave the first recommendations on how should be organized and decentralized the local government.

In year 2005, the special envoy of the UN Secretary General, Mr. Kai Eide, has reported in regard of meeting the standards before the status focusing on the obligations of Kosovo institutions for the treatment of minority communities and in particular Serb minority community.

After negotiations started, the developments in process showed that the status of Kosovo, respectively the independence of Kosovo and the treatment of minorities in Kosovo and especially the Serb minority will have a solution "sui generis" (special type).

After nearly two years of negotiations and efforts to find a compromise between the negotiating delegations, UN special envoy to lead the negotiations for the status of Kosovo, presented his proposal to the UN General Secretary, which proposal was not taken in consideration in the UN Security Council warning because of Russia's veto, and this was the epilogue of the negotiations process without the possibility of reaching agreement.

According to this proposal, Kosovo shall enact new law on Local Self-government and other laws of Local Self-government in order to strengthen the competences and organization of municipalities, as foreseen in the comprehensive plan of President Ahtisaari.

In all municipalities where responsibilities fall on the setup and management of public affairs the principle of subsidiarity should be respected. Based on this principle are determinate the own municipal competences, delegated competences and enhanced competencies.

The enhanced municipal competencies are valid only for a number of municipalities with a majority Serb community of the population, such as those in the field of higher education, culture and the cultural heritage and secondary healthcare. However, the rights and competences set also for local finances, in the area of inter-municipal cooperation, membership in associations, cooperation with institutions of local self-government in Serbia, the establishment of new municipalities and other issues of local self-government bodies functioning, present national and international obligation according the **Constitution of the Republic of Kosovo**, adopted in April 2008, and the laws coming out from the package of laws for the status of Kosovo, one of these is also the **Law of local Self-Government in Kosovo (2008)**

Local Self-government within the Constitution of the Republic of Kosovo (2008)

Local self-government is defined as a constitutional category also within the Constitution of the Republic of Kosovo, adopted on 8 April 2008, which entered into force on 15 June 2008.

In Chapter X of the Constitution, Articles 123 and 124 stipulate general principles, organization and functioning of local self-government.

The right of local self-government is guaranteed and regulated by law (Organic Law on Local Self-Government in Kosovo adopted in 2008) and it is exercised through representative bodies elected by general, equal, free and direct elections and secret vote.

The activity of local self-government is based on the Constitution and laws of the Republic of Kosovo in accordance with the European Charter of Local Self-Government.

The Local self-government is based on the principles of good governance, transparency, efficiency and effectiveness in offering of public services, paying particular attention to the specific needs and concerns of communities which are not majority and their members.

Basic unit of local self-government in the Republic of Kosovo is the municipalities. Municipalities have a high degree of local self-government and encourage and ensure active participation of all citizens in the decision making process of local authorities.

The establishment of municipalities, boundaries, competences and ways of its organization and functioning are regulated by law.

The Constitution also determinates the basic competencies, enhanced and delegated in accordance with the law. State authority, which delegates the competences, pays the costs for exercising delegated competences.

The organization and functioning of local self-government, the Constitution of the Republic of Kosovo has set in Article 124, paragraph 1, 2, 3 4, 5, 6, 7,27 and the laws enacted based on it.

As a result of these obligations came to **The wellknown agreementof Brussels** on 18 April 2013. This Agreement has sparked a lot of criticism and debate within intellectual and social circles. The debate and criticism mainly deals with dilemmas wheather with this agreement is exceeded Ahtisaari Plan, or with this Agreement we have Ahtisaari plus.

According to the agreement approved by the Assembly of Kosovo, we see that the Ahtisaari Plan is not exceeded, and all points contained in the Agreement and reached solutions are within the legal and constitutional system of Kosovo.

The agreement as a whole has 14 points and those points that reflect the areas of responsibility for the municipalities of this agreement are:

1. It will be an Association / Union of Serb-majority municipalities in Kosovo. Membership in it will be open to other municipalities, which are mentioned in the agreement.
2. The union / association will be established by the statute. Its distribution will occur only by a decision of the parties involved. Legal guarantees will be insured by the law in power and constitutional law (including 2/3 of majority from the decision-making body).
3. The structures of the Association / Union will be established on the same basis as the existing statute of the Association of Kosovo Municipalities, for example, the chairman, deputy chairman, Assembly, Council.
4. In accordance with the given competences by the European Charter of Local Self-Government and Kosovo Law, the participating municipalities will have the right to cooperate in exercising their collective powers through the Union / Association. The Association / Union will have full access in the areas of economic development, education, health, urban and rural planning.
5. The Association / Union will also carry additional liability, depending on how they are delegated by the central authorities.
6. The Community / Union will have a role of representation for the central authorities and because of this purpose they will have a seat on the community consultant council. In accordance with this, it is foreseen a monitoring function.
9. There would be a Regional Police Commander for four Serb-majority municipalities (North Mitrovica, Zvecan, Zubin Potok and Leposavic). A commander of this region will be a Kosovo Serb, nominated by the Ministry of Interior, from a list that will be provided by four mayors.
12. Municipal elections in northern municipalities will be organized in 2013, with the assistance of OSCE, in accordance with Kosovo law and international standards.

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The Analysis of Poverty Variables in the Balkan Region- the Case of Kosovo

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Abstract

Poverty continues to remain a major challenge during the whole period of transition, since the collapse of communism and which is continuing even today. In this article, the macroeconomic trends in the Balkan region are treated in synthesized way, with a special emphasis on Kosovo for the years of transition. In addition, the paper is focused on some economic indicators that have direct or indirect impact on labour market policies and employment policies. The trend of these indicators is analyzed in terms of nominal and real convergence, aiming at the progress of the Kosovo economy during the years of transition in the process of integration into the current level where it is located, as well as the challenges that has faces in meeting other standards in political and economic system. The focus of this analysis are the employment policies as well as the structural reforms, institutional reforms of the labour market, policies for the reduction of the unemployment rates, generating of new work places, taking into account the fact that in Kosovo the unemployment especially at young people is very high. The purpose of this study is to identify the current state of poverty, considering that the state should take some measures to reduce its level by being based on market instruments of labour and employment policies, migration, remittances and their impact on the labour market, its structuring and their components in the Balkan region, but with particular focus on Kosovo. Poverty is a cycle that is repeated constantly and has negative impacts not only on the economy of a country but also on the lives of its citizens. Its causes are as complex as poverty itself. On the other hand, poverty reduction is as a result of economic growth. In the reduction of poverty, government plays a very important role. So, the government with its policies can cause an increase in the economic growth and then reduce the poverty level. The situation, instead of being relaxed, nowadays, it is experiencing difficult times. This is happening because the world today is undergoing through a global financial crisis which had started in the United States in 2008 and which has spread all around the globe. It can be said that this global financial crisis has been the longest that this world has recognized. For this reason, to the government of a country is added one more task, which is even more difficult, that through its policies to do the impossible in order to overcome this crisis and to send the respective country towards economic development, and thus to reduce poverty.

Keywords: Poverty, Global Crisis, Government Policies, Economic Development, International organizations, the World Bank, Donors

1. Introduction

Poverty is a phenomenon that cannot be easily determined. It is more a multidimensional concept and that its definition and measurement requires hard work and many data. A more intuitive concept is the concept of absolute poverty, which usually refers to an absolute idea of deprivation of the basic requirements for survival. Another concept of poverty is that of relative poverty, according to which, the poor are considered those who lack a certain amount of income derived from the average or medial of income in a given society. Relative poverty and income inequality shows how various divisions of social levels are made.

Poverty, as a multidimensional and complex phenomenon, is not related only to income or consumption (considered as monetary dimension of poverty) but also to non-monetary dimensions such as education, health, gender equality, water supply etc. These dimensions are also included in the Millennium Development Goals- MDGs.

However, there is not a perfect measure of poverty, different measurements of poverty are complementary and its choice will depends on the reason for what it will be used. National measurements of a country cannot be used for comparisons among countries because of differences in the design of surveys. To enable these comparisons, there should be calculated the international poverty line (World Bank gives the calculations of the poverty lines as 1.2 and 4 dollars per day) which shows how to achieve the same standard of living in any country.

In this paper, we deal with some monetary measures of poverty indicators as well as with some non-monetary measures. In the second part, a special attention will be on the description of these poverty indicators in some countries of the Western Balkans. In the third part, will be provides special analyses for the case of Kosovo.

Since the end of the armed conflict in 1999, the progress on the improvement of living standards in the Republic of Kosovo, including the solid macroeconomic performance, has been slow and unequal. Immediately after-war period, Kosovo experienced rapid economic growth and the GDP grew at three digit numbers, which was greatly affected by the donors as reconstruction efforts. In addition, Kosovo was also able to face the global financial crisis of 2008-2009 better than most other countries in the South East Europe (SEE). In fact, Kosovo and Albania were the only countries in SEE that in 2009 recorded positive growth of GDP.

Sociologists, when they talk about poverty, think that they should debate just within the way of living. However, today, poverty is divided into: *relative poverty and absolute poverty*.

Relative poverty indicates that a person or a group of persons are poor in comparison with others, or in comparison with what is considered to be a fair standard of living, or the level of consumption in a given society.

While absolute poverty suggest that people are poor in comparison with what is considered to be the standard of minimum requirements. E.g. while in the developed countries a poor person is relatively poor in our country then the same person can be regarded as poor in absolute terms. This means that poverty, namely its types, differ from country to country. However, both types are present.

2. Monitoring indicators of poverty

Poverty monitoring indicators are divided into two groups: monetary indicators and non-monetary indicators of poverty.

2.1. Monetary indicators of poverty measurement

Monetary indicators measure the poverty level in monetary terms by either using the level of consumption, incomes or expenses. Many analysts argue that if the consumption information is obtained by monitoring the households, which is very detailed, then it may be a better indicator of poverty measurement than if it will be measured by using the level of incomes¹. Monetary indicators of poverty measurement are widely recognized and belong to the family of indicators developed by Foster, Greer and Thorbecke which are recognized as FGT indicators (Foster, Greer and Thorbecke, 1984). They are described as follows:

- Head-count index or percentage of poverty is calculated as the ratio of the number of persons who are below the poverty line to the total number of population. It is an indication that is simple to compute but that presents two problems: firstly, a reduction of the level of income of the poor people does not show us how much poor are the poor, and secondly, this indicator does not describe the distribution of income among the poor.
- The poverty gap index, measures how far the income or consumption of an individual is from the poverty line. It is a measure that shows how "bad" is the poor. This indicator is better than the percentage of poverty. But, even this indicator has its disadvantages; it is unaware of the number of individuals below the poverty line and by the way on how the income is transferred among the poor.
- Poverty severity index, called differently also as Foste-Greer-Thorbecke Fost index, measures the severity of poverty by putting it in power of square and averaged income gap between the oppressed and the poverty line. This indicator is of particular importance because it takes into account inequality among the poor.

All these three indicators are reported from the national statistical agencies and are used by the state authorities as tools to monitor changes of poverty over time.

¹ Ravallion, M., (1998), "Poverty Lines in Theory and Practice", Washington, D.C.: The World Bank

2.2. Non-monetary indicators of poverty

On the other hand, non-monetary indicators of poverty (or indicators of basic needs) are based on the idea that poverty is associated with the deprivation of certain basic needs such as education, health, food-nutrition, supply with water etc.

Some of these indicators, as most widely used, are¹:

- *Education Indicator*: in terms of this indicator can be mentioned the rate of illiteracy among adults, the rate of enrolment, the average years of schooling, etc.
- *Health Indicator*: are included indicators such as life expectancy at birth, infant mortality rate, the percentage of women who receive health care, etc.
- *Indicators of Food-Nutrition*: such as underweight indicator which can be measured by anthropometric measurement of weight per age, height per age and weight per height etc.
- *Water supply, sanitation and public services*: such as the percentage of households that have water supply, regular supply of electricity, heating, etc.

3. The level of poverty in some Balkan countries

As mentioned above, poverty can be measured at global, national or local level. There is not a perfect measure of poverty; various measures are complementary to each other.

In addition, poverty is not only a problem of developing countries but it is present also in developed countries. In developing countries, poverty highly widespread and is characterized with hunger, lack of living resources, unemployment, illiteracy, epidemics, lack of medical services and water shortages. However, in developed countries, poverty is characterized by social exclusion, rising of unemployment and low wages. In the table below, are provided the data on monetary indicators of poverty for some countries of the Balkan region.

Table 1: The level of poverty in some Balkan countries

Country	Year	Percentage	Deepness	Severity
Albania	2005	18.5	4.0	1.3
Bosnia and Herzegovina	2001	19.5	4.6	1.6
Bulgaria	2001	12.8	4.2	1.9
Croatia	2004	11.1	2.6	1.0
FRY Macedonia	2003	21.7	6.7	2.8
Rumania	2006	13.8	3.2	1.1

Source: World Bank (Poverty Assessments)

BOSNIA AND HERZEGOVINA – Bosnia and Herzegovina is one of the states of the Former Republic of Yugoslavia, which gained independence in 1992. Then very soon, in 1995, it was engulfed by the civil war which among other things led to the reduction of revenues. The measurement of poverty level is based on the use of consumption as an indicator of welfare. The data obtained from the World Bank in 2001, regarding the level of poverty in the Republic of Bosnia-Herzegovina, showed a percentage (headcount index) of 19.5, which means that 19.5 percent of the population live below the poverty

¹ Coudouel, A., Hentchel, J.S. and Wodon, Q.T., (2004), "Poverty measurement and analysis", Washington, D.C.: The World Bank, pg. 29-35.

line. In addition, the World Bank study (2003) included a detailed analysis of the spatial dimensions of poverty in Bosnia and Herzegovina (World Bank, 2003)¹.

Poverty mainly refers to household heads with three or more children. This group of households head represents a large proportion of the poor (which is 69 percent of the total). Another social group, which represents a high degree of poverty, is the group of refugees and of displaced (34 percent of this group are below the poverty line). Most of the poor did have neither the second nor the third-level of education (90 percent of total). The same analysis has shown that most poor families with children were families who were depended on one person who has incomes for living (56 percent). Spatial analysis of poverty monitoring has shown that rural or semi-rural areas have suffered from higher rates of poverty (20 percent to 24 percent for rural and semi-rural areas, respectively) compared to urban areas (14 percent). The civil war in Bosnia touched many rural communities, who were forced to migrate within a state towards semi-urban or urban zones. As a result, the figures of urban areas include also the refugees from rural areas of Bosnia.

The overall conclusion was that local economic conditions played an important role in the determining of poverty level of families, however, this analysis does not include any information at the community level, making it impossible to clarify the reason why certain areas show high levels of poverty.

In addition, poverty represents a threat to a large proportion of the population in the European Union, according to Eurostat data. In Bulgaria, 42 percent of Bulgarians face this danger, and then follow Romania with 41 percent, Latvia (38 percent), Lithuania (33 percent) and Hungary (30 percent). Less affected by poverty are the Czech Republic (14 percent), Sweden and the Netherlands (15 percent), Austria, Finland and Luxembourg (from 17 percent).

In 2010, 115 million people or 23.4 percent of the population in the 27 member states of the EU, face the risk of poverty and social exclusion. This means that they are exposed to at least one of the future risks: the risk of poverty with incomes smaller from 60 percent of the national average income receipt of social assistance, serious deprivations material (failure of account payment, clothing, heat, consuming protein) and poor work potential of adult members in the household (under 20 percent of the overall potential of the previous year).

BULGARIA - In Bulgaria we have the period 1995-2001, which was characterized with three integrated studies of Bulgarian families. From the last study were taken the below data which belong to the year 2001. In order to measure the level of welfare (and poverty) in Bulgaria, was used the level of consumption, as the basis to measure the level of poverty.

According to this indicator, the poverty in 2001 was 12.8 percent (World Bank, 2002). Bulgaria had a profile of classes which were hit by poverty, which characteristic resembles also other European countries that have recently or are in the process of entering the EU. Big families, living in rural areas and which have small children and low education, and also the ethnic groups such as Roma, have increased probability of becoming part of the poor class.

Large families which are about 30 percent of the population, account as 60 percent of the poverty. The percentage of the poor in rural areas (23.7 percent) is almost four times higher than in urban areas (5.9 percent). Research results show that there is a strong link between poverty and education (individuals who have low levels of education are only 36 percent of the population, are of 18 years old and higher, but they account for approximately 80 percent of the poor)². The main problem for the Bulgarian economy during the transition period was the non good performance of the labour market which was characterized by high levels of unemployment and also of the poverty.

CROATIA –The development process of Croatia was significantly impacted from its separation from the Yugoslavia and also from the civil war which happened in the after month. Recent research, by using different methods for measuring the standard of living, ranked Croatia in an better position compared to other new countries of the EU (Matkovic 2007).

¹ The World Bank, (2003), "*Bosnia and Herzegovina: Poverty Assessment*", Washington, D.C.: The World Bank

² The World Bank, (2001), "*Bulgaria: Poverty Assessment*", Washington, D.C.: The World Bank

This does not mean that the Croatian economy does not have any problem to worry about. Inefficient government policies, especially slow fiscal policy, led to the decrease of the level of competition and increased the unemployment level, which in turn impacted the levels of inequality. This proved to be a major problem for the Croatian economy.

According to World Bank's estimates, the level of poverty in Croatia is relatively low (World Bank 2007). Approximately, 11 percent of the population is poor while a further 10 percent of population is at risk of being poor in the sense that their average consumption is less than 25 percent of the poverty line. According to the estimates made by the World Bank, based on the observation of the household budget, most of the poor (3/4) lived in households where the head had only primary education or even less, because these people either had jobs with very low pay or had no job at all. A significant proportion of the poor (40 percent) lived in a household where the head of the household was retired. Statistics suggest that the unemployed poor accounted for a small percentage of the total poverty, but this is a passive working age.

A portion of the poor in Croatia are classified as "new poor", a sub-class which was created during the transition period. This group includes small farmers, retirees, and those who are employed in the processing agriculture industry¹. If we speak with spatial terms, rural region and central rural region of Croatia appear to have higher rates of poverty (almost twice the average risk of poverty).

FORMER YUGOSLAV REPUBLIC OF MACEDONIA – The information presented for this country of the Balkans belong to the Living Standards Study developed in 2002-2003. According to the calculations made, 21.7 percent of the population live below the poverty line but are characterized with a uniform distribution across the regions of the country (World Bank, 2005).

The percentage of poverty is higher in rural areas rather than in urban areas, with growing trends around Skopje. The poverty rate is also higher in large families and in those families with many young children, specifically more in those families which have a total number of members of four (which is the model number of members in a household in Macedonia) poverty rate increased more. Said in other words, 34 percent of all households that have six or more members live in poverty. Having a large number of children, who are too young to provide assistance in growing the revenues of the family, has a direct impact on poverty. It cannot be said that there are large differences in the proportion of the poor based on the gender of the household head (in 2003, 21 percent of male-headed population were poor, compared with 17 percent female headed). There is a negative relationship between level of education and poverty. Looking from the prospect of poverty correlated with indicators like education, unemployment (23 percent of the unemployed are poor), employment by data indicated that in Macedonia there is a strong correlation between them and the poverty line².

ROMANIA – For Romania, the World Bank has recently developed two major studies on poverty. The first study was published in 2003 and the second study in November 2007 (World Bank 2003 and 2007 respectively). It can be easily suggested that in Romania there is a clear link between the economic growth and the reduction of poverty, the improvement of the economy after 2000 brought poverty reduction figures. One of the most important determinants of poverty in Romania, as elsewhere, is the level of education. In Romania, the poor rate among adults with high school is very low (0.7 percent in 2006); however, the lower level of education then there is higher the degree of poverty. A related issue was that the poverty rate also depends on the status of the work. The risk of being poor was much higher among the self-employed farmers (32 percent) and the unemployed individuals (27 percent) in 2006. Is noted a considerable regional differences in terms of poverty by working status³.

In terms of poverty in Romania, there are significant regional differences. For example, in 2006 (the latest data), is suggested that the poverty rate in urban areas was 6.8 percent, while the respective figures for rural areas was 22.3 percent. The regional analysis reflects in large measure this fact; regions with large urban centres generally have lower rates of poverty. Thus, the Bucharest region presents the lowest percentage of poverty (4.5 percent). The highest poverty can be

¹ The World Bank, (2007), "Croatia – Living Standard Assessment: Volume I & II", Washington, D.C.: The World Bank

² The World Bank, (2005), "Macedonia, former Yugoslav Republic of - Poverty Assessment for 2002-2003", Washington, D.C.: The World Bank

³ The World Bank, (2003), "Romania - Poverty Assessment", Washington, D.C.: The World Bank

found in the North-Eastern region (20.1 percent) and in South-West region with 19 percent. Larger households (five or more) had a greater probability (three times higher) of being poor compared to small ones. The young people were in greater risk compared with other age groups to be poor. As in some other Balkan countries, the risk of being poor is much higher for Roma. In the case of Romania, the percentage of the poor is much higher for Roma people. In the case of Romania, the percentage of poor Roma was four times higher than the national average in 2006.

Due to the global economic crisis, the poverty rate in Romania, this year, will rise to 7.4 percent from 5.7 percent as it was last year. In one report published by the World Bank, was suggested that the poverty rate in the Balkan country includes the number of people living on less than three dollars a day¹.

It is anticipated that this year, the number of Romanians who will live in poverty threshold will be increased from 1.22 million from what it was last year to 1.6 million this year. The numbers of children, who will suffer because of poverty, will grow for almost for 3 percent, from 250,000 as it was last year to 350,000 this year. In recent years, due to economic growth, the number of poor in Romania was significantly reduced from 2.1 million in 2007 to 1.2 million last year. Poverty mostly hits the children and farmers, who together make up around 55 percent of the entire population, which has been hit by poverty.

The World Bank has criticized the Romanian system for social protection, because it spends the least per capita for social protection among European Union member states².

In the EU, 27 per cent of children under 18 years old in 2010 had been exposed to the risk of poverty or social exclusion, versus 23 percent of the population of working (age from 18 to 64) and 20 percent of the elderly (over 65 years). Children are mostly hit in all the 20 member countries, where the greater percentage exists in Romania (48.7 percent) and Bulgaria (44.6 percent), while in Finland is 14.2 percent, in Sweden 14.5 percent. Greater risk of poverty for the elderly is in Bulgaria (55.9 percent) and Romania (38.9 percent).

ALBANIA – As the previous government, during the period was talking for a financial stability, the opening of new jobs, figures which already confirm the contrary. The increase of the public debt beyond any limit, increase of financial gap, unrealized of the income, lack of credit to the economy, can all inevitably lead to a painful factor- that of rising poverty. If the yesterday's government never accepted this fact, figures already confirm this, even though they come from a statistical institution that has little confidence in the accuracy of the figures. But without going beyond this perception, the figures which were released yesterday from the Institute of Statistics (INSTAT) show an increase in poverty in the past five years. According to the Living Standards Survey, for the year 2012 the level of poverty in Albania had reached 14.3 percent, while in the end of 2008 it was 12.4 percent. INSTAT makes it known that there are more than 400 thousand Albanians who live on less than 4,900 leks per month. In growth, have resulted also the extreme poverty or inability to meet basic nutritional needs. According to INSTAT this data reached 2.2 percent, from 1.2 percent as it was in 2008. The city with the highest rate of poverty is Kukes with 21.8 percent, while with lowest rate of poverty is Vlora with 11.7 percent. In addition, except the increase of poverty, what stands out more is its shift from rural to urban areas, a phenomenon that, according to INSTAT, can be explained by internal displacement of the population³.

Poverty, according to the figures for the part of the population where the real monthly consumption per capita is under 35 euro (2002 prices), has increased from 12.4 percent in 2008 to 14.3 percent in 2012. In previous years, poverty has declined from 25.4 percent in 2002 to 18.5 percent in 2005 and 12.4 percent in 2008. This means that about 28,896 individuals, in addition to 373,137 poor individuals in 2008, have fallen into poverty. Extremely poor population, defined as individuals who have difficulties at meeting the basic food needs, has increased from 1.2 percent in 2008 to 2.2 percent in 2012. Extreme poverty fell from 4.7 percent in 2002 to 3.5 percent in 2005 to 1.2 percent in 2008. In 2012, poverty has increased

¹ The World Bank, (2007), "*Romania - Poverty Assessment, Analytical and Advisory Assistance Program*", Washington, D.C.: The World Bank

² KosovaPress, 2009, *Rritet numri i te varferve ne Rumani*, <http://www.kosovapress.com/sq/arkiva/rritet-numri-i-te-varferve-ne-rumani-78330/?old=1> [02.02.2015]

³ The World Bank (2012), "*Evropa Juglindore: Raporti i Zhvillimeve Ekonomike Nr.3 – Nga recesioni i dyfishitë në reforma të përsheptuara*", pp.45.

in both urban areas (2.2 percent) and in rural areas (2.3 percent). Other indicators of poverty have also experienced growth since 2008.

Two other alternative indicators, except the poverty level (percentage of poor), are the poverty gap and severity of poverty.

The poverty gap has increased from 2.3 percent in 2008 to 2.9 percent in 2012. The increase of poverty has been associated with increase of the regional poverty. Unlike the year 2008 when the mountain areas were the only ones with a slight increase of poverty, the year 2012 has been specifically the mountainous areas that have recorded the reduction in poverty figures. In these areas, poverty has declined from 26.6 percent in 2008 to 15.3 percent in 2012. However, this decline may be also due to the movement of population, which is still continuing nowadays, from the mountainous areas to other regions. Consequently, the hosting regions may share the burden of these movements, which may be among the reasons that bring a general increase in poverty. For example, in coastal -seaside areas, which have the greatest increase in poverty, 17.6 percent of the population is poor compared to 13 percent in 2008. Tirana has experienced a significant increase of poverty. Compared to 2008, the percentage of the population considered poor has increased from 8.7 percent in 2008 to 12.6 percent in 2012. These are the arguments of INSTAT for the increased poverty in certain areas, but there is a common denominator which is that the level of poverty is increasing at very frightening degree, which requires a deep reflection on future economic and social policies in order to generate new jobs and to mitigate these indicators¹.

Poverty in Albania is measured through monetary indicators of consumption, given the fact that Albania is a country characterized more as an agricultural economy and with a high degree of informality (INSAT, World Bank, 2006). We may be acquainted with the characteristics of the poor by examining the frequency of poverty, by looking at geographic or demographic concentration as well as education profile of the poor. Knowledge of the characteristics of the poor is important because they inform and assist policy makers to design various programs to help people in need. Poverty in Albania has inverse relation with the degree of education. Families with many children and elderly are closer to the poverty line. Families, where key family head is young and uneducated, are more vulnerable to poverty. Contrary, when the households have heads in emigration, are not characterized by a high risk of falling into poverty.

4. Monitoring Indicators in Kosovo

The problem of poverty is one of the biggest problems which today are presented in all around the world. We are witnessing the fact that besides many developments that are taking place in the world today, especially in socio-economic terms, Kosovo is not excluded from this part of the world. The recession crisis, the problems with unemployment, poverty, numerous protests, the creation of new movements as a result of dissatisfaction among others, are some of the problems that are being faced by the contemporary society today, despite the fact that this society is regarded as a society which has been living with the higher level of luxury that the history can ever remembers.

However, this trend of problems is also following the state of Kosovo. In the long mileage of challenges and problems that Kosovo has been facing, is included also the phenomenon of poverty. Early sociologists have tried to give prognosis on this phenomenon and as such measure the poverty with the concept of necessary resources/tools for existence. From this, is implied, that poverty in logical sense can be understood as a status or condition of people who lack basic resources/tools for living.

This elaboration can be one of the many definitions of poverty and that presents a cancer for society, especially for the Kosovar society, considering the fact that every year to the Kosovo are added almost over 35 thousand young people who are able to work. As such, about 60 percent of Kosovo society structure consists mainly from the young people aged 15-35 years.

Since the period after the war and until to date, although there has been continuous decrease and increase of poverty, the term poverty has been a term that has preoccupied our society. According to the World Bank Report "Southeast Europe-Economic Development Report" the unemployment rate in Kosovo is around 45.4 percent. While, according to KSA², the

¹ The World Bank and INSTAT, 2013, "Albania: The Trend of Poverty 2002-2005-2008-2012"

² Kosovo Statistical Agency

unemployment rate is 35.1 percent, in urban areas is 28.5 percent and in rural areas is 40.1 percent. In addition, for males is 32.0 percent, for females is 44.4 percent and for the young people (age 15-24) is 60.2 percent. In addition, from a survey conducted by WB & KSA & UKaid regarding the workforce is noted that: "Only 23.9 percent are employed". But, according to reports of UNDP, Kosovo has over 43 percent of the unemployed; 34 percent live poverty with less than 1.42 Euros per day, and about 18 percent in extreme poverty with less than 94 cents per day"¹.

According to World Bank data, around 200 thousand citizens of Kosovo live in extreme poverty, with only 1.20 euro per day. The statistics published from the Statistics Agency inform that around 30 percent of Kosovo's population, or more than 600 thousand Kosovars, spend the day with only 1.70 Euros. In 2011, the highest level of poverty is found among the unemployed, retirees and people with disabilities.

Referring to the composition of the poor population, it can be seen that nearly 30 percent of poor adults are unemployed. Over the two years, the poverty rate has been reduced for people whose main activity is the work with pay for 11 percentage points. The highest increase of poverty is observed among self-employed persons (6 percentage points) and among unpaid family workers (3 percentage points).

Despite the fact that the statistics every time changed, there is a decrease or increase in the data provided, the term poverty and unemployment exists in everyday vocabulary and is part of our society in Kosovo that apparently to not find the door to leave or at least to mitigate this phenomenon. This situation also reflects the fact that Kosovo is the poorest country not only in the region but also in Europe. To this statement, best answers the fact of the data provided from MMPs that "the number of registered unemployed in social work offices is around 272 thousand", even though in reality this figure could be even higher.

However, the increase was modest, subdued by a worsening climate for investment, decrease of foreign direct investment, weak governance and weak rule of law, and increased criminal behaviour (World Bank 2010). Remittances, that comes from the people who live abroad, have also declined during the start of the crisis. Therefore, Kosovo remains the poorest country in South Eastern Europe (SEE). In 2009, the GDP per capita of € 1.760 (World Bank 2010) is the lowest in SEE, and as such places Kosovo as one of the poorest countries in Europe. Improving the employment figures is key towards the reduction of the poverty and increase of the living standards through faster growth and more inclusive².

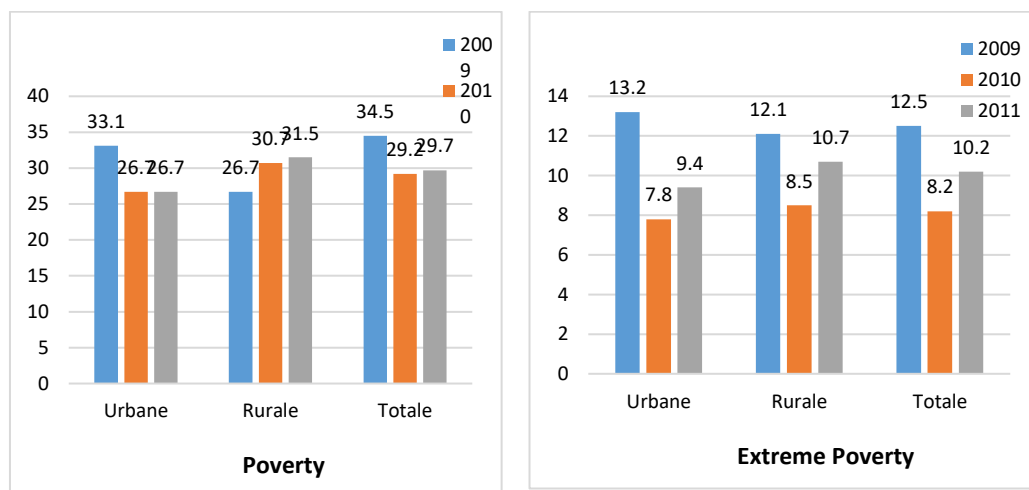
This report is focused on absolute poverty by comparing the living standards against a poverty threshold, which is held stable in real conditions in time and space. Poverty threshold is updated over time in order to be corrected for changes in prices. In this report, consumption has been used as a measure of welfare or individual property. Household consumption is calculated as the total value of household's spending on groceries and non-food items such those provided in the Survey of Household Budget Surveys (HBS). This survey is a national representative survey which is conducted on yearly bases and included evaluation of any food produced at home and consumed by the household. By adhering to the past practices in Kosovo, spending on long-term items and on leases are excluded from the consumption. The HBS surveys of 2009, 2010 and 2011 are based on a new framework sample of 2008, thus, the data are comparable for the three years. The living standards regarding the current value of a household consumption depends on the size of the family and also on the demographic structure of the household³.

For this reason, the household consumption is divided by the number of adult equivalents in the family to calculate the welfare indicator, which is equivalent consumption for the adults

¹ The World Bank and Kosovo Statistical Agency, (2012), "Report on Economic Development", Prishtina.

² The World Bank and Kosovo Statistical Agency, (2011), "Poverty on consumption in the Republic of Kosovo for 2009", Prishtina: Office of World Bank in Kosovo.

³ The World Bank and Kosovo Statistical Agency, (2013), "Poverty on consumption in the Republic of Kosovo for 2011", Prishtina: Office of World Bank in Kosovo.

Figure 1: Poverty and extreme poverty by residence (%) 2009-2011

Source: HSB 2009-2011

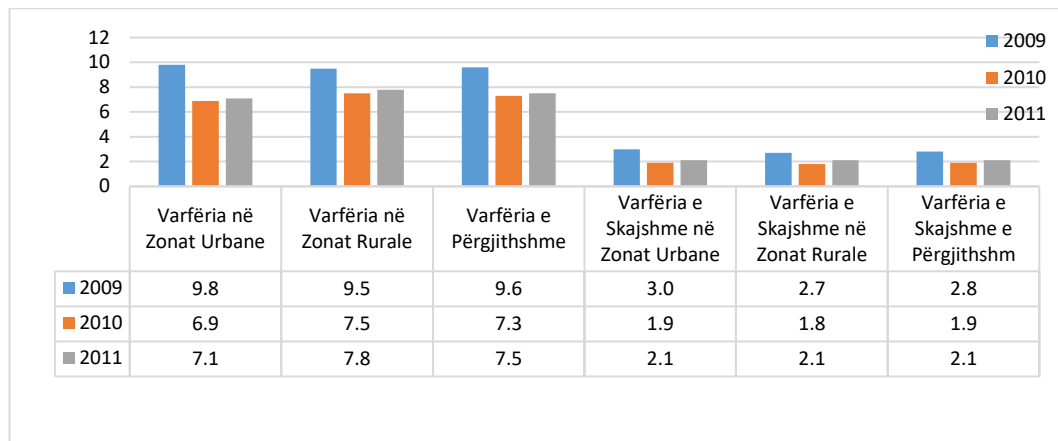
In this report, have been used two boundaries of poverty, a poverty line that is considered adequate to meet the basic needs and a lower line for extreme poverty. After adjustments/ corrections for inflation, poverty lines and extreme poverty are:

- 2011: € 1.72 and € 1.20 per adult equivalent per day
- 2010: € 1.61 and € 1.07 per adult equivalent per day
- 2009: € 1.55 and € 1.02 per adult equivalent per day

The Poverty rate per capita measures the percentage of the population where the consumption of equivalent for adults is lower than the set poverty threshold. Based on HBS 2011 is estimated that 29.7 percent of Kosovo's population live below the poverty line while 10.2 percent of the population live below the extreme poverty line¹ (Figure 1).

Comparing the data for the three years, it can be seen that the poverty rate is reduced by 5 percentage points from 2009 to 2010 and has increased marginally from 2010 to 2011 for 0.5 percentage points. The increased poverty in 2011 is within the margin of error in the sample of the HBS, which means that basically the poverty has not changed from 2010 to 2011. Poverty rates in three years are higher in rural areas except for the data for the extreme poverty of 2009 which suggest that is higher in urban areas (Figure 1).

¹ The World Bank and Kosovo Statistical Agency, (2011), "Poverty on consumption in the Republic of Kosovo for 2009", Prishtina: Office of World Bank in Kosovo.

Figure 2: Poverty gap index for poverty bourdon and extreme poverty 2009-2011

Source: HSB 2009-2011

The poverty gap measures the depth of poverty and takes into account also the percentage of the population that lives below the poverty line but also the size of the difference between the poverty line and the average consumer to the people found below the poverty line. Compared to the level of poverty, the advantage of the poverty gap is that computes/ identifies the changes in welfare that takes place below the poverty line, as is the case when households become less poor but not enough poor to cross the poverty line. From 2009 to 2010, the depth of poverty based on overall poverty has decreased while it has significantly increased from 2010 to 2011¹.

Similar trend has characterized the changes in the depth of extreme poverty. The depth of poverty is higher in rural areas in 2010 and 2011 while the opposite occurred in 2009. The depth of extreme poverty is almost the same in urban and rural areas.

Kosovo is ranked as ninth among the 25 poorest countries in the world, while it is in the first place (as the poorest country) in Europe. Regarding the world ranking, Afghanistan remains much wealthier and with more employed people compared to our country. The list is led by Zimbabwe, as the poorest and with most unemployed people in the world. While Kosovo ranked as the ninth has the index of poverty of 50.6 and the unemployment rate of 45.3 percent.

For the poorest country in Europe, the report suggests that the average annual income per capita is \$ 7,400. The report that was published from the Business Insider, includes 197 countries from Afghanistan to Zimbabwe and provides information for the Poverty Index for 2013. The report suggests that remittances in Kosovo come mainly from Switzerland, Germany and the Nordic countries and they are estimated to be about 18 percent of GDP. "Even though Kosovo's economy had an important process in the transition to a market-based system, unemployment continues to remain a major problem," as reported by the Business Insider.

After the Zimbabwe, the following countries in the list of the poorest countries in the world is Liberia in the second place, Burkina Faso as the third place and then continuing with Belarus, Turkmenistan, Djibouti, Namibia, Nepal while Kosovo is ranked in the ninth place. In better condition than Kosovo, in terms of less unemployment for 20 percent, then in the tenth place in the list is Syria, after it comes Sudan, then Lesotho, Kenya, Senegal, Marshall Islands, Afghanistan, Swaziland,

¹ The World Bank and Kosovo Statistical Agency, (2013), "Poverty on consumption in the Republic of Kosovo for 2011, Prishtina: Office of World Bank in Kosovo.

Haiti, Yemen, Bosnia and Herzegovina, Gaza Strip, Maldives, Iran, Mauritania and Mali is ranked in the 25th place which was widely mentioned recently for recognition of Kosovo¹.

Recent information that was present recently regarding the new wave of Kosovars that have migrated to the other countries, namely in Hungary with opportunities to deport in the other countries, undoubtedly this is a sign of alarm that the Kosovar society has problems and challenges. These problems and challenges are exacerbated even more especially with the various statements that Kosovo has a job ... but, cannot be worked or there is no work?! We do not want to deal with such statements, but we want to deal with the substance of the statement in order to analyze the situation.

The need for a better life preoccupies the Kosovar society and every citizen and this best associates us with the poem of our great author Migjen, according to whom "misery is morsel which is not digested". Therefore, emigration is seen as a key competent to alleviate the poverty level and the unemployment rates, as well as creating better socio-economic conditions. Broadly speaking, in Kosovo there is no work and if there would be work, with no doubt people would work. However, the work is missing and the only solution from the youth of Kosovo is seen the emigration as a search for better life (although it is known these states have their own problems).

Anyway, if we go back to the topic in question, where the Kosovars wave of immigrants who went in Hungary mostly and who were banned by the authorities, some of the emigrants also stated that they were mistreated by the Hungarian state shows clearly the problems of Kosovo society - especially with poverty. All these problems must certainly wake from sleep the Kosovo institutions, in order to undertake mechanisms to alleviate the situation of poverty and the problem of unemployment in Kosovo. On the contrary, Kosovo institutions will face various problems, especially in the visas liberalization process, but in the same time also to create a better image of the state.

Regarding the consequences of poverty, they can be numerous such as deep psychological pessimism, anxiety, depression. The side effects can also be severe such as suicide, which according to data from the war and until nowadays in Kosovo have occurred about 768 suicides, some of them undoubtedly are also associated with problems of poverty. Then, the consequences may be reflected in the crisis of values, morality, problems with the process of identity, the frequency of domestic violence. The consequences can push people toward theft, various crimes, prostitution, and many actions of negative phenomena.

In conclusion we can say that poverty in Kosovo is not a product of the poor, but is the product of the political elite that apparently did not find the solution to this problem which cannot be prevented. If the adequate measures and mechanisms are not taken then we may easily come to the above mentioned problems.

Therefore, Kosovo institutions, together with the international partners, would need to: establish employment policies and economic development; local governments should provide support for foreign investors in order to have investments; especially to be done the proper management of public property. Then, to be created vocational training programs that will generate new work places and not for the people to complete the training and then to roam the streets.

Another element is also the forms of a program, as is the case with developed countries, in which citizens collect bottles and other things and send these wastes to the recycling companies in order to profit. Furthermore, this program may also have other positive effects, especially in the preservation of the environment and its management, as well as many other elements that can impact on concrete recommendations.

Thus, in this paper were presented the data for the level of poverty in some countries of the Balkan region. The description was made in terms of monetary and non-monetary poverty measures. The level of poverty is measured using the consumer monetary indicator. According to these non-monetary indicators, in all these countries existed almost a same correlation with other indicators such as education, unemployment, number of members in a family, ethnic groups (Romania, Bulgaria), etc. To measure the poverty in Kosovo, is defined a level of real consumption which is regarded as the "poverty line", under which persons are considered as poor. In this brief description of poverty in Kosovo, is shown that poverty has increased significantly both in urban and rural areas. Poverty is in the inverse correlation with the level of education. Families, where the key holders are young and uneducated, the unemployed are more vulnerable to poverty, while households whose head

¹ Business Insider, (2013), "The 25 most miserable places in the world", <http://www.businessinsider.com/most-miserable-countries-in-the-world-2013-2?op=1> [23.01.2015]

is in emigration, are not characterized with high risk of falling into poverty. All these changes are explained with the role played by economic growth, migration, organization of rural production as well as programs for economic and social support

5. Conclusion

Poverty is a complex phenomenon that is related not only to income or consumption, considered as monetary dimension of poverty, but is also related to non-monetary dimensions such as education, health, gender equality, water supply etc. Poverty can be measured at the global, national or local level. There is no a perfect measure of poverty, various measures are complementary, whose solutions depends on what it will be used. This study presents a brief description of some important indicators of monetary and non-monetary measure of poverty in Kosovo, Albania and some other Balkan countries.

In 2009, approximately more than a third of the population (34 percent) lived below the absolute poverty line of € 1.55 for an adult in daily equivalent while 12 percent lived below the extreme poverty line of 1.02 €. The poverty gap index was 9.6, indicating that on average a person in Kosovo realizes only 72 percent of the poverty line. The poverty lines in rural and urban areas are almost equal but vary widely across seven regions of Kosovo. In the latest reports of the World Bank regarding the poverty assessment, the level of absolute poverty in consumption is significantly lower than reported by HSB 2005-06. Although the two surveys cannot be compared reliably, it is likely that at least some of the apparent poverty reductions are real when calculating the modest increase in GDP per capita and the observation that the inequality during this period has remained relatively low and unchanged.

Kosovo has a young population who is disproportionately poor so that over 40 percent of young people are under age 20 while 60 percent of the poor are younger than 30 years (compared to 38 and 56 percent of the total population under these ages). There is a strong link between education and poverty while for those who have completed the secondary and high school is much less likely to be poor compared to those who have not completed this education. Poverty rate per capita in 2009 was 38 percent among those who had only finished the primary school, compared with 28 percent of those who had completed the secondary school and 11 percent of those with higher education.

But only education is not enough. There is a need for more and better works. Almost half of the workforce in Kosovo is unemployed, and the unemployment is strongly linked with the poverty. The unemployed people in Kosovo are disproportionately young and female with the better level of education compared to the general population but not as good as those who have regular employment. The creation of good work places in order to reduce unemployment - not only for the current group of young people that can work, but also for the general population which is still in school - is the primary challenge towards the reduction of poverty in Kosovo.

6. Recommendations

Considering the experience of recent shocks and the global crisis, below are some specific recommendations for the countries in order to better be prepared for the crisis.

Two entities in Bosnia and Herzegovina should continue their efforts to improve the targeting of their safety nets and to make the administration of social assistance more efficient and more transparent. Regular monitoring of social impacts is prevented by the lack of annual data on poverty and its distribution.

Macedonia, which had a pro-active status during the recent global crisis on expanding its coverage of safety nets, should continue its efforts to harmonize and consolidate the gains and to establish and develop more the capacity of the safety nets to protect poor families in times of crisis. The increasing current agricultural subsidies aimed at increasing the productivity growth of the sector and exports of agricultural products but are likely to be an inefficient way to protect poor families from the effects of food price increases.

Montenegro, which during the last crisis has increased its budget, oriented towards social assistance, has a fairly rigid threshold for eligibility in the program of last resort, should address the lack of flexibility in the program (and the payment of children that are associated with the main program) in times of crisis.

Serbia was pro-active during the recent shocks of food by seeking moderation of food prices by banning exports, but these seem to have found little success, while its social assistance as a last resort continued its long-term trend of expansion coverage. To make the most effective responses to a food shock, efforts to increase the flexibility of the social assistance system seem to seek to improve both the coverage of the poor and the size of benefits, in accordance with recent reforms.

Albania should continue its recent reforms to tighten the eligibility criteria for social assistance as a last resort, information systems management and supervision. Regular monitoring of social impacts is undermined by the lack of annual data on poverty and its distribution.

Poverty in Albania has multidimensional character. It is not only identified with unemployed or with families living in economic poverty, but it also represents categories which are excluded from the fundamental right to have a flat, adequate food, heating and clothing in winter, work in accordance with physical skills and education level, school close to home, access to health services, protection from predation and violence, right and voice to demand the rights

Kosovo, which has a well-targeted program but with limited coverage of the poor, should continue investing in increasing not only the amount for large families with children but also in expanding the coverage of the program.

Although Kosovo had smaller consequences from the recent financial crisis compared to most other countries in Europe, it continues to be one of the poorest countries in Europe.

HBS survey of 2009 shows similar rates of poverty in urban and rural areas, although this conclusion is sensitive to the choice of poverty line.

Kosovo's population is extremely young, and young children are disproportionately poor.

Education and employment are closely related to poverty status. In general, the high level of unemployment in Kosovo is another important influence on high levels of poverty.

Poverty remains a concern for Kosovo politics as poverty rate is among the highest in Europe. Identifiable groups of the population are excluded from society about "different types of deprivation and barriers, which alone or together, inhibit full participation in areas such as employment, education, health, housing, culture, access to the right benefit of family support as well as training and employment opportunities".

Undoubtedly, the poverty in Kosovo society is an issue that is present every person living in Kosovo, especially at those who are without work, without income or are uninsured. In this context, I believe that the problem of poor people and the ratio between them and the rich is not just an economic issue or a technical problem that can be solved immediately or that it can be handled only by written just different plans of action in order to fight poverty. **The Republic of Kosovo** is far from meeting the Millennium Development goals, which aimed at reducing significantly the global poverty, to increase the level of education, gender equality and health by 2015.

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The Impact of Government Policy and Transition Reforms on Economic Growth - the Case of Kosovo

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Abstract

In this research paper is analyzed the impact of government policy and transition reforms on Economic Growth (in Kosovo) in period of time 2011 - 2014. The variables that are used are as following: economic growth (as dependent variable), corruption index, political stability, exchange rate, transition reforms, control of corruption, and labor market (as independent variables). The data collections are from international and domestic institutions. They are used and calculated through STATA program. The main objectives in the research paper are as following: What is the effect of these factors in economic growth during period time of research? What is the impacted of corruption and control of corruption in economic growth? What is the stimulation of economic growth by government effectiveness, transition reforms and labor market? How much is the correlation between economic growth? The data are calculated by different regression methods: descriptive statistic, OLS method of regression, correlation matrix. In OLS method, the result shown that only transition reforms have positive impact on economic growth but all other reforms have negative impact. Based on this all variables in T-statistic analysis have shown negative significance ($T < 2$) on economic growth. In correlation matrix, transition reforms and government effectiveness have shown positive correlation excluding all other variables that have shown negative correlation with economic growth.

Keywords: correlation, corruption, regression, STATA analysis, transition reforms

Introduction

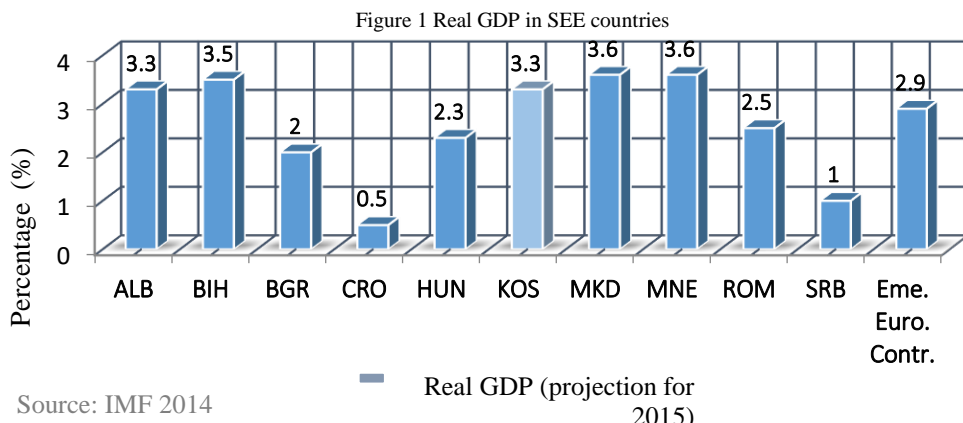
After the demise of the communist system in the all SEE countries there was a difference in which SEE countries always gave efforts to raise economic growth and the standard of welfare of their people. Some of these countries were experiencing higher economic growth while other countries were experiencing lower economic growth and deterioration living standards, (Bojadzieva, 2005). Transition process is followed by political instability, difficult reforms in domestic markets, challenges in economic development, high level of corruption and bureaucracy costs. In general, transition process has an imposing impact on almost every field of society in transition countries. In developing countries in order to achieve sustainable economic growth, these key challenges must be taken into account: savings, inadequate workforce, weak government institutions, deterioration of competition trade (RIInvest, 2005). According to SELDI Report (2014) & (Wallacea. C & Latcheva, R, 2006), when economic growth is high, it may dominate against corruption otherwise it may have consequences in fiscal policy and high deficit. It will seriously impair the education, healthcare and welfare systems.

The Republic of Kosovo since 1999 to 2008 was administered by international community (UNMIK), which later in 2008 was replaced by EULEX. During the period of UNMIK administration, economic growth has been the main focus for governments' policy but the growth always has been associated with lots of challenges, especially in labor market (insufficient policy to reduce unemployment rate), small innovation in private sector, net export (11% of trading activities), non-competition market, lack of potential markets and the informal economy which has constituted over 40 % of GDP (Sen & Kirkpatrick, 2009), (EBRD, 2013), (MTI, 2009) & (Fabris, 2014). According to IMF Report, (2013), the main elements for a long term strategy that may improve and develop economic growth in Kosovo, are as following: investments in education and public infrastructure, development of SME sector, the maintenance of flexible labor markets, development and improvement of reforms in the business climate. According to Transparency International Report, (2014) one of the major

problems in Kosovo is corruption; in fact Kosovo is the country with the highest level of corruption in the region (Kosovo's index of corruption is 33 out 100, it means very high score).

Literature review:

Different authors (Havrylyshyn & Wolf 1999) & (Staehr, 2003) have shown that the main factors which determine economic growth in transition countries are: control of inflation, market reforms or trade liberalization, enterprise reform and privatization, development of the private sector. All of these factors have direct impact on growth performance than in countries which have experienced slower growth? According to CBK Report, (2014) economic developments in Kosovo during 2013 has annual growth 3.4 % (or 0.6 % higher than 2012) and it is as a result that all sectors of the Kosovo's economy were mainly positive. Despite consequences of financial crisis, Kosovo has managed to have an average GDP growth 3.3 % last few years. Kosovo is one of the few countries in the Western Balkan that have positive growth (Fabris, 2014). However Kosovo's GDP still continues to have an annual growth below 4%, which is as a result of not creating government institutions more than 6 months in the 2014. According to IMF Report, (2014) annual growth of GDP in 2014 is 2.7 % and in 2015 the projection of real GDP growth is about 3.3 %, it is approximately with average growth in most of SEE countries (see Figure 1) then projection of GDP will be approximately 4 - 4.5% until 2019 and it is very low to overcome economic, social and welfare challenges in Kosovo.



Many authors have researched the relationship between corruption and economic growth; most of them agree that corruption has a negative impact in economic growth (Mauro, P, 1997) & (Mo, 2001) & (Aidt, 2009). As argued (Farooq et al, 2013) & (Osipian, 2012), in long time aspect, corruption impedes economic growth especially in financial development (weakens the financial capital), free trade (reduces domestic production) and human development (reduces the level of human capital and slows the pace of its development). According to UNODC Report (2013) corruption, bribery, high taxes and political instability are the biggest obstacles for business environment in Kosovo and it has impact in whole Kosovo's economy. According to Transparency International Report, (2014) the level of corruption is high in the most of SEE countries (95 %) and Kosovo is one of the countries with the highest level of corruption in the region (33 out 100), for more details see table below:

Table 1 Index of Corruption in West Balkan countries

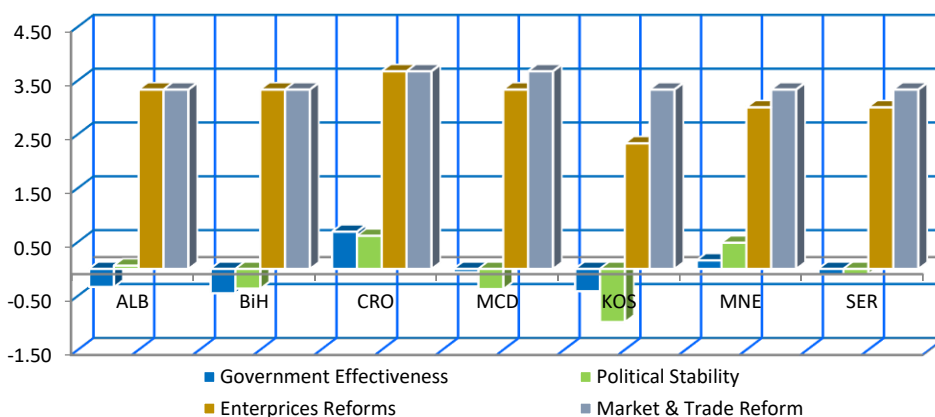
Country:	Average	2014	2013	2012
Albania	31.6	31	31	33
Bosnia and Herzegovina	41.0	39	42	42
Croatia	47.3	48	48	46

Kosovo	33.3	33	33	34
Montenegro	42.3	42	44	41
Serbia	40.6	41	42	39
Macedonia	44.0	45	44	43

Source: Transparency International Report 2014, 2013, 2012

As argued by (Dzhumashev, 2014) & (Graeff & Mehlkopf 2003), in many countries the main significant factors on reduction of corruption level are: the quality of governance, the level of economic development, the amount of public costs, free trade and liberal economy. Therefore countries with high level of governmental corruption have a huge negative impact on economic growth (Kunieda et al, 2014). In context of transition reforms, 79% of the initial reforms in the EBRD countries consisted in three main reforms: privatization, structural reforms and liberalization (Staeher, 2003). Political stability has significant effect in economic growth in most of the Balkan countries while lack of political stability will reduce economic growth and FDI (Brada et al, 2006). The positive effects on the correlation between market reforms and economic growth have existed in the most transition countries. These positive effects can act as an immediate stimulant to further reforms in these countries, (Falcetti et al, 2005). Serious reforms that are focused mostly on free trade economies, in strengthening the economic sustainability and political stability are key factors of growth in transition economies (include Kosovo), (RIInvest, 2005).

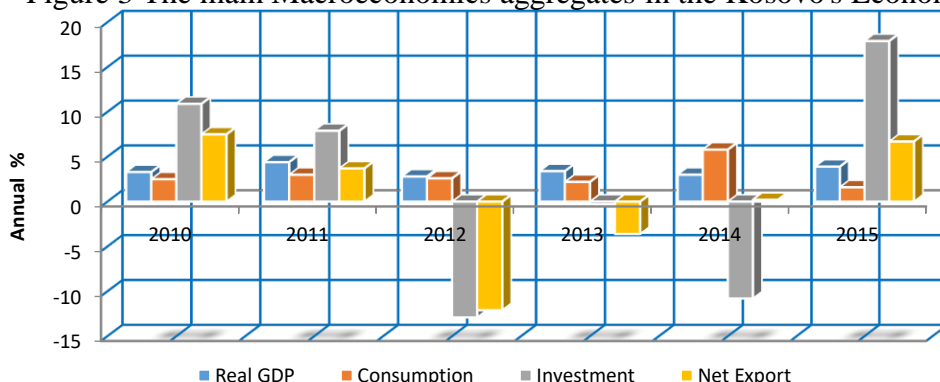
Figure 2. Factors that determine economic growth in Balkan countries



Source: The World Bank 2014; EBRD 2014

In this paper as important issues for discussion are different economic activities that constitute overall economic growth, these include different sectors that produce a large number of goods and services. According to ASK Report, (2015) the main economic activities in Kosovo's economy are as following: agriculture 23.6 %, wholesale and retail trade 21.9 %, processing industry 16.9 %, construction 11.4 %, etc (further details see Appendix 1). In this paper as an important issue for discussion are macroeconomic aggregates (components) of GDP (consumption, investment and net export). In general, the majority of Kosovo's GDP consists by consumption rather than investments and net exports, CBK Report (2014). According to CBK Report (2015), by analyzing the progress of these aggregates in recent years, only consumption has positive trend while investments and net exports have negative performance during the years 2012 and 2013 (for more details see the table below).

Figure 3 The main Macroeconomics aggregates in the Kosovo's Economy



Source: CBK
2015

Methodology and data:

In order to estimate the impact of government policy and transition reforms on economic growth in case of Kosovo, in paper secondary data are used. The data collection is realized by taking data from different reports and publications by international institutions (like as: World Bank, IMF, EBRD, etc), domestic institutions (like as: CBK, ASK, etc) and most of the data for analysis include the period of time 2011 - 2011. Numbers of variables that are taken from these reports are as following: economic growth (depend variable), corruption index, political stability, government effectiveness, transition reforms, control of corruption, labor market (independent variables). By means of the econometric STATA program have been used different regression methods for analysis (Descriptive Statistics, Ordinary Least Squares - OLS Method and Correlation Matrix) which helps us to find the relationship between variables that are included in this paper. The main regression analyze will be based on the following equation: $\ln(EG_t) = \beta_0 + \beta_1 \ln(CI_t) + \beta_2 \ln(PS_t) + \beta_3 \ln(GE_t) + \beta_4 \ln(ERT_t) + \beta_5 \ln(MR_t) + \beta_6 \ln(CC_t) + \beta_7 \ln(TR_t) + \epsilon_t$.

EG = Economic Growth;

CI = Corruption Index;

PS = Political Stability;

GE = Exchange Rate;

TR = Transition Reforms;

CC = Control of Corruption;

LF = Labor Market;

ϵ_t = Stochastic Error Term;

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7$ are the respective parameters.

Empirical Results and Interpretations:

This part of the research paper will reflect the results achieved and this actually constitutes the main part of paper research because there will realize the main analysis of statistical methods (Statistic descriptive, Ordinary Least Squares method, Correlation method) by STATA program and the dates (or variables) include period of time from 2011 - 2014. Statistic descriptive method is quantitative discipline that describes the main features of a quantitative description of the variables. In table 2, the minimum value of economic growth (EG) is 2.7 % (it means, the lowest value of "EG" in period of research) and maximum is 4.4 % (it means the highest value of "EG" in period of research), the mean is 3.7 % (it means average

value of "EG" in period of research) and standard deviation is 1.04 % (it means, the "EG" variable is quite close between them 2.5% to 5.4%). Corruption Index (CI) having minimum value is (29 ranking in global index), maximum is (34 ranking in global index) then the mean and standard deviation are (32.5 & 0.22)

Table 2 Statistics Descriptive Method:

Variable	Observation	Std dev	Min	Mean	Max
EG	4	0.78	2.7	3.25	4.4
CI	4	0.22	29	32.2	34
PS	4	1.80	13.7	15.75	18
GE	4	1.63	48.8	51.22	52.2
TR	4	0.48	2.33	2.99	3.33
LF	4	8.00	23.9	31.9	40.5

Source: Author

Political stability (PS) having minimum index value (13.7), maximum index value (18), the mean value is (15.7) and standard deviation is (1.80). Government Effectiveness (GE) has bigger values than other variables, so minimum index (48.8), maximum index (52.2), the mean value (51.2) and standard deviation (1.63). Transition Reforms (TR) have smaller values than other variables, minimum and maximum are (2.33 & 3.33), mean and standard deviation (2.99 & 0.48). The minimum of Labor Force is (23.9 %) and maximum value is (40.5 %) then mean (31.9 %) and standard deviation (31.9 %). In Table 3, we estimate parameters (variables) through linear regression model and comment of OLS method is as following: corruption (CI) is -3.27 and it means when corruption increase per a unit, it will have negative impact ($\beta_2 = -3.27$) on economic growth, it always is understandable that other variables (PS, GE, TR, and LB) are constant / fixed. Also other variables, such as: Political Stability ($\beta_3 = -0.33$), Government Effectiveness ($\beta_4 = -5.49$) and Labour Force ($\beta_6 = -0.03$) have negative impact on economic growth. Transition Reforms is only variable with positive impact ($\beta_6 = 1.29$) on economic growth

Table 3 Test of Ordinary Least Squares (OLS) Method

Economic Growth	Coefficient	Std Err	T-statistic	P-value	R ²
Constant	2.65	2.10	2.75	0.74	0.99
Corruption Index	-3.27	0.92	-3.56	0.07	
Political Stability	-0.33	0.20	-1.68	0.23	
Government Effect.	-5.49	3.88	-1.41	0.29	
Transition Reform	1.29	0.70	1.83	0.21	
Labor Force	-0.03	0.06	-0.54	0.64	

Source: Author

Through T-statistics, means the explanatory capability (or significance) positive ($T > 2$) or negative ($T < 2$) that the independent variables have on the dependent variable. All variables in $T > |t|$ analysis has shown negative significance ($T < 2$) on economic growth because all of them have negative value. In table 3 is coefficient of determination (R^2), so question is: What does mean the determination coefficient ($R^2 = 0.99$) between variables that are include in the paper research? It tells us: a) the relationship is positive between them (it has positive value); b) the relationship between variables is quite strong (since the value is pretty close to 1) while only 0.01% (100% - 99%) are other factors that are not included in this model.

Table 4 Correlation Matrix

	EG	CI	PS	GE	TR	LF
EG	1.00					
CI	-0.93	1.00				
PS	-0.76	0.62	1.00			
GE	0.33	-0.40	0.35	1.00		
TR	0.80	-0.51	0.75	0.10	1.00	
LF	-0.36	0.26	0.86	0.76	-0.40	1.00

Source: Author

Correlation matrix analyzes the relationship between independent variables and dependent variable that are included in the paper research. The relationship between economics growth (as depend variable) and transition reforms (as independent variable) is positive correlation with 0.80, it is almost positive strong correlation also government effectiveness 0.33 has positive correlation on economic growth but it is not strong correlation like transition reforms. Correlation between economic growth and corruption is negative -0.90, it is almost negative strong correlation also political stability -0.76 and labor force -0.36 has negative correlation.

Conclusion

In this research paper is analyzed the impact of government policy and transition reforms on economic growth with case study of Kosovo. Data that are used included period of time 2011 - 2011 and they are calculated by STATA program and the main regression analysis are as following: descriptive analysis, multiple regression analysis and matrix correlation analysis. In the main analysis in research is OLS regression method, it shown the results that only transition reforms have positive impact ($\beta_6 = 1.29$) on economic growth but other variables: corruption ($\beta_2 = -3.27$), political stability ($\beta_3 = -0.33$), government effectiveness ($\beta_4 = -5.49$), control of corruption ($\beta_4 = -5.49$) and Labour Force ($\beta_6 = -0.03$) have negative impact on economic growth. T-statistic analyze shown that all variables have shown negative significance ($T < 2$) on economic growth. Lastly, correlation matrixes the results are as following: transition reforms and government effectiveness have shown positive correlation but all other variables have shown that negative correlation with economic growth.

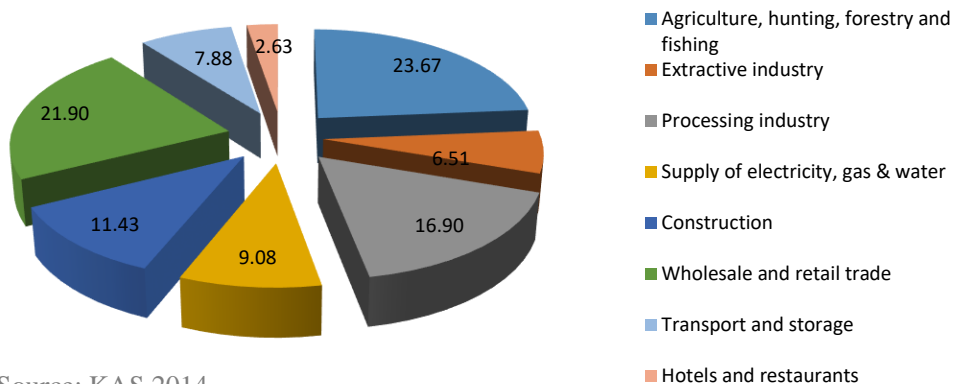
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Appedix A

Economic activities of GDP in Kosovo (2014)



Source: KAS 2014

Appedix B

Table 4: Data used for analysis

Economic Growth	Corruption Index	Political Stability*	Government Effectiveness*	Transition Reform	Labor Force*
2.7	33	18.0	52.2	2.33	40.5
3.4	33	16.1	52.2	3.33	36.8
2.8	34	15.1	48.8	3.83	23.9
4.4	2.9	13.7	51.7	3.83	26.4

Source: Economic Growth - IMF 2014; Corruption Index - Transparency International 2014; Political Stability & Government Effectiveness - World Bank (WGI) 2014; Transition Reform - EBRD 2014; Labor Force - The Kosovo Agency of Statistics 2015

Appedix C

Table XX: Variable Definitions and Sources

Variables:	Description:	Source:
1. Dependent Variable:		
Economic Growth (Real GDP)	Real GDP is defined as the value of the total final output (of all goods and services) that is produced in a one year within a country's boundaries and the growth / decrease of Real GDP is expressed as a percent (%).	IMF: World Economic Outlook 2014

2. Independent Variables:		
Corruption Index	The Corruption Perception Index (CPI) ranks countries based on how corrupt their public sector is perceived to be. CPI is a composite index, a combination of polls, drawing on corruption-related data collected by a variety of reputable institutions. High score of corruption start from 0 - 100 and countries with corruption from 100 - 0 are very clean in front corruption.	Transparency International: Annual Report 2014
Political Stability	Reflects perceptions of the likelihood that the government will be destabilized or overthrown by unconstitutional or violent means, including politically - motivated violence and terrorism.	World Bank: The Worldwide Governance Indicators (WGI) 2014
Government Effectiveness	Government Effectiveness (GE) - Reflects perceptions of the quality of public services, the quality of the civil service and the degree of its independence from political pressures, the quality of policy formulation and implementation, and the credibility of the government's commitment to such policies.	World Bank: The Worldwide Governance Indicators (WGI) 2014
Transition Reforms	The transition reforms range from 1 to 4, so with 1 representing little or no change relative to a rigid centrally planned economy and 4 representing the standards of an industrialized market economy.	EBRD: Transition Report 2014
Control of Corruption	Control of Corruption (CC) - Reflects perceptions of the extent to which public power is exercised for private gain, including both petty and grand forms of corruption, as well as "capture" of the state by elites and private interests.	World Bank: The Worldwide Governance Indicators (WGI) 2014
Labor Force	Labor Force - is the total number of people employed or seeking employment in a country / region also it called work force and in Kosovo include people employed between 18 to 65 years old.	The Kosovo Agency of Statistics (ASK)

Source: Author

Psychological Impact of Social Transition to Albanians after Year 1990

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Abstract

Many psychological transition theories argue that there is a very strong connection between life span events and social events were individual spent their life. Some of these social changes are considered also conditions for individual changes to happen or not in a healthy way. In this study we try to gain some evidence about the nature and impact that social change has to individual changes that comes to an individual life span. Population on focus are Albanians during time of their social transition after communism, so after year 1990. Methods and instruments used to gain the data on this retrospective research are self-report, standard questionnaires and also paper and journals reviews. Individuals are Albanian people 40 years old at least. Analyses are made by a descriptive statistic. Findings shows that there is a strong and significant correlation between social changes such as political, economical and others (ex. emigration, migration) and individual changes in Albanian people during this time. Negative social changes such as increased crime or bad services on health, go to more distress and dysfunction in individual life span and transition. The article suggests that a better understanding of this interference and impact will allow better politics and care in both individual and social level.

Keywords: individual, transition, social, psychological impact, well-being

Introduction

Transition theories¹ and authors such as Hopson, Sugarmen, Schlossberg, etc suggests that transition is the primary cause of distress and threaters of personal psychological well-being. They argue that during their life span individuals survive many changes and events in their live in a personal and social level which can cause them from happiness to a great level of distress due to their impact on a person's life and his inner processes. That means that personal² and social transition go narrowly together and they both affect psychological or emotional well-being. Of course they admit that there are differences in the level of distress that transitional features and phases can cause to individuals, varying by their sources (economical, health care, emotional security) and coping strategies (perception of risk, etc). This transition takes often a cycle from positive and negative events but as we can understand if events that occur are mostly negative and if this is combined by negative social factors such as those related will low level of economy, education, social and health, personal psychological well-being of a person is well threaded.

Method

Principal method used to gain the data is survey and main Instrument is a Self-Experiences Questionnaire. People are asked for the kind of experience they have in their lives during transition time and their emotional impact. Data collected are compared with other data for social changes that occurred during this time. This data are gained from 2001 CENSUS (Population and Residence Registration Rapport) in Albania, on e research view perspective.

¹ Dai Williams, 1999

² John Fisher, 1999, 2012

Simple for the questionnaire is about 120 Albanian people, living in Albania during the time, not less than 40 years old. Data calculation and analyze is made by using SSPS and prescriptive statistic.

Discussion and Results

Albania, a post-communist country as is known, has a long social transition in all levels and dimensions. Data collected from the census 2001 give as a realistic view of what happened during this time in Albania.

According to INSTAT report for Population and Residence Registration of year 2001, which is also a survey of living conditions and disparity, in Albania after year 1990 despite some positive changes during this transition period of time, there is also good evidence that shows sensitive disparities in the living level, especially in village zones. Levels of unemployment are really increased specially during crises period such as year 1993 where the level were 29, 0%. In Year 2003 this level were 22, 7%, the highest in the region and some cities goes to 40%. There are also a lot of differences in human development level from one area to another (city and village, city and city) were principal obstacle for reform development and improvement of social problems is political instability and uncertainty of Albanian people although this is very difficult to verify from this data.

Health care and sanity before year 1990 has been characterized by a high level of infant mortality and mother mortality. This is most evident in some cities than in others and seems to be related not much more with the level of poverty than with the inequalities in education, specially the women.

Peculiarity of this period of time is the sending of medical personal in deepest and fares zones of the country. During 1990 and after medical and health care inherited a very week infrastructure for medical care and service. Many of these services need recovery, tools, professional personnel and infrastructure.

In the period of time before years '90 in Albania 90% of school children finished the primary school forced cycle, 74% the second cycle (middle school) and 40% of them follow university (1972 report). Despite these global tendencies, there are many differences based on demography where north cities are statistically lower than the average percent in education, in comparison with cities of south Albania which are higher than average. These differences as cited in report has been created by the general lack or low level of urbanization, tradition influences, religion and age structure of mountains zones(north cities). Tendencies to miss illiteracy even high, miss the lack of quality in education by overpopulation of class rooms, lack of environments and school material, >ensure, limits, the principle of "supporting in your own force which provide isolation in Albania from the outside world and lack of personal freedom, causing so the missing of specialists and efficacy literature.

Rapid Changes that happened in Albania during and after the year 1990 with their political, economical and social nature caused deterioration especially at the beginning of these years. Some of these problematic include teaching & teacher quality, abandon of school, several of physical buildings conditions, warm, lighting, environments, lack of teachers with adequate education and profilisation which increased more disparities of educational conditions between villages and cities and that caused other consequences even in the future.

In relation with life, building and casemate conditions in Albania, they has been inappropriate before and after "90-ins. In 1970 there were build in Albania 185.000 apartments or 7.400 buildings in year two effort devastating previous conditions. These efforts did not fulfill shelter needs increased with population number growth. Services and facilities remain the same. At the end of '80 more than half of village population did not have drinking water and more several conditions to the warm. By the middle of '90 disparities for these conditions between village and city still existed. Cities were better but to the villages these conditions were still very inappropriate. All around Albania at the time were overpopulation in buildings were the mostly of these building has two rooms and a kitchen. More than two-thirds of these buildings were overpopulated even in year 2001 with an exception of principal cities such as Tirana and Durres.

Poverty level evaluations made by World Bank and INSTAT (2003) are 3.047 lek for person in food level and 4.891 lek for full poverty level. This evidence show that more than 25.4% of Albanians live under the level of full poverty (780.000 of

them). This number constitutes one quarter of Albanian population during the time and is similar to that of central Asia, even higher in comparison with other countries of Southeast Europe¹

Primarily this level is referred to the level of full poverty, as for the food level there are 4.7% of them. (WB and INSTAT 2003).

Mostly of poverty population lives on the village (46% in mountainous area) due even to the migratory movements from these areas toward more urban areas.

Back to our research when people are asked for their personal experiences and the emotional impact that those events has had in their lives in post-communist Albania, their illustrate several events which by their content are well related with social, economical and political factors described above. Some of these events include: standing to jail, changes in eating and sleeping habits, changes on work (position, job, conditions, etc), losing job, illness or severe accidents of a related or friend, severe changes in financial status, changes residence, illness or personal impairment, borrows, property problems, school abandon, big changes in life conditions, big changes in social activities, lack of contact with family (emigrants), adjustment difficulties (by migration), daily frustration, raised crime in their area of their living. People are asked for different years from 1985 to year 2013. Evidences shows that some of this experience are not much different in occurrence tendency from 1985 and after 1990 (the big revolution), such as problems with financial status, daily frustration (mostly argued by their fear to speak and think in a free way and the doubts from the surroundings, the spionazh).

The other experiences are typical after year 1990. It is important to underline that these experienced are matched even for their emotional impact of individuals experiencing them. According to the data collected the evidences before year 1990 shows a more stability in negative emotional level when the more chosen alternative is -2 (middle negative emotional impact) and more wide spread occurrence of this experience. Unlike this during and after year 1990 there is a widespread of more negative and positive experiences which differ in their intensity from -3 (extremely negative emotional impact) to +2 (middle positive emotional impact). It is also noted that this intensity level is not as linear as before this year but is much more changeable from a person to another (people choosing this may be smaller but the intensity of emotional impact chosen is higher). So the evidence shows a split on population related to the negative and positive experience and the emotional impact that they have proved about. Because the instrument also measure economical level these data shows that those people having more bad and negative personal experiences have or had a low economical level (after year 1990). This instrument is applied to subjects that already have 40 years old or more and data shows the second prescription of emotional impact level above is more evident from age 40 to 48 than to older one. Asked for their live transition experience they agree that it has been more difficulty in challenging them during the years 1991, 1992, 1993, 1997, 1998, 2006, 2007, and now. According to data, statistics on security², there is a strong correlation between increased criminality to this years and the difficulties that people had in their personal transitional experiences such as marriage, children and family, find a job, etc.

We suggests that a better understanding would be held if people are asked in a autobiographical view which can be provided in others researches.

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¹ INSTAT, 2001

² State police general directory archive

The Empirical Review of Several Hypotheses of the Emotional Maturation of Teenage Students at the Secondary School „28 November ” in Prishtina with the Assistance of Chi-Squared Test

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Abstract

This paper presents the empirical analysis of several hypotheses of the emotional maturation of teenage students with no parametric statistical method such as chi-squared test. The following hypotheses have been analyzed using this method: - There is a positive influence as regards the emotional maturation and achievement of success by students while studying; - The emotional maturation of adult students depends on their age; -The emotional maturation of adult students depends on their gender. - The emotional maturation and the success of the adolescent students depend on the age and gender of the adolescent respondents who have been researched. This empirical analysis covered a sample of 200 students , out of them , 100 students belonged to the 10th class while 100 students belonged to the 13th class at the Technical Secondary School “28 November” in Prishtina. Out of these students, half of them were males and half of them were females.

Keywords: Emotional, maturation, students

The analysis of the veracity of the hypotheses by chi-squared test (χ^2)

Using this statistical method, which is called non-parametric statistics, we manipulate with qualitative facts as follows: Yes-No; Young, Old; Healthy, Sick etc. and we do not manipulate with quantitative measured facts such as the number of obtained points, kilograms etc. If the value of chi-square is zero, this means that there is no difference between the empirical and theoretical frequencies. If the chi-square is closer to zero then there are more probabilities to accept the hypothesis and the opposite, if the chi-square is away from zero then there are more probabilities to reject the hypothesis because there is a big difference between the empirical and theoretical frequencies.

We will use this statistical method to analyze the veracity of several hypotheses of the emotional maturation. One of key hypotheses of the emotional maturation is:

“The emotional maturity is an indicator that adolescent students have achieved good success at school”

In relation to this hypothesis, we have taken group samples of answers for all 200 students (100 students of the 10th class and 100 students of the 13th class) at the Technical Secondary School “28 November” in Prishtina. The questionnaire and its analysis have been made in June 2011. From these samples have been taken empiric frequencies and as regards the veracity of the hypothesis it resulted that: $f_{\text{empiric}}=f_e=82$, were in support of this hypothesis, it means a positive answer (YES) for the abovementioned hypothesis, 61 were not in support of the hypothesis, it means a negative answer (NO) while 57 students were in support of the option of the questionnaire (I DON'T KNOW) related to this hypothesis. The theoretical frequency f_t for the sample covering 200 students, taking into consideration that we have three options to be selected, is $f_{\text{theoretical}}=f_t= 200:3=66$. From the second and third row we find the difference between the second column and third column and we put the achieved result in a special column (f_e-f_t). Then this value is squared and the same one is put in a special row $(f_e-f_t)^2$. The obtained value is divided by the empiric frequency and the values of the obtained ratio $(f_e-f_t)^2/f_t$ are put in a special row.

In order to implement chi-squared test (χ^2) we prepare the table of frequencies

Table 1

	f_e	f_t	$f_e - f_t$	$(f_e - f_t)^2$	$(f_e - f_t)^2 / f_t$
YES	82	66	16	256	3.87
NO	61	66	-5	25	0.378
I DON'T KNOW	57	66	-9	81	1.227

In order to find the value of (χ^2), we add the results obtained in the last row as follows:

$$\chi^2 = 3.87 + 0.378 + 1.227 = 5.475$$

The questionnaire which was used to analyze the veracity of the key hypothesis and presented sub-hypotheses, has three options (YES, NO and I DON'T KNOW). This means that we should know two quantities in order to determine the third quantity. Thus, our problem has two freeing scales with a probability level under 5% , what it means that for the accuracy of 95%, on the table it is read the value of chi-square $\chi^2=5.991$ while for the level of importance, under 1 %, of the probability level, the value is $\chi^2=9.210$.

Since the fixed value of our chi-square $\chi^2=5.475$ is smaller than the standard value of χ^2 which for the freeing scale 2 is $\chi^2=5.991$, it comes out that the presented hypothesis has been verified. This hypothesis is verified, also, for the level of importance 1 % =0.01 since for the freeing scale 2 the standard value of χ^2 is 9.210 which is bigger than our ch-square 5.475.

The analysis of the veracity of the sub-hypotheses by CHI-SQUARED TEST (χ^2)

The analysis of sub-hypothesis H1: The emotional maturation depends on the age of adolescent students''

Table 2

	f_e	f_t	$f_e - f_t$	$(f_e - f_t)^2$	$(f_e - f_t)^2 / f_t$
YES	60	66	-6	36	0.54
NO	65	66	-1	1	0.015
I DON'T KNOW	75	66	9	81	0.27

In order to find the value of (χ^2), we add the results obtained in the last row as follows:

$$\chi^2 = 0.54 + 0.015 + 0.27 = 0.827.$$

Since the value of $\chi^2=0.827$, it means that it is smaller than the standard value of χ^2 which for the freeing scale 2 is $\chi^2=5.991$, it comes out that the presented sub-hypothesis has been verified. This sub-hypothesis is verified, also, for the level of importance 1 %=0.01 since for the freeing scale 2 the standard value of χ^2 is 9.210.

The analysis of sub-hypothesis H2: The emotional maturation depends on the gender of adolescent students

	f_e	f_t	$f_e - f_t$	$(f_e - f_t)^2$	$(f_e - f_t)^2 / f_t$
YES	75	66	9	81	1.27
NO	90	66	24	376	5.69

I DON'T KNOW	35	66	31	961	14.5
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In order to find the value of (χ^2), we add the results obtained in the last row as follows:

$$\chi^2 = 1.27+5.69+14.5=21.46$$

Since the value of $\chi^2= 21.46$, it means that it is bigger than the standard value of χ^2 which for the freeing scale 2 is $\chi^2=5.991$, it comes out that the presented sub-hypothesis hasn't been verified. This sub-hypothesis is rejected, also, for the level of importance 0.99 % since for the freeing scale 2 the standard value of χ^2 is 9.210. This hypothesis is rejected since the received answers from this representative group do have differences of statistical importance compared with those we have expected.

The analysis of sub-hypothesis H3: There is a positive impact as regards emotional maturation and achievement of success at school

Table 4

	f_e	f_t	f_e-f_t	$(f_e-f_t)^2$	$(f_e-f_t)^2/f_t$
YES	71	66	5	25	0.37
NO	62	66	-4	16	0.24
I DON'T KNOW	67	66	3	9	0.13

In order to find the value of (χ^2), we add the results obtained in the last row as follows:

$$\chi^2 = 0.37+0.24+0.13=0.74.$$

Since the value of $\chi^2= 0.74$, it means that it is smaller than the standard value of χ^2 which for the freeing scale 2 is $\chi^2=5.991$, it comes out that the presented sub-hypothesis has been verified. This sub-hypothesis is verified, also, for the level of importance 1 %=0.01 since for the freeing scale 2 the standard value of $\chi^2 = 9.210$.

Hypothesis H4 : The emotional maturation and the success of the adolescent students depend on the age and gender of the adolescent respondents who have been researched

Table 5

	f_e	f_t	f_e-f_t	$(f_e-f_t)^2$	$(f_e-f_t)^2/f_t$
YES	74	66	8	64	0.96
NO	67	66	3	9	0.136
I DON'T KNOW	59	66	-7	49	0.74

$$\chi^2 = 0.96+0.136+0.74=1.836.$$

Since the value of $\chi^2= 1.836$, it means that it is smaller than the standard value of χ^2 which for the freeing scale 2 is $\chi^2=5.991$, it comes out that the presented sub-hypothesis has been verified. This sub-hypothesis is verified, also, for the level of importance 1 %=0.01 since for the freeing scale 2 the standard value of χ^2 is 9.210.

Table 6:

Key hypothesis	The emotional maturity is an indicator that adolescent students have achieved good success at school	Supported	
Sub-hypothesis H1	The emotional maturation depends on the age of adolescent students	Supported	
Sub-hypothesis H2	The emotional maturation depends on the gender of adolescent students	Rejected	Hudhet
Sub-hypothesis H3	There is a positive impact as regards emotional maturation and achievement of success at school	Supported	
Sub-hypothesis H4	The emotional maturation and the success of the adolescent students depend on the age and gender of the adolescent respondents who have been researched	Supported	

Summary

Based on these empiric researches that covered a sample of 200 pupils (100 students belonged to the 10th class and 100 students belonged to the 13th class), half of them were males and half of them were females, we can ascertain that the key hypothesis has been verified: „ **The emotional maturity is an indicator that adolescent students have achieved good success at school**”. By chi-squared test, also, have been verified sub-hypotheses (auxiliary hypothesis) approved for empiric review of the emotional maturation of adolescent students at the Technical Secondary School „28 November” in Prishtina. The results from this empiric research into the same sample do not verify sub-hypothesis H2: „ **The emotional maturation depends on the gender of adolescent students** “. Thus, this hypothesis is rejected since there is a big difference between theoretical and empiric frequencies.

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Female's Position within Kosovar Family

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Abstract

Gender is an identity which is learned, it alters during the time as well as the perception of it, changes based on different cultures. All attributions of being female or male are learned during the socialization process, and as such, female's position in our society has historically been unfavorable in relation to the position of male site, and this phenomenon has occurred as a result of patriarchal mentality of families and of society. A great support for gender based discrimination came also from Kanun norms, prevalent on our society for a long period of time. By taking this into account, the aim of this paper is to ascertain changes and trends of women position transformation within family in Kosovo. These ascertain will come by taking into account all factors which are considered as decisive on determination of its role within family.

Keywords: Gender, Stereotypes, Discrimination, Gender Roles, Kanun Norms.

Investments as a factor of the Economic Development in Kosovo

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Abstract

Kosovo as a transition country belongs to the developing countries, which faces lots of problems toward a stable economic development. The term investing included a wide spectrum of human activities in engaging financial assets in one of these fields, such as: real estates, securities and shares, production and services projects, scientific researches, technological development, staff educating, and so on. Kosovo is rated among poor countries of Europe, and has an urgent need for foreign direct investments (FDI). FDI has an important role on bringing advanced technology, managing and organizative skills with modern marketing techniques of these developing economies, as well as brining administrative skills and entrance into the export market. Therefore, FDI-s increase competition and competition increases quality, in transition countries they effect in various aspects of the economic development, such as: increasing the domestic output, increasing the employability and salaries level, productivity, establishment of connections and business networks of domestic enterprises with those in international level.

Keywords: The Role of Investments in the Economic Development, Foreign Direct Investments, Kosovo.

Rëndësia e Përfshirjes së Klinikës Juridike Civile në kurikulat e Fakulteteve Juridike në Kosovë

PhD Cand. Shpresa IBRAHIMI

PhD Cand Mimoza Aliu

"A heart can only discover what it really wants with experience."

– [Kathy Bates](#).

Abstrakt

Se njohuritë teorike paraqesin elementin bazë për formimin profesional të juristit, është një e vërtetë e pakontestueshme, një prej kërkesave bazë ligjore për akreditim të Programit të Fakultetit Juridik, bazuar në Kornizën Kombëtare të Kualifikimit të Rrepublicës së Kosovës. Por, ashtu si thotë dhe thënia domethënëse, një kurikulë e ndërtuar mirë me aspektin teorik, nëse nuk e ka të gërshetuar edhe aspektin praktik, mbetet të prodhojë për tregun vetëm profilin e një juristi mekanik. Tani më kërkesat e tregut të punës, e sidomos sëndërtimi i rendit Juridik në Kosovë, e veçmas në fushën civile (pronësisë, trashëgimisë, kontratave) kërkon që Fakultetet Juridike të realizojnë programin e tyre me profesionist të kualifikuar, por mbi të gjitha, duhet ditur se këtë mund të arrijnë vetem me bashkpunimin e institucioneve dhe organizatave që ofrojnë shërbime praktike për studentët. Bazuar në hulumtimet praktike, hulumtimi ka si qëllim të dëshmojë se si përfshirja e lëndës klinike juridike Civile në programet e Fakulteteve Juridike rezultojnë në plotësimin e nevojave të qytetarëve, bizneseve dhe insitucioneve publike të vendit. Pyetja bazë që shtrohet është, se sa mësimdhënsit i përgadisnin studentët që pas diplomimit ata të jenë juristë të përgatitur për ushtrimin e profesionit?

Fjalët kyçe: Fakulteti Juridik, Teoria, Praktika, Klinika Jurdike

Socio-Moral Reflections of Internet on the Lives of Some Albanians from Kosovo and Macedonia

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Abstract

Internet represents a global multimedia tool which has enabled the dynamic development of the human society. It is safe to assume that the introduction of internet has brought numerous benefits to people; however these benefits are easily overshadowed by the damage this great invention has caused in our social and moral lifestyles. As positive achievements of internet are considered: global communication, electronic transactions, working from home, online studying etc. The internet however can be harmful and cause: disorder of the values system, promotion of violence and negative role models adopted by teenager, withdrawal of the youth from real-life interactions. Moreover, standing in front of computer for too long can cause spinal deformity. It can be concluded that the internet, with all its flaws still remains the most important invention of our modern time. Therefore, the main purpose of this empirical research is related with the attitudes of some Albanian students from Kosovo and Macedonia regarding the influence it has in their lives.

Keywords: Internet, Negative Reflections, Sociomoral Life, Positive Advantages, Macedonian Students, Albanian Students from Kosovo.

Bulgaria in Turkish Literature Nadia Ahmed and A Study of her Children's Stories (Bulgaristan Türk Edebiyatı'nda Nadiye Ahmet ve Çocuk Hikayeleri Üzerine Bir İnceleme)

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Abstract

An important branch of the emerging Contemporary Turkish Literature is literature in the Balkans, Bulgaria Turks. Bulgaria's inception of the State by the Turks existed in the country since the most important areas in the written literature has been generated in Children's Literature. General Bulgarian Turks Children's Literature in the work area and the number of representatives in the literature has been the degree to capture the literature for adults in some quarters as the nature and quantity. In the particular circumstances of developing self-narrative is more common than other types. Children need the kind of story in both the Democratic Socialist Period peak with one of the names given in the work period is Nadia Ahmed. Bulgarian Socialist Period two, Democratic Era is a children's story book of children's stories published Nadia Ahmed with this type of work is the peak number of names. Bulgarian Turks to be little or no presence of women writers women writers Nadia Ahmed's identity and to have continued his literary production Literature, it raises an exceptional location in the current literature. Overall Balkan Turks literature, in particular in recent years on the Bulgarian Turks Literature is particularly noteworthy that some scientific studies done in Turkey. However, a lot of pending issues related to this area to study the new orientation of the literary circles in Turkey, type, period, maintains its presence in literary figures. In this regard, Nadia Ahmed and should be given to children's stories, up to several anthologies in life was taken as the exception detail in several publications in Turkey and Bulgaria name and works of superficial or deep on the literary personality and works, although mentioned is no work. Such issues leans first study "Bulgaria Nadia Ahmed and Children Stories A Study on Turkish Literature" in a statement from outside the Nadia Ahmed common biography, most extensive biography on data obtained from interviews with itself and is discussed in detail in the literary personality. Information about authors is the first part of the study. Children's story as a kind of narration of the second part focused on the children's issues; The type of development in the Turkish Literature and Bulgaria said Nadia Ahmed is given to the overall review of the story of three children's story book. As a result, Nadia Ahmed child narration of the general structure set forth Although an example of a writer out of Bulgarian Turks changing the language according to the period of children's stories and stylistic features, Bulgaria story messages reflecting the ideological exchange between Turkey has tried to determine.

Keywords: Nadiye Ahmet, Bulgarian Turks Literature, Children's Story

Özet

Balkanlarda gelişen Çağdaş Türk Edebiyatlarının önemli bir kolu Bulgaristan Türkleri Edebiyatı'dır. Bulgaristan Devleti'nin kurulduğu günden bu yana meydana getirilen yazılı Türk edebiyatı içerisinde en önemli alan ise Çocuk Edebiyatı olmuştur. Genel Bulgaristan Türkleri Edebiyatı içerisinde Çocuk Edebiyatı sahasındaki eser ve temsilci sayısı bazı dönemlerde yetişkinler için verilen edebiyat eserlerini nitelik ve nicelik olarak yakalayacak dereceye varmıştır. Kendine özgü şartlarda gelişen Bulgaristan Türkleri Çocuk Edebiyatı'nda şiir ve hikaye türünün diğer türlere nazaran belirgin bir yaygınlığı söz konusudur. Çocuk hikayesi türünde gerek Sosyalist Dönem'de gerekse Demokratik Dönem'de verdiği eserlerle zirve isimlerden biri Nadiye Ahmet'tir. Bulgaristan'da Sosyalist Dönem'de iki, Demokratik Dönem'de ise bir çocuk hikayesi kitabı yayınlanan Nadiye Ahmet bu eser sayısı ile çocuk hikayesi türünde zirve isimdir. Kadın yazar varlığının yok denecek kadar az olduğu Bulgaristan Türkleri Edebiyatı'nda Nadiye Ahmet'in kadın yazar kimliği ile edebî üretimini devam ettirmiş olması, onu mevcut edebiyat içerisinde müstesna bir konuma yükseltmektedir. Genel olarak Balkan Türkleri Edebiyatı, özelde ise Bulgaristan Türkleri Edebiyatı'na dâir son yıllarda özellikle Türkiye'de yapılan ilmi çalışmalar dikkate değerdir. Ne var ki Türkiye'deki edebiyat çevrelerinin yeni yöneldiği bu alana ilgili çalışılmayı bekleyen bir çok konu, tür, dönem, edebî şahsiyet de varlığını korumaktadır. Bu hususta Nadiye Ahmet ve çocuk hikayeleri –birkaç antolojide yaşamına yer verilmesi dışında- ayrıntılı olarak ele alınmamış, Bulgaristan'da ve Türkiye'de bazı yayınlarda adı ve eserleri zikredilmekle birlikte edebî kişiliği ve eserleri üzerinde yüzeysel ya da derinlikli hiçbir çalışma yapılmamıştır. Mevcut konuya eğilen ilk çalışma olan "Bulgaristan Türk Edebiyatı'nda Nadiye Ahmet ve Çocuk Hikayeleri Üzerine Bir İnceleme" adlı bildiriye Nadiye Ahmet'in yaygın biyografisinin dışında, kendisiyle yapılan görüşmelerden elde edilen veriler ışığında biyografisi geniş ve edebî kişiliği ayrıntılı olarak ele alınmıştır. Çalışmanın birinci bölümünü yazar hakkındaki bilgiler oluşturmaktadır. Çocuk hikayeciliği konusuna odaklanılan ikinci bölümde bir tür olarak çocuk hikayesi; söz konusu türün Bulgaristan Türk Edebiyatı'ndaki gelişimi ve Nadiye Ahmet'in üç çocuk hikayesi kitabındaki hikayelerin genel incelemesine yer verilmiştir. Sonuç olarak Nadiye Ahmet'in çocuk hikayeciliğinin genel yapısı ortaya konulmakla birlikte örnek bir yazar üzerinden Bulgaristan Türk çocuk hikayelerinin

dönemlere göre değişen dil ve üslup özellikleri, ülkenin geçirdiği sosyal ve siyasal değişimlerin Bulgaristan Türkleri arasında hangi ideolojik değişimlere neden olduğunu yansıtan hikaye iletileri tespit edilmeye çalışılmıştır.

Anahtar Kelimeler: Nadiye Ahmet, Bulgaristan Türk Edebiyatı, Çocuk Hikayesi

Albania Should not Fail to Cope with Crisis

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Abstract

In the article we have tried to handle the economic crisis not as a host of special events and disconnected, or a bad credit crisis, or a crisis of public debt etc. but as a single crisis that has several reasons, focusing the increasing costs of energy sources that we use, to increase unemployment and technical and technological changes and the vision for the development model. With its strategic deployment in the Western Balkans, with a developing market economy, low tax burden and a workforce of young, dynamic, educated and competitive costs, Albania offers many opportunities for investors. Its natural resources include significant capacity with respect to energy infrastructure hydro, solar and wind. Its fertile land offers investment opportunities in agriculture and its coastline of more than 400 km offers excellent potential for investment in tourism. Albania is rich in oil and gas and its subsoil contains substantial deposits of minerals. With these resources Albania can be considered as a place of possibilities. But in contradiction with these opportunities, Albania has large numbers of unemployed and poor social protection on the one hand and on the other 5% of Albanians owning more than half of the assets deposited in domestic banks. Yes inequality leads to economic instability, which can not be stabilized only with the effects of the free market without a strong state, which oversees the development dynamics of this market. But we can not afford to fail, whether for resources and the opportunities that we have, whether for experience ready to confront the other countries in crisis, whether for big disappointment and the consequences of not accountable that will bring failure. Therefore we have to manage to exploit better that so far all national resources such as water, sun, wind, forests, mierare properties, sea, mountain, field etc., To guide better economy towards production without leaving neglected services, tourism and agriculture to make two kufiza of a binomial profitable. To consolidate a fiscal structure to favor employment, reduce poverty and mitigate inequality, there can be no sustainable development without increasing the welfare, to build courts without corruption and state funksional.

Keywords: Albania, crisis, opportunities, energy, free market, inequality, tourism, agriculture

Examining Teachers' Opinions on Teaching and Measuring in the Life Science Curriculum in the Context of Values

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Abstract

The aim of this study was to describe primary school teachers' opinions about teaching methods and measuring process that recommended in Life Sciences Course Curriculum (LSCC) in the context of values education. The researcher used survey model to reach research aim. The research population consisted of 155 primary school teachers who serve at city center of Bingöl province, Turkey. An assessment instrument consisting of two chapters and developed by the researcher was used to collect data. The first chapter includes personal information about participants and the second chapter includes items towards determining teachers' opinions about teaching methods and assessment process stipulated in LSCC in accordance of values. Arithmetic means and standard deviation were used for data analysis. When the teachers' views are examined the following results have been reached: teachers believe that "educational games" is the most appropriate teaching method and the Project-based learning method" is the least appropriate method ; observation technique is the most suitable measurement – evaluation method for the measurement of the values. It is wished that this study will be useful for curriculum development specialists, teachers, those interested in values education and decision makers in education system.

Keywords: Examining Teachers' Opinions, Teaching and Measuring, Life Science Curriculum, Values

Sales Process

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Abstract

The sales process is particularly important to reach the goals of the seller. The sale is the exchange of a good or service in exchange for money. The seller or the provider of the goods or services completes a sale in response to an acquisition, an appropriation or a request. There is a passing of title (property or ownership) of the item, and the settlement of a price. A seller agrees upon a price which he willingly gives ownership of the item. The seller, not the purchaser generally executes the sale and it is completed prior to the obligation of payment. A person who sells goods or service on behalf of the seller is known as salesman or saleswoman. For a successful sales process must use the five following stages which are; Creating relationships, Laying of questions, Customer evaluation, Closing sale and the new sale. It is very important to establish a good relationship with the customer, to continue laying correct questions which are important for sales processes than continues the customer evaluation that is the most important stage and which mostly is waste of time. After evaluating the customer, the vendor should start the fourth stage, and that is closing the sale. Upon successful completion of these four stages comes the fifth stage called the new sales phase. The fifth phase should provide these four components: the planning, the purpose, the motivation and analyses. Ordering the correct and proper, implementation of these phases bring guaranteed success in the sales process.

Keywords: sales, process, seller, buyer, exchange, good, services, request

The Effect of Body Language on Enlisted Soldiers in the Training Field

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Abstract

Communication is a concept that we encounter every moment of life. The first concept regarding communication is words we speak. However, the more effective way of communication that replaces words is nonverbal communication or body language. People usually express feelings, thoughts, and desires that could not be verbalized by body language. There are no right or wrong body languages rather there are positive or negative ones.. A good ay of establishing communication in the training field is directly related with using the right body language at the right time. This research consists of three parts. The first part of the study provides conceptual information about the definition and importance of communication, communication elements and communication process, and communication types and styles. In the second part, body language and effect of body language on communication are discussed. Finally, in the third part, the results, charts, and analyses are presented. The aim of the research was to find out (i) how the leader military personnel used positive and negative body language during military training and (ii) what was the effect of the messages, which were expressed using the body language, and the body language itself on the efficiency of the training by using the opinions of both trainers and trainees in the training field. A questionnaire was applied to a group of trainers and trainees from Turkish Army. Both the leader personnel, who worked as trainers, and the trainees stated that positive body language behaviors generally affected their performances positively where negative body language behaviors had just the opposite effect on their performances. As a result, it was concluded that the body language used in military training activities had an effect on efficiency of the training.

Keywords: Communication, nonverbal communication, military training, trainees.