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Address: 11, Portland Road, London, SE25 4UF, United Kingdom
Tel: +44 2080680407
E-Mail: office@revistia.com

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Participation in Public Space Renewal. Case Study of Poznan - Large City in Poland - A Report

Arch. Bartosz Kazmierczak, PhD

bartosz.kazmierczak@put.poznan.pl

Arch. Dominika Pazder, PhD

dominika.pazder@put.poznan.pl

Poznan University of Technology, Faculty of Architecture,

M. Sklodowska-Curie Sq. 5, 60-965 Poznan, Poland

Abstract

In the paper there are presented questions of public space renewal, especially within a city centre. The authors present a case study of a city of Poznan in which a number of actions are taken in a field of spatial revival. There is accentuated that the most important task is to provide spatial alterations long with social interest and involvement. It is the participation of city inhabitants the most crucial aspect of public space renewal process.

Keywords: participation, urban renewal, public space.

Introduction

In the following paper the author presents the individual interpretation of the conference topic - holistic approach to urban renewal in Polish conditions. Referring to the current spatial situation and Polish planning law in force, there is a need to accentuate that there is either lack of social participation within a planning process or a social consciousness of spatial development and renewal problems. According to this, in author's opinion, it is crucial to support Polish planning system with soft activities aiming at a promotion of wide social participation within planning system, especially at a local scale. It is needed to make local society feel responsible for the space, not only within neighborhoods but also public areas. Holistic approach to urban renewal in Polish conditions means to make people feel part of planning system, believe their voice is important and understand they have a real impact on changes. The author cooperates with the City Council of Poznan and with non-governmental organization so as to promote participatory planning idea and promote the knowledge about the importance of holistic approach to city space renewal – not only economic but above all spatial and social aspects.

Social participation in the process of urban renewal, especially on a local level, is an essential factor of its proper course and successful conclusion. Although the final form of an urban renewal program is a result of state units' decisions, it always needs consultation and societal acceptance. It should be in progress in the preliminary phase of development of such a program, so the local community have a chance to present their views, identify needs, preferences and aspiration, as well as to develop self-awareness of the assemblage.

The Polish Law on Spatial Planning and Development in force, which was adopted in 2007, contains a record of the obligation of public consultation of planning documents (study of a spatial development and a local plan) which are in the preparation. Local community involvement is expressed in the possibility to make proposals, amendments and objections. It guarantees a social participation in the spatial planning, but it is limited to issuing opinions upon professional pre-assumptions during the public inspection period of statutorily specified time. At present, several state agencies are obliged

to presenting their opinion: municipal commission of urban planning and architecture, regional board, the province governor, the county governor, authorities of adjacent communes, provincial conservation officer, military authorities, border protection units and national security, maritime Office, mining and geological supervision office and the Minister of Health. In the same time, there is a lack of the obligation to put spatial planning documents to wider social consultation, which seems to be an important complement to spatial planning processes.

Social participation should primarily address those social groups which are directly involved in the planning process or will experience the effects of certain decisions. These include residents of a given commune, a city or a district, various groups of interest: property or land owners, road users, but also the elderly and disabled, business entities: potential investors, developers, local politicians and representatives of scientific and cultural circles.

Social participation in the process of urban renewal

All activities related to the transformation of urban space should be held with the participation and social interest. There is a need to sensitize city users to the value anthropogenic environment and to build in public awareness belief in the importance of protecting and emphasizing individuality of the space. That increases the sense of identification with the place, and thus belonging to a particular community. In the process of creation of an urban space it should be taken into account not only the visual effect, but even more so societal impact that is a consequence of certain project decisions. Each space, formed in a particular urban layout and developed by architectural elements in a three-dimensional system, should be a carrier of intangible assets and semantic content. The meaning of an urban space, public space in particular, should refer to needs, aspirations and expectations of a community, to whom it may serve, so it is by nature unique. For this reason, in the process of creation of such an urban space standardized models and solutions may not work, because each space has got defined, individualized features that should be emphasized. In this respect, a necessary factor of a proper spatial planning procedure is adequate socialization of the planning process of transformation and renewal of an urban space, especially a public space. Urban revitalization and renewal programs require consultation and social acceptance. It is crucial for creating an area with which users want to identify with and which strengthens their sense of belonging, a sense of place and a sense of spatial order.

The participation of local communities in the process of planning is especially important in the early stages of a project or an urban renewal program. As a result, the community have the opportunity to present their point of view, identify needs, preferences and aspirations. Participation relates primarily to the people directly involved in the planning process in the future or likely to feel its effects. These include residents, property or land owners, road users, potential investors, local politicians, representatives of scientific and cultural circles, but also the elderly and disabled. Proper organization of public participation is extremely important, especially in terms of building the identity of the place, interpersonal bonds and good relationships, in mitigating social conflicts and eliminating manipulation and abuse in fulfillment of particular interests. It is important to prepare the representatives of local authorities to conduct mediation, which will assure that obtaining individual benefits or realization of interest of a particular political party will not become an obstacle to the implementation of general social benefits. Negative assessment of spatial transformation process is usually issued to arbitrarily imposed forms of changes.

Regulation and organizing of spatial processes should not rely on excessive expansion of bureaucracy, but resort to the support of experts who can professionally analyze existing conditions and formulate directions, principles and methods of implementation of spatial transformations. It is important to define the boundaries of top-down management, to protect and develop the ability of local communities to self-organize and apply a real concern for the common good, which here is the space. Strategies and local policies should support efforts to the socialization of the process of programming the transformation and revitalization, and space management [Wiszniewski, 2014].

The socialization of the process of planning was reflected in contemporary planning models [Parysek, 2006], inter alia communicative planning [Sager, 2002], collaborative planning [Healey, 2003], planning through debate [Fainstein, 2000] or participate planning [Sanoff, 2000]. There are also other, developed in mature, democratic civil environments, methods of

public participation in planning processes, such as *charrette*¹ workshops. The principle of the workshop is to replace the top-down decision-making process with a so-called "from scratch" approach. The essence of the workshop is a collaboration of entities in order to build consensus and solutions according to the needs of all stakeholders. *Charrette* principle is a dialogue in which participants have a chance to know and understand the needs of each party and to support a shared vision of the project.

Participation supporting public space renewal in Poznan city – author's experience

The author of the study co-initiated, co-authored and participated in a number of projects aimed at promoting new solutions for the socialization of the process of programming the revitalization in Poznań, and also actions calculated to perfect the processes of planning and urban space renewal. In these activities involves many different units dealing with problems of revitalization - first and foremost Department of Project Coordination and Revitalization of the City Council of Poznan, also cultural centers, foundations, associations, district councils and other non-governmental organizations. The basic assumption of those initiatives is to seek innovative solutions based on the participation of multidisciplinary teams of specialists and the involvement of local communities in the processes of sustainable development and urban space renewal, with an emphasis on public space.

International Urban Workshop in 2007

An interesting pilot project in terms of the socialization of the renewal process of Poznan city was an international urban *Charrette* workshop, organized at the Faculty of Architecture of Poznan University of Technology. They were prepared and carried out in cooperation with the Department of Project Coordination and Revitalization of the City Council of Poznan. During the workshop, Polish, Slovak and German students worked on the concept on renewal of a fragment of downtown in Poznan. The aim of the workshop was a dialogue and understanding in order to initiate an integrated process planning and urban design, comparing the various methods of construction of the program, as well as phasing and realization of an urban project, that is normally harnessed by individual research centers, and therefore, creating the optimum model of programming of renewal processes. Students were representatives of various disciplines - architecture and urban planning, spatial planning and economics. The assumption of a *Charette* was to develop a methodology of design on the areas subject to renewal programs with particular regard to minimizing conflicts between investors, municipality and local community. Moreover the aim was to define the role of an urbanist in the planning and organization of the revitalization program, and to determine his role in the processes of development and renewal of cities. At the stage of building a sustainable renewal program, representatives of the City of Poznan, the company Echo Investment and the representatives of a local community – District Council of the Old Town were asked to comment and to give opinion in order to correct the students' work and to give the project the most real dimension. That elaboration became the basis for a broad discussion on the responsibility for space and the need for the involvement of many different partners in the design process and construction downtown revitalization program.

The Game of Space – Seminar about Public Space 2008

"The game of Space" was another project organized in collaboration with the City of Poznan and professionals in other disciplines - sociologists and economists. The main idea was to test the fields of interest of groups involved in shaping processes of urban public spaces: the residents, investors and representatives of local authorities. It was also to identify areas of convergence of interests and fields of conflicts, to enable better understanding of intentions in decision-making of the various interest groups in regards to management and use of public spaces. The experiment was based on isolating groups on separate panels and simulating the planning of new investments in two selected areas of the city. "Stakeholders" have at their disposal the shares, with which they were able to fill in investment fields. After filling in all the fields of investment players they had to determine the percent of the build-up area of the field and its height. On the second day the results were confronted and discussed. Particular groups of "The game of Space" could observe the effects of their actions and hear justifications of their competitors. As a result, different groups of interest could better understand their arguments

¹ *Charette* workshops are related directly with New Urbanism (*The Congress for New Urbanism – CNU*). *CNU* has a significant impact on the world's spatial policy, thanks to, among others, Charter of the New Urbanism, an annual congresses and numerous publications. Source: <http://www.charretteinstitute.org> and <http://www.ceunet.org>.

and motivations of action, its often different language, and thus better prepare for discussion upon the proposed solutions. The experiment was intended to raise awareness and to demonstrate to warring groups, that most of the problems are associated with the lack of trust, knowledge and understanding of needs of motivations of other participants in the process of development and use of a public space.



Fig. 1. "The game of Space" project was organized in collaboration with the City of Poznan in order confront different groups of interest and make them collaborate within a game concerning real problems of a given space. Photo by author.

Future City Game. Re-wita Ostrówek – Workshop 2009

Workshops "Re-wita Ostrówek" on Śródka in Poznan was organized by the District Council Ostrów Tumski - Śródka - Zawady, the British Council, Pro Design, Office of Development of Social Relations and Department of Project Coordination and Revitalization of the City Council of Poznan within the project *Creative Cities*. Among participants were architects, artists, investors and developers, community activists, residents of Śródka and representatives of the city authorities. Players were divided into several interdisciplinary teams, whose task was to develop ideas to revitalize this part of town in ten years perspective and giving them an appropriate hierarchy. After the initial presentation of ideas the teams prepared themselves for testing them in the field and among professionals, residents, officials and invited observers. In this way, developers could verify their ideas and subject them to comprehensive criticism. With such an approach, voters could choose the concept, which in their opinion was approved by all, and yet seemed the most attractive and innovative. In addition to formulating specific solutions, workshop provided an opportunity to exchange views on ways to revive devastated parts of the city, and to meet people that are operating for the same purpose, but in different areas.

Creative Cities – Workshops 2012-2013

As a very interesting experience for the author can be regarded the participation in the international project CREA. RE – Creative Regions, led by Adam Mickiewicz University and financed from EU funds within the European Regional Development Fund, Interreg IVC, Innovation and Environment. Participation in this project was the result of an invitation to the author made by the Department of Project Coordination and Revitalization of the City Council of Poznan, to actively participate and substantively support activities of the group set up for this project called Local Support Group for the creative industries in a Group of Creative Space.

The aim of the project was the involvement of local authorities and public and private institutions to promote the creative industries in Poznan. Established within the framework of the initiatives Local Support Group would become a platform for cooperation and exchange of experiences between the different players in the business of creative industries. Many meetings were organized and a series of design workshops held on issues related to educational activities for the public space and the creation of inspiring public space through innovative and interactive solutions in the field of landscape

architecture¹. The overall aim of the project CREA. RE was an attempt to find an answer to the question of how to create effective strategies and projects, supporting the development of the creative sector. Recommendations of solutions, developed during meetings and numerous bottom-up initiatives have been collected in the study Local Action Plan for creative industries in Poznan and Wielkopolska Region², which also constitutes a reference to the provisions in strategic documents of higher order, inter alia: Development Strategy for the City of Poznan till 2030, Poznań Agglomeration Development Strategy till 2020 and Development Strategy for the Wielkopolska Region till 2020.

Common does not mean nobody's – Educational and Cultural Project 2014-2015

Latest venture, in which the author is involved, is a still ongoing educational and cultural project for the public space called the "Common does not mean nobody's". It is a project co-organized by the association called Revitalization Forum, branch in Poznan and the Department of Project Coordination and Revitalization of the City Council of Poznan and additionally financially supported by the Department of Culture of the Poznan City Council, with funds from the Ministry of Culture and National Heritage of 2014.

This project is a continuation and in some ways the culmination of previous operations undertaken in cooperation with the Poznan City Council. It raises awareness of the public space, promotes a sense of ownership of and identification with the space. In October 2008 in Poznan, a seminar on public space was held. Then in May 2009, the scientific conference devoted to public spaces took place under the patronage of the Ministry of Infrastructure, the Mayor of Poznan and the Rector of the University of Technology. The seminar and the conference became stages of preparation of working papers for the Charter of the Public Space – an initiative related to the planned for 2009 in Poznan III Congress of Polish Urbanism. The Charter of the Public Space was supposed to become a disinterested document, programmatic for a creation of Polish public spaces addressed to circles of stakeholders of a public space: investors, communities, local authorities, and, what is important, by those circles formulated. At the conference, a preliminary draft of the Charter of the Public Space was discussed, and the main conclusion was that there is the lack of societal education, especially in the period of preschool and schooling.

Within the framework of the continuation of the actions related to a public space, under the motto "Common does not mean nobody's" (pic. 1), several workshops have been conducted aiming at different age groups: from children, teenagers, students up to seniors. The result of the project was the creation of an illustrated book for adults and children, presenting the most important issues regarding behavior in a public space, answering, inter alia, questions of what the public space actually is and how we should take care of it. The objective was to seek to increase awareness and knowledge of the inhabitants of Poznań on the shaping and quality of public space. The main idea behind the initiative was to develop educational materials for different age groups, for the development and quality of public space based on the records in the Charter of the Public Space, with reference to the specific area of Poznan, but with the possibility of universal use in other cities.

As a result of the workshop, materials from teachers and experts were received, which gave an important information needed for preparation of a book popularizing idea of a public space and the possibilities of its development, addressed to children and adults. The foundation in development of the book both in the substantive, literary and graphic form, was a correspondence of the content with records of the Chart of the Public Space and coherency with the educational materials that were used during the workshops. Each of the topics attempted in the book, in example of an excessive number of cars in the streets, of littering of a public space, of the lack of interesting, visually attractive, ergonomic and economic street furniture, etc., was presented in the form of fold-out pages where the outer side of the text adapted to children, and with an

¹ The author is currently a member of the team conducting research within a framework of statutory activities, DS.PB in the years 2013-2015 on the Faculty of Architecture of Poznan University of Technology, entitled "Art in the city – in the context of creation and social activation of public spaces. An example of a study of Poznań. Physiognomical and semantic study of the inner-city public spaces of Poznan." Project leader: dr hab. T. Matuszewicz, team: dr Bartosz Kaźmierczak, dr Dominika Pazder.

² The publication edited by prof. T. Strykiewicz, authors of the study: K.Bogdańska-Gluchowska, O.Hołoga, N.Madajczyk, dr M. Męczyński, dr K. Stachowiak, prof. T. Strykiewicz

internal text addressed to adult readers. At this stage of project implementation, 1,600 copies of the book were released and distributed for free among the groups involved in the project - workshop participants.

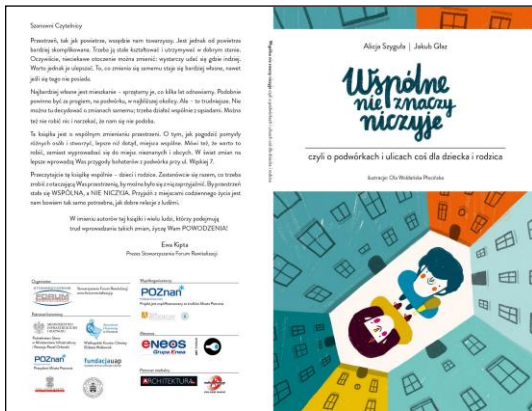


Fig. 2. The front and back covers of a book about public space for children and parents – the outcome of an educational and cultural project for the public space called the "Common does not mean nobody's".

Moreover, it is planned to organize a nationwide conference, during which educational materials for a public space and conclusions of completed workshops will be presented. The aim of the conference is to summarize a series of workshops and provide participants with a feedback from the workshop, the adequacy of educational materials, proposals for changes, etc. For those reasons, amongst the invited guests, in addition to academics, teachers leading the workshops and their participants should be included. During the conference the book on the public space entitled "Common, does not mean nobody's. On backyards and streets, something for the child and the parent." ¹. Project will be concluded with a promotional and integrational event, for example. city game (Mayor's Office), during which all participants of the workshop will be able to meet and confront the acquired knowledge in the urban space in a playful manner. Additionally, a publication of a book on a commercial basis is planned and further distribution to bookshops is intended.

Conclusions

The most important result of ongoing planning and revitalization processes should be a social consensus to establish the plan and the

Introduction of the solution. In this regard it is important to reconsider the role and responsibility of the architect-urbanist or spatial planner. He cannot be limited only to the creation of space. He must also take into account the need for new challenges in negotiation as well as informational and educational aspects. In this context, it is important to create new theoretical solutions including the possibility of their implementation and use in order to minimize conflicts caused by different aims and interests of various social groups.

Reaction to the social evaluation of urban space is crucial in achieving a certain harmony between the social and the urban dimension of the city. This is particularly important, because the functional and spatial structure of the city is less susceptible to change than inhabiting it community. Shaping the urban structures must cause changes in the functioning of the local community, but also give the opportunity to shape the environment by its users. The socialization of processes of transformation - revival and renewal of urban space - is a precondition for the desired effect of the planning and changes

¹ The author of the text for children: Alicja Szygula, the text for adults: Jakub Glaz, illustrations made by Ola Woldańska-Płocińska, and the author of this article, along with dr Bartosz Kaźmierczak, appeared in a dual role - substantive consultant and a representative of an association Revitalisation Forum, branch of Poznan. The book was published in 2014.

of an urban space and building local identity. What is more, societal acceptance of planned changes in the functional and spatial layout of the city is not only the guarantee of assimilation of local groups with the new conditions, but also factor that can ensure a harmonious and sustainable development and local economic growth.

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Adoption of the Joint Stock Company in British India: History and Patterns

Anantdeep Singh

Researcher

University of Southern California

anantdeepsingh@hotmail.com

Abstract

The joint stock company was introduced to India in the late 17th century but only gained widespread usage in India during the 20th century. However, the adoption of the joint stock company was closely linked to family businesses and did not spread in a uniform manner across the population. This article will examine the spread of the joint stock company in India and look at four groups: Hindus, Muslims, non-conforming Muslims and Zoroastrians. We will suggest that the legal and business institutions of these four groups shaped their willingness to adopt the joint stock company.

Introduction

Joint stock companies are tied closely to family businesses in India. As late as 1993, of 297,000 joint stock companies in India, 294,000 were family owned. ¹ Joint stock companies have not replaced the Hindu joint family in India. Instead, the Hindu joint family businesses continue to be used by wealthy Hindus in conjunction with joint stock companies. This paper will examine the spread of the joint stock company in India and compare its patterns of adaptation among Hindus, Muslims, and Zoroastrians. We will suggest the following: Hindus were able to use the joint stock company to a greater extent than the Muslims due to differences in Hindu and Islamic inheritance law as well as the similarity between the Hindu joint family and the managing agency. Muslims remain underrepresented in India's business world: only one of the fifty largest business houses in India has a Muslim chairman. Recent data show that Hindus continue to dominate industry and business in India. A look at India's fifty largest business houses in 1997 shows that only one of them had a Muslim as chairman. ²

The adoption of joint stock company in India was tied to the rise of the managing agency³. Joint stock companies in India were controlled by managing agencies. Managing agency contracts allowed the managing agency to have control of the joint stock company even though it did not own a majority of the shares. While Indian law prohibited banks and insurance companies from being governed by managing agencies, virtually all other private corporations were controlled by managing agencies. ⁴ Managing agencies were in turn controlled by family businesses and were rarely owned by one person. ⁵

Who utilized the managing agency? The vast majority of managing agencies in India were controlled by Hindus and Zoroastrians whereas the Muslim rate of ownership was minimal. Earlier studies suggest that Muslims controlled only 1.09% of India's managing agencies. ⁶

¹ Dutta, 30.

² Tripathi 2004, 340-342.

³ Brimmer 561-563, Tripathi 2004.

⁴ Lamb 110, Tripathi 2001, 46-47.

⁵ Brimmer 1955, 558; Lamb 1955, 102; Tripathi 1990, 27; 2001, 43

⁶ Nigam 1957, 104-225.

Let us turn to a brief discussion of the Hindu joint family businesses and their adoption of the managing agency. India in the 19th and early 20th century was characterized by an underdeveloped capital market. Hindu joint families used joint stock companies to raise additional capital. Typically, the shares for these companies were bought by members of the same caste. How were Hindu merchants able to raise sufficient capital for this? Hindu inheritance law provides an answer. First, it allowed for the collective holding of wealth. Second, it excluded females and distant relatives from inheriting wealth.. Hindus were also familiar with the concept of a managing agency. Hindu joint families had numerous branches which were governed by a central unit.

Muslims in India were governed by Islamic inheritance law. Islamic inheritance law differed from Hindu inheritance law on two crucial counts. First, it did not allow for collective holding of wealth. Second, Islamic inheritance law included numerous heirs including women and distant relatives. This retarded the rate of capital accumulation amongst Indian Muslims.

Muslims were also hindered by relative unfamiliarity with the Hindu joint family business. The traditional means of business among India's Muslims had been the Islamic partnership. ¹ However the partnership differed from the Hindu joint family in two respects. First, it lacked durability. Second, Islamic partnerships could not branch out into multiple businesses as could the Hindu joint family.

A small number of Muslims did not adhere to Islamic inheritance law and utilized business institutions similar to those of the Hindus. We will refer to them as non-conforming Muslims and discuss them in greater detail below. ²

Joint Stock Companies in British India

Joint stock companies were introduced in India in the 1660s by British and Dutch merchants. However, these joint stock companies failed to gain popularity in India. They were restricted to southern India (particularly Coromandel) and failed to spread to other parts of India. It has been suggested that these companies lacked means of effective conflict resolution among shareholders. Joint stock companies were reintroduced in India in 1829. However, Indian merchants were reluctant to adopt them. The first Indian to launch a joint stock company was D. Tagore. However, few Indians followed his example and the joint stock company was largely used by Europeans in India. It was only in the 20th century that the utilization of the joint stock company became widespread in India.

Table 1 Joint Stock Companies in India³

<i>Year</i>	<i>JSCs in Operation in British India</i>
1880	<i>Under 500</i>
1890	<i>886</i>
1900	<i>1,340</i>
1910	<i>2,216</i>
1920	<i>3,668</i>
1930	<i>6,919</i>
1940	<i>11,372</i>
1950	<i>27,558</i>

Table 2: Joint Stock Companies in India from 1850 to 1950⁴

¹ The common forms of Islamic partnership include the mudaraba, mufawada, and 'inan. See Udovitch for a further discussion of Islamic partnerships.

² These Muslims belonged to the Khoja, Bohra, and Memon castes.

³ Rungta pg 47.

⁴ Rungta, 47.

<i>Year</i>	<i>Number of JSC</i>
1851	2
1852	4
1853	7
1854	11
1855	11
1856	12
1857	16
1858	22
1859	38
1860	48

In 1851, twenty two years after the founding of the first joint stock company in India, only two joint stock companies were in operation. The Act of 1857 also failed to stimulate the growth of joint stock companies. What explains the tepid growth of joint stock companies in India?

First joint stock companies could only get corporate status through an act of the British Parliament or the Indian Legislature. Second, joint stock companies were seen as partnerships. Third, the liability of every shareholder was unlimited. The Act of 1857 remedied many of these defects but joint stock companies still grew slowly in India.

India suffered from a dearth of both capital and entrepreneurship. Organized capital markets did not exist in India. Banks typically served the needs of only Europeans. On the other hand, Indian moneylenders charged exorbitant interest rates. The peasantry and working class's incomes were insufficient to generate the requisite capital for industrial ventures.

Managing Agencies in British India

Indian merchants were also reluctant to invest in industrial ventures. Most chose to remain in retail, trade and moneylending. Managing agencies bridged the gap and offered a solution to the lack of entrepreneurs and lack of capital. How did managing agencies bridge the gap? How did managing agencies operate? Managing agents assessed the costs necessary for a particular enterprise. They also assessed the size of the market. Managing agents then registered the company and selected the board of directors. The agents would sell shares but through a managing agency contract, retain control of the company. This process was repeated numerous times and eventually managing agencies controlled numerous companies. This allowed managing agencies to overcome the dearth of capital.

Managing agencies became extensions of the joint family. The members of the managing agency were members of the same family. Highest authority was given to the eldest male. The shares were bought by members of the same family or social network. A single family retained control of multiple companies through the managing agency contract. Funds from one company would be used to launch other companies. Indian banks were also more willing to lend to companies which were managed by managing agencies.

A Comparison of the Spread of the Managing Agency and Joint Stock Company

Which groups in India adopted the managing agency? The adoption of the managing agency took place with relative ease among Hindu merchant castes. First, these castes could raise money through their social networks. Second, the managing agency model matched the Hindu joint family business model in that a central unit managed numerous branches.

The Muslims of India were disadvantaged on both counts. First, Muslims experienced fragmentation of their estates due to Islamic inheritance law. Second, the Islamic partnership differed radically from the managing agency and the joint stock company so Muslim businessmen were unable to make the transition.

A look at table 3 shows us the presence of Hindus and Zoroastrians the absence of Muslims. Table 3 shows us the results of three different studies. The first list shows the largest industrial houses in India after independence was the result of a government study, the Monopolies Inquiry Commission. Of the 37 houses, 34 are controlled by Hindu business families, two by Zoroastrians, and one by a Jewish businessman. ¹ The second list is R. K. Hazari's *The Structure of the Corporate Private Sector*. Hazari's list includes business houses of various sizes and is adjusted for region, caste, and assets. Of the 17 business houses in Hazari's list, 15 are controlled by Hindus and the remaining two by Zoroastrians. Sharma's *Entrepreneurial Change in Indian Industry* which lists India's 58 largest business houses in 1969. Of these 58, 55 are controlled by Hindus and 3 by Zoroastrians. Sharma's list also has no Muslims as owners of business houses.

Table 3: India's largest companies and business houses

Community	Monopolies Inquiry Commission	R. K. Hazari	Sharma
Hindu	34	15	55
Zoroastrian	2	2	3
Muslim	0	0	0

What conclusions may we draw from the table above? First, the bulk of business houses in India were controlled by the Hindus. Second, the Zoroastrians controlled a proportion of business houses significantly greater than their population. ² Third, Muslims despite possessing approximately 12% of India's population did not own a single business house which ranked among the largest.

What accounts for the Zoroastrian prominence in business? Bagchi has suggested that the Zoroastrian success stems from two factors: they were located in the commercial hub of Bombay and they served as middlemen of the British. ³ Bagchi's assertion is questionable on two points. First, other groups that lived in Bombay did not achieve the same level of success. Second, why were the Zoroastrians chosen as "middlemen" and how did this necessarily imply success in industry? Others have suggested that the Zoroastrian success is due to their Westernization and greater level of education. However, other minorities such as Brahmins also possessed knowledge of the English language but did not achieve the same level of success. The commercial success of the Zoroastrians may be attributed to confluence of factors including inheritance laws, communal institutions, and their ability to raise capital. ⁴

Let us turn to a brief discussion of non-conforming Muslims. This group followed Islam but used Hindu inheritance law and business institutions. Like the Zoroastrians, their influence is significantly greater than the proportion of their population. A significant portion of the non-conforming Muslim population migrated to Pakistan after the partition of British India in 1947. ⁵ We can see the significant role played by the non-conforming Muslims from the table 4 below.

Table 4

Industrial Investment in Pakistan in 1960⁶

Community	Proportion of Industrial Investment	Proportion of Population
Memon	27%	0.3%
Bohra	5%	0.04%

¹ Timberg 17-20.

² The Zoroastrian population was approximately 100,000 out of a population of over 300 million in India.

³ Bagchi, *Private Investment in India*.

⁴ Further study is needed on the Zoroastrians. See Desai 1968; White 1987

⁵ See Levin 1974 and Papanek 1962.

⁶ Papanek 1962

<i>Khoja</i>	11%	0. 14%
<i>All Other Muslims</i>	57%	99. 52%

Not only did non-conforming Muslims possess a significant proportion of Pakistan's business houses, they also contributed to a disproportionately large segment of industrial investment. Since the non-conforming Muslims possessed the same inheritance law and business institutions of the Hindus, we can see that they were able to raise capital relatively easily and also adopt to the managing agency system.

Let us discuss the remaining population of Indian Muslims. First, the Indian Muslims could not raise capital as easily as Hindus. While Hindu inheritance laws encourage the collective holding of wealth and discourage the fragmentation of estates, Islamic inheritance law includes a greater number of heirs and divides estates with every generation. A wealthy Muslim family was likely to experience division of its estate whereas a Hindu family would not experience such division. Second, Hindu entrepreneurs possessed caste networks whereas Indian Muslims did not have access to such networks.¹ Muslim attempts to raise capital were hindered. In 1889, Muslim businessmen established Koilpatti Mills in south India. However, this mill failed from a lack of sufficient funds. In 1895, Muslim businessmen attempted to launch the Petai Sugar Refining Company. This was transformed into a joint stock company with limited liability. However, the owners could not raise sufficient capital and this venture was sold to Hindu businessmen.²

Muslim businessmen also suffered from a lack of experience in running managing agencies. A Hindu family business was controlled by one central unit whereas a Muslim business operation was a partnership and lacked branches. A look at case studies will reveal how Hindu joint family businesses functioned vis-à-vis partnerships.

Case Studies

Case Study 1: The Mafatlal family

Mafatlal began his career in 1886 and worked menial jobs and as a peddler. However he saved his capital and in 1905 launched the Shorrock Spinning and Manufacturing Company. The share for this joint stock company were bought by members of his caste. He used a managing agency to control the company since he did not possess the majority of the shares. Mafatlal expanded his business to include more mills, cotton ginneries, and also entered the field of business. His sons and grandsons controlled the businesses through managing agency contracts.³

Analysis: The Mafatlal family utilized the Hindu joint family business very effectively. They were able to include sons and grandsons as managing agents of their business empire. Second, they also were able to tap into caste networks to raise capital for launching their joint stock company. Had the Mafatals not been familiar with the Hindu joint family business, they might not have been able to use their caste networks or know how to utilize the managing agency.

Case Study 2: The Birlas

The Birlas were a prominent moneylending family. They owned branches throughout India. The Birlas expanded their business to precious metals, cotton, and trade in the 19th century. They launched their first cotton mill in 1916 and their first joint stock company in 1918. The Birlas used managing agency contracts to control their business and eventually had over 50 joint stock companies in areas as diverse as cotton, manufacturing and retail.

¹ See Ahmad 1991, Leonard 1981.

² Tripathi, 1984 228-236.

³ Hazari 1966, 207-208; Tripathi 1990, 105-114

Analysis: The Birlas relied heavily on the Hindu joint stock company business. They used its structure to expand throughout India and into diverse areas. They were able to effectively use managing agency contracts to control businesses while not possessing a majority of the shares in these businesses.

Conclusion

Our discussion has shed light on the performance of different groups in British India: Hindus, Muslims, Zoroastrians and non-conforming Muslims. We saw that the Hindus and non-conforming Muslims were advantaged by the use of the Hindu joint family business whereas the Zoroastrians benefitted from a confluence of factors. On the other hand, Islamic inheritance law fragmented estates. The Islamic partnership lacked the ability to branch out and this hindered the success of Muslim businessmen.

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Behavior Problems Scales of Children 10-12 Years Old – Parents: The Specifics of Literary Translation

Prof. As. Dr. Ema Kristo

Faculty of Human Sciences

University of Elbasan

Abstract

Limited knowledge of foreign languages often prevent us to read literary works in the original language so often we turn to the translation of a work. Obviously the reader is glad of this fact but on the other hand it puts into question the quality of the literary translation. Not always it is possible that all messages that the author wishes to express can be transmitted by the translator in such a way to preserve the effectiveness of the text. Linguistic and aesthetic elements of the text that are specific to a particular culture often do not allow to translate a text in a foreign language at the same level of language. Transmission of specific characteristics of literary texts as rhythm, sound, creative forms and deviations from the norm in another language requires more than just linguistic knowledge. Therefore the literal translation has a very important role and special, along with other types of translation.

Keywords: literary translation, the original text, format translation, reproduction of text.

Introduction

Limited knowledge of foreign languages often prevent us to read literary works in their original language so often we turn to the translation of a work. Of course the reader is glad of this fact but on the other hand it puts into question the quality of literary translation. Not always it is possible that all messages that the author wishes to express can be transmitted by the translator in such a way to preserve the effectiveness of the text. Linguistic and aesthetic elements of the text that are specific to a particular culture often do not allow to translate a foreign-language text at the same level of language.

Transmission of specific characteristics of literary texts as *rhythm*, *sound*, *creative forms* and *deviations* from the norm in another language requires more than just linguistic knowledge.

Therefore the literal translation has a very important role and special, along with other types of translation.

This particular area of translation is quite extensive so we see fit to define first literary translation. Later will be discussed some theories on literary translation and the problems that faces literary translator while translating.

Of interest here is the question of how faithful translator must remain to the original text. How much is permitted translator to change a text ? Where is the line which he is not allowed to pass? Under which perspective he sees the text?

In his book " Weltliteratur in deutscher Übersetzung " (World Literature in German translations) Stackelberg ¹ is dedicated to the theme of stylistic consistency between the original and translated text and compares with each other different variants of translation. The novel "Madame Bovary" of Gustave Flaubert's for example is translated into the German language translation four times and each represents a new variant.

¹ Stackelberg, 1978, fq. 18.

32 renowned Czech translator has translated the poems of Christian Morgenstern. Result: Every translation represent a new variant. The same fact is observed when comparing the two translations in Albanian of novel "The Sorrows of Young Werther" of Johann Wolfgang Goethe.

These are examples which show that during the process of translating the original text can be changed in various ways.

Literary Translation

Literary translation means translating a text which is considered literary in the original culture (in original language) and complies with the requirements of a literary text in the receiving culture (translated language).¹

Differences between the original text and translation of a literary text constitute one of the main issues of this article. These changes are a result of the translation process, so we see as reasonable to pick out here as central theme literary translation before we start analyzing in more detail the changes that are found between the original and translation.

Features of literary texts - literary translation features

Features of literary texts as rhythm, creative forms and deviations from the norm turn a text into a "work of art". Since these features are translated into another language, language competence is not enough. Therefore, literary translation - in addition to other types of translation - takes a special role. Often for literary translation encounter the terms *artistic translation* or *aesthetic translation*². The issue with which theorists deal has to do with the fact how faithful must remain to the original text in translation. There are different views in this regard. Here we present two theories about literary translation: *Theory of reproduction of text* from Levy 's and *text manipulation theory* of Hermans, to make more clear how important is ' loyalty ' to the original text.

Levy formulated around the late 60 's in his book " Literarisches Übersetzen " (literal translation) (Levy 1969) a theory, which is one of the most cited in publications on the theory of translation.

According to this theory there are two literary translation rates : "beauty / literary elegance" and "faithfulness to the text". Both are inescapable in the process of translation. The aim of any translation process is according to this theory "original works" (its message) be stored, be transmitted but not creating a new work, the purpose of the translation in this case is the reproduction.³

For Levy in this case it does not matter conformity with reality, i. e. with the original, but more important is the fact that the translation to be seem as real to readers. Translation can resemble to some extent the original, but it must act on the reader with the same intensity as the original.

While Levy insists on a loyal reproduction of the original, Hermans represents the view that changes in the text are indisputable and should be accepted when it comes to the translation of a literary text. Struggling for a complete equivalence in all aspects of the text is second him an utopian effort: " In such circumstances, any attempt to tamper with a literary text by rendering in into another language must be condemned as a foolhardy and barely permissible undertaking, doomed from the start and to be judged, at best, in terms of relative fidelity, and at worst as outright sacrilege. "⁴. According to Hermans text can be manipulated, maintaining however the main goal.

Although these theories departing from different perspectives – one is oriented to the text, the other to the reader - they share the goal that during the translation process to be achieved similarity in transmission between the original text and the translated one.

¹ Toury, 1995, fq.171

² Kohlmayer/ Pöckl, 2004, fq. 31

³ Levy, 1969, fq. 65.

⁴ Ibid.

However the requirement to achieve the desired effect through the translation into practice is difficult to be achieved. This through the fact that there is no translation model to which can be oriented the translators. This means that the translator works subjectively and makes a subjective text reproduction. Translator also appear before other translation problems, which have to do with other complex elements of texts.

Problems and possibilities of translation

The fact that the translation of a literary text is a difficult process that involves numerous problems within themselves also show numerous publications in this field in different languages , eg *Die ästhetischen problems des Übersetzens* (aesthetic problems of translation) (Levy 1969), *Das Problem der Übersetzung* (problem of translation) (Abel 1999), *Fremdheit als Problem und Programm* (A foreign as problem and program) Huntermann / Rühling 1997), *Tips to a new translator* (Tupja 2000), *Cultural implications for translation* (James 2002), etc., etc.

The translation of literary works can be seen as a problematic activity. A good part of this activity constitutes a search of full synonyms, which is not always possible. In most cases a certain word can be replaced by a partial synonym, which only partially can present the same meaning.

But equivalence can not be reduced only to the lexicon. Inconsistency of language causes problems in all textual aspects, which according to Stolze can be sorted in this way:¹

Problems that refer to the stylistic means of expression and which do not exist in all languages

Pragmatic problems that have to do for example with translations of citations, metaphors, deictic idioms

Cultural problems

Translation problems dealing with connotations, word formation etc

It is extremely difficult of course that all these aspects of the text to be transmitted in another language. How they resolved this problem depends to a considerable extent by the literary sense of each translator by his abilities to properly transmit the literary qualities of a text. ²

Levy 's view translators often use a general concept rather than a concrete concept. Or a neutral word from stylistic point of view rather than a word of emotional nuance. They use only sporadically synonymous to have variation in expression.

On the other hand translator often is confronted with the issue of which features of the translated text can and should be saved. ³ The goal is always that the translated text should be understandable. Often translator likely numerous alternative of expression in the language of translation for a word of language that is being translated (the original). ⁴ In this case he should decide based on his subjective opinion, which word and connotations meaning will select. ⁵

The issue of equivalence of emotional words (that carry emotions) is concretized by way of an example of Hermans (2004, 36) : The Italian word *addio* is translated into German by the word *tschüss*. But the Italian word contains in itself the faith and sympathy of the person who is greeted, which can not be seen in the German word. So it is not completely equivalent to the corresponding word in the German language. If in a language a word that carries the same emotionality is not found as in the original, then it is replaced with a more general word that certainly bears no emotions.

¹ Stolze, 2001, fq. 214

² Ibid.

³ Abel, 1999, fq. 15

⁴ Macheiner, 2004, fq. 11.

⁵ Ibid.

Compromise is the undisputed during the translation process. Despite it is known that maintaining the values of the original text can not ever be achieved in translation, in theory is always required equivalence between the original text and the translated one. This requirement of equivalence is highly questionable after translator in the translated text can not provide accordingly the same as the author of the original text as long as the receptor (receiver) of text have other expectations during reading based on their cultural affiliation.¹

So it seems clear that the demand for an equal equivalent of all components (stylistic, pragmatic, cultural and emotional) taking into account the cultural differences of readers can not be easily accomplished. During the translation process has an inevitable loss of information. Reis² believes that there cannot be a complete equivalence between the original text and the translated one.

The translator must maintain the balance between the structure of original text and of the personal style of expression. According to Levy, " the reader knows that has not original in his hand but its translating, but he requires that the translation preserve the original qualities. "³

The translator should be subject to special rules of translation, however, as has a certain artistic freedom that allows him to transmit content form properly from original on its language.

For translators of literary texts an important role play the emotional components. Literary text requires more interpretation potential than other types of texts. The biggest difference between the original and its translation, is that original language is a unique text. It is created in a certain time and place, with a set feature for a defined circle of readers.

Therefore, in most cases it is difficult for the translator to realize all the expectations required of him in connection with translating and simultaneously preserve the original author's style.

Conclusions

Literary translation is viewed as a separate genus. Increasingly discussed the issue whether literary translation is the subject of linguistics (linguistics) or literature. With the implementation of linguistic methods in the discipline of literature this issue has taken on new dimensions.

Based on these submissions, we can conclude that literary translation is primarily a linguistic process, the product of which - the translated text - should contain literary features. This finding is based on an important aspect, namely in the question of the translation strategy. Translator during literary translation process is always to face the question: Of what purpose will translate: In order to maintain linguistic loyalty or literary beauty (elegance)? The answer to this question is left to the translators themselves who is free to decide on a set strategy of translation. If he wants to remain faithful to the original text in linguistic view and semantic content then he chooses a type of open translation (reproduction). If he gives more importance to literary beauty then he has decided on a closed tip or "covered" of translation (manipulation).

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Trademark Protection, Absolute and Relative Grounds for Refusal of Trademark

Safet Emruli

PhD in law, professor at Faculty of law, State University of Tetova, St.

Ilinden nn, 1200 Tetovo, Republic of Macedonia

Agim Nuhiu

PhD in law, professor at Faculty of law, State University of Tetova,

St. Ilinden nn, 1200 Tetovo, Republic of Macedonia

Besa Kadriu

MSc in law, Faculty of law, South East European University,

St. Ilinden no 335, 1200 Tetovo, Republic of Macedonia

Abstract

A trademark is a sign that individualizes the goods of a given enterprise and distinguishes them from the goods of its competitors. Trademark may consist letters, words, slogans, symbols, numerals, pictures, name, logo, even sounds and smell. They are based on registration. One registered trademark gives to his owner the right to exclude others from using an identical or similar mark to identify its goods or service on market. Trademark owners should apply for registration by filling an application in national level, in their national office for protecting trademark rights which trademark will be protected only in that current country and in international level by filling one application where his trademark will be protected in many country depending in which country he has mark the protection. The law does not recognize every possible mark or symbol as a valid trademark, there are some criteria that one sign or mark have to satisfy to gain the trademark protection. Any sing which is not able to distinguish the goods and services can not be registered, and this is one of the reasons for rejection of registration. Sign or mark must be a "trademark", must not fail on the absolute and relative grounds. Sign can be refusal for absolute ground if is not able to distinguish the goods and services. Unprotected mark will be consider also mark in conflicts with a prior right in another trademark or other distinctive sign will also be refusal, in this case for relative ground. Accordantly to this, the owner, during creating his mark should be original, natural, creative etc.

Keywords: trademarks, protection of trademark, absolute ground for refusal, relative ground for refusal.

Trademark

The formal definition for trademark as defined under the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS) is that it could be: any sign or any combination of signs, capable of distinguishing the goods or services of one undertaking from those of other undertakings.¹

¹ Agreement on Trade-Related Aspects of Intellectual Property Rights, Apr. 15, 1994, Marrakesh Agreement Establishing the World Trade Organization, Annex 1C

The sign, may consist letters, words, slogans, symbols, numerals, pictures, name, logo, in modern age even sounds and smell, which in itself have two main characteristics: they should be distinctive and should not be descriptive.

Example:

Words (words Trademark): Coca cola, Sony, Ford, Apple, Philips, Levs.

Logos (figurative trademark):

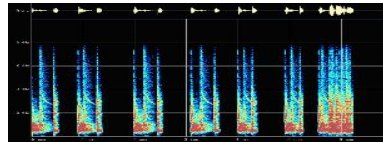


3-D trademarks

Sounds trademark:

Yes : ✓

No: X



Sign must be distinctive, able to be easily distinguished from the identifying features of the products and services of other producers. ¹ It means it must be very natural and capable to distinguish.

Descriptiveness means when the mark gives information regarding the product and services to the consumers. Descriptive marks are considered those which give exclusive rights to some potential symbols that may interfere with the rights of competing merchants to freely describe their goods and communicate with the public. ² The law does not permit registration of descriptive trademark. Giving legal protection and exclusive rights of marks with descriptive character will cause a monopoly in market and limiting its usage for other competitors on the market. Monopolization of market is one of the biggest reasons why descriptive words or signs should not be protected as a trademark.

According to this, most important characteristics of a trademark is its distinctive character.

Economic point of view of trademark

Trademark can be considered as instrument of connection between the producers and consumers.

¹ C. Colston & K. Middleton, "Modern Intellectual Property Law" Second Edition, London, Sydney Portland, Oregon, p. 505

² R. SCHECHTER and J. THOMAS, *Intellectual Property the Law of Copyrights, Patents, and Trademarks*, Thomson West, USA, 2003, p. 571

The most common use of trademark is in consumer advertising to promote product sales, but trademark use has become increasingly sophisticated and varied. Promotion of product sales and cementing customer loyalty, trademarks help their owners increase profitability, respond to unfair competition, expand and maintain market share, differentiate products, introduce new product lines, gain royalties through licensing programs, support strategic partnership and marketing alliances, and justify corporate valuation in financial transactions.¹

ingly sophisticated and varied. Promotion of product sales and cementing customer loyalty, trademarks help their owners increase profitability, respond to unfair competition, expand and maintain market share, differentiate products, introduce new product lines, gain royalties through licensing programs, support strategic partnership and marketing alliances, and justify corporate valuation in financial transactions.¹

Trademark Protections

A trademark protects the right to distinguish the owner's goods or services from other goods or services from another owner's.² Trademark protection provides exclusive right to owners. It means that the protection gives the right to the owner to exclude others parties from using his mark or imitation of his mark for goods or services that do not originate from him.

Trademark right is limited, it can be protected for next 10 years with possibility of renewable 10 years intervals.³

Trademark rights are purely territorial in scope.⁴ There are two ways of protection of trademark, national protection and international protection of trademark.

National Protection

Marks can be reiterated in each state.⁵ National protection of trademark is when the applicant applies for protection in one current state or territory in their national office. Examiners will examine if the sign fulfils the requirements in accordance with national legislation. The protection of this trademark is valid only in the territory in which protection is asked for.

The procedure for the protection of national trademarks is regulated by the national law and by their implementing regulations. If the sign meets the requirements of those laws and regulation in national level than the sign will get the protection.

International Protection

International registration of trademarks simplifies the procedure of obtaining a trademark registration in more than one country by filling one application. Protection of international registration of trademark is regulated with Madrid Agreement and the Madrid Protocol and it is known as a Madrid system of protection.

Madrid Agreement was signed in 1891 and provides for protection of marks in many countries which obtain an international registration valid in each contracting party. According to this, nationals of any of the contracting countries may, in all the other countries party to this Agreement, secure protection for their marks applicable to goods or services, registered in the country of origin, by filing the said marks at the International Bureau of Intellectual Property (hereinafter designated as "the International Bureau") referred to in the Convention establishing the World Intellectual Property Organization (hereinafter designated as "the Organization"), through the intermediary of the Office of the said country of origin.⁶

It means that international registration is when the trademark owner applies to gain registration in member countries, each of which apply their own rules and laws to determine whether or not the mark may be protected in their jurisdiction. As we can see the Madrid system offers protection to users of trademark applying for protection in a number of countries at the

¹ K. Idris, *Intellectual Property: A Power Tool for Economic Growth*, p. 18

² A. L. Brookman, *Trademark law, Second Edition, 2015 USA*, p.4

³ article 18 of TRIPS Agreement has set minimum terms of years for duration of protection

⁴ B.M. Barkoff and A.C. Selden, *Fundamentals of Franchising*, Third Edition, 2008, USA, p.44

⁵ L. Brookman, *Trademark law, Second Edition, 2015 USA*, p.4

⁶ MADRID AGREEMENT CONCERNING THE INTERNATIONAL REGISTRATION OF MARKS, article 1, point 2, available online: http://www.wipo.int/edocs/lexdocs/treaties/en/madrid-gp/trt_madrid_gp_001en.pdf

same time. When we say number of countries it means all countries which are contracting parties to this treaty including the countries out of European continent.

By international protection of trademark applicant or owner of trademark dose not have to go in many countries, to fill application in many languages and to pay a separate fees in each office, here he has to fill one application for protecting his trademark.

Applicant should apply for international protection at International Bureau of World Intellectual Property Organization (WIPO) in Geneva.

In an other hand we have also have a community trademark (CTM). CTM is a unitary mark for every Member State of EU. ¹ Office of Harmonization for the Internal Market (OHIM) simplifies the procedure for obtaining trademark protection in the EU especially for a person who does business in more than one EU country. By filing one CTM, the applicant can obtain trademark protection in all countries of the EU. The number of member countries of the EU has reached 28 with the accession of Croatia as of July 1, 2013. This means a CTM can provide trademark protection in all 28 countries. EU has 24 official languages, so applicant applying for a CTM can fill out the trademark application in any these 24 official languages. However, the applicant, would still have to translate the application into one of the five official languages of OHIM which are English, French, German, Italian and Spanish. As we can see there are five official working languages of OHIM.

Each of the EU member states actually has their own trademark laws but which must also be compatible and harmonized with the First Trade Marks Directive. ² CTMs are regulated by the Community Trademark Regulation (CTMR). Even if regulation has effects in EU territories, it dose not replace national trademark laws.

Absolute and relative grounds for refusal of trademark

During the process of registration, trademark is examined for absolute grounds for refusal. Any sing which is not able to distinguish the goods and services can not be registered, and this is one of the reasons for refusal of registration.

The law does not recognize every possible symbol as a valid trademark. A registrable mark must satisfy three criteria:

It must be a "trade mark"

It must not fail on the absolute ground and

It must not fail on the relative ground. ³

If one mark satisfies these criteria it will be registrable and protected for 10 years with possibility of renewable 10 years intervals, other way it will lend in refusal for absolute and relative grounds.

Absolute grounds of refusal prevent registration prima facie, relative grounds for refusal deal with the mark in connection to other marks.

Absolute grounds for refusal of trademark

Sign may be refused for absolute ground if there is lack of distinctiveness, descriptiveness, generic.

¹ C. Colston, *Principles of Intellectual Property Law*, 1999, London, p. 374

² . F. ABBOTT, TH. COTTIER and F. GARRY, *International Intellectual Property In An Integrated World Economy, Second Edition, USA, 2011*

³ C. Colston, *Principles of Intellectual Property Law*, 1999, London, p. 374

The absolute ground for refusal prevent, in general, marks that are purely descriptive, functional or objectionable for being registered.¹

Article 3 of Trade Mark Directive (TMD) sets out the absolute ground for refusal of trademark registration. Accordingly to this, any application for trademark protection which can not satisfy the following requirement, will be rejected for absolute grounds:

A sign must constitute a trademark or capable of graphic representation (Article 3/1. a)

A trademark must have a distinctive character (Article 3/1. b)

Must not be descriptive (Article 3/1. c)

Must not be customary in current language (Article 3/1. d)

Furthermore, trademark is not resistible for the same reasons if it is contrary to public policy or is deceptive.

Trademarks which are devoid of any distinctive character shall not be registered or, if registered, shall be liable to be declared invalid², says article 3. 1. b of Trade Mark Directive (TMD), same as Article 7/1(b) of the Community Trade Mark Regulation (CTMR) which consider a lack of distinctive character as an absolute grounds for refusal.

Same treatment have a mark which give information to customers for goods and services or are directly connected with goods and services, these are considered as descriptive trademark and will be refused for absolute grounds for refusal. A descriptive mark might reveal something about the ingredients of the product, or its properties, or about the likely users of the product.³

"ORANGE" or "FRUIT" for oranges, it would interfere with the ability of other greengrocers to convey information about their oranges.⁴ Monopolization of a word is one of the biggest reasons why a descriptive mark should not be registered.

Generic marks are also not protected, they are common names for the kind of product instead of including the source of the product.⁵ Word "Apple" for fruit can not be consider as a trademark, it will be consider as a generic for type of fruit, but word "Apple" for computers can be use as trademark because word apple as no connection with computers, electric goods.

Relative grounds for refusal of trademark

Relative grounds for refusal deal with the sign in connection to other marks.

Mark in conflicts with a prior right in another trademark or other distinctive sign will also be rejected for relative ground.

Sign which is identical or similar kind of goods or services which would create confusion at the average consumer, with an earlier trademark including the possibility of association to earlier trademark will not be protected as a trademark base on relative grounds for refusal.

Provisions regarding relative ground can be founded in Article 8 of CTMR and Article 4 of TMD.

¹ C. Colston, *Principles of Intellectual Property Law*, 1999, London, p. 357

² Article 3.1.b, Trade Mark Directive, available online: <http://www.wipo.int/edocs/lexdocs/laws/en/eu/eu056en.pdf>

³ R. SCHECHTER and J. THOMAS, *Intellectual Property the Law of Copyrights, Patents, and Trademarks*, Thomson West, USA, 2003, p. 575

⁴ L. BENTLY-B. SHERMAN, *Intellectual Property Law*, Oxford University Press, Oxford, 2004, p.832

⁵ D. Friedmann, *Trademark and Social Media Algorithmic Justice*, USA, 2015, 167

For more, rights with higher priority to similar trademark filed for identical goods or services where the likelihood of confusion on the part of the public exists, which includes the likelihood of association with the earlier trademark. ¹ In case of this, the injured party has the right for opposition.

Example:



Identical :

Conclusion

If a sign meets all requirements for protecting a trademark, it will be accepted and will be registered as a protected trademark. Trademark will be protected for 10 years with possibility of renewal by paying the fees again in every 10 years.

International registration of trademarks simplifies the procedure of obtaining a trademark registration in more than one country by fulfilling one application

Trademark protection is territorial, but, the procedure of obtaining a trademark protection now is simplified by giving the chance to applicants to apply with one application in many countries.

Otherwise, if trademark will not satisfy the requirements in accordance of legislation for protection of trademark, it will be refused or rejected depends on which requirements dose not meet. They can be absolute and relative ones.

Absolute grounds of refusal prevent registration prima facie, relative grounds for refusal deal with the mark in connection to other marks.

Regarding to this, sign must be original, creative, remarkable in the market, non descriptive, distinctive or different to become a trademark.

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Article 3. 1. b, Trade Mark Directive

Semiotic Effect in Visual Communication

Diana Njirić

di_njiric@yahoo.com

Ivica Miloslavić

ivicamiloslavic@yahoo.com

Abstract

The paper attempts to define the term semiotics of photography. Approach to the theme was started from the concept of semiotics. Since the 60s of the last century, "semiotics", which studies the characters, has begun to affect changes in the humanities and natural sciences. After Ferdinand de Saussure, the study of signs focused on humans need labeling, especially on the logic of "communication" and disclosure "codes" that form the background of diverse cultural phenomena. Semiotics provides to understand in a different way, by language and framework, the link between the image and society. It is also a method that can be used to expose photos, studying mass media, literary texts and systematically analyze a number of other features of the popular culture. In the modern, technologically developed world, man is exposed to photos more than ever (billboards, advertisements, magazines, art photography...). Visual impact, as the most convincing form of attracting attention, affects the formation of opinions and attitudes, encouraging consumption and serves in many other commercial or political purposes. Therefore, semiotics, science which studies signs and their meanings, is becoming more important scientific discipline in explaining sociosemiotic aspects of society. In the paper is analyzed the photo in a different context using semiotics to understand it. Assuming that the symbolism of the publicly engaged photos exposed to the public differs from those intended for the specialized or limited audience, will be attempted to prove that the former is expected to influence with emotions, more shocking attempt to attract attention, and the later let observers themselves to decode picture.

Keywords: photos, semiotics, advertising, poster, manipulation

Introduction

While preparing the photos it is necessary to follow the rules. They are not strictly defined, but more as a set of guidelines. Some of them include the proper scene framing or seating the objects by the thirds. The development of technology caused the possibility of a photomontage. Advertisers uses this possibility, to get the maximum for the purposes of their campaign. Combination of photos and text is used as well. However, photos can send a message without text, using the symbolism. Semiotics provides a way of understanding, detecting elements of photography and its symbolism and understanding overall context.

In the modern, technologically developed world, man is exposed to photographs more than ever (billboards, advertisers, magazines, art photography...). Visual impact, as the most convincing form of attracting attention, affects the formation of opinions and attitudes, encouraging consumption and serves in many other commercial or political purposes. Therefore, semiotics, that studies signs and their meanings, becomes more important scientific discipline in explaining socio-semiotic aspects of society. The aim of the present work is to summarize the application of semiotics to understand the photo in a various context. In addition, due to detailed analysis of visual symbols influence, this paper offers examples of specific types of photos that are explained and compared.

Assuming that the symbolism of the publicly engaged photos exposed to the public differs from those intended for the specialized or limited audience, the effort is made to prove that in the the former case it is expected more influence at emotions, more shocking attempt to attract attention, while in the later case is left observers themselves to decode picture.

Semiotics of Photography

Semiotics of photography can be described as one part of science that deals specifically with understanding the nature and specific features of meaning, colloquially named - "image". The scope of such specialization includes proving semiotic character of image (photo), studying particularities that differ imaging from other types of meaning (especially visual or meaning based at iconography or intrinsic motivation) and to consider ways in which more kinds of image meanings can differ without losing the essential characteristics of the image category (Sonesson, 1993).

Semiotics as theory of characters, is the sum of the meanings, allusions and presentations (Stanford Encyclopedia of Philosophy, 2006). Photography as a sign needs such exact elements of identifying that it could be properly explained. According to Scott, the difference between the graphic of image, as its base, and iconography, as the base, is fundamental. It is actually essence of diversity between two directions. Graphical view of the image shifts focus from its essential existence to the very act of shooting; at the same time high number of amateur photographers is the real function of image, better than several art photographer whose work is closed in galleries. Scott further proposes that the graphic nature of photography should be made by placing the object of its authenticity compared to dropping it in the picture. The sequence (A) object / signified ↔ (B) camera ↔ (C) photographer, guarantee of authenticity is in relation (A) ↔ (B). The sequence (A) object ↔ (B) painting ↔ (C) painter, guarantee of authenticity is the relationship (B) ↔ (C) (Scott, 1999, 28). This interdependence suggests objectivity of photography as reality projection, opposing to its subjectivity generated according to the author's vision.

By the opinion of Henry P. Robinson, photographer of the 19th century, the image brings the past into the present, while the photo makes it contrary. A moment captured in photography, therefore, can represent only the past. According to Roland Barthes, "read" photos is not a problem. It need no encryption to a linguistic form, which must be known before its decoding. Perceiving photos is similar to the perception of reality because it enables moving from point to point of what is in front of the camera (van Leeuwen & Jewitt, 2001, 94). According to David Rodowick, the character can be a very complex structure, which mixes forms and materials of representation, and has meaning only in the context of a photo as unicode message.

Photography can be analyzed using four models: narrative, two variants of the rhetoric and the Laokont model. The narrative model is of key importance in some areas of semiotics, but its usability in semiotics of image is very limited (Sonesson, 1988, 3). According to the Catherine K. Riessman narrative analysis refers to different forms of meaningful content (Riessman, 2003) - image content among others. Dulcie M. Engel, analyzing the paper of R. Barthes "Rhetoric image", concludes that the title or text combined with photo is parasitic message. While accompanying text may give a new meaning, such as the continuation of the story shown in the photography, it usually only transmit connotation already featured on it (Dulcie, 2008, 2). Göran Sonesson proposes five categories of image objects that can be applied narrative analysis on:

time sequence - a series of moving images, as a movie or television program

time set - a set of static images of the same subject matter, such as comics or photo-novellas

multiphase image - a single static image of people from the same event

implying image - a static image that lacks multiphasing, but is made in a well-known event

static pictures - lacking any possibility of placing in an event (Sonesson, 1988, 4).

Rhetorical models for analyzing images are taxonomic and systematic. The taxonomic model, is not widely used although Barthes, in his book "The rhetoric of the image," tried to compile a list of rhetorical figures. This approach has opened more

new questions than it provided answers (Sonesson, 1988, 4). Systematic analysis model is much broader and is organized into a number of subcategories. Algirdas Julien Greimas introduced the concept of **isotopy**, which explains the connection of two or more related terms in a whole, making it meaningful (Hébert, 2011, 41). Implementation was presented by Walter Koch, analyzing, possibly vulgar comic named "Proposal", as presented in Figures 1 and 2.

Figure 1. Comics 'Proposal' Strip „Prijedlog“ (Koch, 1971., 38)

Figure 2. Explanation of comics using the isotopic (Sonesson, 1988, 45)

Comic itself doesn't show explicit pornography, but scene sequence leaves room to allusions that observer can use to fill the gaps left in the undisplayed interspace. Figure 2 shows the schematic of narrative analysis, including scenes not shown in the graphic novel. A comic is made as a joke, which alludes to prostitution, but the last scene demystify the whole situation. Such a possibility of different interpretations of photographs, comics, cartoons and other static forms confirms the severity of their categorization and analysis

Laokont model owes its name to ancient Greek sculpture exhibited in the Vatican. That name was used by Gotthold Ephraim Lessing as the title of his book in 1776, in which he dealt with the boundaries between painting and poetry (Sonesson, 1988, 83). Lessing compared those two forms of expression, while in modern semiotics Laokont model still develops, leaning on Peirce and Hjelmslev theory. David Wellbery uses several settings from Hjelmslev theories and establishes a comparison between expression and content, combining the layering of materials, substances and forms (Wellbery, 1984, 110). The expression of photography is supported by the static visibility and has unlimited sources of motives, but is limited by spatial development. Substantially everything is displayed visually, consisting of bodies, objects and other physical forms, but is limited in the possibilities of expanding the image and acts only in one ontological reality.

Summing models, Sonesson concludes that semiotic analysis of photography must contain following elements:

Motive exposed to analysis, such as text in the system, should be subjected to stratification of the large number of repetitive elements, using the combination of multiple rules.

While "text" under study is object of study, the aim of describing the process is basically the "system" of elements and rules.

Connections that take place within the system determines the identity of elements.

The only connections within the system to identify the elements are the differences, which can be reduced to a binary opposites (Sonesson, 1988, 102).

Photography is transferring ideas into reality, with the lack of reality and temporal dimensions (Botz-Bornstein, 2005, 49). Joining the time dimension and photography makes completely different multimedia category (movie, fotonovel...). Philippe Dubois identified photography as a mirror of reality (Dubois, 1983, 20). The most elementary explanation of the photos from the semiotic point of view was given by Ferdinand de Saussure, defining it as a sign. Just as the other characters it can be separated into two components - a signal (what is seen in the photo) and the symbol (meaning of visible) (Franklin et al., 2005, 244). But these basic setting inflicts problems in analyzing the photos, because the meaning can be explained in several ways. In fact, as many as the observers, so many different explanations may be. When it comes to road signs, displayed symbolism is agreed and everyone "read" such images in the same way, but it is not applicable to, for example, photojournalism or billboards. In the next chapter follows comparative analyzes of the same photo from several different perspectives, trying to show their ambiguity.

Analysis of Photos

Example 1. Advertising photomontage

Figure 3. a,b: Advertising photomontage sports equipment manufacturers 'Arena' (tpmcdermott. wordpress. com & www. themost10. com)

The example shows poster campaign because of the impact on the public. Such a campaign should send a clear message to be provocative enough, but visually creative to attract attention. Advertising campaigns must also send a specific message. Their message is based mainly on the motivational level of action of the viewer, that is, a potential buyer. Figure 3 a and b presents two pictures of the advertising campaign of the company "Arena", which produces sports equipment. Mentioned campaign was about a line of swimsuits "Water instinct". The meaning of both messages are identical. Users of these swimsuits become more skilled, faster, stronger, invulnerable in the water. In the picture a, the swimmer's teeth are replaced with shark's teeth, while in the figure b swimmer hunts shark. Both messages have meaning: the user of listed swimsuits turns into a predator. Namely, as the human abilities in the water are reduced compared to those on the land, and having on mind relatively common congenital fear of water, it is clear where these images points.

Another important detail that should be noted is obvious photomontage. In drafting of advertising campaigns, photomontage is acceptable. If photomontage is used on photographs in, for instance, political newspaper articles, then it is not acceptable.

Example 2. Manipulation of public opinion with the photos

Photographies may contain some hidden meaning or send a message that should shape public opinion in someone's favor. Figure 4 shows an American soldier on the street gives a water bottle to Afghan boy. The message that is sent can be explained as: Americans are in Afghanistan to help the local population. The public is particularly sensitive to a children, which emphasizes the advantage of these photos. Why is it even necessary to adorn war? The answer may lie in the fact that the war is a big industry that requires budget expenditures, for which citizens are not ready. The war in Afghanistan, thousands of miles away from the United States is not particularly acceptable to the American citizens. To justify such an operation, the government, among other things, reaches for campaigns that include such motivational photos.

From the semiotic point of view it is possible to ask one more question and get another hidden message. Does the soldier really give a bottle to Afghan boy, or the boy gives a bottle to a soldier? If a boy gives a bottle, a message can be understood as follows: local population accepts international forces as saviors and helps them in warfare. Such messages have exactly the same goal - to achieve public acceptance of the American military intervention in a foreign country.

Analysis of facial expressions and gazes from two participants in the frame, also confirms previous arguments. The soldier has a calm but firm expression, while the boy slightly raised his head which presents pride. All these signs are positive and leads in campaign direction.

Figure 4. US soldier in "humanitarian action" in Afghanistan (isnblog. ethz. ch)

Example 3 Art Photography

Photography, as art, is accepted only in the 20th century. Although containing the elements of science and profession, it found its place in museums and galleries and other art facilities. The art photography, unlike other forms, does not send a clear and concrete message. Also, sent message can be ambiguous or hidden, or even non-existent. The photographer has his own perception of telling a story through a photo or, simply, go for aesthetics, colors, shapes, or any other artistic expression. Still, making of photography should follow certain rules that must be respected, but they are not essential to its semiotic understanding.

Analysis of photography "Behind the old window", taken by Albanian artist Adrian Limani, may not be entirely accurate. Likewise, it doesn't have to be wrong. Art photography is seen in its own unique way by every observer. What is certain is usage of wall as a framework. The window can represent a view in the future or the past. Since the point of view is from the room to the outside, and that the person within the framework is turned with his back (probably on leaving), frame could be perceived as pessimistic. The curved horizon is dramatic, amplified by isolated tree without leaves. The following proposal could be given by stratification of presented elements: bare and damaged wall is a ruin, or a poor house. A person leaving symbolizes separation, and a frame narrowed within a window may represent anxiety. Horizon ends with meadow but its finality and the aforementioned drama may symbolize the end. Art photography often plays with colors, but black and white technique is very common. Its symbolism is different: can represent grief, poverty, depression, and, for example, elegance. Considering the context of the whole image and all of its elements, the impression is that it expresses the sadness

of separation. However, it is possible to reinterpret the symbols and context differently, which would lead to a different course and completion.

Figure 5: Art photo by the author Adrian Limani (www.photographyblogger.net)

Example 4: A painting

The artwork tells the story of Christ's arrestment after a night spent at the foot of the Mount of Olives, representing figures of Christ and Judas, unified in a kiss of treason, surrounded by disciples and Roman soldiers (<http://artknowledgenews.com/hr/200812076540/Caravaggio.html>).

Explanation of a piece as such says what the artist wanted to present. It is an extraordinary work of art. For those who are familiar with this motif, symbolism of Judas kiss is not unknown. It revealed identity of Jesus to Roman soldiers. However, if the picture is observed by a person that never saw this work of art before, semiotics reveals its diversity. The painting could be divided into two parts. Jesus and Judas on the left side, and approaching soldiers to the right. On the right side is displayed a character who is believed to be Caravaggio's self-portrait. The soldiers surrounds two men and want to capture them. Jesus has closed eyes and folded hands, while waiting for his pursuers in Judas embrace. It is difficult without knowledge of the work itself read out that the other character is a traitor. Caravaggio's painting is full of symbolism. Using red (passion, readiness to react, fight of fire and blood) and blue (strength, composure, stability, wisdom, faith in paradise) indicates the categorical character. The red color also highlights the dynamics of the violence. Furthermore, intertwined fingers of Jesus may indicate a prayer or willingness to get handcuffed. Judas wrinkled forehead symbolize cogitation. Self-portrait of the author stands above all, watching the situation with a lantern in his hand. His face shows curiosity. Lantern puts Caravaggio in a different context - mythical. It turns him into Diogenes who found a man among men.

Figure 6: Art painting by Michelangelo Merisi da Caravaggio - Taking of Christ (en. [wikipedia.org/wiki/The_Taking_of_Christ_\(Caravaggio\)](http://wikipedia.org/wiki/The_Taking_of_Christ_(Caravaggio)))

Conclusion

The symbolism of the selected photographs is adapted to the effect that photo must achieve regarding the purpose. Comparing mentioned symbolism it can be concluded about how it is used, as shown in the table below:

Table 1: Example of decoding symbolism of photography

It is clear that the pictures used as advertisements have primary role to attract public attention. This is the first step in the presentation of the offered product. After familiarizing the public with the product, follows the transfer of messages that is metaphorical, not offering a direct, clear message, but tends to provoke targeted associations. By its character, these pictures are the closest to images used in public campaigns. In such cases is noted attempt of provoking positive emotions. A common feature of all these photographs is to encourage the viewer to the desired reaction, in other words to manipulate with public opinion. Such photos are exposed to short views of thousands of people. Therefore, must be striking, use the aggressive symbolism and be observed in the tough competition.

On the other hand, art photography has no ambition to attract wider public. These photos will be exhibited in an intimate setting, for the people who were there specifically in search for art. They decided to set aside time to stand in front of the photo, take a good look and think about it. The artist doesn't need observers to create conclusions identical to his, but to provide an opportunity to create their own. There is a noticeable difference in creative freedom in developing art photography comparing the others. It is allowed to flirt with different environments, emotions, sending clear messages and understandability. Proof of this is the fact that only in art photography overcome anxiety, sadness, and that this doesn't diminish its value, because its value is not measured by concrete results (sales increase, changing the public perception), but subjective comments.

The artist's goal is not to make observer in creating conclusions as he imagined, but to let them make their own. And so the work of art, as well as advertisements can be read in many different ways, which depends on a lot of preconditions

such as the knowledge of the peace or brand, the interest in it or on the subjective perception. There are many variables affecting the decoding, the only moment that links advertising and art is that they are both phenomena of the public world.

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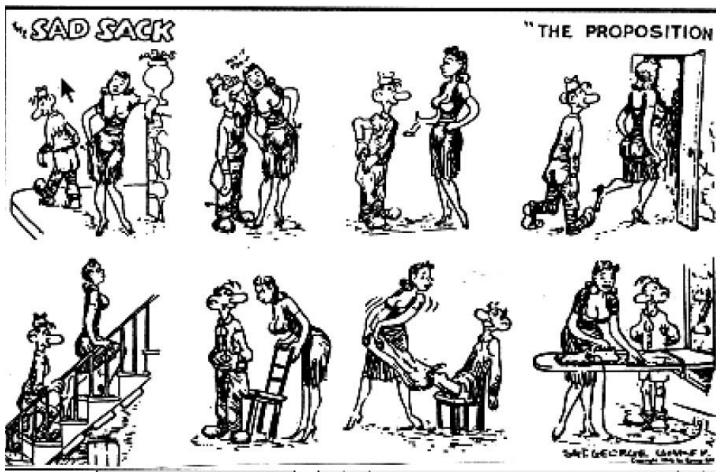


Figure 1. Comics 'Proposal' Strip „Prijedlog“ (Koch, 1971., 38)

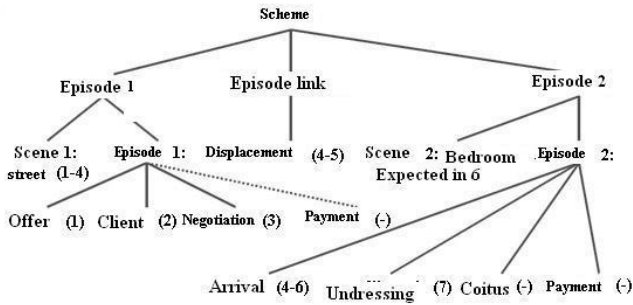


Figure 2. Explanation of comics using the isotopic (Sonesson, 1988, 45)



Figure 3. a,b: Advertising photomontage sports equipment manufacturers 'Arena' (tpmcdermott. wordpress. com & www. themost10. com)



Figure 3. a,b: Advertising photomontage sports equipment manufacturers 'Arena' (tpmcdermott. wordpress. com & www. themost10. com)



Figure 5: Art photo by the author Adrian Limani ([www. photographyblogger. net](http://www.photographyblogger.net))



Figure 6: Art painting by Michelangelo Merisi da Caravaggio - Taking of Christ (en. [wikipedia.org/wiki/The_Taking_of_Christ_\(Caravaggio\)](http://wikipedia.org/wiki/The_Taking_of_Christ_(Caravaggio)))

PHOTOGRAPHY	PURPOSE	SYMBOLISM	EMOTION	EXPECTED IMPACT
1.	Increase in sales	Switching of roles Memorable parts of shark's anatomy	Manipulating with fear Challenging consumers	Attracting attention Provoking debate
2.	Creating sympathy for the military operation	Soldier and a boy Collaboration	Humanity Empathy	Public awareness Public approval
3.	Personal satisfaction	Framing	Anxiety	Encouraging observers to think

		Curved horizon Leaving person	Loneliness Finality	
4.	Peace of art	Antithesis Manipulation colours Self-portrait	with Anxiety Fear	Telling the story

Table 1: Example of decoding symbolism of photography

Games in University Education

Ewa Jurczyk-Romanowska, PhD

University of Wrocław, Poland

ewa.jurczyk@uni.wroc.pl

Abstract

The paper presents conclusions from research into the opportunities to employ games in university education and it constitutes a description of a number of projects carried out at the Institute of Pedagogy at the University of Wrocław. The project encompassed: (1) the use of location-based games in cultural education classes (Kulturalny Wrocław project), (2) a five-day game seminar on career management (the Gamification in career management in the educational practice of Lower Silesia project), (3) a location-based game diagnosing entrepreneurship competences (the Entrepreneurship in the educational practice of Lower Silesia project), and (4) the use of LARP games in developing soft skills (the Learning through games project). During the conducted research triangulation of methods was employed: participant observation as well as focus and individual interviews. The conclusion of the explorations is that the Introduction of games into university education is an effective and attractive educational means, which, at the same time, requires substantial amount of time and number of staff in the preparation of the classes.

Keywords: education, adults, gamification, university education

"Our students have changed radically. Today's students are no longer the people our educational system was designed to teach" (Prensky, 2001).

Introduction

According to the assumptions of the European and, as a consequence, Polish standards of qualification, the result of receiving higher education ought to be to provide the student with knowledge, skills, and social competences defined in the curriculum. Academic education, a specific form of transferring knowledge to persons who, it is assumed, are interested in acquiring as broad as possible an access to skills needed in their future professional careers, faces a number of challenges. That is because contemporarily the development of civilisation is still based on a constant development of the web society in which the most important aspect is the complex interactivity and economy grounded in knowledge implies the necessity to seek new ways of transferring knowledge. On the one hand, this is connected with increased interest, raising the level of education and the tendency among students to pursue more than one subject. This, in turn, is related with the idea of a society of knowledge, because such a way of forming societies contributes to the constant development of qualifications and competences. However, on the other hand, the increased expectations made of students pertaining to the manner in which knowledge is transferred, as well as to the character of the knowledge itself are a result of the broad access to databases where the fundamentals of knowledge in many subjects can be found. In this complex situation innovative education techniques become crucial.

According to the author¹, the results in this area can be achieved through multiple means, using the typical lesson/classroom method, or alternative contemporary approaches. One of the ways of achieving the above aim is the use of the educational potential of games. Departing from traditional ways of teaching or even making this process more

¹ On the basis of years of experience in conducting classes at the Institute of Pedagogy of the University of Wrocław.

attractive and adapted to the reality of human life makes it possible to introduce elements of gamification. Gamification “is a conscious and purposeful use of the mechanisms and techniques employed in designing games in order to increase dedication and loyalty, as well as modification of behaviours and habits (...). The assumption in gamification is to direct the activities to achieve an aim that is in concordance with the expectations of the author of a project, and their motivation to perform the expected actions, even if they are thought to be boring and run-of-the-mill” (*Grywalizacja*). P. Tkaczyk adds that in 2010 99% of young Americans declared that they played computer games. Such a high level of involvement¹ creates “a system of education parallel to schools” (Tkaczyk, 2012, p. 52). In light of these figures the

Introduction of the element of gamification into education is not merely a diversification of classes, but a way of change that appears inevitable in the longer perspective.

Introduction of gamification into the process of education can contribute to discovering inexhaustible “resources of inner motivation and readiness for sacrifice that are observed in gamers on the daily basis, and which are often lacking in the system of education” (Sobociński, 2013). That is because gamification transfers the mechanisms of games to the field of education and in this way allows one to reach “an emotional state that can be defined as concentrated motivation” (Tkaczyk, 2012, p. 52). It is expressed through complete dedication to a task with the concurrent emotional involvement, which makes it possible to get satisfaction from performing even repetitive activities. However, to achieve this state the individual that learns needs to be presented with clear aims and instructions, they have to be certain that the task can be completed, and they need to be given immediate feedback on the achieved results” (Tkaczyk, 2012, p. 52-53). What else is important in using gamification in education? First and foremost – fun – because it produces positive emotions. As J. Huizinga, who in 1938 coined the well-known term *homo ludens* – the playing man – states, “playing is an action performed out free will or an activity performed within certain limits of time and space which are accepted free willingly and non-negotiable, it is an aim in and of itself, and it is accompanied by the feelings of suspense, joy, and the awareness of its “otherness” from everyday life” (Huizinga, 1985, p. 51). When looking at games from a biological perspective one ought to bear in mind that “influenced by positive emotions the amygdala sends a proper signal to the frontal lobes (van den Bergh, & Behrer, 2012, p. 30), which facilitates the remembering of an experience. Interaction with colleagues that introduces the element of competition is also significant.

In references there is no clear distinction between game and play, which are both the designates of yet another crucial term. The term ludology applies to two notions: *ludus* (Latin) – stands for “game”, “play”, as well as “a place for exercise”, “school”, and *logos* (Greek) – “word”. In the context of research on games in general and video games in particular the term has most probably been used first by Gonzalo Frasca in *Simulation versus Narrative*:

Introduction to Ludology (Frasca, 2003) and Espen Aarseth *Playing Research: Methodological approaches to game analysis* (Aarseth, 2003). What is important in this context is the research on the structure of games. E. Aarseth defined the following elements of a game: (1) gameplay, including the actions, strategies, and motives of players, (2) game structure – rules of the game and simulation, and (3) game world – elements of fictions, texture, design of levels’ typology. Jespen Juul, in turn, enumerated such elements as: player, game, world (Juul, 2003).

As it has been mentioned before, the planned transfer of rules and structures of games to other areas of social life is called **gamification**. The examples of such use are the point systems, skills levels, and feedback in schools, as well as employing elements of RPGs to achieve a greater involvement of students, making their achievements greater than their insecurities, so that their choices are closely connected with results, which leads to increased sense of control and self-education. Games also serve to introduce the feelings of mystery, cooperation, and communication into education, along with a combinations of knowledge and skills, and education within a context (Mochocki, 2011, p. 242). In references on education emphasis is placed on game structure. It can be defined as a set of features that an activity needs to have in order to become a game. They are:

¹ P. Tkaczyk estimates that the 10,000 hours necessary to acquire a skill the gamers reach before adulthood (Tkaczyk, 2012, p. 52).

the winning condition – that is, when do players know that they have won – it pertains to the formal aspect. It ought to be underlined that in every game someone has to win, and someone has to lose. Activity in which “everyone is a winner” is only fun, a pastime, but it cannot be called a game.

(2) aim – that is, what the players need to achieve to win – pertains to the factual aspect,

(3) action – the actions of the players defined by the game plot,

(4) obstacles, difficulties, that the players encounter on their way to achieve the aim,

(5) rules – that is, the limitations that one has to take into account when playing, rules of functioning in the game (Tkaczyk, 2012, p. 74)¹.

The presented paper constitutes a discussion of four projects that were carried out at the Institute of Pedagogy at the University of Wrocław throughout 2014 and 2105.

Kulturalny Wrocław project - the use of location-based games

Kulturalny Wrocław² project was carried out by combining two courses: (1) the basics of cultural education and (2) education with the use of modern information technology. The participants of the projects were the students of 2-year Master of Arts degree studies in pedagogy with the specialisation “Marketing and management of educational institutions in a region”. The project was conducted in 5 editions. During the games the participants were to locate the places marked on the map and connected with cultural events that took place in Wrocław. The participants could choose among 9 places, and the choice was connected with the selected strategy. The students were divided into two groups and each of the groups had a supervisor who could be contacted by text messages. The condition of winning was to solve a crossword and reaching the final point. The team that reached the final point first won.

The tasks consisted of a number of stages:

- locating the place marked on the map and the detail of which was presented in a photograph attached to the written instructions
- taking a photograph of the place and sending the photo to the group supervisor, who would then reply with a riddle about the cultural event connected with the particular location,
- solving the riddle and writing the answer in the crossword,
- using poses to present the letter of the answer connected with the location and taking a photo of it and sending it to the group supervisor,
- on the basis of the photo the supervisor confirmed the correctness of the answer.

The team that gave the correct answer to the crossword was to locate the final point marked on the map and presented in the fragmentary photograph.

¹ Introduction on the subject of games in education and gamification published for the first time in: Jurczyk-Romanowska, E. (2015). The (lack of) Presence of Games in Human Rights Education. *Czech-Polish Historical and Pedagogical Journal* 7(2), pp. 3-13.

² Kulturalny Wrocław project was run by dr Ewa Jurczyk-Romanowska and dr Jacek Gulanowski, the details of the project are described in the paper “Edukacja kulturalna inaczej” [A different approach to cultural education] which has been submitted to the journal “Edutainment” and is currently in review.

After the game was over the participants were enquired about their experiences during a focus interview and in a questionnaire.

The participants assessed the game very highly as an education method as well as a way of socialising with the group. The opportunity to have a lesson outdoors, the independence in fulfilling the tasks, using the internet to find answers to the riddles, as well as the change of relations, decreasing the distance between the students and the supervisors of the game were the greatest advantages of the Kulturalny Wrocław project. What was questioned, however, was the effectiveness of the lessons, as it was argued that perhaps in a regular lesson more issues could have been discussed. On the other hand, the students pointed to the potential persistency of the acquired knowledge, because the information that was the answer in the fulfilled tasks was based in experience, locations, people, and situations. The photographs of the students presenting the letters were described as hooks in memory. The photos were subsequently posted in social media by the students and they were widely commented on. Forming of language codes among the participants could be observed.

Kulturalny Wrocław project can be seen as greatly successful, because further editions were organised and became a part of the curriculum of the aforementioned subjects. From the perspective of the educator it needs to be noted that conducting this location-based game did not require substantial financial costs or the work of many people. From the logistic point of view the game is not a challenge, and that is why the activity can be organised in good weather conditions. The clear rules of the game present no difficulties to the participants, and the simple mechanics make it possible to fill the game with diverse contents.

Gamification in career management in the educational practice of Lower Silesia project - a five-day game seminar on career management

The elements of gamification that are skilfully woven into the education process can lead to a new quality in transferring knowledge, because they contribute not only to increased concentration and dedication, but they also allow one to develop strategic and logical thinking. The assumption that these are the features that are particularly needed in career management and the competitiveness of university graduates on the labour market became the foundation of the scholarly seminar *Grywalizacja w zarządzaniu karierą w dolnośląskiej praktyce edukacyjnej* [Gamification in career management in Lower Silesian educational practice]¹, implemented as part of a project co-financed by Lower-Silesian Voivodship. The beneficiaries of the project were the students of higher schools in Lower Silesia. The seminar was carried out at the Institute of Pedagogy at the University of Wrocław and it consisted of two stages. In the first stage the students took part in four meetings with experts in career management where they had the opportunity to learn of the problems connected with managing image, projects, businesses, and finances. What is more, during this stage, the participants of the seminar could test the knowledge that they had received and the skills that they had acquired and that were connected with ongoing solving of problems connected with the topics of the particular training sessions during a verification game. At the second stage of the seminar the organisers of the gamified career management programme presented their conclusions drawn from the conducted innovative career management programme during a national open discussion panel.

The aim of the seminar was to increase the competitiveness of graduates of pedagogy on the labour market, which appears to be particularly important in the context of the growing unemployment among the graduates of pedagogy in Poland. The participants of the seminar gained knowledge in career management in a gamified programme. The programme of the seminar was planned in such a way as to test the knowledge that the students would acquire immediately in practical tasks, which is why it was contained within a complex plot. The plot was based in the science fiction genre and pertained to a space mission connected with settlement on a distant planet. It ought to be noted that the detailed topics of the seminar were included in the gamification method in the form of missions on the particular levels of the game. With the gradual increase of the difficulty of the game the participants were engaged in the discussed subjects and faced increasingly more complex problems. The particular days were, therefore, not only connected with the different fields of knowledge about career management, but also required the participants to use the knowledge to solve tasks that would eventually lead to

¹ The project was conducted by Ewa Jurczyk-Romanowska, Ilona Zakowicz, Justyna Sochacka, Dominik Figiel, Paweł Jakubas, Tomasz Wysoczański, and Maciej Skwara; detailed description of the project will be published in the monograph "Grywalizacja w dolnośląskiej praktyce edukacyjnej" [Gamification in Lower Silesian educational practice] by Ewa Jurczyk-Romanowska, Ilona Zakowicz, Justyna Sochacka, which is currently being edited.

the domination of one of the groups on the planet. Such presentation of the contents of the seminar was to inspire the need to compete in the students. To increase the level of dedication the designers of the project prepared a detailed point system that was adjusted to the level of difficulty of the tasks as well as a system of badges that emphasised individual achievements and skills. Yet another motivating element were the bonus prizes in the form of certificates, gadgets, and books that inspired the students to work hard and listen carefully to the presented content. The capstone of the seminar was the educational game (an exam) that verified the level of the acquired knowledge, skills, and the use of strategic thinking, which was reflected in the assumed strategy of competition between the teams and which supported the interaction among the particular participants of the project.

In the course of the seminar the researchers who did not take part in the game conducted observations. At the end of the project, in turn, focus interviews were carried out with the students and structured interviews with the specialists running the gamified activities.

The basic conclusion drawn from the activities is that they are particularly effective. The students as well as the instructors noted that such a broad number of subjects can be tackled in only 5 days. The exam (in the form of a game, as well) was passed with the highest results. The students also noted a fast integration within the groups, high level of dedication, and a surprisingly positive reception of the new educational method. As a result of the conducted seminar a new group was formed which included the students/players who would communicate among themselves with the use of the language codes developed throughout the game and who would use the functions that they had performed in the game in conversations. During the interviews the students stated that while they performed the tasks they learned a lot about themselves and their predispositions, that they had conducted a self-diagnosis. They also appreciated the knowledge about the design of gamified training courses and they began to transfer the experience that they gained to their pedagogical practice.

What was the most important question raised by the instructors in the trainings was the great effort that they had to put into the sessions. They stated unanimously that never before did they have to put so much work into preparing a training course. As a result, they claimed that preparing a gamified teaching programme is only effective when a number of identical courses are conducted. If it were to only be a single training course they would never again undertake the conducting of such a course because of the lack time devoted to teaching at the university.

To conclude, it can be stated that the 5-day *Grywalizacja w zarządzaniu karierą w dolnośląskiej praktyce edukacyjnej* seminar was a great example of the use of the mechanics and the techniques of games and implementation thereof in academic education. One ought to bear in mind that gamification used in educational activities not only makes it possible to increase the dedication and the motivation of students to broaden their knowledge but also to give their work direction connected with the aims defined by the designers of the teaching programme. While passing through the subsequent levels and facing the tasks prepared by specialists of the different industries the players are engaged in defined activities, which allows them to acquire knowledge and competences in an unorthodox way. It can, therefore, be stated that the elements of gamification that are properly woven into the education process can constitute an interesting alternative to traditional teaching methods at the level of academic education. However, due to the high level of complexity of the required materials, the effort needed to develop a plot, the necessity to test the mechanics of the game, great engagement is required of the instructors and additional funds are needed to create the props for the game. It is certain that it can be an interesting element of training financed with funds from outside projects.

Entrepreneurship in the educational practice of Lower Silesia project - a location-based game diagnosing entrepreneurship competences

The script of the location-based game *Zostań przedsiębiorcą!* [Become an entrepreneur] by Natalia Romanowska, Justyna Sochacka, and Ewa Jurczyk-Romanowska was based on the rules of designing location-based games. 25 participants of

¹ The authors of the game are: Natalia Romanowska, Justyna Sochacka and Ewa Jurczyk-Romanowska, the detailed description of the game and of the conducted research was published in Jurczyk-Romanowska E., Sochacka J., Jakubas P., Piwowarczyk M., Wysoczański T. (2014), *Przedsiębiorczość w dolnośląskiej praktyce edukacyjnej* [Entrepreneurship in Lower Silesian educational practice], Wrocław: Urząd Marszałkowski Województwa Dolnośląskiego & Instytut Pedagogiki Uniwersytetu Wrocławskiego.

the *Przedsiębiorczość w dolnośląskiej praktyce edukacyjnej* [Entrepreneurship in Lower Silesian educational practice] and five instructors who supervised the groups took part in the game, as well as two persons supervising the overall course of the game, and four animators responsible for the locations where the teams could receive extra points.

As part of the

Introduction the organisers explained to the participants what a location-based game is, what are its rules, and also introduced briefly the subject of entrepreneurship. In the further part the participants were randomly divided into groups named after great entrepreneurs: Rockefeller, Ford, Robbins, Vitale, and Edison. That is how each of the teams received a "model" whose history could become motivation for the participants to become business people themselves. Having found their groups the participants of the seminar were given envelopes containing short descriptions of their groups, general outlines of the game, maps with marked locations where the quests could be completed, "money" could be made, and problems could be solved. The additional equipment was the "money" prepared for the game and unhandy props symbolising the difficulties that entrepreneurs face. The aim of every team was to reach the finish line with as many coins and as few props as possible. The game could only be finished after completing the final tasks, which was the calculation and payment of income tax. Apart from this one obligatory tasks for all the teams the selection of the quests was a part of the strategies chosen by the teams.

The factual tasks were closely connected with the subjects of the lessons planned for the further part of the seminar. Each of the educators was previously asked to outline two problems that were to be the topics of the trainings that they were to conduct and at the same time constitute a basis for the quests developed by the creators of the game.

After the completion of the location-based game it was evaluated by the participants of the seminar. The students were asked to note down the strong and the weak points of the innovative teaching technique that they had experienced.

What was emphasised as a strong point of the game was its socialising character – this was presented in almost all the answers. The students would also appreciate the combination of movement and tasks requiring intellectual effort, a combination of fun and education. Among the features attributed to the location-based game one could find: dynamics, lack of monotony, good fun, fast acquiring of knowledge, attractiveness, unorthodoxy of this form of education. At the same time, the students stated that the location based game may be characterised by various levels of effectiveness depending on the subject. In the course of the evaluation the participants of the seminar would emphasise the great potential of location-based games in developing soft skills. Working in groups calls for teamwork – the students stated that solving problems together is not often used in traditional lessons and even if it is used the interactions between the members of the groups are superficial. Location-based games require genuine cooperation, even though the level of dedication and the motivation of the particular team members may differ, and participants might be reluctant to work together, and the teams might not be very well organised in their work. The problem of competition, which is an integral part of the game was evaluated ambivalently by the students. On the one hand, the research participants stated that healthy competition inspired them to solve the tasks more quickly and effectively, that it integrated the groups that were brought together by the common goal – to win, that everyone was eager to do the quests, and in this way competition facilitates integration in location-based games. On the other hand, however, competition might lower the quality of education and in general be less fun.

Similar ambivalence is found in relation to the opportunity to use virtual sources of information. Some of the students negatively evaluated the lack of access to the internet (lack of access to sources of information) when solving the tasks. Other participants would emphasise that for them the necessity to solve tasks with the use of the knowledge that they already had as well as through buying hints from group supervisors was an advantage of the game.

Among the weak points of the location-based games the participants mentioned limitations connected with weather conditions, possible organisational problems connected with the unfamiliarity of the location and unfavourable outside conditions. The participants of the seminar would also raise the question of the "terrain" character of the game, seeing it either as an advantage or a disadvantage. Among the negative opinions was the postulate to introduce the players to the location before the game, because the unfamiliarity of the terrain and the infrastructural difficulties can be discouraging. However, the majority of the participants appreciated the outside character of the game, because it provided a lot of new experiences.

Learning through games project - the use of LARP games in developing soft skills

In the project *Learning through games* a LARP game title *Spell of the Black Magic Master* was designed and conducted¹. The participants of the project were 3 separate age groups: students, professionals, and students of the University of the Third Age. Because the present paper is concerned with academic education, the part in which the students participated is discussed. The game has been designed for 12 participants who are initially randomly put into two groups that compete for points and final victory. During the game the participants play the roles of adventurers who set out on a difficult mission to the Damned Castle where the Black Magic Master dwells. The cards with character descriptions were drawn at the beginning of the game and they, to a certain extent, determined the behaviour and the role of participants, at the same time giving them a lot of space for their own choices. Depending on the card drawn the players could act the roles of "Strategist", "Architect", "Actuary", "Fearless Adept", or a "Diplomat". The information about a character that was passed on to the players was limited to an outline of the personality, the skills, and the tasks preferred within the group. They did not, however, define the types of tasks to be undertaken by a given participant of the game. The players could also draw the role of a mysterious character. This obliged two people from different groups to become undercover traitors. The game ran according to a set scenario, nevertheless the course of the game was not precisely defined by its creators, because elements of randomness were introduced and the players had a significant space to choose their strategies.

The plot of the game *Spell of the Black Magic Master* is set in a fantasy world. The main aim of the participants of the game was to neutralise the spell cast by the Black Magic Master in a time shorter than 120 minutes. The players had to decipher the meaning of the spell at four stages, prepare magical objects² and props³, and, finally, act out a play in the final round. At the first stage of the game the teams had to develop an interpretation of a text they had received, that is, one of the four fragments of the spell, consider the way to act out the play and prepare elements of the costumes and the mise-en-scene. Each of the groups was supervised by a gamemaster and they worked within a defined space, where there were the materials needed to produce the props. After the preparatory stage the players had to face the Guardian and then the Black Magic Master. Both of the meetings ran according to the strict rules of the game, i. e., the mechanics of the game. In the final round, in turn, interpretation of the text played the crucial role, which is why the participants' acting and the ability to fit in the role were essential.

Two researchers were introduced into the game. Following the plot, they were two silent masked observers with whom the participants could not interact in any way. The researchers observed the conduct of the players. What is more, after the game was finished the participants were invited into a separate room where, outside the world of the game, they answered questionnaires and took part in a focus interview. In the further part only the results pertaining to university students are analysed.

The students evaluating the game were clearly divided into those with former experience with RPGs or LARPs and those without it. The first group, feeling confident in the game, focused on the opportunities that the character cards and their development paths provided. The second group was discovered to have certain difficulties connected with assuming the roles whose main features were defined by the character cards. The lack of former experience resulted in lower satisfaction derived from the game, concentration of the tasks, striving to fit in the atmosphere and rules of a LARP game. In both cases it was noted that there were problems with the integration within the groups made up of students who did not know each other. The research participants observed that it could have been a good idea to have some integration activities before the game. A further difficulty was presented by the necessity to adapt quickly to complicated rules, full of variables, while at the same time having to develop the characters and achieve the group goal. At the same time it was emphasised that certain soft skills that were the educational target would develop "by themselves" because the participants focused on the functioning in the game and on winning, while simultaneously acquiring new competences. It was only at the evaluation meeting that they would note that they had, in fact, gained new knowledge in the field of negotiations, communication, and group management, and they also expressed creativity which – as one of the participants stated – "under normal conditions [she] would not have the courage to express".

¹ The authors of the game are: Justyna Sochacka, Ilona Zakowicz, Dominik Figiel, Agnieszka Gil and Ewa Jurczyk-Romanowska.

² Provided by the organisers.

³ Made by the participants.

To summarise, educational goals were achieved successfully in the LARP game, however, the high level of complexity and the lack of students' previous preparation for activities of this type resulted in a lowered satisfaction derived from the game. From the perspective of the organisers the preparation of the game was time-consuming, and it was also necessary to hold a pilot game session to assess the mechanics of the game. To offset the resources used to organise the game it would seem necessary to hold numerous sessions with other groups of students.

Summary

The use of location-based games in academic education has a great potential and makes it possible to achieve educational goals successfully. The contemporary generation of students has a lot of experience with games. These are, however, typically computer games. According to the research conducted by the journal IGRA one in five students admits to failing an exam because of playing computer games (*Gry odciągają od egzaminów*). That is why it appears worthwhile to use this interest to design educational projects that have the potential to draw students in. The experiences gained during the organised projects allow one to conclude that educational games need to be well-selected with consideration for many aspects, such as the students' previous experience, topic of the lessons, the available time, and the expenses that the organisers have to make. Making the game too long or too complex has negative influence on the players' satisfaction. The games that are well-received are the simple ones, with clear rules, and that at the same time allow the students to devise strategies leading to victory. Another advantage is leaving university walls and taking the game into, e. g., the space of the city that students do not typically associate with education. Making use of high ICT skills of the students is also a good idea, using the internet might be an integral part of the game conducted with clearly defined rules. Such games can easily be woven into the academic curriculum.

In turn, longer and more complex games requiring a lot of dedication from the organisers as well as the participants are an attractive form of supplementing the programme of the studies as part of subsidised projects. They are then dedicated to the persons who wish to increase their competences and be more competitive on the labour market. It is worthwhile to precede such games with socialising activities and tutorials.

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Economic and Social Development - Paradox of Convergence Hypothesis; A Comparative Approach

Assoc. Prof. Dr. Fazıl Yozgat

Cumhuriyet University Faculty of Economic and Administration Sciences

Sivas-Turkey

Abstract

Classical economic theories have been quite effective in explaining economic development. Convergence hypothesis, however, aims to explain economic growth rather than economic and social development. Therefore there is a dilemma in explaining economic and social development in the world. Part of this dilemma could be attributed to the fact that many economic theories are *ceteris paribus*. For example endogenous development theories consist of technological and innovational change. This theories explained by Romer. Convergence hypothesis is based on neoclassical model. According to this theory a poor country is expected to catch up a rich country in the long run. But today convergence hypothesis faces a paradox. In line with the assumptions of the convergence development theories, Turkey has achieved significant economic progress towards convergence to the EU and OECD countries. The roots of this achievement are recent social, economic, and fiscal reforms. If Turkey succeeds in radical reforms in educational, scientific and R&D areas it will catch up more economic and social development. There is evidence to this matter in other countries. For example, Austria was successful in becoming a member of the EU in one year as suggested by the convergence hypothesis. This case of Austria supports my hypothesis, that is, if a country is ready for new sectors, it is more likely to achieve economic and social development. Otherwise, the convergence hypothesis may be rejected. According to Kuran "...why the Middle East became underdeveloped. In particular it points to certain Middle Eastern institutions, including ones rooted in the religion's dominant religion, as past and in some cases also continuing obstacles to economic development (Kuran,2004)". This problem is main structure Middle East and Muslim countries. Another literature review Quah,according to Quah "The idea that countries that differ in terms of initial conditions experience diverging growth performances has also inspired a set of related contributions, which have studied the evolution of the world distribution of income and pointed out the existence of increasing polarization between the club of rich and the group of poor countries (Quah, 1996a; 1996b; 1996c; 1997) For the last 150 years divergence and convergence has been investigated together. But today social and economic life has been investigated separately at different levels including social, individual and state level. In this paper, I simply try to identify positive and negative effects of convergence hypothesis on social life and reel politics. For example, in 2013 the UK (GERD) spent 28.9 billion pounds on research and development. In current prices, this corresponds to 7% increase in the GDE compared with 2012 (adjusted for inflation). On the other hand, in constant prices, R&D expenditure increased by 5%. In general, economic and social development, and especially economic growth has its roots in Industrial revolution -including first Industrial Revolution, second industrial revolution, and Colonialism. In this period, developed countries were called as convergence club. This situation also supports my hypothesis for Turkey and EU. Convergence hypothesis have also been widely used to demonstrate local and regional development (i. e. NUTS for EU). I compared the NUTS classification of the regions in the EU and Turkey to examine local convergence economic and social development.

Keywords: Convergence Hypothesis, Mena Region, EU, NUTS, Social Development

Introduction

Economy is social sciences. In this study dependent variable is economic and social development independent variables are finance, human capital, natural resource, region, cultural effects. Convergence hypothesis has some paradox. I

investigated how this paradox is and I suggested some solution. Economic development is aim to improvement in welfare for country. Convergence has been using different social sciences for example mathematics, Psychology and biology, this terms had been use as economic and development terms.

In this paper have aims to three goals. First one is theoretical and literature framework, second one is cooperation some countries paradox of convergence hypothesis and lastly some solution multidisciplinary approach.

Econometricians have been forecasting economic activities such as population and employment for a long time two types of forecasting methodologies can be broadly classified forecasting on the basis of cross-national data versus that based on time series (Chan, 2011; p. 18) Mises proposes the term "preaxeology" (the logic of action) for the branch of knowledge exemplified by economics. (Hoppe, 2007; p. 8) In particularly to explain economic events researcher will see, includes three modes of investigation which are empirical, theoretical and historical. I tried to explain my idea by using these models.

According to this hypothesis under the closed economy conditions, because of diminishing rate of return of the capital per person real income different across countries tend to decrease. Growth was an important sensed discovery of economics at his second world war. Of course economic development has always been grand theme of historically minded large mind and blood concept More, Schumpeter, Kuznets. (Nordhaus and Tobin. 1972; pp. 1-80) 2. In order to understand the current trends in the dispute over convergence, it is very helpful to use the classification proposed by (Islam, 2003; pp. 309–362.) The whole discussion may be described in the form of the following seven dichotomies: 1. Convergence within an economy vs. convergence across economies; 2. Convergence in terms of growth rate vs. convergence in terms of income level; 3. Beta (β) convergence vs. sigma (σ) convergence; 4. Unconditional (absolute) convergence vs. conditional convergence; 5. Global convergence vs. local or club-convergence; 6. Income-convergence vs. total factor productivity (TFP)-convergence; 7. Deterministic convergence vs. stochastic convergence. (Vahter and Urmas, 2005; p. 8)

Literature review:

The term convergence has several distinct meaning different fields. This means that biology explained himself, a psychology explains this terms himself but this paper I will try to explains economic and development aspect. Because of this theory aims to catching up at the aggregate level analysis in technology and this theory explains productivity and to explain convergence in economic structure. Less underdeveloped countries household has expenditure subsistence level. While Solow and Swan explain household has expenditure endogenous Cass and Koopmans explain time series. Convergence hypothesis is four differences approach namely, cross-section, panel section, time series methods, and distribution approach. There are several perfect research and result. I will try to contribute this field economic and socio-political approach. Because social and economic structure is differ from country to country. Convergence, explains to countries with lower levels of GDP per capita will grow faster on average than those with higher levels until they catch up the others. Countries with similar structural characteristic including production, technological level, production performance and government policies are called club convergence.

The Japan miracle is strongly evidence paradox of convergence hypothesis. "The three major reform policies implemented by the American forces were breakup of the zaibatsu, land reform and labor market democratization.... The ability of the Japanese people to imitate and apply the knowledge and skill learned from the western countries the single most important factor for Japan's amazing growth" (Takada, 1999; p. 3.) Japan government has shared 12% budget for education in 2014. it has shared 57. 7 for defense. In primary school teacher student ratio is 1/25. Seocndary school teacher/student ratio is 1718. Higher education lecture/student ratio is 1/11. Compulsory education period is 9 year, its 6 year is primary school, 3 year is secondary school, pre school enrollment ratio is %65, primary school enrollment is %99. 9, secondary school enrollment ratio is %96. Vocational and general school ratio is %92, higher education ratio is 539. in addition to there are three term in year. There are 240 working day in one year. Government supported and financed %98 for lunch students in school. This means that Japan economic growth and social development depends on social structure and culture rather than convergence.

" The proportion of workers organized into labor unions rose rapidly, from zero in 1945 to nearly 60 percent 1948-1960. This is extraordinary high rate view of the fact that the international change is about 30 percent" (Takada, 1999; p. 9)

Dodge plan, this plan applied in Japan whereas Marshall Plan applied another countries. Dodge plan had been successful the others.

Real GDP Growth, Japan and US selected sub period

Annual percentage rate

Sub period Japan USA Turkey

1905-1920 3. 49 2. 85 1923-1938 7. 4

1946-1960 9. 38 3. 45 6. 3

1975-1990 4. 12 2. 96 5. 5

Source: Takatoshi calculated. (Adopted article's author)

In this world, there are quite differ end land tenure systems. These tenure systems have developed under the influence of natural factors (climate, soil conditions, topography) and socio cultural factors (value systems, political ideologies, technological levels, population development, changes in price/cost relation, etc.). As these factors vary from country to country and from time to time, and are so intrinsic parts of cultures, in the case of land tenure issues it is very difficult to transfer experiences from one country to the other. (KUHNEN, p. 78)

The speed of convergence has varied significantly across these transition countries. As shown in Table 1. 1, real convergence went fastest in some of the least developed transition countries, especially in the three Baltic States. These dynamics has been slower in the more developed transition countries, such as Slovenia and Czech Republic, all conform β -convergence. An outlier on the β -convergence pattern is the strong growth performance of Slovakia, and the less impressive growth of Bulgaria, Hungary and Romania.

Table 1. 1: Real convergence of "catching-up MS" expressed as per capita GDP in PPP

1993 1998 2003 2007 93-07 Years to

----- catch-up--
EU – 27 100. 0 100. 0 100. 0 100. 0 3. 9 -

Bulgaria 31. 7 26. 9 32. 5 38. 1 5. 2 77

Czech Republic 71. 6 70. 5 73. 4 81. 7 4. 9 21

Estonia 35. 3 42. 3 54. 4 70. 8 8. 9 7

Latvia 31. 7 35. 6 43. 3 58. 0 8. 3 13

Lithuania 38. 3 40. 1 49. 1 60. 3 7. 2 16

Hungary 52. 2 52. 7 63. 2 63. 4 5. 3 34

Poland 40. 3 47. 8 48. 9 53. 8 6. 0 30

Romania 27. 7 27. 7 31. 3 40. 6 6. 2 41

Slovenia 70. 6 78. 6 83. 4 91. 2 5. 8 5

Slovakia 45. 0 52. 1 55. 5 68. 5 7. 0 13

Greece 84. 7 83. 3 92. 1 97. 5 4. 9 3

Ireland 94. 3 121. 5 140. 8 146. 2 7. 1 -12

Portugal 75. 5 76. 6 76. 7 74. 8 3. 9 ∞

The β -coefficient results from the following regression: $\log(\text{GDPpc08}/\text{GDPpc93}) = c + \beta \log(\text{GDPpc93}) + \text{error term}$;

The σ -coefficient is defined as the coefficient of variation of GDPpc : $\sqrt{\text{VAR}/\text{MEAN}}$

Empirical calculations based on standard deviations calculations for two sub-groups of MS, namely for the Luxembourg group (Slovenia, Poland, Hungary, Estonia and Czech Republic) and the Helsinki group (Lithuania, Latvia, Bulgaria, Romania and Slovakia), have shown that convergence within the Luxembourg group countries has been significant between 1995 and 2005 while the Helsinki group has experienced no intra-group convergence in this very same period (Varblane and Vahter, 2005, p. 18-1) (Reinhilde Veugelers and Mojmír Mrak, 2009, p. 19)

Economic convergence may be divided into two categories. First, micro convergence refers to a tendency towards the equalization theorem (FPE) provides a rigorous theoretical framework for micro convergence...has been the object to considerable attention since the early 1980s. (Rassekh, 1988, p. 1)

1. 2. Data Analysis:

According to Sala-i Martin beta convergence is a necessary is estimated on the basis of a unvaried cross-country regression of per capita income growth between year and $g [y(t)-y(0)]$ on the initial level of per capita income $y(0)$, i. e. $[y(t)-y(0)] = a + \beta y(0) + e$ where e denotes an error term. The coefficient an initial income is labeled as beta, and a negative sign indicates convergence (Barro and Sala-i martin, 1992; pp. 227-249). I compared with in history goods value for today. For example we can ask himself "what is 1 US Dollars 1867 worth in 2015?." 2015 price = 1867 price (2015 CPI/1867 CPI). 2015 price = 1 dollars, $x(711. 1/42)$. 2015 price = 17. In this method 711. 1 is for 2015 Consumer price Index. 42 is in 1867 consumer price index. This evidence supported this result for example, USA purchased Alaska from Russia in 1867 7. 2 million dollars. In today its value is 122. 400 million dollars. This method can be used same compare research. This method can be use an estimate for future years are based on the change in the CPI.

1. 3. Islamic Countries:

All Muslims are not Arab, Middle-Eastern or of African descent. Islam is a universal religion and way of life that includes followers from all races. There are Muslims in and from virtually every country in the world. Arabs only constitute about 20% of Muslims worldwide. The countries with the largest Muslim populations are not located in the Middle East. They are Indonesia (over 200 million Muslims) and Pakistan and India (over 350 million Muslims combined). According to Wallerstein, while the Ottoman Empire was outside the capitalist world system, the Dutch Republic became the core of the new western capitalist world system in the seventeenth century. He attempted to improve Braudel's static (statistic) analysis by introducing the concept of the 'world economic system' (Wallerstein 1974; 1978-80) This idea shows that economic growth and social development depending on social structure.

Geostrategically, it is significant to note that three main poles of the Islamic world in south East Asia, the Middle East and North Africa include the most strategic channels and straits, which are the Straits of Malacca between Malaysia and

Indonesia, the Hormuz Strait in the midst of the middle-eastern Islamic countries, and the Bab al-Mandeb and Suez Canal in North-east and horn of Africa area, as well as the Dardanelles and Bosphorus straits which are strategic international waterways in Turkey. (Jawan,2013;p. 5)

Organization of Islamic Cooperation Countries, and top 25 Humanitarian assistance Donor and recipient Countries (2012)

Donor countries US Dollars (million) Recipient countries US Dollars

EU Institutions 1. 881 Haiti 237

Canada 691 Mali 258

USA 4. 686 Burkina Faso 98

Sweden 785 Cote D'ivoire 103

Norway 613 Niger 291

UK 1. 825 Chad 298

Finland 162 Sudan 441

Ireland 147 DR Congo 464

Belgium 250 Zimbabwe 152

Luxemburg 59 South Sudan 865

France 427 Kenya 404

Spain 253 Somalia 627

Italy 276 Ethiopia 484

Saudi Arabia 109 Yemen 305

United Arab Emirates 90 Jordan 303

Qatar 69 The Philippines 137

Kuwait 327 Thailand 85

Australia 357 Myanmar 130

Japan 1. 112 Bangladesh 87

Netherlands 410 Pakistan 529

Germany 949 Afghanistan 492

Austria 62 Iraq 98

Switzerland 399 Lebanon 404

Turkey 1. 638 Syria 1. 536

Denmark 409 Palestine 654

(Source: Development initiatives based on OECD DAD and UN OCHA FTS da online-zakat. reportV9a. www.globalhumanitarianassistance.org/wpcontent/uploads/2015/03/ONLINE-Zakat_report_V9a. pd)

Those data is for 2012 year. In 2016 Turkey helped Syrian refugees' approx. 8 billion US Dollars. EU promised for Syrian refugees 3 billion will pay Turkey USD dollars. Therefore Turkey paid seven billion US Dollars expenditure for aid. This value is extraordinary number in the World. Those data and rate of aid has been supported my hypothesis. I. e, social structure and social change are differing from country to country. We should be thinking about new approach new economic order. Including, those may be (ethical economy-trust economy-green economy-Islamic economy-structural economy). Another example is

Arab spring had been multiple effect social economic- politics –international area, is this movement result or cause?. This case is dilemma. There is a difference opinion among economist on the goal of economic method. This means that, some countries labeled himself "socialist Islam" or "light Islam" or ext. those mottos is fallacy.

The view that economic growth is a complex function of a wide range of interrelated factors, over and above traditional factors inputs has led some analysis to develops idea of conditional convergence. (Kalsai,Nahid,...)He applied above Formula and he found that non-oil countries convergence and oil countries convergence did not support convergence hypothesis.

G/Y: share of government consumptions to GDP

K: per capita capital

X+M/GDP: index for openness where X and M represent export and imports'

SEU: secondary schooling

Inf: Inflation rate

Bagdad Pact was signed in 1955, abolished in 1959. This agreement was 8 articles, in which 2. article including economic subjects. Baghdad pact was a defensive organization for promoting shared partial military and economic goals this aims to signed in 1955,Between Turkey-Iraq-Great Britain-Iran and Pakistan. Sadabaad Pact and agreement was signed 1935 between Turkey-Iran-Iraq- Afghanistan. This treaty lasted for five years. Sadabaad pact, Baghdad pact, RCD cooperation, Cento all of them abolished and did not achieved especially economic area. This means that we should be re thing about economic field for his region.

The elements and economic growth and human development, those elements are Responsively-empowerment-equilibrium-endowment-almsgiving. (Nisar Ahmat et. al,2013,p. 3). Labor is one of the moral pillar of Islamic system of economy. Because

Muslims share of world population, 19. 22%

Muslims share of world income, 5. 98%

Islam is second largest religion in the world,

IOC is second largest organization in the world.,

Most needed oil of the world is exported from the Middle East region which includes most Muslim majority countries too. The only significant international oil organization with 12 members that produces about 40% of the world's oil is OPEC, in which only Venezuela and Ecuador are non-Islamic countries. According to OPEC report, the Islamic countries have produced more than 43% of the world's oil production in 2010 (OPEC, 2011). It is also interesting to note that, according to estimates in 2010, more than 80% of the world's proven oil reserves are located in OPEC Member Countries" (OPEC, 2012b). In addition, there are

a few Muslim countries which are considered as oil producers, but are not members of this organization. Those are countries such as Brunei, Indonesia and Malaysia in south-east Asia, and Kazakhstan, Azerbaijan, Tunisia, Egypt, Syria, and Yemen, in Central Asia, Africa, and Middle East regions. This is enough to reveal the economic power of the Islamic world in the form of its hard power resource. (Naji and Jawan, 2012 p. 6)

Economy : Qatar Turkey Malaysia Kazakhstan Lebanon

Strategic location: Yemen Iran Egypt Turkey Malaysia, Indonesia

Geoeconomics of oil: Saudi Arabia Iran Iraq UAE Kuwait

Military might: Turkey Iran Pakistan Egypt Indonesia

Ideology : Saudi Arabia Iran Egypt

Table 2: Horizontal axes

Iran, on the other hand has its ideological innocence amongst Shia Muslims, and has been known as the leader of the anti-American movement amongst Muslims. From this view, indeed, Iran as a Muslim country has constantly acted as a challenge to the US world leadership to date. In the fifth axis, Saudi Arabia, Iraq, Iran, and Kuwait are oil rich countries that have enough capability to use oil as a political-economic weapon. This capability is seriously presentable within OPEC with each other and with other members too.

Geo-economics of oil Strategic location, Military might ideology: Iran

Geo-economics of oil ideology: Saudi Arabia

Strategic location, Military might, Economy: Turkey

Strategic location, economy: Malaysia, Indonesia

Military might, strategic location, ideology: Egypt

Table 3: Vertical axes (. (Naji and Jawan, 2012 ;p. 9)

In this respect, this integrated unit will have material capabilities, particularly in terms of oil and gas resources (especially Saudi Arabia, Iraq, Kuwait, and Iran), a large amount of income due to this natural resource, potential ability to use oil as a geo-economics factor, a relative military might (Turkey 8th and Iran 12th in the world) (GFP, 2012), an appropriate GDP growth rate in some countries (Turkey 8. 2%, Malaysia 7. 2%, Turkmenistan 9. 2%, Kazakhstan 7%, and so on) (CIA, 2011), ability to increase control of the most important straits, including the noticeable proportion of the world population, a relative geographical integrity in the Islamic World from west Africa to East Asia. (. (Naji and Jawan, 2012 p. 10)

1. 4. Historical background.

While the convergence hypothesis implies that poor countries or poor region tend to grow faster than richer country and region, but real politics and social and economic structure versus this idea. I discussed and I compare with comparative

approach for development countries for solution. Convergence hypothesis is one of the most important subject economic growths. Solow who is guru of endogenous growth sometimes these ideas could be under the closed economy condition.

Horald Hotelling advocates location independence theory. In industry must be primary resources are found. In this condition it region can be developed. For example south Asia poor regions are not primary industrial region. There is another case; Africa has similar climates North and South of the Equator. Because for development requires skilled human, fiscal capital, natural resources are major categories. Japan is highly industrialized and very wealthy despite its lack of natural resources. Japan is second countries steel productivity in the world.

According to the Pew Global Attitude survey, there is a significant degree of convergence between East-Central Europeans and West Europeans concerning the balance between the market and a state-guaranteed social safety net. (Jacques Rupnik,2005 p. 58). Inflation of more than 100 percent annually raged from 1946 through

1948. The following year, the occupation authorities implemented a stabilization program crafted by Joseph Dodge, a Detroit banker who had undertaken a similar job in war-torn Germany. The fiscal and monetary policies known as the Dodge line stabilized the economy and set the stage for a revival of investment and growth,(Japan economy,p. 6)

In Japan, Dodge plan aims to in stabilization policy in 1949, which are including civil law, labor force, agriculture, and social policy. In this period Japan government abolished subventions (government grant) some goods, revised budget, and reduced inflation. 1 USA dollar=360 Japan yen in 1949. In this period USA had been growth %3, western countries had been growth %5, and Japan had been growth %9. I compared with in this time Marshall plan proposed in 1947, and it come into force 1948-1953 for sixteen countries. This countries are Avustria,Belgium,Luxemburg,Danmark,France,Germany,Greece,Italy,Ireland,Izland,The Netherlands, Norway, Portugal, Sweden, Switzerland, United Kingdom and Turkey. In 2015 Turkey is candidate members of European Union. Norway and Izland is not member European Union. This situation supported my hypothesis. This means that convergence hypothesis is not always time and condition correct. It depends on social structure. Developing countries should be benefits from its technology. If under developed countries goods x level, revenue level y will be increases regards to developed countries.

According to Romer,"if a country amount financial value connected with knowledge and skills law of diminishing will be loses its effects."(Romer, 1986; pp. 1002-1037). For example if Turkey has chanced planned economy it will be successful for The Netherlands and France agriculture sector. Two countries applied very successful planned economy and din not occurs crowding out effects this countries.

While there is a degree of economic convergence (in productivity or employment

rates), the gap between the lower income convergence and more developed regional Competitiveness and employment (RCE) regions remains significant. Moreover, there is little convergence, even divergence, in regional innovation performance (Hollanders,Rivera León, and Roman 2012). (from Hollanders and et. el. Alessandro Muscioa, Alasdair Reidband Lorena Rivera Leon,2015,;pp. 155)

The communist manifesto had been wrote Marx and Engels in 1848. originally capitalism was ultimately doomed as the working class would revolt against their powerful employees and seize the means of production in which no group and citizen would be more politically or economically powerful the other. I mean that, human capital, human resource

Equality, cultural deviation had been affected 150 years ago.

For example, in the 1940s, 97 percent of the student population in Ghana and Nigeria were from missionary schools. In South Africa during this period, there were 5,360 mission-sponsored schools and only 230 states sponsored schools. See Edward H. Berman (1974, 527) for details. (Nunn, 2010 p. 147)

Industrializing England in the 18th century Germany and Japan from the ashes of World War II economic miracle, China developed after 1990. But some countries are conflicts Maoist ideology this is dilemma.

According to Lehmann and Silvagni" analysis convergence in per capita cross regional produces of Russia's regions during period 1995-2000 using a panel regression framework we find no evidence for beta convergence". (Lehmann and Silvangi,2013 p3)

The Industrial Revolution (1750-1914) indeed we can think of industrial revolution 1th. 2th and technological revolution. In the period of first industrial revolution includes new crops, new farming methods, new technology, man women and children skilled into various products' addition to in this period there had been population growth, promote investment and business. In this period main sectors are textiles. Factory system comes into effects also. For example those are machines, skilled workers, trade overseas. This period main instruments had applied telegraph 1844, telephone 1876, wireless telegraph 1895 had been applied, 1807 machines adopted ships' second Industrial revolution (1870-1914) Gasoline (1880), oil-mixed powered (1880) Airplane (1903) in Europe. 1860-1888 Meiji period in Japan had been effect Japan industrial growth. In Russia Czar Alexander III. Had been struggle for growth. In this period some scholar has attribute as thinker, for example R. Bentham - utilitarianisms, R. Owen- utopianism, C. Fourier- socialism, K. Marks and F. Engels - communism. Bismarck - adopted social security in Germany. Beveridge report had adopted in England.

In sum up, western society of economic growth and social development pillars are, rapidly population growth, skilled workforce, external factor is Plessey war's goods, and colonialism.

Westphalya agreement (1648), which was signed 1648, solved religions problems between princesses in Germany. But today Mena region and Middle East countries are face to face this problem.

According to Acemoğlu, The dual economy paradigm, originally proposed by Lewis (1954) still shapes the way that many economist think about the economic problems of less-development countries. According to Lewis, many less-developed or undeveloped economies have a dual structure and are divided into a modern sector and traditional sector. (acemoğlu,2010:34) In antic Athens possibly 255 of the adult population were slaves (morris, et. al. 2009) in the late Roman Empire may be 155 (Harris 2007) and according to the Doomsday Book of 1086 around 105 of the adult population were slaves (engement, 20079 (Acemoğlu, et. al. 2010, p. 28)

James Strachey (1887-1967) approach is psychological view for convergence hypothesis.

Jan Tinbergen (1903-1994) approach is econometric view for convergence hypothesis.

Max Weber (1864-1920) approach is methodological view for convergence hypothesis.

Thostan Veblen (1857-1927) approach is institutional, heterodox approach and different field, one horizontal.

John Rogers Commons (1862-1945) approach is social and law, it is (convergence) changes time and country's institutions.

Wesley Clair Mitchell (1879-1940) approach is all conjectures flows are different the others.

Baumo was envisaged 16 country by convergence hypothesis horizontal regression analysis he found that those countries between there are convergence especially GDP.

"The first phase of Catch-up growth was in the 19th. Century was triggered by technological development; economic liberation and integration of German economic are related population dynamics. Since end of the 19th century legal development in Germany, in particular the decision by the German Imperial Court of 1897 that cartels are legally binding led to centralization of economic power in particular in the key industries "(Seliger, 2010; p. 4)

1-5. Theory:

Convergence hypothesis had been support economic theory (+), non support (-) below

Economic and trade theory mainly had been began A. Smith in 1776. D. Ricardo, J. S. Mills, A. Marshall, E. Heckscher, B. Ohlin, J. M. Keynes, J. Viner, P. Samuelson, T. Veblen, J. Schumpeter, T. Malthus, F. Bastiat, J. b. Say had been contribute also. But Malthus and Ricardo sometimes are pessimistic rather than other scholars. Those theories, which is called theory of classical growth summarized above roughly. The political motto "power collapse, power corrupt absolutely" might be chance "scarcity and le corrupts scarcity collapse absolutely". Therefore we should be thinking about this problem. We do not aware of theory and real politic. T. Jafferso's motto "information is the currency of democracy".

Theory: Main pillars:

1. Modernization Theory: Internal factors, enrollment student, vocational education, type of agriculture, division of labor, skilled workforce
2. Dualist Theory: -Boeke- A county has opposite extremes two sectors. Dualism includes social structure, geography, technological effects are not important. But capital formation is important. Dualism is using another discipline. But economic concept is important for this paper. Another verb is Circulus Vitouses.
3. Strategic Theory: This theory is concerned mainly with capital flow and market economy. B. Ohlin 1889-1979 advocated international capital flows for growth.
4. Balanced Growth Theory: Nurkse-Type of market and investing planning are important. Nurkse and Singer advocated sterile vicious circle.
5. Unbalanced Theory. Entrepreneurial abilities are important. Change is important.
6. Big Push Theory. P. R. Rodon-Take -off stage is important rather than others. This means that (x) less developing country must be invest both great and different sector, according to this theory therefore (x) county can be develop.
7. Development Poles: Perroux. Regional economy is important. For example Cassa region in Italy, Tennesy Valley region in USA, Seas Anatolia Project, East Anatolia Project, in Turkey.
8. Circular Causation Theory. Myrdal. Positive and negative effects is always circular.
9. Social- Psychological Theory. Holistic approach is pillars this theory. Economic activity is effects from individual to society.
10. Sociological Theory. Weber-Pearson-Smelser- Sombart. W. S. Javons contributed to as "Economic Sociology" terms had been used in 1879.
11. Social Change Theory: Hagen-This theory pillars is economic development and change is prior to social development and social change.
12. Dependency Theory: A. Gunter Frank. Dependency of social economic Structure's county's economy depends on another countries economy. Frank interested in Latin American countries economy.
13. External Trade: Benefits of international trade is pillar this theory.
14. Circular Deterioration: Prebish. Technological progress is this theory main thesis and promotes center and periphery countries.
15. Imperialism: Lenin. Colonialism has multiple effect donor countries.
16. Modern Imperialism-Galtung. This theory is politics rather than economy.

17. Imerising theory. Bhaguati-A county has exports more than imports. Internal price can be increases and can be devaluation.

18. Innovation, invention economic theory: Schumpeter, this theory pillars are innovation, invention, and business cycle. Entrepreneurship is important part of this theory, from R. Cantillon (1755) to J. M. Schumpeter. (1883-1950) according to Schumpeter, surplus profit was the entrepreneurs rewards for innovation.

19. Institutional economic theory: T. Veblen, who is rejected" homo economics" instead of existence of an individual acting into context habits.

20. Others. F. List (1789-18469 protectionism, N. O. Kondratieff, Long waves in Economic Live and Soviet Five-Year plan those concept Kondratieff had been tripped. K. Wicksel 1851-1926 he advocates marginal theory of distribution. A. Weber 1868-1958 supports role of production cost for growth.

Accordingly, up to date, the theory of convergence has evolved into quite a number of branches, which have been comprehensively classified by Islam (2003: 312) in the form of antinomies:(a) Convergence within an economy vs. convergence across economies;(b) Convergence in terms of growth rate vs. convergence in terms of income level;(c) σ -convergence vs. β -convergence;(d) Unconditional (absolute)convergence vs. conditional convergence;(e) Global convergence vs. local or club-convergence;(f) Income-convergence vs. TFP (total factor productivity)-convergence; and(g) Deterministic convergence vs. stochastic convergence'. (Malkow, at. al. 2011,p. 25) In theory directly extract material comes from earth this labeled primary sector, for example mining.

Table:4 Economic approach and convergence hypothesis.

Approach	Convergence	Main theme	Economic instruments'
a.)Classical Economy.	+	Comparative advantage	Division of labor.
			Free competition
			Technological change
			Factor production
b.)Neo Classical Economy	-	Factor Endowment	Improved technical trade
			Trade for growth
			Taxation
c.)Keynesians Economy	+	Regional Export base	Investment
			Capital and labor complementary
d.)Development Economies	+	Cumulative Caution	
e.)Endogenous Economy	-		

f.) Exogenous economy	+	Technological development	Human capital
f.)New Trade Theory	+	Regional	
g.)Urban Growth Economy	-		
h.)Urban State Economy	-		
i.)Intuition Economy	+	Institutions	Institutional regulation
i.)Business Strategy Economy	+	Cluster	
j.)Evolutionary Economy	+	Learning-Regional	
h.) Stages Economic Growth	+	Economic stages	Years-Rostow Myrdal-Vernon
i.) Center-periphery model	-		
j.) Entrepreneurs	-		Vernon
k.) Capabilities	+		A. Sen- Nussbaum
			S. Alkira
l.)Trust economy	+	Human-social-capital-religion	
m.)Ecological economy	+	Green economy-protect environments	
n.)Islamic Economy	+	Social system-welfare state	
o.)World system theory	+	Wallerstein thesis (G. Frank)	
r.)Economic Geography	+	International trade-geopolitics	Nye-Kjellen
s.)New Trade Theory	+	Free trade	
ş.)Product life-style	+	Growth-maturity	
t.)Absolute Advantage theory	+	Some goods (public good-private goods)	

u.)Economic nationalism	-	Productive power-skill, industry, initiatives a. pastoral b. agricultural c. b+ manufacture d. b+c+ commercial	
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1. 6. New Approach.

NUTS The Nomenclature of Territorial Units for Statistics or Nomenclature of Units for Territorial Statistics (NUTS for French Nomenclature des unités territoriales statistiques) is a **geocode standard** for referencing the **subdivisions of countries** for statistical purposes. The standard is developed and regulated by the **European Union**, and thus only covers the **member states of the EU** in detail. The Nomenclature of Territorial Units for Statistics is instrumental in the European Union's **Structural Fund** delivery mechanisms (wikipedia.com.,2015) Mainly NUTS-1 is using national, NUTS-2 is using provincial, NUTS is using regional level. This method can be using convergence, especially EU and candidate members country.

Country: Turkey :

Region, 12:

Sub region, 26:

Provinces, 81:

Communes, 923:

Villages, 38640:

NUTS 3 : TR100

NUTS32010 code and name : TR100 Istanbul

UA city in NUTS: Y

City code : TR012C1

City name: Istanbul

Functional urban code Ports in NUTS3: TR12L1

Port ID : TRSLE

Name of Ports: TRSLE-TRAMB-TRCUB-TRHAY-TRIST-TRSIL

K. Marks, who is theorist, popularized the study of social class but, social and economic in addition to politics class means has changed. Today social science scholar have been using revenue slide instead of class. Measures of Economic Welfare MEW: Value of GDP+ Value and leisure time+ value and unpaid work Values of environment damage ISEW: personal

expenditure public expenditure+ value of unpaid work-private defense- value environment damage I found that GDP greater than isew. This means that about economic and social development we should be thinking about and analytical framework.

In future, population can be effect convergence and economic development. Therefore there is population data's below.

Table 5: The share of developing countries in world population and world GDP

World Population %

	1820	1870	1913	1950	1973	2001
Africa	7.1	7.1	7.0	9.0	10.0	13.4
Asia	65.2	57.5	51.7	51.4	54.6	57.4
Latin America	2.1	3.2	4.5	6.6	7.9	8.6
Developing Countries	74.4	67.8	63.2	67.0	72.5	79.4
Industrialized Countries	25.6	32.2	36.8	33.0	27.5	20.6
	1820	1870	1913	1950	1973	2001
World GDP						
Africa	4.5	4.1	2.9	3.8	3.4	3.3
Asia	56.4	36.1	22.3	15.4	16.4	30.9
Latin America	2.2	2.5	4.4	7.8	8.7	8.3
Developing Countries	63.1	42.7	29.6	27.0	28.5	42.5
Industrialized Countries	36.9	57.3	70.4	73.0	71.5	57.5

Note: The group of developing countries is made up of states in Africa, Asia and Latin America. The group of industrialized countries comprises Western Europe (Andorra, Austria, Belgium, Channel Islands, Denmark, Faeroe Islands, Finland, France, Germany, Gibraltar, Greece, Greenland, Iceland, Ireland, Isle of Man, Italy, Liechtenstein, Luxembourg, Monaco, Netherlands, Norway, Portugal, San Marino, Spain, Sweden, Switzerland and the United Kingdom), the Western offshoots (Australia, Canada, New Zealand and the United States), Eastern Europe (Albania, Bulgaria, the former Czechoslovakia, Hungary, Poland, Romania and the former Yugoslavia), the former Soviet Union and Japan.

Source: Nayyar 2009 based on Maddison 2003. (Nayyar,2013:pp. 3)

In 2015 row world's data is below. Total GDP (2013): \$87T Population (2013):7. 1BGDP per Capita (2013): \$13,100 Population Growth (2013): 1. 0% GDP Growth (2013): 2. 9%

Future: Population change by region in 2010, 2030, and 2050

Region (s) : Year 2010: Year 2030: Year 2050:

Europa(inc. Russia)

Population unit : 730 million 720 million 690 million

Population Change: 100. 0 98. 7 94. 3 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

Western Asia (Middle East)

Population unit : 230 million 310 million 370 million

Population Change: 100. 0 134. 1 159. 8 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

South Asia

Population unit : 1. 780 million 2. 230 million 2. 490 million

Population Change: 100. 0 125. 4 140. 1 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

Africa

Population unit : 1. 030 million 1. 520 million 2. 000 million

Population Change: 100. 0 147. 5 193. 5 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

East Asia

Population unit : 1. 560 million 1. 670 million 1. 600 million

Population Change: 100. 0 106. 5 102. 3 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

Southeast Asia

Population unit : 590 million 710 million 770 million

Population Change: 100. 0 119. 8 129. 9 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

North America

Population unit : 350 million 410 million 450 million

Population Change: 100. 0 116. 6 127. 5 (pop. in 2010 is regarded as 100)

Region (s) : Year 2010: Year 2030: Year 2050:

Latin America and Caribbean

Population unit : 590 million 690 million 730 million

Population Change: 100. 0 117. 2 123. 9 (pop. in 2010 is regarded as 100)

(Source: NRI papers no. 159- 2010 p. 2 (from compiled based on materials published by the United Nations. This table had been regulated by author. 2010 year beginning. (unit. Million peoples.) Percentage change from 2010, population in 2010 is regarded as 100.). This data's can be using for future regional economic cooperation and international trade.

World Population by Religion

According to a recent study (based on the 2010 world population of 6. 9 billion) by The Pew Forum, there are:

2,173,180,000 Christians (31% of world population), of which 50% are Catholic, 37% Protestant, 12% Orthodox, and 1% other. 1,598,510,000 Muslims (23%), of which 87-90% are Sunnis, 10-13% Shia. 1,126,500,000 No Religion affiliation (16%): atheists, agnostics and people who do not identify with any particular religion. One-in-five people (20%) in the United States are religiously unaffiliated. 1,033,080,000 Hindus (15%), the overwhelming majority (94%) of which live in India. 487,540,000 Buddhists (7%), of which half live in China. 405,120,000 Folk Religionists (6%): faiths that is closely associated with a particular group of people, ethnicity or tribe. 58,110,000 Other Religions (1%): Baha'i faith, Taoism, Jainism, Shintoism, Sikhism, Tenrikyo, Wicca, Zoroastrianism and many others. 13,850,000 Jews (0. 2%), four-fifths of which live in two countries: United States (41%) and Israel (41%). (source:Pew Forum,2016)

World Population Forecast:

Year	Population	Yearly Change %	Yearly Change	Median Age	Fertility Rate	Density (P/Km ²)
2020	7,758,156,792	1. 09 %	81,736,939	31	2. 47	60

Year	Population	Yearly Change %	Yearly Change	Median Age	Fertility Rate	Density (P/Km ²)
2025	8,141,661,007	0.97 %	76,700,843	32	2.43	63
2030	8,500,766,052	0.87 %	71,821,009	33	2.38	65
2035	8,838,907,877	0.78 %	67,628,365	34	2.35	68
2040	9,157,233,976	0.71 %	63,665,220	35	2.31	70
2045	9,453,891,780	0.64 %	59,331,561	35	2.28	73
2050	9,725,147,994	0.57 %	54,251,243	36	2.25	75

TOP 20 LARGEST COUNTRIES BY POPULATION (LIVE)

1 China 1,407,668,396 2 India 1,293,405,2633 U. S. A. 323,361,033
 4 Indonesia 257,829,971 5 Brazil 204,867,455 6 Pakistan 190,256,318
 7 Nigeria 187,046,051 8. Bangladesh 161,779,982 9 Russia 141,856,145
 10 Japan 126,759,164 11 Mexico 126,297,679 12 Philippines 103,017,569
 13 Ethiopia 100,676,834 14 Vietnam 94,021,897 15 Egypt 85,665,457
 16 Germany 82,527,736 17 Iran 80,215,630 18 Turkey 77,377,632
 19 Congo 72,569,385 20 Thailand 67,582,412 (www. worldometers. info. 04. 03. 2016)

The formula:

I formulated my hypothesis which is below. Dependent variable is economic growth and social development.

$$EcnGrw = \sum_{t=1}^5 f(t), f: A \rightarrow BA$$

$$= \{social\ change + economic\ structure + instutions + social\ structure\}$$

B: Inferences, positive probability.

If negative independents variable use, formulate will be below.

$$EcnGrw = \sum_{t=1}^5 f(t) - g(t) = \sum_{t=1}^5 (f - g)(t), f: A \rightarrow B$$

A: (Technological gap+ productivity+ unskilled population +migration (internal and external)

B: Inferences, negative probability.

Command and solution: From less developing countries to developing countries, from developing countries to developed countries can be step follow. This called f (five). Those is.

A. Education:E1. Enrollment student, which are Pre School, primary school, secondary school, vocational training high school, E2. Vocational education, E3. Education quality, E4. Higher education system, E5. Education related to business sector.

B. Culture:C1. Religion, ("celestial Islam, Christianity, Jews", Hinduisms, Confucianism, Buddhism,) C2. Motivation Entrepreneurship, C3. Promete to work C4. Cultural heritage, C5. Culture and ethics, (including corruption, shadow economy ext.)

C. Geogaphy:G1. Jeopolitics, (land and air) G2. Climate and railways (including communication) G3. Natural resources, G4. Important straits and port, G5. Protect of environment (including footprint, Emission level,)

D. Population:P1. Unemployment rate, P2. Employment rate, P3. Workforce (including man and women) P4. Number of 16-64 age population, P5. Incerases of population

E. Capitals:c1. Human capital,(including social capital) c2. Intellectual capital, c3. Fiscal capital, c4. Phsiycal capital, c5. Natural capital

F. R&D and innovation policy: İ1. Number of R&D staff, (10000) İ2. Number of full time R&D staff, (10000) İ3. Number of patent, İ4. Rate of R&D of GDP, (billion dollars) İ5. Number of internet user.

In sum up, dependent variable is economic and social development, independent variables are in tables. Measuring for convergence can be using time. 5 years, method can be al lot of statistical methods especially time series.

1. 7. Conclusion:

Convergence hypothesis' effects is depends on social and economic structure from country to country, for example x country as a donor country paid for economic aid y country, this aid should be spend as a tied aid. This situation y country must be regulating economic condition. In country could be aims to growth of its GDP especially economic growth Harrod-Domar growth model supported economic growth. Because economic growth aims to increases in the real output an economy all time. This means that a country should be prefer to total area under line of equality Gini index. In addition to a country should be measuring economic development especially household income gathered national surveys and point of Lorenz curve. This method is very easy and clear total population welfare. Anyone a growth model for the entire country can not be modeled in a manner generally accepted, even within the country will be discussed even a single growth model can but be solve problems. Germany, France and USA has some natural resources including coal, iron they barrowed British experts or technology. But this time Ottoman Empire did not catch up technology. This subjects had affects other fields. In 1800 Ottoman land nationalist revolt break out, today these regions are less underdevelopment regions. Industrial revolution began to spread of mass production after that USA and Japan applied this method as assembly line for example T model. This means that if countries have a development instruments than it will be well-being. Therefore convergence hypothesis depends on the time and social structure. In sum up if less developed countries less than 5% may catch up with developing country y years; this period depends in y countries annual growth. Therefore we can think about, and we can

ask me this question, "how is appropriate convergence hypothesis for this situation"? a. absolute convergence, this type of convergence may growth rate is zero. Another convergence type is conditional, this type is depends on county social and economic structure. Another convergence type is club convergence, this type convergence is member of club social and economic development is differing from others. This paper has been investigated different concept.

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The Music's Role in Socialization of the Romani in Turkey: "Musician School" Project Example

Assoc. Prof. Dr. Ayhan HELVACI

Uludağ University Art Faculty

ayhanhelvaci@gmail.com

Abstract

The Romani, who are the people always looked from a distance throughout the history, scared and feared, have always been so close and so far away at the same time. It is hard for every society to accept what is not the same with it, the "other". However, a Project was planned, with the idea of from local to universal, so that The Romani, who can perform the intercultural carrier, transfer their life-style in a fun way through their language with the music they create, could socialize, instead of being seen as the "other". Within this Project, it is planned that various groups with a certain musical talent, consisting of The Romani, will have a four-year education in different areas of music and will be helped to share their talent with the society. With this Project, The Romani will tell their dreams, sadness, fights, and their nonchalance of life and their forgotten lives that no one doesn't want to see or could not see through their songs and dances, which comes from the assumption that it will contribute their unity with society. The artistic activities of the Romani, who are different color in our country, having a rich cultural variety, should be supported. That the natural ability to music and dance in the Gypsies are not limited within them, and that these talents are turned into productivity in different areas of music will both support their development and increase their social value. In this study, Bursa Metropolitan Municipality Conservatory "Musician School" (Çalgıcı Mektebi) Project, designed in 2011 within the scope of music's role in socialization of the Romani, is examined and it is aimed to present this Project.

Keywords: Turkey, the Romani, Socialization, Music's Role

Introduction

The socialization of human who is a social being is seen as an important process for all communities. The socialization which is the process of preparation of an individual by having his own character, and the integration into society (<http://www.tdk.gov.tr/>) is described "being aware of an individual regarding to the norms about the expected role for him while participating in any group activity" according to Erkal (1997:87). Socialization in a healthy way has many positive effects on people. Self-confidence and also rules and values systems of the individual develop. Socialization also allows the development of understanding and tolerance towards other people. Doğan (2002,64) describes the socialization as being together with others, and points out people who fail to do are kept under social pressure. Social relations in cultural conditions affect the structure of society, culture and individual as well. (Koştaş, <http://dergiler.ankara.edu.tr/dergiler/37/770/9798.pdf>). In this context, the socialization of individuals who locate in the same country and reflect different cultures have a great importance. Gypsies can be an example for this, who spread all over the world. In fact, gypsy community who has always been humiliated throughout history have been beside us but inasmuch as that away from us. This situation is not different in Turkey the country we live in.

The studies on Romani people and their population is quite low compared to other social researches. In contrast, their spreading of every part of Turkey, spending nomadic life of large of them, grouping of some them on the existence of cities; prejudice against the Romani people in society, socio-economic status and living conditions are seen as a major subject for research and analysis. In this study, briefly the social status of Romani people in Turkey is examined, and it is aimed to

introduce Musician School (Çalgıcı Mektebi) Project which is applied in Bursa Metropolitan Municipality Conservatory in the context of the role of music through their socializing process. In this study the expression "Romani" was preferred to define them because Romanies themselves prefer the expression of "Romani" for themselves instead of "Gypsy", although Romanies are generally expressed as "Gypsy" in Turkey.

There are many similarities between the way of life and field of occupation of Romanies who have spread to various parts of the world, In this regard, the situation in Turkey is not much different. It seems that there will not be a simply change in social status of Romanies as long as we host prejudice in our collective memory as a society, and the government takes no serious step which may affect their living conditions in a positive way. Especially for those who live in big cities, correspondingly the challenges of metropolitan living conditions; problems such as poverty, lack of education and social security are some of the most important problems of Romanies. Although it is difficult to reach a definitive statistical information related to the number of Romanies in Turkey, according to the official figures it is 500 thousand while according to Romanies this figure is around 2. 5 million. It is possible to find Romanies almost everywhere in Turkey. A large part of them are in the region of Thrace (Rom groups) and Anatolian (Dom groups). They are particularly scattered in Maraş, Antep and Adana, and in all districts in the cosmopolitan nature of İstanbul. Romanies who emigrated from Bulgaria particularly live in Kayseri, Adana, Osmaniye, Sakarya and Çorum. (In Çorum, resident Romanies sometimes called as "Haymantos") Those located in Erzurum, Artvin, Bayburt, Erzincan, Sivas called them with the name of "poşa" or "boşa". They are known as "Qereçi, Mutrib" in Van, Hakkari, Mardin and Siirt. ("Mutrib" or "mırtıp" means "musician" in Arabic.) Their nomadic life since ancient times, and their professions to live on such as musician and craft are their common features often known by everyone. Yet today, in modern and post-modern eras, although most of them live settled life, they are alienated in almost all the countries where they live. (<http://www.mazlumder.org/tr>). Therefore the socialization of Romanies is quite important and doing it with music field which they know best could make it easier. The project of Musician School (Çalgıcı Mektebi) which was designed by Bursa Metropolitan Municipality Conservatory in the from local to global conceptipon in 2011 and which began accepting students in 2013 is seen as an important demonstration project in order to socialize Romanies, who can make intercultural transportation by the musics they made in this context, and tell us their life in a fun way in their own language, by destroying the idea of seeing them as "others". In the project, it is aimed that various groups formed by Romanies which have a certain music talents will receive music education in different branches of music for four years, and it is planned to assist them to show their talents to the society. With this project, it is seen that telling their dreams, sorrows, fightings, circumstances of forbearing, and their lives in odd corners which no body want to see or can see by their song and dances, and the assumption that it contribute to social reintegration is seen as a starting point.

One of the main purposes of the project is not to forget and make not to forget the effects of the "Gypsy Music" whose main feature is beginning in a sad and pessimistic way, then frantically reaching a rhythm and clicking people or getting the shivers of them, and the cultural reflection of it in our country, whose effects extends from India to Anatolia, from Anatolia to Balkans, from Balkans to North Africa, from North Africa to Europe, from Europe to America. It supports Gypsy's development and increase the value they have in society to show their natural predisposition for music and dance, and converted these capabilities to efficiency in different branches of music. Below the project which was designed and started to be applied for socialization of Romanies is introduced with content and titles.

The Name of the Project

"Çalgıcı Mektebi" project oriented for socialization and education of Romanies of Bursa

The Subject of The Project

It is designed as a social responsibility project created within the Bursa Metropolitan Municipality Conservatory to heed Romanies' "we want to socialize" call. To make Romanies gain social status, who suffering from apathy and change the point of view of society draws the attention as one of the most important goals of the project.

The project is specifically designed for Romanies of Bursa. The success of the project will be able to set an example to other municipalities and music institutions. The first step towards the socialization of Roma citizens have been taken in the field of music. "Music Education Project" was intended to be implemented for the areas such as;

Turkish Folk Music,

Turkish art music,

Romani music,

Classical Music,

Romani Chorus,

Instrument making and repair.

4 years is determined for training process. Joining is provided to all Romani citizens who are interested the field by determining the lower age limit for candidates as 12. Ability exam is tested for each year in august. Candidates who studies or works are able to continue to part-time schools. The test is applied to measure musical hearing ability to candidates who are proper in terms of health, and winner candidates are directed to the field of music education above-mentioned. The diploma will be given to candidates who have completed the educational process successfully, they will be able to take part in various orchestras, and they will be able to be contractual music teachers in private institutions. If the project reached success, public concerts will be held across the province, and Romani music group will play an important and active role in answering the purpose for socialization of Romanies. It will contribute to the integration of Romanies with public. The group who has the support of the municipality to participate in activities all over the world will contribute to the promotion of Bursa.

By discovering the potential of Romani musicians, it can be increasingly configured in commercial sense. The presentations in the field of music of cute marginals can creat a touristic opportunity. Romanies due to their receptive structure to other traditions, their conglutinating some elements belonging to different traditions in their music, and their providing a certain transitivity among different cultures will be able to convert some of the global trends, cultural and musical relationship to opportunities in our favor.

The Aim and Objectives of the Project

It supports Gypsy's development and increase the value they have in society to show their natural predisposition for music and dance, and converted these capabilities to efficiency in different branches of music.

The Benefits Of This Educational Process Will Provide in Social Perspective:

Social security,

Social Consciousness

Organization,

Protection of Cultural Structure,

Training and Information.

Its Effects On Humans:

To be able to define their own identity,

Ability to enhance the lost values,

Wide study areas,

Being open to development and changes

Social Solidarity,

Unity and togetherness,

Responsibility,

Awareness of Doing Business as a group.

Benefits of This Education Process Will Provide in The Field of Psychology:

To be held in esteem,

Sense of mutual trust,

Being independent, being individual,

Mutual love and respect,

Motivation resulting of being appreciated,

Compromise,

Sense of loyalty,

Sense of honor,

Increase in production and quality,

Positive attitudes, behaviors, and relationships,

Increasing in discovering and creating new things,

Family peace.

Benefits It Will Provide For Public:

To make individual reach to a certain level,

To help individuals adapt to new conditions engendered by social change,

To provide to clutch its way and method by creating volition to change the environment and to help for organizing by taking the action with this purpose,

To provide equal opportunities in education,

To create changes in the form of production, in relationships and behaviours of individual,

To play a role to ensure social integration,

To contribute the social integration by providing training to those not educated,

Not only the persons who get the high school diploma by finishing the program promote in their current professions in social life, but also new graduates will find the opportunity to work in public and private institutions

They will gain rational thinking features which provide to develop relationships between environment and people.

The Contribution of the Project to the Development of Town - City

The project will enable Romani citizens to present their individualism and capabilities in society in a self-confidential way with the education and activities they will take, and so educated Romani citizens will not be alienated in society. They will experience the happiness and inner peace of being part of the society without losing their own culture. In Bursa, Romani and not Romani people will take part as a unit in art and culture facilities, and these facilities will promote to introduce all the elements of social-cultural and to be applied these kind of facilities to our other cities and the world.

The Contribution of the Project to the Social, Economical and Cultural Development of Society

The project will firstly provide a social-security environment to Romani citizens with these facilities. Their presentation for their capabilities by combining them with education will bring about benefit of profit for them. In this way, happiness and peace will take part in their family life. In terms of culture, they will protect and transmit it to the next generations. They will keep the instruments alive which inherited from their ancestors and announce it the whole world. They will improve their musical abilities, and get the opportunity to compose proper music in harmony and maqam subjects. Turkish folk music, Turkish art music, Western music and Romani music will announce this various beauty under Turkish Culture by working together.

The Contribution of Town – City to the Nationally and Internationally Introduction

Bringing the lost cultural values of Romanies by the help of educational activities, and present it in national and international levels through concerts and broadcast. It is bringing Turkish and Romani music types together, to fit within a universal music, and extent tastes and interests nationally and internationally to the highest level. Most importantly it will support Romani children through the process of being included training, prevent them to chase of the bad habits, and provide them to take part in the summit of success.

Result

For centuries, Roma musicians who are important part of the entertainment industry in Turkey will increase their prestige in society and develop their interior genetic music skills by increasing the projects as in the conservatory which belong to Bursa Metropolitan Municipality. Thus, musicians who can influence our country and the world will appear among Romanies who are paved the way for, are got prestige in society, and became social. Deserved reputation for Romani identity which is named in a humiliating tone in general can be gained with music which is one of the most effective communication tools. In terms of the conversion of the Romani sense, the new Romani figures can be established. Aesthetic and artistic representation can provide the basis for the formation of identity. With update-oriented effort, the complex process of preparing the present situation can be converted to contribution in integration. The process may be embodied with an increasing number of examples of projects. Creating projects to develop Romanies' artistic skills and socialize them with society of local governments as in the example of Bursa Metropolitan Municipality will increase their prestige, and the perspective in society will reverse.

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Universal Service in Albania

Jonida Gjika

Albanian Authority of Electronic and Postal Communications (AEPC);

Jgjika.lawfirm@gmail.com

Abstract

Approximation of national legislation in the sector of electronic communications services as well as in the sector of postal services by the *acquis communautaire* of the EU and harmonization with the policy sector and mid-term strategies for the development of networks and electronic communications services and postal services constitute the first steps and important for inclusion and consideration of universal service in the two respective sectors, the electronic communications and postal services. The next important stage is their implementation in practice for defining the elements of universal service in both sectors, to assess their national circumstances, to identify the social groups and different categories of who should be the beneficiaries of universal service respective by sector considering a set of principles concerning the necessity of their endurance by all users in financial terms, regardless of their geographic location, have access to the services offered and in this regard, the need to be cost-oriented evaluating and monitoring their principles for the fees to be the same for the same services and the obligation for the provider / providers of universal service that the respective services together with their charging and non-discriminatory, in order not to harm its competitiveness and development of the postal sector.

Keywords: Universal service, electronic communications, postal services directive, acts, strategy.

Introduction

Services of electronic communications and postal services have a great importance which range from basic needs to cover basic services and the massive expansion in the population of each country, to the need for services which affect the facilitation of activity and daily life of people, for a more rapid and efficient among them, including mandatory administrative services necessary for the government to use by citizens. A definition and a description of this nature, including services means two voices quoted above, namely electronic communications and postal services. It is considered particularly the coverage of basic needs including a specific set of elements with the appropriate functional characteristics for the respective services for electronic communications as well as for postal services. Relevant services covered in the respective through specific law respectively, but inclusion and treating them to a standard set transposition order effective implementation in practice guidelines relevant EU Directive ¹2002/22 / EC of the European Parliament and of the Council of 7 March 2002 and for the universal postal service Directive², Directive 97/67/EC (CELEX 31997L0067). Thus, in relation to the economic development of the respective countries, strategies and sectoral policies respective to two sectors in which they are found in the electronic communications and postal services, have provided providing universal service for electronic communications and postal services, considering the group of elements necessary to services to be provided and each case also their financial coverage by selecting different methods starting from state subsidies up their coverage of market bidders which include respective services. The essence of the directives quoted above, aims at meeting the needs of the

¹ Directive 2002/22 / EC of the European Parliament and of the Council of 7 March 2002 on universal service and users' rights relating to electronic communications networks and services (Universal Service Directive) (*) as Amended by Directive 2009/136 / EC (**) (unofficially Consolidated version).

² Directive 97/67 / EC (CELEX 31997L0067), as amended by Directive 2002/39 / EC (CELEX 32002L0039), as amended by - Directive 2008/6 / EC (CELEX 32008L0006)

internal market for electronic communications services and postal services, in order to provide relevant efficient services, reliable and good quality, available to all citizens with awards affordable and forecasts for their implementation through an appropriate regulatory framework covering the respective field by strengthening the powers and support through development policy and respective strategies. The common for the two services cited and forecast on the policy objectives of the EU electronic communications sector and postal services means that universal service respectively, to conceive and materialize clearly the right of access to users, providing a minimum of services with a quality specified that must be provided, at affordable prices for the benefit of all users regardless of their geographical location.

Universal service in electronic communications in Albania.

Electronic communications services in Albania are regulated by special material law¹, who at the stage of drafting it had targeted transposition of the *acquis communautaire* of the EU and particularly the regulatory framework of 2002 to the electronic communications sector, making the transposition subsequent to the relevant provisions of the *acquis communautaire* in 2009. The updated transposition made in the law cited above, in the electronic communications sector in Albania are harmonized with sectoral policy which is materialized in the medium-term strategy for the development of networks and services electronic communications, the purpose and goal of integration into the common market of the EU electronic communications. But despite the above as well as the fulfillment of a proper legal framework and regulatory framework in line with the *acquis communautaire* of the EU, a delicate phase and harder constitutes the implementation of the specific requirements arising from the need for the provision of universal service, in order to ensure that the elements of this service are available at the quality specified to all users. Factors stimulating and supportive as the liberalization of the electronic communications sector, stage of development of competition in this sector and the harmonization of appropriate regulatory intervention to maintain the balance created in the provision of electronic communications services must have definitely considered the specifics of specific geographical area in which it is desirable to provide elements of universal service in order to have an approach carefully between consumer demand, the technology that enables the service, the stage of development of the market that ultimately constitute the scope of the USO and rules financial coverage set for the service.

Finding the balance needed between the rights and obligations of the users who benefit elements of universal service to the rights and obligations of bidders to those items that represent universal service, unquestionably that requires a hand adjustment and monitoring sequential as an internal need for identification the basic elements of the package of universal service, for determining and securing their financing planned gradually to cover its comprehensive report on the internal need for the elements of universal service. Approach regulatory has an important firsthand, not only in designing the rules, but of particular importance is the identification and is selected the key principles that will make efficient implementation of universal service in accordance with national circumstances and the need on which is based consumer demand. Fulfilling the requirements of the universal service must have the focus degree of market development and competition as well as the extent of subsidy necessary covered services, without turning it into huge financial burden which would create disparities inversely, but provided compensation mechanism for universal service provider. Attention should be paid in the selection made by not distort competition in relation to the services provided by the market which is not under the effects of the obligation for providing universal service elements. Proportionality of intervention for the provision of universal service shall be in accordance with the requirements stemming from EU directives but adapted to national conditions. The provision of universal service as a necessity requires regulatory provision acts enabling legal certainty and preceded possible situations in the future referring efficient solution in the absence of finding compensatory mechanism that may create the market itself. In relation to the basic requirements that can be considered as elements of universal service which are mainly identified with the need for access and services from a fixed location, the section information or telephone directory, for public payphones and suitability of plaformes service for people with disabilities etc, for important social services which can be used for individual purposes by completing a special needs which contribute significantly to the welfare or safety of citizens or particular groups of people, who help people in need (plague), group of services through which information and assistance provided and / or aimed at informing the population, services which are available to all citizens and whose access is not required no prior request or registration. But in terms of the development of technology and the increasing range of services that are based mainly in the services of the website, elements of universal service should be considered

¹ Law no. 9918, dated 19. 05. 2008 "On Electronic Communications in the Republic of Albania"

flexible, but always conditioned by the amount of subsidy and evolutionary to national circumstances which enable the provision of universal service. The definition of universal service elements and their assessment if required to be provided in the electronic communications market in Albania, points out the need to assess the compensation provided by the state structures and by government policies for certain categories and social groups, which in view of the provision of universal service would constitute consumer for this service categories. Some elements of universal service that come as basic elements referred to by the Universal Service Directive as access from fixed location, phonebook for information, do not have the same importance it had in the first moments of time related to the approval of the relevant directive, as over the years and with increased quality of consumer demand has taken priority use of the internet service provider and mainly internet with broadband, but inclusion as an element of universal service in the provision of internet access constitute an element of the universal service to be devoting more bringing difficulties in finding financial mechanism to cover this element of universal service. The other element of universal service identified in connection with telephone to information brought to the fore also considering the desire consumers in relation to the desire for the publication of personal data and constitute in itself option to consider numbers baseline that serve mainly certain social categories and related to basic services and emergency services, police, firefighters, emergency health, and to take into account the fact that wireless networks have on their liability provision of these services, which favored notably communications market electronics in Albania, after expansion, coverage and use of mobile telephony in Albania constitutes a positive development at the national level and in a noticeable difference in relation to the development of fixed telephony which is located in a low and limited extent national. All services cited above in relation to their costs are guaranteed free from cellular networks in Albania and this in itself constitute elements of universal service and fulfillment of consumer demand that should benefit from this service. Elements of universal service defined by the EU Directive that have been assessed in relation to national circumstances, the fact that certain categories of social will have to be included as a beneficiary of these elements of universal service made them subsidized to a certain measure by state policies. It was evaluated the inability internet service broadband to be considered as part of the universal service elements, because of the high cost to produce and lack of financial mechanism to cover. Sectoral policy and regulatory attention is focused in relation to the development of consumer demand and the proliferation of the use of internet service orienting into mass as an opportunity to benefit and delivery of services related to the daily life of citizens as payment for various obligations of citizens, applications and other types required to get service etc, requires the provision of coverage of certain areas geographical low-density population, for which the investment would constitute a burdensome and not profitable for private initiative, blurring thus the possibility of offering internet service in such areas. Hence the inclusion in the national strategy for the development of internet service by doing a combination of policy sectors for the constant attention of regulatory regarded as a priority which ultimately will also be an additional option to assist in the delivery of the elements of universal service even if they currently are not defined as such, but that are compatible with customers' need for these services and in which find access to certain categories of social impossible to cope in other circumstances, to achieve this through joint investments, coverage and service coverage improvement in cooperation between operators and investments separately under the relevant areas identified as areas with low population density.

Universal Postal Service in Albania.

Postal services in a similar way as electronic communications services have their own history of development in Albania and follow the trend of developments occurring also in other countries in relation to the requirements of the time. Postal service in Albania is covered by the substantive special law ¹which has undergone changes, this law is fully aligned with EU directives ²that, "For the common rules for the development of the internal market of Community postal services and improve the quality service", as amended by Directive 2002/39 / EC of the European Parliament and of the Council and Directive 2008/6 / EC of the European Parliament and the Council. Changes made in the law have considered the postal sector policy document for postal services sector as part of the steps for full liberalization of this market by making full transposition of the *acquis* of the EU postal sector. The objectives for the postal service in Albania has followed the trend of policy sectors in the EU to including the provision of Universal postal service being conceived this service as a right of access to postal services for users, ensuring a minimum service of a specified quality as an integral part of this service at affordable prices for the benefit of all users regardless of their geographical location, but adapted to national circumstances.

¹ Law no. 8530, dated 23.09.1999 "For the postal service in the Republic of Albania", as amended.

² Directive 97/67 / EC (CELEX 31997L0067), as amended by Directive 2002/39 / EC (CELEX 32002L0039), as amended by Directive 2008/6 / EC (CELEX 32008L0006).

Even postal services and their respective market trend with a gradual opening to competition in itself constitute a challenge and a real opportunity to pursue positive experiences in the sector of services necessary for the citizens. Universal postal service in Albania is in its first steps and he has a special regulatory attention for the drafting of the relevant provision enabling of universal postal service, aimed at defining the conditions and criteria to be fulfilled by the postal network of a universal service provider, in order to meet the quality standards of postal service.

Determination of the elements of universal postal service also keeps followed their principles for universal electronic communications service, overseen by the same regulatory and followed harmonizes positive experience in other countries that have made possible the provision of this service. Basic elements to consider into the universal postal service have focused on receiving, processing and transport of postal facilities registered and insured categorized by weight, they have considered necessary labor time for which the service is provided for receipt of postal facility and distribution of postal object home address or at the venues of any natural or legal person for certain categories of social groups and beneficiary of this service. Relevant legislation, primary and secondary provides the way of determining the providers / providers of the universal postal service, by referring to a competitive procedure with clear rules and transparent for the parties, specifying clearly the rights and obligations of providers / providers of universal postal service and harmonization of their rights and obligations of beneficiaries of the elements of this service. In analogy with the universal electronic communications service provided financial mechanism is needed to cover the universal postal service, the obligations arising for the other actors involved in this sector as well as clear rules for determining the costs in providing this service, creating monitoring space and audit by the regulator that oversees the sector. The above definitions are in reference to the Law on postal services, the regulatory acts for provision of universal service, in accordance with the terms and conditions prepared by the universal service provider, which have considered the acts of the Universal Postal Union for international postal service. Universal postal service in Albania in analogy with the best international practices has considered into a "ratio fair" the rights and obligations of universal service provider as well as the rights and obligations of users of universal services, necessary dimensions of the postal network of the universal service provider into service function as access points, post processing centers and other elements as equipment and facilities serving for receipt of postal deliveries in order to ensure the provision of postal services. Another appreciated aspect is also density of access points as well as fees for each service that is part of the universal postal service which have the necessity to be affordable for all users, regardless of their geographic location, have access to the services provided and this aspect requires that to be cost-oriented, to preserve their principles for the fees to be the same for similar services by establishing the obligation for the provider of the universal postal service that respective services respective together with their tariffing to be transparent and non-discriminatory, in order not to harm its competitiveness and development of the postal sector. The provider of universal postal service carries obligations to provide this service without abusing the quality of delivery of these services and for this purpose are defined the quality standards of universal service delivery, unified with European and world standards for a universal postal service where considered service delivery time and determination of the manner of reporting on the fulfillment of these standards which are monitored continuously by the regulator of the field.

Conclusions:

- Universal service in both sectors, the sector of electronic communications and postal sector constitutes a service that includes a minimal set of basic elements of the respective services, intended for certain categories and social groups in order to make possible the benefit of these categories in their geographical location, economic conditions and affordable while also preserving the quality parameters for the services provided.
- For the implementation in practice of this service in both respective sectors, primary and secondary legislation have predicted the manner of selecting providers of universal postal service, the determination and evaluation of the basic group-elements to be included in this service, categories and social groups it should be included in the benefit of universal service elements respectively by sectors cited above.
- It is anticipated finding funding mechanism covering universal service respectively by sector and cost assessment methods that enable offering of this service, defining obligations for providing the service at cost, with the transparency, not discriminatory into relation to other services, in relation to different categories of beneficiaries, development and preservation of competition in their respective markets as major goal to bring their respective development.
- Another important aspect in the provision of this service is the regulation, monitoring and evaluation of universal service component elements respectively by sector, considering national strategies that affect and enable the development and

provision of relevant services, including universal service constituent elements, in order not -duplication of them, and harmonization of state subsidies to private initiative in facilitating the provision of universal service elements.

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The Dynamics of Eros: Teenagers and Socialization to Sexuality in Italian Atypical Families

Francesco Iovine

Teacher and professional educator

francescoiovine86@gmail.com

Giuseppe Masullo

Assistant professor in Sociology and social research

University of Salerno, Department of Humanities, Philosophy and Education

(Dipartimento di Scienze Umane, Filosofiche e della Formazione – DISUFF)

gmasullo@unisa.it

Abstract

This paper aims at analysing the ways in which parents / adults and natural and adopted children, within nuclear and atypical families communicate and operate modes, dynamics, and experiences related to teenagers' intimate sphere. To this aim, our analysis identifies the different variables at play and their interrelation in defining the various modalities employed in different family types. The transition from the patriarchal to the "emotional" family has caused important changes related not only to the family's internal dynamics, but also to the autonomy of its individual members, particularly with regard to the sexual sphere. The starting point is a specific reflection on the sexuality of adolescents who, as we try to prove through the literature review, in this era is open to new forms of empowerment and emancipation that cause parents'/adults' educational strategies and models to be rethought. We pay particular attention to the rules by which the children's sexuality is managed in atypical families – particularly disrupted and / or recombined ones – in which it is possible to observe, as shown by in-depth interviews to parents, specific modes that escape any efforts of categorisation and cast new light on the dynamics underlying the socialisation of gender and sexuality in contemporary families.

Keywords: atypical families, teenagers, sexuality

Introduction

This paper aims at analysing the ways in which parents and adults in atypical families¹ relate to their adolescent children, natural and / or acquired, with regard to the concerns raised by their first love and sexual experiences. Set against the background of relational tensions – resulting also from family transitions – we analyse the difficulties experienced by parents

¹ With the expressions "atypical", "recombined", "non-traditional", "extended", "post-nuclear" or "polinuclear" referring to families, we here mean family types where the original nucleus, made up of mother, father, and child(ren) is first disintegrated following separations and divorces (by contrast, we did not consider situations of post-widowhood) and then reassembled with other members, also coming from similar situations of separation / divorce with children. Furstenberg Jr. and Cherli (1991) also talk about "blended" and "binuclear" families. With the term "nuclear family", instead, we mean, following Talcott Parsons, the family made up by parents and child(ren), where the latter, once reached adulthood, leave the family home, thus dissolving its nucleus, in order to form in turn a new family. This cycle is repeated in every generation (Parsons e Bales 1955).

and their former and new partners in transmitting rules, and more generally in the modalities of sexual communication with the teenage children, as well in interacting with them.

The idea is to see how the changes resulting from the redefinition of family configurations affect the ways to manage issues related to this particular stage of teenagers' life. The analysis is based on the statements from adults-parents, members of single-parent and recombined families, in order to identify the complexities most commonly faced by parents.

Sexual education and sexuality management in atypical families: a review

Sexuality is a core aspect of adolescents' lives, not only because of pubertal development, but also for educational, psychological, social, and cultural factors (Porrovecchio 2012). Teenagers' collective imaginaries about sexuality are closely linked to the parents' moral standards, which are handed down to the children through communication and family relationships (Hampton et al. 2005). As Miller (2002) points out, the transmission of parental values about sexuality to children has a positive effect in promoting better health and sex life. The parental support and supervision has a beneficial impact not only on the sexual sphere, but also on the behaviour in general. In the communities and neighbourhoods which practice social mechanisms of socialisation and supervision of young people there is a decrease in sexual precocity (Browning, Leventhal and Brooks-Gunn 2004).

Presence, control and parent-child dialogue influence sexual practices of adolescents, a (lower) frequency of sexual intercourse, the number of partners, an increase in the use of contraceptive methods and therefore a lower risk of unwanted pregnancies and of contracting sexually transmitted diseases. Several authors point out that students who think they have good communication with their parents about sexuality, in fact, have less sexual encounters (Miller, Benson and Galbraith 2001; Rosenthal, Senserrick and Feldman 2001).

Although not many studies that have dealt with this issue, investigations revealing the dynamics of management and education of adolescent children about sexuality in atypical families are of paramount importance. Undertaking a review of these studies, we find a pioneering one in the one by Inazu and Fox (1980) who, investigating the sexuality of adolescent children of cohabiting couples, revealed that daughters of unmarried partners were more likely to sexually debut earlier than teenagers from traditional families. Following studies (Thornton 1991; Laumann et al. 1994; Lauritsen 1994; Meschke and Siberesien 1997) confirmed that unlike nuclear families, atypical families have a different approach and show greater sexual precocity by adolescents. However, these studies suggested that it is not the family structure as such that directly influences the earlier and increased sexual activity of children, but that an essential role is played by procedural variables such as the context, mother-children relationship and interactions, parental control, and the attitude and discussions of the mother on sex. For some of these scholars (like Thornton, 1991) early sexual debut of the daughters of broken families and single or unmarried parents was linked to the parent(s) function of regulating behaviours, and thus to parental control capabilities, which was estimated to be greater in traditional families. A separation and / or divorce not only brings about the lack of presence of a parent in the household, but it also reduces the time spent between the custodial parent and the child, in the face of the increase in hours to be devoted to paid work.

More recent researches (Calhoun Davis and Friel 2001) showed that adolescent children of divorced parents may begin their self-discovery process before their peers. Divorced mothers delegate more responsibility to both sons and daughters. The highest level of autonomy is considered to be one of the causes of problematic behaviours at this age.

Simon and Furman (2011) found a direct effect of parental separation on a greater willingness in the family to address issues related to feelings and sexuality, especially where one of the parents (particularly the one living in the family house) enters a stable romantic relationship. This aspect is highlighted also in the direct relationship between separation and precocity of the first sexual experience, which is confirmed by the need of the young persons to swiftly acquire autonomy from their parents, to form their own emotional experiences, especially if the parents create new households (ibid.).

Another effect of the single parent situation may lead to the parent's loss of authority. Losing respect for the mother or father, children increase their interaction with the group of peers as well as its influence. This effect also plays in recombined families, where acquired parents are assigned less authority than the biological parents, lowering their degree of control on adolescents (ibid).

The sexual behaviour of adolescents is also regulated by family culture and values. Parental disapproval of certain behaviours and the rules transmitted to children were considered as related to the (older) age in which teenagers sexually debut (Resnick et al. 1997; Pick and Palos 1995). In agreement with the theory of greater openness in sexual matters by mothers and single-parent daughters, Thornton (1991) noted that single mothers following a divorce are more permissive in sexual matters, in addition to the fact that adolescents from remarried families have had more sexual experiences compared to children of single parents. On the possible explanations of the phenomenon, the researcher hypothesized that mothers of reconstituted families in the post-separation phase are more sexually active than divorced single women as they are willing to embark on a new relationship. Remarried mothers then passed on to their children a more open and permissive attitude with regard to romantic relationships.

Traditional and atypical families: how do the dynamics of eros change?

In order to investigate some of the trends described above, and thus to understand the kinds of problem involved in the management of children's sexuality during the teenage years, we interviewed parents of both traditional and atypical families in the Campania Region (Italy). We should point out that, given the approach employed¹, we can not in this context talk about results and observations which are generalizable to the broader population, but rather, more appropriately, about assumptions that in the future will have to be evaluated through a more complex research approach, also a standard one. This is especially true if we want to assess to what extent some "structural" changes affecting the contemporary family can somehow affect the way parents relate to their teenage children².

With regard to the methodology, we carried out 20 interviews, some of which have involved pairs of parents – also considered separately to compare the statements – and parents taken individually. The sample comprises many different situations: from the most traditional types, such as the nuclear family, consisting of two parents (married or not) living together under the same roof with their natural children, to more complex situations, such as those raised by single-parent families (for example separated mothers with children) or recombined (made up of previous marriages partners who live together with their children from previous relationships).

With regard to the questions, the interviews were aimed to cover several aspects of the respondents' experience, such as: the management of the first romantic relationships of teenager children – in terms of targeted speeches, curfews, autonomy and freedom granted – communication with them about sexuality, and, in the case of atypical families, the inherent dynamics of the parents' love life and socialization modes with the children; and finally the viewpoint of cohabiting adults whose partner has teenage children. When analysing the stories we tried to intercept the prevailing family models, with the associated attitudes. From this decoding of narratives it was possible for us to grasp the similarities – always relative – on the attitudes, values, beliefs, and orientations of the various parents / adults on the issues explored.

Considering the results, the first element to emerge is that most parents try not to interfere directly in the sexual life of their children, independently from the kind of family considered. It is known that puberty marks the beginning of the first speeches in the sphere of affectivity and sexuality between parents and children³, which for our respondents take more the shape of a *Tea talk*⁴ rather than a real moment of discussion according to the *Big talk* model (Hepburn 1983). Attitudes range from

¹ We are here talking about an exploratory research, aimed at acquiring greater understanding of a situation and providing guidance for future investigations. Thanks to the exploratory research, the researcher increases her familiarity with the problem and thus arrives at formulating hypothesis and conjectures on it. Research data are considered qualitatively, therefore results do not aim to represent a general phenomenon (Corbetta 1999).

² A very important aspect if, for example we want to analyse the issue of authority and thus of the change in the degree of control that would happen when shifting from a traditional to an atypical family. Moreover, we should not overlook the influence on the educational models adopted of other variables such as: the educational level of both parents, the socio-economic status of the family, as well as its social capital (Riboldi 2012).

³ In the various cases analysed the mother figure is of paramount importance, while the father very rarely enters the sphere of emotional and sexual familiarity.

⁴ A level of communication on sexuality and contraception characterised by exchange of information akin to afternoon chats in front of a cup of tea, including in the conversation events occurred to friends or notions learned at school. It is different from the Big Talk, instead intended and outlined as the first big conversation on these topics, aimed at providing clear and detailed information on each of these topics.

the search for the right strategy to create an atmosphere of closeness and intimacy and strategies oriented towards a more direct and intrusive control on the children's privacy.

Some of the parents interviewed are more oriented towards talks aimed at admonishing against risky behaviours, without entering into the merits of the issue, while others try to establish a more direct connection, while respecting the privacy of the children, with a purposeful dialogue on intimate relations and the bodily, hormonal, and psychological changes happening in the various stages of life. A pretty clear fact is the tendency on the part of traditional families parents – higher than that of parents from atypical ones – to share, with more or less flexibility, the idea that parents and children have to maintain a certain distance when it comes to sexuality, avoiding a complicity that would induce the teenagers to confuse the roles and consider the parents almost as friends.

Sandro last month, with his current girlfriend [...] had a problem that she [...] [her period] was four or five days late and he was worried and sought advice from me, but what could I say? I said, "Sandro, pretend that you told me nothing, because at this point I'm a mum, what can I say? Even if I have always told you to be careful, there are various contraceptives, this and that, if I've told you once I've told you a thousand times, and when you come and tell me something like this, what can I tell you? I mean, I can't tell you anything, what's the best thing to do... think for yourself, Heaven forbid she's expecting a baby you've ruined your life" [...] he, at 21, he has ruined his life, plus they are always fighting [...] however, he wanted to ask me and I didn't even know what to tell him. However, his father doesn't know this. (Antonietta, traditional family, an adopted son and a daughter in the process of finalising adoption)

For these parents the *family friendly* model is suspended when the discussion focuses on topics related to sex. Despite their emotional closeness with the children, adults in traditional families, regardless of their values, have troubles in playing a different role than the conventional one, in which parents are against sex between minors no matter what. In this perspective, they believe that parents should not encourage opportunities where children can cultivate their own space in which to explore eroticism with their boyfriend or girlfriend.

it has happened that a girl spent the night here because Sandro was here and I found it out later, and I said at this point nobody sleeps in my house any more [...] because I don't want to be like an accomplice, because when I talk with the mother of one of Ilaria's friends, and she says "she's coming to sleep at your place", that is, she wants to know if we are going to be there or not, what kind of family we are. "Don't worry madam", this and that, and then I find out that she came to be with Sandro, this doesn't suit me at all. [...] (Antonietta)

However, for some respondents a more understanding approach towards their children's sexual experiences may be more functional, as is clear from the statements of mothers and fathers of atypical families. With regard to situation that can conceal a risk factor, they try to prefer good sense to moral preconceptions. Carmela, single mother who lives with her two children, a boy aged 19 and a girl aged 14, effectively summarizes the educational strategy in her statements:

For my son, who is the firstborn, not because he is male, I prefer that "if you have to be with a girl you stay at home, with condoms, because of the diseases, because of the risks that there is no need to run in adolescence, rather than in the car." [...] I am mother to a daughter. If my daughter is sleeping with her partner, with her boyfriend at his place it makes me happier than thinking that they need to go somewhere should the need arise, but my daughter hasn't asked me anything today like my son didn't ask me anything when he was 14.

In the light of a more open position on sex between minors, we are led to believe that some of the dynamics characterising atypical families favour the development of an educational model encouraging teenagers towards greater autonomy and responsibility¹. In this context it is perhaps easier to set up a more mature and direct communication, where also topics more susceptible to shame, such as "sexual intercourse", "sex", "condom", "pregnancy", "STDs" are freely talked about.

¹ This being an exploratory research, it can currently be considered a mere hypothesis which will have to be explored in the future by means of a more complex methodological approach that, starting from a sample of the population, will allow for a generalisation of the differences existing between the two types of family here considered.

This attitude focused on responsible freedom is not just about hypothetical situations, but also about concrete circumstances which are managed accordingly to this mindset:

My daughter and her boyfriend [...] were in the room, I was relaxed, before entering I knocked to ask if they wanted something, I found them sitting at his desk chatting. Not being repressed, they do not need to hide. (Carmela)

Sexual orientation

The understanding attitude of atypical families also applies to the sexual orientation¹ of children, about which parents do not have particular concerns: whether they are homosexual or heterosexual it does not make much difference, what matter are happiness and personal fulfilment.

If you are homosexual, as a mother I would definitely try to understand the dynamics of this, but I would not interfere. [...] For me a happy homosexual child is better than a sad child with a straight partner. [...] I want a happy, serene child, rather than a repressed son, sad or frustrated because he's homosexual. [...] [The sexuality of my children] I have no worries about. I rather worry about their personal, cultural, professional growth. (Carmela)

Again, this calm approach is not limited to hypothetical speeches, but is concretely implemented in a genuine socialization, based on understanding. Whenever doubts arise, parents prefers to talk with their teenage child in explicit terms to dissolve the uncertainties:

My daughter began to play rugby, and thus, at the right time, as she was 12 years old, we have also dealt with this thing. I asked her, "you're starting to grow, you are developing, how do you feel about sexuality? Do you like your (girl)friends, do you share much? "And she said "no, mum, I like boys". I asked her plainly, "but you have homosexual friends?" And she told me this. My daughter, if she speaks, speaks freely. (Carmela)

Language and modesty

With regard to the form and content of speeches related to the emotional and sexual sphere, two main registers emerged. The first one belongs to parents in those families employing a more politically correct language in these speeches, whose communication style is in line with the principles of common morality. The most uninhibited and direct terms are mainly used in a negative sense, to connote a behaviour considered incorrect. Thus the word "sex" in employed in speeches aimed at raising the girls' awareness towards risks of "predation" and boys' awareness towards the risks of an unwanted pregnancy. It is believed that sexuality is something to protect children from, underestimating its recreational-erotic aspect.

When she tells me she met a boy [...] she tells me so and I say "be careful [...] because these guys nowadays want only that". She knows everything [about contraception] because well these boys, what do you think, one starts dating you when you're 16, do you think he's going to marry you? I say [...], you've started dating this Salvatore, who is sixteen years old like you, he's as young as you are [...].

Ilaria, it's up to you, I mean, you're with this guy, then you're with another guy, and then with another one, the way of being together, I mean, you understand the problem, that is, if you have sex with a boy, at this age, and then another, and another, and another, at the end you'll find yourself alone. Alone, because you know how it is. Boys talk and say "she's been with all of them". It's like that, you know. [...] (Antonietta).

¹ Common sense might suggest that the socio-cultural level of the parents is directly proportional to their open-mindedness on their children's sexuality, including sexual orientation. As a result, it is thought that parents in a high socio-professional position acknowledge their teenage children the right to sexuality and are less prejudiced against homosexuality. However, in our sample, also parents of traditional families from high and medium-high social classes spoke of "problems" referring to the possibility of having a gay son or a lesbian daughter, moreover showing once again a certain defensiveness with regard to issues related to sex.

Other parents, by contrast, resort to a more explicit language, not only because of their wider vocabulary, but also because their vision of sexuality is not stigmatized *a priori*; thus exploring sexuality in more open and conscious ways by means of a few strategies:

[Anna, who is 12] knows what condoms are, she knows it – I think – because at school they took some classes on sexual education. [About a more] direct speech, let's say that with her Mum she had a little more direct one, yes. An example: [...] I remember that once we were in the car and Anna point-blank (laughs) asked me a question, she's clever [...] – and Marta [his former wife] was prompt in adopting the best choice - she said: "dad, please, explain: what's this *bucchino* [blow job]?" And I, you know I was not prepared (laughs), and caught by surprise I said, "But what did you understand? What did you understand? It's the holder (in Italian *bocchino*, with an O), the thing you put at the end of the cigarette. Have you ever seen those movies from the '30s?". What did she do? [...] At the same time, on the same day, she asked the same question to her mother. Mum argued very clearly and then told her plainly what it was [...] of course trimming and adorning, given Anna's age, needing some censorship, however, she made her understand! What it was. Two days later (laughs) I drove Anna to school, she put her hand on my leg and said [joking] [...] "What was the *bucchino* [blow job], then, the cigarette? Yeah, sure" (laughs). (Carlo, separated father of a 12 year old daughter)

We must point out that the two styles are not specific to a certain family type. The factors orienting towards a register rather than to another are not to be attributed to the family type, but rather to cross-cutting aspects, such as the level of education and more generally to the cultural capital of the family¹. These aspects will also have to be clarified further in the future, through a more complex research approach.

The love life of parents

In an atypical family, as mentioned above, it can happen more frequently to discuss sexuality, also because of the parents' love life; the more open and equal educational model, leads parents to clarify the nature of the relationships they are establishing with people outside the family entourage. A single parent or a separated one, if committed in a new stable relationship, tends to make the children take part of what is happening in his or her life. Secrecy is limited to the most "free" relationship experiences and is adopted for two purposes: both to protect the children from further sorrow after the separation of their natural parents and with an educational function. Despite the willingness to recognize the sexual needs of their children, divorced parents try not to inculcate a misconception about love freedom. They are willing to grant teenagers opportunities for empowerment, but at the same time they are cautious and filter their private and romantic life.

They have never seen me. That is, I have had a foreign partner. He is the only man who came into my house and whom they met and they knew he was my partner. But since he never shared our daily life they have never "felt" him, they have never considered him either an intruder or part of the family. For sure they knew that I had a relationship with this person, they saw me happy, they knew that when I went to Greece I was with him, I went there more when they saw more of their father, so they spent their weekends with their father and I went to Greece, or during the holidays, the summer vacations. (Emilia, separated, mother of a 17 year old daughter and a 14 year old son)

Most of the time, parents omit the flings and occasional flirtations. They are also concerned that children, having witnessed a family breakup, may underestimate the value of a couple's solidity and steadiness. Therefore they tend to make their love status known to the children only when they establish long-term relationships.

Perhaps a relationship of her mother, simply put, as I do, would probably not be much tolerated by Anna, and then what could happen? My ex-wife, with the fear of this eventuality, employs strategies that are probably wrong because maybe she says "I'm going to Salerno with the lawyers". She [the daughter] understands very well that she's not going with the lawyers, but instead she's going with someone. (Carlo)

¹ As Bourdieu (1978) points out, every family transmits to its children, in both direct and indirect ways, a specific cultural capital and a specific set of values – implicit and deeply internalised – contributing, among other things, to define attitudes towards cultural capital and the school. Traditionally, the education level of parents compared to that of children is considered among the indicators of cultural capital as an expression of family cultural conditioning.

The value of love and a stable relationship is not underestimated in situations of separation and divorce. On the contrary, because of the previous failure in matrimony they try and give their children a good example of sentimental relationship. If and when they decide to bring home the new partners, thus actually evolving the family from a disintegrated / single parent mode to a recombined one, as a first step they tend to handle the choice as a family affair. Although adults do discuss and decide how to act beforehand, they nevertheless look for ways to involve the children.

We discussed a bit between us, but not in detail and it all came by itself, very naturally. I went to the house to do small chores and I stayed later and later: dinner and after dinner, and even later and one day with the girls in the house she said "do you mind if Marco stays the night?" and it was quite natural like that, the girls did not object. (Mark, 31, lives with Rosa, 42, separated and mother of two daughters aged 11 and 14)

Parents privilege a clear and direct communication, in all its channels, whether verbal or non-verbal. Honesty and frankness therefore become a fundamental feature in order to both establish a relationship of trust and as feedback to understand how the children feel.

I haven't talked much to them about it, I simply went public. We showed ourselves to them as a couple, we held hands, we exchanged a few kisses with them present. [...] I had mentioned to my daughters that I was seeing a man, but then we immediately went public. (Rosa)

let's say that the time between them meeting me and me moving in with them was very short and with the girls nothing has changed, they have not had a wary attitude because I was immediately introduced as the boyfriend, not as a friend, that is, I haven't tried to steal their trust in other ways. (Marco)

Freedom and taboos between the adults and the partner's children in recombined families

A typical feature of recombined families, and therefore not of other family types, is the role and meaning of the new adult in the house with the partner's children, in particular for the issues here analysed. Natural parents do not seem to overestimate the concerns about the interaction between their children and their new partners. Lack of kinship does not necessarily become an obstacle to family intimacy. In some cases, preliminary talks are not considered necessary to prepare the partners to move in and interact with the children. Relationships and dynamics are thus left to happen spontaneously, just as in a traditional family.

Apart from the fact that I know who I've let into the house, I told him not to think about any of this [concerns about the relationship with the girls], that the more taboo are established in the couple and in the home and the more taboos he'd find himself burdened with. That's why from the very first day we slept in the same bed, myself, Marco and my youngest daughter, who still sleeps with me. (Rosa)

From the point of view of the partners newly entering the house, if he / she feels integrated and part of the family, he / she then acts with familiarity in domestic spaces. In which case there are not any more particular concerns about interaction with children at home, not even teenage girls.

Daily frankness and spontaneity therefore extend themselves also to issues related to modesty. If living together solidifies ties and promotes confidence, one must know how to gain the trust of the family, even by having no fear of fuelling a fake suspect. The threat of malice, at least for the cases considered, does not represent a problem if people act with awareness and seriousness. The adults took in new families we interviewed prefer to act without taboos or restrictions, within the limits of respect. They believe that in a family you should feel free and safe, thus imposed and self-imposed constraints would be detrimental to family harmony.

[When the daughter of his partner is alone on the sofa] I have no problem sitting there too, though I avoid being too much around her, more for a personal and modesty matter, but not because she asks so. We have no problem walking around in a bathrobe if necessary, maybe even in underwear, but without exaggeration. I walk around the house in my undergarments, but I never go shirtless, and the same goes for the older girl. [...] If she is wearing only her underwear she tries to avoid me, let's say she's ashamed, but she never ran away [...] it's the same modesty I have created, that I don't

have with the younger one. I do not change my underwear in front of her, but if I have to change my shirt and remain bare-chested for a moment it's not a problem. If she wants to huddle in bed, if she wants to hug me, I put the shirt on, I try not to have too much contact, let's say.

However, we must not give in to the misunderstanding that in this type of family, the issues here considered do not raise tensions. However these tensions, among other things, are difficult to bring out through a research technique as intrusive as the in-depth interview (Corbetta 1999). It is just logic to keep in mind that for these areas of experience, parents omit some facts, both because of modesty and to preserve, to both their eyes and those of the interviewer, a good self-image and a good opinion of their educational model.

Conclusions

According to a less authoritarian education model, the family interviewed, with one exception, consider outdated and ineffective an educational style based on prohibitions, parental authority, and emotional detachment, preferring constructive dialogue to prohibitions. The cases analysed point out some lines of continuity as well as differences between the approaches used by different family types. In practice, rather than being in contrast with the traditional ones, atypical families have special features which can not be juxtaposed to other previously known forms, whose dynamics are not yet fully explored. The educational models proposed about these issues, turn out to be cross-cutting and transverse with respect to the type of family considered and, therefore, are simultaneously present in all family types considered.

It is still widespread and persistent an "authoritative or self-referential" educational model that discourages teens from undergoing more adult experiences, such as cultivating sexual experiences and sleep under the same roof with their partners. These parents intend responsibility as avoiding specific situations that would give their children the opportunity to prematurely experience eroticism, since, in this perspective, boys and girls must be protected from all risks associated with sexual practices. A model focused mainly on what to avoid, not on participating in the specific situation with targeted advice. They opt for the idea that the parent must remain a parent, and that even though they feel the empathy it is not recommended for them to enter the concrete events of boys and girls, sometimes also in order to avoid responsibility in the event of inappropriate behaviour.

On the opposite side, we find an educational model more inclined to not diminish, nor to hinder the attraction of sexual pleasure experienced by teens, who are granted more opportunities to experience sexuality. It recognizes the power of libido – "I see it as an instinctive need, I mean, I speak of that side. I acknowledge that side as our animal part, in terms of instinctive part. Also for them [the children]. (Carmela)". This model, therefore, is not closed in on itself in a detached attitude, delegating the educational and formative function to the peer group and other agencies of socialization, in the hope that at the right time their children may mature by themselves a healthy understanding of sexuality. This open model is more functional to the management of concrete experiences, and it hypothetically can be found more often in atypical families; probably because of their family situation, parents in atypical families feel compelled to provide more explanation to the children about certain issues, particularly on sex and / or intimate relationships, as if being raised in a broken family led to greater maturity of the children. Once the children reach puberty, these adults make a more thorough job in terms of explanations. It is as if both sides implicitly know that the topic of romantic relationships is particularly felt in their family context, and therefore they need a more mature approach with regard to socialization on these issues. In talking to children / minors about emotional-romantic relationships, parents and their new partners provide an idea closer to the adult perspective, in which detailed attention is given to the sexual component. For this reason adults in post-nuclear families believe that they can not just talk about it in general terms, merely explaining to the children what are the most appropriate behaviours to minimize the risks, but they should instead treat the teenager as a conscious subject of their choices, and not as an immature kid that playing too big a game for his age.

It is assumed that the family break up has led to overcoming some aspects of marital relationships related to the tradition, then extended to the children's relationships and behaviour. This would explain the greater openness of atypical families compared to traditional ones, which in their heterogeneity share an educational approach more connected to the conventions and more afraid to experiment with forms of openness to emotional and sexual needs of adolescent children. Atypical families unfold a series of dynamic as yet unexplored, that can emerge for these issues through other types of approaches; considerations suggested by the statements from parents on social forums, where thanks to anonymity they

express more freely their concerns on sexuality within these new family configurations. The concern expressed about a possible emotional involvement among the teenage children of previous marriages living under the same roof, for example, is just one of the possible problematic situations that parents in atypical families are facing and that social research may in the future help clarify.

A well-suited example for this case is that of Terra, a mother whose fear regards the possible attraction between her daughter and his partner's son. She says it is a general issue, but that she fears could actually take form in her very house:

In the case of children and stepchildren, not siblings, but of different sexes, at least one in the teenage years, would you be concerned about some possible relationship between the two? I point out that it's not my case, as my daughter still very young and my stepson if he could he'd strangle her, but it's a question I asked myself thinking about teenagers or as said one adolescent and the other nearly so, in short, 13-14 years.. with hormones at full speed. ¹

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¹ The online forum mentioned here is the "Forum of acquired parents and extended families. To feel less alone in this chaos!", providing a virtual space where parents of recombined families, joined in an online community, discuss topics regarding their reassembled family. The statement quoted here was published on June 16, 2009.
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Sitografia

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Europe as Community of Values

Prof. Dr. Gjergj Sinani

University of Tirana, Faculty of Social Sciences

Tirana - Albania

Abstract

Kant in his work "Ideas for a Universal History with Cosmopolitan Intent", in Seventh Principle explained the need for peace and security among the nations as the following: "That is to say, wars, the excessive and never ending preparations for wars, and the want that every state even in the midst of peace must feel-all these are means by which at first are inadequate, but which, after many devastations, reversals and a very general exhaustion of the state' resources, may accomplish what reason could have suggested to them without so much sad experience, namely: to leave the lawless state of savages and to enter into a union of nations wherein each, even – not from its own power or its own or its own legal judgment – but only from this great union of nations (*Foedus Amphictyonum*) and from united power and decisions according to the united will of them"¹. In the line of the projects beginning from William Penn, Abbé de Saint Pierre and Rousseau, Kant argued the need for the Society of Nations as a way to peace for Europe.

Introduction

Now, West and East of Europe are in a historical impasse expressed very well by Count Richard Nikolaus von Coudenhove-Kalergi: Divided Europe is equal with war; united Europe is equal with peace. The East of Europe has proved what Illuminist philosophy has related the dilemmas of the existence of human beings, the inclination for freedom and simultaneously the easiness of establishing despotism which, as Montesquieu wrote: "at the very beginning it is light and weak, but at the very end is fast and alive; at the beginning it shows a hand to help and meanwhile put you down with infinite arms."². However, his disciple Tocqueville had added "While in despotism people are every now and then unleash and shout of joy, but in general they are brokenhearted and concentrated because they are scared."³. This is the reason that he concludes that "there is nothing more fertile than the art to be free; and there is nothing more difficult than learning to be free." The XX century knew the totalitarian regime in the West and Eastern part of Europe.

We, the people of Eastern part of Europe, remember the great congresses where the working class used to applaud the decisions of the chief members of the party. They used to shout "Long life!" or "Down with!" but it was easily forgotten that "Long Life!" and "Down with!" concepts had nothing in common with the concepts of personal freedom or personal greatness. It was proved that your own freedom was not guaranteed even if you would put the others to the execution wall.

¹ Kant, *Opuscles sur l'histoire*, GF Flammarion, Paris, 1990, p. 79.

² Montesquieu, *De L'esprit des lois*, Flammarion, Paris, 1979, p. 132. "...qui est toujours lente et faible dans ses commencements, comme elle est prompte et vive dans sa fin; qui ne montre d'abord qu'une main pour secourir, et opprime ensuite avec une infinité de bras".

³ Alexis de Tocqueville, *De la démocratie en Amérique*, Flammarion, Paris, 1981, V.II, p.274

Even though people used to live in wretched dirty houses, they were proud for the “Cultural Palace” and they were proud because they were governed by the “greatest leader of the world”. This is how it was built the miserable part of the human beings. To better understand how this wretched part of the human beings was constructed allow me to bring two more ideas.

Around the year 1920, two years after the October Revolution, ex counselor of Kerensky who later became a sociology professor at Harvard University, Pitrim Sorokin would warn the world about the consequences of military socialism that was being built in Russia, model that was built in Eastern part of Europe. “In my understanding the idea of an ideal “military socialist” society is a mechanism characterized by:

1. An unlimited interference of government in all areas of life, throughout relations between the ones who are governed, starting with economical relations and ending up with religious, legal, esthetical relations, etc.
2. A very limited right to autonomy in all areas of life and in all relations with the world.
3. Till to a certain point an equal despotism. In such a society the power of the government is unlimited. It does not determine boarder lines when it comes to interfering in people’s lives and in ordering it. When it comes to the autonomy of the ones in power they do not have any field of action. They are like soldiers going one by one towards one obligation: to obey without any doubts to the directions of the one in power... Therefore it is not possible to even think about individual rights. Simultaneously the private initiative, the ownership rights etc. were disappeared... so this is what the ideal military socialist society is about”.¹

To conclude I want to bring a saying of an author of protestant theology Paul Tillich. He tells us how the courage is destroyed in order to be oneself and at the very end the civil courage in a totalitarian society is still in the form of a tribal collectivization. This happens because the essence of communism is the courage to be as a part, which it gives to masses of people who lived under increasing threat of nonbeing and a growing feeling of anxiety. Thus “communism gives to those who have lost or are loosing their old collectivist self – affirmation a new collectivism and with it a new courage to be a part. If we look at the convinced adherents of communism we find the willingness to sacrifice any individual fulfillment to the self – affirmation of the group and to the goal of the movement.”². Tillich sees this phenomenon based on the three types of anxiety. I would like to mention all the reasoning of Tillich on the how the individual take the anxiety of guilt and condemnation into his courage to be as a part. Who has lived under the conditions of such a regime can understand very well this truth. “It is not his personal sin that produces the anxiety of guilt but a real or possible sin against the collective. The collective, in this respect, replaces for him the God of judgment, repentance, punishment, and forgiveness. To the collective he confesses, often in forms reminiscent of early Christianity or later sectarian groups. From the collective he accepts judgment and punishment. To it he directs his desire for forgiveness and his promise of self – transformation. If he accepted back by it, his guilt is overcome and a new courage to be is possible.”³.

Everything that was predicted above was realized in the most perfect way in our societies by spreading this way “the cholera of soul”. “Cholera of soul” is related with the type of individual that comes out from a totalitarian regime. There are many agreements on what totalitarian regime is, but we can take for the most accurate one the determination that totalitarianism is the regime that works for depersonalization and dehumanization of the individual. The influences of such a regime are so great among the behavior of human beings and on their nature. It totally distorts the consciousness, the feelings, and the actions.

¹ Pitirim Sorokin: *Les amers moisson du Mars*, Temps nouveaux, Nr. 51, 1990.

² Paul Tillich: *Main Works*, De Guyter, New York, 1988, p. 185.

³ Paul Tillich: *Idem*, p. 188.

It links the freedom of thought and it destroys throughout thousands of procedures. All these that I have mentioned above create the essence of the "cholera of soul".

Therefore we do not have to get surprised if we see the increase of crimes, plundering, horrible actions, paid killers, actions that aim no good, the blooming of violence, the weakening of moral and virtue, the decrease of work and its productions, the false accusations, the harshness, and the increase of ignorance.

The obligation that our society has nowadays is how to get rid of the "cholera of the soul"? Or, how can people be happy? Can it happen by deepening these vices or by manipulating people's instincts, or by enlightening them and showing them how to use democracy? Tocqueville has explained the problem of democracy consisting in the manipulation of the instinct of crowd, and charlatans can profit in politics. In Eastern part of Europe and Balkan we see two kind of manipulations; democratic and nationalist instincts of the crowd.

Turning back to the problem of how to be safe from the "cholera of the soul", we are left with no other way but to learn, to learn how to think. So freedom and democracy must be learnt.

Having seen that the vice is turned into a virtue and the only inciting motif of society is how to get advantage, then it is not a surprise that pessimism has invaded people's soul and before they see how to get rid of these thoughts, they look around how to get rid of the country and find freedom somewhere else. These are the most delicate moments for a nation and only a regeneration of the soul can exhume the society from the mud where it has fallen. Isn't Hegel right when he says that a political community cannot be constructed without having a moral community? Wasn't Husserl right when he talked about the crisis of Europe before the Second World War? He said that Europe can be saved only if it will create a new spiritual community. Can we get close to this new spiritual community without giving up the "cholera of the soul"? At the beginning of the First World War, Stefan Zweig has written: "We had to agree with Freud when he saw in our culture a thin layer that can die at any moment the destructive forces of the underworld; we had to get used gradually to live without mainland beneath our feet, without law, without freedom, security"¹. Words that sound very actual when we consider what is happening in the Eastern part of Europe, especially in Ukraine.

Nowadays there are many published books and articles that delineate the nature of a totalitarian communist society, but I brought up these quotations in order to show that our society was warned before for the situation in which it would have fallen. In other words, everything that happened was because the citizen had become a person who vegetates and throws away the freedom at the feet of despots. Now the problem arises how to elevate the human being to the level of the citizen who should be jealous for freedom and never throw away the freedom that has gained. Montesquieu was right when he wrote: "Citizen can die, and the man can stay"². We have lived in a time when citizen died. Now the democracy needs the citizen.

The shouts for the victory of communism should be replaced by a deep process of pondering in order to comprehend the situation of Eastern Europe not as a historical accident, but as having deep roots in constructing the modern individual, because the emphasized polarization that characterizes our societies, which is growing because of corruption, can be the premise for other strange surprises in the future.

¹ Stefan Zweig, *LE MONDE D'HIER Souvenir d'un Européen*, Belfond, Paris, 1993, p. 21. "Nous avons dû donner raison à Freud, quand il ne voyait dans notre culture qu'une mince couche que peuvent crever à chaque instant les forces destructrices du monde souterrain, nous avons dû nous habituer peu à peu à vivre sans terre ferme sous nos pieds, sans droit, sans liberté, sans sécurité".

² Montesquieu, *De l'esprit des lois*, Flammarion, Paris, 1979, p. 275. "La société est l'union des hommes, et non pas les hommes; le citoyen peut périr, et l'homme rester".

We should not forget however that nowadays we are living a deep moral crisis, which is emphasized from the spirit of taking advantage that is a distinguished characteristic of our transitional society. The fact that democracy needs to be moralized is highlighted from the fact that our life is becoming quite sad, full of insecurities, because of the increased corruption, because of non fulfillment of citizen obligations from the government etc., and this situation suffocates the mind and cut out the arms of hope.

Therefore peace does not consist at the calmness of the existent agenda but at the creation of a new one through solidarity of actions of the people in world level. Being conscious about the greatness and the urgency of this historical obligation is a sign of maturity of the contemporary individual. We can't quite have a new world without having a new economy, without the making of new ideals which should be incarnated into the new structures of the national level and be consistent to those of the European level.

For a very long time, Europe was characterized by the competitive coexistence and quite often hostile and bloody between East and West, between capitalism and socialism. Now this hostility is over to a greater ideal that we call Europe; however this project cannot be realized without taking into consideration the "spirit of Europe". I prefer the term "spirit of Europe", which include the freedom, democracy, rule of law and Human Rights, and not the term "European identity", because the term identity has the connotation of border and the fear from the others. We have to keep in mind that by the policy of fear there is not Europe.

Tocqueville, the philosopher leaves open two ways for the future of the humanity: liberal democracy or despotic democracy. Furthermore according to him "to want to stop democracy is the same as to fight against God himself and the nations are left with no other choice but to adapt to the social state that their providence impose on them".

Which one of these dilemmas are we going to choose? Of course none of us want the second, or we have to remind what Husserl said at the beginning of the Second World War: "The crisis of European existence can only have two outcomes: either the decline of Europe become alien has its own rational sense of life, the fall in the spiritual hatred and barbarism, or the revival of the Europe from the spirit of philosophy, through heroism of reason that definitely overcomes naturalism.

The greatest danger to Europe is lassitude. Fight as "good Europeans" against this danger of dangers with this courage that is not afraid either of the infinity of the fight, and then we will see out the blaze nihilistic, the barrage of despair who doubts the vocation of the West against humanity, the ashes of the great weariness, the Phoenix risen from a new inner life and a new spiritual breath, promise of a great and long future for humanity: for the spirit alone is immortal"¹.

Conclusions

The conclusion is clear. **Democracy and citizenship are not a matter of method, but matters of culture.** Why do I say that they are matters of culture? Initially, the constitutional law specialists, public law, helped the European man to describe the mechanisms of democracy as a representative regime. Later, the political sociology attracted attention on some alienated phenomena to democracy, even contradictory to the constitutional principles of democracy and went so far as to

¹ HUSSERL, *La crise des sciences européennes et la phénoménologie transcendantale*, tel gallimard, Paris, 1976, p. 382-383. "La crise de l'existence européenne ne peut avoir que deux issues: ou bien le déclin de l'Europe devenue étrangère a son propre sens rationnel de la vie, la chute dans la haine spirituelle et la barbarie, ou bien la renaissance de l'Europe à partir de l'esprit de la philosophie, grâce à un héroïsme de la raison qui surmonte définitivement le naturalisme.

Le plus grand danger de l'Europe est la lassitude. Combattons en tant que « bons européens » contre se danger de dangers, avec cette vaillance qui ne s'effraye pas non plus de l'infinité du combat, et nous verrons alors sortir du brasier nihiliste, du feu roulant du désespoir qui doute de la vocation de l'Occident à l'égard de l'humanité, des cendres de la grande lassitude, le Phénix ressuscité d'une nouvelle vie intérieure et d'un nouveau souffle spirituel, gage d'un grand et long avenir pour l'humanité : car l'esprit seul est immortel ».

suggest that these principles are illusory. Thus the citizen, and not the man of crowd, is situated in a state of worry. He finds himself caught between the principle and the formal mechanisms of democracy on the one hand and on the other hand, the reality of democracy: some real aspects of democracy seem to go against these principles, preventing, or making useless of these mechanisms. It is such the situation, not only in our country, the once civil and intellectual concern, political and scientific one of the actual democracy. Thus, while freedom will not be taught, don't be astonished if you do not see politics, but chevalier servant's gossips; do not be astonished why people change their beliefs as they change shirts in the morning for the sake of narrow selfish benefit.

Cultural Diversity as a Source of Conflict in the Focus of Non-Governmental and International Organizations: Bosnian Case Study

Justyna Pilarska

University of Wrocław

email: justine_p@op.pl

Abstract

The article tackles the issue of cultural diversity as a phenomenon present in many multicultural communities that encompass representatives of different ethnic, national or religious traditions. Bosnia-Herzegovina provides an example of one of such communities, subject to analysis within the framework of this paper. The author firstly concentrates on the issues related to terminology of “cultural diversity” and “non-governmental organization”, their specificity and interpretations. Then, an Introduction to Bosnian multiculturalism is made, displaying its local features, followed by a presentation of various NGO’s activities with reference to Bosnian war and its aftermath. The focus is on the regional organizations that make the effort to reconstruct the multicultural bond, revealing its educational potential. The final analysis considers intercultural aspects of such approach to cultural differences that can become a point of reference in educational projects oriented at cross-cultural learning and intercultural dialogue. The latter, in turn, could contribute to the process of shaping constructive attitudes to representatives of the culturally diverse traditions.

Keywords: cultural diversity, NGOs, war in Bosnia, civic society,

Introduction

Since market and social institutions have for years been an integral part of the systems of the social policy in high-developed countries, both state and self-government public sector bodies do not constitute nowadays the sole entities of the social policy, as nongovernmental organizations are fundamental organizational form of pro bono activities, established in accordance with the idea of the civil society, and constituted by entities, which are usually international nonprofits.

They work in an independent and autonomous manner, nonetheless complementing given activities of governments for the benefit of constituencies in a civil society. Various NOGs encompass with their range of actions diverse goals and objectives as well as differentiated modus operandi from lobbying and advocacy to operations and project-oriented organizations, contributing to various services and humanitarian functions, advocating and monitoring policies. As a group of voluntary citizens organized on a local, national or international level, NGOs also encourage political participation through provision of information, organized around specific issues, such as human rights, environment, social equality, access to education, democratic rule, economic growth, or health. Thus, they provide analysis and expertise, serve as early warning mechanisms and help monitor and/or implement international agreements (definition of NGOs, retrieved online). They can also respond to number of social issues within given communities, including some aspects of culturally diverse environments such as access to education, equal rights, recognition of the status of ethnic minorities, etc.

Therefore, a non-governmental organization is a type of an organization that fulfils its role outlined by the discourse of social policy and philosophy of the civil society. Independent from the government, deprived of the profit motive and with the status of a public utility organization, NGOs address their effort at health care, widely understood social welfare, charity activities or education, in other words, focusing on acting for the public good.

Active civil society is constituted by autonomous individuals, whose identity is shaped by the mechanism opposite to which Erich Fromm described as the “escape from freedom” (Fromm, 2011), they participate in the public life as they are conscious that satisfying their personal needs is not possible without agreement, cooperation and community with others, hence the readiness to participate in the problem solving concerning the widely-perceived social life. However, the latter issue encompasses not only internal problems of a given state structure, but embraces within its reach global social issues.

The members of a civic society are involved and participate in the process of shaping mechanisms that regulate the functioning of the social and economic life. Thus, although they are not the citizens of the ancient *polis*, one of the main tasks they are driven by, as Aristotle implied, is the good of the communities. Such welfare is, however, understood within the framework of a global meaning of the community of all individuals irrespective of their origin, race or faith. All things considered, such activities are devoted to the idea of egalitarianism.

If the members of communities formed according to such philosophy, convinced of the significance of solidarity and overall recognition for individuals to their self-determination, they act for the sake of counteracting destructive forms of cross-cultural interactions, perceiving such potential of a community in a global frame, i. e. as the welfare of all citizens. Therefore, it is not exclusively limited to a given state or communities, such as the European Union.

The above does not imply altruism is the necessary condition of the functioning of the civic society, so the civic society does not carry the burden of the community of “unselfish saints” (Putnam, 1995), but can establish a community of conscious citizens caring about own interest, but at the same time comprehending that the action for the sake of the community in general can constitute a useful manner of achieving given global social or cultural goals. Having had instilled specific ideas and social values upon the processes of socialization, education and the upbringing, the individual is potentially able to commit own self to problems not directly concerning own reference group, yet s/he makes it driven by values appropriately internalized, and favourable for such actions. Non-governmental organization is therefore a socially oriented formation, dealing with problems in the name of public interest and tackling problems or substantial issues, also from the perspective of cultural diversity, that is the topic of interest within this article.

The reflections concern the activities of some local NGOs in Bosnia-Herzegovina, as well as some global agencies and documents that empower and strengthen the concept of culturally diversity. Since the latter, as the history of the fall of Yugoslavia proved (cf. Ramet, 2005), is often exposed to various destructive, separatist and nationalistic powers, it is of paramount importance for all the educationist, pedagogues and teachers working in a cross-cultural environment to become aware of the potential of cultural diversity, as well as its fragility to various political powers. If the second instance takes place, however, there are number of ways to counteract and balance such negative impact, hence selected examples of NGOs that run various inspiring education, artistic and academic projects are described. They prove that, cultural diversity is a source of inspiration for inter-religious, inter-ethnic and cross-national experiences that enrich the social world and human capital, yet on the other that it can be also a source of various antagonisms and conflicts, which resolutions require an active involvement (civic attitude) from the members of such a community as the example of the Pontanima inter-religious choir, or the Institute for Strengthening Democracy in Bosnia And Herzegovina, Democracy and Human Rights in Multiethnic Societies prove. They acknowledge that such initiatives can significantly contribute to the process of reconstructing the civil society as well as to shaping intercultural skills and competencies such as tolerance of ambiguity, cognitive curiosity and openness, behavioural flexibility, communicative awareness, recognition and respect for otherness and diversity, knowledge discovery and non-conventional way of perceiving the social and cultural reality, followed by empathy and ability to cooperate.

International agencies and selected acts protecting cultural diversity

Similarly as some non-governmental organizations, European Union undertakes activities for the sake of the peaceful coexistence of a culturally diverse societies, applying given policies towards ethnic and national minorities. The EU comprehensive approach within Bosnia-Herzegovina focuses on aspects such as defence, security, development and diplomacy, reforming state level institutions, and supporting Bosnia-Herzegovina to make economic progress. The Thessaloniki Declaration confirmed that the future of the Western Balkans is within the EU (The Thessaloniki Agenda for the Western Balkans), whereas The Stabilization and Association Agreement (SAA) is the framework for the European integration of Bosnia-Herzegovina, as entered into force on the 1 June 2015. Moreover, EUFOR also plays a big part in the

comprehensive approach assisting in creating the conditions to deliver the long term political objective of a stable, viable, peaceful and multiethnic Bosnia-Herzegovina. As it can be read from the official policy of EUFOR "the operation reinforces the EU's comprehensive approach towards BiH, and supports BiH's progress towards EU integration by its own efforts. The operation is part of the overall European Security and Defense Policy (ESDP) mission in BiH and of a closely coordinated EU presence in BiH. The EU Special Representative promotes overall EU political co-ordination in BiH. EU Commanders co-ordinate closely with the EUSR in BiH with a view to ensuring consistency of the EU military operation with the broader context of the EU activities in BiH". (Political/Military Background of ALTHEA, retrieved online).

International instruments and standards of the protection to the minorities rights are also a coherent part of the process of empowering a peaceful coexistence of the culturally diverse communities. It is estimated that the countries of OECD encompass over 50 national and ethnic minorities, i. e. generally concerning cultural minorities (Rabczuk, 2002). The international instruments are additionally enhanced by international linguistic and educational standards that empower egalitarian dimension of the social functioning of those culturally diverse within the framework of the UNESCO Convention against Discrimination in Education, The Framework Convention for the Protection of National Minorities, or the European Charter for Regional or Minority Languages.

Another form reflecting the global interest in the cultural diversity, its strengthening as well as protection is the European Social Fund, i. e. one of the oldest structural funds and Europe's main tool for promoting employment and social inclusion. Its objective is to support various programmes and projects related to the social aspect of integration by disposal of resources favouring the adaptation of national economies of the membership countries of the EU. Thus, European social fund finances activities that aim at solving the key social issues such as ethnic, religious or national discrimination, all related to cultural diversity, that can be subject to unemployment or inequalities on the job market (Art 147 ex 124 TWE). The fund concentrates on the needs of the citizens of the membership countries, whereas its main objectives can be divided into five domains, of out which one is particularly important in the context of cultural diversity, i. e. prevention from the social exclusion. Activities within this range encompass the groups of people who are subject to or threatened by exclusion, entailing physically and mentally disabled, immigrants, refugees, as well as cultural, religious or ethnic minorities.

As for international documents and bodies of the United Nations concerning human rights, thus consequently encompassing the recognition and protection of the cultural diversity, the following make a point of reference:

The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) As a third-generation human rights instrument, the Convention commits its members to the elimination of racial discrimination and the promotion of understanding among all races. Article 7 obliges parties to adopt "immediate and effective measures", particularly in education, to combat racial prejudice and encourage understanding and tolerance between different racial, ethnic and national groups (ICERD, Article 7).

The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (commonly known as the United Nations Convention against Torture) is an international human rights treaty, that aims to prevent torture and other acts of cruel, inhuman, or degrading treatment or punishment around the world.

Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.

A Human Rights Commission, also known as a human relations commission, is a body set up to investigate, promote or protect human rights.

The Convention on the Protection and Promotion of the Diversity of Cultural Expressions, adopted under the auspices of the United Nations Educational, Cultural and Scientific Organization (UNESCO) in 2005, entered into force on 18 March 2007.

Cultural diversity

“Cultural diversity” has become one of the new hallmarks in international policy and law-making, becoming increasingly applied in various contexts, often correlated to the “*exception culturelle*” or, as a generic concept, opposed to the negative effects of economic globalisation (Burri-Nenova, 2009). Cultural diversity can be defined in a broad meaning as a coexistence in a given place and time of many different patterns of culture. Hence, the domain of a cultural diversity entails the language, confession, tradition influencing dress codes, ways of living, or customs related to the everyday life. Moreover, cultural diversity noticeably concerns a distinct set of policy objectives at the international level within the framework of various agencies or NGOs.

Due to the rapid growth of multicultural societies, intense migration flows and cross-cultural interspersions of the economic, social and political areas, including the accelerated development of digital technologies, cultural diversity is becoming a global fact. Thus, in its latest report on the protection and the promotion of the diversity of cultural expressions, the European Commission stresses the fact that “The diversity of cultural expressions lies at the heart of the European project” (Commission Report to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Implementation of the European Agenda for Culture, SWD/2012/129 final). Challenges and other issues resulting from cultural diversity require by its very nature international cooperation and exchange of experiences regarding, for instance, multicultural education, equity pedagogy, human rights education, democracy training, cross-cultural communication schemes, reduction of prejudices concerning gender, social class, age, disability, religion, sexuality, race or/and ethnicity, language, beliefs, and etc. The latter process, i. e. reducing prejudices, may take place by developing positive attitudes towards different racial, ethnic and cultural groups in order to shape cooperative rather than competitive cross-cultural relations, empowering constructive cross-cultural experiences, as the experiences from the Bosnian case studies indicate.

Taking the above into account, cultural diversity is contemporarily perceived not only through the prism of the joint heritage of mankind, that is to be preserved, protected and promoted, but can be also considered as a resource, requiring appropriate manner of management for the sake of establishing lasting peace and sustainable forms of development for all the communities encompassed with its given form. Such management can be accomplished by, for instance, cross-cultural education entailing dialogue, cross-cultural communication or joint educational initiatives, involving members of various communities of diverse cultures, faiths, nation, world’s perspectives and geopolitical alliances. Predominantly, however, due to its multi-dimensional level, cultural diversity is best manageable if tackled through the framework of the above-mentioned civil society, that lies at the foundation of NGOs activities and its core, overall objectives, i. e. human rights, democracy, economic and social capital growth, conflict prevention, and peace building.

If cultural diversity generates intolerant, hostile and aggressive activities aimed at such heterogeneous cultural reality, it can result in an extreme forms as an armed conflict. The war in Bosnia in the years 1992-1995 provided one of the most dramatic and ghastly examples of that kind. The spiral of hate initiated by the ethno-nationalistic political parties and their extreme right-wing media advocates during the collapse of Yugoslavia began to spin at the bewildering pace. The acts of ethnic cleansing became an objective for almost each of the involved sides, whereas the administrative form of inter-ethnic aggression was reflected in new constitutions of the former republics of Yugoslavia, that did not provide any protection for the national minorities. It was followed by acts of mutual extermination, wave of violence, fear, despair and the overwhelming tragedy of the civilians on all sides. The Bosnian conflict of a complex provenance, tackled the most intricate and trouble spots and issues of the religious, ethnic, national and linguistic identity. Thus, it permeated factors forming contemporary civilizations, and at the same time the culture.

It is one of the reasons cultural diversity is a subject of interest for number of international organizations and global legal and/or political structures, such as European Union or the United Nations. Organizations of that kind make the effort to undertake activities which could appease conflicts in the future or counteract them, supporting the idea of community, integrity and building compromise, counteracting hostility and resentments entailing historical animosities. The International Fund for Cultural Diversity (IFCD) sets one of the examples of such instruments. It accepts applications from parties, NGOs and INGOs for its funds seeking to promote cultural diversity. Unesco’s¹ International Fund for Cultural Diversity supports projects that aim to foster the emergence of a dynamic cultural sector, primarily by facilitating the

¹ With regards to UNESCO recent activities in Bosnia-Herzegovina the project “Rebuilding together” can be recalled. UNESCO with some substantial support from the French government aim to rehabilitate cultural institutions in Bosnia and Herzegovina. As they puline sof the project implies “In a mark of solidarity, France donated 1 Million euro to support the reconstruction of 3 cultural institutions: Doboj,

Introduction of new cultural policies and cultural industries, or strengthening the existing ones (Rashmi, retrieved online).

Acknowledging that cultural diversity encompasses a “mix of cultures based on religion, education, ethnicity, marital and family status, sexual orientation, and other unifying life experiences” (Saeed, 2004) Bosnia-Herzegovina provides a very interesting example of a contemporary culturally diverse environment that was affected by an atrocious war, and therefore is now a place of intense activities of various domestic and international NGOs, that seek to find ways of cross-cultural cooperation and peaceful co-existence. As a historical meeting point for representatives of Ottoman and Muslim (a reminiscence of the almost five hundred-year long Turkish rule) cultures, as well as those of Balkan traditions, the Orthodox Church and Western European lifestyles, this intercultural society has created a crossroads for the West and the East. Such historically conditioned cross-cultural borderland established a point of reference for a culturally heterogeneous discourse, that allowed community members to enrich their cultural identities and biographies with unique aspects of the local, extraordinary culture inspired by the Orient and the Occident.

Bosnian case study

The challenge of reconstructing Bosnia linked to the of NGOs in this regard seems to be intrinsically corresponding to the process of overcoming the trauma of the war memories. Yet, as Ignatieff implies, “until the outbreak of hostilities, Bosnians possessed a variety of parallel identities [...] Differences in religion and ethnicity did exist, but they were, of a minor nature” (Ignatieff, 1998).

In Bosnia-Herzegovina there are many non-governmental and international organizations of different kind, accomplishing the task of empowering and supporting changes towards peaceful coexistence of the local, culturally diverse communities. The below examples reflect a selection of some of the most interesting and outstanding projects accomplished within the framework of civic, non-governmental activities, that contribute to the reconstruction, perseverance and promotion of the Bosnian cultural diversity.

Dadalos

Dadalos is a non-governmental organization of international reach carrying educational projects of the UNESCO agenda regarding civil education and democracy training. Educational coaches work voluntarily with the local youth within the following range:

human rights and examples of their famous advocates (such as Mahatma Gandhi, M. L. King, Mother Theresa);

democracy: its specificity, sources, definitions, the role of the opposition, essential freedoms

political parties: kinds and functions;

The European Union: history, institutions, and challenges.

Offering online learning and teaching materials the tackled themes concern for instance:

Human Rights,

Maglaj & Bosanski Šamac. The project is not only a rebuilding challenge but also an opportunity to contribute to the full recovery and wellbeing of the population heavily affected by the floods through the re-establishment of essential cultural public services”. The meeting hosted by the Institut français in Sarajevo will allow for an exchange of know-how and experiences around the question: “How does culture foster intercultural dialogue?”. Bearing in mind the link between European integration and reconstruction, Sarajevo will be illustrated as a laboratory city in Europe with its cultural diversity and its post-conflict situation. The encounter will comprise a series of lectures, workshops and round tables to speak about deconstruction/reconstruction of European territories and to challenge participants to express concepts and ideas. A thematic in-the-field day “Reconstruction beyond rebuilding”, with visits to Maglaj and Dobo, will close the event.

Democracy,
Parties,
European Union,
Globalization,
Peace Pedagogy
United Nations,
Sustainability.

The resources are provided in English, German, Serbian, Bosnian, Albanian, Bulgarian, Croatian and Romanian.

Within the methodology of such activities, the courses provide various activating and didactic schemes, depending on the main subject group and always taking into account the four steps in preparing a lesson, i. e. adjustment to the topic, selection of the didactic perspective, formulation of the topic and planning the course of the lesson (or a workshop). Moreover, didactic principles help in preparing and giving politics lessons.

As far as the lessons in politics are concerned (see Chart 1) the topic embraces various level of analysing the dynamics of the democratic rules and its principles, starting from the grass-root level, i. e. at school, as reflected in, for instance, a class council. The methods, typically for NGOs modus operandi entail apart from fundamental didactic methods, activating techniques such as democratic—oriented debate, making projects or Betzavta method¹.

In case of the other core topic for the cultural diversity management, i. e. education for peace (see Chart 2), the methodology regards the issues related to peace education such as fair play or preventing violence in sport, conflict management related to conflict analysis, manners of dealing with conflicts and its practical examples at schools, embracing the four main themes linked to this domain, i. e. war, peace, violence and conflict². It can be used by teachers, pedagogues, school councilors and all those working with the Bosnian youth, aiming at civil education or shaping attitudes of cross-cultural tolerance making reference to knowledge, appropriate attitudes, behaviours and positive emotions towards the representatives of a culturally diverse environments.

The Institute for Strengthening Democracy in Bosnia And Herzegovina Democracy and Human Rights in Multiethnic Societies

¹ Betzavta is a Hebrew word and means “together”. The title of this method of learning democracy, which was developed by the Adam Institute in Israel, makes up the programme and philosophical background at the same time. The Betzavta method includes a series of workshops, each workshop containing an interactive task or activity, followed by a reflection session afterwards. The goal of the interactive task is for people to delve into their natural patterns and behaviours, while the reflection session afterwards gives an opportunity to reflect on that behaviour. <http://www.mellemeducation.org/betzavta-method/>

² Some other examples coming from Bosnian area of the NGOs activities concern the VESTA NGO, which in 2015 cooperating with the Office of the EU Special Representative, on account of the “EU and YOU” initiative made it possible for 17 students from Bosnia-Herzegovina travel to Brussels as the winners of the EU Debate Competition held in Sarajevo, on June 3-4, 2015. Students were from the University of Mostar, University of Bihac, University of Banja Luka, University Džemal Bijedić in Mostar, University of Sarajevo, University of Tuzla, University of Zenica, University of East Sarajevo with the Medical Faculty of Foča, the University Centre in Bijeljina, the Faculty of Economics Brčko and International Burch University. <http://www.vesta.ba/en> It is worth to notice that the team of VESTA launched the project “Outreach to Undergraduate Students in BiH” with the theme “EU and YOU”, under the auspices of the Office of the EU Special Representative in BiH.

The founder of the Institute, professor Džemal Sokolović organized a series of international seminars "Democracy and Human Rights in Multiethnic Societies" which were run from 1998 with the participation of University of Bergen Norway, Fond Otvoreno drustvo (BiH), Institusjonen Fritt Ord (Oslo, Norway), Ministry of Foreign Affairs of Norway (Oslo), OSCE Mission to Bosnia Sarajevo (B&H), Sund commune (Norway), Konjic municipality (B&H), Nansenskolen (Lillehammer Norway), Norwegian Helsinki Committee Oslo, and many others. It is worth to stress the fact that these seminars were organized with indeed active participation of the local communities, whose members worked at the organization, hosted the guest coming from various international academic centers, run the administrative office and helped with other crucial arrangements. The seminar held every year until 2006 were only one of the various forms of activating the local and global communities to contribute to the discourse of Bosnian cultural diversity.

The Institute's mission established by its founder, Dz. Sokolović, is as follows:

1. "Preservation of Bosnia-Herzegovina Social Science - The principal tasks of the Institute may not be accomplished if one does not biologically and intellectually preserve Bosnian social science and Bosnian social scientists. Social scientists from Bosnia-Herzegovina must be included in the scientific life and research activities in Europe. Those who have already fled from Sarajevo should assemble somewhere in Europe where they find support for this enterprise. Those remaining in Bosnia-Herzegovina must receive research support and can be included in the research projects of the Institute.
2. Encouragement of research projects, publication of books and articles in scientific journals, and workshops and conferences concerning Bosnia and topics related to the Bosnian war and post-war reality.
3. The think-tank group for Bosnia-Herzegovina - A group of experts, consisting of Bosnian and other scientists from different social science fields, will be at the disposal of governments with special interest in Bosnia-Herzegovina as well as to institutions of the international community. In addition, the group will regularly inform the public (the mass media particularly) about the situation in Bosnia-Herzegovina and seek support for political initiatives.
4. The Institute will cooperate with all institutions of the international community such as the UN and EU, as well as all scientific institutions dealing with the case of Bosnia, researching war and peace issues, and inter-ethnic relations.
5. The Institute's services will be at the disposal of all international organizations dealing with the problem of Bosnia, particularly those interested in human rights, peace, the improvement of democratic institutions, and those dealing with humanitarian relief and the post-war cultural, social, political and economic restoration of Bosnia-Herzegovina.
6. The Institute will aid the government of Bosnia-Herzegovina as well, so that it helps in the search for a democratic and peaceful solution and acts to preserve the integrity of Bosnia-Herzegovina and the restoration of a civil society.
7. If the international community sets up an UN protectorate over Bosnia-Herzegovina or the EU establishes its own administration in Sarajevo and other cities, the Institute will participate as an expert consulting body" (Institute for Strengthening Democracy in Bosnia And Herzegovina Democracy and Human Rights in Multiethnic Societies, retrieved online).

With regards to objectives oriented toward such priorities, the aims of the Institute are designed to be achieved through the following forms of activity:

Research - theoretical and empirical;

Teaching - workshops, seminars, conferences, lectures, instruction for professionals (UN employees, journalists, etc.);

Education - preparing the citizens of Bosnia-Herzegovina for future democratic life and political participation;

Publications and acting through the mass-media;

Information-documentation centre and library; information campaign in the mass media.

Being aware of the fact that it is of crucial significance for a society's moral renewal to have all criminals punished, but even more crucial than that is to keep the memory of those who have done good, Sokolović, a former researcher at the University of Bergen in Norway, established within the framework of the Institute for Strengthening Democracy in Bosnia And Herzegovina Democracy and Human Rights in Multiethnic Societies a unique archive of "good deeds" ("Researching the Good"), made during the war in Bosnia.

The project consisted of two parts: 1) A research project directed and carried out by the scholar on "Researching the Good in Bosnia and Prospects for Reconciliation"; 2) Education and teaching activities.

The idea sparked in Sokolović's mind as early as during the first days of the war in 1992. As a member of a multicultural environment he was convinced that the shared years of mutual integration, cooperation and co-existence can also bore fruit of kindness and heroism under such dramatic circumstances. As a former citizen of Sarajevo, he recalls that this city comprises of a multiethnic community: "in the building where I lived all nationalities lived together, one next to another. During the war and the siege we could not leave this place, so we had to cooperate to get fresh water or food. Outside they were fighting against each other, inside- we were helping each other"¹.

The aim of the first part of the project was to recognize, record, file and release information (testimonies) on the acts of "the good" across ethnic/religious lines having occurred during the Bosnian war. The collected data concerned the period 1992-95. The project's objective was to set up a data base recording the cases in which Bosniaks, Croats and Serbs were supporting, helping, and protecting each other, and even risking or sacrificing their lives in order to counter the evils of ethnic hatred, violence and war, and to incite and spur good deeds.

The aim of the second project was to develop co-operation in teaching and research between Department of Comparative Politics, University of Bergen, and institutions of higher education and research in the Balkan region through workshops, conferences, and exchange of staff and students. Co-operative links have been established with University of Sarajevo, University of Belgrade, University of Zagreb, Institute for Strengthening of Democracy in Bosnia, and other institutions in the region were invited to take part in joint activities (The Politics of Democratic and Welfare Development in South Eastern Europe: A Network for Research and Education, retrieved online). Coordinator of the project in Bosnia, Sevla Krivić, was working locally in the field (Konjic) in the mid 2000s archiving statements and memories of each of those, who against nationalist propaganda of violence and hatred in view of ethnic and religious differences, protected and saved their "culturally" (i. e. religiously or ethnically) diverse neighbours, friends or work colleagues from the hostilities of war, driven by their sense of humanism and consciousness. The research reports were written on the basis of the collected data. The archive contains over 300 of such stories.

Collecting the testimonies of all the noble, loyal and heroic cross-cultural gestures was not an easy nor a safe task. Some of the team members gathering the recollections were objects of attack and threats on the ground of the idea they were to accomplish by such design, i. e. to prove that inter-ethnic bonds existed despite the madness of nationalism and ethnocentric propaganda. Notwithstanding, majority of the witnesses were willing to share their stories which were a moving, shocking and unforgettable record.

It proves that despite the propaganda of ethno-nationalists, Bosnia-Herzegovina is not a country of nationalists of separatist aspiration, but predominately a place of those, who for decades had been working out a common language of communication, cooperation and dialogue. Those were the ones making such dramatic decisions to fight for the lives of their neighbours or friends, although the conflict itself underestimated and severely affected these cross-cultural communities. The cross-cultural bond was also reflected in the team of persons working for this project. The two main coordinators from Konjic are women - Sevla Krivić, a Muslim, and Vesna Saradžić - a Bosnian Serb (they worked in an office with a big poster on the wall saying "who shall we blame?"). The three-year long project was a part of a bigger scheme concerning democracy and social welfare within the framework of the Institute of International Affairs at the University of Bergen and some higher education units in Bosnia-Herzegovina. The efforts made to finalize the project researching the Good in Bosnia and Prospects for Reconciliations were crowned with a documentary made by Sokolović "And there was light". All of the gathered stories prove that compassion, respect and recognition of the human dignity regardless of the

¹ From an interview made by the author with Dz. Sokolović in autumn 2015.

faith, ethnicity, nationality or any other background is the fundamental premise acknowledging human solidarity and a peaceful coexistence.

Pontanima Choir

The unique Pontanima Interreligious Choir provides another interesting example of centrifugal activities of a grass-root and civic nature, acting as one of the most important actors in the field of inter-religious peacemaking in BiH, and responding to some key concepts of cross-cultural education, interreligious dialogue and human solidarity. The choir proves that religions can also function as a joint planes of agreement, contact and communication not only division (as it is commonly acknowledged by scholars, cf. Ramet, 1988). Thus in such context diversity is cultivated as a source of healing, hope and celebration. The concept and accomplishment of the choir's cross-cultural goal contribution to the pace making is reflected in the following awards:

Peace Award from Tanenbaum Center for Interreligious Understanding (1998)

Common Ground Award from Search for Common Ground (2004)

City of Sarajevo honored the choir for its contribution to the arts, building a culture of peace and promoting the cultural heritage of BiH (2006)

Pax Christi Award for 2011.

Established by Ivo Markovic, a priest and scholar in 1996, i. e. shortly after the war in Bosnia, the interfaith Pontanima choir from Sarajevo was to be "a form of positive provocation (...) We wanted to show these religious groups, so fully enslaved to nationalism, that there is another way to be, that religions can make positive contributions" (Ivo Markovic's Profile, retrieved online). Another member of the choir, a conductor and an opera singer, Josip Katavić, says "(...) dialogue?... If I ceased to believe in the possibility of understanding I would have to leave this place instantly. Only faith keeps me still in Bosnia (Pontanima, most dusz, retrieved online). The choir's activities provide artistic, yet spiritual and truly socially activating form of to cooperative, open, constructive and positive interaction between people in a culturally diverse context.

Pontanima's music reflects the beauty of a artistic diversity that originating from a complex, religiously diverse background and shows that religious can be used not only as a tool of ethno-nationalistic forces to fuel conflicts, but can send a clear message that the centuries-old tradition of religious co-existence and cooperation of Catholics, Orthodox Christians, Muslims and Jews in Bosnia and Herzegovina fosters the unique Bosnian identity that is based on the richness of diversity.

It should be stressed, however, that not all examples paint such a rosy outlook. For instance, Polska Akcja Humanitarna (Polish Humanitarian Action)¹ a Polish non-governmental organization was also a part of the empowering efforts undertaken after the war in Bosnia in the 1990s. In 1998 PAH was planning to rebuild a primary school Osman Nuri Hadžić in Dobrinja, in the in the eastern outskirts of Sarajevo. The decision was already made in December 1996, when PAH established a Committee for the reconstruction of the school on Sarajevo, inviting to this project some prominent public figures such as former Polish Prime Minister and a Special Rapporteur of the Commission on Human Rights, Tadeusz Mazowiecki. Unfortunately in 1997, due to the fact the area of school was overtaken by the Bosnian Serbs, the place became again a spot of a conflict hence the decision was made to carry out the reconstruction works for some other school in a location indicated by the local authorities (Raport z działalności Fundacji Polska Akcja Humanitarna za rok 1998, retrieved online).

It proves that resentments might still be strong part of the social discourse and may significantly hinder the activities of

¹ The mission of PAH is "to make the world a better place by alleviating human suffering and promoting humanitarian values. We understand responsibility for the world as the possibility for each PAH employee and volunteer to actually participate in the aid process and influence it. The work of any of us contributes to saving people's lives. This obliges us to develop ourselves and to raise the quality of our aid". Retrieved from <http://www.pah.org.pl/o-pah/71>, 2016, February 13.

various NGOs, hence they should be counterbalanced by dynamic and effective education projects and other peace-building (or reconstructing) schemes.

Conclusions

Cultural diversity is a phenomenon that entails enormous social capital, richness of traditions, customs and lifestyle patterns, yet concurrently entailing some key challenges such as the threat of ethnocentrism, cultural discrimination, prejudices or exclusion. Multiculturalism is becoming a global issue due to number of geopolitical, social and even economic or technological reasons, hence it concerns all the human communities, that sooner or later will face the encounter with the Other. It is not possible to foresee the course such encounters will take, nonetheless there are many ways to prevent from a hostile, violent or prejudicial character of such experiences. Carried out by various NGOs, educational projects run within, for and with the crucial participation of the local community members, serve as a tool of a constructive management of the cultural diversity.

As the example of former Yugoslavia and Bosnian wars prove, cultural diversity is a factor that can strengthen, or quite the contrary - question and undermine the cross-cultural environment and its peaceful existence. The recalled examples of domestic NGOs and other educational, academic or artistic projects prove the civic engagements, grass-root involvement and innovative approach to education can assist in the process of strengthening the fragile structure of cultural diversity that is often subject to various political (global or local) manipulation and ethno-nationalistic schemes.

It is of paramount importance to allow the local communities to take responsibility for their actions in terms of the closest social and cultural surrounding, to get personally involved in the cross-cultural dialogue, and to adopt an active approach to the social, political and cultural discourse. If such communities are, or have been, affected by an armed conflict an internal assistance in restoring the social and political deal should be applied, however, as the examples of some Bosnian NGOs prove, the best and most effective results of a positive change can be expected when the activities are not imposed top-down but evolve at grass-roots level. They can adopt a form of educational and research projects engaging the members of the local communities or some selected groups, as for examples artists or scholars showing with their attitude that inter-religious dialogue is a capital that can serve as a foundation for further peace-building and reconstructing practices.

Moreover, the Bosnian selected case studies in this range prove that it does not require a substantial financial aid to run an effective, local-oriented project, as it is more the matter of a good will, enthusiasm and openness of mind of those living in a culturally diverse community. By doing so, intercultural skills are empowered, facilitating curiosity and openness, as well as a readiness to suspend disbelief (or prejudices) about other cultures, the ability to acquire new knowledge concerning other cultures and cultural practices or customs, and to use that knowledge in real-time communication and interaction with members of culturally diverse environments, demonstrating cultural sensitivity and empathy.

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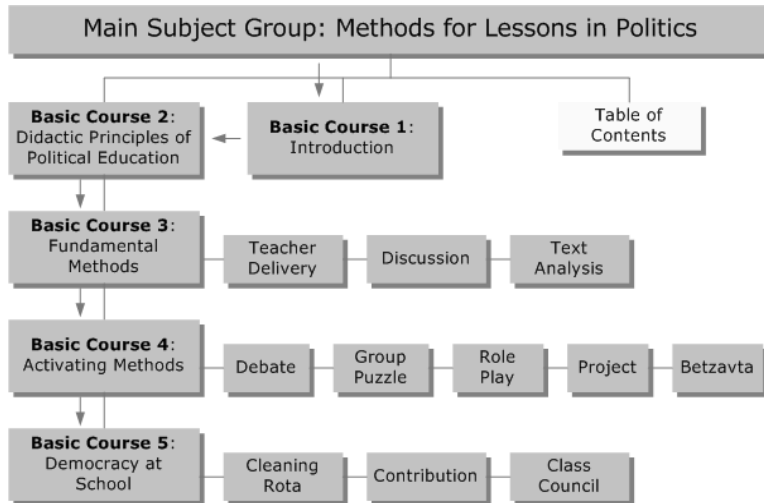
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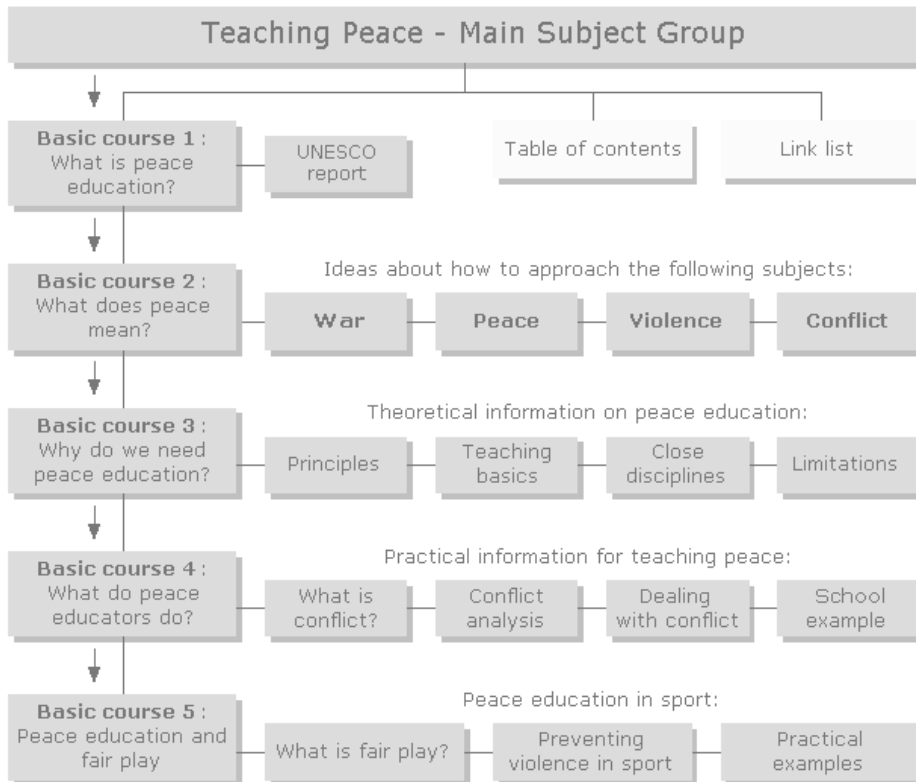
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Chart 1: Selected methods for given subject groups within the framework of the international UNESCO education server D@dalos dedicated to democratic education through "lessons in politics".



Source: http://www.dadalos.org/methoden_int/uebersicht.htm. Retrieved 2016, February 10.

Chart 2: Selected methods for given subject groups within the framework of the international UNESCO education server D@dalos dedicated to civic and peace education.



Source: http://www.dadalos.org/frieden_int/uebersicht.htm. Retrieved 2016, February 12.

The Impact of Herzberg's Two Factor Theory and Efficiency at Work

Luljeta Bexheti

Department of Psychology, State University of Tetovo, Macedonia

luljeta.bexheti@unite.edu.mk

Agron Bexheti

Executive Master of Business Administration, University of Sheffield, United Kingdom

abedjeti1@sheffield.ac.uk, agron.bexheti@gmail.com

Abstract

This study aims to find out whether there is connectivity relation between motivation and productivity at work in the retail industry. The basic theory of this research is the Herzberg's two factor theory, concretely motivational and hygienic factors. Another goal is to see which of the two factors of Herzberg theory have more impact in raising the productivity of the employees in the retail industry. The study sample included employees at the company JYSK, Skopje City Mall in Macedonia. The main techniques used for collecting the data for the study is the primarily designed questionnaire used to measure these indicators. Regarding the first objective of the study, the results show a high correlation between motivational-hygiene factors and increasing productivity. The results of the second goal of this study show that hygienic factors dominate more on raising of the productivity than motivational factors, which means that for employees the most important is the monthly salary, relationships with others, being secured etc. One of the key recommendations is that the executive management of the organization to maintain the right attitude in relation to hygiene factors, because for the employees at any organization it is very important the management also to approve and implement other methods for promoting motivational factors.

Keywords: productivity, hygienic factors, motivational factors, retail

1. Introduction

Organizational behavior nowadays is one of the most important dimensions and requirements in the labor market. Alongside its many treatment issues, motivation is a very important mechanism of organizational behavior. On the other hand, many industrial psychologists are involved in maintaining homeostatic organizations trying to contribute to the productivity and performance achievements. They require different application methods, and training programs to detect what steps should be taken and implemented in order to obtain positive feedback.

The study aims to find the relationship between the employee's motivation and productivity of the organization, using the relevant questionnaire to measure these variables.

The Herzberg two factors theory, known as motivational-hygiene theory (Herzberg, Mausner, & Snyderman, 1959), is the basic theory supporting this research. Hygienic factors include: wages, company policy, work environment, relationships, job security. Motivational factors include: advancement or progress, chances for personal development, gratitude, responsibility, achievement.

2. Main Case

2.1. The problem of research

Knowing that the productivity of the organization is one of the main problems and is essential to all types of businesses, especially nowadays where competition is increasing, it is very important that the leaders of any industry to improve the productivity and take concrete steps to change the organizational behavior.

The main problem of this research relates to the conceptual model of the theory of Herzberg on motivational and hygienic factors, as important factors affecting the productivity of the organization's. In particular, the study aims:

- To find out that is there a connection between the motivation of employees and increase of the benefits of the organization.
- To detect which types of motives, motivational or hygienic, more influence in raising the productivity of the organization.

2.2. Hypotheses

1. There is a connection between the motivation of employees and increase of the productivity of the organization.
2. The motivational factors of motivation tend to be in higher level than hygienic factors for raising the productivity of the organization.

2.3. The sample included in the study

In our study the sample consists of a total population of twenty subjects from the retail company JYSK in Skopje, who are of different ethnic backgrounds: Albanian and Macedonian. The selected sample of this research are just the sale employees of the organization, without involving the top management of the company. The table below includes the main categories that participated in the study, including:

Table 1. Sample Statement

		Percentage (%)
Age	18 to 25 years old	15.0
	26 to 35 years old	75.0
	36 to 45 years old	5.0
	46 to 55 years old	0.0
	Over 56 years old	5.0
Gender	Male	35.0
	Female	65.0
Education	Primary Education	0.0
	Secondary Education	25.0
	University Education	75.0
	Master or PHD Education	0.0

From the table above we can see that most of the subjects were between the ages 26 to 35 or 75% of the total number of subjects. Subjects 18 to 25 years were 15%, 36 to 45 years were 5% and over 56 years were 5% of the total number of subjects. Regarding the category of gender, 65% of subjects were female, 35% male. A considerable number of them are with university education about 75% and 25% are with secondary education.

2.4. Measuring Instrument

For measuring the scope of this study is used the questionnaire technique. The inventory for measuring motivational and hygienic factors is based on the original version of the measurement scale developed by Tang et al. (2010). Any assertion of an attitude questionnaire belonged to motivational factors and hygiene factors of motivation. For the measurement of employee's productivity, is used the questionnaire prepared by the researcher as well as modified with the goals and objectives of this study.

Our inventory consists a total of 35 claims, based on the Likert scale measuring. Motivational factors are classified into five component indicators, a total of 14 claims, including:

- Achievement (claim number: 1,2,3)
- Advancement (claim number: 4,5)
- Work itself (claim number: 6,7,8)
- Recognition (claim number: 9,10,11)
- Growth (claim number: 12,13,14)

Hygienic factor is analysed in six component indicators, with total included 16 statements such as:

- Company policy (claim number: 15,16,17)
- Relationship with peers (claim number: 18,19,20)
- Work security (claim number: 21,22,23)
- Relationship with supervisor (claim number: 24,25,26)
- Money (claim number: 27,28)
- Working conditions (claim number 29,30)

Regarding the measurement of labour productivity, there are in total five claims (claim numbers 31,32,33,34,35) adopted by its researcher.

The used questionnaire has undergone several methodological steps of translation from the original English language translated in to Albanian language and after that back translated and adapted in to the Macedonian language.

2.5. Data analysis

Based on the basic concepts of two factors Herzberg theory, undoubtedly the main finding is to highlight which steps or organizational behaviour cause dissatisfaction among employees and on the contrary what are the incentives that increase job satisfaction as well as the impact of the productivity of the employees against the organization. For testing the hypotheses of this research is used SPSS software (version 22.0) where are applied these statistical methods:

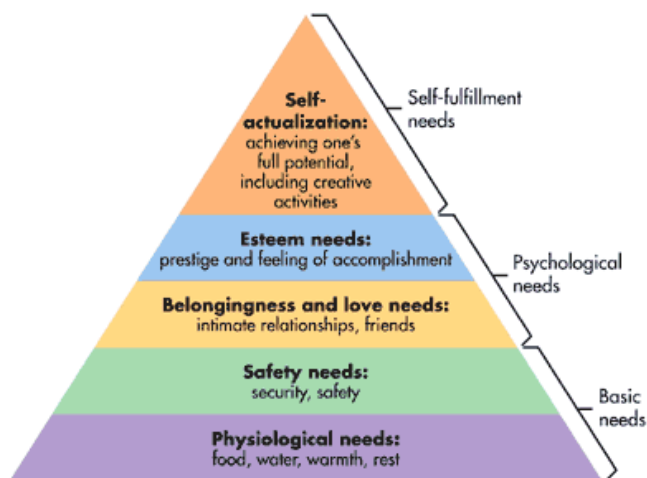
- Cronbach Alpha is used to view reliability questionnaire.
- Descriptive analysis on demographic data.
- Pierson Correlation to measure which of motivational or hygiene factors have more connection with the productivity at work.
- Multiple Regression Method is implemented to check whether hygiene and motivation factors will significantly explain the variance in job satisfaction

3. Literature review

Motivation is one of the more important mechanisms that stimulates man to the realization of different shares. It is an inner strength that arises from the need of the human body and pushed towards meeting that need. Motivation cannot be seen but can be measured by the performance. This does not mean that if someone performs a job as it should mean that it is motivated. The motivation for the work is not universal, it differs from one circle to another. Schulze & Stayn (2003), have argued that to understand people's behavior at work, the manager or leader must be aware of the concept of need and motivation, to initiate movement towards their workers.

There are a number of theories to explain what motivates employees to be more satisfied at work and as a result to have high productivity. Substantive theories aimed to study the motives of employees that needs to be realized within the organization, where if we come to a conclusion about those needs and encourage them, then we will have the highest efficiency in the workplace. These include the theory of Abraham Maslow (1954), McClelland (1961), the theory of Herzberg (1959). Processive theories aimed to study why people often take jobs that do not wish to work or not work in conjunction with their motives, their interests and goals. As part of processive known theories are: the theory of Vroom (1964), Adams (1965), Lawler (1973). The basic theory of this study is the two factors theory of Hertzberg.

Maslow in 1943 for the first time wrote the script on the hierarchy of needs. Five needs in the form of pyramid enumerated as follows:



Based on the graph above we can see that the basic needs demand physiological approach necessary for our physical survival. According to Maslow these needs are: the need for food, water, warmth, shelter, sex, sleep. The second need is the need for security, the desire to be felt safe and free from danger and anxiety. Need to Belong, tend to be part of a particular group in society, the family or intimate relationship with someone. We give love in return and why we made it. From this psychological needs of the individual we have as a result of his membership in groups, clubs, organizations. The need for respect is another important dimension of human benefits enable self-confidence. This category includes the needs of inner desire to show strong, independent and achieved higher and his desire to have the reputation, prestige in relation to others. Need the last standing on the pedestal according to Maslow's hierarchy of needs for self-actualization, in a more general term is the desire to achieve full human potential. If someone has reached this pedestal, then what motivates this person? According to Maslow, this person is motivated to reach his inner values, seeking to have the kindness, sincerity, beauty, excellence, simplicity, and so on (Maslow, 1969).

According to Maslow, human needs have a systematic ordering, from the most basic to the higher needs in the hierarchy above. If carried out and meet a need, then it need not encourages and motivates the man and the body begins to require other incentives to achieve.

Although at first this theory did not have much access to organizational behavior, but later began to be analyzed and practiced in the organizational context. After 1943, when the Maslow theory came to light, in order to improve and increase the motivation at work, this theory began to be applied in various organizations that received international echo (Hazel, 2014).

4. Analysis and Results

4.1. Measuring characteristics of the questionnaire

To analyze the reliability of the instrument that is used to measure the motivational and hygienic factors, respectively measuring productivity at work, it is calculated Cronbach Alpha coefficient value, which value is 0.96, which exceeds the standard for being with statistical significance, where we can conclude that our instrument is reliable.

Table 2. Reliability Statistics

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.962	35

4.2. Connectivity between motivational factors and hygiene and productivity at work.

Given that the main issue of this research is to find a connection between the Herzberg two factor theory, namely motivational and hygienic factors of labor productivity and the issue to analyse how these variables as they are in relationship with each other is used Pearson correlation method. The table below shows that the value of Pearson's coefficient ($r = 0.62$, $p > 0.01$), is statistically significant degree of freedom to 0.01. This value indicates that there is high correlation between motivational factors and hygiene and productivity at work.

Table 3. Correlation between motivational factors and hygiene and productivity

		<i>MPMOTIV</i>	<i>MPPROD</i>
<i>MPMOTIV</i>	<i>Pearson Correlation</i>	1	.622**
	<i>Sig. (2-tailed)</i>		.003
	<i>N</i>	20	20
<i>MPPROD</i>	<i>Pearson Correlation</i>	.622**	1
	<i>Sig. (2-tailed)</i>	.003	
	<i>N</i>	20	20

***. Correlation is significant at the 0.01 level (2-tailed).*

Based on the results obtained we can conclude that our hypothesis is confirmed positive lodged.

4.3. The difference between motivational factors and hygiene and productivity.

For analysing the productivity at work by which factor depends more the motivational or hygienic, and also to analyze whether demographic factors may play a role such as age, gender and education in raising of the productivity, it is used regression analysis with linear models.

Table 4. The arithmetic mean, standard deviation and correlations between productivity and the independent variables.

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>Age</i>	<i>Gender</i>	<i>Education</i>	<i>Hygienic Factor</i>	<i>Motivational Factor</i>
<i>Productivity</i>	19.25	2.954	.189	-.035	.090	.587**	.610**
<i>Predictive Variables</i>							
<i>Age</i>	2.05	.826	1	.330	.036	.535	.352
<i>Gender</i>	1.40	.503		1	-.236	-.165	-.252
<i>Education</i>	2.75	.444			1	.236	.210
<i>Hygienic Factor</i>	54.15	10.937				1	.849
<i>Motivational Factor</i>	49.55	10.575					1

To examine the results of the variable forecasters productivity have designed models of regression analysis model combining the first variable of age, sex and education and in the second model have introduced variable factors hygienic and motivational factors. The combination of first analysing productivity in combination with the variables age, gender, education, as shown in Table 5, resulted in a model that describes only 5% of their impact on labour productivity and are not statistically significant ($R^2 = .050$, $F(3, 16) = .280$, $p = .830$). The combination of the second model, where as a predictor of productivity are provided hygiene factor and motivational variables factor, resulted in a model that describes 43% of the variance in productivity, which is the highest power ratio ($R^2 = .434$, $F(5, 14) = 2.146$, $p = .020$) and statistical significance.

Table 5. R Square value results in two models of regression analysis

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>F</i>	<i>Sig.</i>
1	.223 ^a	.050	-.128	3.137	.280	.830
2	.659 ^b	.434	.232	2.589	2.146	.020

a. Predictors: (Constant), Education subjects, Age of subjects, Gender subjects

b. Predictors: (Constant), Education subjects, Age of subjects, Gender subjects MPFM, MPFH

Regarding the beta coefficients in the following table in the first model to the variables of age, sex and education, have no significant contribution, variables age ($\beta = -.244$, $t = -.879$ and $p = .394$), gender ($\beta = .206$, $t = .855$ and $p = .407$), and

education variables ($\beta = -.035$, $t = -.168$ and $p = .869$). With the intervention of the second variable model of hygienic and motivational factors, noted the significant contribution of the variables that hygienic factor ($\beta = .778$, $t = 2.913$ and $p = .011$), whereas the variables of motivational factor are ($\beta = .697$, $t = 2.936$ and $p = .010$).

Table 6. Summary of standard regression analysis of independent variables for predicting productivity

<i>Variables</i>	β	<i>t</i>	<i>Sig.</i>
<i>Age</i>	-.244	-.879	.394
<i>Gender</i>	.206	.855	.407
<i>Education</i>	-.035	-.168	.869
<i>Hygienic Factor</i>	.778	2.913	.011
<i>Motivational Factor</i>	.697	2.936	.010
<i>Constant</i>		3.132	.006

Based on the results obtained from regressive analysis, we can conclude that there is no difference in terms of the theory of Herzberg factors, hygienic and motivational. For the participating entities to two factors are of great importance in increasing labor productivity at the same level and also our hypothesis presented the motivational factors of motivation tends to be a higher level than hygienic factors for raising the productivity of the organization.

5. Discussion

As the study aims to first identify the relationship between motivation and productivity at work, the second purpose of this study is to see which factors are most important to increase productivity, hygiene or motivational factors. Details of this study were collected through questionnaires and were processed by statistical methods, using descriptive method, Pearson correlation, regression analysis. By analyzing the reliability test, Cronbach Alpha value resulted to be 0.962, showing consistently high value of confidence.

The first objective of this study is to review the report of the links between employees motivation and increasing productivity at work, which report is analyzed using Pearson correlation, which proved to be worth $r = .622$, high correlation and significant the degree of freedom ($p > 0.1$), which means that the establishment of motivation at work then the chances are very great that we will have the improvement or increase efficiency and productivity. The results of our study correspond well with results obtained by other studies, where Hauser (2014), pointed out that motivation is one of the most important factors of employees that encourages them to be more productive at work. Huselid (1995) states that employees produce frustration demotivated and unproductive work, so in order to have performance and high productivity workers organizations, incentives should be used to revive their activity.

The second objective of the study is detecting what types of motives, motivational or hygienic, more influence in raising the productivity of the organization. To analyze our hypothesis about the second objective, which means that the factors motivational motivation tends to be a higher level than hygienic factors for raising the productivity of the organization, in an analysis of regression was observed that both variables play a role in increasing the efficiency of work, with 43% of variance explained by the productivity of the organization hygienic and motivational factors. Factors related to the theory of Herzberg were conducted by a number of studies, some results obtained in hygienic factors have played a role in encouraging workers to other studies have emerged as the most important motivational factors. A study conducted on two factors-Herzberg theory in retail companies from Winer & Schiff (1980) found that motivational factors are most important and

priority to promote and stimulate workers than hygienic factors that take secondary role. The results of our research comply with the data obtained from Lucas (1985), which evaluated the report supervisor-subordinate is an important factor that report assessing the two factors theory Herzberg, which also affect the satisfaction of workers.

Having satisfied employees work means not only to do their job well, but also provide a good service for customers so that customers feel satisfied with the service that is given. According to the study of Dawson (2005), employees who are happy and satisfied at work, their happiness will follow up to the customers who remain satisfied and loyal to the company. Herzberg theory, claims that satisfied employees with both factors, the hygienic and motivational, is likely to be the highest performance, unlike those who show resentment between these two factors.

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Additional:

Shortcuts

MPMOTIV-Averages of the motivation

MPPROD- The overall productivity

MPFM- Averages of the motivational factors

MPFH- The overall hygiene factors

Management of Business Processes in Industrial Enterprises from Bulgaria Along the Lines of Balanced Scorecard and QPR Process Designer – Practical Conclusions

Assist. Professor Petia Slavova

Dept. "Industrial business", UNWE, Bulgaria

Abstract

Processes generate results that the company provides to its customers. Customers outcomes and processes are connected in dependable interaction. The capacity of the company to provide results that customers expect, largely depends on how well managers or business analysts design and manage processes. A key factor to ensure sustainable achievement of the organization's business process management in industrial enterprises from Bulgaria, which inevitably requires continuous measurement of their effectiveness. Ideally, the measurement must be linked to high company goals, to ensure that the processes are oriented towards these goals and assessed according to their contribution to achieving them. On the other side, measurements should be used to assess the performance of individual employees involved in the process. In other words, the high efficiency of the steps (taken as synonymous with the activities in the project context and modeling terminology using software tools) of processes should be rewarded. In a time when resources are more intangible, tangible shift as a tool for value creation, financial analysis of business becomes increasingly insufficient for the establishment of adequate assessment and prognosis. The new business reality provokes appearance of new methodologies to improve the management of business processes, and measuring and managing organizational performance.

Keywords: improvement; business process management; modeling; measurement; software tools; high efficiency.

Introduction

Numerous references have already been addressed on the process architecture and expectations from a graphical representation of processes as a basis for their analysis and optimization. The next steps of the implementation methodology Business Process Management (BPM) are measuring the effectiveness of processes and their management, with or without the use of IT tools.

Measuring the effectiveness of processes.

Ideally, the measurement must be linked to the company's high-level goals, to ensure that the processes are oriented towards these goals and evaluated according to their contribution to achieving them. On the other hand, the measurement must be used to assess the performance of individual employees involved in the process. In other words, the high efficiency in the execution of steps (accepted as a synonym for activities in the context of the project and terminology modeling using software tools) from operations should be rewarded.

Balanced Scorecard (Balanced Scorecard or BSc) is a very good tool for measuring business processes, as assessed not only short-term financial performance, but also covers customer relations and quality of the activities of the company. In fact, it is essential to monitor the needs and expectations of all parties involved in the functioning of the company. Another positive feature of the BSc is that it clearly highlights the relationship of efficiency of processes with corporate goals, and also binds to them and appropriate initiatives and action plans.

Once selected performance indicators should allow employees to senior levels of the organization to act proactively, to redirect resources and offer optimization of processes before they become real negative effects on the final performance.

When an organization develop fully the activities of measurement and performance management, the question arises how to be weighed against the performance of processes across organizational units or competitors. In these cases, it is convenient to use the technique of comparative analysis (benchmarking). However, before proceeding to compare the effectiveness with other departments and companies, it is imperative to consider all characteristics and features that would make the performance indicators comparable. Too often, organizations compare numbers together disregarding differences in scope, complexity, or even corporate culture.

Benchmarking can affect the processing time, waiting time, costs, Quality Management Systems, customer satisfaction, profit, etc. and be carried out at different levels - at the level of product, process, business unit or the entire company.

Business Process Management.

Business Process Management (BPM), like the customer relationship management (CRM) and other concepts is both organizational strategy and segment of the software industry. It focuses on modeling, automating, managing and optimizing business processes in order to improve the performance of the company. If you look and analyze the complete end-to-end processes, methodology eliminates the boundaries between departments, information systems and users. It also applies in and outside the company, affecting not only employees but customers, partners and suppliers. Adoption of BPM inevitable not only improves return on investment (ROI), but the visibility, accountability and predictability of operations. Put on this strong foundation, everything in the company is going faster and easier, with less wasted time and money.

The rapid development of the methodology is based on the increasingly popular perception that success in today's "customer economy" is achieved through the efficiency of the organization and especially its business processes. Depending on the process of implementing BPM improves productivity, visibility and speed of change, but also reduces costs, errors and time to perform a business task. At full deployment business process management is a key factor for improving and financial results.

Solution market for business process management is formulated from the merger of several niches, each of which relates to the settlement of a separate part of the problem prior to the development of BPM:

- Automation of work processes (Workflow Automation) - the application of information technology in the process based on human labor;
- Integration of enterprise applications (Enterprise Application Integration) - to ensure the exchange of information between heterogeneous systems;
- Modeling and analysis of business processes (Business Process Modeling Analysis) - awareness of the details of the business processes and the potential effect of the

Introduction of the changes;

- Monitoring of business operations (Business Activity Monitoring) - measuring and analyzing the effectiveness of business processes and individual activities.

Too many people still have no clear view of what includes BPM methodology. This should not be the subject of a surprise due to the fact that the community of scholars, consultants and practitioners working in the field of business process management is not reached common definitions and approaches. BPM includes everything that is relevant to the effective and efficient management of processes in the company. At the center of these processes are people, so naturally it would be to try to make them part of the solution to existing problems.

"We are implementing optimization, but the real difference was evident when we decided that this activity is no longer a project and business strategy" (Stephen Schwartz, former vice president of IBM)

This way of thinking of managers is one of the keys to understanding the nature of business process management and key success factor related methodology endeavors. Without discounting the work on the realization of a project, it is the easy part of the task. The real challenge for companies is to institutionalize BPM and make it a fundamental management practice based on the ability to manage the process faster and predictable.

Milestones in the theoretical sense:

Implementation of initiatives for business process management usually pass through seven stages:

Modeling and documentation of processes to increase their understanding and initially identifying opportunities for optimization.

Redesign of business processes running on paper into electronic processes, eliminate paper forms, records and other documents, as well as inefficiencies associated with them.

Full automation of the process step by integrating them into corporate information systems.

Adding intelligent automated checks on data in electronic form in order to avoid gaps (blanks) or errors - for example, the selection of merchandise from the code instead of manually filling in her item number.

Introduction of automated control procedures to ensure the continuity of the process and to ensure functionality in the event of technical problems or human error.

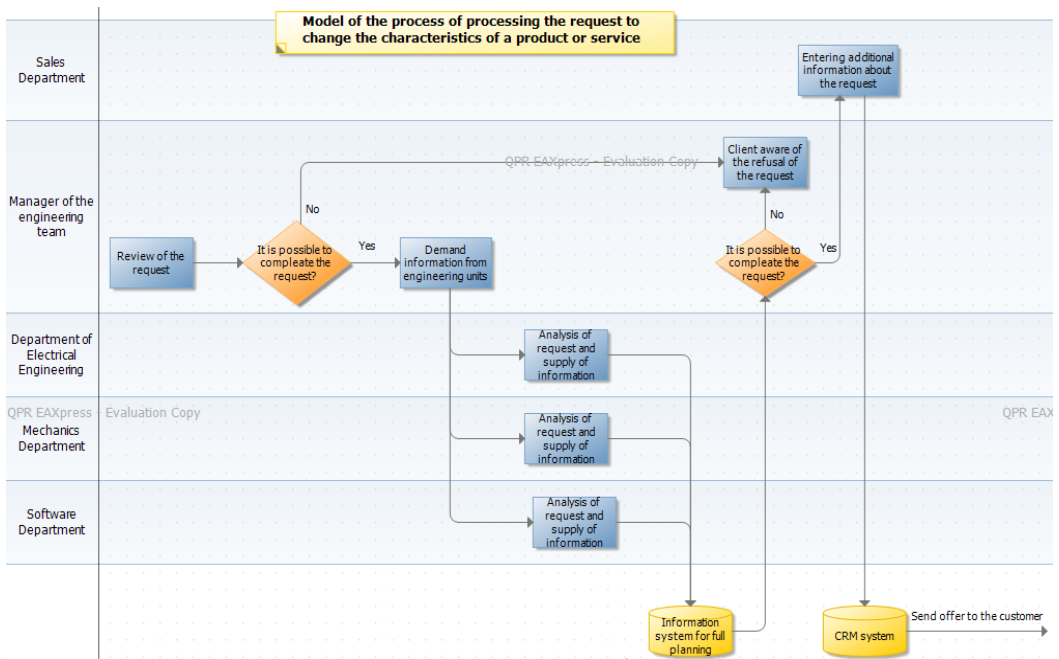
Providing visibility of the status of processes in real time.

Analysis of the efficiency of processes in order to facilitate their subsequent development.

What is the situation in practice.

To illustrate the capabilities of business process management can be considered a simplified diagram of the process for the implementation of applications for modification of the characteristics of a product or service from the customer. (example QPR Process Designer)

Figure 1. Process to implement the change requests on the characteristics of a product or service in Bulgarian enterprise



The process begins with the receipt of the request from the client, which is viewed by the head of the engineering team of the company. It may either reject the application, which will cause the sending of e-mail notice to the customer or to request simultaneous analysis of the application of one or more of the engineering departments - Electrical, Mechanical and Software. When you answer all departments are ready, the process is reversed to the corporate information system planning. It processes the data and the calculated estimate of the time and costs required for the requested change. This information is returned to the head of the engineering team that has the opportunity to once again consider whether to refuse the application if its implementation requires too many resources. Otherwise, the information is transmitted to the sales department, which can add additional information about running the application. The company's CRM system automatically prepares bid based on the information and send it by email to the customer.

This process can take a close look and analyze opportunities for adding value through BPM according to its description, by means of the software tools - Balanced scorecard and QPR Process Designer. (Table 1)

Table 1 Analysis of the possibilities for adding value through BCs and QPR Process Designer in Bulgarian enterprises

Element of the description of the process	Ability to manage the process
Processing of the request for change is a sequence of activities - from initial customer notification, review by the head of the engineering team and engineering departments, references to information systems, etc.	Modeling allows to identify the individual steps, and thus the opportunities for optimization, eg automate sending of e-mail or using the information sent by the client for automated assessment of who paid to be included in the analysis of the application (thus eliminating the first step in a review by the manager).
The sequence of steps in the process is clearly structured. Tasks are carried out in accordance with a logic or set of rules. In this process:-incoming requests must be reviewed by the head of the engineering team;-head to	With the help of automation system ensures that each of the steps will be executed according to the real data coming into the process. In addition to providing speed and ease of transfer of the implementation of activities

determine which departments to analyze the request and to provide information;-If the application is refused, the shipper must be notified by email.	from one unit to another. If delays occur, it is possible to generate notifications or automatic corrective action.
Assurance that all activities are carried out according to plan, one of the main ways in which BPM eliminates many errors encountered in manual work.	
Activities can be performed sequentially or in parallel according to the logic of the business process. In this example, three engineering departments analyze the client's simultaneously (in parallel).	Designing parallel tasks can be achieved by significantly reducing the time required for their implementation. The sequence of steps can often be changed on the basis of the received process in real data. These specific situations conveniently handled in a process using automated information systems.
In almost all business processes involving two or more employees or organizational units. In the case involved the head of the engineering team, employees in engineering and sales department. Besides their important role in the play and several technological solutions - e-mail, text editor and information systems planning and CRM.	With the availability of tools to manage all the processes involved in them can review the status of the various stages of implementation without the need to interact with another participant. Different departments and even clients if they wish, to know what is happening with each request at any time. This level of transparency is difficult to achieve with traditional manually performed processes.
The sequence of activities in the process must be oriented towards a common goal or result. In our example, the purpose of the process is to be sent to the customer accurate offer.	If the organization implements computing the process, it can monitor the fulfillment of other goals: for example, how long it took the preparation of the tender and which organizational units were the fastest and slowest in the performance of their tasks. The analysis of this information will assist the organization to evaluate its operational performance. Depending on the findings and conclusions that can be added or removed from the process steps are simple some forms or to change the rules of business logic in it. Taking these actions would be much more difficult if the process was not automated.

Here can be established that the ability to optimize the performance of business processes by introducing a methodology for managing them are significant:

- Modeling of processes leading to promotion and better understanding of the activities of the employees, and often brings opportunities for the immediate improvement.
- Automate the process reduces the number of errors and the time for one cycle, and increased transparency and accountability.
- Process management ensures their implementation with maximum efficiency and supports their projects further optimization.
- The optimization of processes becoming their constant improvement of the life of the company.

Systems for resource planning in the company.

One of the biggest phenomena in business over 90 years is the emergence of so-called systems for enterprise resource planning (ERP). These software products provide customers with an integrated set of modules (for finance, manufacturing, logistics, etc.) using jointly shared database and are compatible with one another.

Many companies in Bulgaria bring the ERP specific technical objectives: to replace outdated systems already difficult to maintain, reduce the cost of the hardware platform required for the operation of their software, etc. Companies that have already started their initiatives, taking into account such purposes are starting to have problems. The reason for this is that they do not appreciate the true nature of ERP - its modules are so closely integrated that such a system is virtually maintenance tool for a complete business process. An ERP system leads to cross-functionality and teamwork (element along the process). On the other hand, this system requires discipline in the company (organization element). It requires the execution of processes within a company, whether she wants it in the way they are or not, and whether it is ready for them or not. When companies prepare effectively for this by switching to process-oriented, they succeeded with the ERP system. If not - their life becomes more difficult.

Target business process management and automation:

The biggest companies in Bulgaria run a large number of processes. They define the tasks, rules, systems and employees engaged in the provision of goods, services or information to internal and external customers. Although undoubtedly BPM can cover any process, it can be applied primarily to those who possess certain characteristics and hidden value to be unlocked:

Volume - the processes that occur most often are a source of significant costs for companies. With their skillful management incremental optimizations can have great value. If in addition to the frequency of these processes, and have any of the other features described below (below), the benefits of their management should be even greater.

Transfer of implementation (steps) - the more employees are engaged in a process, the more likely it is during its execution to occur errors or delays. Automating processes reduce delays and improve coordination among the participants. If processes involve employees from different organizational units, value added increased further.

Ability for automating - in some processes quickly becomes apparent that some activities can be completely automated, allowing the systems and technology to carry out all the work. Automating the steps creates significant added value and still cannot be counted on to eliminate any human intervention.

Errors - many business processes suffer from errors during execution. Some errors are unintentional, while others are due to insufficient information and understanding of the process.

Prioritization of BPM initiatives based on their described features can be further and identification and analysis of those processes that are the biggest problem for the company. It is sometimes difficult to be recognized, but most companies have such a problematic and difficult to implement processes. Often the problems are felt by all stakeholders - from employees to customers who expect the result of it. Focusing efforts on problematic processes will allow you to avoid the typical resistance to change, as employees are ready to help improve their work. By taking action to optimize processes problematic not only increasing the chances of success, but the readiness of the company to use the methodology of its other processes increases, creating organizational (corporate) culture of perfect execution of activities oriented towards internal use and satisfaction of the customer.

It is vital that the company does not undertake activities automating those business processes that are not sufficiently optimized and efficient. The launch of the project in this way will not solve the occurred problems in the process - and just help them occur faster in a much larger scale and more often.

"The first rule in the implementation of any new technology is that automation of an effective action will multiply its effectiveness. The second rule states that automating an inefficient operation will multiply its inefficiency."(Bill Gates)

The reason for the failure of many business ventures to automate business processes lies in the inherited inefficiencies in these processes. In these cases much more accurate would be to carry out a thorough analysis of the process, including an assessment of their effectiveness and pre-optimization before taking the next steps of the project. This would prove quite difficult for companies with established from decades practices that are zealously protected by the participants and their managers. A careful approach to overcoming resistance and creating a belief that each participant in the process would benefit from its optimization and automation is the key to success in these cases.

In conclusion

Continuous optimization of business processes with help of BSc and QPR Process Designer is a key competing advantage for many companies. Those who actually are process-oriented experience the following:

- Work more quickly;
- Operate more predictable and consistent;
- Had pride theirs employees, better understand their roles and the roles of others;
- Perform fewer projects to reengineer information systems;
- Adapt better to new business expectations much easier than other competing companies.

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Organisation of Self-Government in the Republic of Macedonia

PhD (c) Ramiz FAZLIU

Abstract

The subject of this paper is the constitutional and legal regulation of local self-government system in the Republic of Macedonia, territorial division, the process of reforming and building this system since the independence of the Republic of Macedonia from the former federation of Yugoslavia. With the intention of functioning and materialization according to democratic principles, since the independence of Macedonia the system of local self-government has undergone through continuous reform process. These reforms first of all are mostly related to the territorial division of local self-government units, seeking the most appropriate model which would be appropriate to the general developments of Macedonia. In this paper is analyzed the role and the constitutional and legal position of local self-government units, in this case the municipality, as the only unit of local self-government, its legal status, competences, representative and executive bodies, financing and the process of decentralization. It is also analyzed the model of organization of local self-government in the city of Skopje, as a capital of the Republic, in the form of community of municipalities in the city and the impact of the Ohrid Agreement on the regulation and functioning of local self-government in Macedonia.

Keywords: Local Self-government, Macedonia, Municipality, agreements

Introduction

Republic of Macedonia, as unit of the former Yugoslav federation, is the only republic (which was not the case with other republics as federal unit) which gained its independence peacefully, during the breakup of the former Yugoslav federation, through a referendum in 1991.

Macedonia is a multiethnic state, even though by the constitution is not defined as such. Based on the data of the State Statistics Office, Republic of Macedonia has an area of 25. 713 km², according to the 2002 census, 2,022,547 people living in Macedonia. According to the census the ethnic structure is as follows *: 64,2% Macedonians, 25. 2% Albanians, 3. 8% Turks, Roma 2. 7%, 1. 8% Serbs, Vlachs 0,5% and 1,8% not defined ¹.

The issue of the organization and territorial division of local government units in the Republic of Macedonia is addressed since 1952, namely in 1962, when the territory of this republic is divided into administrative-territorial units - municipalities. This administrative division but also the local government had 34 municipalities, a system that was applied until 1991, and today in the country operate 84 municipalities and the city of Skopje as the capital of the republic is organized by a special law on local self-government, as a community the municipalities of the city of Skopje.

Constitutional and legal regulation

* Note: This is the last population census (2002). Because the regular census of 2012, was halted without being completed for political reasons and 'national security', as was the excuse of state authorities. But probably the main reason as were warnings that the Macedonian population is decreased and predictions were that the Macedonians will have less than 50% of the entire population of the Republic of Macedonia

Republic of Macedonia State Statistics Office, Skopje, www.stat.gov.com

With the adoption of the constitution of the independent state of Macedonia in 1991, the system of local self-government sanctioned by the specific provisions and it is considered one of the fundamental values of the constitutional order¹. By this Constitution, to all citizens of the Republic of Macedonia is guaranteed the right for local government². By the Constitution, only the municipality is provided as a unit of local self-government.

The territorial division is done by a special law, and the citizens participate directly or through their representatives, in decision for issues of local importance, especially in the areas of public services, urban and rural planning, environmental protection, local economic development, local finance, culture, sports, social and child protection, education, health and other areas prescribed by law³. Therefore the municipality is the only unit of local self-government, and the local self-government system in Macedonia is in the same level and same competences for all municipalities, regardless of territory, number of inhabitants or the level of economic development except Skopje.

City of Skopje as a separate unit of local self-government and the capital of the Republic has also organized local government by a special law⁴.

Apart from the constitutional provisions the local government system in Macedonia is regulated also by special laws: the Law on Local Self-Government of 1996 and 2002. 2004. Law on territorial organization of the municipalities in the Republic of Macedonia⁵. The territory of Macedonia is divided into 84 municipalities, while Skopje has special status as the capital and with a particular form of organization - the Community of Municipalities of the city

Organizational structure and competences of local self-government units - municipality

Municipalities as local self-government units are legal entities organized under the Law on territorial organization of local self-government and the Law on the City of Skopje. Currently according to these laws the Republic of Macedonia has 84 municipalities. The territorial division of municipalities is leaded by the principle of separation map and municipal boundaries do not follow ethnic lines but above all territorial division based on principles and relevant criteria to the whole territory of Macedonia.

The law requires that: the territory in which the municipality is established with its boundaries, coinciding with the cadastral boundaries of municipalities, which must present a set of natural geographic and economic connection with road infrastructure between settlements and gravitation towards the common centre, and have the infrastructure facilities and social standard facilities built⁶.

Based on these principles by 84 municipalities, there are significant differences between them as to the territorial space, economic development and population.

Therefore ps. Municipality Vraneshtica counted as municipality with fewer inhabitants which has only 1322, or that Kumanovo as municipality with more inhabitants with 105,484⁷, while the area the largest municipality is Prilep with 1194 km², the smallest is Çair municipality, with the area of 3. 5 km²⁸ only.

The Law on Local Self Government in 2002, municipalities have two types of competences:

- own competencies and

¹ The Constitution of Macedonia, Article 8

² The Constitution of Macedonia, Article 114

³ Same, article 115

⁴ The Law on local self-government in the city of Skopje, 1996

⁵ "Law on territorial organization of the municipalities in the Republic of Macedonia ", 2002

⁶ Law on Local Self-Government, Article 17 and 18, OG No.28 / 2004

⁷ Report, the Institute for Policy Studies intercultural Macedonia, May 2009

⁸ Wikipedia, Municipalities of Republic of Macedonia (www. Wikipedija / 3.3.2016).

- delegated competences

By Article 22 of this law is defined the list of competencies for which municipalities are charged to perform work in the public interest and they are: Urban Planning (urban and rural), protection of environment and nature, local economic development, communal activities culture, sports and recreation, social protection and child protection, education - establishment, financing and management of schools up to the secondary level in cooperation with the central government, primary health protection, measures for protection and rescue of citizens, protection against fire, supervision over carrying out performance of its competences and other tasks stipulated by law¹.

Delegated competences to the municipalities defined by Article 23 of this Law as follows:

1. The state administration bodies may delegate the performance of certain issues of its competences to the mayor, in accordance with the law.

2. In the cases of paragraph (1) of this Article, shall be funds from the budget of the Republic of Macedonia to carry out those tasks.

3. The method of performing the tasks referred to in paragraph (1) of this Article may be adjusted to local conditions, respecting the standards set by law.

The State Administration of paragraph (1) of this article in subsidiary order is responsible for carrying out the delegated tasks².

Bodies of Local Self-Government Units

The Law on Local Self Government and Municipal bodies are: the Council and the Mayor³.

- **The Council** as representative body of the citizens of the municipality and the City of Skopje, as a collegial body issued the charter, rules and regulations of the local level or the municipal scope prescribed by law. The law explicitly states and has defined the competences of the council of the municipality / city of Skopje as follows: issuance of municipal statute / Skopje, issuance of decisions and other acts. Extraction of spatial and basic and detailed urban plan, budget and final accounts for implementation of the budget. Municipality / City of Skopje has the right to organize a referendum, establish municipal bodies, organizations, services and funds, elect and dismiss the President and Vice President of the Council, selects, appoints and dismisses holders of other public municipality conducts surveillance the work of municipal bodies, organizations, services and funds, cancels and abolishes acts of organs of municipal council, ensures the implementation of laws and other provisions for which is authorized by the Government, issue regulations for its tasks and perform other tasks defined by the constitution, law and statute of the municipality⁴.

The statute of the municipality / city of Skopje determines organizing body of the municipal council. City councillors and the number of which is determined depending on the number of inhabitants in the municipality and can not be less than nine (9) municipalities up to 5,000 inhabitants and no more than 33, the municipalities over 100,000 inhabitants⁵. The municipal council consists of elected representatives in local elections, direct and free elections by secret ballot and plurality, the

¹ Law on Local Self-Government. 2002

² Same, article 23

³ Law on Local Self-Government, article 31

⁴ Same, article 36

⁵ Same, article 34

Council from among its members elect the President of the council of the municipality / city of Skopje. He leads and manages the sessions of the council, cares for the progress of work of the Council and performs prescribed by law and municipal statute. The president of the Council for its work is responsible to the Council of the municipality / city.

The Mayor is the executive organ of the Municipality / City of Skopje, which is elected by general, direct, and free elections by secret ballot in accordance with the law regulating local elections¹. The Mayor by law and municipal statute is the highest executive body of the municipality, a Mayor who represents the citizens and represents the municipality and state authorities. Mayor performs and duties that are prescribed by law and held responsible for the tasks delegated by the central municipality. He manages the municipal administration, propose and issue decisions, regulations and other regulations dealing with the municipal administration, proposes and implements municipal budget, appoint management staff of the municipal administration and enterprises, institutions and public funds communal care for municipal public property and overseeing the legality of the acts before the announcement.

The Mayor of the Municipality / City of Skopje issues decisions in administrative proceedings at first instance. With these acts he decides to exercise the rights, obligations or legal interests of citizens in the concrete municipality of its territory defined by law and fall under the jurisdiction of local self-government unit. Against acts decisions of the Mayor, the unsatisfied parties may challenge (complaint) through the relevant Ministry of the central level, in cases where no appeal is permitted by law, the decisions of the mayor are final and aggrieved parties in such cases may raise only an administrative lawsuit at the administrative Court. The mayor's mandate is four years (4) and complies with the mandate of the municipal council as regular elections prescribed by law.

City of Skopje - a special unit of local self-government

The City of Skopje is a special unit of local self-government, in which are implemented the common needs and interests of citizens arising from the status of the city of Skopje, the capital of the Republic of Macedonia². Taking into account the special position of the city of Skopje, the municipality and the local government unit, organization, competences and functions do not differ substantially from other municipalities in the country. Therefore, the Law on Local Self-Government of the Republic of Macedonia decisively emphasizes that the provisions of the same law apply in full for the city of Skopje, as well as the Law on Local Self-Government of the City of Skopje, except those provisions which by this law are foreseen otherwise³.

The Law of the City of Skopje regulates the competences of the City of Skopje, organizing the tasks of its organs, the direct participation of citizens in decision-making, ways of financing, the protection of local self-government, IMC municipalities within the city, including the municipalities in the City of Skopje, etc..

City of Skopje as Macedonia's capital as a whole and single territorial, urban, economic, political and ecological, includes the following municipalities: Center, Kisela Voda, Gazi Baba, Çair, Karpos, Shuto Orizari and Djordje Petrov⁴.

Financing the local self-government units

Local self-government bodies to implement and fulfil the duties and obligations imposed by the law must have the necessary financial exploitation. The local government has the right to adequate financial resources. The issue of local government financing, is one of the core issues that should be paid special attention to the fact that without funding there is no proper functioning of local self-government bodies, namely the provision of services with modern standards. How important is this issue more clearly speaks the principle arising from the European Charter on local self-government, where this principle is ranked one of the key principles for the organization and functioning of local government units and obliges governments of the countries to foresee that matter by specific constitutional and legal provisions.

¹ Same, article 49

² Law on local self government in Republic of Macedonia, Skopje 1995, Article 4. provision 1

³Law on local self government in Republic of Macedonia, Skopje 1996, article 16

⁴ Same, article 4 provision 1

Local self-government units in Macedonia have two types of funding and resources, income source (own) and additional funds in the form of grants from the budget of the Republic.

The first group includes the income of resource defined by law: taxes (a part of the income tax, the tax asset left in inheritance and gifts of real estate) taxes on municipal land, municipal fees and income from services; income from its own assets, tax revenues Republican or outside (in-kind or cash), profits from enterprises and public services established by the unit of local self-government revenue from fines for breaking the rules of the unit of local self-government; other revenues as provided by law.

The second group of income includes additional funds from the budget of the Republic and income in the form of a loan from the budget of the Republic, not to stop the functioning of local self-government units¹.

In addition to these sources of funding for this period the local government units in Macedonia are financially supported by many international governmental and nongovernmental organizations to realize more public infrastructure projects. But it should be noted that the allocation of the state budget, the local self-government units with Albanian majority are continuously discriminated by the Government of Macedonia, and this is best evidenced that Albanian municipalities are and remain among the most underdeveloped municipalities in the Republic of Macedonia, where the Albanian political factor is also responsible.

Ohrid Framework Agreement and local self-government

The organization and functioning of local self-government in Macedonia has support directly by the basic principles of the Ohrid Framework Agreement, namely the third and fifth principle stating: it is decided based on these basic principles:

Third Principle - There are no territorial solutions for ethnic issues;

Fifth Principle - Development of local government is essential for encouraging the participation of citizens in democratic life and for promoting respect for the identity of communities².

With this agreement, which is in full compliance with the European Charter of Local Self-Government, municipalities, in particular those with an Albanian majority is recognized the authority for governance as in the sphere of public services, urban planning, rural development, culture, education, social protection and health, local finance, etc..

Although the laws mentioned are approved, but implementation in practice is far from what the Macedonian government authorities committed.

With this agreement the Macedonian authorities took the obligation to make the necessary constitutional and legal changes related to: the decentralization of power (empowerment of local government units), fair representation of Albanians and non-discriminatory in all levels of administration and state institutions, changing procedures councillors practicing qualifying principle of majority (2/3) to amend the constitution and some systematic laws that affect the rights of communities that are not majority in Macedonia, the right for education and the use of language as an official language spoken by at least 20% different from the Macedonian language, expression of national identity through ethnic community symbols, etc.

Although the framework agreement envisaged to become a reality at the latest by the end of 2004, this term not only was not respected but there were delays and not proper deviations. For, not fulfilling the obligations arising from the agreement can not be blamed only the government of Macedonia, but the best part of the responsibility belongs to the Albanian political factor for pursuing a policy incoherent and fragmented throughout this time.

¹ Cop. By Agni Aliu & Esat Stavileci : Local Governance .Tetovo-Prishtina.2009.pg.111
20 Ohrid Framework Agreement, 13 August 2001

Critical points on this agreement were not realized based on the dynamics of which we consider vital for the Albanian population are:

First, not official use of the Albanian language as second official language in Macedonia, even though, by the Constitution this right is defined exactly: Any other language spoken by at least 20% of the population, is also official language. So, the rate of 20% is provided that a language gets the status of official use. However, this constitutional provision is modified "neatly" in the Law on Use of Languages (2006). Article 2 of the Law states: "The state organs of the Republic of Macedonia can use the official language other than Macedonian¹. Here we have a substantial change of the constitutional determination that the use of the official language is expressed with "is" and the by law "may". So, the Albanian language is not used by default, but can be used or not, this is a substantial change.

Second, by the Ohrid agreement the fair representation has following wording: "we will fully respect the principle of non-discrimination and equal treatment of all persons by the law". This report shall apply to employment in the administration and public enterprises. But even to this day there is still not adequate representation of Albanians in state institutions and in the Macedonian central and local level of government.

Third, the decentralization in all fields especially in the field of finance was replaced by classic de concentration.

Delays that brought not timely implementation of this agreement were enough to frustrate citizens, and primarily the Albanians, who are reflecting the idea of alternative competitive "market" of political ideas for new internal adjustment of the political system in Macedonia. So there are many reasons to demand accountability from those who have delayed the implementation process of the agreement, whether in the current government, or precursor. The common denominator of all delays in this process has been playing obstruction deadlines, insincere game between coalition partners.

Conclusion

The organization and functioning of local self-government, namely the organization of territorial units in Macedonia since its independence has been continuously subject to the reforms and changes, not only in number but also in their core competencies. Initially, immediately after the adoption of the first laws in this area, from 34 municipalities were established 124 municipalities which operated until 2004, and with legal changes that number was reduced to 84 which currently operate.

Republic of Macedonia, although is a signatory to the European Charter of Local Self-Government, even today does not comply with the basic principles of the Convention, related to decentralization and local autonomy in general and in particular financial autonomy is because the competences of local government (municipal) are almost completely squeezed under the jurisdiction of the central government or respective ministries, such as education, culture, health, social issues, etc. while the justice and interior were completely centralized. So, the concept of regulation and the division of competences between central and local government in Macedonia, there was no question of decentralization of competences but for the classic de-concentration of responsibilities for carrying out tasks with local character, in this case the municipality as a unit of local self-government.

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The Competitiveness in the Light of the Balassa-Samuelson Effect

PhD. Srdjan Amidzic¹,

PhD. Sinisa Kurtes²,

PhD. Perica Rajcevic³

Abstract:

The paper aims to analyze the influence of the Balassa-Samuelson effect on the competitiveness of Bosnia and Herzegovina. As we know, the Balassa and Samuelson argue that developing economies have an appreciating currency, because they have relatively high inflation due to higher productivity growth in the production of tradable goods. This problem has existed, more or less, in all transitional countries in the Eastern Europe, and it was particularly stressed in the countries with a fixed exchange rate. This paper just shows that in Bosnia and Herzegovina, in which monetary policy operates on the principles of "currency board", there is an extremely high influence of the Balassa-Samuelson effect, which leads not only to make a competitive position on the international market worse, but it brings up the question of sustainability of the existing currency board system.

Keywords: competitiveness, productivity, exchange rate

Introduction

Exploring the causes of the economic stagnation in the Bosnia and Herzegovina's economy, and having in mind the type of monetary regime that is functioning in Bosnia and Herzegovina, we are inevitably led to study its competitiveness on the world market. It is known that if a country wants to achieve a relatively high growth, in the terms of globalization and integration (profoundly and broadly) then it must be competitive in the world market.

Competitiveness is a relatively young scientific doctrine, which was introduced by Harvard professor Michael Porter during the 80s, when a pure capitalism governed in its full swing over the United States launched by Regan's reforms.

Often competitiveness causes bitter polemics among academic economists⁴, but still this doctrine managed to maintain in the US and European textbooks. The foundation of competitiveness is a productivity of a country. This would mean that one economy is competitive in the world market if it has been productive, or if it produces more output with the same quantity of inputs (labor, materials, etc.), which can be sold in one period on the world and domestic markets.

The productivity of the economy depends on many factors, for example, institutions, macroeconomic conditions, higher education, health of the nation, innovation, entrepreneurship, adoption of new technologies, but also of the exchange rate.

In this work we decided to consider a casual relationship between competitiveness and exchange rate of Bosnia and Herzegovina, in order to realize does an effective currency exchange rate lead to the collapse of economic competitiveness in the global market and in which measure does it too. In order to reach the expected results, we will use well-known Balassa-Samuelson effect.

¹ University of Banja Luka, Bosnia and Herzegovina, srdjan.amidzic@efbl.org

² University of Banja Luka, Bosnia and Herzegovina, sinisa.kurtres@efbl.org

³ Deposit insurance agency of Bosnia and Herzegovina, CEO for Republic of Srpska, p.rajcevic@yahoo.com

⁴ Paul R. Krugman is one of the biggest opponents of this theory, who fundamentally considers competitiveness doesn't have any sense regarding macro aspects, but only from the level of particular enterprise.

Specifically, Balassa and Samuelson argue that developing economies have an appreciated currency, because they have relatively high inflation due to higher productivity growth in the production of exchangeable goods. It is often observed that rapidly developing economies crave for a strong and appreciated currency. What resembles is the case of industrial countries, which have got "A Dutch Disease", which originally refers to the increased inflow of foreign currency after the natural gas had been discovered during the 60s in the Netherlands. Such resources provide an appreciation of the currency and they put a pressure on domestic wages (Buiters and Purvis 1980). However, the real exchange rate is considered unfavorable in the long term, as it follows the nominal. Long time ago, this forced economists to believe that the nominal exchange rate is basically a relative price of currency. If this were so, the nominal exchange rate could equalize prices among countries and maintain a real exchange rate constant taken on the average. The relative prices of currencies would also be independent of the net international investment position of currencies, in the case when the positions of debt/loan were sustainable.

Not so long ago, Krugman (1989) noted that an old assumption about the elasticity of trade as a fixed parameter must be forgotten if we want to justify an unfavorable nature of the real exchange rate. It showed that rapidly developing economies typically have a high income elasticity of demand for exports and a low income of demand for imports. The result of the real depreciation caused by a relatively small increase in price is usually called competitive deflation and is linked to the case of Germany and France in the 90s, when inflation was still high and when the European Monetary System was able to keep up the nominal exchange rates between European currencies relatively stable. Recently, the competitive deflation was also an experience of Estonia, which joined the Euro zone in 2011 by reducing nominal wages in order to attract foreign capital and increase net exports.

If we look at the economic developments from the perspective of global integration of developing countries such as Bosnia and Herzegovina, the economic picture becomes even more complex. The assumption is that in these countries automatic stabilizers should not be any weaker than in the present members. However, future members have significantly unfavorable structure of expenditures, with a high proportion of "fixed" expenses like pensions and healthcare expenses, which do not change depending on the state of the business cycle. (Richer and Romisch, 2003.) Although it seems that new members, because of the weaker automatic stabilizers, will not face the impermissible deficits, they will actually have to rely on an active fiscal policy to stabilize economic developments. It's proved dangerous in their case so far, because the cyclical deficits gradually passed into structural after the end of the recession. If we add the conditions and possibilities of monetary policy in observed countries, we become aware of the limitations of the instruments that can be used in the process of economic stabilization.

Finally, the future members are mostly smaller and more open than the present are. This means that the volatility of production in these areas will be higher, as the need for the stabilization, which is possible during some certain periods of greater cyclical deficits common in the old member states. If it's determined that automatic stabilizers are too weak to stabilize the economy, of which there are indications, one should think of ways of preparing an active fiscal policy to respond fast and effectively to the state of economic conjuncture, respectively how the budget deficit could easily increase or reduce in the current year.

1. The Balassa-Samuelson effect and economic competitiveness

In this paper we analyze the effects of the Balassa-Samuelson effect and how it leads to erosion and violation of competitive ability of a country, starting from the economic conditions, which exist in developing countries like in Bosnia and Herzegovina. This problem has existed in all transition countries in the Eastern Europe, more or less, and it was particularly pronounced in countries with a fixed exchange rate. For these reasons the study and understanding of the Balassa-Samuelson effect as economic phenomenon is particularly important for countries such as Bosnia and Herzegovina, whose monetary policy is based on the Currency Board principles.

After an initial price liberalization, the macroeconomic trends in most countries of the Central and Eastern Europe over the last fifteen years were marked by higher than the average inflation for the Euro area, among other things, and by the long-term trend of the real, and in some cases, the nominal appreciation of the domestic currency. Balassa-Samuelson effect often stands out as one of the main causes of such movements, in other words, the difference in productivity growth among tradable sectors and non-tradable sectors in the country compared with other countries. In fact, by this effect, if the

differences in productivity growth among tradable sectors and non-tradable sectors is higher in a given transition country, than, for example, in the Euro zone, the relative prices of non-trade goods grow faster in the transition country. In a fixed exchange rate system, tightly related courses, it will be reflected on faster growth in the overall level of prices, and in a floating exchange rate system it reflects on the combination of higher inflation and appreciation of the nominal exchange rate of the domestic currency against the Euro. In both cases, the real exchange rate will consequently appreciate.

Balassa and Samuelson (1964) identified the shortcomings of the absolute version of purchasing power parity (PPP) as a theory of the exchange rate determination.¹ They identified the difference in productivity growth among the internationally tradable and non-tradable sectors, which has entered the systemic bias in the ratio of relative prices and the real exchange rates. That model, which is named after them - Balassa-Samuelson's model, says that faster productivity growth will lead to faster growth of domestic prices in the tradable sector in terms of non-tradable sector of an economy to the overseas, and also it will result in the appreciation of the real exchange rate of the country currency. In fact, productivity growth in the tradable sector affects the growth of wages in the same sector, and because of the labor mobility among sectors, the wages increase in the non-tradable sector. So that producers could pay higher wages in the tradable sector they raise the prices of their products, which increases the general level of prices in the economy, and that leads to an appreciation of the exchange rate.

Furthermore, this movement can be seen in the light of the future process of economic and monetary integration. Transitional countries made a strong technological progress by opening their borders towards foreign countries during the 90s, which resulted with faster productivity growth than the growth in the developed Euro zone countries. At the same moment the productivity growth recorded in the tradable sector was higher than in the non-tradable sector. However, the productivity levels in the transitional countries are still much lower than in the developed countries, so it is reasonable to expect that the process of a real convergence will continue. Therefore there is a great interest for research of the Balassa-Samuelson effect in the new EU member states².

2. The Balassa-Samuelson effect – Theoretical platform

In this section we will point out some issues, related to the baseline of the Balassa-Samuelson effect, as well as the individual elements of a faulty perception of the same. This would complete the whole picture of this economic phenomenon and allow a consideration of its impact on the economic trends. One of the assumptions is that the economy could be divided into two sectors, one which produces tradable goods, and which is exposed to foreign competition, and the other one which produces non-tradable goods, where foreign trade is too limited to affect making prices in the sector. As the other sector it is usually considered the service sector, with the exception of transport services.

Starting from the growing openness of the economy, we can ask a legitimate question of the assumption validity of the existence of two sectors, in other words, can we claim the existence of non-traded goods sector, which is the basis of generating inflation based on slower growth of productivity, and thus the appreciation of the real exchange rate. On this subject it has been written by De Gregorio et al (1994), where it stands out that despite the international trade growth in the services, a service sector as a whole it's remained much less "exchangeable" in relation to the other sector, which we consider the tradable sector.³ Their interchange sector criteria is based on the participation of the same in the export invoice and should reach a value of 10% of domestic production. Their calculations, which are based on the 14 OECD

¹ According to the absolute purchasing power parity theory, the nominal exchange rate between the two countries is calculated as the ratio of prices in these countries, so the real exchange rate should be equal to 1 or it will have a tendency to return to that level, if for some reason, there is a deviation.

² In a fact, these countries have done so after convergence criteria defined by the Maastricht Treaty required to introduce the euro as the national currency and become full members of the Economic and Monetary Union. Since one of the criteria is related to the achievement of a high degree of price stability, there began to afraid of a strong Balassa-Samuelson effect, associated with real convergence, that could impede nominal convergence and postpone the introduction of the single currency. This could happen if the Balassa-Samuelson effect was more than 1.5 percentage points per year, which is a tolerance inflation rate in a country that is a candidate for the Euro zone, than the average inflation in the three EU countries with the lowest inflation required under the Maastricht contract.

³ De Gregorio (J.), Giovannini (A) and Wolf (H) (1994): International Evidence on tradables and non-tradables inflation, European Economic Review 38, p.1231

countries for the period 1970 to 1985, show that 45% of the products of manufacturing sector has been exported, while the figure for the agricultural sector has been 24%, and goods of mineral products 31%. Only 4% of services were exported in the period we have looked at, while the real percentage is 2%, if we exclude the transport service. These figures indicate the existence of the "non-traded" sector of goods, including the services sector, with the exception of transport services. Please note that the sector of "tradable" goods include not only manufacturing industry goods, but also agriculture, minerals and transport services, although a large number of studies this sector exclusively limits to the processing industry.¹

Furthermore, the Balassa-Samuelson effect starts from the existence of a single service price for the tradable sector of goods, in a context of the small opened country with no barriers. In reality, the concept of a single price is not confirmed, and various factors contribute to this contribution such as product quality, transportation costs and a pricing policy of the companies, which often tends to adapt to local rates, rather than implementing their own prices converted on the nominal exchange rate basis. However, with an analysis of the components of the appreciation of the real exchange rate we come to the conclusion that such an exchange rate is possible without confirmation of the existence of the concept of one price of tradable goods. The appreciation of the real exchange rate can be viewed through two components, one reflecting changes in the real exchange rate of tradable goods, which can be different from zero even in the absence of a single price, and the other one related to the increase in the relative price of non-traded goods, which basically represents the Balassa-Samuelson effect.

Higher productivity is inherent in the sector of tradable goods than in the non-tradable sector. This assumption is confirmed by looking at the individual country, but also at the international level where we observe the movement of productivity between emerging economies and developed economies. In other words, productivity growth during *the* "Catch-up" process is especially characteristic of the tradable sector.

Then, the question is whether the Balassa-Samuelson effect is crucial in defining the appreciation of the real exchange rate in terms of the rapid growth and development of the economy more inherent in transitional economies. The Balassa-Samuelson effect, observed as it's been described above, is purely the effect on the supply side, while demand does not play any role in the formation of relative prices. However, relative prices may also rise as a result of growth in demand pressure, which further leads to the appreciation of the real exchange rate. If we leave aside the BS model as we have so far observed and the assumption of perfect capital mobility, we can analyze the impact of demand on the relative prices of different sectors known as Baumol-Bowen effect (1966). Baumol-Bowen effect also provides an explanation for the growth of the relative prices of non-tradable goods introducing the factor of demand and bearing in mind that the income elasticity of the demand for services is greater than when it comes to the elasticity of demand for goods, with the share of services in total demand grows during the process of growth and development economy.

Of course, as well as the other economic dependences, so the level of demand elasticity in relation to income, differs for the variety of products, depending on the level of their development, so that essentially alters the significance of existential or luxury goods and necessities of life.

This dependence was researched by the German statistician Ernst Engel in the last century and he came to the following conclusion, later that was called "Engel laws":

the share of expenditure for food varies inversely with the level of income;

the share of expenditure for clothing and footwear remains nearly unchanged with the change of income;

the share of expenditure for an apartment stays approximately unchanged with the change of income.

the share of expenditure for sports and recreation increases with income.

¹ Measuring the Balassa-Samuelson effect for the Countries of Central and Eastern Europe? Banque de France Bulletin Digest no.122, 2004, p.28th www.banque-France.fr.

In such conditions, the relative prices of services tend to grow in order to have rebalance supply and demand for non-tradable goods. As a result of these trends, we have an appreciation of both - external and internal real exchange rate. In reality we have a situation that the rise in the relative prices of the service sector, is the result not only of lower sector productivity, but also the growing demand in the process of rapid growth and development. ¹

The growth trend of the relative prices of the service sector, which provides the Balassa-Samuelson effect, is supported by the most advanced economies, but to this process the trend of growth of the service sector in GDP it's also inherent. This phenomenon, on the other hand, as we stated, is not covered by the BS effect in the manner described above. Therefore, the effect of growth in demand should be taken into account and considered its value. Please note that most studies do not distinguish these two components – the Balassa-Samuelson effect and the Baumol Bowen effect (or inner and outer Balassa-Samuelson effect), in consideration of both effects which have a similar impact on the real exchange rate to appreciate during periods of rapid development. The Balassa-Samuelson effect, of which is better known, it's often known and used as an indicator that essentially includes both phenomena.

Furthermore, the variation in productivity, and its effect on the exchange rate, is often attributed entirely to the BS effect, which is wrong. For example, productivity shocks themselves may affect the appreciation of the real exchange rate through other channels, for example: investment demand channel. Thus, an increase in productivity leads investment growth, which further leads to an increase in interest rates in order to attract the necessary capital to finance the mentioned investments, so ultimately leading to an appreciation of the real exchange rate. The situation is further complicated if we take into account the differences in the elements of the sector components of investment demand. ² Briefly, the Balassa-Samuelson effect, in its original form, contributes to the appreciation of the real exchange rate, but that's not the only component of his appreciation, but there are other factors, and all together aim to improve or make the competitive position of specific countries worse on the international market.

3. Empirical research

The Balassa-Samuelson effect has been empirically tested in numerous works, with results largely confirming the theory. ³ Summary of 58 studies from 1964 to 2004, published on this subject, can be found in the work of Tice and Družića (2006), in which it is shown that in only six papers empirical analysis resulted in statistically insignificant coefficients and / or coefficients opposite than expected. In the Central and Eastern Europe assessment the Balassa-Samuelson effect particularly encouraged the EU accession process and the question of meeting the convergence criteria. The main features of selected works for these countries are presented in the following table.

Jelena Popova and Oleg Tkachevs⁴ conducted a survey on the existence of the Balassa-Samuelson effect in Lithuania in the period from 1995 to 2002 and its impact on the appreciation of the real exchange rate. The study found that the differences in productivity growth of 1% compared to Germany sampled appreciation of the real exchange rate by 1.4%. It was found that the appreciation of the real exchange rate cannot be fully attributed to the Balassa-Samuelson effect. Balazs Egert (Balázs Égert) In the study which referred to Estonia for the period from 1993 to 2002, has found *existence of the Balassa-Samuelson effect*, and its contribution to inflation was 0.5-2%. Contribution of *the Balassa-Samuelson effect* to overall inflation is calculated on the way that the growth rate of non-traded goods is multiplied with their participation in the SPI index. Lojschova (2003) showed that in Slovakia, the Czech Republic, Hungary and Poland the Balassa-Samuelson effect influenced the average annual rate of real appreciation of about 2.5%.

¹ Ibidem.

² Fischer C.: Real currency appreciation and the accession countries: Balassa-Samuelson and investment demand, the Deutsche Bundesbank, Discussion Paper 19/02, 2002

³ Funda, J., Lukinić, G., Ljubaj, I. Assessment of the Balassa-Samuelson Effect in Croatia Financial Theory and Practice 31, Zagreb, 2007, p. 320

⁴ Popova, J., Tkachevs, O., On the Balassa-Samuelson effect in Latvia, Centre for European and Transition Studies, August 2004

Research of the Balassa-Samuelson effect in 11 countries in the Central and Eastern Europe has been conducted by Mihaljek and Marc Klau¹, for the period from the mid-1990s to the first quarter of 2008.

It was found an expression of both domestic and international Balassa-Samuelson effect. The Balassa-Samuelson effect at home explained about 84% difference in the prices of tradable vs. non-tradable goods, and international Balassa-Samuelson effect of about 24% difference in inflation between the observed countries and the Euro zone. According to research of Boštajn Jazbec² for Slovenia in the period 1993 to 2001: 2. 1% of the growth in the productivity differences has led to the appreciation of the "external" real exchange rate by almost 1. 5% between the industrial and service sector. In certain periods, 1% of the growth differences in productivity caused a 1. 7% of the growth in the CPI. The existence of the Balassa-Samuelson effect in Slovenia is confirmed by the work of Rothera (2000) and Jazbeca (2002), who obtained similar results. Rother also argued that in the short term a significant impact on the relative price of internationally non-tradable and tradable goods have the monetary and fiscal policy, while the long term there is a difficult to assess their impact because of the large fluctuations in the variables.

The Balassa-Samuelson effect is according to Cipriani (2001)³ relatively weak, which explains the relatively low share of non-traded goods in the consumer price index in the countries which are studied, and significant productivity growth in both sectors, stimulated by the transition process. He also stresses that a significant proportion of inflation in the observed countries result of the actions of other effects, such as growth previously administered prices after the liberalization of certain sectors, which has led to increase in prices of non-tradable goods, which cannot be associated with changes in productivity. When we look at differences in inflation in transitional and developed countries, Égert (2005) believes that other factors should be taken in consideration, among which stands out the impact of changes in import and total prices which are caused by the depreciation or appreciation of the domestic currency (Exchange rate pass-through).

Then he writes about the impact of oil shocks, cyclical factors, inflation inertia, gradual deregulation of administered prices, the rise in prices of tradable goods due to the increase of their quality and credibility of economic policy after periods of hyperinflation.

Table No. 1: The overview of the Balassa-Samuelson effect research in the countries of the Central and Eastern Europe:

<i>Authors</i>	<i>Countries</i>	<i>Period</i>	<i>Results</i>
<i>Arratibel and others (2002)</i>	<i>BG, CZ,ES,HU, LT, LV, PL, RO, SI, SK</i>	<i>1990-2001</i>	<i>BS effect is not significant, and the main source of the growth in the prices of non-tradable and tradable goods are differences in market structure.</i>

¹ Mihaljek, D., Klau, M. : Catching up and inflation in transition economies: the Balassa-Samuelson effect revisited, BIS Working Paper, no.270, December, 2008

² Badger, B. : Balassa-Samuelson Effect in Transition Economies: The Case of Slovenia, William Davidson Working Paper Number 507, October 2002

³Funda, J., Lukinić, G., Ljubaj, I., " Assessment of the Balassa-Samuelson affect in Croatia ", Financial Theory and Practice 31, Zagreb, 2007, p.320

Cipriani (2001)	BG, CZ, ES, HU, LT, LV, PL, RO, SI, SK	1995-1999	<i>The growth of the relative labor productivity by 1% on average, resulting in a rise in the relative price of non-tradable goods by 0.57%. Only 1% of inflation in the observed countries can be explained by the BS effect.</i>
Coricelli and Jazbec (2001)	19 TRANSITIONAL COUNTRIES	1990-1998	<i>The elasticity of the real exchange rate to differences in productivity was 0.5.</i>
Egert (2002)	CZ, HU, PL, SK, SI	1991-2001	<i>According to BS effect, the equilibrium of the real appreciation was about 0% for CZ, SI, SK, about 1% for HU and about 3% for PL.</i>
Egert (2003)	ES	1993-2002	<i>The average contribution of the BS effect to the general price level is between 0.5 and 2 percentage points.</i>
Egert and others (2001)	CZ, ES, HR, HU, LT, LV, PL, SK, SI	1995-2000	<i>BS effect does not contribute to a significant real appreciation of the exchange rate; other factors are important too</i>
Egert (2005)	BG, HR, RO, RU, TR, UK	1991-2004	<i>BS effect poorly determines a general level of inflation and the real exchange rate, except perhaps in HR; more important are other factors.</i>
Fischer (2002)	BG, CZ, ES, HU, LT, LV, PL, RO, SI, SK	1993-1999	<i>About half of the change in the equilibrium of the exchange rate can be explained by changes in productivity, about a quarter by the changes in consumption and about a quarter by the changes in real interest rates.</i>
Halpern and Wyplosz (2001)	CZ, ES, HU, LT, LV, PL, RO, RU, SI	1991-1998	<i>Estimated annual appreciation due to BS effect is 3%.</i>
Jazbec (2002)	SI	1993-2001	<i>Growing of differences in productivity among tradable and non-tradable goods for about 1% gives a boost to the real exchange rate appreciation encouraged by around 1.5% and</i>

			<i>the consumer price index by about 1.7%.</i>
<i>Joko and Tuladhar (2005)</i>	<i>MA</i>	<i>1995-2003</i>	<i>BS effect is not significant.</i>
<i>Lojschova (2003)</i>	<i>CZ, HU, PL, SK, SI</i>	<i>1995-2002</i>	<i>The average annual rate of a real appreciation due to BS effect is 2.5% per year.</i>
<i>Mihaljek and Klau (2004)</i>	<i>CZ, HR, HU, PL, SK, SI</i>	<i>1992-2001</i>	<i>Domestic BS effect runs between 0.3 and 1.6 percentage points, and International between 0.1 and 1.8 percentage points.</i>
<i>Rother (2000)</i>	<i>SI</i>	<i>1993-1998</i>	<i>International BS effect runs between 1.5 and 2 percentage points.</i>

Note: BG - Bulgaria, CZ - Czech Republic, the EC - Estonia, HR - Croatia, HU - Hungary, Lithuania - Lithuania, LV - Latvia, MA - Macedonia, PL - Poland RO - Romania, RU - Russia, SI - Slovenia, SK - Slovakia, TR - Turkey, UK - Ukraine.

Source: Funda, J., Lukinic, G., Ljubaj, I. (2007)

In terms of research on the effect of exchange rate regime choice in the expression of the Balassa-Samuelson effect, *Anne-Laure Baldi* and *Nanno Mulder*¹ came to some interesting results. The investigations included Argentina, Brazil, Chile (ABC countries) And Mexico from 1990 to 2002. According to the researchers mentioned above, fixed regimes affect the relative prices of the two mechanisms. First, the fixed regimes affect the prices of trade goods because the prices are given for the mentioned countries (price takers) on the international market. Rigid regimes force countries to adjust their prices to foreign competition, because the exchange rate cannot perform the function of equalizing domestic and international prices. Nominal depreciation cannot increase import prices of (tradable) goods. Second, fixed regimes also affect the prices of non-traded goods in countries with liberalized capital account, because of the large capital inflows that increase aggregate demand. The theoretical and empirical assumptions are confirmed with the exception of Chile. During the fixed exchange rate regime in these countries non-tradable sector of goods has grown at the expense of the tradable sector.

4. The Balassa-Samuelson effect and Bosnia and Herzegovina

Starting from the impact of the Balassa-Samuelson effect on an economy, it is necessary to point out the essence of the action of this effect, as well as an appropriate selection of the moment of observation, so that quantifying the effects themselves can be more adequate. The essence of the Balassa-Samuelson effect is to distort the competitive position of the country through an appreciation of the real exchange rate. In fact, if we look at the real exchange rate as the relative price of foreign goods and services denominated in domestic goods and services and its close association with the nominal exchange rate, we are able to cover all the factors that influence the competitive position of a country. If we mark with S the nominal exchange rate (British Convention), and with P^* we mark the prices of foreign goods denominated in foreign currencies, then the domestic price of foreign goods is P^*/S . Conversely, if we mark the prices of domestic goods in the domestic currency, then the price of domestic goods in foreign currency is SP .²

¹ Baldi, A. Mulder, N. : Exchange rate regimes, relative prices and outward orientation: ABC and Mexico in the 1990s, the OECD Economics Department, November 2002

² Burda, M., Viplosh, T., Macroeconomics, The Center for the Liberal-Democratic Studies, Belgrade 2004

The real exchange rate, in other words, the price of foreign goods expressed in domestic goods becomes:

$$\sigma = P/P^*S = SP/P^*$$

It is clear that in terms of the deterioration of the nominal exchange rate, namely its appreciation, there is also a deterioration of the country's competitive position, and vice versa. The same effect on the competitive position of the country has a price growth in the country and a price fall in abroad. In a light of this we observe the Balassa-Samuelson effect and its impact on price movements in the country, as well as the impact on economic competitiveness. Starting from the theoretical concept and importance of the universality of this effect, it is necessary to choose the right moment of observation, so that effects themselves can be clearer.

This paper starts from the period before the escalation of the global economic crisis, because it is a period in which there were strong reactions from some countries using different economic instruments aimed at economic stabilization. In fact, in a situation where we already have a manifestation of the crisis through the decline of macroeconomic indicators we have a strong performance of individual countries in order to overcome the negative effects of crisis. So there are significant differences in the selection of measures and economic policies to stop the decline in economic activity, and thus different effects on the movement of the real exchange rate. Certainly, the expansionary monetary policy measures and let say measures of restrictive fiscal policy lead to different effects on the movement of the real exchange rate and thus the external competitive position of the country. Choosing one or the other policy is determined by a number of economic variables and factors, not only international competitiveness, so it is interesting for us to observe the long-term positions on the manifestation of the Balassa-Samuelson effect, or period just before the outbreak of the crisis and then aggressive and sometimes very chaotic global response to it. In that period we had strong reactions of individual countries through economic policies of different courses of action, so that we have a more realistic picture on the manifestation of the Balassa-Samuelson effect, and a better insight into the long-term competitive position of the country. Those countries that have had a better competitive position in the period immediately before the crisis, readily entered a period of economic turbulence in certain extend, and after a year or two of strong reactions in which the deterioration of competitive positions is possible, and from the perspective of the real exchange rate things are returning to an initial economic position.

The Table No. 2 shows that the productivity in the tradable sector (Prod T) grew faster than productivity in the non-tradable sector (Prod NT), and the index of relative productivity of non-tradable relative to tradable goods declined.¹ On the other hand, wage growth in the tradable sector (Index WT) was lower than productivity growth, while in the non-tradable sector wage growth (Index WNT) was faster than productivity growth. Also, there is a strong correlation among the growth of wages in the labor market.²

Table No. 2: The manifestation of the Balassa-Samuelson effect in Bosnia and Herzegovina.

<i>Basic indices (2001 = 100)</i>	2001	2002	2003	2004	2005	2006	2007	<i>Correlation coefficient</i>

¹ Gligoric, D. Effect of choice of exchange rate regime in the real exchange rate of the Western Balkans, University of Banja Luka, Faculty of Economics, Banja Luka, 2011

² First we choose the sectors that will represent the tradable or non-tradable sector. We will then perform a calculation index of productivity by sharing the value added by sectors with the number of employees in the sector for each observed year. The approximation of the tradable sector in Bosnia and Herzegovina included the following sectors: mining and quarrying, manufacturing industry, production and supply of electricity power, gas and water. The approximation of non-tradable sector includes the following sectors: hotels and restaurants, transport, storage and communication, financial intermediation and activities related to real estate, renting and business activities. As an approximation of the price of non-tradable goods there are used for services to retail and tradable prices of industrial products in retail. By aggregate indicators at the state level, due to the unavailability of data, we're weighting inflation rate in the Federation with 0.65 and the price in Republika Srpska with 0.35, starting with the participation of entities in the creation of added value.

<i>Prod T</i>	100,00	105,48	123,50	124,17	157,14	177,46	203,24	
<i>Prod NT</i>	100,00	107,63	112,03	119,54	123,36	128,28	128,14	
<i>Index W NT</i>	100	102,47	108,89	116,07	129,17	143,27	158,43	0,93
<i>Index W NT</i>	100	109,90	120,91	126,07	126,53	134,76	143,92	
<i>Prod NT/Prod T (Index, 2001=100)</i>	100	102,04	90,71	84,09	78,50	72,29	63,05	0,94
<i>PT/P NT (Index, 2001=100)</i>	100	99,61	97,65	97,45	91,86	91,78	90,98	

Source: Gligoric, D., 2011

In the last two lines of the table we see that there is a high correlation between the relative decline in productivity of non-tradable goods compared to tradable (NT Prod / Prod T) and the relative decline in prices of tradable goods (PT) compared to non-tradable (P NT), which indicates the expression of the Balassa-Samuelson effect in Bosnia and Herzegovina.

If we look at the period after 2008, based on a simple observation of the wage changes in the two sectors, we come to the same conclusion about the existence of the Balassa-Samuelson effect.

Table No. 3: Changes in net wages in the tradable vs non-tradable sector per employee during the period 2007-2012

BAM

	2007	2008	2009	2010	2011	2012
The average gross salary paid in the sector of tradable goods *	845	850	897	926	974	997
The average gross salary paid in all other activities	1015	1236	1342	1344	1402	1416

Source: Department of Statistics.

*It refers to the sectors of manufacturing, mining, agricultural segment of transport activities from traffic, connections and storage.

The relationship between the level of exchange rate flexibility has been observed, using the same calculations that take into account all the Western Balkan countries, on the base of the IMF classification and the index of the real effective exchange rate, there has been the conclusion that there is a statistically significant relationship between these variables.

Starting from the point that there has been strongly binding exchange rate in Bosnia and Herzegovina, more specifically the most conservative type of the currency board, it is clear that the existing model of monetary policy contributes to the deterioration of the competitive position of Bosnia and Herzegovina on the international market and contributes to faster overcome, but further deepen the crisis.

The influence of the Balassa-Samuelsan effects, as well as all the other factors that contribute to the appreciation of the exchange rate at a time when we have limited possibilities of fiscal effects, the growth of public debt, aggravated and worsened financing conditions, leads not only to a worse competitive position on the international market, but also raises the question of sustainability of the current currency board system. When a country has a CBS, the macro-framework in that country should provide prudent fiscal policy, a healthy financial system, cautious external management and, of course, flexible and non inflationary labor market and hence price mechanism. If there are serious imbalances in one of these elements of the macro-framework, it is a clear indicator of the potential vulnerability and danger for the CBA. ¹More specifically, stable bonds in the course of the crisis on the one hand leads to a deepening of the crisis, while on the other hand creates an atmosphere of uncertainty for the sustainability of the arrangement, which further complicates the situation. The following table presents the sensitivity of indicators on the basis of which we can speak about the sustainability of the currency board.

Table No. 4 The vulnerability Indicators

	2005	2006	2007	2008	2009	2010	2011	2012
	(% GDP)							
<i>Fiscal deficit</i>	2,40	2,90	1,20	-2,20	-4,50	-2,50	-1,30	-2,1
<i>The current account deficit</i>	-17,1	-8,0	-9,1	-14,2	-6,6	-5,5	-9,5	-9,6
<i>External debt</i>	25,3	21,1	18,2	17,2	21,8	25,4	25,9	27,9
<i>The growth rate of exports</i>	34,2	36,5	14,96	13,0	-17,7	28,3	15,9	-4,5
<i>The rate of savings *</i>	28,0	28,57	25,88	0,32	8,65	14,7	8,97	9,0
<i>The inflation rate **</i>	3,8	6,1	1,5	7,4	-0,4	2,1	3,7	1,8

Source: Authors, based on data of the CBBH.

If we look at the factors of vulnerability in the period immediately before the crisis, and also in the crisis years, it is evident that there is the deterioration by almost all elements. First, we highlight the negative trends in terms of the fiscal deficit that didn't exist in the period immediately before the crisis, so we can conclude that in the period of the crisis the first condition of sustainability of the currency board has been disrupted, which refers to the fiscal policy managing. Furthermore, the movement of the external public debt is particularly worrying and shows significant growth in the crisis conditions, and in contrast to the private component of the external debt is considerably greater burden. The burden is therefore greater if one takes into account the characteristics of both, where the public external debt shows a much higher level of rigidity in relation to the private foreign debt.

¹ Gulde, A., Kahkonen, J., and Keller, P., Pros and Cons Currency Boards Arrangements in the Lead - up to EU Accession and Participation to the Euro Zone, International Monetary Fund Policy Discussion Paper 00/1, 2000, p.4

If we take the ratio of total external debt to exports as a relevant indicator of indebtedness the deterioration is evident. We see a strong impact of the crisis on the export trend in 2009, where the external shocks have been completely broken through the sectors of the real economy due to the inability of economic power to use monetary policy measures to affect the current situation.

Since we established the existence of the Balasaa-Samuelson effect in a pre-crisis period, we can assume that it has been especially manifested in the crisis period when the export is significantly reduced, where wages in non-tradable sector remained relatively unchanged, while wages in the tradable sector reduced due to the loss of jobs on the global market.

Generally speaking, our businessmen lost competitive position additionally, in a time of global crisis, in the global market because of the exogenous factors, or the factors to which they could not influence.

Since that kind of monetary regime operates in Bosnia, we must take it as a given and immutable variable, so the policy maker had to react adequately in a time of crisis. Reduction of salaries in the non-tradable sector at an adequate level¹ would contribute to reducing the appreciation and thus strengthening the competitive position of businesses on the world market.

From the table above it is clear that we have the export improvement, indeed lower than the average in the pre-crisis years, and then it's reported a negative trend again in the coming years, and 2012 ended with a minus. These significant fluctuations in exports are an expression of some factors, exogenous and endogenous and represent a challenge for some following studies. Relations with foreign countries are the main source of generating revenue to repay debt, and make the question of pressure on the very sustainability of the CBS in terms of the decline in exports. Negative trends are seen in the movement of savings, which together with all mentioned further, complicates the situation.

In the end, we emphasize that the situation for Bosnia and Herzegovina would be much more difficult if the reserve currency in our currency board system was the Swiss franc or the Japanese yen, as the currencies which are stronger in a period of crisis. We note that one of the main weaknesses of countries with a CBS is that they import the monetary policy of the country in whose currency their domestic convertible currency is linked. Changes in the monetary policy of the country whose currency is bonded with the local currency will be inappropriate to a CBS country if the business cycles of the "reserve" country and the CBS do not match. It is clear that the impossibility of the CBS to make the appreciation or depreciation in order to protect the economy from external shocks generates great costs. In a way, it was good for us that this crisis has a global character, and the ECB pressed by the problems within the Euro zone, monetary influenced on the financial markets and thus in a certain way through the weakening of its currency has contributed to the strengthening of our competitive position. We must also be aware that the stabilization of the economic situation will come much earlier in the European Union in relation to us, so in terms of reduced ECB intervention in Bosnia and Herzegovina will be presented its complete set-off over the real sector. In support of that, there is a data which demonstrates export movements, where we noted an increase under stronger action of the ECB and vice versa.

As one of the possible options in order to keep the system of a tight attachment of the course, but also to adapt the conditions of the crisis, is changing the central parity rates. We note that any weakening of the currency in order to improve the competitive positions is possible in credible and strong economies, such as the UK, which allowed the devaluation of the pound by 15% in 1992, which became stabilized after that. ² The investors became aware that the worst situation passed, so that lower value of the currency would make an export stronger and that British investments were much lucrative then earlier. A similar situation happened in Thailand during the Asian crisis, where most of the budget calculations indicated that there was also necessary for the baht to fall for about 15%, in order to restore the competitive position of the Thai industry. But due to the lack of credibility of the monetary authorities in Thailand, there was a headlong lowering for a whopping 50% against the dollar and this trend would have continued even further if Thailand had not responded with

¹ The authors assume that a cutback of 15% of the wages in the government, municipal and other state organs was enough.

² Krugman, P., *The Return of Depression Economics and the Global Crisis in 2008*, Novi Sad, Helix, 2010, p.92

drastically increasing in interest rates. A similar, if not worse situation, is here with us, where a change of central parity of currencies led to a period of tighter liquidity, high unemployment and generally speaking the economic chaos.

Conclusion

Changing a currency exchange rate, which is caused by the Balassa-Samuelson effect, in its original form contributes to the appreciation of the real exchange rate, but it is not the only one that completely determines the direction of exchange rate movements. In fact, there are other factors, and they all together aim on improving or worsening the competitive position of the country on the international market, observed through the changing of the real exchange rate.

The manifestation and the impact of the Balassa-Samuelson effect in a sense of appreciation of the real exchange rate is further expressed in countries such as Bosnia and Herzegovina, whose monetary policy is based on the principles of the currency board. We emphasize that in Bosnia and Herzegovina exist the most conservative type of the currency board system and so there is minimum possibility of monetary action. Analogously to previous statement, the effect of the crisis in its full capacity shifts to the real economy sector. Essentially, the reserve requirement ratio in Bosnia and Herzegovina is the only instrument of monetary policy, and thus the only way to affect real variables using the monetary policy. Thus, there is a significant limitation for Bosnia and Herzegovina to use its economic activity to overcome the effects of the crisis. To all said we have to add some facts inherent to the economies with currency boards. For these economies it is very characteristic to have a large level of foreign remittances, which have a positive corrective socio-political dimension, but the economic effects are with the opposite direction. Specifically, the transfers from abroad lead to appreciation pressures, that is, they allow the maintenance of a fixed exchange rate to the unrealistically high level and thus they ruin the international competitive position of the country. Otherwise inevitably currency adjustment would happen and that might, among other things, contribute to the improvement of competitive position and creating favorable conditions for the growth of what we call the real sector.

As we already said, *the* Balassa-Samuelson effect, as one of the components that lead to appreciation of the real exchange rate, it is interesting from the aspect of the country's competitive position in the period before the escalation of the crisis. In other words, in the period of slower productivity growth expansion, and faster wage growth, in the non-tradable sector comparing to the tradable sector of goods and services leads to the creation of the illusion of much more favorable competitive position of the country confronting the actual situation. Only in times of economic turbulence comes to reducing conditions on real time basis and in the absence of active monetary policy and in the regime of the rigidity of wages, the full effect is paid by the real sector's decline, stagnation in exports and the general disruption of the economic position of the country.

For countries with tightly linked exchange rate in which there is no possibility for the active use of monetary policy or where devaluation has no economic justification, the alternative approach is the so-called - fiscal devaluation. This approach implies reducing taxes on labor with the increase of the taxes on consumption, what directly makes exported goods cheaper and imports more expensive. An artificial maintenance of currency makes sense for the economy in the conditions of expansion, but in the period of external shocks, this burden falls on the decline in exports, production, employment and government revenue.

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Government Regulation, Technology and Development of SME-s – Case of Albania

PhD Cand. Sorina Koti

University "Fan S. Noli" Korce-Albania

sorinakoti@gmail.com

Dr. Klaudeta Merollari

University "Fan S. Noli" Korce-Albania

klaudetamerollari@yahoo.it

Abstract

The aim of the paper is to analyze the factors that determine business growth and the impact on the GDP of the country. The paper analyses Albania, as one of the countries in the South East Europe. Albania is still passing through a transition period at all levels, economic and political. Albania has made serious steps in the development of the state of law, of the financial system and it is working on the achievements of goals, such as: becoming an EU member, stabilization of the fiscal and monetary policies, stability of prices, fighting against corruption, incentives for private investments, reduction of business's taxes etc. The achievement of these goals will bring more motivation and incentives for growth, an increase in domestic and foreign direct investments. The government of Albania is still working on the future strategies that will bring Albania near to the European countries. The partial achievement of the above goals has created a positive environment, but still there is enough room for change and stabilization. The Albanian governments have improved the business climate, in order to create easier methods in the way of doing business, by attracting more foreign investors and creating a positive climate. Albania has experienced an increase of interest from foreign companies, which have invested in the main fields of economic such as: banking, energy, telecommunication, gas-oil, supermarkets, construction etc. However, some fiscal policies have changed during the last three years, which has caused a tightening of credit, investment, growth and income. Nowadays, Albania is not in a good position compare to neighborhood countries and it is facing recession problems that need immediate solution to overcome the crisis.

Keywords: entrepreneurship trainings, strategies, policies on SME-s, technology, regulation

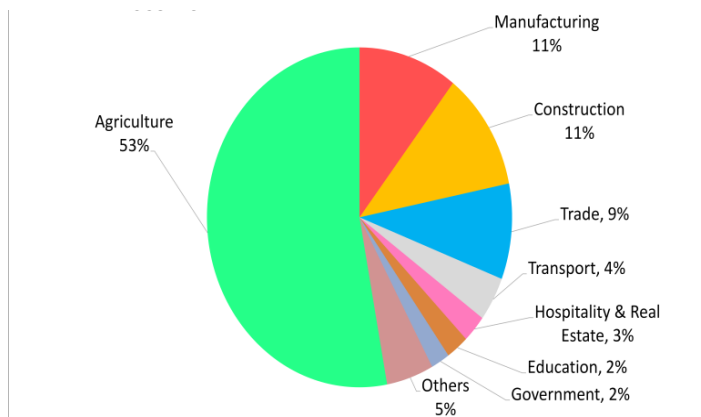
1. Introduction and Economic Sectors

The sustainability of economic growth during the last years, which is reflected in the sustainability of macroeconomic indicators, cannot be assured for the coming years, if the government policies and programs do not provide a speedy development of private sector, especially the SME's, the growth of exports and investments, etc. All these coincide with the need to raise the productivity and the competitiveness of the Albanian economy with further economic opening of the country and continuous improvement of legal framework, which supports the integration process of the country. The speedy growth of the businesses and investments' development climate, the increase of competitiveness of SMEs in regional and global market through development of technology and information, may bring a reduction of administrative barriers and creation of business facilities.

SMEs development and their contribution in the long-term economic stability depend on their size and structure, which being under well-developed market conditions allows them to have flexibility and abilities suitable for tough competition conditions. Modern economies operate as a complex network of firms where the competitive position of a firm depends partly on the efficiency of its suppliers. Thus, SMEs competition affects the competitive position of the economy. As the high costs of transactions are one of the main barriers of their development, their reduction would influence the SMEs expansion and would especially encourage the expansion of micro-enterprises.

Development of SMEs sector is considered as the most efficient means for the transition economies, which generates a sustainable economic growth, employment and poverty reduction. During the last years, Albania has been through an economic decline, but still in positive level 1. 5-2%, which was one of the best positions in the region. There is no doubt that the SMEs sector has an indisputable contribution of this process. According to the evaluations, the contribution of SMEs sector contributes at 64% of GDP and 66% of employment in private sector. According to the economic sectors, the distribution of active private businesses is trading (49%), services (24%), industry (11%) and transport (10). Furthermore, the SME sector had a constant development during the years of transition. Furthermore, the graph below shows the contribution of each sector in the employment of the working force. It should be said that in the agriculture sector most of the businesses are small ones or family businesses and it is supposed that all people that are able to work are employed. Meanwhile, it is difficult to employ all the working force in the urban areas, because the economic system is not capable to develop working places.

Fig. 1 Employment by sector



Source: MF, 2015

Hence, after agriculture, we see that construction and manufacturing are the two main sectors in the Albanian economy. Since the beginning of the global crisis, construction was the first sector that was hit first, because people were afraid to expend their savings and remittances were reduced drastically. While, the manufacturing sector is working at 70% capacity, because of the reduced level of foreign demand for exports and a reduction of internal demand for goods. The trade deficit is still negative, by experiencing a decline both in exports and imports as well.

2. General view: situation and problems in the SMEs sector

The sustainable macroeconomic and financial environment has created suitable conditions for credit expansion during the years 2005-2009. However, we need to take in consideration the last financial crisis and the effects of it. According to the Bank of Albania, since the beginning of the economic crisis in 2008, there has been a tight credit policy for private sector and for individuals as well. Banks tightened further the credit procedures, in order to protect their stability and to increase the credit/deposit ratio. Some of the most important features are listed below:

- At the end of December 2015, the credit portfolio of banking system decreased by 16% compared to the previous year; while the credit to the private sector changed by 14% compared to the same period last year.
- 66.6% of credit portfolio is dominated from the business credits and 33.4% by individual credit.
- About 40% of loans given to business are used for buying cars and equipment.

Nevertheless, even the Bank of Albania has reduced the interest rate, in order to stimulate crediting the demand for credit from the private sector remains low, because of instability in the political-economic conditions

2.1 Competitiveness of the Albanian economy

Competitiveness of the Albanian economy is estimated according to the Index of Competitiveness Growth 2015-2016 (Report of Global Competitiveness 2015-2016 of the World Economic Forum). The index of economic competitiveness is estimated to be 3.9 from 7, which is the maximum. Albania takes the 93th position in the world ranking from the 97th place where was classified the previous year. It is classified the last country in the region concerning the economic competitiveness.

Tab. 1 The Global Competitiveness Index 2015-2016

	Innovation and sophistication factors		Business sophistication		Innovation	
	Rank	score	Rank	Score	Rank	Score
Albania	115	3.21	95	3.65	118	2.76

Source: The Global Competitiveness Index, 2015-2016

Although, there is an improvement of free market competition, but there is a lot to be done in institutional strengthening, where the efficient functioning of Competition Authority is important, as well as, fostering the structures of market supervision and inspections of market control, more specifically directories of standardization, metrology and calibration, etc. Moreover, Albania lacks development in technology and innovation, because of the minimum funds from the government budget.

Government regulation and sometimes overregulation can lead to a high restriction of business operations, such as:

higher costs because of high bureaucratic procedures for new licenses and investment projects;

high costs of legal documentations and time spending;

high costs because of administration pressure through the increase level of controls;

reduction of selling opportunities and limits the market operations;

reduction number of licenses and operators, by causing oligopoly situations;

more corruptive pressure from government employees;

higher costs through the increase of taxes for enterprises and consumers;

controlling and monitoring all the institutions (dependent and independent institutions from government), by censuring their managerial and financial autonomy;

high fiscal burns from the increase of electricity price, oil price, raw materials, customs services' etc.

Furthermore, according to Doing Business (2016) the table below gives the ranking of Albania based on the performance of key topics for the years 2015 and 2016.

Tab. 2: Key Topics and Albania ranking

<i>Topics</i>	<i>DB 2016 Rank</i>	<i>DB 2015 Rank</i>	<i>Change in Rank</i>
<i>Starting a Business</i>	58	54	↓ -4
<i>Dealing with Construction Permits</i>	189	122	↓ -67
<i>Getting Electricity</i>	162	159	↓ -3
<i>Registering Property</i>	107	104	↓ -3
<i>Getting Credit</i>	42	36	↓ -6
<i>Protecting Minority Investors</i>	8	18	↑ 10
<i>Paying Taxes</i>	142	130	↓ -12
<i>Trading Across Borders</i>	37	37	No change
<i>Enforcing Contracts</i>	96	96	No change
<i>Resolving Insolvency</i>	42	40	↓ -2

Source: DB, WB database, 2016

From the above figures, we can say that Albania has moved downward for these keys: starting a business, dealing with construction permits, getting electricity, registering property, getting credit, paying taxes and resolving insolvency. All these backwards come as a result of government hyper regulations; increase of bureaucracy; change of tax system from proportional to progressive tax; decrease of income, trade, consumption and blocking the building permits. If, we compare previous years of Albania, we can analyze that Albania has made paying taxes more costly, because the government changed the corporate tax rate from 10% to 15% and. Moreover, the fiscal burn is higher than the other countries in the region, by causing a decline in the competitiveness and attraction of foreign direct investments. Another problem is the construction sector, which is faced with a suspension of building permits by the government. While, on the other hand, Albania has made positive steps toward the registration of new businesses by lowering the fees and electronically registering them in one day.

The tables below will show specifically most important key topics with a comparison of Albania with Europe and OECD high income countries.

Key factor no. 1: Starting a Business

<i>Indicator</i>	<i>Albania</i>	<i>Europe and Central Asia</i>	<i>OECD high income</i>
<i>Procedures (number)</i>	6	4.7	4.7
<i>Time (days)</i>	5.5	10	8.3
<i>Cost (%of income per capita)</i>	10.4	4.8	3.2

In relation to these indicators, Albania is better for the time consumed to open a business, but it is much more costly (2-3 times more expensive) and it has more procedures than European and OECD countries. These indicate the high cost of operating in Albania.

Key factor no. 2 Getting Electricity

<i>Indicator</i>	<i>Albania</i>	<i>Europe and Central Asia</i>	<i>OECD high income</i>
<i>Procedures (number)</i>	6	5.7	4.8
<i>Time (days)</i>	177	118.5	77.7
<i>Cost (%of income per capita)</i>	491	440.2	65.1

Again, the time consuming in Albania is much higher than in the other countries. The cost to get electricity is higher but almost the same as in Europe and Central Asia, while in comparison to OECD countries it is extremely high. Albania has a very high electricity price even it has hydro centrals and plenty of water sources. The malfunction of the electricity system causes problem with the quantity and quality of electricity. Furthermore, because of not sufficient produced electricity capacities, Albania imports electricity from other countries, which increases the cost of it. Albania has all the needed sources, but it has serious problem with the production and management capacities.

Key factor no. 3 Registering Property

<i>Indicator</i>	<i>Albania</i>	<i>Europe and Central Asia</i>	<i>OECD high income</i>
<i>Procedures (number)</i>	6	5.4	4.7
<i>Time (days)</i>	22	22	21.8
<i>Cost (%of income per capita)</i>	10.2	2.6	4.2

In the above table, again we can state that cost is the main problem in Albania. Because of high bureaucratic procedures, the cost for almost all government services is very high.

Key factor no. 7 Paying Taxes

<i>Indicator</i>	<i>Albania</i>	<i>Europe and Central Asia</i>	<i>OECD high income</i>
<i>Payments (number per Year)</i>	34	19.2	11.1
<i>Time (hours per year)</i>	357	232.7	176.6
<i>Total Tax Rate (% of Profit)</i>	36.5	34.8	41.8

<i>Profit Tax (% of profit)</i>	14.1	10.8	14.9
<i>Labor Tax and contributions (% of profit)</i>	18.8	20.4	24.1
<i>Other taxes (% of profit)</i>	3.6	3.1	1.7

The tax procedures have changed during the last years. There is a reduction in the number of payments and time consumed per year, but still Albania remains with the highest procedure number and time spent for paying taxes compare to the other countries. Albania has made serious steps in the digitalization of paying taxes and online services, but still there is a lot to do toward corruption of administration staff and government regulation.

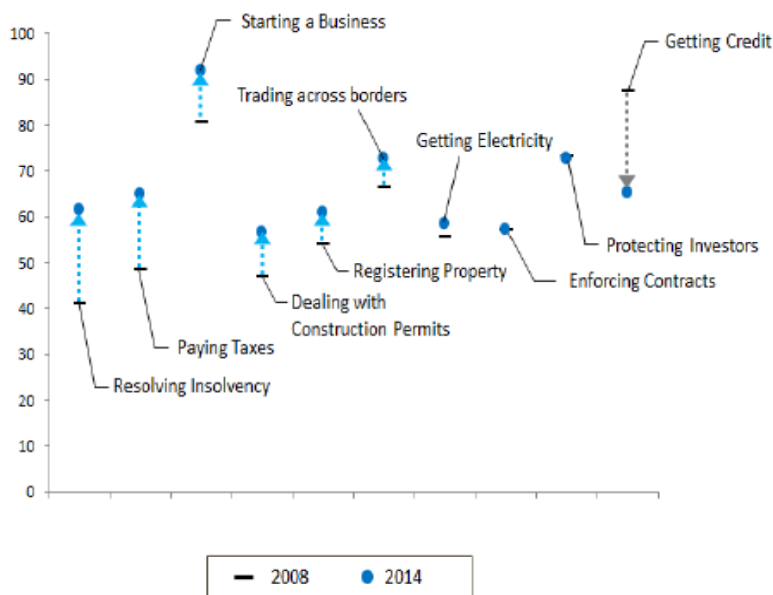
Key factor no. 8 Trading Across Borders

<i>Indicator</i>	<i>Albania</i>	<i>Europe and Central Asia</i>	<i>OECD high income</i>
<i>Time to export (hours)</i>	18	28	15
<i>Cost to export (USD)</i>	181	219	160
<i>Time to import</i>	9	23	9
<i>Cost to import (USD)</i>	101	202	123

Source: DB, WB database, 2016

The last one, if we analyze the above data, we can state that Albania has approximately the same data as OECD data and it is one of the big achievements of the government. Trade is become easier, because of the implementation of an electronic risk-based inspection system. While the figure below makes a comparison of the key indicators between the year 2008 and 2014.

Fig. 2 Albania Distance to Frontier Change along Doing Business Categories 2008-2014

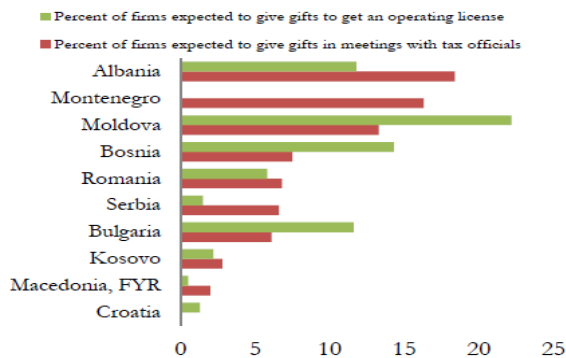


Source: WB, 2015

2. 2 Informality in economy

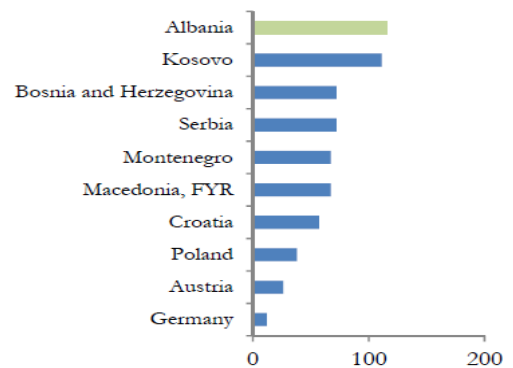
Informality in the Albanian economy is considered high and according to the evaluations from the Institution of statistics, it includes around 28-30 of GDP Level. Reduction of the informal economy is part of programs and reforms undertaken from the government. The inter-ministerial group for the informal economy has revised the action plan "For reducing the informal economy", approved by a decision of the Council of Ministers Nr. 246, date 21. 04. 2005. It has been prepared the new-middle-term action plan for reducing the informal economy, where the forecasted measures aim to avoid the fiscal evasion concerning taxes, social insurances and reducing Cash in economy. The use of cash register will help in the reduction process of informality. Larger use of internet, specifically in the public administration is an important factor in reducing corruption and abuses concerning businesses. According to Transparency International (2015), Albania has 33 points from 100 and it is ranked the 110th from 175 countries. Albania has the lowest performance in the South East Europe, with a high corruption level in the public sector. It is an urge to stop the fiscal evasion and corruption.

Fig. 3 Corruption Perception Indicators



Source: EBRD, WB, 2016
175=worst)

Fig. 4 Transparency Corruption Perception Index



Source: TI database, 2016 (1=best; 175=worst)

2. 3 Policies in taxes and tariffs

During 2006-2013 there have been undertaken a series of liberal policies, concerning taxes, in order to facilitate the fiscal burden on businesses and specifically:

Reduction of tax revenue from 23% to 10%.

Reduction of simplified revenue tax for small businesses from 3.5% to 1.5% and reducing about 50% the local tax on small businesses.

Removing the value added tax on books for the publishing house.

Removing the value added tax on advertisement.

However, the new government changed the fiscal structure from proportional tax to progressive tax system.

- From the January 2014, the tax revenue and tax on source became 15%, by facing an increase of 50%.

- The value added for books was set again.

-The value added for university studies.

- The local taxes has been increased by 30% by causing an economical stuck

Hence, this change brought many problems to businesses and foreign investors. Some of them left Albania and chose to operate in another Balkan country. Although, it is necessary to make some revisions and changes in the tax system, especially in implementing and controlling the legal framework. This gap in implementation and the lack of capacities in tax services demands more and more steps, which need to be undertaken in the tax administration.

2. 4 Procedures entering a business

The Albanian governments initiated reforms aimed firstly to reduce the time a business needs to prepare documents, secondly cost reduction, thirdly increasing the business accountability on its own declarations and government institutions in their verification. Regarding the regulatory reform, the legal term for registering a business in the Court is shortened, from 30 days to 8 days (after the Law on "Commercial Registry". Furthermore, the compilation of the commercial registry in electronic form is under way, by creating a database containing all the companies operating in Albania, improving the recording procedures. All these reforms will reduce the time to register a business. The table below shows the ranking of Albania over some years in "Ease of Doing Business". As it is seen, Albania has made serious steps in the ease of doing business, but still there are a lot of obstacles to work the opening business.

Fig. 5 Albania ranking in "Ease of Doing Business"

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Ranking	117	120	136	86	82	82	82	85	108	68

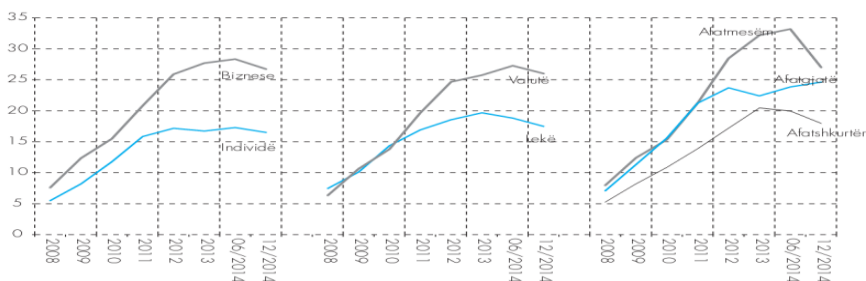
Source: DB, WB Database, 2015

2. 5 Financing schemes

In order to improve the financing climate of SME-s in the course of years, there are taken several measures that deal mainly with the

Introduction of the credit schemes for the SMEs. The assurance funds in Albania have been applied through some special projects, in supporting the SMEs categories and not involving the best part of them. However, the SMEs, especially the new ones, face many difficulties in getting a bank loan and the cost is very high. Conditions that banks claim from businesses are not favorable and more precisely, the required collateral is in high levels from 140%-170% of the loan. On the other hand, the bank interest rates are very high, in cases when credit is requested for investments on fix assets, for a mid-term period.

Fig. 6 Business and consumers credit (ALL and foreign currency; short-term, medium-term and long-term)



Source: Bank of Albania, 2015

The above figure shows Albanian businesses are the main credit holders of the banking portfolio and the time holding the credit is medium-term, while the loans in foreign currency are higher than in the domestic currency. This may come as a result of trade and investment, where raw materials, machineries other investment products are ordered from foreign suppliers. Another reason may be that, the loans in foreign currency are with a lower interest rate, but with the high risk of exchange rate. However, the Bank of Albania has reduced steadily the interest rate, but the demand for loans still remains very low, because of uncertainty in the adoption and further changes on fiscal policies.

2. 6 Internet and e-trade

Recent years, the Albanian society has been updated with the latest information technology. People are getting more literate toward the means of mass-communication, by exchanging messages specifically through the latest trend, internet. Nevertheless, there is a lack of legal framework about using e-trade and e-firms, which makes and e-trade to be quite difficult and safe.

2. 7 Technology and innovations

In the course of years, schemes of installing and developing the business incubators have been applied, but they are not for a long time. There are two business incubators in Albania, one in Tirana and lately to Korca city, but still there is no industrial or technological park. The governments have started negotiations with foreign investors to open those incubators and technological parks, but up to now, everything is on paper. In order to increase the competitiveness of Albanians' SME-s, there should be undertaken a series of measures, starting from preparation of legal framework, establishing government institutions, compilation of action plans and activities to implement. Moreover, the domestic SME-s can increase competitiveness by innovative plans and technology transfer. This can occur by:

Developing an innovation strategy and technology transfer;

Developing and implementing programs, this will help to boost the competitiveness and internationalization of SME-s;

Supporting new businesses as a way to encourage and increase employment;

Creating innovative centers as an outcome from partnership programs;

Developing e-trade and creating a legal framework for e-trade and e-brand;

Establishing industrial areas;

The establishment of Euro Info Correspondence Center has helped the Albanian business to create better contacts with European Union and increasing trade cooperation.

3. The governmental future strategies for the development of SME until 2017

The Albanian governments have improved the strategies for growth, in order to achieve a positive business climate as soon as possible. A developed financial system and business climate can help the economy toward growth and stability. The government has some objectives, which need to be fulfilled by the end of 2017. These projects and objectives will be financed partially by the Albanian government and the remained part from foreign donators (IMF, WB). In this context, their development and performance, in the frame of market openness constitutes a real challenge. The long-term objectives for the development of SMEs aim to:

Increase the number of employed persons;

Increase the new enterprises;

Increase the crediting for the private sector;

Gradually restrict the weight of informal sector.

Furthermore, strategic priorities for developing this sector consist of:

Harmonization of sector strategies, which affect the SME-s sector;

Providing transparency in decision-making, actions and measures, which affect the business environment;

Providing fair competition and supporting SME integration in international market;

Development of information technology and entrepreneurship culture.

Although, even the government has planned a development strategy, still there is room for changes and adoptions. The most important element of the Albanian development remains the rule of law and strong penalties for businesses and individuals who abuse with the law.

4. Conclusion and recommendation

A sustainable economic development of SME's sector can be achieved by increasing the number of new enterprises, improving productivity, and competing with international potentials. Hence, from the above discussion, we can conclude with some objectives, which can serve to further develop the above statement. These consist on:

Motivating further positive attitudes and believes within the entrepreneurship

This is one of the main concerns for long-term SME's development. In this point of view, it will be necessary to motivate the entrepreneurship to draw a strategy plan, which will have as a name introducing the entrepreneurship culture, formal and informal education with basic trainings for the entrepreneurs.

Improving and creating managing skills and training abilities

In many countries of the Region, it has been observed a lack of managing skills, which have a great impact on SMEs. Therefore, major steps toward entrepreneurship attitudes, should be taken since the first steps of education of new generations. Such steps will influence in building up a suitable environment for new entrepreneurs in education system, by making sure that young people are well informed about business culture as part of their education and future employment opportunities.

Entrepreneurship is considered as a basic concept in the long-term learning process. This process consists on various programs, which will encourage the entrepreneurship culture in every educational institution. Despite considering entrepreneurship promotion, media, of countries that aspire to become an EU member, should pay emphasis in entrepreneurship culture as well.

Increasing the working force qualification through:

Analyzing systematically the training programs;

Compiling entrepreneurship training programs;

Motivating creative entrepreneurship through:

Programs on creative entrepreneurship;

Studies for specific groups like women, youth, etc.

Developing businesses according to the European standards

By taking in consideration the regional and European integration of Albania, the domestic SME's should be prepared for the challenges with other regional and European businesses as well. In order to face properly these challenges, SME's need to adopt innovative strategies and modern technologies. Moreover, those will need to:

Improve the business environment for further development of SME's;

Register the new businesses within a day, by creating networks in every Albanian district;

Standardize and unify the criteria and procedures for permissions, licenses, authorizations and certifications in every central and local authority;

Create a similar law to that of EU for Albanians SME's;

Create a counseling office for SME's

Facilitate the tax system for SMEs

Revise the tax payment system, in order to prevent corruption by introducing electronic payment;

Support SMEs development by boosting of institutional framework and public-private dialogue;

And finally,

To implement the European standards on production, on quality management systems, and on security management systems, such as EN, ISO, and trademarks.

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Self-Employment Experiences of Young Graduates: New Forms of Professional (in)Dependence

Ana Paula Marques

Associate Professor, PhD in Sociology (University of Minho/Portugal)

Senior Researcher in the Interdisciplinary Centre of Social Sciences (CICS.NOVA) - University of UMinho

amarques@ics.uminho.pt

Abstract

In recent decades, self-employment has been considered a central issue regarding labour market opportunities and individual choices. However, self-employment experiences of young graduates reveal increasing insecurity that characterises the precariousness of current labour relations. In this paper, we intend to reflect critically on the concepts of self-employment, entrepreneurship/creation of businesses, taking into account the main arguments arising from the crisis of employment regulations. This paper aims to support in some research evidence based on an extensive survey applied in two public universities in Portugal (N 1004). Our focus will be on personal profiles of self-employed graduates, as well as the "oppositions" which structure their professional relations of independence/dependence. In this regard, it is suggested that we are witnessing a reconfiguration of the professional patterns of transition from higher education into the labour market which integrate traits of individualisation and autonomy as well as uncertainty and vulnerability. However, for a comprehensive approach to the self-employment thematic, additional research is still needed in order to shed further light on the understanding of the labour market as one of the main facets of social and socio-economic insecurity and risks in contemporary European societies.

Keywords: Higher Education; Graduates; Self-employment; (In)dependence and Insecurity

Introduction

Since the oil crisis of the 1970s which coincides with the end of the "Thirty Glorious Years", most Western countries are now facing events that contribute to a growing erosion of labour relations. From the vast literature on this subject, the following may be listed: i) transformation of conventional business structures (e.g., productive restructuring, relocation, downsizing); ii) outsourcing and privatisation of services (and, more recently, resourcing); iii) expansion of flexible arrangements/non-standard employment relationship; iv) change in social protection schemes and state protection; v) employment crisis and structural unemployment; vi) expansion of the informal sector and undeclared (overexploitation); vii) fostering autonomy and responsibility at work in parallel with increasing flexibility, individualisation and positional competition in different ways. These "new" morphologies of the working world (Antunes, 2013) express mostly constraining factors that contribute to the intensification of processes of differentiation and social inequality, visible in the increasing vulnerability, insecurity and experience of unemployment or inactivity for longer and recurrent periods in the life cycles (Marques, 2013).

Research on the field points to issues related to the so-called phenomena: "major trends", such as, "globalization", "flexibility", "precariousness", and "unemployment", among others. While considering the complexity associated with these phenomena and the need to target a specific reflection for each of those major trends, in this text we will highlight the importance of the recent changes in the labour market that particularly affect the segment of qualified young people.

In this sense, transition processes into the labour market face a range of challenges presented by socio-economic environments, and the vulnerability of the young graduates and their professional experiences has been highlighted in recent international studies (eg, Humburg, Van der Velden & Verhagen, 2013; Tomlinson, 2013, 2012; Teichler, 2009, 2007; Archer & Davidson, 2008; Muller & Gangl, 2003; Brannen, Lewis, Nilsen & Smithson, 2002) and national ones (e.g., Vieira & Marques, 2014; Alves, Alves & Chaves 2012; Alves & Marques, 2010; Gonçalves, 2009).

Far from a linear, sequential and finished transition into a job/profession, nowadays the professional integration implies uncertain, complex and segmented transitions and experiences. Young graduates have difficulties in obtaining their first jobs; their credentials seem to be insufficient to function as legitimate signifiers to the employer, and so many of them face precarious employment, or unemployment. Indeed, these young people are more vulnerable to current restrictive economical and financial policies, falling into "dynamics of precariousness" (Barbier, Brygoo & Viguier, 2002), in the sense of subjecting themselves to temporary or limited duration employments, usually underpaid, insecure and with poor labour conditions. Therefore, many present fragmented social and professional statuses (e.g., employee, entrepreneur, self-employed worker, scholarship holder, trainee, inactive, student, unemployed), and conditions of individualised, subjective and uncertain professional progression (Esping-Andersen & Righini, 2000; Beck, 2000, 1992; Paugam, 2000).

Indeed, one of the most important transformations in recent decades resulted from the economic and technical flexibility requirements (Boyer, 1996) expressed in the deregulation of labour relationships (Auer & Gazier, 2006; Kovács, 2005; Felstead & Jewson, 1999). Some of these practices include: fixed-term employment contracts (limited duration), temporary employment contracts, part-time contracts and independent or self-employed work and, more recently, entrepreneurship. These non-permanent employment relationships can be described as precarious (EU, 2013; Auer, 2005, Esping-Anderson & Righini, 2000; Auer & Cazes, 2000; Burchell, Deakin & Honey, 1999), due to the fact that they are poorly paid and accompanied by a reduction in social rights and labour protection. Moreover, in many professional contexts, young graduates strive to develop knowledge and a career, and many of them also face the (risk) of unemployment (Kretsos, 2010). This happens not only to a less qualified workforce, but is generalised to all social groups, including workers with high levels of employability skills.

Taking into account these more flexible forms of employment, we will focus on self-employment experiences in order to highlight a composite and opaque relationship between autonomy and contractual independence. As we will report further in this essay, the distinctive feature of this economic participation in the labour market is the contractual "independence" between employee and employer, namely no organisational constraints or a hierarchical subordination. However, this dimension of employability can hide other "opaque" subordinate dimensions such as: hierarchical dependence, lower legal protection, low wages, minimal or no union protection, and vulnerability to economic fluctuations. This is visible in the case of qualified young people that hold a status of "false self-employed ("green receipts") or a "self-employed dependent", and occurs when an activity is exercised within a fixed timetable and at the workplace, in one or more institutions. It may also happen when these workers perform tasks with reduced autonomy and mobilisation of limited knowledge/ skills. It is therefore important to have some analytical caution when referencing a relationship of autonomy or professional independence.

To provide a more in-depth analysis of this subject, we would like to begin by discussing the growing insecurity that characterises labour relations beyond the standard of typical dominant employment relationships in contemporary society. Secondly, the project "Pathways of integration of graduates: objective and subjective relations with work" (Percurso de inserção dos licenciados: relações objetivas e subjetivas com o trabalho) (PTDC/CS-SOC/098 459/2008), will be briefly presented together with empirical design. In the third section of this paper, we aim to further contribute to the analysis of the main features of the experiences of graduates' self-employment, from a sample of candidates coming from the Universities of Lisbon and the New University of Lisbon (NOVA). Regarding this aspect, it is suggested that we are witnessing a profound restructuring of professional linking models in the segment of graduates, by integrating uncertainty dimensions, flexibility and reversibility in their trajectories (Marques & Alves, 2010; Gonçalves, 2009; Marques, 2007; Guerreiro & Abrantes, 2004), which are part of a broader movement of "identity crisis" (Dubar, 2000) and civilizational changes (Beck & Beck-Gernsheim, 2003; Sennett, 1998; Beck, Giddens & Lash, 1994).

1. Beyond the *standard employment* - the exposure to precarious working conditions

The starting point for discussion and critical analysis of the current "non-standard", "atypical", "peripheral" or precarious employment arrangements, including self-employment, and the entrepreneurship/creation of businesses leads us to the identification of the main features which configure a stable employment relationship on a contractual basis, and which underlay the collective agreement work. Both the durability of the employment relationship, the uniqueness of the employer, and belonging to an organised service and, finally, the existence of a full-time schedule with an equivalent salary, define the profile of what is social and legally conventionally designated as "typical" employment, setting the *standard* for employment (permanent, full-time and with social protection).

In this context, the regulation of the labour market was perceptible through "typical" forms of employment which characterised the dependent workforce and corresponds to a social norm inherited from the *Fordist* years (Marques, 2010, Navarro, 2004; Freyssinet, 1991). According to the International Labor Office (ILO, 2006), the contractual notion of permanent or standard employment refers to the relationship between an employee and an employer, based on reciprocal rights and obligations. Therefore, this legal and standard form of employment defines the terms of exchange of time and/or services for money between an employer and an employee. This is deeply embedded in the national politics and deeply influenced by what may be named "normative systems", i.e., the combination of formal regulations, labour laws, customary practices, forms of legitimisation (Navarro, 2004).

In this regard, the situations considered "atypical" are all those resulting from the absence of one or another, or all of those specified criteria. In general, these atypical forms of work activities can range from simply "not declared" to forms of temporary, full-time or part-time contracts (Célestin, 2000). Thus, by consensus, one generally associates the idea of precariousness to the multiplication of employments outside the norm, to more vulnerability in labour relations due to more instability and to the risk of unemployment.

Despite further research, what seems plausible to sustain at the moment is that "atypical" employments tend to be accompanied by "precarious" conditions of work and employment. Although these two attributes that are usually combined, are not equivalent terms. In some circumstances, it could be assumed that these new forms of work constitute a choice for some employees and therefore are devoid of an imposing character and constraint, inherent to the concept of precariousness. In turn, it should be noted that currently, also forms of "typical" employment face new developments regarding the typical employment contract. Such as the individualisation of salaries, the management of performance and careers by projects and objectives, among others, contributing to feelings of insecurity and uncertainty about the future of the worker in the company as well. So, the idea of "stability" should be viewed with caution when reduced to a "typical" type of employment.

On the other hand, the notion of precariousness has been dominantly represented and analysed as employment insecurity, referring essentially to the existence of uncertain employments, short duration employment contracts (or at least certain) and an effective or potential restriction of social rights. In this context, the type of work contract tends to be the determinant factor to define precariousness.

Furthermore, a broader definition of the precariousness challenges us to seek other dimensions and/or indicators related to this issue. According to Barbier, Brygoo & Viguier (2002: 30), it is possible to define four dimensions related with precariousness, namely (i) the living conditions of lower class households and families, (ii) the social and legal status of individuals as related to employment, (iii) employment precariousness in terms of pay, types of contracts and career prospects, and finally, (iv) precariousness of society as a whole.

What seems important in this theoretical debate is to take into consideration other dimensions related with the contents, knowledge, skills and conditions of the professional activity in addition to the set of representations and expectations produced in the work context. It is therefore important in future research to consider other work and employment features, such as: rhythms and intensity of working time, predictability of timetables, degree of autonomy and responsibility in performing the tasks, relational networks, level of satisfaction with the job, representations of work, the professional and personal projects, and the impact of employment in the public/private life of social actors.

Thus, the basis for the concept of insecurity lays on the economic and social insecurity, as well as in the nature of work and material and symbolic compensation of social relations (Castel, 1995). We also include the structural dimension of socialisation and socio-professional integration arising from the relationship to work. As Paugam (2000: 15) points out "Today (...) we make the relationship with employment the determinant dimension of integration and tend to forget the relationship to work, as it had been studied, on the one hand, by Durkheim and, second, by the work of the sociologists of the 60s."

Consequently, the "experience" of precariousness from the point of view of economic and social uncertainty affects many of today's workers in different ways. Regarding this, the growing heterogeneity manifested in the positions or situations of workers depending on their relationship with employment norm has occurred over last decades, as Paugam identified in his empirical work: i) holders of a stable employment who do not run the risk of losing it in the coming years (stable employment not threatened); ii) holders of an employment/profession for more than a year, but that may lose it in the coming years (threatened stable employment); iii) those who have changed jobs or experienced a period of unemployment over the previous year that currently have a precarious employment and could lose it in the near future (unstable employment); iv) the unemployed for less than two years; v) unemployed for over two years (long-term unemployed) (2000: 14).

2. Project and empirical design

This article arises from our participation in a research project entitled "Pathways of insertion of graduates: objective and subjective relations with work" (Percurso de inserção dos licenciados: relações objetivas e subjectivas com o trabalho) (PTDC/CS-SOC/098459/2008)¹, centred on reflection about the recent changes in the transition into the labour market of higher education graduates.

As a general goal, this project aimed to analyse the trajectories of young graduates' employability from two public universities in Lisbon – the University of Lisbon and the New University of Lisbon - following the employment status of the cohort 2005/06, in four distinct stages: first month afterwards, 18 and 36 months later and finally, a last moment common to all respondents, titled "reference week" (which corresponds to the seven days before the start of the questionnaire). By providing the choice of four stages we intended to ensure that the sample was composed of graduates who were included in a five year period after the completion of their respective degree.

Among the more specific objectives established, were aimed to characterise these pathways in order to obtain information regarding: a) the situation over time considering the conventional insertion indicators (e.g., waiting time to obtain the first employment, type of employment, time work, earnings, business sector); b) the mobilisation of objective resources (academic and non-academic); c) and the assessment of the subjective relationship that graduates have with the work (importance and appreciation of the work in relation to other social values).

The methodological design involved as a first step, the application of an extensive survey (which was administered by phone, and secondly, the implementation of a series of in-depth interviews with graduates of illustrative professional situations typologies that resulted from a cluster analysis. It should also be noted that the research was applied to a sample of 1004 graduates from all courses in the New University of Lisbon (40.5%) and the University of Lisbon (59.5%). Our reflection is based on this sample and specifically, we only considered the information on the respondents who said they

¹ Coordinated by Miguel Chaves (FCSH-UNL), this research project presents results beyond the purpose of this article (PTDC / CS-SOC / 098 459/2008). In addition to the coordinator, the team consists of several members from different higher education institutions (Ana Paula Marques, Cristina Parente, Hugo Mendes, Jesuína Varela, João Sedas Nunes, Luís António Baptista, Maria Manuela Gonçalves, Natalia Alves, Mariana Gaio Alves e Rui Santos).

are in self-employment¹. From a total of 87.4% who were employed, 10.4% did so as self-employed². Although this is a relatively low number of respondents, it is important to realise that its value is close to the one obtained from the self-employed owners of higher education in the national context for 2012 (11.3%) (PORDATA, 2013)³ and other studies we conducted (Marques & Moreira, 2011a, 2011b⁴, Marques, 2007⁵). Also, this article does not take into account a number of other professional or training situations, such as “unemployed”(2.4%), “inactive” (3.7%), “fellow” (5.5%) and “trainee” (1.1%), as those would lead us to a reflection along other lines of analysis which, notwithstanding its relevance, would require reference to diverse theoretical frameworks⁶.

3. *Workers on their own: profiles and statuses assumed*

Data gathered from our research allows for the definition of the dominant profile of the self-employed (detailed quantitative data will be reported elsewhere). It consists of a majority of female graduates (70.3%) whose average age is about thirty and have residential autonomy. They are part of a household, regardless of whether or not they have children (57.1%), although it is significant that the relative weight of those who said they live alone (16.2%) or with parents / in-laws (12.1%).

These respondents belong to three main higher education area groups: “social sciences, business and law” (42.9%); “arts and humanities” 24.2%) and “sciences, mathematics and computer science” (18.7%). Few holders of a diploma in engineering, health and education are “working on their own” which is explained in a large part by the greater supply of jobs so far, by private and public companies. Although recently this endogenous capacity to absorb graduates has been registering limits in recent years (Gonçalves et al., 2009), which explains the greater visibility of highly qualified registered labour migration flows from Portugal. In face of these first results, we brought more consistency to the trend already observed in other studies (Marques, 2007; Marques & Moreira, 2011a, 2011b) of a higher incidence of these “new” independent ways of working among graduates of the social sciences and humanities, also including in this group the graduates from law, economics and management. In turn, taking into consideration the social class of family as a composite variable for the understanding of career paths based on self-employment is paramount. Thus, we highlight the respondents whose parents, in terms of social classes, may be grouped among the “Entrepreneurs, Managers and Liberal professionals” (44%), followed by “Technicians and environment professionals” (27.5%) and “Operative employees” (12.5%). The thesis of social reproduction and the role family of origin when deciding to embark on an autonomous and independent professional career seems to have some explanatory power considering these results. The generation of individual provisions structured around values and beliefs (for example, having confidence, optimism, not having risk aversion) for learning and socialization in the family is a cognitive dimension that may be favourable to the emergence of fostering attitudes of autonomous and entrepreneurial experiences. Studies conducted by us have already pointed out the importance of the social capital in the decision to embark on a career, creating self-employment / business (Marques & Moreira, 2011b).

¹ We used the definition of self-employed worker, as one who exercises an independent activity and who is directly dependent upon the profits (accomplished or potential) from produced goods or services. The employees may be members of the household or not. A self-employed can be classified as self-employed, as isolated, or as an employer (with or without employees).

² Respondents in self-employment situation only correspond to 91 cases in our sample.

³ The proportion of graduates in the population pursuing an activity on their own as self-employment has increased significantly in the decade and years: in 1998, 4.3% and in 2015, 15.9%. Comparison with the European Union, Portugal has a value below the average for those who hold higher levels of qualification (ISCED 5-8): 18.1% versus 32.7% respectively. On the other hand, Portugal has higher relative proportions of workers in the context of traditional self-employment forms with low levels of education (ISCED 0-2) compared to the EU (88.1% versus 10.2%, respectively) (Eurostat, National Institutes of Statistics – INE and PORDATA, 2015).

⁴ The Entrepreneurship Potential project records 12.4% of own-account workers (self-employed/ entrepreneur).

⁵ In the study conducted between 2006-07, under the MeIntegra project, we were able to note that 12% of all graduates interviewed by the University of Minho declared they had a 'worker on their own' situation (self-employed / entrepreneur) (Marques, 2007).

⁶ For example, by analysing all kinds of unemployment, and various other forms of work that integrate informal dimensions of work and/or are considered “invisible” (Dornelas, Veloso & Guerreiro, 2011).

In conclusion, the main features that characterise these self-employed¹ are as follows: strongly feminine, relatively young, holders of diplomas in social sciences, business and law, as well as arts and humanities and mainly from families of origin with higher economic, educational and symbolic capital.

Next, we argue that the social category of "worker on its own" represents a heterogeneity of autonomy and professional independence situations which should be examined. To this end, we base our considerations on the main analytical axes generally used by the authors referenced above (Assunção, 2008; Supiot, 2001; Burchell, Deakin & Honey, 1999; Freire, 1995): i) subordination / hierarchical dependence; ii) traditional and modern versions of self-employment; iii) differentiation between the ones who have employees and the ones who don't.

The first axe, subordination/hierarchical dependence, which gives us an indication of the statutory "opposition" of the worker, regards the assessment of the relationship of contractual independence or the subordination facing the authority of an employer. This is possible based on the information regarding the existence or absence of a written employment contract and its nature. In this case, we assume the contractual independence from the observance of the following: the employee does not submit to a hierarchy within the company; he/she does not comply with a work schedule set by the company; he/she does not exercise his/her activity on company premises and does not use the working tools provided by it. As we do not hold information on all items included in this definition, the contractual independence will be measured only by the type and nature of the contract. Thus, we observed that one of the consequences of flexible labour strategies adopted by most companies nowadays is individual subcontracting through a contract for services. In this sense, we can conclude that among the total of respondents who reported working on their own, 68.1% belong to the professional group of experts and associate professions, only 17.6% belong to the professional group of senior level civil servants and, to a lesser extent, to the group of technicians and associate professionals (11%). In our sample of respondents, situations of professional unsuitability are residual. With top-level qualifications, these "young professionals" perform their activity on the basis of a legal and probably real subordination, by reference to the existence of a written employment contract (31.9%). These split between the contract figure that provides services (41.1%), permanent employment (34.5%) and fixed-term employment (24.1%). Therefore, assuming the necessary conceptual, methodological and technical reserves (it is important to remember that it only refer to 91 respondents from a sample of 1004)², it is conceivable that these results point out some situations of "false", "dependent", "involuntary" self-employed, among others, as we have already mentioned.

Then, we should consider the second "opposition" which refers to the fact that the self-employed are the unique and sole responsible for their professional activity, approaching to the entrepreneur concept (also including information on the type of business or organization). In this case, and according to our results, it appears that 74.4% of self-employed do it in a situation of being the only ones/ responsible for their professional activity. Only 25.6% reported having workers under their supervision and responsibility which can, in most cases, rise/ to 3 workers (78.2%), which means that those are micro-private companies in general (51.1%) - or as micro-entrepreneurs. Here too, we can assume that these graduates take the risk of economic self-sufficiency (business risk) and responsibility of running a sole private company (37.5%).

Finally, we consider the activity sectors that can point to modern records of professions associated with innovation/creation of goods and services, moving away from activities that configure traditional references for example, small merchants, independent technicians (e.g., electricians, mechanics) and professionals. The economic structure has been transformed by the introduction of new technologies that allow, among many other things, to rationalize part of the production of goods/ services (in terms of physical space, for example), relativise economies of scale and gives rise to new entrants and small businesses with greater flexibility in dealing with radical changes. The literature found on innovations that generate new and smaller companies, which promote new professions and competency profiles, is vast. Thus, when analysing the business sector in which respondents are included, it appears that the activities related to justice (26.7%), business

¹ These traits are different from those that had been identified in other studies, such as the analysis performed by Freire (1995), or analyses conducted abroad, for example, in England (Böheim & Muehlberger, 2006). In this case, the recurrent traits had been organized around a certain "masculinisation" of the profile and "maturity" in terms of age and seniority of independent workers (Freire, 1994: 142-143). The only difference between the English and the Portuguese situation was that in England, workers were more "empowered" with a college degree (Böheim & Muehlberger, 2006: 13) whereas in Portugal the participants held the basic skills required at the time.

² We must beware when interpreting the figures collected by the questionnaire survey instrument, given the social pressure, professional refuge or refusal to reveal the form of contract by the respondent.

services (21.1%), artistic and cultural services (13.3%), education and health, and finally, social protection (12.2%) contribute the most to characterise these independent but dependent workers. Simultaneously, they are far from the traditional small farmer image, farmer, artisan, trader, and the "handyman", manly attached to low-skilled economic sectors.

Concluding remarks

Undoubtedly, the discontinuities of the labour market brought about by the financial and economic crisis changed the conditions of access to an occupation and, in particular, the trajectories of young graduates. Also, the re-configuration underway in patterns and cultural models, social relationships in terms of family, educational and professional background of the current generation (and its relationship to other generations) are unquestionable.

Throughout this article we claimed that we are facing a set of professional changes which are framing new forms of employment relationships. These tend to be defined by a hybrid and opaque relationship with autonomy and professional independence by young graduates who declared to "work on their own". From the main results obtained, it is possible to identify a relatively consistent trend of feminisation of assembly workers whose employment is based on a relationship of professional (in)dependence and a trend by scientific area of academic training segmentation. Furthermore, it appears that in the last five years after graduation, the self-employed status which may take settings close to "dependent self-employed" or "involuntary self-employed", thus introduced "grey areas" and constraints of various kinds.

If these young people are now scattered among various professional paths there are, however, common denominators that tend to characterise them. They seem to share situations of precarious working conditions, in the sense that part of these young professionals have a real and formal subordination. Also, they tend to assume the risks of an independent activity such as lower (or no) employment protection, coverage provided by the social security system through the active life cycle and retirement (e.g., unemployment benefits, sick leave, parental leave and other allowances related to reconciling work and family, disability benefits), collective bargaining and representation by the unions. Thus, there are numerous actual/real and potential risks which, however, are not easy to typify and that require new developments, further in-depth study and more research on this subject.

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The War of US against ISIS in Psychological Warfare and Internet as the New Frontline

Dr. Urtak Hamiti

Iirja College

urtaku@gmail.com

Abstract

Barbaric, savage, horrific-these were terms to define the decision of the Islamic State of Iraq and Syria (ISIS) to murder its captured Jordanian pilot by burning him alive inspired a thesaurus of horror and revulsion. The men who did it, the perpetrators were described by the media as mad men, thugs, monsters. To most of the people, the act itself seemed inexplicable and without sense. However, behind the choreographed and videotaped violence lies a calculated horrible cold logic. Although, ISIS is often portrait as a mighty force on the ground in Syria and Iraq, facts state that they control mainly communications between various provinces in both countries, and, as most guerrilla armies, are militarily weak by conventional measure. ISIS has little or almost none defense against the bombing campaign that is facing now, while US has formed a coalition that is confronting them on the ground as well, after President Barack Obama published the "New Security Doctrine" which includes degrading and finally destroying ISIS. ISIS, however, have proven to be very organized in promoting dramatic acts of violence against their enemies and promoting them to achieve two goals: use terror tactics as a psychological weapon against all those facing them and all those that are to face them in combat. Secondly, through usage of social network platforms to promote killings and executions, the aim of ISIS is to encourage recruits from out of Syria and Iraq, and elsewhere, to join them in their cause. Online operations of ISIS fall under a production group called the Al Hayat Media Center. The Center was created to seduce Westerners into joining the ranks of ISIS and also to distribute propaganda through social and media platforms. It is difficult to assess the success of this operation, but solid sources provided by US military and intelligence estimate that at least 300 Americans are fighting in the ranks of ISIS (at least two Americans have been killed fighting for ISIS in Iraq/Syria region) while the number of Europeans is in thousands. The US Response to this psychological kind of warfare came when President Barack Obama established the Center for Strategic Counterterrorism Communications (CSCC) aiming to combat terrorist propaganda. The main strategy of CSCC is not directly to confront ISIS operatives, but rather than that to deal with the people they are trying to recruit. Now, with almost entire international public opinion on their side, it is time for US to more actively respond to ISIS especially in the manner of psychological warfare since it is obvious that operations of "winning hearts and minds" of people in Iraq and Syria are not enough compared to ruthless tactics of ISIS which "winning hearts and minds" by brute force, terror, and vivid violent images. The online propaganda war is a new component to conflicts of 21st century that allows enemies to reach one another's home fronts directly. ISIS might seem not so strong on the ground but it has captured one fundamental flaw of the media of 21st century-the one that bad news is always good news and that televised violence will always have an audience. ISIS has proclaimed that its goal is to create a caliphate of 21st century but its psychological warfare and propaganda is inspiring individuals throughout the West to commit horrible terrorist crimes. Could this be another mind game set up by ISIS, it remains to be seen. However one thing is for certain, US and its allies must tackle ISIS not only by planes and other military means, but also by a strategy that would eliminate its influence in spreading their propaganda.

Keywords: US, ISIS, psychological warfare, on-line propaganda warfare

INTRODUCTION

Psychological warfare is best defined as any operations that are carried out in order to achieve victory through mental changes in the enemy.¹ These operations, that contribute to such changes, include demoralizing the enemy (military or civilian, individual or group), convincing the enemy that it would be useless to continue fighting, or bringing about a new understanding of the conflict that subsequently leads to other forms of resolution. These operations are therefore aggressive acts, but not always in strictly military sense.

Psychological warfare is often based under the assumption that the ultimate roots of the conflict lie in dissatisfaction of the populace, therefore military victory on the battlefield is not sufficient. It is important to win "hearts and minds" of the people who generate, feed and support the insurgency, or opposing side and best way to tackle this is to apply a model known as "low intensity conflict" which basically is more sociopolitical than purely military war.² Psychological warfare is part of this sociopolitical confrontation. Its most common operations include propaganda campaigns, open or clandestine transmission of news, rumors, and civic-military actions that are aimed to meet the material needs of the population or to change either images of the enemy or of one's own forces. Thus, a basic mechanism used to gain objectives in psychological warfare is unleashing of personal insecurity: about one's beliefs, judgment, feelings, about what is wrong and what is right, what should or should not be done. This insecurity finds an immediate and calming response in solution offered by those in power: to accept the "official truth" and submit to the "established order". The psychological means to the desired objective is not to fear or terror in the face of a cruel authority, but instead insecurity to an authority that is simultaneously powerful and magnanimous.³

In order to make the population feel insecure, psychological warfare tries to penetrate their primary frame of reference: their basic beliefs, their most precious values, and their common sense.

Psychological warfare is not aimed exclusively at the enemy. It is often aimed at own public opinion as well (for instance in cases of justifying the military conflict to the public opinion), at own military forces (for motivation and strengthening the morale), at allied countries (for gaining a better international position and support).

All above mentioned makes psychological warfare a very modern weapon, although its use in various forms of propaganda has been known since ancient times. This weapon contains some important features that separates it from other weapons in the battlefield: psychological weapon is weapon of "spirit" that affects directly the psychology rather than the body of the subject, psychological weapon has unlimited reach and knows no borders or frontlines, psychological weapon can operate constantly without pause, psychological weapon changes the beliefs of the enemy while defending the morale of own country and military forces, psychological weapon serves during and after the military operations on the ground, psychological weapon influences globally at the same time the enemy and own public opinion, and finally psychological weapon does not kill, it convinces.⁴

The phrase "psychological warfare" is believed to have migrated to United States in 1941 from Germany. *Weltanschauungskrieg*, used by German military at the times, when translated literally means "worldview warfare" and was defined as "scientific application of propaganda, terror, and state pressure as a means of securing an ideological victory over one's enemies". Contemporary psychological operations (PSYOP) doctrine of the United States categorizes psychological warfare activities under three typologies: tactical, operational, and strategic. Tactical operations attempts to influence the "will to fight" of the enemy soldiers actually participating in physical combat, whereas operational PSYOP not only targets fighting soldiers, but the civilian population within a particular region (such as Iraq or Syria) using same technologies (leaflets, radio, television, and even more increasingly internet and social networks) as tactical psychological

¹ P. Watson, "War of the Mind: The military uses and abuses of psychology", New York: Basic Books, 1975

² A.J. Bacewich, J. D. Hallums, R.H. White, T.F. Young, "American military policy in small wars: The case of El Salvador", Paper presented at John F. Kennedy School of Government, March 22nd 1988

³ Ignacio Martin-Baro, "Religion as an instrument of Psychological Warfare", Journal of Social Issues Vol. 46 No.3, 1990, pg 96

⁴ Vera Ranogajec, "Psiholoski Rat", Zagreb: Polemos 3, 2000, pg 148

warfare, but deploying them more broadly. US strategic PSYOP is international in scope uses the most up-to-date and far-reaching information and communication technologies at a level that is a long, protracted effort, usually lasting years.¹

In the latest efforts to degrade and destroy ISIS, Islamic State of Iraq and Sham (or ISIL), US is employing psychological warfare at another level, one that includes social networks and internet as the platform or the new battleground, new frontline. When confronting al-Qaida, US officials, from military and administration, have treated the organization as terrorist one since it was such and employed such methods. Terrorism is defined as "use of violence or threat of violence by small groups against larger groups aiming to achieve political goals".² Terrorism itself though is not a strategy, it is a tactic used by organized groups. In case of ISIS, which currently controls considerable parts of territory in Iraq and Syria, terrorism is defined differently. ISIS uses terrorism in its classical form, suicide bombings, executions, mass destructions, but is also a fighting force that operates from its own currently controlled territory. It is also the best funded terrorism organization in the world that US has confronted so far.

ISIS's strategic narrative is the creation of Caliphate marking the return to the original version of Islam including the introduction of Sharia law. The restoration of "caliphate" is considered by ISIS to be a religious duty as are the draconian laws and the terrorism it applies. ISIS has strategic psychological operations and information objectives: setting the international media agenda in order to gain attention and visibility of their message, controlling the narrative, countering western, Shia muslim, and other "propaganda" against ISIS, projecting itself as the most powerful jihadist faction, connecting supporters via on-line networks, recruiting new supporters and members, demonstrating capabilities and command and control structures, raising funds. ISIS seems to have six strategic target audiences: sympathizers and supporters, potential recruits, donors, international media, local audiences in Iraq and Syria, and wider international community.³

ISIS's tactic planners know that internet and social networks are not an area that they can compete with US and its allies. Instead, what ISIS has is asymmetric power-the ability to shock and terrify with videos of terrorist activities and other crimes committed by its members. The aim is clear-to shock, scare the public opinion and their opponents within the territory it controls and those it fights, and attract new followers for their cause.

New media and new propaganda from ISIS has come a long way from grainy camera footage on VHS tapes. High definition videos, social media accounts, internet in general are the new norm for groups like ISIS who have certainly set the bar for other terrorist accounts affiliated with ISIS. These online operations fall under a production company created in 2014 called AlHayat Media Center. The main aim of this company is to seduce Westerners into joining the ranks of ISIS and distribute propaganda through social media platforms.⁴

In April of 2014 ISIS confirmed their status as media-savants with the launch of an official Android app for the Google Play Store titled "The Dawn of Glad Tidings" as the go-to source for news on Islamic State. This application though required users to submit a wealth of personal information and hand over control of their Twitter account. This had allowed ISIS to tweet propaganda across thousands of accounts simultaneously. Although this application had been pulled from Google play it reached its purpose since it acquired Twitter accounts. When ISIS marched in Mosul, Iraq in June 2014, its supporters were able to send over 40,000 tweets in a single day. This use of social networks by a terrorist organization was unprecedented before. In a speech at the Brookings Institution, Matt Olsen, Director of National Counterterrorism Center

¹ Tyler Wall, "US Psychological Warfare and civilian targeting", London: Peace Review: A Journal of Social Justice, 2014, pg288-289

² Clark R. McCauley, "The Psychology of Terrorism", Social Science Research Council, www.ssrc.org/sept11/essays/mccauley accessed December 2015

³ Thomas Elkjer Nissen, "The Weaponization of Social Media", Royal Danish Defense College, <http://www.fak.dk/publikationer/Documents/The%20Weaponization%20of%20Social%20Media.pdf> accessed in February 2016

⁴ Brookings Institution, "Respond to the Islamic State threat (on Twitter)", www.brookings.edu/blogs/techtank/posts/2014/10/20islamicocialmedia accessed in January 2016

in 2014, stated that ISIS operates “the most significant propaganda machine of any Islamist extremist group and that no other group is as successful and effective as ISIS is at using propaganda, particularly social media.”¹

In June 2014, US President Barack Obama ordered the launch of Operation “Inherent Resolve”, which included military operations, mainly air-strikes, by US and its coalition allies against ISIS positions. The operation is still ongoing with participation of US allies from NATO and those of the Middle East. Even before, US State Department had launched a tough and graphic propaganda counteroffensive against ISIS, using some of the group’s own images of barbaric acts against fellow Muslims to undercut its message. In 2011 a Center for Strategic Counterterrorism Communications, a 50 members team with a budget of 6 million USD, was set up to concentrate and target al-Qaida, ISIS threat and operations in internet more specifically in social media presence-on Youtube, Twitter, Facebook and beyond. President Obama, on September 9th 2011, signed Executive Order 13584 providing policy backgrounds and responsibilities to CSCC. This Center is guided by National Strategy for Counterterrorism and operates under the policy direction of the White House and interagency leadership. CSCC immediately released a video production “Welcome to ISIL Land” aimed at young Muslims with the message “run-do not walk to ISIS Land” as part of “Think Again. Turn Away” campaign. US State Department spokesperson at the time stated to Foxnes.com: “We believe countering our adversaries in this space (the internet) is critical. We must contest the space by confronting distortion with reality and lies with the truth”.

However, many former US public diplomacy officials have expressed fear that the sophisticated, social media and internet born propaganda of ISIS is outmatching US efforts countering it. Shahed Amanullah, who was in charge of establishing anti-extremist Muslim voices and programs at the State Department and who has left his position in 2015, had stated that US government is in no position of engaging jihadi extremists on Twitter. In the off-line world, US response has occurred in public diplomacy hubs from Dubai to Washington, where State Department has sent out Arabic-speaking mouthpieces to amplify the denunciation of ISIS. Much of the focus was centered at media outlets like Al-Jazeera and Al- Arabiya, also in Europe, with the sole aim of dissuading Muslim youth from joining ISIS.²

The fears that the US psychological warfare campaign, that is going parallel with the military operations, might not be able to defeat ISIS’s campaign are also founded in previous similar situations when western democracies and their armed forces faced Islamic terrorists. Ten years ago, in July 2006, Israel launched a military offensive in South Lebanon aiming to degrade and damage Hezbollah organization. Israeli Defense Force body in charge of conducting PSYOP at the time was MALAT (Mercaz L’Mitzaei Toda’a: The Center of Consciousness/Perception Operations).

MALAT, during 2006 military and psychological warfare campaign, used “traditional” methods (leaflets) as well as “new” ones such as SMS messages and websites. Of these, it was the new modes of communication, especially the Internet, which proved valuable when assessing enemy’s response to Israel’s PSYOP offensive. In previous occasions, an assessment of enemy’s reaction was based either on speculation, enemy’s media, captured documents, or on interrogation of captured POWs.³ IDF had two goals: reducing or completely eliminating Hezbollah’s capability of shelling Israel from their positions and discrediting the organization itself, particularly its leadership and head Hassan Nasrallah. What subsequently happened was that while MALAT continued its PSYOP the IDF forces withdrew from Lebanon after 34 days of fighting, which was hailed as a victory by Hezbollah and Palestinians in general since Israel went out while Hezbollah remained in South Lebanon. MALAT’s operation was a failure as a result of failure of IDF to achieve its military goals.

Ten years later, the US military is struggling to achieve its military goals against ISIS and as a result of that US PSYOP counter message against ISIS’s is struggling. US and its allies, including Russia, are bombing ISIS positions since 2014, but ISIS is still on the ground in Iraq and Syria and this is the main message of ISIS’s PSYOP.

¹ Anne Gearan, “National Security US attempts to combat Islamic State propaganda”, Washington Post September 07 2014, accessed in January 2016

² Spencer Ackerman, “ISIS’s online propaganda outpacing US-counter-efforts, ex-officials warn”, The Guardian September 22 2014.

³ Ron Schleifer, “Psyoping Hezbollah: The Israeli Psychological Warfare Campaign During 2006 Lebanon War”, Terrorism and Political Violence, 2009, pg 223

CONCLUSIONS

The Center for Strategic and International Studies in Washington DC estimates that 90.000 messages are daily disseminated by supporters of ISIS in social networks using internet, and according to analysis by intelligence firm Recorded Future, despite efforts by Twitter to shut down affiliated accounts, in September 2014 there were still 27.000 "pro-ISIS" accounts.¹ The question arises how will US counter message and what strategy will it use in the future.

CSIS recent findings conclude that the dominant message among the youth of the Middle East, that is the primary target of ISIS, remains the one of aspiring peace, stability, prosperity in spite of vigorous on-line campaign promoted by ISIS and its affiliates. Promoting this narrative could be a new task for US psychological operations as the dominant narrative in stopping the recruitment of young Arabs within ISIS ranks. The obstacle remains in the sense that US might not be the credible source alone, due to the recent history of the conflict in the Middle East and US military role (Drone program, rendition program, Abu Ghraib abuses), in promoting this counter message especially in explaining the difference between Islam and Islamic extremism. This message must come also from US allies in the region, Arab states and Turkey, in order to be credible and sufficient in the long run as efforts to degrade and destroy ISIS militarily continue. The message of freedom of choice and prosperity rather than tyranny and oppression should be the central theme of US PSYOP anti-terror fight in social networks and overall internet. The US must present a different side to ISIS, the one that is not idealized, the one that is full of infighting, human greed and senseless violence.

Successful psychological operations are impossible to be separated from military performance. PSYOP does not operate in the vacuum, and just as it can promote military objectives, so military successes on the ground are crucial to the attainment of PSYOP goals. Even the most well thought-out PSYOP campaign would flounder in cases where the enemy is able to boast one or more military achievements. The online psychological warfare is a new component in the 21st century that allows enemies to reach each other's home fronts directly. US psychological operations planners should keep this in mind when designing and applying future PSYOPS that must have its effects among ISIS and its allies as well as US home front and its own allies.

NOTES

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¹ Judson Berger, "State Department enters propaganda war with ISIL", September 09 2014, accessed in January 2016 at Foxnews.com

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The Use of Twitter by Politicians During June 2015 and November 2015 General Elections the Case of PDP

Ferihan Polat

Assistant Professor, Pamukkale University

fyildirim@pau.edu.tr

Özlem Özdeşim Subay

Phd Candidate, Pamukkale University

oikiz@pau.edu.tr

Abstract

Nowadays, one of the mechanisms used by politicians in order to reach mass over is social media with the development of information and communication technologies. In this sense, as a free social media tool, Twitter, is one of the most used social media websites with the features of diffusion of thoughts directly on Internet and easy accessibility. This study evaluates that how and for what purposes Twitter is used by the candidates of Peoples' Democratic Party during the June 2015 and November 2015 General Elections in Turkey. For this aim, Twitter accounts of two co-chairman of PDP Selahattin Demirtaş and Figen Yüksekdağ; Deputy Chairman of Parliamentary Group of PDP Pervin Buldan; Parliament Vice President of Group of PDP İdris Baluken and Administrative Authority of Parliament of PDP Sırrı Süreyya Önder are analyzed during two election times in one month period. As a result of this study, during two election times, differentiation of political language, decrease of peace rhetoric and hardening of opposite language as a parallel of the development of armed conflict in this period are observed in candidates of PDP which claims of being the party of Turkey peoples.

Keyword: 2015 June General Elections, 2015 November General Elections, The Political Use Of Twitter, Peoples' Democratic Party.

1. Use of Twitter by Politicians:

When it comes to reaching the masses, politicians would like to make use of the faintest opportunity they acquire and the advances in information and communication technologies, especially the social media tools provide them this opportunity. Thus, Twitter, which is a free social media medium that lets users send 140 character long posts to their followers, is a functional communication tool, since it could spread ideas directly in Internet environment and its easy access. Twitter is open for communications continuously and thus, used extensively in social and political events (Enli and Skogerbo, 2013: 763- 764).

Established in 2006, Twitter is the most popular microblog site among other social media tools in the world. The reason for this popularity is the free registration of the users and availability of the capacity to send 140 character short messages called tweets to their followers on any subject. Contrary to other social network sites such as Facebook and My Space, Twitter does not require approval or permission to follow or to be followed by someone. Two significant features that characterize Twitter are the fact that it requires an answer to the question "What's happening?" and the answer is limited to a text of 140 characters long (Ikiz et al., 2014: 44).

Twitter is one of the most visited web sites globally and in several countries, and number of users that visit Twitter as a social media tool increases rapidly everyday. As a result of the number of tweets sent during the protests that were organized after the elections in Iran in June 2009, and the tweets of American student James Karl Buck, who was jailed during the anti-government demonstrations in Egypt in 2008, Twitter became an important field of study in social sciences (İkiz et al., 2014: 44).

Twitter also became a subject in academic studies, since it is the most popular social media tool among politicians. However, the number of such studies is actually limited, and these studies are concentrated in the United States of America. For example, Gulati and Williams (2010) investigated how the candidates used social media in 2010 elections in the USA. They determined that most of the House of Representatives candidates had Facebook profiles, Twitter and YouTube accounts and argued that Twitter, Facebook and YouTube usage had no effect on the voter profile.

In another study, Williams and Gulati (2010) demonstrated that congressmen utilized Twitter more efficiently and frequently than house representatives. In that study, it was premeditated that local demographics and the age of the candidate was not effective on Twitter use, the source of election and party campaigns, however, was an effective factor. Similarly, Lassen and Brown (2011) studied the reasons why congressmen started to use Twitter, and found that it was due to the membership of the candidate to a smaller party, the fact that party leader forced them to use social media, the young age of the candidate and being a senate member. Furthermore, it was reported that Twitter use did not have any effect on election weakness.

Chi and Yang (2010a) scrutinized the motives behind Twitter use in 111th House of Representatives based on transparency and electorate reach, and they determined that Republican candidates used Twitter to reach their constituency and to create an agenda, and Democrat candidates mostly used it for transparency. In another study, Chi and Yang (2010b) claimed that Democrat Party candidates used Twitter more than Facebook and Twitter and Facebook were complementary web sites. Golbeck on the other hand, analyzed 6000 tweets to determine how and for which purposes the congress members reached the voters on Twitter. Findings of that study showed that congress members mostly used Twitter to provide information, to share articles about themselves and to announce their daily activities. These findings indicated that Twitter was generally used to advertise and to distinguish one's self, rather than to increase transparency. Twitter was not a tool, which was frequently used by congress members to make direct contact with citizens (Golbeck et al., 2010).

2. Use of Twitter by Politicians in Turkey:

There are studies, albeit few, that were conducted to investigate how Twitter was used by political parties and leaders in Turkey. Sancar (2013) conducted the first ever study on the subject and investigated the Twitter accounts of the leaders of political parties that were represented in the parliament in 2012 and then President Abdullah Gül. The study identified that Twitter was used the most by Republican People's Party (RPP) leader Kemal Kılıçdaroğlu, followed by People's Democratic Party (PDP) co-chair Selahattin Demirtaş, however it was not used effectively by then Justice and Development Party (JDP) leader and prime minister Recep Tayyip Erdoğan, Nationalist Movement Party (NMP) leader Devlet Bahçeli and President Abdullah Gül, and these individuals used Twitter for one way communications and never interacted with citizens. It was determined that leaders with an interaction potential were Kılıçdaroğlu and Demirtaş.

In another study in the field conducted by Sobacı and Karkin (2013), the content of tweets sent by mayors between January 1st and June 30th, 2012 were scrutinized and it was identified that only 10.7% of these tweets included a direct interaction with citizens. Memiş (2015) investigated the Twitter accounts of 12 mayors to determine their degree and type of social media use with respect to participation in local public policies within the municipality organization and mayor level and found that interaction with citizens were limited in personal social media accounts and remained on the level of providing information, which is considered as the first stage of interaction.

Çetin (2015) investigated the Twitter use of mayor candidates in 2014 local elections and identified that mayors had low level of interaction with citizens, significant portion of the sharing was conducted by their supporters and politicians usually did not develop a discussion culture by opening their accounts to opposition views. In this respect, politicians continued to soliloquize in information and communication tools, transferring their monologue practices in conventional media.

İkiz et al. (2014) scrutinized the twitter use of 16 mayor candidates in 2014 local elections and their findings supported that of Çetin (2015). The study by İkiz et al. (2014) showed that mayor candidates primarily used Twitter to announce their location and activity information, and tended to introduce their public service policies and plight, instead of discussing their policies with the electorate.

1. Political Environment in Turkey between June 2015 and November 2015 General Elections

Kurdish issue is one of the most significant problems in Turkey that stigmatized the last thirty years. Terrorist actions of PKK from the initial attacks against the state security forces in Eruh and Şemdinli in 1984 to the “resolution process” that filled the agenda towards the end of 2012 caused numerous financial and emotional damages. Terrorist actions that occurred within the 38-year period resulted in 40 – 50 thousand deaths, thousands of unidentified murders, depopulation of thousands of villages and smaller settlements, millions of immigrants and financial losses amounting to 1.5 trillion US dollars (Aydın, 2014: 257).

“Resolution process” commenced with the meetings held by National Intelligence Organization (MIT) officers with imprisoned PKK leader Abdullah Öcalan at İmralı prison at the end of 2012, and started to be discussed in public following the announcement by government. A message by Öcalan was conveyed at a crowded activity in Diyarbakır by then Peace and Democracy Party (PDP, now People’s Democratic Party) members of parliament and a three-stage plan was announced at Qandil Mountain, where PKK headquarters were located. According to this plan, PKK militants started to withdraw from the country, public officials held hostage by PKK were released and expectations from the government to legislate the judiciary infrastructure for democratization were started to be expressed frequently. On the other hand, the government, to receive feedback from public opinion and to enable a smooth transition into the understanding of the process, introduced a committee of wise men, which was also proposed by Öcalan and main opposition RPP. A Resolution Commission was formed in the parliament, which prepared a “democratization package” and presented it to the public on October 1, 2013 (Aydın, 2014: 228).

İmralı talks were finalized on February 28, 2015 and an agreement was reached for the disarmament of PKK with Öcalan and Qandil. Ten articles that included an extensive democratization package was read at a meeting at Dolmabahçe Palace in İstanbul with the participation of Deputy Prime Minister Yalçın Akdoğan, Interior Minister Efan Ala, JDP Group Deputy Chairman Mahir Ünal and Sırrı Süreyya Önder, Pervin Buldan and İdris Baluken of the İmralı Committee. National and local dimensions of democratic politics and democratic resolution would be redefined, the concept of national identity would be reformulated and pluralist life would be guaranteed by the constitution through redefinition of the democratic republic, joint homeland and and republic with democratic criteria within the context of Dolmabahçe Agreement (BBC, July 17, 2015). However, despite all promising precepts, Dolmabahçe Agreement failed to move the resolution process forward. Immediately after PDP Co-chair Demirtaş uttered the phrase “We will not let you be the president [of a presidential system]” in his party group meeting on March 17, Erdoğan said he did not consider the agreement positively on March 20. According to a news report published in Cumhuriyet newspaper on September 18, 2015, Dolmabahçe Agreement was shelved due to the lack of PDP support for Erdoğan’s presidency and providing incomplete information about the process to Erdoğan (Cumhuriyet, September, 18 2015). After the that statement of PDP Co-Chair Demirtaş in the parliament, clashes between PKK and armed forces erupted in Ağrı on April 11 and 4 soldiers died.

The attempts of PYD in southern Syria to form a government created a possibility of Turkish military intervention, which increased the tensions between the parties even further. The tensions escalated as a result of a live bomb attack organized by a IS terrorist during the presser of Socialist Revolutionary Youth Movement (SDGH) members, which were gathered at Suruç to go to Kobane, and the consequent death of 32 people. As a result KCK (Group of Communities in Kurdistan) Co-Chair Cemil Bayık called on the people to take arms and to dig trenches and tunnels. On July 24, Turkish Armed Forces (TAF) jets organized airstrikes against IS in Northern Syria and and against PKK in Northern Iraq. This was the first military operation against PKK in three years. As a result, the resolution process was totally forgotten and nationwide operations against PKK recommenced.

October 10, 2015 witnessed the most deadly suicide bomb attack in the history of Turkish Republic in Ankara around 10.04 local time. A peace rally was organized by Revolutionary Workers’ Unions Confederation (DISK), Public Workers’ Unions Confederation (KESK), Union of Chambers of Turkish Engineers and Architects (TMMOB), PDP and Turkish Medical

Association and several other non-governmental organizations on October 10th. However, before the rally even started, at the junction where the main railway station was located, while the groups were gathering for the rally, 2 explosions took place 3 seconds apart and 107 people lost their lives and 500 were wounded as a result.

2. Twitter Use by PDP Parliamentarians during June 2015 and November 2015 General Elections

General elections held on June 7, 2015 was repeated three months later on November 1, 2015 since no party was able to form a single party government and the failure of all coalition attempts. Between the two elections, for the first time in Turkish political history an election cabinet ruled the country. However, these four months that the election government ruled the country became the scene of one of the darkest periods in the history of the republic.

In the present study, how and for what purpose Twitter, which was considered within the context of information and communication technologies, was used by Peoples' Democratic Party parliamentarian candidates during campaign periods of June 7 and November 1 general elections were evaluated. The reason why the sample group included PDP candidates was the change in the rate of votes and number of seats they won in the parliament between these two elections. PDP received 13.1% of the total votes and won 80 seats in the parliament in June 7 general elections, demonstrating a huge success when compared to previous terms. However, the party was not as successful in November 1 general elections, where PDP received 10.8% of the votes and won only 59 seats.

In the present study, the tweets sent by PDP co-chairs and group deputy chairmen during the one month periods before June 7 (May 7 – June 7) and November 1 (October 1 – November 1) general elections were evaluated. The universe of the study was PDP election candidates, while the sample included the party co-chairs Selahattin Demirtaş and Figen Yüksekdağ and group deputy chairman İdris Baluken, parliamentary deputy speaker Pervin Buldan and parliamentary administrator Sırrı Süreyya Önder. The tweets sent by individuals in the sample were assessed based on the categories of democratization, peace, alienation, security, mobilization, and location and activity notification.

Democratization was selected as a category, because most countries in the world claim that they are closely attached to the democratic system. Democracy principle generally includes the elements of the participation of all people in the process of determination of the relationship between the individual and society, establishment of a majority rule, which respects the rights of minorities, protection of individual rights and freedoms, and providing equal opportunities to all members of the society (Çam, 1995: 388- 389). Cooperation of the government with masses in making decisions affecting the public and regulation of the affairs, accountability of the government to citizens in public affairs and equal citizenship rights for all citizens are in the core of democracy (Schmidt, 2000:13).

As a concept, the term "other" denotes the one who is not one of "us" and differentiates individuals and groups from each other. "Us" and the creation of "the other" against the first is a social process. To be able to create a group bias, first a group consciousness should be developed and thus, groups are differentiated and isolated from one another. Group bias is made of the shared bias of members of a particular group about the members of another group and its members. "The other" is generally loaded with negativity. The practical benefit of a society creating "others" is basically a superiority/inferiority relationship. The superior one defined the other as passive, and worthy of every negative attribute. Supervising and dominating one creates the other for instrumental purposes to maintain its control, not only to legitimize its control over the other (Bilici,2011:4). Thus, the phenomenon of alienation is utilized by politicians to create bias in the society in building the ideology in political process. Therefore, it was selected as one of the categories of assessment in the present study.

In the study, tweets that maintained the hope for peace were considered within the peace category due to the differentiation of the political process between the two elections and the sliding of the agenda from the peace process towards security concerns, and tweets that expressed security concerns, criticizing the government were considered within the category of security and the reflections of these social events in politicians' rhetoric were evaluated.

Between May 7 and June 7 PDP parliamentary candidates Selahattin Demirtaş, Figen Yüksekdağ, İdris Baluken, Pervin Buldan and Sırrı Süreyya Önder tweeted a total of 262 times, while they tweeted 204 times between October 1 and

November 1. Table 1 demonstrates the tweets sent by these five parliamentary candidates in both periods based on the categories used in content analysis.

Table 1. Tweets sent by PDP parliamentary candidates during the periods of May 7 – June 7 and October 1 and November 1 by category

Categories	Democratization		Peace		Alienation		Security		Mobilization		Location and Activity Notification	
	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%
May 7 - June 7	9	3,42%	19	7,22%	23	8,75%	35	13,31%	42	15,97%	135	51,33%
October 1 – November 1	0	0%	3	1,47%	57	27,96%	52	25,49%	16	7,84%	76	37,25%

An analysis of the tweets sent in both election periods based on democratization, peace, alienation, security, mobilization and location and activity notification would show a differentiation parallel to the terror and violence events experienced nationwide. In May 7 – June 7 period the rate of tweets on security was 13.31%, on alienation was 8.75% and those focused on the longing for peace were 7.22%. During this period when resolution process was still in close memory, it was observed that the tweets of the researched five parliamentarian candidates concentrated in the areas of democratization, peace, mobilization and location and activity notification, while during the October 1 – November 1 period they mostly tweeted on alienation, security and location and activity notification.

It was found that PDP parliamentary candidates utilized Twitter mostly (37.25%) for location and activity notifications between October 1 and November 1. However, the same ratio was 51.33% for May 7 – June 7 period, it fell to 37.25% during the second elections. It was followed by alienation with 27.96%, and it could be stated that political rhetoric became harsher, and criticism of the government increased since the same rate was only 8.75% before June 7 elections. Furthermore, security concerns and government criticism was determined as 25.49% before November 1 and since the same rate was 13.31% before June 7, it was obvious that in the second elections the terrorist events influenced the political rhetoric. In addition, the rate of the tweets on peace decreased from 7.22% before June 7 to 1.47% during the second election campaign period. In this period, no tweets within the context of democratization in Turkey were sent by PDP parliamentary candidates that were the subjects of the present study. In this period, when the resolution process was "shelved," as a result of the political climate in the country, it was observed that PDP parliamentary candidates turned away from the democratization and peace rhetoric. The environment of concern created by the violent events of this period caused hardening of the political language of PDP parliamentary candidates as well.

Table 2. Content of Tweets Sent by PDP Parliamentary Candidates Between May 7 and June 7

Categories	Democratization		Peace		Alienation		Security		Mobilization		Location and Activity Notification	
	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%
PDP Candidates												
Selahattin Demirtaş	0	0%	1	8,33%	2	16,67%	3	25%	3	25%	3	25%
Figen Yüksekdağ	2	15,38%	0	0%	0	0%	0	0%	9	69,23%	2	15,38%
İdris Baluken	0	0%	6	9,52%	15	23,81%	10	15,87%	4	6,35%	28	44,44%
Pervin Buldan	7	4,55%	10	6,49%	5	3,25%	19	12,34%	17	11,04%	96	62,34%
Sırrı Süreyya Önder	0	0%	2	9,52%	1	4,76%	3	14,29%	9	42,86%	6	28,57%
Total	9	3,42%	19	7,22%	23	8,75%	35	13,31%	42	15,97%	135	51,33%

Content of the tweets that five scrutinized parliamentary candidates in the present study sent between May 7 and June 7 are presented in Table 2. Accordingly, Selahattin Demirtaş tweeted 12 times and used Twitter 25% for mobilization, security and location and activity notification. In the same period, Figen Yüksekdağ utilized Twitter 69.23% for mobilization, followed by 15.38% democratization and location and activity notification. Two female politicians, Figen Yüksekdağ and Pervin Buldan tweeted about democratization, stressing women's rights. Baluken used Twitter mostly for location and activity notification (44.44%), followed by 23.81% for alienation. As could be observed in the previously mentioned tweet samples, İdris Baluken expressed the harshest criticism against the government. Proportionally, Baluken and Demirtaş were the politicians within the context of the present research that used alienation rhetoric against the government the most. Pervin Buldan was the politician who used Twitter for location and activity notification the most (62.34%). It was followed by tweets on criticisms expressed within the context of security, voicing her concerns about Saturday Mothers. Buldan was the politician who stressed peace the most with 10 tweets. Sırrı Süreyya Önder tweeted mostly on mobilization on Twitter (42.86%), followed by location and activity notification with 28.57%. Finally, findings of the present study demonstrated that Twitter was used by the politicians under scrutiny between May 7 and June 7 for location and activity notification the most with a rate of 51.33%, followed by mobilization with 15.97%.

Table 3. 1 Content of Tweets Sent by PDP Parliamentary Candidates Between October 1 and November 1

Categories	Democratization		Peace		Alienation		Security		Mobilization		Location and Activity Notification	
	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%	# of tweets	%
PDP Candidates												
Selahattin Demirtaş	0	0%	1	6,67%	3	20%	3	20%	7	46,67%	1	6,67%
Figen Yüksekdağ	0	0%	0	0%	3	27,27%	5	45,45%	3	27,27%	0	0%
İdris Baluken	0	0%	1	0,99%	45	44,55%	23	22,77%	4	3,96%	28	27,72%
Pervin Buldan	0	0%	1	1,3%	6	7,79%	21	27,27%	2	2,6%	47	61,04%
Total	0	0%	3	1,47%	57	27,96%	52	25,49%	16	7,84%	76	37,25%

Content of the tweets sent by PDP parliamentary candidates Selahattin Demirtaş, Figen Yüksekdağ, İdris Baluken and Pervin Buldan between October 1 and November 1 are presented in Table 3. Twitter account of PDP parliamentary candidate Sırrı Süreyya Önder, whose tweets were included in the analysis for May 7 – June 7 period, was hacked in August and Önder was not able to use his account after August. Thus, Sırrı Süreyya Önder's Twitter account was excluded from analysis for October 1 – November 1 period.

Classification of the contents of the tweets sent by scrutinized individuals in the present study is displayed in Table 3. Based on this data, Selahattin Demirtaş preferred to send tweets mostly to activate mobilization (46.67%), followed by alienating rhetoric with 20% and criticism on security. Figen Yüksekdağ mostly voiced her concerns and criticisms on security in her tweets (45.45%). It could be stated that Yüksekdağ was affected by the process since she never tweeted on that subject back in May 7 – June 7 period. Furthermore, 27.27% of Yüksekdağ's tweets included alienating rhetoric, and it was observed that Yüksekdağ's language became harsher and increased her criticism against the government. Baluken used Twitter in an alienating manner the most during this period (44.55%), and this type of content in his tweets increased twice from 23.81% during the previous elections. Based on the findings of the present study, Baluken was the parliamentary PDP candidate who used alienating rhetoric the most. Peace emphasis in Baluken's tweets, which was 9.52% in the period before June 7 elections, decreased to 0.99% in the period before the second elections. An analysis of Pervin Buldan's tweets demonstrated that she used Twitter mostly for location and activity notifications with 61.04% in this period, similar to the previous period. This was followed by criticisms on security with 27.27%. However, with a rate of 7.79%, Buldan had the least alienating rhetoric among the investigated candidates. Between October 1 and November 1, 4 investigated politicians tweeted a total of 204 times with an average of 51 tweets per candidate.

RESULT

As industrial society evolved into information society, information and communication technologies transformed social and political communications, diversifying the mechanisms available for the politicians to reach citizens. Research showed that social media is extensively used by the politicians, especially during elections. One of the social media tools, Twitter is lately increasing its effectiveness in political communications. Defined as verbal or written use of language as a form of social practice discourse is considered as one of the significant tools that convey ideologies (Evre, 2009: 135). Thus, the present study investigated the reflections of social events into the discourse of PDP politicians during two election periods.

Results of the present study demonstrated that PDP politicians frequently used Twitter during both election periods, led by Pervin Buldan and İdris Baluken. The tensions in political process and terror events caused radicalization and sharpening of political rhetoric in Turkey. In the period between May 7 and June 7, PDP politicians used Twitter for location and activity notification with a rate of 51.33%, followed by mobilization with 15.97%. In this period 13.31% of the tweets were about security, 8.75% of the tweets included alienation, and 7.22% of the tweets voiced the longing for peace.

However, between October 1 and November 1, discourse of the politicians changed along with the social events. It was found that PDP parliamentary candidates mostly utilized Twitter for location and activity notification (37.25%). However, while this rate was 51.33% before June 7, it decreased to 37.25% before November 1 elections. This was followed by alienation with 27.96%, and when it is considered that the same rate was 8.75% before June 7 elections, it could be argued that political discourse harshened and the dose of the criticism against government increased before November 1 elections. Furthermore, concerns for security and related criticisms of the government were voiced in 25.49% of the tweets, and since the same rate was 13.31% in the period before June 7 elections, it could be deducted that experienced terror events in that period influenced the political discourse. In addition, peace, which was the subject matter of 7.22% of the tweets before June 7, decreased to 1.47% during the second elections. In the time period covered by the scope of the present study, tweets of the PDP parliamentary candidates did not include a discourse on democratization of Turkey.

Results of the current study demonstrate that interruption of the peace process in Turkey, the increase in terrorist events and the tensions in political cycles increased the alienating discourse in the language used by PDP parliamentary candidates, similar to the nation at large. As a result of the present study, it could be argued that the decrease in PDP votes between the elections of June 7 and November 1 demonstrated the hypothesis that the new political process and discourse was not beneficial politically for PDP. Although Peoples' Democratic Party was established on June 22, 2014 with the premise of a party for the whole Turkey, it is still a question mark whether the party has accomplished this premise especially before November 1 elections. Because a party for Turkey should respond to the demands of all citizens, not only those who live in Eastern or Southeastern regions. In fact, PDP that defines the party as the representative of "all oppressed and exploited, all alienated and ignored peoples and belief groups, women, workers, laborers, the youth and unemployed" in the party covenant returned to the image of the old Peace and Democracy Party, which defended the rights of Kurdish ethnic identity, during these two election periods.

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The Impact of Stress on the Relations with the Superiors and on Performance at Work

PhD. Cand. Violeta Sadiku

sadikuvioleta@hotmail.com

University of Elbasan "A.Xhuvani" Albania

Abstract

Teachers are exposed toward specific stress levels. They tend to frequently become pre of consequences and sufferance caused by stress in their life. The main purpose of this research is related to the measurement of the level of stress suffered by employees in public and private schools. Teachers working in both branches live the same stress, however it is my intention to identify the sources of stress among teachers working in public and private schools and making a comparison amid them. It is in my opinion there are differences regarding generative stress sources in public and private schools. Furthermore from the data gathered it was established that some generative stress sources in public schools are found in more disturbing levels, and are almost lacking in private schools. However, it was also discovered that in public schools the sources of stress are caused by physical conditions, while not necessarily in private schools. Whichever might the sources be, it is a fact that teachers even in public and private schools experience stress and display symptoms which verify this situation; however teachers who work in public schools are more exposed toward stress as its sources in their working environment are more numerous.

Keywords: stress, teachers, school, and performance at work.

Introduction

Work is the source of incomes which ensures survival; however, it can frequently turn into a source of human sufferance. Stress is a major challenge, which our working environment is facing in the present days, may it be for the great damages that it brings and also for the high costs which it produces. Stress is the absolute contrary of efficiency. It blurs the feeling of perspectives of teachers and it lowers their capacity to solve problems. This brings the growth of risks of being affected by diseases and absence at work for health reasons. Therefore human beings can be perceived as gears of a giant machinery that work at an overwhelming rapid pace toward financial strategies. This is a problem which is affecting us in general. Work is a powerful source of stress consequently the purpose of this study is investigating 'stress in the working environment'.

This study is extended in two main sectors, respectively in public and private schools, and the questionnaires have been distributed in the city of Elbasan.

It is in my purpose to make a comparison among the levels of stress experienced by teachers in these two working environments. For that reason this topic is divided in three main chapters.

In the first chapter there is presented the main concept of stress, its relation with work and some explaining models about working stress and the factors that determine it, and also the sources that generate stress for teachers in the environment that they work. The stress is accompanied by consequences which are related with the health of employees and even with their performance at work.

Furthermore in the second chapter there is presented the methodology followed during this study like the subjects, the techniques, the measuring instruments, the procedures, the analysis of the results and the ethical considerations.

Finally, the third chapter covers the results of the study conducted in the field and it was found out that the levels of stress experienced in public schools is greater than that in private ones, hence, teachers working in public schools experience more stress in their workplace compared to teachers in private schools.

The purpose of the study

The main purpose of this study is to:

Discover the sources of stress at work.

To verify that stress is more present on teachers working in public schools rather than those working in private schools.

The objectives of the study

The objectives of the study are:

To determine the explaining models around stress in the working environment.

To determine some of the factors and the sources that lead toward stress.

To determine the consequences of stress in the working environment.

The hypothesis of the study:

“The sources of stress in public schools are more numerous compared to those in private school and as a consequence even the stress experienced by teachers is more frequent and in higher levels compared to the stress experienced by teachers in private schools.”

What is stress?

Stress begins to be produced into an individual's brain which percepts and evaluates something as interesting through the cerebral cortex, which is a more sophisticated part of the brain that realizes the process of thinking. The cerebral cortex immediately gives the alarm. Urgent messages are sent directly to the hypothalamus, which is a small structure in our brain with major importance also called the cerebral center of stress.

As soon as message of emergency is receives from the cerebral cortex, the hypothalamus activates two important systems: the autonomous nervous system and the endocrine system.

The autonomous nervous system is made of nerves that are related with different organs in our body. This system controls the involuntary functions of the heart and of the blood vessels, of the respiratory system, of the digestive system, reproduction etc.

This control is exercised by the autonomous nervous system through two main sections: the parasympathetic system and the sympathetic system. Different organs and glands of the brain are affected by these two sections. However, this influence is completely reversed.

In general the main function of the parasympathetic section of the autonomous nervous system is to preserve the body's energy. It returns the body into a calming state after the stress and tries in an active way to preserve the body functions in normal levels.

In the meantime the main function of the sympathetic section is to put into usage the body's energy. When an individual is in a state of stress the sympathetic section is activated. This section instantly stimulates many organs with the main purpose of mobilizing the body's reserves to confront the stressing situation. According to Valter Kanon this reaction was

called a reaction for war or escape, because it prepares our organism to fight or to run away from a situation which presents dangers to it.

The sympathetic section of the autonomous nervous system stimulates even the internal part of the adrenal gland. It is called medulla or adrenal medulla. The results: to hormones are directly secreted in the blood and these hormones are adrenalin and noradrenalin. These two hormones are called catecholamine, and they have a similar stimulating effect as the sympathetic section. However, there is a difference: their effect lasts ten times more. In the moment when they are secreted in the blood the adrenalin, apart from exercising an effect on different organs, acts even in the sympathetic section of the autonomous nervous system with the purpose of stimulating the body to confront a stressful situation.

In this way there begins the creation of a "closed circuit": the sympathetic section of the autonomous nervous system stimulates the internal adrenal gland, than the adrenalin stimulates the sympathetic section, than the sympathetic section stimulates again the internal adrenal gland to secrete adrenalin which on its turn will stimulate again the sympathetic section of the autonomous nervous system; and in this way the process begins again. This process explains why a sympathetic stimulus continues even though an event can be avoided.

Under the conditions of stress the hypothalamus directly activates the endocrine system. This system conducts an emergency message directly to the pituitary gland. Within ten seconds from receiving the message this gland secretes in the blood circulation the adrenocorticotrophic hormone (ACTH). This hormone stimulates the external part of adrenal glands called adrenal cortex. In the blood there are secreted also some hormones called corticosteroid.

The aldosterone is one of the corticosteroid hormones that increase the levels of blood pressure with the purpose of quickly supplying the most active parts of the body with nutrition and oxygen to confront a stressful situation.

The cortisol is another corticosteroid hormone which is very important while facing a stressful situation. This hormone increases the level of sugar in the blood by giving to the body more energy to confront a stressful situation. Moreover there are more than 30 other hormones that are secreted from other glands. The thyroid gland is a very active gland which secretes the hormone called tiroksin, which increases the rhythm of heart beat, the basic rhythm of the metabolism, the frequency of respiration and it also reduces the feelings of exhaustion; in addition, the pituitary gland is also active and it secretes the hormone of vasopressin and oksitoksin which increase the levels of the blood pressure. However, the hormones mentioned in this paragraph are more active under stress.

Is work a source of stress?

It seems that in the last thirty years a new panorama has emerged in the economic life. The means of action and communication have developed at such an overwhelming speed that they have created a powerful acceleration of the manner of functioning that has deeply affected the world of work. Employees suffer from work overload, dehumanization, destabilization and from the uncertainty for their future. They have serious mental tensions and problematic behavior.

The enterprises, which are slave of the gears of time, are obligated to increase their level of production and to apply strict profitability politics in order to face national and international competition. In order to assure the longevity of their enterprises the rhythms of work have become overwhelming with an overly strained flow and are conducted with emergency. It is very frequent for employees to feel lost and destabilized in a chaotic universe, where from one side there can be found a collision between reconstructions, relocations, conflicting rules, malfunctions in the organization, unreachable targets and a lack of support; whereas on the other side there can be found operative psychosocial factors, that cause in an inevitable way what is known as a calamity in the present days, that is 'stress'. In the last ten years stress related with work has become one of the major concerns for entrepreneur. In fact the researches which have been conducted from the European foundation was discovered that 38% of the employees have reported that they have had symptoms related with stress.

The latest studies have shown that at least 50-60% of the days absent from work are directly related with stress at work by being described as a "complex emotive, cognitive, behavioral and physical reactions" related with negative aspects of the content of the organization and of the working position. Another example of stress expired in the workplace is the

one labeled NIOSHI 1999 which defines stress as a complex and harmful physical-emotional reaction that are manifested whenever the requirements at work are not met with the capacities of the employee. Stress related with work can negatively influence the health condition of employees.

Work, especially when it is carried out in critical conditions, is to the majority of people a source of continuous stress by leading toward low levels of productivity and the loss of millions of assets during working days. Stress in the workplace depends from the different problems and in specific way from: problems with the incompatibility amongst awards, profits and services; from structural problems, from problems in realization (the mismanaged relation among the horizontal and vertical sense) and from problems in organization (the shifts, the working rhythm, and the breaks).

Loud noises can make concentration and the communication with colleagues difficult, whereas prolonged shifts, for instance like those organized for the realization of activities which need over 48 working hours per week, become the cause of cardiac problems compared to works which require less than 48 hours per week. Employees are not satisfied with the distribution of possibilities for professional development when the work does not offer sufficient stability or security, or when the opportunity to professionally advance are weak. The considerations about work consist in a real physiological war frequently directed from the organization systems in the workplace (directors, employees, supervisors), and from the continuous pressures of termination of employment or the elimination of a second person.

Eustress and distress

It has been concluded that working under a specific stress can improve the levels of performance and concentration at work as it gives employees pleasure when reaching difficult or very demanding targets. This positive tension has been determined as an acute stress or differently labeled eustress; whereas the contrary happens when the requirements made under major tension, and exercised through an extensive period of time, conclude in an unpleasant situation. This negative tension has been determined as chronic stress or differently labeled distress.

The acute stress, also known as eustress has been defined as:

Optimal level of tension and of the anxiety which is regulated in the moment when the target is met

Protection from the monotony and the activation of internal resources

Finality of the capacity of concentration and care

Stimulation of memory

Stimulation that helps the creative solution to problems

Chronic stress and distress consist in:

Continuous exposure toward external stimuli

Excessive activation of physiological and psychological processes

Exaggerated strain on the organisms energy

Protracted process of endurance and existence

Long period of exhaustion

METHODOLOGY

The methodology of this study has been selected in accordance with the purpose of this study and it includes different instruments for gathering the necessary data and information.

The first method: During the implementation of this study there have been used some methods, amongst which the most important was the exploration of theoretical discoveries and diverse materials found on the internet, and of similar researcher which have been conducted to study the impact of stress on the performance at work. In the pool of the most used methods for the investigation of psychic phenomena there can be found: observations, experiments, the conversation method, the psychological survey, the biographic method and the method of activity analysis. The selection of the method is elective from one side, however from the other side it is also conditioned by the context in which the study is extended.

The second method: After analyzing the conditions, according to my opinion the best suited method was the psychological survey, concretely speaking the questionnaires, which were selected to be applied between some groups of employees of public and private schools. This choice was best suited as this method can provide in an abundant quantity the necessary information and in a relatively short period of time. The purpose of the questionnaire it to ensure specific information regarding the hypothesis raised in this study that will lead to its confirmation or its contradiction.

The subjects of this study

In order to realize this study, it was possible to gather the samples of 120 subjects, among which there were 15 males and 105 females. The selected sample of this study was a population limited in quantity, time and space. The elements of population of this study were some groups of employees working in public and private schools in the city of Elbasan, respectively working in the private schools "Arianiti" and "Orion" and in the public schools "Qamil Guranjaku" and "Jeronim De Rada".

Measuring techniques and instruments

With the purpose of realizing this study it was used a very important instrument which is the questionnaire. For its construction it was used and exploited all the available literature and all the information preliminarily had. This instrument aims to compare the levels of stress experiences respectively by teachers working in public and private schools.

The procedure

The questionnaire upon which this study has been realized have been distributes to the employees of two sectors, therefore in public and private schools, because the main purpose of this study is to compare the level of stress experienced respectively by teachers in public and private schools. The questionnaire contains 20 questions with four alternatives each, where the subject is allowed to chose the alternative which mostly suits their way of thinking. Moreover, it was clarified to the subjects the nature of the study and its purpose and also the responsibility of each party. The key element required by each person who took part and collaborated in this study while completing the questionnaire was 'sincerity'. All the collaborators in this study were clarified on the confidentiality of this research and the preservation of the anonymity.

The analysis of the results

The analysis of the results aims to make a comparison of the level of stress experienced by teachers who work in a public school compared to teachers who work in a private school.

Ethical considerations

This study was conducted in order to produce a comparative conclusion. Nevertheless, there is always the risk of errors and untruthful information given by people who are going to be researched even after explaining them the purpose of the study.

In order to complete the questionnaires with the subjects it was taken the informative permission, and it was clarified to the subjects any uncertainty had by them.

Furthermore it is preserved confidentiality and the subjects were free not to take part in completing the questionnaires.

CONCLUSIONS

The questionnaires, upon which this research was realized, have been distributed to teachers working in public and private schools because the main purpose of this study is to make a comparison between the levels of stress respectively experienced by teachers in these two working environments.

In relation with the physical conditions of the workplace, after the data analysis it was discovered that teachers working in private schools were more satisfied compared to teachers working in public schools. They are more satisfied with the conditions, environment, the pace and the illumination of the facilitation offered to them by private schools. These elements are rather important and quite essential to the teacher's wellbeing. However they seem to lack up to a certain degree in public schools and consequently their absence is transformed into stress for teachers.

The final aim of work is a satisfying salary which allows teacher to make a good living. This is again considered to be a problem from which teachers of the public sector suffer, as interpreted from the answers given in the questionnaire, as teachers working in public schools are less satisfied with their salary compared to teachers working in private ones. Nevertheless, teachers working in private schools tend to have more arguments with their employers rather than teachers working in public schools. Both groups of teacher have symptoms of stress such as: headache, muscular pain, insomnia, loss of attention, distractions, etc. If we refer to physiological violence this element is more present in private schools and as a consequence teachers working in this environment are more exposed to it.

Nonetheless, this does not mean that this is not present in public schools, it can just be found at lower levels. Another problematic present in the working environment is emotional harassment, suffered mainly by female teachers. After a comparison of the answers given by teacher working in both kinds of school it is understood that this problem can more frequently be experienced by teachers of private schools rather than by teachers of public schools, even though found in a very small percentage.

What caught my attention was the fact that teacher working in these environments, public and private schools, are exposed to stress in a specific amount. What makes the difference among these two types of schools and the stress experienced by teachers in respective environments, are the sources that generate stress. The sources of stress in public schools are more numerous rather than in private schools. As a consequence even the stress experience by teachers is more frequent and at higher levels in public schools compared to the stress experienced by teachers in private schools

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Human Resource Management is a Prerequisite for Enhancing the Quality of Higher Education in Kosovo

Shqiponja Nallbani PhD Cand.

Universiti AAB- Prishtinë

shqiponja.nallbani@universitetiaab.edu¹

Abstract

Given its problematic past, Kosovo's economic and social development and its current resolve for a European integration process, will be a challenge that will follow for a long time. Because of the burden that state institutions carry in this mission, it is easily verifiable that the process of reform of public administration staff, both at local and central level, is failing. This is primarily because their number is too large and the government has no plans to either reduce this number or to increase their capacity and competence through educational programs of higher education. So far, the Kosovo government, specifically the Ministries of Education, Social Welfare, Labor, etc., and the local governments have no plans on how to achieve this task and the providers of higher education have not provided any program that would adequately enable employees to get re-qualified, in order to carry out their public duties more efficiently and professionally. Therefore, the requalification of staff at a higher education level is one of the essential factors that should be implemented immediately.

Keywords: Requalification, education, public administration, learning programs

JEL: I2; I25; I30; J2; J24

1. Introduction

The role of human resources in a healthy economic growth is already established and is one of the basic elements for an economic growth that is sustainable and fast paced. Human resources are particularly important for countries in transition, as they are reforming their economic concept into market economies. While in the early stages progress towards a market economy depends on the willingness and commitment of the government to implement reforms, development in the later stages of such economies depends largely on the ability of human capital to acquire and use skills needed to build competitiveness in the economy. But not all countries have been successful in getting employees, inherited from the previous socialist system and the transition period, prepared to face the new challenges of globalization.

This paper, in the first part, provides a short overview of the role that state administration staff have had in different periods of time. The meaning of a public official has been explained, as it pertains to the old mindset, which is linked to the possession of public authority by the monopoly holder of state power. Special emphasis is given to the difference in meaning of employees in a socialist system to the ones in a modern democratic state, by identifying the strengths and weaknesses of both systems.

In the context of the current process of institutional qualification, the role of the Kosovo Institute for Public Administration (KIPA) has been discussed. The function of this institute is emphasized, which is to contribute to building a modern public

¹ The author is a teacher at the University "Haxhi Zeka" - Peja, Kosovo and PhD candidate at the European University of Tirana, Tirana, Albania

administration in Kosovo, ready to help the overall development of Kosovo as a condition for European (international) integration.

Notwithstanding the role and function of the institute to train public administration staff, this paper demonstrates the fact that the state administration, both at central and local levels, does not respond to the needs for social and economic development and European integration. To eliminate such deficiencies, it is proposed that institutions should find mechanisms for measuring the performance of the civil service and on this basis to coordinate activities with higher education providers in the country to start the phase of professional and scientific requalification of the staff. The implementation of this process will be influenced by institutional needs and carried out by providers of higher education through modern academic modules and programs.

The application of this model, for the requalification of employees, will be a prerequisite for sustainable economic development, societal and social stability, for effectiveness in designing and implementing development strategies and the overall contribution to the country's easier integration process into the European Union.

2. The role of public administration staff in the modern era

The role of public administration staff has continuously changed throughout history. According to the older mindsets, government staffs were identified as members who exercised political power. Therefore, the public official was one of the holders of the state power monopoly, or later in a more moderate form, the holder of the authorization who indirectly exercised this monopoly. The concept of the authority to exercise a public servant function in the classic sense in most of its aspects does not change from the post-classic ones. This is because such employees performed specific public tasks legally on the basis of the political power from which state and monopoly of physical violence derived. ¹

Although we still notice remnants of the old notions of administrative services, such that are perceived as power or privilege, in the concept of a modern world prevails the belief that public administrative services are a social function that is a useful and a needed mechanism, i. e. community, for the country. The professionalization of state administration staff has certainly helped to create new values such as efficiency, effectiveness and merit, which are important elements found throughout the system that have become basic criteria for acceptance of new employees in the public service progressively. The idea of rewards, according to their skills, has fundamentally and directly changed the professionalism and effectiveness of public administration. As such, today there is indisputable certainty that the system of public administration based on a merit system is considered a mechanism of neutrality in the context of good governance. A number of post-communist European countries, for the purpose of reforming the public administration, are led to implement this process through various changes in the civil service legislation and through ideas supporting professionalism and the merit principle.

The transition period in these countries is likely to be completed by strengthening the nomenclature structure in order to create a new and more advanced system of public services. This is not easily achieved, in the contrary. Former socialist countries of Eastern Europe are characterized by strong public administration; all this as a result of the one-party political system, characterized by a stable leadership force. The first changes towards a market economy and the establishment of a multi-party political system weakened and made politically unstable precisely this important segment of the state. This was reflected by the frequent political changes that resulted in frequent replacements of senior administration officials from the party that lost power from the government or winning coalition, who then applied aggressive differentiation and have no regard of the performance, qualification and quality of staff. Post-socialist countries must still make substantial changes in the general public policy, regardless of political affiliation of public staff. At the same time these changes must be accompanied by a strong political leadership that has sincere willingness to implement reforms. This can be accomplished through the creation of a complex system of education, training and requalification of civil servants and build institutions that will be able to gradually transform into a democratic social order. ²

¹ Gabrielian, V. (1999.) Post-communist bureaucracies: organizational modes of transition. *International Journal of Public Administration*, 22(1):39-68.

² Goetz, Klaus H., Wollmann, H., (2001.) Governmentalizing central executives in post-communist Europe: a four-country comparison. *Journal of European Public Policy*, 8(6):864-887.

It is quite normal that this is not possible to occur the same way in all countries or all municipalities. However, despite their political, administrative, financial or other approach, all are convinced that joint actions to reform the current system of education, training and requalification of civil servants are inevitable. Each of these countries based their approach in a clear particular tradition, value system, geographical environment and a number of other factors in order to implement their goals. In general, universities, schools and other institutions with programs dealing with public administration have spread rapidly the need for lifelong training and development to employees. Certainly, changes in this important segment are contingent upon the interest for integration in the European Union. The process of public administration reform in Kosovo should not be seen as separate project from other areas of the EU accession process. This is a common task of the process for furthering the European agenda. At the same time, public administration reform has to do with improving the quality and manner of delivery of public services to citizens. Better coordination of policies, independence of oversight institutions, better training of senior public administration staff, educational requalification, implementation of several major laws on civil service, are all an indispensable necessity without which there is no future. ¹

3. The current institutional qualification process

Kosovo, as most countries of South Eastern Europe, has tried to devote a significant place in its reform process to the qualification of civil servants involved in public administration. The Administrative Regulation No. 2001/19² and Administrative Direction³ implementing this regulation, established the Kosovo Institute for Public Administration (KIPA). This institute was established as an executive agency within the Ministry of Public Administration. KIPA aims to contribute to building a modern public administration in Kosovo, ready to help the overall development of Kosovo as a prerequisite for European (international) integration. KIPA is ready to serve the training and development needs of the public administration through a qualified staff, cutting-edge training technology and a rich library. The overall goal of KIPA is to support the Government of Kosovo, the Kosovo Civil Service, working on training public administration staff through quality training programs in accordance with European public administration standards. KIPA aims to be an institute of international standards in terms of operation, structure, policies, accountability and capacity to train and develop the Kosovo Civil Service. Kosovo Institute for Public Administration (KIPA) is a government institution established for the purpose of training civil servants and increasing the sustainability of the Kosovo Civil Service (KCS) in order to develop and increase the quality of the civil service that the Kosovo public administration offers. KIPA's activity focuses mainly on: identification of training needs in the civil service, design and development of training programs, coordination of various projects for capacity building in KCS, dissemination and exchange of new knowledge for the public administration, and professional research for new developments in the public administration. The entire activity of the agency focuses on the areas of human resource training, legislation, budget and finance, information technology, municipal affairs, general administration management. ⁴

4. Which path should Kosovo take to advance education among public administration staff

Frankly speaking, what the Kosovo Institute for Public Administration (KIPA) has done so far in Kosovo is not encouraging. All national and international reports on the situation in the country emphasize that this public service is not professional, it is minimally efficient and very cumbersome. Although this is not explicitly stated by Kosovo's governing institutions, it is clear that the Government, specifically the Ministry of Public Administration, has engaged FRIDOM⁵ as a specialized mechanism to professionally conduct a functional review in the horizontal and vertical plain of the central government, local governments and the entire state administration. Since we are in this undesirable situation then the question arises which

¹ Goetz, Klaus H., Wollmann, H., (2001.) Governmentalizing central executives in post-communist Europe: a four-country comparison. *Journal of European Public Policy*, 8(6):864-887

² UNMIK Regulation No. 2001/19 on the Executive Branch of the Provisional Institutions of Self-Government in Kosovo, issued by the Special Representative of the United Nations in Kosovo – based on UN Resolution 1244

³ Administrative Instruction No. 2003/25

⁴ For more information please refer to: <http://ikap.rks-gov.net>

⁵ FRIDOM is a project of the Government of the Republic of Kosovo, based at the Ministry of Public Services. Its activities are financed by DFID of Great Britain and assisted by the international consortium comprised of Tribal HELM (UK), CPM Consulting Group (LV), Governance Institute (SK) and Altair Assessors (SP).

path should Kosovo take in order to have a quality solution to this issue. Should a model be identified and borrowed from other countries or is it better to seek solutions based on the historical, political, economic and social circumstances?

The answer to this question is not easy, nor can it be exclusive. The experiences of other countries, whether positive or negative, are always helpful. The legislation and institutional structures should not simply be copied automatically, as it usually happens to us, but whatever is recommended, within the context of the local circumstances and realistic possibilities, attention should be given to the possibilities that offer a better solution. It is clear that any country that may be taken as a model does not have a perfect system. Almost all other post-communist countries have not yet solved the problem of insufficient education and/or insufficient training of administrative staff for new tasks that require market-oriented skills and take account a multiparty political system and the globalization of the world. We can see that Hungary, Lithuania and Slovenia in certain segments have recovered the training and requalification of staff and are now far ahead of Kosovo. Eg. Such experiences should be used towards continuous efforts to improve the perceived legal shortcomings and failures and to further the development of human resource management. This approach is the safest and should be followed by effective dynamics. This is because their approach has proven to be successful, which is a necessary requirement for obtaining a positive opinion regarding the fulfillment of the conditions for EU membership.

To sum up the situation in our country, it can be said that Kosovo does not have a comprehensive system of education to serve the administration. Educational programs in the field of public administration are only partially carried out in secondary schools and colleges, while such programs in higher education are lacking. School curricula provide administrative leadership classes from one to three years in secondary economic-legal vocational schools in almost all cities of the country. Meanwhile, undergraduate BA degrees from this sector are offered at the University of Prishtina - Faculty of Philosophy - Department of Administration and at several private colleges. Although administrative studies curricula have formally been streamlined a few years ago, the contents in essence exclude or ignore subjects from the technical side of economics, economic policies, sociological approaches, and even constitutional cases. The lack of a study process, which after completed does not provide a university degree, hinders employees to continue their education in this field. It is also not possible to enroll in graduate studies pertaining to this field.

It is our conclusion that if Kosovo wants to achieve its goal of joining the European Union, it should have the administrative capacity regulated in line with European standards. At the level of the education system, it is necessary to establish a UNIVERSITY of public administration offering a multidisciplinary and modern program and curricula harmonized with the highest administrative needs. People with university degrees, master or doctorate, in public administration must be placed in accordance with their knowledge and get the appropriate number of management positions in public administration. It is also necessary to establish a legal framework for the establishment of training and development institutions at central, regional and local levels. In terms of organization, it is desirable to create a separate system of work/or administrative departments within the organization to deal with issues such as human resource management and to work closely with the center. This however, should be just the beginning. The centers for education and training must continuously develop high quality and effective programs in cooperation with scientific institutions. With regards to the context, these programs cannot remain at the current level of teaching foreign languages or providing basic computer skills. Staff needs to be prepared through the development of different types of programs tailored to individual task groups and bespoke to the needs of institutions and administrative categories. For example, the head of the central administration, the higher education specialist in a particular region and the administrative officer of a municipality should not get the same training program and/or training course. Finally, the officers and the obligation to motivate training and development throughout their career and to provide funding in the budget for that purpose.

The institutional changes in the public administration system, conditions required of all EU candidate countries, are not contrary to the interests of Kosovo. Part of such a reform would be the transformation of certain parts of the social or economic system. Efforts to professionalize the civil service system and the creation of an education and training system carried out by Hungary, Lithuania, Slovenia and other countries in transition, were beneficial in many ways and should be studied and adopted from our side as well. The advancement of social organization must be achieved in any form, even if the country cannot be part of the EU. It is mandatory that public works in administration should be accomplished through professional management. This enables management techniques to be perfected, reduces economic, social and environmental problems and minimizes the uncertainties of a current and future politicized, incompetent and ignorant administration and officials who have nothing to do.

5. The role of higher education providers in the requalification of public administration staff

Earlier we mentioned that the structure, the ability and willingness of public administration staff in our country leaves much to be desired. This section is intended to highlight the issue of high-level employees in the public administration who have superior qualifications that they gained prior to the 90ties of the previous century. According to the analyses taken from the FRIDOM¹ reports, the number of employees falling in that category is large. It is true that a large number of them have been exposed to a series of training courses organized by the Kosovo Institute for Public Administration (KIPA), but their professional performance is insufficient for them to successfully fulfill their duties. In addition to institutional training, we consider that respective ministries should draft a project that would allow for cooperation with higher education providers to prepare academic learning programs for the purpose of re-qualifying such employees under the principle of "lifelong learning"².

The field of education and training, according to this principle, should be considered as one of the highest political priorities of Kosovo, as a country that claims to be part of the European Union. The idea of lifelong learning (LLL) was developed for the purpose of supporting and improving the international competitiveness of Europe. Also, the requalification of public administration staff is entirely compatible with such principles and is precisely the point where modern concepts coincide. Such employees should be aware of the level of knowledge and skills they possess in relation to needs and should be equally vigilant and be able to deal with global economic requirements, and find their way in a knowledge-based society. This is especially true in the labor world. Continuous professional education and on-the-job trainings are needed for both the individual worker and the European economy in general, particularly in relation to international competition (see the EU Lisbon strategy). Furthermore, those who continually strive to improve their knowledge, skills and competencies also develop their personality in many ways. In return, they allow themselves greater participation in society. Therefore, lifelong learning is a pillar of democracy. Lifelong learning uses teaching and training methods that meet the specific needs of adults. A fundamental approach is making use of the skills that learners already possess. Based on this, the responsibility to perform these tasks lies with:

The central government, ministries and ultimately relevant local governments must have a clear plan for their needs regarding professional human resources for the segment of public administration. These needs should be analyzed based on strategic development documents. Analyzing the performance of human resources for each department and identifying the needs, i. e. using a SWOT program, will create a realistic picture of the situation and allow for the extraction of relevant information indicating where the needs for intervention exist.

Institutions must work towards increasing the level of awareness of staff, working in every level of public administration, of the need for requalification and specialization to meet the needs of economic and social development.

Providers of higher education, in cooperation with the central government, ministries and local governments, for the purpose of re-qualifying this category must develop:

Standardized programs for re-qualifying staff that have higher education diplomas, two years with the provision of materials and information on modern approaches in the field of social sciences, economics, legal, information technology, and particularly in foreign languages and public administration management. The program, as needed, can be offered in two modules from 60 ECTS up to 120 ECTS ;

Supplementary programs with courses that provide information on modern social, economic and legal approaches as well as administrative management, which for an academic year shall not exceed 60 ECTS.

¹ FRIDOM is a project of the Government of the Republic of Kosovo, based at the Ministry of Public Services. Its activities are financed by DFID of Great Britain and assisted by the international consortium comprised of Tribal HELM (UK), CPM Consulting Group (LV), Governance Institute (SK) and Altair Assessors (SP).

² When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people. Chinese proverb, 650 BC.

Specialized professional programs for training administration staff in specific areas, i. e. managing the development of tourism by providing programs in the field of tourism, economics, environmental studies, foreign languages, project management, management basics, etc.. Such programs are likely to contain up to 90 ECTS.

Master programs for preparing administration staff in specific areas where their role will be focused on analytical project work and project development to meet the needs of certain segments of the social and economic life. The program should provide quality information especially in the field of scientific management and subjects related to econometrics.

Providers of higher education, that are accredited institutions, are considered to have the capacity and the required sensitivity to review and adapt programs and ECTS modules according to the needs of the above-mentioned institutions and according to the social needs, to ensure that staff requalification that is efficient, modern and quality service based on European Union requirements.

It is exactly this combination of the social need for skilled employees in the public administration, the contribution of higher education providers and the recommendations of the European Union Commission that are firmly related in the legal, economic and academic plain together with the Bologna Declaration, the European Qualifications Framework¹, the White Paper of the EU and the spirit of the country legislation.

Conclusions

In its simplest meaning, this paper has considered that the Public Administration represents a combination of politics with bureaucracy, political power with administrative skills, policy and decision making with influencing factors, public with private. It simply represents a mix between processes, individuals, organizations, authorities, which connect with each other to advance the public/private interest, the drafting, management and implementation of policies and action programs in accordance with the laws and regulations in effect. It is evident that public administration is important for any society for the fact that it represents an indivisible element of the life of an individual, group, society, and country. Much like an individual manages his or her potential, capacity, and life, so do the group, society, and state administer their own. There is no society or state without the public dimension. In the political context, Public Administration encompasses the structure, function, character and relationship between central and local government, clashes and regulation between public and private, the system of administrative and political values underlying society in general, and political society in particular, or the relation between society, government, policy-makers and knowledge. In the organizational context, Public Administration involves human relationships within organizations, the decision-making culture, the character of leadership and policy-making, and challenges of group interactions. From the managerial context, Public (and also private) Administration includes challenges such as management of human and material resources, the budgeting process, the policy-making process, and the regulatory role of the government. Finally, seen in the context of relations between public administration and social changes, Public Administration has to do with the democratic character, or the lack of it, in relations within the administration itself, between administration and political policy-makers, between acceptance and rejection of changes that permeate society.

¹ The National Qualifications Framework is an important component within the system to reform education and training in Kosovo. The goal is to improve access to employment and further learning, ensuring that qualifications are consistent with job requirements, to meet the demands of students, the economy and education and training institutions. NQF will support the development of quality improvements in education and training qualifications which are based on international comparable standards of knowledge, skills and competencies supported by rigorous quality assurance. By providing a transparent system of national qualifications, by clarifying the nature of the qualifications, the connection of the qualifications and by providing a basis for attainment across all parts of the education and training system, NQF will support progress and mobility for lifelong learning, through education and training pathways. A flexible learning, focused upon the need of the individual for employment, will provide increased opportunities for recognition of prior learning, access to assessment and certification. It is important that NQF will provide a basis for cooperation and mutual understanding between the NQF and the European Qualifications Framework (EQF). The White Paper on the preparation of the Associated Countries of the Central and Eastern Europe for Integration into the Internal Market of the Union (Adopted by the European Council in Essen in December 1994) which regulates the mutual recognition of professional qualifications, p. 403 / Published by: Ministry of European Integration of the Republic of Albania - Prepared for publication by: Center of European Documentation and Information. ANNEX Published by the European Commission, COM (95) 163; May 1995

Most post-socialist countries have established by legislation centers or institutes that have assumed the role to enhance the efficiency and effectiveness of public administration staff through continuous training. UNMIK, in 2003 established the Kosovo Institute for Public Administration (KIPA), an institution that was created as an executive agency within the Ministry of Public Administration. KIPA aims to contribute to building a modern public administration in Kosovo, ready to help the overall development of Kosovo as a prerequisite for European (international) integration. KIPA is ready to serve the needs for training and development of the public administration through a qualified staff, cutting-edge training technology and a rich library.

Despite the existence of such centers, it is concluded that the public administration of the country is not only large in numbers of employees, but as such it is not professional and is a hindrance to economic and social development. To eliminate this defect, it is proposed that central and local institutions undertake certain measures pertaining to the identification of performance of these employees and through a SWOT analysis to identify urgent needs they have, so that existing human resources be re-qualified.

Furthermore, the process of retraining of employees is proposed to be implemented by higher education providers in the country who are already accredited. These institutions need to design and accredit specific programs depending on the needs of the institutions, by offering modern modules that contain knowledge, language and information that will make public administration staff more efficient at their work, based on the skills and competencies they acquire.

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Threatening Conditions and Challenges in the Modern Living of the Old People in Republic of Macedonia

PhD Hava Rexhep

Ministry of labor and social policy – Ohrid

hava_r@live.com

Abstract

The aging is not only a personal but also a social challenge from several aspects, several dimensions; a challenge aiming to build system approaches and solutions with a long term importance. **Aims:** the main aim of this research is to investigate the conditions and challenges in the modern living of the old people, primarily in terms of the social care. However, this research is concentrated on a big group of the population and their challenges are the most intensive in the modern living. The investigation of the conditions and challenges in the aging are basis and encouragement in realizing the progressive approaches in order to improve the modern living of the old people. The practical aim of the research is a deep investigation and finding important data, analyzing the basic indicators of the conditions, needs and challenges in order to facilitate the old population to get ready for the new life. **Methods and techniques:** Taking into consideration the complexity of the research problem, the basic methodological approach is performed dominantly by descriptive-analytical method. The basic instrument for getting data in the research is the questionnaire with leading interview for the old people. **Results:** The research showed that the old people over 70-79 years old in a bigger percentage manifested difficulties primarily related to the functional dependency, respectively 39,33 % of the participants in this category showed concern about some specific functional dependency from the offered categories. The percentage of the stomach diseases with 38,33 % is important, as well as the kidney diseases with 32,83% related to the total population and the category of the old people over 80. **Conclusion:** The old people very often accept the life as it is, often finding things fulfilled with tolerance and satisfaction. However the health problems of the old people are characterized with a dominant representation. The chronic diseases and the diseases characteristic for the aging are challenge in organizing adequate protection which addresses to taking appropriate regulations, programs and activities.

Keywords: Old people, conditions and challenges, threatening conditions, functionality, health

Introduction

Each period of the human life is followed by challenges and it is characterized basically with specific conditions. In the childhood, the period of youth, adulthood and the period of the old age, the life challenge represents an aspiration to perform income activities which will facilitate finding something unknown followed by curiosity and doubtfulness; something that stands in front of the individual and the future, motivate him to mobilize his inside forces (physical and psychological), to face up the reality, seeking for solutions with more or less success. The individual must get prepared to accept the life, including the obstacles, to enjoy the life or at least to be satisfied with it, even if he accepts the reality as it is. The force of each individual is addressed to face the challenge that the reality brings. It is conditioned by several agentives originated from personal facts or the level of social community development.

The power of accepting the conditions as well as the facing and adapting to the challenges with its individual character, primarily is conditioned by the age, gender, the ethnicity, marital and family status, education, health and other relevant indicators.

The challenges in the old age, respectively the life of the old person is polyvalent in terms of social conditions and social care. In that direction they are conditioned by the place of living of the old person, the service access as well as the access of the institutions for care and support (clubs, centers, advisory office, old people's homes and pensioning houses), the life education and the information technology, legal regulations and similar.

Despite the conditions analysis, the main topic of this research are the challenges in the modern living of the old people, which addresses us to alarming, worrying conditions from one side, and possible most urgent actions addressed to raising the quality of the social care of the old people in Republic of Macedonia, from the other side.

In this research are included 600 old people older than 60 from the both genders. The sample is stratified, respectively the questionnaire is performed in 4 institutions which are supposed to be the most accessible to the old people and those are the family doctors (280 people), old people from Skopje, Kicevo and Strumica, daily centers and clubs in Skopje, Kicevo and Strumica (155 people), pensioning houses in Skopje, Kicevo, and Strumica (60 people) and old people's homes (state and private) in Skopje, Kicevo and Strumica (105 people). At the same time, the sample is designed in accordance with the institutions it is completed as: the family doctors' clinics (280 participants or 47%), clubs and daily centers (155 participants, or 26%), pensioning houses (60 participants or 10%) and old people homes (private and state) (105 participants, or 18%).

Threatening conditions

As each period, as well as the period of aging is followed by conditions which make the living of the old people difficult, and very often it leads to powerlessness. In the younger ages the threatening conditions are more dependent of the errors and mistakes in the way of living or the negative influences in the living environment.

During the period of aging, firstly, in the deeper aging, the threatening conditions mostly are results of the health, physical and social threaten, and the powerless to independently make normal conditions for living. In such condition, the aging is followed by conditions of functional dependence, even more conditions of neglecting and abuse.

The findings for such conditions in aging guide us that there it is needed to investigate these conditions, in terms of building a need for looking for solutions in order to improve the quality of living in the frameworks of the social care.

The results gained from the research will be presented through three basic indicator presented in the following tables: Table no. 1. 1 Age and gender and functional dependence of the old people and table no. 1. 2 Health threat of the old people.

Functional dependency

The period of aging, as a last period of the human life, normally leads to decreasing of the human capabilities for work, social communication, as well as personal life care. During these period, in a higher percentage, despite the chronic diseases there are present the conditions of functional dependency which complicate and disable the normal human living. These conditions of aging are influential for investigation in our research. The functional dependency, physical and mental disability are investigated through four indicators: able to walk, limited ability to complete the basic needs, hardly able to walk in wheelchair and disable people. In this table are registered the people able to walk in order to make a realistic analysis of the sample, in terms of this indicator.

The presented data in Table no. 1. 1 Age and gender of the old people and the functional dependency, in the three categories of age periods within the research showed that the age of the old people influence the functional dependency. As a result the first age category from 60-69 years showed that the old people able to walk actively participate in the everyday life and regardless the fact that they are pensioners, they find different things to work on (paid or not paid) in order to fulfill their day. Also, the research showed that this category of the population is dedicated to personal health care in terms of healthy food, as well as in terms of health control and support.

The second category, also, is characterized with relatively solid work and health capacity, because it is showed that the more active life of the old people, also leads to existing of the relative capacity, as well a support of the modern medicine

and social conditions for living in general, which influence this category of the old people to possess capacity for normal living. However, approximately 1% till 2% of the old people from this category stays functionally dependent within the four indicators of the functional dependency.

Table no. 1. 1 Age and gender of the functional dependency of the old people

Old people by age and gender						
Functional dependency		60-69	70-79	over 80	total	Total
		m f	m f	m f	m f	
		f	f	F	f	f
		%	%	%	%	%
Able to walk		111 116	93 72	13 34	217 222	439
		18,5% 19,33%	15,5% 12%	2,16% 5,66%	36,16% 37%	73,16%
Lim. Ability to compl. The. basic needs.		0 0	12 14	10 20	22 34	56
		0% 0%	2% 2,33%	1,66% 3,33%	3,66% 5. 66%	9,33%
Able to walk by help		0 0	5 10	13 2	18 12	30
		0% 0%	0,83% 1,66%	2,16% 0,33%	3% 2%	5%
hardy able to walk in wheelchair		0 0	8 8	14 13	22 21	43
		0% 0%	1. 33% 1,33%	2,33% 2,16%	3,66% 3,5%	7,16%
Disable people		0 0	10 4	10 8	20 12	32
		0% 0%	1,66% 0,66%	1,66% 1,33%	3,33% 2%	5,33%
Total		111 116	128 108	60 77	299 301	600
		18,5% 19,33%	21,83% 18%	10% 12,83%	49,83% 50,16%	100%
		227	236	137	600	
		37,83%	39,33%	22,83%	100%	

The functional dependency and the limitations in moving, guides this category to take steps for physical therapy in order to create conditions for normal living.

The investigation showed that the old people over 70-79 years old in a big percentage manifest difficulties in terms of functional dependency, respectively almost 39,33% of the examined people from this category showed concern about some specific functional dependency from the offered categories.

These conditions imply the need to secure direct access and help to the old people over 80 in order to satisfy their needs by health care centers, civil society, and the family including the appropriate social institutions. In that direction it would be

very useful to include the need of the specific interventions of this specific category in the legal regulations for social protection of this population.

2. 2 Health threat of the old people

The aging is followed by chronic diseases of the organs as well as of the bones and muscles. These diseases in a specific percentage are result of the aging process, but on the other side they are result of the untimely and inadequate health care of the old people.

Consequently, in the investigation of the conditions and challenges in the modern living of the old people necessarily is included the health threat in order to get basic knowledge of the health capacity, and at the same time to analyze the conditions and challenges for the further strategies, civil society in this scope.

In this research we decided to investigate the most common diseases of the old people in term of hearth diseases, diseases of the lungs, kidneys, stomach as well as brain and neural diseases.

While investigating these indicators we used the statement that the old people related to their health, primarily in terms of medicines they consume every day. The data about the health threat are presented in the Table no. 1. 2 Health threat of the old people

The research showed that a significant percentage of the old people suffer hearth diseases, 71%, and we guess that the hearth diseases and the blood cells diseases are the most present.

Table no. 1. 2 Health threat of the old people in terms of age and gender

Old people by age and gender							
Health threat		60-69	70-79	over 80	Total	Total	
		m f	m f	m ж	m ж		
		f	f	f	F	f	
		%	%	%	%	%	
	Hearth		51 62	118 90	53 52	222 204	426
			8,5%10,33%	19,66% 15%	8,83%8,66%	37% 34%	71%
	Lungs		23 20	35 42	32 36	90 98	188
			3,83% 3,33%	5,83% 7%	5,33% 6%	15% 16,33%	31,33%
	Kidneys		12 10	53 45	46 31	111 86	197
		2% 1,66%	8,83% 7,5%	7,66% 5,16%	18,5%14,83%	32,83%	
Stomach		18 16	51 57	42 46	116 114	230	
		3% 2,66%	8,5% 9,5%	7% 7,66%	19,33% 19%	38,33%	

	Brain and neural	6 5	19 26	23 38	48 69	117
		1% 0,83 %	3,16%4,33%	3,83% 6,33%	8% 11,5%	19,5%

In terms of technical analysis of the table, generally for the old people we got the following indicators:

Statistical indicators of the sample

Symbols	χ^2	C	N
Values	56,985	0,204	1163

Statistical indicators of theoretical values used for the evaluation

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

The values of the χ^2 and the intensity of the contingency show that there is an important statistical correlation between the old people and the health threat.

The percentage of the stomach diseases with 38,33 % is important, as well as the kidney diseases with 32,83% related to the total population and the category of the old people over 80.

The brain and neural diseases of the total examined population are represented with 19,5 % of the participants who declared that they suffer from brain and neural diseases, whereas the third age category shows a higher percentage 10,16% of the old people.

These conditions of the health threat lead to the conclusion that the aging as a period is characterized with more chronic diseases which must lead to taking appropriate steps, programs and activities primarily in terms of the medicine in order to help this population.

Conclusion:

The investigation confirmed the importance of the hypothesis that the subjective approaches of the old people in the modern living influence the organization and the realization of the social care.

The data presented in the Tables confirms the prediction that the old people mostly accept the life as it is, and they find interesting things to do when they consider themselves in a difficult situation. We analyzed out of the participants' declarations that the social communication through the stated indicators confirms the huge importance of the quality of living, consequently the proper manifestation of the social care towards the old person. This condition impose the necessity that the old people over 80 must have organized access and help in satisfying their needs by the health services, nongovernmental organizations, the family including the appropriate social institutions. In that direction it would be very useful the necessities by categories to be included in the law regulations for social protection of this population.

The conditions of the health threat leads us to the conclusion that the aging as a life period is characterized with more chronic diseases and there must be taken appropriate steps and there must be realized programs and activities, primarily in terms of the medicine in order to help this population. Despite the calmness and the tolerance of the old people in the

communication with the above mentioned communities and services, still a significant percentage of them are feeling neglected which often leads to situation to decrease the contacts or completely give up from them.

Consequently, one of the main conclusions in this research is raising the level of consciousness for humanity, tolerance and respect towards the old people, setting legal regulations for overcoming these problems as well as establishing a public health nursing of medical staff and social workers similar to the family health nursing and the public health nursing for new born babies.

At the end of our data analysis from the research and the presented data in the tables for the conditions and challenges of the old people in terms of social care, we can conclude that the old people are very important category of the population in terms of demographic features and they have their own specific social, health, economic and cultural needs and characteristics, which make them a specific social group, but on the other side it is analyzed the need of bigger social care related the specificity and the quality of living which necessarily impose specific organization, approaches and normative regulation.

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Internationalisms: Do They Affect or Enrich the Modern Albanian Language?

Ma. Evis Vasili

University of Tirana

Faculty of Foreign Languages

Abstract

Language is a symbol of cultural, national or state identity. For Albanians, language was and is the most important feature establishing their identity. The first attempts to codify the written Albanian language were distinguished since the second half of the nineteenth century by the Albanian scholars, who led the cultural movement "Albanian National Renaissance", where first of all we can mention Konstandin Kristoforidhi and Sami Frashëri. As an isolated Indo-European language, Albanian language is part of the Balkan linguistic connection. Although the Albanian language has not lost its origin, throughout its history it has proven and suffered interventions and major influences not only from the Indo-European but also from non-Indo-European languages. These influences are more directly reflected in the lexicon as the most fluid system of language. Like any other language, the Albanian language has responded to the demands of social development, changes in the field of production, technology, science, culture and so on by enriching and further developing its vocabulary, *inter alia*, by borrowing words from other languages. Language lexicon flows are larger than outflows and this explains the fact that the lexicon is expanded from generation to generation with new units. In general, there is a large number of words in Albanian language borrowed from Latin, Slavic languages in the south and Turkish. Most of the borrowed words such as anglicisms, germanisms, grecisms, italicisms etc are introduced in Albanian language in written form and orally, mainly in the last thirty years as a result of direct contact of Albanians with European and transatlantic countries, where they have lived and continue to live as immigrants, asylum seekers or workers. The number of foreign lexemes in Albanian language often differs from region to region and even from one person to another. Motivation of borrowing the words from a linguistic community, who regarding the cultural, technical and economic aspect prevails to the other community, is the desire and need to name new terms, objects and events, which are unknown in the language that takes these words. Borrowing new words for new issues also serves to cover linguistic requirements. However, taking foreign expressions does not necessarily show a sign of weakness; in a typical case there is a language enrichment, because new words are attributed to new things, new knowledge or new spiritual values. There are also cases when a word already exists in Albanian, but it is still replaced with the foreign word. In different circumstances both can be used. From this point of view, a question arises: What attitude should be taken for foreign words? Do foreign words enrich or spoil a language?

Internationalisms: Do they affect or enrich the modern Albanian language?

The society adjusts language with the age it lives in. What distinguishes a vivid language is that it has been subjected to changes in its depth and that it naturally receives and collects sometime also words and denominations from other languages, with which the population is in contact in a certain fashion.

Even Albanian language like other languages has accepted and allows foreign lexical elements, translates, adjusts, assimilates them and creates neologisms based upon them, therefore it activates own mechanisms to accomplish own needs. This is happening even nowadays when in Albanian language as never before in its life, ideas, concepts, notions and terms are embraced from various languages and cultures, especially from those bearing huge impact on globalizing processes.

A considerable part of foreign words in Albanian language is composed of internationalisms, which are current and present in almost every page of the vocabulary of Albanian language and in every article of every Albanian daily newspaper. Dealing with loan-words and internationalisms, which are understood and spread worldwide, implies the wakening of sensitivity on problems of communication. The benefit here lies that in such fashion it can be ascertained and proved among other things, how conveniently these loan-words have been integrated in the linguistic system of Albanian language, provided there is a tendency of internationalization of the vocabulary and if all loan-words must be replaced with respective words in Albanian.

The relevance of internationalisms on international and inter-linguistic communication is becoming increasingly bigger. More and more it becomes apparent the goal towards European integration at any cost (even at the cost of linguistic and cultural independence). In this regard, Braun also deems that „internationalisms can be seen as vocabularies of a potential European integration“. ¹ Thus, in the role of a supplementary source, internationalisms affect directly the "westernization" of modern Albanian lexicon.

The internationalisms play an important role not only in translation, but they bear significant importance also to the international adjustment of terminology. They are witnesses of a European cultural and intellectual history, which transport concepts, symbols, conceptual models and joint traditions. In the event of something missing in the relations among nations, internationalisms would be able to facilitate mutual understanding with other nations in our age of global communication. According to Braun, common linguistic items „provide explanations on processes, historical and cultural events of contacts in Europe“. ² As „preliminary conditions for the creation and spread of internationalisms“ Volmert mentions two factors: 1. „historical loan-words among languages in contact “and 2. Simultaneous definitions based on agreements, or the entering of new expressions of inter-linguistic value“. ³

The lexical equalities or similarities in various languages are based not on coincidence, but on the contrary they must be understood as results of historical, political, cultural, economical, historical-linguistic developments etc. Numerous developments have had an impact especially on the reception of new internationalisms. Recently internationalisms show in most of the cases notions of international modern developments in science and technique. The most important developments which influence on general vocabulary among other things are: global exchange of information, becoming increasingly fast, multinational cooperation in many fields, massive tourism beyond the borders of countries and worldwide spread of political, cultural and sport events. As a result of globalization international vocabularies bear so a particular relevance not only in scientific and professional languages, but even increasingly more in the language of daily life.

The lexical loan-words among them also internationalisms exist in the vocabulary of Albanian language in a substantial number and this part of vocabulary shows the trend to increase continuously. The causes of changes in the Albanian language fund of words are related as elsewhere with economic, political and cultural transformations of Albanian society. The trend for vocabulary internationalization comprises nowadays almost all fields of life, where apart from the field of science and technique, a part of foreign words in Albanian language arrive from the fields of politics. Thus we can mention several internationalisms, which have entered the political lexicon of Albanian language: *anarki, anarkist, aparteid, atom, autonomi, azil, azilant, bojkot, burokrat, burokraci, delegacion, demagog, demagogji, demokraci, demokrat, demokratik, demonstratë, deputet, diktator, diktaturë, diplomat, diplomaci, diplomatik, diskriminim, ekzil, elitë, ekstrem, ekstremist, ekstremizëm, fashist, fashizëm, fundamentalist, fundamentalizëm, gjenocid, ideologji, institucion, kaos, klasë, kongres, konservativ, kushtetutë, ideologji, legjislativ, mafie, militant, nacionalist, nacionalizëm, pacifist, parlament, parti, patriot, patriotizëm, pluralist, politikë, propagandë, puç, puçist, racist, racizëm, radikal, reformë, republikë, revanshizëm, simpatizant, shovinist, territor, terrorist, terrorizëm, totalitar, totalitarizëm, ultranacionalist.*

In Albanian language the foreign word is often used as a scientific term, whereas the respective expression in Albanian bears also a general meaning. It is often difficult to ascertain accurately from which source internationalism derives and it is not always verifiable in which place internationalism was used for the first time and how its path progressed in other languages. The oldest loan-words in Albanian language, which nowadays are partially internationalisms, derive from Greek

¹ Braun, P. 1990: Internationalismen – Gleiche Wortschätze in europäischen Sprachen. P. 32

² Therto, Pg. 32

³ Volmert, J. 1993, Pg. 71.

and Latin. The Albanian language is more of a language that borrows than loans words. As to new internationalisms in Albanian language codification is missing until now and they are not standardized, such as. *avokado, bajt, butik, celibat, disketë, e-mail, globalizim, hamburger, internet, keçap, piceri, xhins, softuer, slip, karies, modem, maço, loto* etc. ¹

The Albanian language is facing a bit peculiar situation nowadays: on one hand several Albanologists try to avoid not only spread loan-words but also internationalisms; while on the other hand, there is a tendency of continuous widening of vocabulary with new loan-words of international character, especially in the field of science and technique as well as in the sphere of international relations. In this regard the question emerges: Is it necessary to remove from use the timely rooted loan-words in the language of people and that are understood by all, replacing them with new words or loan-words from western languages that people fail to understand?

Clear efforts to the enrichment of Albanian language date back to 19th century by the writers of Albanian National Renaissance, who requested the purification of Albanian language from foreign words, especially from Turkish words. Among other things there were also efforts to replace international words of Greek and Latin origin, which were never used later such as. :²

<i>astronomi</i>	<i>qiellshkronjë -</i>	<i>astronomy</i>	<i>skyscraper</i>
<i>gjeometri</i>	<i>dhematje -</i>	<i>geometry</i>	<i>land surveying</i>
<i>vulkan</i>	<i>mal që nxjerr zjarr -</i>	<i>volcano</i>	<i>mountain that spits fire</i>
<i>satelit</i>	<i>pasës etj. -</i>	<i>satellite</i>	<i>passer etc.</i>

In the 20th century we own in Albanian language a considerable number of neologisms in the shape of borrowed translations, new words and transfers of meanings. Nowadays in Albanian language there are several studies³ and vocabularies of foreign languages, which try to replace foreign words with formations and creation of loan-words or with other Albanian words. ⁴ Likewise numerous studies⁵ have shown that all loan-words, including also internationalisms can be integrated in Albanian language, whereas Maksuti⁶ expresses his opposition against such thought to albanianise all loan-words, therefore also internationalisms, since according to him, such maximal purification has not been present in Albanology. A vivid Albanian language would be also able to borrow and accept many foreign words, given that a language that is not capable to adjust to other language, implying assimilation, is a dead language.

The continuous entry of internationalisms in the lexicon of Albanian language does not imply that Albanian language is losing own originality. The migration of words and foreign expression is not harmful to the language; but on the contrary the demolition of the system of linguistic rules is such. Given that internationalisms fail to bring about changes in the grammatical structure of the language, they represent no risk and do not harm originality of language. Many foreign words in Albanian language have already become part of Albanian vocabulary and their replacement with other Albanian words can no longer apply.

Several authors prefer clearly equivalent Albanian words with internationalisms. For instance, in Shkurtaj we find a word list of „foreign words, which can be replaced entirely or partially“. ⁷ Even in Murati we also find a word list with „vocabulary from foreign languages“. ⁸ Given the aims of these two authors to avoid foreign words and replace them with new Albanian words, Maksuti deems that on one hand, we must oppose to the infinite use of foreign words, but on the

¹ Maksuti, I. 2009: Internationalismen im Albanischen, Pg. 104.

² Shkurtaj, Gj. 2003, Pg. 160

³ Shkurtaj, Gj. 2003, Pg. 129-156; Murati, Q. 2004: Standardi gjuhësor dhe kultura e shprehjes, Prishtinë

⁴ See Fjala shqipe në vend të fjalës së huaj. Prishtinë 1989; Fjala shqipe në vend të fjalës së huaj. Tiranë 1998.

⁵ Çabej, E. 1975-77; Thomai, J. 2002; Shkurtaj, Gj. 2003; Murati, Q. 2004 etc.

⁶ Maksuti, I. 2009: Internationalismen im Albanischen, Pg. 94-100.

⁷ Shkurtaj, Gj. 2003, Pg. 129-158

⁸ Murati, Q. 2004, Pg. 121-127

other hand we must also oppose ungrounded efforts to get rid of these words by means of unnecessary neologisms, often formed improperly.

Particular loan-words not always are replaced with their respective words in native language, be it because they contain particular connotations of meaning, missing in a replaceable word, or due to social and linguistic reasons. Thus, not every foreign word can be translated and replaced with its equivalent in Albanian, since the huge deepening of scientific knowledge requires not only the thinnest semantic aiming of notions, ideas and contents, but also their thinnest explanation. In Albanian language Turkish and Slavonic words are avoided in general and they are replaced with native lexicon, new words or with a lexicon of another foreign language. Taking into account the increased requirements of linguistic communication, the language requirements cannot be met only by its internal sources. In this context, the loan-words can be perceived as natural constituents of language.

In general, internationalisms must be greeted, given that they enrich the vocabulary of the mother tongue and contribute in the creation of an international vocabulary. Thus, we mention for example foreign words of the last two decades, so the new words have found use in Albanian language like: *bestseler, bingo, bumerang, haker, hobi, kampus, klikoj, kompjuter, lider, lobi, marketing, masmedia, menaxher, monitor, poster, snajper, softuer, sprej, stek, supermarket, shou, tender, tinejxher, tost, trend, xhins*.

Even if we have a look at newspapers nowadays, both in Albania and Kosovo and Macedonia, it is evident that in general there is a positive attitude toward internationalisms and that as a result no attention is paid to maintenance and care to Albanian language. On the other hand, it must be taken into account also the fact that the penetration in abundance of loan-words triggers their negative aspect, where language becomes incomprehensible to simple speakers and apart from that, it loses expressivity furnished by native elements. This requires the need to prevent the overflow of foreign words, given that the preservation of purity of lexicon is linked directly to the preservation of national character of Albanian language from any foreign blend, as well as crystallization of the norms of standard language in lexicon.¹ But in lexicon, the norm is looser. This implies that apart from several lexical variants (synonyms etc.), the standard language accepts also foreign words, indispensable for their content and for the requirements of several fields such as terminology, scientific speech etc.

As a conclusion we can say that the entry of foreign words /internationalisms in the lexicon of Albanian language is not dangerous or harmful in the event of their integration in the linguistic system of Albanian language, not ruining its fundamental features and if they help linguistic communication. Thus, internationalisms must be considered as relevant elements in the process of enrichment of language, in order to widen its expressive means. The Albanian language cannot sidestep the lexical impact of foreign languages. But in general, it must be the case of a prudent relation with lexicon of foreign languages, not without any control and restriction. Therefore, a genuine and contemporary democratic linguistic policy must be followed, which sees the purification of lexicon of Albanian language not as a purpose in essence. "The purification merely for purification of lexicon could trigger not its enrichment but its impoverishment, weakening or restriction of social functions of language."²

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¹ Memushaj, Rami. 2012: Hyrje në gjuhësi, Pg. 181

² Samara, Miço (2008): Rreth leksikut politik e shoqëror në gjuhën shqipe. Pg. 205

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Relations Between Albanians and Croats Across the Centuries

Naile Demiri

Abstract

The Balkan Peninsula is part of South Eastern Europe, with a surface area of 550 square kilometers and a population of nearly 55 million inhabitants. This is a corner of the Earth with a very attractive geography. It is shaped like a triangle and goes deep into the Mediterranean Sea. This peninsula is bordered with the Adriatic Sea, Ionian Sea, Marmaris Sea, Aegean Sea, and the Black Sea, whereas on the other part with Central Europe. The Balkan Peninsula is, or serves, as a connecting bridge between Europe and Asia. The countries of the Balkan Peninsula are: a part of Turkey, Greece, Bulgaria, Romania, Serbia, Macedonia, Kosovo, Albania, Montenegro, Bosnia and Herzegovina and part of Croatia (up to Sava River).

Keywords: Relations, Albanians, Croats, Centuries

Introduction

According to historical data, the becoming of Croatia started sometime by the middle of the second millennium A. D., when the Christian Church was separated into the Catholic and Orthodox Churches. The Catholic Church has played a decisive role in the formation and awareness of the Croat people that was in the making.

Croatia, the Croatian population in the same territories as nowadays were endangered under the attack of the Ottoman Empire forces, and later of the Austro-Hungarian Empire. Austro-Hungary ruled Croatia until the beginning of the second millennium A. D. namely until the establishment of the first Yugoslav state, the Serbo-Croatia-Slovenian Kingdom.

Under the Austro-Hungarian rule, Croatia was almost a state in its own, as it preserved its language, culture, religion, and all other characteristics of the Croatian people. It followed its own development of the times along with other progressive peoples of the Western Europe.

Croatia faced a slowing down, a stagnation of the economic, political, spiritual and cultural development during the times of first Yugoslavia in 1918-1939. Many times under this government Croatia went through social unrests where people expressed dissatisfaction with the tendencies of the Serbian hegemony.

At the beginning of World War Two, the intellectual and state elite decided to be aligned with the Axis Countries. In 1941 Croatia was proclaimed an independent state and remained such until 1945.

With the capitulation of Hitler's Germany, Croatia again became part of second Yugoslavia, i. e. the communist Yugoslavia, however without settling down with this until 25 June 1991, when it was proclaimed an independent and sovereign state.

Some geographical and statistical data about today's Croatia



National Anthem	<i>Lijepa naša domovino (Atdhey ynë i bukur)</i>
Capital City	Zagrebi
Official Language	Croatian
Independence	25 June 1991
Membership to UN	22 May 1992
Government	Parliamentarian Republic
President	Kolinda Grabar-Kitarović
Prime Minister	TIHOMIR OREŠKOVIĆ
Surface Area	Ranked 126
Total –	56. 594 km ²
– % ujë	1,09
Population (2011)	Ranked 128
– total	4. 284. 889 inhabitants
– density	75,8 inhabit/km ²
GDP (2015)	59,911 billion USD
GDP per capita	13. 994 USD
Currency	Kuna (HRK)
Time Zone	
– usual	UTC+1
– summer	UTC+2
Pcountry code	+385
Internet code	. hr
ISO 3166-1 Code	HR

The Albanians in the Balkans, who make up nearly 7 million, are an autochthonous people, whereas the other peoples of the peninsula were mainly formed by the middle of medieval times and later following the Slavic invasion and the remaining autochthonous population.

According to recent historical data published by the Albanian historian Jusuf Buxhovi "Kosova", volumes I-V, Prishtina, 2012 and by Orhan Rexhepi, 2012, "Pelagian-Dardans from Atlantis to the Moon, Troy, Rome and the Albanians" with 458 pages, it is evident that from the antiquities to nowadays Albanians belong to one single tree, to one DNA; they are a people who has lived – at times free, and at times under occupation, in this corner of the globe, which is one of the most attractive places on Earth.

The Albanians, once authors and bearers of the development of humanity's culture, in general from the antiquities to modern times, were under the Ottoman rule when the new era dawned, albeit they did not surrender or be desecrated. During the Ottoman rule from 1389 to 1912, there were many senior officials of the Ottoman Empire of Albanian

origin. During this five-century journey the Albanians had the opportunity to create friendships and enmities with other peoples of the civilized world, in particular within the Balkan Peninsula. Out of 292 Prime Minister of the Ottoman Empire, 45 were of Albanian origin. ¹

¹ Shyqeri Nimani "Mehermet Ali Pasha, the Albanian Captain who restored the dignity of Egypt" the paradox of the Albanian syndrome, Prishtina, 2012, pg, 20.

As a result of such historical actions, The Albanians were able to influence the situation of other peoples in the Balkans, while not finding a solution to their own problems. During this journey, it is a special characteristic that the Croats and Albanians, amidst good times and bad times, established a decent friendship. This deep friendship would not have been possible save for the some common personal and social features both peoples have. It is likely that they have similar social thinking, body constitution, physiognomy, color, body movements etc, and almost similar material and spiritual interests, and even same enemies.



ALBANIAN ETHNIC POPULATION ON 2015 ¹.

In their historical and life journey the Albanians remained on friendly terms with the Croats. Throughout their history, the Albanians and Croats had the same destiny. Their mutual friendship and assistance intensified after the First and Second Balkan Wars, after World War One, the Versailles Congress in Paris in 1918, and in particular during World War Two, to culminate in the beginning of the third millennium when Croatia recognized the independent and sovereign state of Kosovo, being one of the first countries in the world to do so.

The Congress of Peace in Versailles laid the foundations of the conflict between the peoples of the Balkans, of Europe and beyond and was the cause of the World War Two and of the wars between the peoples of the Balkans in the last decade of XX century. Simply said: the great powers of the time were unable to understand the aspirations of the big Russian state that aimed to have hegemony over the peoples of the Balkans and then Europe; their aspiration to have access to warm seas that were naturally belonged to the Croats and Albanians. The Russian aspiration for access to warm seas became the cause for wars where millions died. In these situations of conflict the Albanians and the Croats continued to build bridges of cooperation, friendship and mutual assistance in all areas of life, from exchange of ideas thoughts, trade and bloodshed even to protect the national causes of each other. ²

The Congress of Versailles recognized the annexation of the Albanian territories by Serbia, this ally of Russia. The Congress of Versailles insisted in establishing the Kingdom of SCS and permitted the prevalence of the totalitarian mentality of the on the Croatian population which had already developed the concepts of democracy, labor, and cultural development in general of the Hegel model and Catholic spirit, of democracy, managed by the Austro-Hungarian Empire. The mechanical transfer of the Croat will under the tutelage of the Serbo-Russian hegemony was never accepted by the Albanians or the Croats. The political movements of the Croat population in the second decade of the second millennium were brutally oppressed in bloodshed by the Serbo-Russian forces³. The military head of the Yugoslav Monarchy forcefully recruited many Albanian peasants in these forces, from all over the Albanian territories under the Yugoslav Monarchy in order to use them to subdue the Croatian revolt led by Stjepan Radić (11. 6. 1871 - 8. 8. 1928) and others like him who sought to have

¹ <http://albastrima.fr.gd/HARTA--SHQIP%CBRIS--ETNIKE.htm>

² <http://zeri.info/dossier/33229/>

³ hr.wikipedia.org/wiki/Stjepan_Radić

the independent Croatian state. Stjepan Radic was killed during an attempt on his life while he was addressing from the podium of the National Assembly by the chetnik Punisa Racic. Demonstrations ensued in many other cities of Croatia.

Albanians from Kosovo and other territories under the military command of the Yugoslav Monarchy were sent to demonstrations of Sisak, Mostar, Dubrovnik, Lepoglava and many other cities in Croatia to suppress the Croatian aspirations and will. The Albanian recruits, as soon as they landed on Croatian soil, expressed solidarity with the Croats and were attached to the Croats, stood stoically until the end. A large number of Albanian recruits returned to their country of origin only after they joined the German army at the beginning of the fourth decade of the second millennium.

At the beginning of World War II, both Croatia and ethnic Albania sided with Germany, in coalition with the Germans. The elites of the two countries were recognized by Germany, which recognized the independence of the states and offered material and military aid. Germany recognized Albania's independence, the ethnic map and neutrality¹. The best researcher of the national question, Hajro Cini, in his paper "the collaboration and misuse of meaning of the word" writes: "Within two weeks, Germany beat Greece and Chameria joined Albania. For the first time the Albanian nation was in its ethnic borders. Not only that, but at the insistence of Mehdi Bey Frashëri, Germany accepted the neutrality of Albania. Albania was liberated on September 8, 1943, and in December 1943 was recognized as a neutral state. Unlike the Italian invasion, where Jacomon was representative of Victor Emmanuel - as chairman of the state - Albania already had as the chairmanship of the state a group of elders composed of one representative of each of the four main religions in Albania, among them the signatories of Albanian independence, great patriots, honored outstanding, honest, spotless and idealistic, Mehdi Frashëri and Lef Nosi. All four were Albanians.

In December 1943- November 1944 the Albanian Government has a Minister of Foreign Affairs. No other country invaded by Germany had a Foreign Minister².

During World War II Albania had good relations in all fields of social life, but also friendship with the Croatian people. This friendship was created a long time ago, as mentioned above, a Croatian-Albanian friendship grew by arberesh towns Zadar. See this book "Traditional culture of arberesh of Zadar"³.

Cooperation and friendship between the two peoples grew, and strengthened during the second Yugoslavia, or the communist Yugoslavia of Tito.

Communism, as one of the most forged social systems, which included the second Yugoslavia (1945 - 1990) was imposed on the people of Yugoslavia by the hegemonic Russia, with the slogan that it would solve the national question. Communism did not solve the national issue, neither did it solve social or economic issues. On the contrary, it deepened contradictions, cultivated civil war, and poverty and made such a differentiation of social strata that in the last decade of the second millennium republics entered at war with Serbia supported hegemonic back from Russia, but now much weakened.

Once the communist regime in Croatia was established, an unprecedented genocide happened against Kosovo and other Albanian regions that remained in Yugoslavia by Serbia, against the unprotected Albanian population. Croats and Albanians were declared fascist collaborators of Germany and were punished. The penalty was the largest for the Albanian people, since the Albanian Communist Party was last in vassal Party Communist Yugoslavia respectively of the Communist Party of Serbia. Many Albanians and Croats were killed and imprisoned throughout the period of the communist regime in Tito's Yugoslavia. Suffice it to mention only tragedy Bar in the spring of 1945, where thousands of Albanians were executed by Serbian and Montenegrin forces, were Croatian officers - who announced Dalmatian Anglo-American mission to the actions of the Serbian and Montenegrin officers. Anglo-American intervention did to save hundreds of Albanian soldier from

¹ Uran Butka" Massacre of Tivar and the Responsibility of the Albanian state, Tirana, 2012 page 20.

² <http://www.telegرافي.com/lajme/kolaboracionizmi-dhe-keqperdorimi-i-kuptimit-te-kesaj-fjale-26-7788.htm>

³ Aleksander Stipcevic "Traditional culture of the arberesh of Zadar", Prishtina 2012, page 1- 34.

carnage to testify later the hellish horror they had experienced. Croatian officers never forgot the assistance of the Albanians¹.

After World War II Serbs executed, imprisoned, exiled and displaced Albanians. Croatian People found themselves at all times protected by the Albanians.

Regarding the good relations of friendship between Albanians and Croats in particular with Albanians who remained in Yugoslavia, ruled by chetnik - partisans it is believed that there are thousands of archived documents: ecclesiastical documents, works of sculpture and music, literary stories, written by the great minds of the time, concrete diplomatic and political actions all the way to the individual sacrifices for the cause of another.

A lot of arguments about the good relations and friendship between Albanians and Croats are given by Prof. dr. Fehmi Pushkolli in his book "Tome Berisha (life and work), Prishtina, 2005. Army officer General Tome Berisha, who reached the tops of martial arts, retired first time by Yugoslav military leader, arguing that Mr Berisha Tome was nurtured with Albanian nationalism and as such is a danger to the Yugoslav army².

The prominent Albanian writer and historian Jusuf Buxhovi writes about these good relations and friendship between the Albanians, especially Kosovo Albanians, and Croats.

The erudite narrator confesses in the first case: "Such was the announcement that My Father, Naim Kosova, pilot of aviation of Yugoslav People's Army, and my mother Maria Pelevic, nurses, also employed in People's Army Yugoslavia, were liquidated by the military Intelligence service (KOS), although later we were told that it had been an accident (crash Mig-49), as was presented as an accident the going out of the way of the jeep in which my mother was travelling to Bilieqes hospital. Uncle Josip said that he had reliable data about this and had prepared those for me, to have them. He informed me that in the large leather envelope he had prepared a long time ago for me was a small, sealed document to be given in person to the first man of Kosovo only after that it became a state³.

The University of Zagreb, in collaboration with the University of Prishtina, has given a great assistance in raising, cultivating and strengthening relations between our two peoples. Cadres of the two sister-universities have channeled the flow of social-political processes and have brought it to the current state, the formation of new states in the Balkans and solving the national question for them, although Albanians have remained separate, and have not yet fully resolved the national question and have not yet finalized their national cause like the Croats have done, but nonetheless have laid good foundations towards achieving this goal.

The political-military cadre of these two friendly countries has played a crucial role to disconnect from the eighty-year-old Russian-Serbian hegemony. At the beginning of the last decade of the second millennium the Serb chauvinism had already forced the politico-military Croatian cadre to respond with military means to the Serbian aggression. In these difficult moments of life or death for Croats, the Coordinating Council of the Albanian political parties, operating in Croatia, led by Colonel Tome Berisha, urged the public that all Albanians recruited in the Yugoslav People's Army to defect from the army and possibly to join the Croatian army. Albanian recruits unanimously answered this call⁴.

"It is truly fortunate that no Albanians, either from Kosovo or Macedonia and Montenegro, participated on the side of the Serb aggressor. A large part of them have participated in the defense of the Republic of Croatia. Some of them later took part in the liberation of Kosovo. Most of the officers, who were Albanians, first acted within the Croatian Army, and later KLA."

¹ Azem Hajdini- Xani "Massacre of Bar, memoires, Prishtina, 1998, page 44.

² Prof. Dr. Fehmi Pushkolli "Tom Berisha (Life and work), Prishtina, 2005.

³ Jusf Buxhovi, "Open Dossier" "Faik Konica"- Prishtina, 2014. Page 415.

⁴ Prof. Dr. Fehmi Pushkolli "Tom Berisha (Life and work), Prishtina, 2005, f. 200.

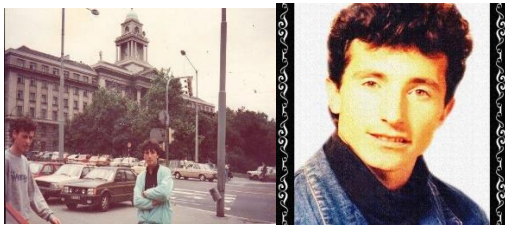
One of the figures of the Albanian military, General Agim Ceku who responded to the call and joined the Croatian National Guard says, not only officers of Albanian soldiers in the decisive moments that joined the Croatian forces, but also Albanian businesses in Croatia were placed in the service of Croatians involved in the war and contributed considerably.

In 1991 alone, there were 2801 Albanians who assisted with the struggle for independence for the Croatian people and state; they were clothed in military uniform. Of them 86 were martyred, 507 of them were injured and 41 are missing. Among these soldiers an enormous contribution was given by the Albanian soldier who did not have any military grades - Bekim Berisha. In Croatia he was known by two nicknames: Friend and Lightning, while in Kosovo he was known by the nicknamed Abeja.

Bekim Berisha's contribution has been immense in the final victory of the Croatian society.

Bekim Berisha: I am willing to defend Croatia

BEKIM BERISHA- ABEJA was born on 15 June, 1966 in the village Shkozet (former Grabovc), the Municipality of Peja. His mother's name was Fahrije Berisha and his father's name was Fazli Berisha. He went to " Janko Joviqeviq " Elementary School in the village of Gorazdevac, Albanian. He went to Peja city to attend the high school. He completed the first two years of high school at the "Shaban Spahija " Technical High School where he attended the comprehensive programme. Then he transferred to "Ali Hadri" Commerce high School Tourism with a concentration on tourism. After finishing the high school in Peja, he attended his undergraduate studies at the University of Rijeka, Faculty of Hospitality in Opatija, from 1 October 1986 to 30 September 1989.



Bekimi as a student in Opatija, Croatia

From 1986 – 1991 Bekim Berisha left Croatia and traveled to different European countries, among which was The Netherlands and entered the Dutch Legion. Bekim Berisha arrived in Croatia in 1991 and joined the Croatian elite units against Serbs. He fought along with Croatians for over 536 days and he was also acclaimed as a diversant and took part in all the attacks that the Croatian army has organised.

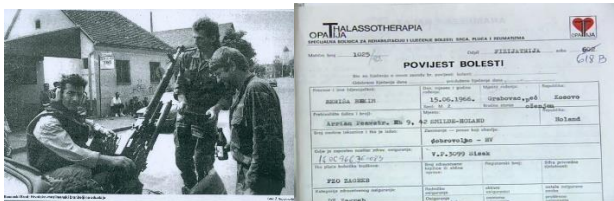
The General Ante Bobetko, The Commander of Battalion 57 "Marian Celjak"- Sisak, stated: Bekim Berisha told me ' I 'm ready to defend Croatia ', and, judging from his language, I noticed that he was not Croatian. Then he says that he is an Albanian from Kosovo and is voluntarily coming from the Netherlands to join Croatian army. I introduced myself as the commander and informed him about the risk that he might go through, including the loss of his life. He says, " I just want to fight, to defend Croatia, in the front line. Without having enough time to think, I decided to accept him in my Kumarevo brigade. This was the wisest decision I had ever taken throughout the war¹".

Whereas the Croatian media wrote: "After two decades later some other proofs were found in an old wooden house near the Komorovo Region in Sisak. a bag wrapped in plastic was found in deep under the rotten timber of this wooden house. There were petty money, photographs and documents which belonged to Bekim Berisha. There was also a train ticket that

¹ Documentary by Nuhi Bytyçit.: "Kolosët e luftës", dedicated to the marthirs Bekim Berishës and Bedri Shalës.

Bekim had taken to travel from Brussels to Zagreb on 7 August, 1991. The very same day he joined the National Guard, battalion nr 57, which heriocially protected Komarevo” witten in “Večernji List”¹.

In May 1992, Bekim Berisha moved to Bosnia in Bosanski Brod in Derventa and joins Bosnia military army and fights in many harsh battles. By June 1992 had been injured several times in Kotorsko, in Dobo. After being badly injured, Bekim was sent to hospital in Zagreb and then he went to Thalassotherapia spa in Opatija. From June 2009, even though hospitalized, he occasionally joined the military to fight.



Bekim Berisha in Bosanski Brod

A document taken from the Thalassotherapia archive in Opatija

In November 1993, Bekim Berisha officially become the resident of the Republic of Croatia. On 3 January 1996, the Minister of Defence Gojko Susak declared Bekim Berisha “an individual of the war of Croatia”

To honor Bekim’s merits and contribution during the war in Croatia, the then President of the the Republic of Croatia delivered the “Medal of War of Independence” and described his as the worrier how was worth 1. 000 soldiers.



The medal from the President of the Republic of Croatia - Franjo Tudman and The medal awarded by the president of the Republic of Kosovo - Fatmir Sejdiu

In 11 March he returned to Kosovo and fought against the Serbian aggressors during which time he was killed on 10 August 1998 in Junik, together with other co-fighters such as Bedri Shala, Elton Xherka and Permet Vula. Initially the four of them were buried in Junik but Serbs removed their bodies and reburied them in the cemetery of Prizren. In 1998, the parents of Elton and Permet, Gëzim Zherka and Ilir Vula, managed to take the bodies of their sons and buried them in Gjakova. When the war ended and Kosovo was liberated by the Serbs on 12 June 1999, helped by Gëzim Zherka, Bekim’s sister Zyrafete Berisha- Tolaj returns his body in his hometown in Shkozet, and the state of Kosovo held a burial official ceremony, whereas Bedri Shala was buried in his hometown in Negroc.

On 10 August 2010, Bekim Berisha was officially attributed to title “National Hero” by the former President of the Republic of Kosovo, Prof. Dr. Fatmir Sejdiu for his merits and heroism during the combat against the hostile Serbian regime which lasted about a century in Kosovo.

¹ <http://www.vecernji.hr/hrvatska/bekim-berisha-dragovoljac-odlikovan-redom-hrvatskog-kriza-601758>, mw 20.9.2013.

In 2012, the retired colonel Ivica Pandža Orkan together with 15 other friends from the “Veterans’ Club of Croatia” took a motor ride in Kosovo, where among other things, visited Bekim Berisha’s tomb and his house in Shknozhet, Peja.



The retired colonel Ivica Pandža Orkan together with other friends from the “Veterans’ Club of Croatia” during a visit at the tomb of Bekim Berishës- Abeja.

On the occasion of the commemoration ceremony of the “Victory of the County and the Thanksgiving day to the Combatants of Croatia” on 31 June 2013, Bekim Berisha family members accepted the golden medal “Croatian Red Cross” from the President of the Croatia. The medal was accepted by Bekim’s sister, and his niece Bonita Tolaj.



The medal awarded by the President of the Republic of Croatia- Ivo Josipović and The medal by the President of Albania- Bujar Nishani

The president of the Republic of Albania, Bujar Nishani awarded Bekim Berisha the medal “Honor of the Nation’ on 16 February for special contribution in the war of Kosovo.



The statue and the tomb of Bekim Berisha, in Shkozet, Peje.

Today the body of Bekim Berisha rests in the cemeteries of the Shkozet, in Peja, the Republic of Kosovo.

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The medal from the President of the Republic of Croatia - Franjo Tudman

The medal awarded by the president of the Republic of Kosovo - Fatmir Sejdiu

The medal awarded by the President of the Republic of Croatia- Ivo Josipovi

The medal by the President of Albania- Bujar Nishani

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Pedagogical Assumptions Via the Internet Culture

Eranda Bilali (Halluni), Ph. D

erandabilali@yahoo.com

University of Shkodra "Luigj Gurakuqi"

Fatmir Vadohej, Assoc. Prof. Dr.

fatmirvadahi@gmail.com

University of Shkodra "Luigj Gurakuqi"

Mehdi Kroni, Ph. D

kronimehdi@yahoo.com

University of Shkodra "Luigj Gurakuqi"

Edit Lezha, Ph. D (c)

editlezha@gmail.com

University of Shkodra "Luigj Gurakuqi"

Abstract

The pervasion of digital technology through our lives is part of a broader set of phenomena. More and more we speak now of the network society, knowledge and learning. In fact, the networks have come into our lives, permeating our daily relations with their presence. New integrations have risen between men and networks capable to create the evolution, to change the forms of our knowledge into new learning contexts. Technology makes grading easier, lesson planning easier, provides access to additional information and resources, saves time, and helps the learner expand his or her learning opportunity beyond the classroom walls (Technology in Education Consortium, 2014; Nye & McConville, 2007). In such a learning community, teachers and students in the role of diversity, skills and participatory methods, collaborate on the construction and reconstruction of knowledge as well as the exploitation of the sense of life experiences. The interaction that the teacher assumes is the function of priority organizer of educational environments with an appropriate learning and a conscious participation. These concepts shape the basis of treatment of the paper for the presenting, authors together with their vision and generalize from contemporary literature that emphasize the role of *internet culture* in education.

Keywords: *internet, society, culture, pedagogy, education*

Introduction

At school students have central position, stimulated and encouraged in their conscious participation in the various learning experiences in both individual and collaborative forms, where the attitude of active research in the acquisition of knowledge, promotes the need to find personal interpretation to common group learning. The aim of global growth projects (cognitive, affective, social, etc.) is having free and responsible persons, capable of processing a subjective identity and participating in a critical and active life in society; in learning situations subjects are different genders, ages, rhythms and types of

development, social classes, religions, cultures, countries of origin and experience of social life where such differences, becoming a resource that offers a significant contribution to the growth of the whole the educational community. In the field of education, advances in technology offer many benefits. Schools and individual teachers find it easier to communicate with parents and the community. Technology makes grading easier, lesson planning easier, provides access to additional information and resources, saves time, and helps the learner expand his or her learning opportunity beyond the classroom walls (Technology in Education Consortium, 2014; Nye & McConville, 2007).

Internet culture and pedagogy

According to a starting point of Kantian philosophy, the man reaches humanity only through education, where the task of the educator should be to find out what the interest of a child is and help him fulfil it, but the teachers are not always available to sacrifice their role, down among the students, to find new ideas and solutions. Effective communication is the essential element to successful online experiences (Cavanaugh & Hargis, 2010; Duncan & Barnett, 2009; Garrison & Vaughan, 2008; Yang et al., 2010). The online environment offers unique opportunities for rich dialogue and interaction as well as the possibility of promoting cognitive engagement with deep educational meaning (Garrison & ClevelandInnes, 2005).

The real difficulty is something else, failing to put students in touch with the object of study, thus allowing them to make "experience", difficulty that resulted in the reorganization of school learning "symbolic -reconstructive" based on language and written text. Could the use of the media and, above all, the

Introduction of new media, enable the school to regain control of the experiential method to activate the process of teaching and learning aims? And yet, the technology can effectively penetrate in everyday teaching to the solution of various problematic? Constructivist theory suggests that effective online learning is active, not passive; allows learners a level of control over learning experiences; encourages collaboration and cooperation among learners; and promotes interaction and social presence. While there is no single educational theory specific to online learning, the framework for a model has been developed from these cognitive and constructivist theories: the Community of Inquiry (CoI) Model (Garrison, Anderson, & Archer, 2000). A community of inquiry is a group of students and at least one instructor who engage in discussions focused on constructing knowledge or solving a problem (Garrison et al., 2000). The CoI model assumes that the best learning experience is —a collaborative communication process for the purpose of constructing meaningful and worthwhile knowledge (Garrison et al., 2000, p. 92). The key distinction in this type of education is that it is institution-focused, faculty-centered, and delivered primarily through electronic media to remote or distant sites (Gibbs, 2000). It is normal to think that talking about technologies applied to teaching, for conveying a simpler and conscious knowledge, is something innovative and unprecedented but it is not: the close relations that interconnect between these two sectors stem from the simple fact that the educational act is in itself a relational and communicative ergo "act", any innovation in the field of communication allows a positive impact not only in the sphere of education, but also on how to exercise the same methodology and didactics.

Learning with the network in education settings

More and more we speak now of the network society, knowledge and learning. In fact, the networks have come into our lives, permeating our daily relations with their presence. New integrations have risen between men and networks capable to create the evolution, to change the forms of our knowledge into new learning contexts. In this landscape, the society becomes the context of a central research for a significant learning, through new forms of sharing and distribution, leaving apart the traditional limits of space and time. New references for learning through the international reflection and expressions such as *lifelong learning* and *distance learning* where, the expression "You never stop learning" adequately expresses a profound truth: whether it could change form and content, to adapt to new learning demands and needs of the adult life, but the need and willingness to learn does not end over the time. Waits and Lewis (2003) provide an alternative view, as they consider distance education to be an entity distinct from distance learning. They suggest that distance education is "education or training courses delivered to remote (off-campus) sites via audio, video (live or prerecorded), or computer technologies, including both synchronous (i. e., simultaneous) and asynchronous (i. e., not simultaneous) instruction". Keegan (1996) also views distance education as being institution-focused educational experiences that are provided to students at sites separated from the instructors. The pivotal elements of these definitions include the belief that

the institution dictates the content, context, and time of the learning opportunity with the student adhering to the learning opportunity restrictions driven by the institutional focus.

It is on these ideas that we have developed and tried to focus on the dynamics of e-learning promoted and enhanced by resorting to the use of increasingly sophisticated technologies, such as forms of optimal learning thanks to which, today, each of us can keep alive their education throughout their lives. In their lives outside the confines of the school environment, young students are immersed in a wide range of digital interactions. When they enter the world of school, students often find themselves in an environment that largely discourages, if not prohibits, the use of the same digital technologies that engage them as learners outside of school. Worldwide the interest of trainers and teachers is focused on the Internet, which is proved to be an environment where it is possible to teach and learn in new, wider and flexible ways, with positive implications on the organizational and economic area. The information found by this form of learning is supported by new technologies and highlights the importance played from e-learning in the world of education at any level or age. The environments nowadays can make use of two powerful extraordinary challenges with the intent of a major innovation in their professional training: 1. the strategic need associated with the technological opportunity that is the strategic need of enhancement of the most important competitive factor and 2. capital human and its constant development in a turbulent mutational environment and the opportunity offered by the technologies of network communication.

Regarding the first aspect, the need to have, to attract and use the best human resources, as a quality factor in their different performance and therefore to achieve lasting competitive advantages, leads to the need of developing methods and systems of continuous training and Tapping the potential of the people employed. Integrated energy and resources, are in the best position to communicate, and to reset the times related to the limits of space and time where dynamic was established and articulated in being able to make out the best collective potential. This is one of the areas for reflection that permeates our current society.

The recent crucial turning point starts with the transition to online education since the advent of the Internet has increased to a new philosophy of education, based more on the reuse and sharing of knowledge already possessed by the participants rather than the transmission between teacher and learner. Ramig (2009) expanded on the use of blogs for educational purposes, claiming that social networking sites, such as Twitter, Facebook, and MySpace, also established a presence in class and in the lives of students of all ages. This form of social media can also cultivate communication by extending classroom discussions outside of class time and allowing students to have control over their learning environment (Ramig, 2009).. Ramig (2009) recommended that teachers not only become familiar with the online tools to incorporate proper safety measures in class, but also advised teachers to make extra efforts to use these tools as part of the educational process.

The starting point of this reflection can be doubtful related to the current problem of distance learning and in particular of online education: what is the relationship between quality and interactivity? From the point of view of those who design an online course content and interactivity can be integrated, and the financial implications, methodological and didactic choice (about the weight to be attributed more to one or other possibilities) are very high. The online courses are differentiated between web-based courses (based on materials) and based systems Computer Conferencing courses (based more on the interaction between people), while the course-interactivity formed at a distance can be three types: with the teachers, with the materials and among the students.

When designing a course, it is very important to consider what and how the students interact, because if the interaction between the participants has a relevant cost, it is quite true, that interactivity is more difficult without providing an initial meeting clarifying on costs, particularly if participants come from distant locations. From the methodological point of view the mixed strategy is preferable, through a meeting of all course participants, especially when it comes to planning activities, establishing roles or subdivisions of tasks, even if it is not always feasible, and requires a level of expenditure proportional because of the distance.

In such a learning community, teachers and students in the role of diversity, skills and participatory methods, collaborate on the construction and reconstruction of knowledge as well as the exploitation of the sense of life experiences. The interaction that the teacher assumes is the function of priority organizer of educational environments with an appropriate learning and a conscious participation. The teacher is a director involved in motivating the potential of each student in the

process of acquisition of skills and competencies. Motivation to learn, after all, is not homogeneous or unmodifiable in the same person, since the individual is the result of individual factors, social and cultural rights, will be more influenced by the same learning itself, but more balanced and stronger will be the practice of the process itself activated.

Innovate means not filing the application for equipment to be put at the service of the things that you already do to keep them in the same way, since innovation is not the service that technology makes to insiders but the service itself, that is, head of who is providing it; it follows that attention should be paid to training for those who, in purely educational field, are likely to become "obsolete" in spite of the qualifications possessed. The new generations have an underlying need: to be educated to the management and search of knowledge, understood as communication with the new media, in order to gain the knowledge that citizens can know how to consume the use of the media themselves; thus reinterpreted, the reality technology to be used directly as a real asset in the process of traditional teaching, creating not only innovative models but those models based on collaborative and bidirectional communication processes, as well as outlined in recent years. If innovation initiated the transition from the "information society", understood as mass information with the distribution of default data and standardized to a "knowledge society", understood as cognitive participation of every individual to the wealth of knowledge through the skills possessed, Media Education focuses on the way in which the subject form his personality in a "media" society, questioning the way to safeguard the development of the individual, protecting its autonomy and creative freedom, focusing on ways fruition, interaction and importance of the understanding of "what and how" they can change attitudes and behavior in the new generations.

Conclusions

New criteria should be established to be able to make choices about which role and for which purposes internet culture can be used with a priority school context. The reading of the "medium", considered as construction, put on stage and represented from the reality, where the perceptual experience is determined and conditioned mainly by the relationship of analogy of the image has with what is still more effective "since writing moving", will pretend accuracy and objectivity: the media is not the reality, but the mere representation of moving it. In digital-age learning cultures, modern technology allows learning to be portable, constant, and interactive. It provides learners with an expanded audience who can provide global perspectives (McKnight, 2014). As digital-age learning is ever evolving, the educators' interconnectivity with it becomes increasingly more important, at least according to the article, Learning and Leading with Technology (McKnight, 2014). From this reading it is clear the role of the teacher in leading the students to mature critical awareness of choices and strategies that regulate and underlie communication, which is the source of man's look on man in its modernity. Moreover, it is clear how technology provides an opportunity enabling schools to reconfigure forms distributed differently for an additional didactic "differentially effective" for the construction of integrated self-learning environments able to expand on the basis of experience that the students perform.

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Albanian Federation as a Peace Factor in the Region

Sadri RAMABAJ, PhD Cand.

ILIRIA University, Prishtina / Kosova

Abstract

The process of creating the Albanian Federation, respectively the acceleration level, is combined with the EU integration process, respectively disintegration process. Certainly, the process of creating the Albanian Federation, as a political project does not face with the challenges the European Political Union project is facing, but the approach to the EU challenges will make us more clear the process from where could be outlined the creation of Albanian Federation. Divergences between the new and older EU members, but also between the EU member states that have national heterogeneity and as consequence were not allowed to pass the Rubicon of internal self-determination, different ethnicities within national borders (Spain, Romania, Cyprus, Slovakia and Greece) with those who present the type of homogeneous state (Germany, Italy, Sweden, Slovenia, etc..), are reflected in the attitude towards Kosovo and, generally, the right to self-determination. Comparative overview of theses of Applied Policy Research Center (CAP, Muenchen) on possible trends in the development of European integration processes, in relation to the process of creating Albanian Federation to the first and fifth scenario results to be small, while to the fourth scenario this possibility seems to be big. The fourth scenario, combined with elements of the second scenario, it seems to be exactly that, in current circumstances is considered the most probable to be realized, but that goes in favour of the creation process of the Albanian Federation. Creation of the Albanian Federation should be regarded as a contribution to sustainable peace in the region. Albanian Federation could play a positive role in deepening the transatlantic relationship

Introduction

The Albanian Federation establishment process and its acceleration, is actually connected with the integration or disintegration processes in the EU. Based on a parallel comparative view of five possible scenarios formulated by the Investigating Center for Applicative Policies (Centrum für angewandte Politikforschung CAP) about future of the European Union¹, it illuminates my aforementioned thesis. Of course, Albanian Federation establishment as a political project doesn't face the same challenges as the EU Political Project does, but challenges access toward the EU will clear up the process how Albanian Federation establishment might be delineated.

Based on my point of view, this will illuminate interdependent process of these two major projects. A comparing connection by surveying both the CAP scenario and reflection of these possible scenarios on completion of Albanian Federation, there will also be not only merely a theoretical interest. The table at the end of this chapter is the product of this comparative study.

1. 1 The first Scenario

According to Algieri, Emmanouilidis, and Maruhn the so-called **Titanic Scenario** describes a substantial risk of dissolving of the European Union. Based on authors of this scenario this will happen, because there will be more differences among

¹ Franco Algieri, Janis A. Emmanouilidis, Roman Maruhn, Europas Zukunft – 5 EU-Szenarien
Centrum für angewandte Politikforschung (C.A.P.), München, 2003

the EU members in terms of further integration process. Divergences between the old EU members and late members will be irresistible. This heterogeneity of interests will affect the development area and it will create impassable obstacles to move together. Over expansion of the EU beyond its possibilities to cope with the current union structures will convert this union into a Political Union unable to act. The case of five EU members, which have not recognized Kosova independence, proves that the EU actually faces its own crisis to be testified as a capable structure to cope with other challenges in the Old Continent.

Based on this scenario, the EU will be weaker and weaker, because there will be big economic and social crises within the EU. Particular members of the EU will not be able to cope with these crises. Inside political and social national system crises will affect inside the EU, in fact they will be noticed by citizens' attitude towards the EU. Populist and outside-parliamentary political powers that will strongly raise their voice against Brussels' policy may be important in national political life and they will be reflected at the EU level. Divergences will continuously produce political crises coming with political disagreement values, which would cause tendencies on political return from supra-national into national structures. This crisis will inevitably have an impact on economy. Financial crisis in Greece and its possible expansion to Portugal, Spain, Ireland, Italy and so on, it seems it gives a basis to this thesis.

The EU political substance loss will be followed with the EU role weakening as an element in action race in relation to North America and Asia.

When the integration process will be completed, Monetary Union will come to an end as well as the EU symbol and the Euro currency will be substituted with national currencies.

There are chances that this scenario will impose an authentic political awakening which will be acceleration and may look like a somnambular revival.

The increasing differences among the EU members, which are not simply connected to integration processes, were visible in relation to policies, which the EU should have towards Kosova. This difference in political points of views was more considerable after the publication of the opinion of the International Court of Justice on July 22, 2010. To understand this, one needs to look at the internal changes that happened within the EU when Serbia created their resolution for the General Assembly of the UN¹, right after the ICJ issued their judgement that Kosova's declaration of independence is legal internationally. Furthermore, one needs to look at the events that unfolded after Kosova's government tried to get the north of the country under control. As Weller concludes, the UN General Assembly is aware of the fact that that this judgement is not sufficient to come to an agreement between Kosova and Serbia, the General Assembly should create a resolution (Weller, p490, 2011) through which it would call to a "[...] solution which is acceptable to both sides regarding all unresolved issues, though peaceful dialogue, in the interest of peace, security, and regional cooperation²." Even though Belgrade was pushed into not putting forth their resolution, a group of EU countries "[...] came together to sponsor an alternative text which would only reinforce EU's readiness to become a mediator in talks between the two countries" (Weller, p491, 2011). Serbia nonetheless never let go of its secondary plans to partition Kosova and annex the north.

Divergences among new and EU members and the EU state members with national heterogeneity did not allow internal self-determination to pass the Rubicon. The different ethnicities inside national borders (Spain, Cyprus, Slovakia and Greece) show the homogenous state type (Germany, Italy, Sweden etc.) how this reflects on their attitude toward Kosova and self-determination.

The EU political loss of substance loss and weakening of the EU's role would create preconditions to the reviewing of the Albanian National Strategy (as a normal reflection of national strategies of current EU members) in accordance with long-term interests in relation to North America and other rising superpowers.

¹ As expressed by the ICJ, 2010, I. The legality of the unilateral declaration of independence by Kosovo in the international law.

² The Draft Resolution for the 77th talking point of the day of the 64th UN General Assembly: The request that ICJ shall give an advisory report regarding whether the unilateral declaration of independence of Kosovo is in accordance with international law, www.un.int/serbia/Statements/77.pdf, preamble, 2nd paragraph.

By the end of the European integration process, the inter-Albanian national unifying course of action would be imposed to bring the Lek as a single currency and the acceleration of an Albanian Federation as an act of establishment.

1. 2 The Second Scenario – The Scenario of the Closed Kernel of Europe

It has to do with a closed kernel of European nation states, which will be functioning as a structure in themselves within EU structures.

There will be more and more different viewpoints in terms of integration processes. Based on a strategic opinion, if this process were larger, it would end with an agreement and would transform the EU into a Federal Political Union.

The EU's incapacity to act accordingly, despite its expansion, will induce disappointment in its citizens in relations to the concept of a united Europe. Emphatic national and regional identity will be more important in citizens' conscious and their political formation. Political parties considering citizens' interests should follow this trend. All this has been concluded by Algieri, Emmanouilidis, and Maruhn in their study.

However, there will be much more common inter-trade priorities, greater possibilities of movement, goods and circulation of human ideas. Nevertheless, hungry politicians and realist politicians will avoid integration course efforts. Pragmatism will determine the political course and ambitious projects like a Social Union; United Army etc., will not have enough political support. Groups of strategists with friendly pro-European feelings do not have enough political visionaries.

After failing to establish the supra-national Political Union, then a small number of states will come together and commence a course of interstate co-operation. According to this thesis, this realistic course will enable these countries to widely protect their common interests. This kind of intergovernmental co-operation will be seen as the only way to protect common interests and cope with the possible superpowers.

The supra-national systems and decision-making processes are too complex. Finally, the EU will be incapable to achieve strategic goals, with initially some small countries posing an obstructive attitude towards the EU conversion into a global superpower.

A group of the EU countries may wish and will the Union to be treated as an equal structure, capable to share obligations and responsibilities in the new world order. It will become as linking knot of intergovernmental interests of European countries. This would happen even at conscious process, because any current EU member would fail at this anarchist endurance. A coalition for a common and interdependent union structure would be the best rational and political way out.

To compile a project like that dealing with the establishment of a common European kernel will come up now when political decision takers will conclude that integration process ability, in terms of foreign policy cooperation and security as a unique body, will be possible among the EU countries. This strong political desire, connected to this concept, will very much hinder national peripheral countries intercommunication. Actually, those that are EU members with other international actors in the field of defence, foreign policy and security, will weaken the structural and functional unity of the Union, as concluded by Algieri, Emmanouilidis, and Maruhn.

The establishment of a closed kernel of Europe will clearly send messages to the Albanian political element that the integration of Republic of Kosova in the EU, as long as the Lisbon Treaty will be in force and this political system will be as an inescapable process. A solution should be found through German model.

As a possible way to enter the EU structures, the Republic of Kosova would do so after having been nationally integrated. This means the establishment of an Albanian Federation and moves toward the European integration process, very much like the German Democratic Republic (GDR) when it was unified with the Federal Republic of Germany (FRG). The integration process in the field of co-operation among the EU member states, which would compose of the close kernel of Europe and the Albanian Federation, will be presented as a possible political will and mutual interest. This would testify to the growing Albanian element, its structural unity and the functional consolidation of the close kernel of Europe.

1.3 The Third Scenario – The Monet Method

According to this scenario, the further development of the EU will be done based on the applied model during the past decades. The EU will face internal and external challenges, partially in accordance to expansion processes and commensurate to world political and economical changes. The EU member states are able to correct the Union inability to act but without a will how to 'to heal' the source of problems.

Capacities and abilities to act, leading structures quality and legitimate democratic base will not have emphatic and meaningful improvements.

After this, the 'old logic' returns to different EU centres, which means the displacement of all hopes towards the Intergovernmental Conference of 2007/2008. Regardless of different rhetoric of politicians, consolidation of reform in the substantial sense is again impossible. At the same time, the political will to look for common action points and move forward again will be tested.

At this point, it would be considered the fact that divergences in the field of interests and conflict avoidance after the EU expansion eastwards have been deteriorating. In general, the common EU system acts from quite a lethargic point, it may not be said it does not move forward.

Regardless of weaknesses, the EU will not be dispersed. Common trade, the Schengen regime, Monetary Union as well as the consciousness that the European integration process has provided peace and stability to the old continent all act to keep the Union alive and united. Governments, as well as national parliaments, political parties and citizens are aware that the EU does not have an alternative model for the future.

In this situation, the European Commission will again as a political body have the role of a motor being accepted by all parties as a functional structure. In the field of foreign policy, agreements and other common Union acts, this will not be an obstacle. However, the obstacles are the lack of political will of each national government to approve Union action decisions in the international field inside the new global order and under USA leadership.

Institutional reforms detailed in the field of common security and foreign policy is insufficient to activate the strategic potential of the Union with about 500 million people.

First, Europeans are not able to improve and enable their military capacities. Considering foreign policy, defence and security, the EU will remain a non-active player and its actions are limited only inside the old continent.

After a very long period, the EU expansion process it finally comes to an end after the entering of Bulgaria, Romania and eventually Croatia. The EU will survey co-operation policies with commensurate interests of other countries connected not only with the entering of these countries in the EU as soon as possible but also to lead stimulating policies for regional co-operation, as concluded by Algieri, Emmanouilidis, and Maruhn in their study.

The Albanian element has a bitter experience with the EU's attitude and at the most crucial moments for it in the 1990s. The failure of substantial reforms necessary to cope with the growing internal and external challenges leaves the Western Balkans, and particularly the two Albanian Republics, outside its attention. The lack of political will to 'heal' their roots of the problem, starting to caress Serbia, the country which has been destabilizing the region. This creates preconditions for Serbia to play two games at the same time. Firstly, it desires not to give up its strong will to enter the EU. Secondly, it desires to forge alliances with Russia and other Asian elements to the prejudice of peace, stability and stability in the region. This in the meantime, is harmful to the long-term orientations to transform the EU into a coherent decision-making element - not only in this part of the continent but also in the wider arena.

After the entering of Croatia in the EU, the Union's long expansion process will have come to an end. This emboldens Serbia to turn its course towards Russia, giving clear signals for its possibilities to be treated as a decision-making element to divide zones of interest in this part of Europe. The return of Russia, whether through considerable investments in Serbian's economy or in tourism in Croatia, Montenegro, Greece and elsewhere in the Balkans, would probably totally

decentralize the EU. The EU's policy review towards the Western Balkans commensurate interests connected not only to these countries entering the EU quickly, but leading to stimulating regional co-operating policies would create a predisposition to review the Albanian strategy towards internal integration.

The political class of the Republic of Kosovo would feel tightened because of inner political isolation. This is because of the risk of economic collapse, and it will outline and find a way to get out of isolation through the quick completion of the Albanian Federation project. However, it will always consider strategic interests of the EU based on regional co-operation policies.

1.4 The Fourth Scenario – The Open Gravitational Space

This has to do with an activation of a common method among a group of the EU member states, where a group of avant-garde countries would be constituted dealing with the integration processes inside the EU, forming a gravity kernel to lead this process.

The leadership of these countries with positive predisposition to deepen the integration course, and after having concluding there are some serious obstacles from a group of countries to move forward strong-minded with the integration course to transform the EU from an Economic Union into a Political Union, a new strategy, the so-called 'Open Gravity Space' will be compiled and presented.

Based on this avant-garde point of view, the transforming of the EU into a free trade zone and weakening of the EU principles and the marginalization of supra-national institutions (ie: the European Commission, the European Parliament) should be avoided unconditionally.

The majority part of governments, majority part of political parties at the European level and civil society, appreciate the deepening of integration processes. The strong-minded EU expansion from 27 to 28 countries, including (Croatia in July 2013)¹ is ambitious. It is aiming to have this number of states in the near future, even 35 countries in total. After the entering of Western Balkans countries in the EU, this avant-garde thinking is necessary in order to be equipped with additional integration impulses. The stagnation of EU integration policies is not only harmful to long-term plans, but they are even poisonous to the abilities of the EU in coping with the difficulties of the new world order and the race in the economic field.

After having failed even before on block approval of integration policies through a more accelerated course (Schengen, Monetary Union), the flexibility on taking decisions for crucial issues in European level will be turned into an action method.

The countries of positive will and predisposition for further integration will increase their agreements indifferent fields, in accordance with basic documents of the EU (Lisbon Treaty and Legal Acts produced by this political agreement).

To legitimise this kind of action, these avant-garde states will use 'co-operation strengthening' coming from the Amsterdam Agreement as a differential instrument.

The opened gravity space, including small and big countries which entered or have recently entered in the EU, will be completing the course of transforming the EU into a Political Union. Mechanisms, structures and instruments of this area (which deepen the course of co-operation) act to enable other states to be integrated whenever they see it reasonable.

The expansion process of the EU is concentrated on the absorption of the Western Balkans countries as well as of the European economic and strong-minded area countries for integration, including Switzerland, as concluded by Algieri, Emmanouilidis, and Maruhn.

¹ On the 20th anniversary of its independence Croatia got the official note informing them that the negotiating time had ended, getting them officially into the timespan of its ratification of its request. In the year 2013 it will adhere officially into the EU.

Any serious effort of the EU transformation from an economic union into a Political Union, is welcomed by Albanians. Such an effort, as it is in accordance with the long-term interests of the Albanian nation, will be fully supported by Tirana and Prishtina.

Actually, a number of the EU countries like Greece, Cyprus, Romania, Slovakia and Spain have not recognized Republic of Kosova even after International Court of Justice (See Appendix Document 2). They cause real obstacles to the EU in terms of Foreign Policy and Security as a unique body. This means a lot, considering that these are countries that pretend to accelerate the EU transformation course into a political union.

Considering this plan, the formation of an opened gravity space from a group of countries pretending to develop the integration course, this is welcomed by the Republic of Kosova and by Albanians in general.

Countries with a positive will for further development will not only increase their agreements among themselves in different fields in accordance with the EU basic documents, but they will also look for a tactical egression inside decision of "cooperation strengthening" with third countries to keep Republic of Kosova as close to the EU as possible. This would create circumstances to adhere to European trade and to participate in other facilitated programs. In the meantime, judging the persistent action of five European countries against the recognition the of Republic of Kosova's independence and creating necessary preconditions for adherence as an equal legal entity inside the EU, this gives a signal not only to Albanian element but also to the 'Open Gravity Space' to move towards Albanian Federation establishment and its approval. This can be considered it as a necessary and natural process.

In this active kernel of the EU (Germany, France and Brussels), parallel with Poland, Czech Republic, Hungary, Slovenia, Croatia or any other country, the Albanian Federation will be a partner of this Gravity Space. As a block, the Open Gravity Space would be converted into a trailing locomotive to transform the EU into a Political Union.

This scenario seems to be the one that under the current circumstances can be seen as the most likely.

1.5 The Fifth Scenario – Europe as a Superpower

It has to do with the strong-minded founders of the EU to turn it into a world superpower, in fact, the reversion of the role of Europe as a decision-making power at a world level. In this case, the EU would maximally use its institutional and economic resources.

Even economic priorities, number of population, military potential and so on, offers the EU enough action base, let us not say imposing one.

The linear integration developments, in terms of permanent success on integration reforms' developments, is a guarantee for the Union. The increase of transparency inside the European system, as well as the reason to find solutions to internal and external challenges that the EU is facing everyday, has an impact on the EU to be accepted by Europeans.

An increased net of European society stimulates public debates of different subjects dealing with the EU. The establishing of inter-medial structures (media, different non-government organizations), have an impact on European opinion and civil society itself. Based on close feelings, in terms of the approach of European people's and feeling as Europeans, the EU will be developed in its right track and be transformed into a political union. The common citizens' initiatives at European level and cooperation of supra-national bodies in different kind of fields have an impact on Europeanization process. The EU will reach its final goal by transforming Europe into a country of its own kind.

Inside these developments, countries will convey many competences of today towards suprasupra-national bodies in Brussels. All competencies dealing with foreign and home policies, incorporating defence, economy and social policies, will be conveyed into a common body established based on the European Constitution's competencies. The EU will have more and more competencies in different fields, which are simply estimated as national competencies today. The EU bodies will show that it is more capable to sort out the different problems of citizens' than those of just national states.

The history and tradition of nation states and European regions give priority to the transformation of the EU into a superpower.

The Competencies division principle and violent execution among three powers: execution, legislation and court will have its own model for the European system.

Based on a rule system with clear rules to control the actual system's dealing with legislation and government power, the European Commission is a powerful body with clear competencies and enforcement. The Chairperson of the Commission will be chosen directly by the people. During full enforcement of parliamentary life, both Houses, the European Parliament and European Countries' House, composed of member states, will have full action competencies - in the field of legislation and enforcement. The court's control will mainly be without limitations, they will be the European Court Competence. In this regular and clear contest of constitution financial law, the EU will be right to have its own financial resource funded by European taxpayers.

The EU development and its transformation into a European Superpower testifies that it is an open system, even when it is transformed into a political union it has a great possibilities to attract more members. However, the EU testifies to being a functioning system, but it should be expanded. As Turkey has an open way to enter the EU, finally no European country should be denied to be part of the EU. Even countries outside Europe, like Israel and Morocco, will exert significant pressure to be part of the EU.

Europe will not see this big expansion as a solidarity act only, but also as an investment in the future as well. New markets of countries adhering the EU will be automatically transformed into an economic attraction for strong economies of the old EU countries, which have qualitative and necessary products for new market.

During the transformational process of many national competences to supra-national structures in Brussels, the EU will be transforming into a respected structure in the security field. The EU stabilization, in terms of security and defence issues through the creation of the Strategic European Common Forces (SECF) having a common European command of French and British Kernel, will totally change European role at an international level.

After reforms at the UNO (United Nations Organization), the EU will have its permanent seat at the Security Council. Its action capacity at international level and growing commitment imposes a review to foreign policies in proportion to concepts of interests division inside regional blocks concerns as dominators to international order.

Nevertheless, the EU will definitely end the idea of being civilizing power and will permanently use means of international energy.

Regardless of basic changes between the superpower states of Europe as its big political and economical power, it will be able to be compared with the USA. After the conflicts of the 21st century possible splitting the 'Transatlantic Block', Washington and Brussels may present their interests at an international level. The creation of a political union, particularly regarding its military force and security matters, makes forces balanced inside the world system as well for a kind of parity with the USA. The establishing of the Atlantic Economic Area it will be as a symbol of a Euro Atlantic equilibrium. This is the most extraordinary potential conclusion according to Algieri, Emmanouilidis, and Maruhn.

In the efforts to transform the EU (European Union) into a world superpower and the return of Europe's role into an international relation field, the Albanians will be a real co-operating partner. The EU's institutional and economic resources would be used to facilitate the establishment of the Albanian Federation upon the integration of both Albanian Republics in the EU, while different European centres will be investing in Kosova state identity creation by interrupting strong-minded inside-national integration. Regarding this plan, as similar partnership as between Austria and Germany, which does not allow political integration, will be used.

Both Albanian republics will use their economic priorities, number of population, natural resources, seaside and minerals and so on, to be transformed into a partnership element in the region. In the EU, they will be co-operating as equal and independent entities.

Linear integration developments in the sense of permanent achievement in integration reforms guarantee success in the field of regional cooperation. In fact, having no more difficulties between the Republic of Kosova in relation to the Republic of Serbia by imposing Prishtina to review its border in the northern part in favour of Serbia.

The same process will be with Republic of Bosnia and Herzegovina, thus again transforming Serbia into a close perspective as a dominant element in the Balkans. The good presentation of interests among the partners of Transatlantic Block, after the establishment of European Political Union with its military power will impose the Albanian element to review its position and to re-evaluate its interests.

Parity between the USA and European Political Union, which results with the establishment of the Atlantic Economic Area, develops integration between both Albanian Republics and Macedonia. This would turn Albanians into an establishing element in the region and inside the Atlantic Economic Area, if it is ever created after the vision, in the future.

The comparative analysis of these thesis by the Centre for Applied Policies (Centrum für angewandte Politikforschung C. A. P., München) regarding the potential developments during the development of the European integrating processes, in its potential report regarding the Albanian Federation might represent such a table:

Scenarios about the future of EU and the impact on the Albanian Federation

<i>N</i>	<i>Scenarios</i>	<i>Probability of success</i>	<i>Propability of failure</i>	<i>Short-term impact on Albanian Federation Project</i>	<i>Long-term impact on Albanian Federation Project</i>
1	<i>The Titanic</i>	<i>Small</i>	<i>Great</i>	<i>Positive</i>	<i>Positive</i>
2	<i>Closed Kernel of Europe</i>	<i>Relative</i>	<i>Small</i>	<i>Negative</i>	<i>Pozitive</i>
3	<i>Monet Method</i>	<i>Relative</i>	<i>Relative</i>	<i>Negative</i>	<i>Pozitive</i>
4	<i>Open Gravitational Space</i>	<i>Great</i>	<i>Small</i>	<i>Positive</i>	<i>Positive</i>
5	<i>Europe as a Superpower</i>	<i>Small</i>	<i>Great</i>	<i>Negative</i>	<i>Negative</i>

Fig. nr. 1

Conclusions

Comparative overview of Centre for Applied Policy Research (CAP, Muenchen) theses on possible trends in the development of European integration processes, in relation to the process of creating Albanian Federation to the first and fifth scenario results to be small, while to the fourth scenario this possibility seems to be bigger. It is of interest to see the

conclusion that coincides with the fourth scenario in terms of short term reflection on the formation of the Albanian Federation. Under the first and fourth scenario, this reflection would be anyhow positive.

Whereas long-term reflection on the process of formation of the Albanian Federation under these scenarios, excluding the fifth, is positive to all, without exception. The fourth scenario, combined with elements of the second scenario, it seems to be exactly that, in current circumstances is considered the most probable to be realized, but that goes in favour of the creation process of the Albanian Federation.

Creation of the Albanian Federation should be regarded primarily as a contribution to sustainable peace in the region. If we analyze the meeting points of these processes with the second and the fourth scenario of CAP regarding the EU perspective, the creation of the Albanian Federation should be perceived as a contribution of its kind in the cultivation and strengthening of the EU, and within this the transatlantic relations.

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Implementation of Monitoring, Evaluation and Supervision for More Quality Social Service in the System of Social Protection of the Republic of Macedonia

PhD. Biljana Nackovska – Veljkovikj

nackovska@gmail.com

Abstract

The need for implementation of monitoring, evaluation and supervision in the system of social protection, in fact, stems from the need to modernise the organisation and work methodology of the providers. Service providers are often required or given support in developing ways to monitor the services provided (monitoring) and in the assessment and evaluation of the results of those services (evaluation). Supervision focuses on the fact how the work is done to quantitatively and qualitatively acceptable level. The following have been defined as research priorities in this area: the impact of monitoring, evaluation and supervision for better social service and determining the status for their application in institutions of social protection in the Republic of Macedonia. This paper explains its three components (areas): monitoring, evaluation and supervision in the social work. The objectives of their implementation are the welfare of the beneficiary, improving the quality of work and professional development of professional workers through the preservation and development of professional standards and the standards of a given service.

Keywords: monitoring, evaluation, supervision, social work

Introduction

Social care is an organised network of institutional and non-institutional facilities designed to meet the needs of citizens. The reforms that are taking place in social protection are influenced by modern trends in social work, expressed through decentralization, de-institutionalization, pluralism, strengthening of civil society and the possibility of providing private services, affecting and enriching the content of social work. These change the relationship to the client's position and improve the professionalism of social worker.

Social work has its application in various areas, but when it comes to social work in the Republic of Macedonia and beyond, it is often understood as social protection, an area in which the social work is formed and has the oldest tradition. Hence the most frequently used working method is social work with an individual and family. Also in the literature, the social protection is often pointed out as a primary social work, therefore when talking about social work, primarily meant is the area of social protection and the mention working method.

One of the primary goals of the reform in social protection in the Republic of Macedonia is introducing the quality system, in terms of monitoring, evaluation and supervision, and any authorised service provider is obliged to ensure their implementation. The goal is to provide quality services by preserving and developing professional standards and the standards of a given service.

The need to implement monitoring, evaluation and supervision in the system of social protection actually comes from the need to modernise the organisation and methodology of the service providers, as well as the needs of professionals who daily face complex life problems of their clients.

Monitoring and evaluation in the social work

Monitoring and evaluation are procedures that ensure the highest possible level of service quality. The term "monitoring" means procedure of identifying what happens in the process of service provision: fairness of requested actions, consistency and continuity of the requirements, level of meeting minimum standards. Namely, the monitoring includes activities for monitoring and surveillance of the services foreseen in the individual action plan, developed together with the client. Also the dynamics of work is monitored, respect of deadlines and other terms of the planned activities. In fact, the monitoring is mostly implemented according to pre-defined plan, and only in exceptional circumstances an extraordinary monitoring can be done. (Spooner, McDermott, 2008) Monitoring also involves systematic and regular data collection in the process of providing services, to prepare the "ground" for adequate evaluation.

The evaluation is a procedure to assess the results from the service provided: the extent to which the service contributed to maintain or improve the quality of life of the beneficiary, the extent to which level beneficiary is maintained or improved with the service, the level of client satisfaction with the service. (Spooner, McDermott, 2008; Ćuk, 2009)

The evaluation is not only a final assessment of the service, it can be an assessment of all phases of the planning and provision of social services or the activities undertaken with the predetermined criteria or standards. It is an assessment of the results of the previously projected and planned activities of an individual, group or institution. Therefore, the evaluation is an important element in the choice of methods of work, as well as in the building of a strategy to achieve the final goal. It may be internal or external. The internal evaluation makes self-assessment, who I am, what I am doing, with whom I work, how I act, how the others see me, in which institutional frameworks I act, and external evaluation refers to who is assessed, what is assessed, why is assessed, how is assessed, time when assessment is done and assessment results. (Donevska, 2014: 189)

Namely, if the monitoring is designed to monitor the process of service delivery, the evaluation is geared towards what results, i. e. effects the service provides. Monitoring and evaluation are activities that can equally be used, whereby one procedure does not exclude the other. The manner of their implementation depends on: the group of beneficiaries, their number and their potentials, resources available to the service provider to conduct the evaluation, the complexity of the information required during evaluation. The service provider chooses how to conduct monitoring.

Supervision in the social work

Supervision as a method of learning the professional knowledge in the area of social work began to develop in the USA in the late 19th century. It is related to the actions of Mary Richmond, who first used the term "supervision" when trying to organize a charitable social work. The word "supervision" derives from the Latin words "super" (above) and "videre" (to observe, to see). Hence, the supervisor is defined as an observer or a person who supervises the work of someone else in relation to the way it was done and in terms of how much is done. The supervision is interested in how the work is done to quantitatively and qualitatively acceptable level. In the beginning of social work, supervision was aimed at organizational supervision and control of social work. According to some authors supervision refers to inspection and audit of programs and the work of institutions, and rarely the work of individuals within programs. (Kadushin, Harkness, 2014)

The objective of supervision is to provide quality work, adequate organizational structure, and professional development of social workers and increase their competences. The supervision is conducted by a professional, trained for this type of work. Hence, the supervision is aimed at: the protection of the interests of the beneficiary, respect of the standards and procedures, promotion of professional and quality work, personal and professional advancement of experts through continuous learning, encouraging and strengthening the professional staff to take responsibility for their work and decisions, prevention of professional stress and burn out. Supervision is a process that ensures effective review of practical work, or its outcome, and preservation and promotion of professional and organizational quality standards. (Dimitrijoska, 2011/2012; Kadushin, Harkness, 2014)

Supervision is divided into internal and external supervision. During internal supervision, supervisory process is implemented continuously in the organisation of the authorised service provider. A professional – supervisor can be employed for its implementation or the task can be assigned to some of the employed professionals, who among other

jobs, part of the time will work as a supervisor. The person should have the necessary knowledge and skills, know supervision methods and techniques, and possess appropriate moral qualities. The external supervision means hiring supervisors outside the organization of authorized service provider. When engaging an external supervisor, it is required to make an agreement for the implementation of supervision, as well as for the mutual obligations. (Kadushin, Harkness, 2014; Dimitrijoska, 2011/2012)

Depending on the number of people the supervisor works with, the supervision may be *individual* or *group*. In the individual supervision the supervisor works with one person that is supervised. The purpose of individual supervision is to monitor and protect the quality of work as well as assistance in overcoming the problems and difficulties in the work. Also, individual supervision should encourage the professional development of the supervised worker and strengthen his personal and professional competencies. Group supervision takes place in a group of supervised people, whereas the mutual interaction of the group and the supervisor creates a good foundation for their self-understanding as professionals, their core values and core services they provide. In the group process, interaction and exchange of experiences are essential factors for progress of each individual member, and the group as a whole. The purpose of group supervision is to help group members to recognize and integrate all the factors that affect their professional work, and thus to strengthen and develop their personal and professional competencies. The work group allows interaction between group members, exchange of experiences and mutual support. (Dimitrijoska, 2011/2012; Kadushin, Harkness, 2014)

The supervision has three main functions: *administrative, educational and supportive*:

Administrative function means introducing and maintaining new/good standards in the work, coordination and harmonisation of the practice and administrative procedures and ensuring efficiency in the work;

Educational function means stimulating the educational development of each engaged worker with an aim to raise the awareness for the importance of continuous learning and advancement;

Supportive function means maintaining harmonious working relations, both with the beneficiaries and colleagues, and support to the supervised service providers who work on complex problems of the beneficiary. (Kadushin, Harkness, 2014; Dimitrijoska, 2011/2012)

The situation in the Republic of Macedonia with the application of monitoring, evaluation and supervision

In the Republic of Macedonia, monitoring and evaluation of services in the social protection system are applied occasionally and supervision has not yet been applied but the Institute for Social Affairs performs surveillance of the professional work and the Ministry of Labour and Social Policy performs inspection.

According to the Law on Social Protection (2013) surveillance of professional work in the Republic of Macedonia of the institution for social protection and their employees, as well as over other legal or natural person who performs work in social protection, is performed by the Institute of Social Affairs. The surveillance is a legally regulated procedure of external control of the institution's work in the area of social and family legal protection. The surveillance of the professional work is performed for observation, monitoring, control, insight and improvement of the manner and quality of professional work and efficiency in performing the functions of social protection institutions established by this law and other regulations. The surveillance of the professional work provides expert assistance in the work of social protection institutions and the employees. Also, according to the Law on Social Protection (2013), the Ministry of Labour and Social Policy performs inspection over the implementation and enforcement of laws and other regulations in the field of social protection over social protection institutions, other legal and natural persons who perform certain works of social protection as a professional activity.

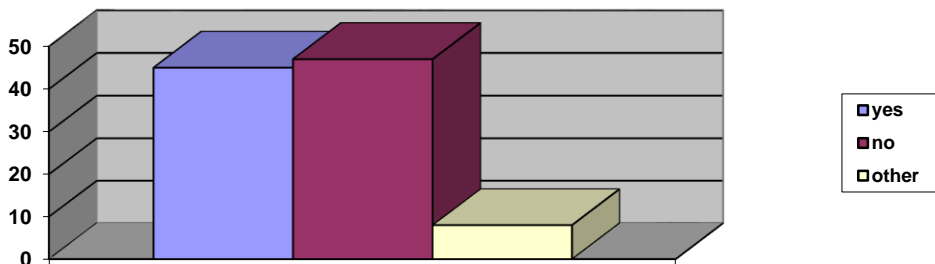
The theoretical conclusion is confirmed by a research conducted in 2014, as part of the doctoral dissertation "Ethical profile of the social worker and modern trends in social work"¹ which analysed the use and importance of monitoring, evaluation and supervision as reforms in the system of social protection for better social service.

Combined qualitative-quantitative methodology was applied. The research method is exploratory, and in that context, the applied research techniques were: survey questionnaire, interview and content analysis. Data processing used mainly statistical methods, while analytic-synthetic method, comparative method and the method of generalisation were used in the theoretical analysis. Social workers were included in the research as research unit. The research sample has been combined with intended and random choice. The research was conducted in eight towns in the Republic of Macedonia, considered to be typical representatives of the basic regions (Eastern, Western, Central and the City of Skopje) – Skopje, Bitola, Prilep, Tetovo, Veles, Kumanovo, Ohrid and Strumica, which represents an intended sample of territorial units and then a total of 100 social workers were chosen at random (from all eight municipalities), employed in public social institutions, and they represent the final sample that was surveyed. The choice in these towns for the survey was designed to cover all the regions of the Republic of Macedonia and include the larger Centres for social work. Also, expert interviews were conducted with employees of the Ministry of Labour and Social Policy, Institute for Social Affairs and the Institute for Social Work and Social Policy. Interviewed employees were selected at random, and a random sample was institutions that employ interviewed.

Following the analysis and comparison of theoretical scientific materials, legislation and survey results, it can be concluded that they largely coincide, and baseline assumptions are confirmed. Namely, from the conducted research, it can be concluded that the research results fully confirm the hypothesis that modern trends affect the reforms in the social protection system of the Republic of Macedonia.

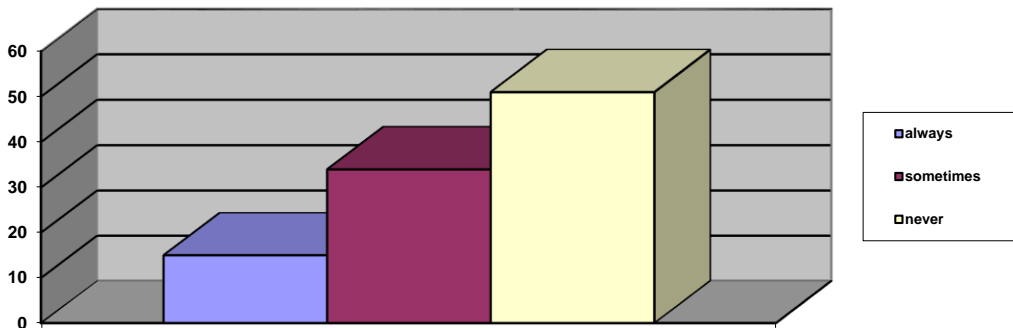
The purpose of the questions in this section is to get knowledge about the changes happening in the public social institutions under influence of the modern trends.

Chart no. 1 Answers of the social workers on the implementation of monitoring and evaluation

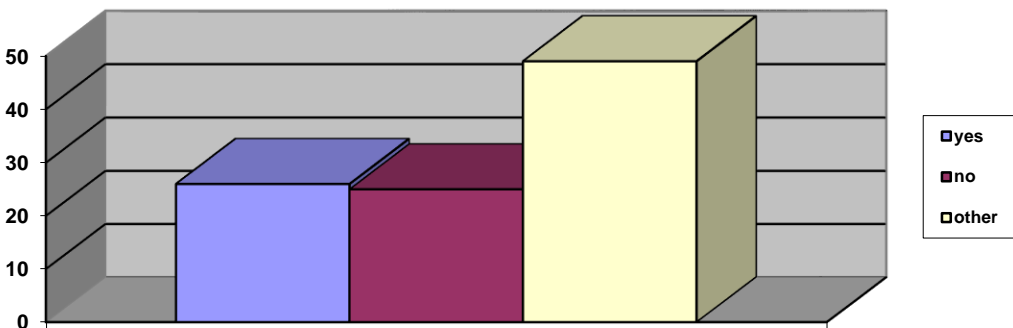


From the results it can be concluded that there is almost an equal number of social workers (45) that perform monitoring and evaluation and those who do not perform monitoring and evaluation of their activities (47), while 8 respondents had no answer to the question.

¹ The research was conducted as a part of the doctoral dissertation "Ethical profile of the social worker and modern trends in the social work"¹ of Biljana Nackovska – Veljkovikj, defended on 29.02.2016 at the Faculty of Philosophy at the University "Ss. Cyril and Methodius" Skopje.

Chart no. 2 Answers of the social workers on the implementation of supervision

From the data in Chart 2 it can be concluded that the implementation of supervision is not a regular practice in the work of social workers. The majority of social workers (51) said that supervision was never conducted, for 34 social workers it is conducted sometimes and only 15 respondents shared the opinion that supervision is a regular practice, further emphasizing the professional and inspection supervision.

Chart no. 3 Answers of the social workers on external or internal supervision

Most social workers (57) believe that no one performs supervision, because it is not implemented in CSW. 26 respondents think that it is conducted by an external party (social inspection and surveillance of operations), and for 25 respondents supervision is carried out by internal person (that is, person in charge of internal control in operation).

Interviewed experts when asked about the impact and implementation of monitoring, evaluation and supervision in social work emphasize the following:

By increasing the degree of harmonisation of social work with the approach and methods used in developed EU member states and other countries, monitoring and evaluation are imposed as an essential part of social work in case management. The interviewees recognise the monitoring and evaluation as useful, but believe that with the current way of working with professional teams still there is no real, and legal need to implement them. The same view is shared in terms of supervision, which is expected to be implemented in accordance with current and specific needs, plans and legal obligations arising from the new way of working - case management.

Conclusion

The analysis and comparison of theoretical scientific materials, legislation and research results lead to the conclusion that in the practice of social workers monitoring and evaluation of the work are partially implemented, while the supervision has not yet been organised, and much of the social workers confuse professional surveillance by the Institute for Social Affairs and inspection of the Ministry of Labour and Social Policy and believe they have a supervision over their work. It also imposes a need for organising additional education through which social workers would be able to keep up with modern developments and trends, to renew the gained knowledge as well as get more information on new developments in social work.

It should be noted that the supervision, monitoring and evaluation as well as the surveillance, besides the different way of realisation and applied methodology, have a common purpose, aimed at improving the quality of work, professional development experts, and are aimed at protecting best interests and welfare of the service beneficiary.

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Political Parties and Their Role in the Systems of Government

PhD. Cand. Vait QERIMI

Lecturer in College of "Gjilan" and Assistant at UP "Kadri Zeka" in Gjilan
vaidqerimi@hotmail.com

Abstract

In modern democracies, political parties have a very important political role. The existence of political parties is vital for the functioning of democracy. Political parties remain the cornerstone of the systems of government, and without their presence and operation, it is impossible to talk about the system and democratic institutions. Governance in a democracy means to and through political parties. Political parties and competition between them create the political system. Political parties constitute the central object of political sciences and they are almost always the main protagonists in the political systems. They undoubtedly represent the political power and the motor of parliamentarianism. Through the parliamentary action, the political parties build and operate the entire state structure of a state, regarding the functioning of parliament, the government, the head of state, to the local government bodies and other political institutions. Political parties are the socially dynamic forces representing one of the most significant achievements of democracy. This is well-argued with their very central role and crucial importance of the parties.

Keywords: *political party, political system, pluralism, inner democracy.*

Introduction

Politics is considered an organized process of living together in a society. In terms of democracy, every citizen can participate in this process through a free access to information, which deal with political issues, through the construction of expectations, proposals or requests, without fear of repression, through voting in elections, through an active engagement of civil society or political party or through democratic election candidacy. In this way, democracy represents "government of the people, by the people and for the people", to recall the famous words of Abraham Lincoln, the former President of the United States of America in the period 1961-65.

In order to fully meet the requirements for a government that is "of the people, by the people and for the people", politics in democracy must meet certain conditions, such as:

- Politics need ideas and values that set goals and standards of political organization. Freedom, justice and solidarity are the core principles which could lead to a political organization of society.
- Politics needs such social organizations, which will recognize the interests, will combine the same and will communicate with governmental institutions and the parties as well. Political parties themselves, business, labour associations and civil society with non-governmental organizations represent such kind of organizations, which can identify and bring together social interests.
- Politics need for institutions which collect proposals for the organization of society, and which are then presented, discussed and then making decisions and implementing them based on that platform. Parliaments and governments, who usually rely on political parties, represent the most important institutional policies in a democratic state.

Politics need active citizens who participate in political discussions with their ideas, demands and expectations and who actively contribute to the functioning of political institutions.¹

¹ Wilhelm Hofmeister and Karsten Grabow 'Political parties', Scopje, 2013, p. 11.

All these measures aim to contribute to the development and consolidation of democracy. Modern democracy needs well-structured political parties that represent the will and interests of the citizens' and they must be more authentically oriented, which could provide adequate space for political engagement in order to influence policy and political decisions.

WHAT THE PARTIES ARE AND HOW WERE THEY CREATED

Many researchers have been trying to find the origin of the creation of political parties in the legislative chain of the governance. According to them, the political parties emerged with the fall of autocratic rule, as a means to defying of this rule and to achieve representative government and were institutionalized with the expansion of the electorate, as a link to connect it to the legislature. Although the term political party has been used long times ago, we can say that they took today's meaning when modern politics configured itself regarding to participation, especially electoral system, and when it becomes more and more competitive, as well as when the governmental functions and representation are given through electoral consultation. ¹ Since this momentum comes, the candidates for these positions feel the need for an organization of coordinating their electoral and political activities in terms of unifying their platforms with the other candidates who share common positions. This phenomenon started from within the Parliament initially, when the Parliamentary groups began promoting their political organizations within their electoral corpuses, as well as from outside the parliament, when the parliamentary groups of organized opponents outside parliament in order to protect their interests use the existing social networks such as unions. ² In order to take control over the Parliament, new parties were formed within and outside parliament. In the first case we are dealing with parties called "parliamentary ones", in the second, with "extra-parliamentary parties", as well the organised parties against the "parliamentary bourgeois policy", called "antiparliamentary parties".

The history of political forces in Albania commenced with the moment of creating of the first parliamentary institution in 1920. ³ Before the creation of the National Council in Congress of Lushnja, when the first Albanian parliament composed of 37 members, there were no political forces in Albania. On the 10th of Octobre 1920, a group of MPs declared the political program of National People's Party. Political leaders of this group were Fan Noli, Ahmet Zogu, Eshtref Frashëri, Luigj Gurakuqi, etc. About a month later, in November 1920, some other MP announced the creation of another political force called the Progressive Party of Albanians. The party had as leading figures from the north known as Hodja Kadri, Hasan Prishtina, Bajram Curri but also one of the richest Beys of Albania, Shefqet Vërlaci. Together with them, there were also included a number of Beys, the chairman of the tribes of the North and nationalists. Despite the political program announced by them, they were not such organised political parties, but they might be considered more as motivated groups to take power. On the other hand, democracy, as an alternative of political pluralism, is a new experience for Kosovo as well. Although multi-party system is installed at the same time when political pluralism was spread throughout South-East, the conditions of repression under which situation Kosovo was found, and this came since the abolition of its autonomy from Serbia in 1989, it did not allow room or space for any genuine pluralistic and democratic political system to be developed. Although during the 1990s, in Kosovo there were acting more than a political party, such as: the Democratic League of Kosovo, Social Democratic Party of Kosovo, the Kosovo Parliamentary Party, Christian Democratic Party and the Liberal Party are some of the parties that existed before the war - however these parties do not operate in an environment that was actually allowed such a normal political life and democracy. ⁴

The tendency of finding a single definition for political parties seems almost impossible, even though the core of the different formulations is almost the same. The substance of its meaning becomes quite clear if the definition includes the core role of what constitutes a party. According to a classic definition: "the parties are in their inner core organizations created freely on the basis of free and fair recruitment where they had always intended to demand the vote in the elections' process in order to ensure their political positions". ⁵ According to another more comprehensive definition⁶, it could be considered the definition according to which "the political parties represents the freely united citizens with their unique views, which, for

¹ Ylli Bufi, *The temple of Democracy*, Tirana 2010, p. 123.

² *Ibid.* p.124

³ See: Afrim Krasniqi, *The Political parties and the political systems*, Tirana, 2008.

⁴ KIPRED, *Empowering of the State of Kosovo through the Democratization of the political parties*, Prishtina, 2012, p.8

⁵ Max Weber, (1864-1920), The well known German Sociologist and philosopher referred in: "G.Pasquino, *Nuovo corso di scienza*, Il Mulino, 2009, p.146.

⁶ Afrim Krasniqi, *The Political parties and the political systems*, Tirana, 2008, p.37.

the resolution of their political problems and programmatic proposals, agree on submitting the candidates for seats in parliament and positions into government, that after the successful elections will be pressured to keep their program. "

Some basic features of political parties

Given the definition of political parties we can point out some of the basic features of political parties:

- Political parties are institutions and voluntary political organizations that will gather people with similar orientations and political definitions.

- The fundamental purpose of political parties is participation in political life in order to obtain, preserve or participate in the state.

- Political parties exert their political influence within the institutions of the parliamentary system, which are subject of pluralistic political competition with other political parties.

- Political parties as organizations and political institutions have internal organizational structures. They have their own organised territorial network and their governing bodies.

- Political parties, articulate their orientating platforms through their political programs, which express the goals and directions of their political activity.

- Political parties have their membership which depending on its toll expresses their real strength. Political party membership is made on a voluntary basis by setting the free position of citizens.

- Political parties struggle for receiving, storing or participating in free and direct presidential and parliamentary elections sponsored and hold under the state supervision. Free, fair and direct parliamentary democracy countries represent the only indicator of the political credibility of political parties.

From the mentioned characteristics of the political parties, they represent the mainstream of institutional form of politically organised citizens within a political organization with the aim of realizing a common political interest. They represent political dominant factor determining the political process in the framework of a state. ¹ They form and function without any major restrictions. Nowadays, only in a small number of countries is prohibited the formation of political parties. This happens in some socialist countries that despite the movements of contemporary political trends, they still maintain their systems and totalitarian monism (i. e. Cuba, Vietnam, South Korea, China. etc).

Regarding the formation of political parties, in comparative political theory there are defined three general conditions that must be met in order to act within the political scene of a country:

4. A political party to be formed must have a certain number of its members. This number is different, depending on the law on elections that different states apply.

5. A political party must have its charter program or policy, in which should be expressed its programming guidelines, their internal organizational structure defined and regulated together with the other issues of importance to its operation, and

6. For the purpose of active participation in political life, political parties must be registered within the competent state body. By the act of registering the political parties become legitimate participants within the political life of a country. ²

¹ Arsim Bajrami, Parliamentary Democracy, Prishtina 2005, p. 164

² Ibid, p..165

PARTY SYSTEMS

The party system is a set of related parties between them with a logical relationship. To assess a party system should be considered their horizontal interaction, competitiveness, between at least two parties and it must be considered their vertical interdependence between many elements such as: voters, competing political parties, parliament and government. This means that competition between parties develops, it is defined and has consequences on different plans on: the electoral and parliamentary government. Since these different plans interact, they influence in determining the nature and quality of different party systems. ¹

The initial impulse for the analysis and classification of party systems has been given by Duverger. In his classical study (1951) Duverger already gets limited to the difference of party systems on the basis of a single criterion and simple: the numerical one. So, party systems classified by him are: a single party, bipartisan and multi-party.

- Systems of autocratic regimes are characterized "with a single party". These systems cannot exist in democratic regimes.
- Bipartisan systems that are characterized in the democracies like the British and the United States, considered more efficient because of the stability of the government. Such a system is possible only when the parliament is always dominated by two large parties, able to form a monochrome government.
- Multi-party systems are characterized in the most of democracies, born in heterogeneous and unstable coalitions.

According to Duverger theory, bipartisan systems are influenced by the majority electoral system with a single round of elections, whereas the multi-party one functions as a proportional system. Obviously the numerical criterion has its own value, but, as Sartori proposes, it should be integrated with one another, which means the criterion of relevance. Basically the numerical criterion is used to define roughly the format of party systems; The criterion of importance over the parties serves to explain the mechanisms of party systems. ² According to Sartori, there are two main criteria of importance. The first is the ability of the parties to come to the formation of the coalition government. Some parties may be considered small due to the percentage of the electorate who voted for them and the number of seats they have ensured in parliament, but in some cases this might be considered a very useful result, when in some cases it sufficiently necessary for the formation of the ruling coalition. Such was the outcome of the Socialist Movement for Integration in Albania, which in 2009 elections managed to get only 4.85% of the nationwide votes or four seats in the total. In these conditions when the Democratic Party coalition provides 70 seats (minimum to secure a parliamentary majority is 71 seats) and the Socialist Party had 66 seats, it was understood that the value that four LSI seat had the crucial importance into forming the ruling majority. Inasmuch as these parties in this case possess the potential of coalition party, they absolutely deserve to be the "assessed ones". By applying these two criteria it becomes possible a suitable evaluation of the parties and thus they determine the format of the party system.

The third criterion by Sartori is the ideological difference between the parties or polarization in the time when the negotiations for the coalition are being held. In some multi-party systems exist some parties that stand ideologically very distant from one another they cannot create alliances with other parties in such situations. ³In the Western democracies such parties to be compared have been the fascist parties and communist parties. Today there are parties of the extreme right and racist.

THE TRANSFORMATION OF PARTY SYSTEM

Party systems, including those from the politicized pluralism, result transformed into a more or less traumatic ways, as in the case of the passage from the Fourth French Republic into the Fifth, or as in Italian transition still without finishing of a new set of party system. According to Duverger, party systems can vary in four different ways: rotation, lasting division, preponderance, and leftism. Alteration is mainly characterized by pendulous periodic movement and represents a few

¹ Ylli Bufi, *The Temple of Democracy*, Tirana, 2010, p.129.

² *Ibid.* p.130.

³ *Ibid.*

problems, except its location, i. e. the most likely to effectively bipartisan systems or with a concrete dynamic bipolarity. In the early 90s of the twentieth century everywhere the new democracies of Europe, in the southern, eastern and central Europe as well, bipolar competition of the parties seems to have become more widespread and practiced with the success of bringing significant and frequent alternatives.

Stable division is defined as the absence of significant changes between the parties over a long period of time, which is measured with reference of two elements: "small differences between the two electoral deviations in terms of rare movements in the longer term periods". Probably Italian electoral history at least from 1953 until 1976, has experimented exactly this type of change or as "no change" with the election continuity of different parties by widely sustaining unchanged or very stable.¹

Preponderance is characterized by the existence of a party that is "going forward in those political positions, that for a period of time it creates a clear distance from its rivals" and if accidentally loses the elections, then, it keeps its dominant position, which allows quick turn to the government for another long period of governance.

Finally, the leftism undergoes through a slow but regular slide towards the left that appears in various forms:

- f) The forming of new central leftist parties from the old parties, that provoke their slow slide towards the right and brings about the disappearance or merging of them.
- g) Breakdown of all parties on the right to the benefit of the parties of the left, without the disappearance or creation of new ones,
- h) Keeping the global balance between the two blocs with their strengthening within the left parties (the Communists at the expense of the Socialists, the Liberals at the expense of the Conservatives);
- i) replacement of the old party of the Left with a new party more dynamic and without making concessions;
- j) The establishment of the Left party mainly at the expense of all others.

THE TYPOLOGY OF POLITICAL PARTIES

The party systems the same as the political parties can be distinguished on the basis of certain criteria. In this regard, the parties can be classified in accordance with a number of different criteria, which is specified on the basis of: their level of organization, their social objectives, the social classes that they want to approach and from their position or political system they represent. Some political parties can be classified and based on their names, which often reflect the specific socio-political goals that the parties want to be identified with.

According to their level of organization, the differences among parties are: the party of the electorate and parties with their membership. Parties based on their electorate are less attached to a larger membership, but they are particularly active in the field of elections. The relationship to their voters for such a party is usually weak. Parties related to their membership require larger membership, possibly in all parts of the country and in different categories. Traditionally, parties are popularly based, and they are as working parties that try to have a sort of well organized apparatus within the party together with a large membership.

Regarding the socio-political criteria of the aspiration of the political parties, we can distinguish between those parties seeking social or political changes within the existing democratic order and the parties which appear to make changes by radical means, extremist or revolutionary ones.

The first group consists of conservative parties, liberal, Christian democratic, and partly socialist, and also by parties that define or identify themselves through religion or belief as long as it does not represent the extremist positions. The second group mainly belong to extreme leftist or rightist parties and among them are communist parties, besides the others.²

¹ Ylli Bufi, *The Temple of Democracy*, Tirana, 2010, p. 137.

² www.kas.doc/kas.de/wf/

Conservative parties: such parties wish to maintain the "approved order" or restore it. They are skeptical about change and innovation i. e. about perceptions and the role of the family, and alternative models of life (i. e. the same-sex marriages). They also do not want the transfer of national sovereignty to supranational institutions, but they are aware that ideas, values and traditional principles cannot be held continuously without those needed moderate reforms.

Liberal parties: such parties support the rights of individual freedom and emphasize the democratic character of the constitution. Traditionally, they are anti-clerical and mostly committed to a free market economy.

Social democratic parties: such parties most closely are related to labour movements and their political concepts based on social equality of the people; they give to the state to have a strong regulatory role in the economy and society.

Socialist parties: such parties also appear in a close connection with the workers' party and movements, but they represent a more radical approach to achieving social equality; the abolition of private ownership of the means of production and a state-led economy are among the main targets of these parties. ¹

Parties oriented on religion are considered as distinct forms of parties that are characterized by their socio-political objectives. Worldwide, a large number of parties are based on some more, and some less religious convictions, these are Christian or Demo-Christian party, Islamic, Hindu which establish their programs based on the values and standards of religion or belief. It can lead to significant differences within such political programs depending on how individual parties consider their religious position in respect of the individual rights or political democracy. European Christian Democratic parties are committed to individual freedoms, social solidarity and justice, self-responsibility of citizens and a discrete role of the state under the supervision of economic and social actors. ²

DEMOCRATIC TRADITION IN KOSOVO

Democracy, as a pluralism of political alternatives, is a new experience for Kosovo. Although multi-party system is installed at the same time when political pluralism was spread throughout South East Europe, the new system was being developed under the conditions of repression since the abolition of Kosovo's autonomy from Serbia, in 1989, and it did not allow any room for a genuine pluralistic and democratic political life. Although during the 1990s in Kosovo there began acting more than a single political party, so under these conditions of repression a couple of parties were formed, beginning with the Democratic League of Kosovo, the Social-democratic Party of Kosovo, the Kosovo Parliamentary Party, Christian Democratic Party and Liberal Party are some of the parties that existed during the period before the war - however they did operate in an environment that did not allow being developed such a normal political life and democracy.

After the war ended, there was created a new ambient for political action and party. Many of the old parties continued to operate and were established other parties such as the Kosovo Democratic Party, the Alliance for the Future of Kosovo, New Kosovo Alliance, the Coalition VAKAT, the Independent Liberal Party, the Turkish Democratic Party of Kosovo, Vetvendosje Movement etc. In the new space created, these parties began to make political competition and seek a vote of the citizens, marking a major step forward in the installation of democratic practice in Kosovo. Only after the war in Kosovo, it could be stated that it started to felt a genuine political transition period from one-party system to a pluralist system. It was a delayed transition or a status quo more than a decade.

More than another decade after the war, much more remains to be done in consolidating democratic practices in political life in Kosovo, including political parties and their inner democratisation. The main drawback of this process was the emergency phase of economic and social reconstruction which was found Kosovo society after the end of the war. Coping with the immediate need for physical reconstruction of settlements, in order to meet immediate needs for physical survival - in the first years after the war, as well as the consolidation of local institutions, without having satisfying time to focus on economic development and social policy years right after the emergency phase, therefore, the political parties have not been able to develop and compete with crucial policy issues. ³ Specifically, until Kosovo has not consolidated its economy, then certainly parties will not be able to articulate different policies for example adequate tax policy, but they will be limited on their sources that would bring sustainable economic development. In short, the place was not so far to the point where

¹ Ibid.

² Ibid.

³ KIPRED, Strengthening the statehood of Kosovo through the democratization of political parties, Prishtina 2012, p.9.

the political parties have an imperative of being profiled by the ideologies they have been promoting so far. On February 17, 2008, the Provisional Institutions of Self-Government declared Kosovo an independent state. With this new situation there were opened the doors for the transfer of all state powers to local institutions. Post-independence phase was characterized by the establishment of other state institutions that previously had not existed or had been administered by international missions. This has been an institutional and democratic step towards the consolidation process which now appears as a major challenge for our society. It can be expected that with the economic and social development will begin to articulate the programmatic orientation and political parties and this would also consolidate the political scene in Kosovo whatsoever.

Summary

The analysis over the role of political parties in relation to constitutional government in the country shows that Kosovo society is facing the challenge of determining the power of political parties. The parties are a vital part of democracy and political competition, but contrary to the country's aspirations for effective and sustainable democracy, they are being imposed even as dominant factors of the constitutional state system. The political parties have been consequently promoting the values of democracy and the creation of a political system totally opposite to dictatorial system – the model of 'party –state', but in recent years in many cases they are showing the mentality of the old system, including the tendency of maintaining political monopoly over the state and society. The strength of the parties in a democratic system is a global phenomenon, but unlike the Western model, where against this politicizing trend are operating state constitutional mechanisms that give immunity to the institutions in Kosovo, but unfortunately these mechanisms are still underdeveloped or with dysfunctional results. Challenges and needs of the Euro-Atlantic integrations should also be focused on reducing power of political parties being imposed, on the one hand, and increasingly empowering the constitutional bodies, on the other. As strong and effective democratic institutions and the rule of law will be, as lower will be the negative impact of political parties on state and society. In facing these challenges, political parties have a special responsibility as well. The process of democratization of the political parties will have the benefit of lowering the number of political parties.

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Impact of Wars and Conflicts on Women and Children in Middle East: Health, Psychological, Educational and Social Crisis

Yaser SNOUBAR

Nurdan DUMAN

Abstract

The wars and armed conflicts in many regions of the world and especially in the Middle East have an eloquent impact on all life's happenings most especially in areas affected. Wars destroys community infrastructure such as health, education and other social services sectors. As of present, the ongoing conflicts in the Middle East had left a significant impact on the family and the individual in the areas affected. In the family, it has lead to disintegration and roles change. It is also lead to forced migration and asylum. At the individual level, it have impacted negatively in terms of psychology, social and physical wellbeing. Women and children are the most affected by traumatic events of war and they are the most vulnerable to all types of exploitation and abuse. The devastating effects of war on this vulnerable group can hardly be overemphasized. This paper discusses the problems faced by children and women in war and conflict zones. It also explores physical, mental health, social and educational crisis experienced by women and children in the Middle Eastern society. A society that is known to have witnessed many civil wars and armed conflicts. In addition, the study also discusses social and health services which must be provided to women and children in conflict affected area from the social work perspective.

Keywords: wars and conflicts. Middle East Society, Health, psychological and social crises

Why study children and women in war zone?

Children and women category are more prone to all types of negligence and exploitation in warring enviroment and conflict. Undoubtedly, war provide an avenue for all such of exploitation when it arises. Most especially with regards to the middle East where countinuing conflicts has led to demolition of most aspect of life and has greatly affected all segments of society, disrupting health and educational service provision which form the backbone of life in many middle east countries.

Although, women played a large role in a society they still occupy the lowest echelones in the society, and this is most true in third world countries. Wars increase the pace of marginalization that can be mentioned at several points. There is need to examine a quick solutions by all humanity and international organizations to these crisis especially among the most prominent that is aganist women in times of war, these includes :

Forced to participate in acts of violence and armed conflicts

Exposure to killing, disability and prison

Poverty, malnutrition and deteriorating health situation

Displacement of women during war

Separation from the rest of the family and homelessness

Trafficking of women, sexual exploitation and rape

Assuming the role of the family due to loss of husband which forced them to work for very low salaries and vulnerable to different kinds of exploitation.

"In this context, children during and after the events of war and conflict, remain open to all kinds of abuse and neglect especially, sexual abuse, trafficking and abduction of children. Children's living in war environment and refugee camps leads them to remain at risk of neglect and abuse as victims as well as being used as shields. Especially those who were kidnapped by occupation forces suffered sexual and physical abuse in prison. At this point, there are no any sanctions of international agreements and organizations responsible for protecting children who are in war environment, from exposed to neglect and abuse in the war environment. It is an important issue that attracts attention. This is due to the fact that existing laws are not operating sufficiently in practice, this means that children are neglected in war zones" (Snoubar & Duman, 2015).

Although there are a lot of agreements aimed in cases to protect civilians in times of armed conflict, but there is a clear gap in the application and overlooked from international institutions in this matter. Here we must focus on the situation of women and children during and after armed conflicts and effective intervention and legal protection that is lacking in many of the Middle East Countries.

"The majority of the Middle East countries lack proper social policy for the protection of youth, children and women, and it shows a lack of planning for the social, educational, and economic services. Despite the lack of such services, the NGOs have played an important role for years in providing social services for women, children and 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 them 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 women, children and youth" (Snoubar & Hawal, 2015).

Health status of Women and child during war and conflict

In general, wars and armed conflicts are considered the basic causes of ill health and increase the number of deaths among children and women. Since the collapse of facilities and health centers and the difficulty of delivering service and health care for the population, especially of women and children led to the aggravation and worsening health status significantly. In times of war and conflicts women face many problems and health risks that negatively affect the mental and physical well being and health of her child pregnancy child birth and post natal stage and in the various stages of life. The armed conflicts and wars cause displacement of families and locals from places of conflict to neighboring countries as refugees or displaced persons to their places believed to be safer. During the displacement period women and children faced many risks which are psychological and physical harmful to their health, including direct injuries leading to disabilities resulting from repeated attacks, shoot and mines as well as physical and sexual abuse, also sometimes flee trip be accompanied by the risk of death. In addition to the walk long distances and for a long time with lack of food, water and lack of access to care along with malnutrition and disease. The resulting lack of hygiene leads to deterioration of the general health situations of women and children. War is the main reason for the difficulty of delivering health services especially to women and children, Pregnancy, prenatal and childbirth women are in dire need of medical follow-up, medical examination, awareness of health and health care such as immunization for the prevention of diseases. The loss of basic needs leads to abortion, low birth weight and loss of the ability to generate milk to breastfeed her child, the spread of disease and increase number of deaths (Gasseer et al, 2004).

During displacement or after access to refuge camps or places believed to be safer, many women and children especially girls vulnerable to assaults and sexual exploitation by rival groups or by working in some women peacekeeping missions have sex exchange for food or aids (<http://www.mefacts.com>).

Attacks and unwanted sexual activities leave the psychological and social effects on the negative (shock, confusion, depression, anxiety and isolation) on women as well as to the child who has witnessed cases of rape and sexual violence for any member of his family, also from health side leads to the spread of sexually transmitted diseases, unwanted pregnancy (Gasseer et al, 2004).

"It has to be known that children who are living in war and conflict environment experience both psycho-social and serious health problems as a result of being witness to acts of violence. Some of these problems are listed as; disability as a result of serious injury, the loss of children's lives during surgical operation as a result of not being able to provide the drugs to injured children or prevention from accessing the drugs by the children and the lack of medical supplies. These children, who are living in unusual situations of war, experience Post-Traumatic Stress Disorder (PTSD) especially when the safe places such as schools, mosques, churches that they took refuge are attacked and transformed into dangerous places. Also, some health problems expected such as death, injury, disability, illness from lack of food and beverages, can occur frequently for children living in war and conflict environment" (Snoubar & Duman, 2015).

Psychological status of Women and child in the war and conflict

"War and conflict situations need to be addressed as crises situations as a result of devastation caused by it in the psycho-social and environmental conditions. In these violent environments, people especially children, are faced with lose are compelled to confront a sense of losing that extends from their material goods they have, as well as their loved ones" (Snoubar & Duman, 2015). Children and young people are highly vulnerable to the effects of war, for multiple reasons. For instance, children are in many ways dependent on adults for their survival needs, such as food and water, and child-parent separation is a real danger during situations of armed conflict. Children and young people are still developing physically and psychologically. Implications of war and conflict, such as trauma and physical injury, can thus have a very long-term effect on their development and growth into adulthood (Dupuy & Peters, 2010).

"In war and conflict situation children have psychological reactions as a natural response to shock include; Nightmares, Sleep difficulties, Physical symptoms (headaches, stomach aches, bed wetting), Withdrawal, Elective mutism, Difficulty concentrating, Exaggerated fears/worries, Hypervigilance. With support from family, friends etc., most children will overcome most of these distressing reactions through the "natural" healing process of time. However, the more adversities children experience, the more likely it is that they will have difficulty overcoming these distressing reactions. A small percentage of children are likely to remain in difficulty in the longer term and may need more focused help" (<http://www.acdi-cida.gc.ca>).

But the continuation of the war and lack of safe environment and the continuous exposure to violence both direct and indirectly prevent full recovery of these psychological symptoms in children. In times of crisis the family which is the main supporter of the child is disorganised that leads to disappearance of psychosocial support services. In many cases women also are living in a state of tiredness and psychological fatigue which the child suffers as a primary source for it. In addition, exposure to trauma associated with the separation from family and children is one of the things that lead to psychological problems among women in the Middle East. Others are the arrest and subjected to displacement and rape, beside to the loss of a family member.

Education status of child in the war and conflict

The ongoing wars and conflicts in the Middle East 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 (Snoubar & Hawal, 2015).

In addition, to the severe shortage of schools and educational facilities depriving many children of their right to education had generally increased violence among children in school, which led to a lot of psychological and social problems for children. The increase in violence in schools can be traced back to indirect violence via television or exposure to violence through attacks of armed militias on schools and educational facilities. This is accompanied by lack of concentration inwardness and straying of the child or the tendency for hooliganism and aggressive (snoubar, 2010).

In short, you can outline the effects of war and armed conflict on women and children's educational status in many Middle Eastern countries on several things including:

increased school dropout status.

dropout due to forced migration.

situation of aggression and violence among children in schools.

using students to participate in the speed of direct aggression and dropping out of school because of disability or imprisonment.

Demolition of educational facilities by parties to the conflict or used as a place of safe the for families during conflict led to decrease in schools.

Non-availability of awareness centers and educational programmes for women increase maternity death.

Social status Crisis of Women and child in the war and conflict

The continuity of conflicts in many countries of the Middle East had play an adverse affect to the individual, the community and society as a whole. Among the negative effects of war is subjecting children and women to a challenging roles in the family, such as hard labour for low wages as in palestine. Drug abuse among youth, rising of school violence, compulsory recourse family to destitution disruption. The ongoing wars and conflicts in the Middle East had a negative impact on cultural value, it eradicate culture and traditions in the society.

In a study of children who were arrested after participating in the ongoing conflicts have found that they feel that society perceives them as heroes and freedom fighters because they have experienced and survived detention (Baker & Kevorkian: 1999, 939).

Women have been exposed to several abuse and insult like the children, such as arrests, imprisonment and ill treatment. Many women are arbitrary arrested and sentenced to prison for many years. These are all the result of war and conflicts in the middle east.

Conclusion

Wars and armed conflicts have left in the Middle East a lot of crises on all segments of society. But this study focused on the analysis of light and psychological health, social and education for women and children crises because they are the most affected group in that crises. Although there are a lot of international legal agreements that provide for the protection of civilians in times of war and armed conflicts but it remained a dead letter. It has led the international silence and the absence of law to the infrastructure of educational and health facilities and services and the displacement of the civilian population and targeted acts of violence, killings and demolition of captivity. This resulted in emergence of a lot of problems that were displayed at the top. To overcome this crisis and protect children and women in times of crisis there should be effective policies applicable by international participation of humanitarian disciplines and institutions specifically in protecting women and children in the camps and places of refuge that should be status considered safe environment. Provide psychosocial support for children and women stranded and displaced persons in the war environment and conflict through a dedicated team under the supervision of international institutions for peacekeeping. Intensify the psychological and physical rehabilitation programs for children and women who have been subjected to acts of direct violence.

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Monitoring and Evaluating the Performance of Teachers Through the Process of Observation in the Classroom

PhD. Lon Laska

University Colege "FAMA" in Prishtina

lon.laska@hotmail.com

+377 45 901 803

Abstract

When we discuss about the framework of the teaching hour, we can conclude that it is the main axis of the work of teachers in the school institutions. However, during the recent years it has been a subject of discussion the idea that learning timeframe has changed in all its dimensions or aspects. Then, the question arises as to how much really the class teaching has changed so far? What's the professional level of preparedness of the teachers, in order to achieve a successful teaching hour? In this regard though, the evaluation of a teaching class, it should not only be done by the competent persons, but they must be also prepared in all the professional aspects. In this paper we will not talk about the learning and observation process in itself as a method of teaching and learning, but we will be focused mainly on the observation which is performed by the monitoring inspectors, the school director etc. during the teaching and educational process. The observation as a method it has mainly been used to supplement and verify the accuracy of the other methods. So far, the monitoring teamwork should pay attention to the process of observation, by including all the facts, the situations and aspects that are associated with the monitoring facilities, including all necessary aspects that help us find the truth and accuracy of the issues that we are being interested at. The methods, techniques and strategies enable us to objectively monitor and evaluate, in an effective and useful way, therefore the planning and methodology, as well as their use, are the main "pillars" of monitoring / evaluation of teaching performance. Thus, these methods and techniques enable us collecting relevant data and information, which are related to the performance of teachers on the basis of the measures and actions for corrections, improvements, promotions, incentives, licensing and full accountability. What methods, techniques and strategies we are going to use, it depends on the type of our monitoring and evaluation objectives. Also, it depends on whether we are dealing with the external or internal monitoring and evaluation process. In this paper we will try to present the observation method, such as an effective method for collecting data and evaluating the work of teachers. We will also examine some of the key aspects of observation: *the observation planning, preparation, monitoring, the undergoing process of observation and the analysis after observation.*

Keywords: *observation, the process of data collection, performance, evaluation.*

1. Introduction

The survey is one of the crucial elements of the collecting data during the MMV teacher performance. Moreover, at the first regard it is thought that observation it simple process as a method in itself, but it is actually quite complex, because during the monitoring process there seems to be occurring a couple of complex aspects within a short period of time. As Mathews states: "The survey is a data collection through human senses (Matthews, B. & Ross, L., 2010). So, the observation is a very complex process, by taking into account the fact that we are dealing with a several human senses, and during the process the monitoring responsible team not only uses the sense of sight, hearing, etc. but as well as a coordination and combining of these common elements.

The observation as a method of inspection is the sensory process that includes the contemplation of a fact, phenomenon, process, event, or a reality in the educational institutions for the purpose of inspection / assessment (KIPA, 2011).

There are several ways of providing information relating to the subject of monitoring / inspection, but the most effective ways of it are considered the participation in classes, laboratories, and sports' facilities, monitoring the learning process or activity that takes place (KIPA, 2011).

Another useful way of collecting data is even talking to the students about many aspects of school life, regarding their level of satisfaction with the work of teachers, for example. Also talking with the teachers about what went well or if there were presented any difficulty on understanding the ways of presenting, in order to find ways to improve, then all those aspects discussed have to deal with the teacher performance and the possible ways of improving them, in the case it is necessary.

The process of observation in the classes is a more effective way to gather data and provide direct inputs. Thus, directly from this observation, we will learn many aspects which will help us to give an accurate judgment.

The monitoring / inspection as a process, is based on several aspects, including the main aspects of the inspection that supports the judgments "on student outcomes, the effectiveness of the use of didactic / laboratory means of learning, the directing and managing of the classes and as well as using all the given opportunities to improve them (KIPA, 2011).

The observations in the classes help us to ascertain the actual situation of the majority of aspects, these help us monitor / inspect for objective assessment and recommendations for improvement in those areas where there are serious weaknesses or potential vulnerabilities. An observation followed by a critical reflection of the data that are provided to show the reality, life obstacles and classroom assessments (Sadker, M. & Sadker, D., 1997). During the monitoring / inspection of the educational institution, the monitors withhold the continual contacts with teachers and staff, providing support and advice on observations in classes and the quality of work in general. The time that the monitors spend in the institution, should be used for professional conversation, the teaching level and cooperation in the future, in order to improve the quality of teacher performance. They can be held through informal talks with inspectors, while they remain in the institution, sharing positive experiences or related to their findings during the observation classes. All these aspects help to break the dividing wall between the teacher monitors and it contributes on creating a positive climate of understanding and cooperation.

The leader of the group of monitoring / inspection, every day meets with the school principal in order to inform about the findings of the monitoring process. From these meetings, the Director may introduce additional data, presenting the views of staff for monitoring / inspection or he/she will be informed of potential concerns.

Also, the monitors / inspectors meet the students, from conversations with students they can understand how they feel at school, and what are their needs and requirements. Even though, the suggestions they may have for improving various aspects, can be asked about the process of learning, involvement in various activities.

2. Monitoring and evaluation of teacher performance in the classroom

The Monitoring and evaluation of the teachers during an hour lesson, is one of the most important works of the inspector and the school principal as well. The director (monitor) of the school, by observing the classes and analyzes he often appreciates, knows what is happening in his school (ISP, 2003). If the observations are infrequent, or after the end of the observing process they are not followed with adequate analyzes, then they will have no value, because they have been formally made. The monitor should correctly recognizes the performance of each teacher. In order to achieve this, there must be developed a systematic monitoring and evaluation of the class and the work of teachers. Not only that, but as far as the observer observes classes, the more he recognizes high school students. The monitor (director, inspector, etc.), must possibly recognize all students, in order to recognize their individual features of mental work, inclinations, desires and abilities. This can only be achieved through a systematic observation of teaching process as a whole.

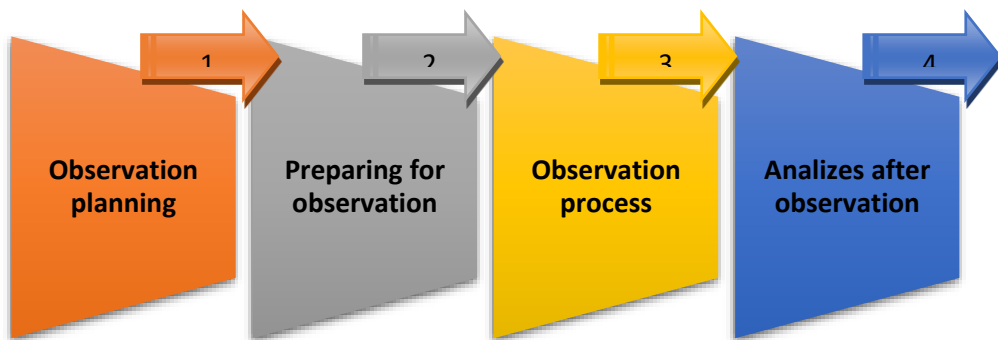
Besides periodic observations, an important place in the work of the school principal in this case has the system analysis of teaching classes. So, the school principal monitors to the same teacher a couple of those teaching lessons, which will

include some of the classes, or a thematic as a whole. The monitoring and evaluation of a system of lessons, creates the opportunity of the monitors to determine the effectiveness, impact of the advice of its recommendations. Before the start of the school year or during certain periods, the monitor (school director or inspector) plans which teachers will be monitored and assessed during the process.

3. The observacion in the classroom

The classroom observation is a basic strategy for the professional development of teachers. From this observation the monitor should give full conclusions as to the performance of each teacher and the conclusions must be drawn in order to connect with his individual improvement. The experience of many countries has shown that these observations should relate to the overall development program of teachers within the school. Some of the key aspects of the survey are:

Figure 1. *The main aspects of the observation*



3. 1. The Observation Planning

Që në fillim të vitit shkollor, monitoruesi planifikon vëzhgimin e mësimdhënësve, me qëllim që të konstatohet niveli i përgatitjes profesionale dhe pedagogjike dhe nga kjo nxjerrim përfundime për veprimet e mëtuftjeshme. Mësimdhënësit e rinj, duhet të vëzhgohen që në ditët e para të shkollës. Pastaj nga monitoruesi, duhet të planifikohen vëzhgimet periodike, në periudha kohe të tilla, që mësimdhënësit të kenë kohë të reflektojnë ndaj këshillave. Njëkohësisht, në këto vëzhgime shihet edhe masa e reflektimit të mësimdhënësve. Poashtu është shumë e dobishme që vetë mësimdhënësit të realizojnë një numër vëzhgimesh tek njeri-tjetri. Vëzhgimin duhet shikuar si një strategji për përmirësimin e mësimdhënies, me anën e vizitave reciproke.

Since the beginning of the school year, the monitor plans for teachers' surveillance, in order to ascertain their professional and pedagogical level and to draw conclusions from it for further action. The young teachers should be observed, since the first days of school year. Then the monitor must be planning for the periodic observations in such periods that the teachers have additional or sufficient time to reflect on advice. At the same time, these observations can be seen in the reflection of teachers' measures. It is also very useful to teachers themselves to realize a number of observations to each other. The observation should be seen as a strategy to improve teaching, through mutual visits and sharing of the positive experiences.

The observations may be announced or unannounced. The announced observations usually have to be recommended for the young teachers. A few days before the survey, the monitor (the inspector, the school principal or the monitoring group) discusses with the teacher for the lesson planning, methods, the appropriate teaching techniques, the necessary materials, by providing appropriate guidelines.

In a school where the director-teacher relations are on sound foundations, some announced visits can be realized even by the teachers themselves, by inviting the director of the school to assist in classes. This will affect the strengthening of cooperation in school and, in turn, it gives teachers the opportunity to share their experiences.

Generally, the announced observations are organized for the teachers observed some time ago. These enable monitors to observe a lesson held in normal conditions. The teachers should not always be warned in the case they will be observed in classes, in the case we even can compare the difference of the level of the class.

3. 2. Preparation for observacion

It is more than necessary to be prepared by the monitors before the survey. What should be done by the monitor?

To monitor the progress of the work of teachers,

To study and analyze the earlier observations,

To review the improvements in the level of teaching,

To review the curriculum of the subject,

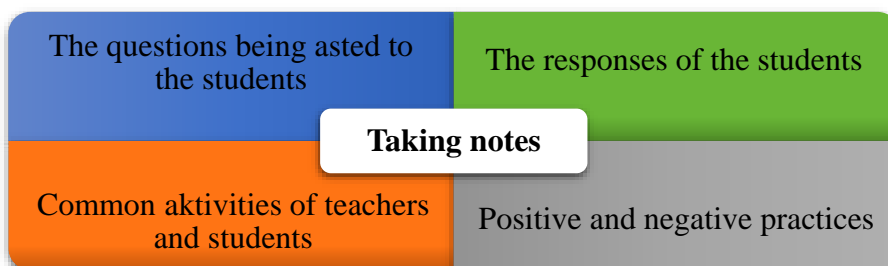
Based on this information, the monitor identify the performance and the level of teaching, by focusing on the difficulties and obstacles that may have passed through and to see the further obligations and duties for the future.

3. 3. The process of observacion

During the process of observation there will be raised many issues, but one of the fundamental problems is what is intended to be taught during the learning process?

During the survey, it is preferred that the observer to take notes about the situation in the class, by focusing on the teaching techniques and activities that are developing by the students. It is very important for the evaluation to be consequently documented and much more information to be gathered. This should be done throughout the class, by registering all the moments and activities conducted. During the monitoring process, the monitor should be clear that its purpose is to observe the class and not change the situation in the classroom (Sadker, M. & Sadker, D., 1997). It is worth mentioning that some of these data that have been noted during the observation process will be presented in the figure below.

Figure 2. Taking notes on the moments and activities developed in the classroom



Record keeping is of great importance, and the observer should be aware of the sources of taking these important notes. It is practical to monitor to sit at the end of the class behind the children, but always should have the opportunity to survey not only the teachers but also the students. The primary goal is to observe more and to practice as little intervention as possible (Sadker, M. & Sadker, D., 1997).

3. 3. 1. The activities that could be observed during the monitoring of the classes

In order to have more accurate results of the teaching process, the monitor can observe a variety of activities, and for this reason the position of the observer must be very interactive, so he would be able to see the face of the students and not only their verbal responses, but also the nonverbal ones. The expressions, comments, and student activities will provide valuable ideas on teacher-student relationships and the class nature of the activity (Sadker, M. & Sadker, D., 1997).

Disa nga aktivitetet e mundshme të mbledhjes së të dhënave:

Communication

The level of communication

The level of communication teacher - student;

The level of communication teacher – student- teacher;

The level of communication student - student;

The level of communication student - student – teacher.

The teaching process

The process of lecturing :

How much time does the teacher spend for lecturing?

How clear the lecture of the teacher is, and how understandable and adequate it is for the students?

Discussion:

How long does the teacher communicate with the students?

How long do the students among themselves communicate?

Demonstration and use of tools:

- Demonstration (including laboratory demonstrations); didactic use of personal tools by the teacher; the use of teaching aids by the student;

- How much do the students possess the relevant texts and relevant necessary tools (pens, notebooks, rulers, paints, glue, pencil, etc.).

Assistance for the teachers:

- The teacher provides students assistance in individual and how he can help the students in group work?

Methods, techniques and strategies:

Are the methods, techniques and defined strategies suitable and adequate for the development of teaching topic?

The physical environment of the classroom:

The physical environment of a class is convenient and it fits to the selected methods (the establishment of banks, presentation tools and teaching materials)?

Individual and group work

The Students work independently in the classroom;

How often do the students work in groups?

A teacher gives homework at the end of class?

The teacher's Assistance:

How often does the teacher provide the students with assistance in individual and how he can help the students in group work?

Table 1. The protocol model for the monitoring process in the classroom

Main data	<ul style="list-style-type: none"> ▶ For the monitor – the name and surname of the monitors, the monitoring date, duration, observation is made with or without notice, ▶ For the teacher- the teacher's name and surname, school, gender, qualification
Classroom description	<ul style="list-style-type: none"> ▶ The general number of the students in a class during the monitoring process ▶ Classroom, class-parallel ▶ Timeframe of the teaching hour ▶ Physical environment of the class
Class description	<ul style="list-style-type: none"> ▶ Running of the class ▶ Forms of teaching ▶ Involving students in learning activities ▶ Learning activities ▶ Description of the monitored class and its goals
Evaluation and leading indicators	<ul style="list-style-type: none"> ▶ Vlerësohen arritjet e treguesve ▶ Përshkrimi i aspekteve të ndryshme të orës së mësimiit në shkallë ▶ Shkallët mund të jenë 1 (aspak) deri në 5 (plotësisht)
Summative Evaluation of the teaching hour	<ul style="list-style-type: none"> ▶ All the basic information is analyzed ▶ The Context and purpose, and finally ▶ Reasoning and the importance of the assessment made in other stages

The safety of students:

Do the students work individually; Do the students feel free to express their ideas, opinions and solutions?

How much each student feels safe to express what they think and learn?

Is there an optimistic and positive environment created for the students in the classroom?

The Climate class:

Is there a positive and optimistic climate that prevails in the classroom?

Homework

Does the teacher give homework at the end of course?

Table 1. The protocol model for the monitoring process in the classroom

4. Analysis after observacion

After every class surveillance, there should be conducted a meeting and discussing session with the teachers. This meeting should be done immediately, because the recent activities of the monitor and teacher are fresh. The monitor, before he meets with the teacher, he must make a reflection and review over all those moments that have been marked, by taking into account the identification of positive and negative aspects.

A greater importance should be given to the meeting, where it should not be considered as a meeting where only negative remarks have been given. In order to feel comfortable and teacher meeting to be effective, the monitor task is to create a warm atmosphere and a good understanding.

Therefore, there should be developed a constructive conversation and an interactive discussion about the teaching class which occurred a few minutes ago. At the request of the monitor, the teacher makes a self-analysis of the first teaching class, which highlights the flaws and possible omissions, which may have arisen during the hour with or without a clear goal. Although, the monitor is familiar with some aspects of the planned teaching class, because he has already had a conversation before the class, where they have discussed the objectives, techniques and strategies that will be followed by the teacher, in order to realize the specific class. There are cases where teachers are not lacking excuses, by trying to get justifications on the idea itself, why he has acted that way.

The monitor (inspector, principal of the school etc.) develops the conversation in these lines:
- *He presents the positive aspects of the teaching class,*

- *He covers the negative parts,*

- *Giving remarks,*

- *Giving suggestions (recommendations).*

The line in which the monitor (inspectors, director etc.) mentions the positive parts of the development process of the class by the teacher, the main aim is to stimulate and encourage the teacher by seeking consecutive improvements and not only being focused on the failures and so to create a sense of frustration or other opinion by them. Therefore, main goal is to create the atmosphere of a conversation in which monitoring-teacher dialogue has to develop in a positive and realistic aspect and without misunderstandings and prejudices.

In another line where the monitor even mention the flaws and omissions, the conversation must be very convincing so that the issuance of warnings to be convincing, so that the side of the monitor, in this case the teacher would believe or image of a monitoring and correct and fair assessment, which should be put at the service of advancement and progress. So, the monitor provides an overview of the progress of the class. In making recommendations, the monitor must be careful that they are as clear.

The teacher, in most cases, agrees with the assessment of the monitors, by contributing with comments and suggestions. The monitored teacher usually undertakes such measures that in the future will avoid omissions made during the observed class.

Why should the teachers' performance be assessed?

There are different opinions, why should the teachers' performance be evaluated, and what are the main intentions of it. The specialists in the field of education, especially those that have assessed such practices on the assessment of teachers have been giving different arguments.

According to L. Bell (1988), the evaluation of the teaching staff should be made to achieve these goals: to identify the inactive nonprofessional teachers; to increase salary and to make promotions; to provide external accountability; to improve the work / teacher performance; to make effective management of teachers; to provide professional development opportunities.

Table 2. Benefits and problem end teacher appraisal

<i>Difficulties/ Disadvantages</i>	<i>Advantages and rewards</i>
<i>Difficulties</i>	<i>Leads to the identification of clear aims and objectives</i>

<p><i>Suspicion</i> <i>Concern</i></p> <p><i>Lack of experience (in self- appraisal and appraising others)</i> <i>Training may be required</i> <i>Opposition of significant groups</i> <i>Disadvantages</i> <i>Appraisal requires: time and commitment, especially from senior staff honesty from all involved the need for discipline</i> <i>It can provoke conflict</i></p>	<p><i>Improvers relationships</i> <i>Provides opportunity for honest</i> <i>Communication, understanding, training and development</i> <i>Displays concern and commitment</i></p> <p><i>Generates motivation</i> <i>It is open and seen to be open</i> <i>Reduces subjectivity in assessment</i> <i>Provides permanent (and available) records</i></p> <p><i>Provides opportunity to praise</i> <i>Person being reviewed has an ownership in the process, which leads to clearer</i> <i>understanding of expectations, responsibilities and aspirations</i></p>
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Source: **Based on L. Bell (1988)**

There are a wide range of goals and objectives related to monitoring and evaluation of teachers' performance, but there is only one major goal and that is to guarantee the quality of the teaching process. It is not enough just a simple observation of the teacher in class, the aim is to ensure that each class has a teacher professionally prepared and competent. The evaluation system should recognize, cultivate, and develop good teaching (Danielson, 2001).

Another aspect is the linking the evaluation and assessment with the increase of salary and together with it the accountability. One such way, not only will affect positively, but it likely will impact on increasing responsibility, especially among teachers with teaching deficit or professional disability. Such a model has been supported by Ingvarson and Chadbourne (1994), as a model for career development in Australia.

Many stakeholders feel that the evaluation of teachers is needed to account before a number of external partners, but especially the parents and employers. In that sense we can say that teachers should not only give an account before the inspection sector within the external evaluation and internal evaluation, but they have even greater responsibility to parents and the community.

Conclusions

This paper draws some conclusions we have reached, such as: Why should an observation be done in the class? What do we identify through a process of observation? How to conduct surveillance in a class? What do we intend through observation in class?

The survey in class is done with the purpose of impartial and objective collection of accurate information in the classroom and school;

Providing direct and constructive feedback about professional practice;

Identification of good behavior and professional practice (as in teaching, pedagogical documentation maintenance, etc.);

Identifying of the professional attitudes and practices that require further assessment and improvement;

Collection of data from diverse sources, including direct observation, interviewing and consulting;

Collection of information before and after the classroom observation, helps a fair and objective assessment.

Classroom observation can be done in two ways: direct classroom observation or video recording.

To ensure accountability, increase accountability, performance improvement, professional development opportunities, etc.

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The Impact of Public Expenditures on Economic Growth in Bosnia and Herzegovina

Nikolina Bošnjak,

The Faculty of Economics, „La Sapienza” University of Rome,

nikolina.bosnjak@uniroma1.it

Matea Zlatković

The Faculty of Economics, University of Banja Luka,

matea.zlatkovic@efbl.org

Abstract

Size and structure of the public expenditures are very important for any economy. The aim of this study is to present the current structure of public expenditures in Bosnia and Herzegovina (B&H) and their impact on economic growth as well as to emphasize the necessity of their reduction. In order to analyze the impact of public expenditures on economic growth in B&H, it is used vector autoregression model (VAR) with quarterly data on GDP and public expenditures, for the period from 2005 to 2015. It is presented a very interesting finding on the response of GDP to public expenditures shock. This effect is unexpected, because the public expenditures are the component of GDP and their growth should increase the GDP growth. After determining the correct specification of the VAR model, the paper attempts to determine the existence of a causal relationship between public expenditure and GDP of B&H. By using Granger causality test it is concluded that there is no a causal relationship between the observed variables. After a review of previous research and theory on the relationship between public expenditures and economic growth, it is examined the consistency of previous theories on the sample of small transition economy such as Bosnia and Herzegovina. Obtained results indicate that the historical values of public expenditure will have no significant explanatory power in predicting future GDP of B&H.

Keywords: Public Expenditures, Economic Growth, VAR Model, Granger Causality Test.

Abstract

Visina i struktura javnih rashoda su izuzetno važni za ekonomiju svake zemlje. Cilj ovog istraživanja je da se predstavi trenutna struktura javnih rashoda u Bosni i Hercegovini (BiH) i njihov uticaj na ekonomski rast kao i da se naglasi neophodnost njihovog smanjenja. Radi analize uticaja javnih rashoda na ekonomski rast u BiH, koristi se vektorski autoregresioni model (VAR model) sa kvartalnim podacima o BDP-u i javnim rashodima, za period od 2005. do 2015. godine. Predstavljen je veoma interesantan nalaz o odgovoru BDP-a na šok javnih rashoda. Ovaj efekat je neočekivan jer su javni rashodi komponenta BDP-a i njihov rast bi trebao da izazove rast BDP-a. Nakon određivanja korektno specifikacije VAR modela, u radu se nastoji odrediti postojanje uzročno-posljedične veze između javnih rashoda i BDP-a BiH. Pomoću Grangerovog testa uzročnosti dolazi se do zaključka da ne postoji kauzalan odnos između posmatranih veličina. Poslije pregleda dosadašnjih istraživanja i teorija o odnosu između javnih rashoda i ekonomskog rasta, ispituje se konzistentnost prethodnih teorija na primjeru male privrede u tranziciji kao što je BiH. Dolazi se do saznanja da istorijske vrijednosti javnih rashoda neće imati značajnu objašnjavajuću moć u prognoziraju budućih vrijednosti BDP-a BiH.

Ključne riječi: javni rashodi, ekonomski rast, VAR model, Grangerov test uzročnosti.

1. UVOD

Pod javnim rashodima se podrazumijevaju državni rashodi nastali radi zadovoljenja javnih potreba. Oni su rezultat sprovođenja vladinih aktivnosti radi realizacije redovnih obaveza, što podrazumijeva obezbjeđivanje određenih roba i usluga za građane kao i obezbjeđivanje sprovođenja određenih novčanih transfera (Ouanes & Thakur, 1997). Dakle, država troši na vojsku, policiju, administraciju i razna socijalna davanja koja se kolektivno nazivaju transferi. Takođe, država izdvaja sredstava radi ulaganja u obrazovanje i zdravstvene ustanove, istraživačke centre i javna preduzeća, što predstavlja kapitalne troškove. Struktura i veličina vladine potrošnje su važne za ekonomiju zemlje, kao i način raspolaganja i upravljanja tim sredstvima. Način upravljanja javnim finansijama podrazumijeva uspostavljanje procedura raspodjele javnih resursa kao i njihovu efikasnu upotrebu, što je veoma značajno iz perspektive fiskalne pozicije države. Određene procedure osiguravaju praćenje fiskalne pozicije zemlje i ograničavanje javnih rashoda u skladu sa budžetskim ograničenjima. Osnovna svrha upravljanja javnim rashodima se ogleda u poboljšanju ekonomije i postizanju efikasnosti i efektivnosti u mobilizaciji, dodjeljivanju i optimizaciji javnih sredstava (Premchand, 1993). U različitim zemljama postoje različiti pristupi u upravljanju javnim rashodima.

Posmatrajući istorijske vrijednosti javnih rashoda, može se uočiti kontinuirani rast kako u apsolutnom iznosu tako i kroz njihov udio u bruto domaćem proizvodu (BDP-u). Tokom 20. vijeka, udio javnih rashoda u BDP-u povećan je skoro četiri puta. U poređenju sa današnjim standardima, visina državne potrošnje u drevnim vremenima, a kasnije i u srednjem vijeku bila je veoma niska. U prošlosti su mnoga poznata carstva posustala zbog rasta javne potrošnje preko dozvoljenih granica. Tokom 20. vijeka došlo je do rasta i širenja javnih rashoda u većini zemalja u svijetu. Javni rashodi u Sjedinjenim Američkim Državama (SAD) su u stalnom porastu od Prvog i Drugog svjetskog rata. Slična situacija je i u zemljama OECD-a (OECD-Organisation for Economic Co-operation and Development). Prije Velike depresije (1929. do 1033.), državna potrošnja je rijetko bila iznad nivoa od 10% BDP-a, dok se poslije Drugog svjetskog rata dramatično povećala.

Prema podacima Eurostata (2015), ukupni javni rashodi u Evropskoj uniji (EU) u toku 2014. godine su iznosili 48,1% BDP-a EU, dok su u 2013. godini iznosili 48,6% GDP-a. Posmatrajući strukturu javnih rashoda EU, najveće učešće je imala socijalna sigurnost (40,2%), zatim zdravstvo (14,8%), opšte javne usluge (14,1%), obrazovanje (10,3%) i ekonomski problemi (8,8%).

U globalnim okvirima, postoji tendencija da se povećaju javni rashodi, odnosno javna potrošnja. Reforme javnih funkcija u državnoj nadležnosti nastale kao rezultat promjena vezanih za reprodukciju stanovništva kao i ekspanziju administrativnih funkcija države dovode do konituiranog povećanja javnih rashoda.

Ovaj rad usmjerava pažnju ka rasvjetljavanju problema javnih rashoda u malim privredama u tranziciji kao što je BiH. Tokom proteklih godina u BiH je izvršen niz značajnih reformi u cilju fiskalne harmonizacije. Neke od tih reformi su uvođenje poreza na dodatu vrijednost u 2006. godini i osnivanje Fiskalnog savjeta kao koordinacionog tijela za oblast fiskalne politike, koji ima važnu ulogu u očuvanju makroekonomske stabilnosti i u realizaciji razvojnih ciljeva. Međutim, još uvijek postoje mnoge okolnosti koje dovode do smanjenja stepena fiskalne održivosti i onemogućavaju poboljšanje životnog standarda. Prilikom posmatranja strukture javnih rashoda BiH može se uočiti visok udio plata namijenjenih zaposlenima u javnom sektoru te visok udio socijalnih davanja. Takođe, prisutan je kontinuiran rast tekuće potrošnje. Svi ovi faktori dovode do lošeg položaja fiskalnog sektora BiH.

U ovom radu će biti određena odgovarajuća specifikacija VAR modela javnih rashoda i BDP-a Bosne i Hercegovine. Cilj rada je ispitivanje postojanja uzročnosti i njenog smjera između ukupnih javnih rashoda i BDP-a BiH, kao i ispitivanje uticaja pojedinih kategorija javnih rashoda na BDP BiH (ukoliko se ustanovi uzročnost između BDP-a i javnih rashoda). Shodno postavljenom cilju istraživanja u radu se obrazlažu hipoteza H1 i hipoteza H2.

Hipoteze 1 glasi:

H1: Postoji Grangerova uzročnost između javnih rashoda i BDP-a Bosne i Hercegovine.

Hipoteza 2 glasi:

H2: U slučaju ispunjenosti hipoteze 2, pojedine kategorije ukupnih javnih rashoda u Bosni i Hercegovini utiču na njen BDP.

2. TEORIJSKA OSNOVA ISTRAŽIVANJA

Još u ranom srednjem vijeku prihodi države su se dopunjavali dažbinama za korištenje ruda i trgovačkim taksama koje su trgovci plaćali za pravo prodaje ili provoza robe. Stanovništvo pokorenih teritorija je bilo obavezno da plaća određenu vrstu nadoknade za pravo da obrađuje zemlju.

Krajem 13. vijeka, razni oblici poreza postaju redovni izvori državnih prihoda. Razvojem kapitalizma u 18. i 19. vijeku dolazi do stvaranja poreskog sistema u kome postoje tri izvora poreskih dažbina: imovina, dohodak i potrošnja (promet roba), koji se zadržao i do danas. Početkom prošlog vijeka, postavljaju se teorijski principi upotrebe državnih finansijskih resursa, ne samo radi pokrivanja državnih rashoda već i upravljanja ekonomskim kretanjima. Prema John Maynard Keynes-u, termin "fiskalna politika" podrazumijeva teoriju i instrumente kojima se, putem upravljanja javnim prihodima i rashodima, vrši uticaj na stanje i razvoj privrede jedne države. Keynes je smatrao da tržišna ekonomija ne može automatski obezbijediti punu zaposlenost te da tražnja ima ključnu ulogu u upravljanju ekonomijom. U situacijama visoke nezaposlenosti i značajnih neiskorištenih proizvodnih kapaciteta neophodno je podsticati potrošnju što dovodi do rasta tražnje, proizvodnje i zaposlenosti, što u konačnici dovodi do rasta nacionalnog dohotka.

Teorija javnih finansija, u širem smislu, bavi se izučavanjem ekonomije javnog sektora, tj. aktivnostima države u oblasti ekonomije. U modernim ekonomijama, država je najveći poslodavac koji zapošljava značajan procenat radne snage. Država značajno utiče na privredu preko uloge regulatora ekonomskih tokova, prvenstveno donošenjem propisa kojima se regulišu pravila ponašanja ekonomskih subjekata na tržištu. Teorija javnih finansija, u užem smislu, izučava uticaj poreza i javnih rashoda na privredu. U današnje vrijeme javne finansije predstavljaju multidisciplinarnu nauku koja uključuje ekonomiju, pravo, politiku i tehnologiju. Naime, sveopšta globalizacija dovela je do toga da ni jedna država ne može funkcionisati samostalno, bez ekonomskih, pravnih, političkih i tehnoloških interakcija sa drugim državama. Osnovni zadatak teorije i prakse javnih finansija je pokriće rashoda države. Pravična raspodjela ovog tereta između građana i ekonomskih subjekata je cilj ekonomske i fiskalne politike svake države. Tokom prve trećine prošlog vijeka značajno se mijenja odnos između privatnog i javnog sektora, i to u korist javnog sektora, što uzrokuje nagli rast javnih rashoda sa ranijih 10% nacionalnog dohotka na preko 30%. Krajem prošlog vijeka javni rashodi su iznosili 40% pa i do 50% nacionalnog dohotka.

Iz javnih finansija izdvaja se posebna grana ekonomskih nauka - fiskalna politika. Osnivač moderne nauke o fiskalnoj politici J. M. Keynes pod terminom "fiskalna politika" podrazumijeva teoriju i politiku koja pomoću upravljanja javnim prihodima vrši uticaj na štednju, kao i teoriju i politiku državnih investicija koje su finansirane putem javnih zajmova, a da bi se stimulisala potrošnja. Keynes-ovo učenje poznato je kao "kejnzijanstvo". Ono govori o raskoraku između efektivne tražnje i ukupno ostvarenih novčanih dohodaka, a prevashodno između novčane i aktivne akumulacije. Ukupna tražnja se sastoji od dvije komponente: potrošnje i investicija. Kolika će potrošnja biti zavisi od ostvarenog nacionalnog dohotka te sklonosti ka potrošnji. U slučaju kada se realni dohodak povećava dolazi do povećanja potrošnje, ali manje u odnosu na povećanje dohotka zato što dio dohotka odlazi na štednju. Prema Keynes-u, javni rashodi ubrzavaju ekonomski rast. Dakle, javni rashodi se posmatraju kao egzogena sila koja utiče na agregatni izlaz. Tokom recesije fiskalna politika podstiče ekonomske aktivnosti u vidu ekspanzivne fiskaslane politike, rasta izlaza, povećanja javnih rashoda i sl.

2. 1. Teorije o povećanju javnih troškova

Postoji mnogo teorijskih studija o uzrocima povećanja javnih rashoda.

Među njima posebno mjesto pripada teorijskom pogledu A. Wagner-a o uzrocima rasta javnih rashoda, koji smatra da će se oni u budućnosti povećavati. On je poznat po svom "zakonu stalnog rasta javnih rashoda". Suština njegove teorije je da je rast javnih rashoda prirodna posljedica ekonomskog rasta. Dakle, udio javnih rashoda raste sa povećanjem BDP-a, a elastičnost rasta javnih rashoda je veća od vrijednosti 1. Vjerovao je da se uzrok povećanja javnih rashoda nalazi u kontinuiranom širenju funkcija države, ili u "povećanju državnih rashoda za očuvanje unutrašnje bezbjednosti, zaštite pravnog poretka, očuvanja granica zemlje, povećanja kulturnih potreba i obaveze države u oblasti povećanja uloge države u oblasti javnog transporta, zdravlja i nauke, povećanje međunarodne funkcije države, i u sve većem broju stanovništva"

(Jeličić, 1982, p. 46). Wagner predviđa povećanje javne potrošnje na osnovu međunarodnog povezivanja i izvjesnih procesa i pojava u zemljama u razvoju. Wagner-ov zakon nije predstavljen pomoću matematičkih relacija već je rezultat logičkog rezonovanja autora. Wagner u pomenutom zakonu tvrdi da postoji perzistentna tendencija prema ekstenzivnom i intenzivnom rastu državnih funkcija. Nove funkcije se kontinuirano provode dok raste efikasnost izvođenja prethodnih funkcija, što dovodi do rasta obima rashoda države. Wagner navodi tri osnova razloga koja uzrokuju rast javnih rashoda. Kao prvo, uporedo sa ekonomskim rastom industrijalizacija i modernizacija umanjuju javni u odnosu na privatni sektor. Kontinuirano opadanje udjela javnog sektora u ekonomskim aktivnostima vodi ka većim javnim rashodima radi regulisanja privatnog sektora. Kao drugo, rast prihoda vodi ka rastu tražnje za osnovnom infrastrukturom, naročito zdravstvenim i obrazovnim ustanovama a, prema Wagner-u, država je ta koja efikasnije obezbeđuje te ustanove. Konačno, da bi se unaprijedila ekonomska efikasnost u javnom sektoru, gdje se provode značajne investicije poput izgradnje željeznica te suzbile tendencija ka monopolskom ponašanju, država treba investirati u ta pojedinična područja što ponovo uzrokuje rast javnih rashoda (Bird, 1971).

Wagner nije eksplicitan prilikom definisanja hipoteze svog rada te su tokom godina mnogi autori koristili različite matematičke formulacije radi testiranja njegovog zakona. U tabeli je dato šest verzija ovog zakona, koje su empirijski testirane od strane različitih ekonomista.

Tabela 1. – Regresione jednačine Wagner-ovog zakona (Demirbas, 1999)

S.N.	Version	Regression Equation
Absolute Versions		
1	Peacock-Wiseman (1961)	$LNGE = a + bLNGDP + u_t$
2	Gupta (1967)	$LN(GE / P) = a + bLN(GDP / P) + u_t$
3	Goffman (1968)	$LNGE = a + bLN(GDP / P) + u_t$
4	Pryor (1969)	$LNGCE = a + bLNGDP + u_t$
Relative Versions		
5	Musgrave (1969)	$LN(NGE / NGDP) = a + bLN(GDP / P) + u_t$
6	Mann (1980)	$LN(NGE / NGDP) = a + bLNGDP + u_t$

J. Popitz, nemački teoretičar, je definisao "Zakon povećanja centralizacije vlade", prema kome do povećanja javnih rashoda dolazi usljed jačanja centralnog budžeta. Danas se kroz javne rashode u mnogim zemljama finansira naoružavanje, ratovi, otklanjanje posljedica elementarnih nepogoda, velika socijalna davanja, intervencije u privredi i sl. Racionalno zadovoljavanje ovih potreba je skoro nemoguće bez prikupljanja i koncentracije sredstava u budžetima centralnih vlada.

Prema A. Brecht-u (1932), javni rashodi rastu zbog veće koncentracije stanovništva u gradovima. Kao rezultat toga, dolazi do povećanja javnih rashoda usljed povećanja javnih potreba u oblasti obrazovanja, zdravstva, javnog prevoza i druge infrastrukture. Javni rashodi rastu mnogo brže od rasta stanovništva koncentrisanog u gradovima. Smatra se da deurbanizacija može biti jedan od najvažnijih faktora smanjenja javnih rashoda.

A. T. Peacock i J. Wiseman (1979), engleski finansijski teoretičari, smatraju da vanredni događaji i kriznim situacijama, kao što su ratovi, zemljotresi, poplave, itd, igraju ključnu ulogu u povećanju javnih rashoda. U takvim situacijama država je primorana na povećanje javnih rashoda i poreza radi zadovoljenja javnih potreba. Nakon prestanka vanrednih situacija dolazi do smanjenja troškova za te svrhe, ali i dalje ostaju u izvjesnoj mjeri povećani javni rashodi zbog uvećane potrebe za različitim uslugama potrebnim u vanrednim okolnostima.

Schulz i Harris (1954) klasifikuju uzroke povećanja javnih rashoda u šest grupa: rast populacije i urbanističko planiranje, rat i pripreme za rat, povećanje cijena, poboljšanje javnih funkcija, povećanje ekonomske funkcije države i organizacija državnih poslovnih institucija. Ovaj koncept uzroka rasta javnih rashoda odražava specifičnosti tog vremena u SAD (Perić, 1980, pp. 128-129).

Nemački teoretičar K. Schmidt (1966) smatra da je glavni faktor rasta javnih rashoda neprofesionalnost birokratija koja ima privilegovan položaj, visoke plate i ponaša se kao arbitar u sukobu klasnih interesa (Konjehodžić i Šantić, 2003., p. 16).

G. Jeze, francuski teoretičar, klasifikuje uzroka povećanja javnih rashoda u tri grupe: prividne, realne i druge. Prividna uzroci su: smanjenje kupovne moći novca, promjene u tehnikama budžeta, promjene u populaciji i u veličini nacionalne teritorije. Stvarni uzroci su: ekonomski uzroci, politički uzroci i finansijski uzroci. Ostali uzroci su: stalni proces brze urbanizacije, povećanje broja državnih funkcija, inflatorna tendencija i na taj način konstantan nominalni rasta javnih rashoda.

Predstavljene teorije pokazuju da postoji tendencija stalnog rasta javnih rashoda.

3. PREGLED LITERATURE

Postoji značajan broj studija koje su empirijski ispitivale važenje Wagner-ovog zakona. One ukazuju na nekonzistentnost dobijenih rezultata među različitim zemljama. Na primjeru Turske, autor Demirbas (1999) je vršio testiranje u periodu od 1950. do 1990. godine a autori Bagdigen i Centinas (2003) za period od 1965. do 2000. godine i nisu dobili nikakve empirijske potvrde o važenju Wagner-ovog zakona. Na primjeru Nigerije, autor Olomola (2004) je pratio stanje u periodu od 1970. do 2001. godine i potvrdio hipotezu Wagner-ovog zakona, kako u kratkom tako i u dugom roku. Autori Chrystal i Alt (1979) kao ni Yuk (2005) nisu dobili empirijsku potvrdu Wagner-ovog zakona na prostoru Velike Britanije. Mann (1980), u slučaju Meksika, u periodu posmatranja od 1925. do 1976. godine, je potvrdio ovaj zakon. Autor Henrekson (1992) je istakao da testiranje Wagner-ovog zakona treba biti usmjereno ka posmatranju vremenskih serija javnih rashoda zemlje za što duži vremenski period a ne na uporednu analizu zemalja različitih prihoda.

Prema ekonomskoj teoriji, visok nivo javnih rashoda stimuliše ekonomski rast. Međutim, empirijske studije navedene u nastavku pokazuju različite rezultate. Mnoge studije pokazuju da postoji negativna veza između ekonomskog rasta i javnih rashoda. Ram (1986) je koristeći proizvodnu funkciju otkrio da su u 115 zemalja ukupni javni rashodi imali negativan uticaj na privredni rast. Lee (1995) je koristio model endogenog rasta otvorene privrede i kroz analizu 89 razvijenih i nerazvijenih zemalja, u periodu od 1960. do 1985. godine, došao do rezultata koji su pokazivali da su javni rashodi povezani sa usporavanjem privrednog rasta. Istraživanje koje je sproveo Barro (1991) na uzorku od 98 zemalja u periodu između 1960. i 1985. godine pokazuje značajnu negativnu korelaciju između ekonomskog rasta i javnih rashoda. Ghura (1995) je vršio istraživanje u 33 afričke zemlje i ustanovio negativan odnos između javnih rashoda i ekonomskog rasta.

Za razliku od navedenih rezultata, mnogi autori su pokazali pozitivan odnos između javnih rashoda i ekonomskog rasta. Na primer, Harko (2009) je ustanovio pozitivnu vezu između javnih rashoda i bruto domaćeg proizvoda (BDP) po glavi stanovnika u 21 azijskoj zemlji. Slemrod i saradnici (1995) su utvrdili pozitivnu korelaciju između količnika javnih rashoda i BDP-a i nivo realnog BDP-a po glavi stanovnika u 13 od 24 analiziranih ekonomija. Međutim, kada su neki autori, na svoju inicijativu, analizirali članice Organizacije za ekonomsku saradnju i razvoj (Economic Cooperation and Development - OECD) otkrili su negativan odnos. Analizirajući stanje u Grčkoj u periodu od 1970. do 2001. godine, Alexiou (2007) je korištenjem metoda najmanjih kvadrata utvrdio da postoji pozitivan odnos između javnih rashoda i rasta BDP-a. Analizirajući uzorak od 20 afričkih zemalja u periodu od 1960. do 1985. godine, Bairam (1990) je zaključio da se efekat javnih rashoda ne može generalizovati.

Kormendi i Meguire (1985) su takođe otkrili značajnu vezu između ekonomskog rasta i javnih rashoda, dok Nelson i Singh (1994) nisu našli nikakvu zavisnost između ovih veličina. Različite studije su analizirale povezanost između pojedinih komponenti javnih rashoda, kao što su ulaganje u zdravstvo, doprinosi za socijalno osiguranje, ulaganje u obrazovanje, ulaganje u odbranu, i ekonomskog rasta. Analize su pokazale različite rezultate. Kelly (1997) je na osnovu analize uzorka od 73 zemlje utvrdio pozitivan uticaj javnih investicija na privredni rast. Belgrave i Craigwell (1995) su sproveli istraživanje na Barbadosu za period od 1969. do 1993. godine i došli do istog zaključka, dok su Afonso i Furceri (2010) izveli suprotne zaključke. Slično tome, posmatrajući uzorak od 43 zemlje u razvoju, Devaragan i saradnici (1996) su zaključili da je povećanje javnih investicija imalo značajan negativni uticaj na privredni rast. Neke studije su pokazale da investicije u zdravstvo imaju pozitivan uticaj na ekonomski rast (Belgrave i Craigwell, 1995; Alfonso i Alegre, 2011; Khan i Ahmed, 1999). Istraživanja uticaja ulaganja u obrazovanje i odbranu na javne rashode su dala različite rezultate.

4. EKONOMSKA SITUACIJA U BOSNI I HERCEGOVINI

Nakon potpisivanja Dejtonskog sporazuma, u decembru 1995. godine, kojim je okončan građanski rat, Bosna i Hercegovina je dobila svoju nezavisnost, ali je morala da se suoči sa teškim oporavkom nakon ratnih razaranja, uništene privrede i infrastrukture i tranzicijom iz socijalizma u kapitalizam. Snažna inostrana pomoć je dovela do intenzivnog rasta njenog BDP-a u prvim godinama nakon rata. Poslije ovog početnog skoka, BDP je nastavio da raste na stabilnom i dinamičnom putu ekonomskog rasta sa prosječnom godišnjom stopom rasta od oko 6%, u periodu od 2000. do 2008. godine.

Pošto ekonomski rast BiH nije bio rezultat uspješne implementacije strukturnih, institucionalnih i ekonomskih reformi, njegova održivost je bila pod znakom pitanja. Svjetska ekonomska kriza je izazvala pad stranih investicija, doznaka i izvoza. Strane investicije su nakon 2001. godine rasle u prosjeku oko 6,5% BDP-a sve do 2008. godine. 2009. godine su pale na 0,8% BDP-a i od tada blago rasle do 1,5% BDP-a u 2014. godini. Inostrane doznake su iznosile oko 40% BDP-a poslije rata dok se u narednim godinama njihovo učešće u BDP-u polako smanjivalo, što se vjerovatno dogodilo zbog rasta BDP-a, pošto je njihov nominalni nivo rastao sve do 2008. godine. Globalna ekonomska kriza je dovela do njihovog pada, sve do 10% BDP-a, u 2011. godini. Nakon toga je slijedio lagani rast od 1% u 2014. godini.

Sve ovo, u kombinaciji sa smanjenjem potražnje za bosanskohercegovačkom robom, opadanjem izvoza i naglim skokom trgovinskog deficita, dovelo je do naglog pada BDP-a.

U poslednjoj deceniji, model za ekonomski oporavak Bosne i Hercegovine se bazira na liberalizaciji internih i eksternih ekonomskih odnosa, u pokušaju da se "uhvati korak" sa razvojem ostatka regiona Jugoistočne Evrope i zemalja članica Evropske unije. Ovaj model ekonomskog rasta i razvoja doveo je do liberalizacije trgovine nakon potpisivanja Sporazuma o slobodnoj trgovini u Centralnoj Evropi (CEFTA) u 2006. godini i Sporazuma o stabilizaciji i pridruživanju sa EU u 2008. godini. Nažalost, liberalizacija trgovine je izazvala rast trgovinskog deficita. Trgovinski deficit je smanjen pod uticajem globalne ekonomske krize i od 2009. godine iznosi oko 26% BDP-a. Glavni problem je u tome što je ovako veliki trgovinski deficit izazvan ekspanzijom državnih kreditnih linija koje se prvenstveno koriste da podrže i povećaju domaću potrošnju.

Negativni efekti globalne ekonomske krize kao i sopstveni ekonomski problemi i turbulencije prisilili su Bosnu i Hercegovinu da se obrati Međunarodnom monetarnom fondu (MMF) za pomoć i da potpiše svoj drugi "stand by" aranžman sa njim. U cilju prevazilaženja recesije izazvane ekonomskom krizom, Bosna i Hercegovina je u 2009. godini povećala svoje dugovanje za 23% a taj trend je nastavljen i u narednim godinama. U 2015. godini spoljni dug vladinog sektora iznosio je 4. 2 milijarde eura.

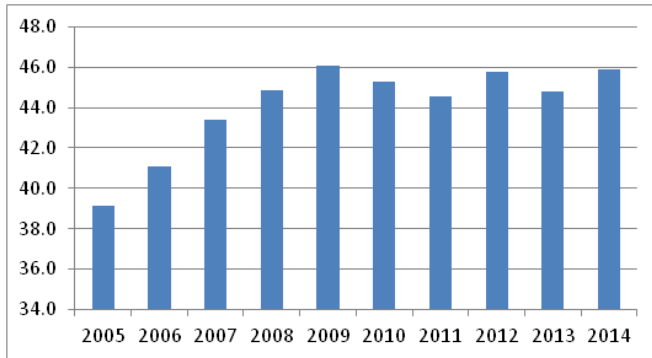
Bosna i Hercegovina konstantno ima negativan trgovinski bilans, koji je u prosjeku bio oko 43% BDP-a u periodu od 2000. do 2008. godine, dok je u 2009. godini pao na 26% BDP-a zbog usporavanja ekonomske aktivnosti izazvane globalnom krizom. Bosna i Hercegovina uglavnom izvozi bazne metale i metalne proizvode, mašine, aparate, mehaničke i električne uređaje, rude, hemijske proizvode i namještaj. U strukturi uvoza najveće učešće imaju rude i mineralna goriva (uglavnom nafta), mašine, aparati, mašinski i električni uređaji, prehrambeni proizvodi, hemijski proizvodi i osnovni metali.

Pod uticajem globalne ekonomske krize došlo je do rasta stope nezaposlenosti koja je u 2010. godini iznosila 29%. U 2015. godini ova stopa je iznosila 27. 5%. Ovako visoka stopa nezaposlenosti predstavlja veliki teret za budžet zemlje a takođe dovodi do sukoba između zaposlenih i nezaposlenih osoba zbog nejednake distribucije dohotka. Veća nejednakost u prihodima dovodi do više stope kriminala, većeg stepena korupcije, veće makroekonomske nestabilnosti, pa čak i do smanjenja životnog vijeka.

Sve su to prepreke za oporavak i održivi rast privrede Bosne i Hercegovine. Ograničena moć centralne vlasti i stalne političke i međunacionalne svade rezultirali su nedostatkom efikasnih načina da se stimuliše oporavak bosanskohercegovačke ekonomije kroz jedinstvene ekonomske politike i jasan plan razvoja.

4. 1. Javni rashodi u Bosni i Hercegovini

Javni rashodi Bosne i Hercegovine iznose oko 45% BDP-a. Pri poređenju sa drugim zemljama u tranziciji može se primijetiti da su njeni javni rashodi viši nego u razvijenijim zemljama u okruženju. Imajući u vidu prilično skroman ekonomski rast ekonomije BiH, otvara se pitanje efikasnosti njene fiskalne i ekonomske politike. Udio javnih rashoda u BDP-u BiH na godišnjem nivou, u periodu od 2005. do 2014. godine, je predstavljen na Grafiku 1.



Grafik 1. Udio javnih rashoda u BDP-u BiH (Centralna banka BiH, 2015)

Kada se uzme u obzir struktura javnih rashoda u BiH može se vidjeti da najveći udio u javnim rashodima imaju kompenzacije zaposlenim, zatim socijalna davanja, korišćenje dobara i usluga i subvencije (Tabela 2).

Tabela 2. Struktura konsolidovanih javnih rashoda BiH (Centralna banka BiH, 2015)

JAVNI RASHODI (u milionima KM)	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Nadoknada zaposlenima	1,783.5	1,776.2	1,834.7	2,222.7	2,534.7	3,022.3	3,155.2	3,169.8	3,336.9	3,323.8	3,278.1	3,265.5
Korišćenje robe i usluga	1,518.4	1,414.8	1,601.4	1,986.0	2,220.9	2,462.0	2,489.4	2,593.1	2,088.2	2,156.4	2,122.7	2,127.2
Amortizacija	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kamata	107.2	84.4	96.4	108.0	110.8	123.6	123.9	122.7	161.4	200.6	201.1	238.9
Subvencije	154.8	184.4	217.1	310.4	378.2	439.6	418.5	476.6	402.8	416.1	383.9	364.9
Grantovi	4.9	4.9	3.1	0.3	0.1	0.1	0.0	0.1	6.4	1.0	0.6	3.5
Socijalna pomoć	1,749.7	1,965.4	2,212.2	2,426.5	3,030.6	3,945.1	3,951.0	3,770.3	4,330.3	4,394.4	4,423.7	4,658.0
Ostali troškovi	361.8	466.5	394.7	492.2	553.4	606.8	526.5	707.7	582.7	678.5	528.7	692.0
Σ	5,680.4	5,896.7	6,359.5	7,546.0	8,828.8	10,599.6	10,664.5	10,840.3	10,908.7	11,170.8	10,938.8	11,350.1

U poređenju sa drugim zemljama u tranziciji iz svog regiona, BiH ima najveći udio naknada zaposlenim u javnim rashodima - 35%. Ako se ima u vidu da u Evropskoj uniji prosječan udio naknada zaposlenom u javnim rashodima iznosi 22%, može se zaključiti da BiH troši previše na svoj javni sektor. O vo se dešava zbog složenog sastava centralnih institucija BiH i pluralizma pojedinih funkcija javnog sektora usljed visoke decentralizacije zemlje.

Ukoliko se izvrši poređenje BiH sa ostalim zemljama u regionu, BiH izdvaja približno isti procenat ukupnih javnih rashoda za naknade zaposlenim u javnom sektoru kao i Crna Gora, a više od Srbije koja izdvaja oko 17% i Makedonije koja izdvaja 17%. Srbija više izdvaja za otplatu dugova nego BiH (29%), dok je taj procenat u Crnoj Gori isti kao u BiH, a u Makedoniji znatno niži (8%).

Kad se uzmu u obzir prethodni podaci može se zaključiti da se oko 88,6% javnih rashoda u BiH koristi za tekuću potrošnju i da nema nikakav uticaj na budući rast njene ekonomije. Sve ovo govori o neefikasnosti javnog sektora BiH.

5. METODOLOGIJA ISTRAŽIVANJA

U ovom radu je razmatrana međuzavisnost dvije vremenske serije: BDP i javni rashodi, radi procjene odgovarajućeg VAR modela. Uzorak na kome je vršeno ispitivanje predstavlja tranzicionu ekonomiju, Bosnu i Hercegovinu. Korišteni su kvartalni podaci od 2005 do 1. kvartala 2015. godine. Izvor podataka o vrijednostima BDP-a je Agencija za statistiku Bosne i Hercegovine, dok su podaci o ukupnim javnim rashodima dostupni na sajtu Centralne banke Bosne i Hercegovine. Svi podaci su sezonski prilagođeni, te korigovani za iznos inflacije. Ovi kvartalni podaci će biti korišteni prilikom analize Grangerove uzročnosti između BDP-a i javnih rashoda.

Kao polazna osnova ovog rada korišteni su rezultati prethodnog istraživanja autora o međuzavisnosti makroekonomskih varijabli BDP-a, neto plata, javnih rashoda, izvoza i uvoza BiH. Ovo istraživanje je pokazalo da iracionalni javni rashodi onemogućavaju ekonomski rast BiH te da rast javnih rashoda BiH dovodi do smanjenja njenog BDP-a. Dobijeni rezultati su pokazali neophodnost dubljeg razmatranja međuzavisnosti javnih rashoda i BDP-a BiH i ispitivanja značajnosti pojedinih kategorija javnih rashoda za kretanje BDP-a BiH, što ujedno i predstavlja cilj ovog rada.

U radu je izvršena empirijska procjena odgovarajućeg VAR modela za BiH. Primjenom Grangerovog testa uzročnosti se ispituje postojanje uzročno-posljednične veze između javnih rashoda i BDP-a BiH, kao i njen smjer. U slučaju postojanja kauzaliteta javnih rashoda i BDP-a BiH, ispituje se značajnost uticaja pojedinih kategorija javnih rashoda na BDP.

U prvom dijelu rada su predstavljene teorije o javnim finansijama sa posebnim osvrtom na novija istraživanja koja ispituju važnije ovih teorija u svijetlu karakteristika trenutne svjetske ekonomije kao i u pogledu malih otvorenih ekonomija. U nastavku su date neke osnovne informacije o trenutnoj ekonomskoj situaciji u Bosni i Hercegovini sa naglaskom na strukturu javnih rashoda. Takođe, predstavljeni su rezultati prethodnog istraživanja autora vezani za procjenu VAR modela u kome su korišćeni podaci o varijablama BDP, inflacija, zapošljavanje, izvoza, uvoza i javne potrošnje u Bosni i Hercegovini od 1999. do 2014. godine. U drugom dijelu rada je izvršena procjena VAR modela. Prema dobijenoj specifikaciji VAR modela, izvršeno je Grangerovo testiranje uzročnosti varijabli te donesene smjernice za budući način realizacije ekonomskog rasta Bosne i Hercegovine.

6. REZULTATI ISTRAŽIVANJA I DISKUSIJA

Ispitujući uticaj ukupnih javnih rashoda, uvoza, izvoza, realnih neto plata i nezaposlenosti na bruto društveni proizvod Bosne i Hercegovine (Bošnjak i Zlatković, 2015) došlo se do veoma interesantnih saznanja. Nakon razmatranja stacionarnosti individualnih vremenskih serija i utvrđivanja stepena integrisanosti vremenskih serija ustanovljena je odgovarajuća specifikacija VAR modela prema kriterijumu reda doznji, kao i LM testu autokorelacije i dinamičke stabilnosti modela. Kao rezultat ispitivanja dobijen je VAR(1) model – Slika 1.

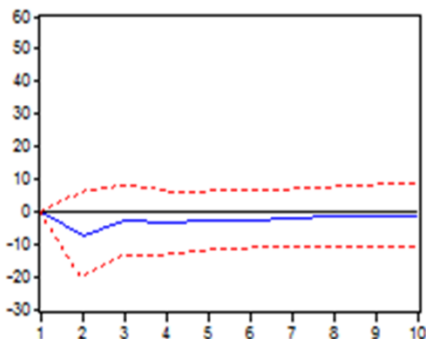
VAR Lag Order Selection Criteria
Endogenous variables: DP I E PE UE W
Exogenous variables: C @TREND
Date: 09/25/15 Time: 17:02
Sample: 2005Q1 2015Q1
Included observations: 37

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-964.8339	NA	3.44e+15	52.80183	53.32429	52.98602
1	-857.4199	168.3787	7.56e+13	48.94162	51.03145*	49.67838
2	-819.6719	46.92995	8.36e+13	48.84713	52.50435	50.13647
3	-758.6122	56.10889	3.68e+13	47.49255	52.71715	49.33447
4	-669.0705	53.24103*	7.24e+12*	44.59840*	51.39038	46.99289*

* indicates lag order selected by the criterion
LR: sequential modified LR test statistic (each test at 5% level)
FPE: Final prediction error
AIC: Akaike information criterion
SC: Schwarz information criterion
HQ: Hannan-Quinn information criterion

Slika 1. Izbor VAR modela prema vrijednostima informacionih kriterijuma

Nakon procjene VAR modela, posmatrane su funkcije odgovora na impuls¹ (šok), pri čemu se pokazala naročito interesantnom funkcija odgovora BDP-a na impuls koji dolazi od jediničnog pozitivnog šoka javnih rashoda – Slika 2.



Slika 2. Funkcija odgovora BDP-a na jedinični šok javnih rashoda (Bošnjak i Zlatković, 2015)

Kao što je vidljivo sa slike, pozitivan jedinični šok javnih rashoda će rezultovati smanjenjem BDP-a Bosne i Hercegovine, čiji će maksimalan efekat biti uočljiv nakon 1 perioda (u ovom slučaju pod jednim periodom se podrazumijeva 1 kvartal, s obzirom da su za analizu korišteni kvartalni podaci). Ovakvi rezultati su suprotni učenju Keynes-ove škole javnih finansija. Slični rezultati su dobijen i u drugim empirijskim studijama koje su vršene na uzorku malih otvorenih ekonomija. S druge strane, funkcija odgovora javnih rashoda na pozitivan jedinični šok BDP-a je pozitivna, tj. rast BDP-a će dovesti do rasta javnih rashoda.

Prema tome, prilikom specifikacije VAR modela nije testirana uzročna veza između varijabli. Jednostavno je procijenjen ekonometrijski model, dok su funkcije odgovora posmatrane za šok svake varijable. Na osnovu dobijenih rezultata ovog istraživanja, koja su u suprotnosti sa tradicionalim teorijama javnih rashoda, cilj ovog rada je usmjeren ka ispitivanju postojanja eventualnog uticaja pojedinih kategorija javnih troškova na rast BDP-a. Pri tome, prvi korak će biti ispitivanje postojanja uzročno-posljedične veze između BDP-a i javnih troškova, kao i njenog smjera.

6. 1. Grangerov test uzročnosti

Grangerov test uzročnosti je prihvaćen za ispitivanje uzročno–posljedične veze između dvije varijable iz oblasti ekonomije. Grangerov test se zasniva na testiranju sposobnosti jedne varijable ekonomske prirode da predvidi buduće kretanje druge varijable. Koristeći Toda i Jamamoto (1995) proceduru za testiranje Grangerove uzročnosti ispitaćemo njeno postojanje i smjer između javnih rashoda i BDP-a Bosne i Hercegovine.

Prvi korak prema Toda i Jamamoto proceduri je određivanje nivoa integracije varijabli. Prema AGF i KPSS testovima jediničnog korijena (Tabela 3) BDP je stacionaran sa redom integracije $I(0)$, dok su javni rashodi stacionarni sa redom integracije $I(1)$.

Tabela 3. Statistike AGF i KPSS testova jediničnog korijena

Kritične vrijednosti 5%	BDP		Kritične vrijednost i 5%	Javni rashodi ²	
	Originalni podaci	1. diferencijal		Originalni podaci	1. diferencijal

¹ Impulse Response Functions (IRFs)

² Za određivanje nivoa integracije javnih troškova korišten je i Phillips-Perron test koji je potvrdio da je nivo integracije javnih troškova $I(1)$.

<i>ADF test</i>	-3. 5266	-6. 9062*	-6. 7951	-3. 5403	-2. 9733	-2. 1927
<i>KPSS test</i>	0,146	0. 1021*	0. 5000	0. 146	0. 1814	0. 1080*

Sljedeći korak je specifikacija VAR modela za ove dvije varijable, pri čemu će se koristiti originalni podaci, zanemarujući red integracije varijabli. Na Slici 3. su prikazani informacijski kriterijumi za izbor ranga VAR modela¹.

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-336.2081	NA	10264137	21.81988	21.91239	21.85003
1	-307.2951	52.22996	2059648.	20.21258	20.49013	20.30306
2	-300.2631	11.79563	1701295.	20.01697	20.47955*	20.16776
3	-293.7320	10.11253*	1459734.*	19.85368	20.50129	20.06478*
4	-292.7208	1.435253	1803312.	20.04651	20.87914	20.31793
5	-285.7360	9.012753	1532941.	19.85393	20.87160	20.18567
6	-282.0881	4.236254	1641485.	19.87665	21.07935	20.26870
7	-279.2659	2.913219	1892682.	19.95264	21.34037	20.40500
8	-273.8761	4.868238	1901125.	19.86297	21.43573	20.37565
9	-267.6594	4.812929	1880079.	19.71996*	21.47775	20.29295
10	-265.3956	1.460475	2530332.	19.83198	21.77480	20.46529

* indicates lag order selected by the criterion

LR: sequential modified LR test statistic (each test at 5% level)

FPE: Final prediction error

AIC: Akaike information criterion

SC: Schwarz information criterion

HQ: Hannan-Quinn information criterion

Slika 3. Informacijski kriterijumi za izbor ranga VAR modela

Shwarz–Bayesian informacijski kriterijum sugerise da bi red docnji u našem VAR modelu trebao biti 2, dok preostali kriterijumi sugerisu da bi taj broj trebao biti 3 ili 9.

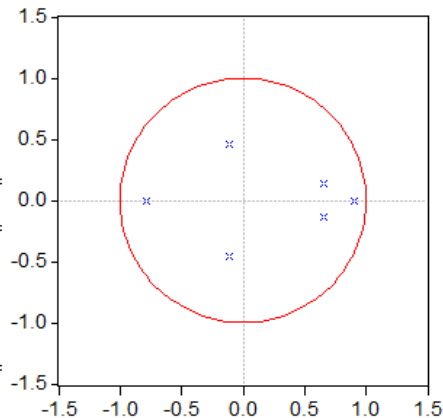
Na osnovu LM testa je ustanovljeno da ne postoji korelacija između reziduala u slučaju izbora VAR (3) modela. Takođe, VAR (3) model je dinamički stabilan, što je vidljivo sa grafa inverznog korijena karakterističnog polinoma. Statistike LM testa i graf inverznog korijena karakterističnog polinoma su prikazani na Slici 4.

¹ Lag Information Criteria

VAR Residual Serial Correlation LM...
H0: no serial correlation at lag order h
Date: 12/30/15 Time: 22:50
Sample: 2005Q1 2015Q1
Included observations: 38

Lags	LM-Stat	Prob
1	12.46660	0.0142
2	11.79771	0.0189
3	5.030564	0.2842
4	7.059102	0.1328
5	3.523270	0.4743

Probs from chi-square with 4 df.



Slika 4. Statistika LM testa i graf inverznog korijena karakterističnog polinoma

Grangerov test uzročne veze sada može biti urađen. Nulta hipoteza ovog testa je da među varijablama ne postoji uzročna veza, a EViews softver testira postojanje uzročno-posljedične veze u oba smjera, tj. prvo testirajući prvu varijablu kao zavisnu, a zatim drugu. Na Slici 5. su prikazane statistike Grangerovog testa.

VAR Granger Causality/Block Exogeneity Wald Tests
Date: 12/30/15 Time: 23:31
Sample: 2005Q1 2015Q1
Included observations: 37

Dependent variable: GDP

Excluded	Chi-sq	df	Prob.
PUBEXP	5.036817	3	0.1691
All	5.036817	3	0.1691

Dependent variable: PUBEXP

Excluded	Chi-sq	df	Prob.
GDP	4.940905	3	0.1762
All	4.940905	3	0.1762

Slika 5. Statistike Grangerovog testa uzročnosti

Statistike testa u oba slučaja sugerišu da treba prihvatiti nultu hipotezu o nepostojanju uzročno-posljedične veze među varijablama, ni u kom smjeru.

Prema tome, možemo zaključiti da između BDP-a i javnih rashoda ne postoji uzročno-posljedična veza. Polazeći od same definicije Grangerovog testa, možemo reći da javni troškovi ne mogu predvidjeti kretanje BDP-a, niti BDP može predvidjeti kretanje javnih troškova.

7. ZAKLJUČAK

Kao što se može zaključiti iz analize koja je obavljena prema Toda i Jamamoto proceduri za testiranje Grangerove uzročnosti (1995), BDP i javni rashodi Bosne i Hercegovine nisu uzročno-posljedično povezani ni u kom smjeru. Prilikom tumačenja ovih rezultata i pri njihovom daljem korištenju u istraživanjima ili planiranju ekonomske politike treba imati na umu da su rađeni na relativno kratkoj vremenskoj seriji podataka¹, kao i da se radi o konsolidovanim ukupnim javnim rashodima Bosne i Hercegovine. S obzirom da se konsolidovani budžet BiH sastoji od budžeta entiteta, Brčko distrikta i budžeta zajedničkih državnih institucija i da se ekonomske i fiskalne politike vode na nivoima entiteta, za dalju analizu bi bilo interesantno ispitati uzročno posljedičnu vezu između javnih rashoda svakog entiteta i entitetskih BDP-a. Takođe bi se mogla izvršiti dekompozicija javnih rashoda prema funkcionalnom principu, pa bi se mogla utvrditi uzročna veza između pojedinih stavki javnih rashoda i BDP-a.

Ipak, očigledno je da javni rashodi u BiH iznose preko 40% BDP-a, što znači da su približno jednaki nivou javnih rashoda u Rumuniji, Bugarskoj, Slovačkoj i Hrvatskoj koje imaju znatno veći BDP po glavi stanovnika u odnosu na BiH. Kao što je rečeno, prema Wagner-ovom zakonu, zemlje koje imaju viši stepen ekonomskog razvoja imaju i veće javne rashode, srazmjerno proširenju uloge države. Dakle, visina javnih rashoda BiH nije u skladu sa njenim BDP-om. Što se tiče strukture javnih rashoda u kojoj najveće učešće imaju kompenzacije zaposlenih u javnom sektoru, BiH znatno više izdvaja za kompenzacije zaposlenih nego navedene zemlje. Na osnovu toga se može zaključiti da BiH generiše previsoke javne rashode koji se mogu objasniti kompleksnim državnim uređenjem i dupliranjem funkcija vlasti na različitim nivoima.

U Bosni i Hercegovini do sada nije dovoljno urađeno na stabilizaciji trenutne makroekonomske situacije niti su stvoreni uslovi za ekonomski oporavak i razvoj države. U cilju stvaranja povoljnijeg ambijenta za investiranje i privredni rast, država treba da sprovede mnoge strukturne i institucionalne reforme. Neefikasan i glomazan javni sektor nije u stanju ili nije zainteresovan za sprovođenje ovih reformi, čemu doprinosi i stalna politička tenzija. Glavni uzroci neefikasnosti javnog sektora su postojanje pluralizma javnih institucija, ne samo između entiteta i centralne vlasti, nego i u okviru samih entiteta. Nedostatak koordinacije između svih ovih institucija onemogućava Vijeće ministara BiH da usvoji jedinstvenu ekonomsku politiku i jasan plan razvoja.

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¹ Kvartalni podaci za BDP Bosne i Hercegovine su dostupni samo od 2005 godine.

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Students Between Rumors and Misunderstandings

Ph.D Darina Çoni (Kacollja)

“Aleksander Xhuvani” University

darinakacollja@yahoo.com

Abstract

The detailed study of the students' conflicts among each-other intends to observe the causes and favorable conditions as a necessity in order to understand the roots of the social phenomena. This implies a comprehensive analysis of social, economical, intercultural factors which influence on its application. The study is conducted at “Aleksander Xhuvani” University in Elbasan, in the Faculty of Social Sciences, Faculty of Economics and in the Nursing Faculty. There are surveyed 400 students of these faculties. A special attention was paid even to the interviews and opinions of students, which are reflected in the interior of the study. According to the survey, there is a result; 42% of the students have stated that they are in conflicts with other students. This shows that we have a relation where roughly half of students are in conflict with each-other and this happens due to several factors. In this study, we are focused on rumors and misunderstandings between them as the main cause of the students' conflicts with each-other.

Keywords: University, conflict, rumors, misunderstandings, tolerant and communicative

Introduction:

Conflicts are a natural and unstoppable part of the life. They are an integral part of human relationships. People are constantly involved on ongoing conflicts. Therefore, children squabble over toys, young people seek for more rights, adults argue about their work, politics, safety and financial income, expenditure etc. There is a general trend that it should be held a negative attitude towards conflict. It is also formed a conviction that conflict is a “bad idea” which threatens the good relations. However, in reality conflicts are internal constraints of the society which can be negative or positive. They are positive because it helps to create new social and political systems and it also helps to build the future. They are negative when they turn in violence and the loss of control happens, therefore they go out of the positive frame and they go back to the destruction.

The students' conflicts with each-other have taken new dimensions after 1990 due to the vigorous economical, political and social changes. Moreover, there are many factors of this transition which effect on the increase the cases of these conflicts.

Students in the grip of rumors

Data from this study showed that 35% of the conflicts happen because of the rumors. About 37.7% of women are in the grip of rumors against 31.6% of boys. The difference between boys and girls that fall prey to rumors is small, even though it is widely known that women are by nature more inclined for gossip, but it was not expected such a high percentage for boys who gossip. The values and norms of the Albanian traditional culture that cultivate Albanians the “art of silence” are weakening. During the communism time, conversations in public and within families were in danger because the regime did not allow the trade talks. There were also forbidden face to face conversations and even the large group talks. After 1990, with the freedom of speech and the mass unemployment of Albanians, the increased of their leisure time brought the old Balkan custom that of staying and chatting for a long time in the bars. These factors have increased the capacity of rumors. This old Balkan disease is clearly seen and highlighted by the many foreigners who come in Albania. “You stay a

long time unemployed and all the time you stay in the bars, because there are so many bars that you can barely find in the western countries" (Klan magazine, nr425, page 19). Actually, Albanians have crossed their arms due to unemployment and not because of their genetic laziness as many of them say. We do not forget that Albanian refugees do the most difficult jobs with prolonged schedules, as for instance: in construction, jobs in agriculture, quarries etc. Moreover, before 1990s we had the opportunity to work all the foreigners who visited us had the first impression that we the people were aging prematurely, weather-beaten because of their hard physical work and their malnutrition. We have a society, which is heavily weighted by rumors, baseless accusations, slanders etc. Even the news circulating in Albania are in two sides, those who come from the information and those from the people. They talk, whisper words and the fantasy turns to reality, something that really happens, since they all talk about it.

In many social Albanian environments there is the mentality "slander, slander because something will remain". The politics, press and TV may accuse everybody, without any problem, for corruption, theft, immorality and no one attempts to prove wrong, or apologize for violating the personality of the individuals. It is so actual and real the Socrates' quotes "Ignorance and envy have condemned, until now, many good people and I think that the same will happen even in the future. There is no reason that it will stop for me"... From this environment students have not escaped and they have fallen prey to rumors. Most of their free time is spent in bars.

There are too many bars around the university and the dormitories. Cafes are the centre of their world where their massive madness forms the psychosis that everyone will have his/her own favorite bar and normally that do have anything else to do, but to spend many hours there by chatting and making rumors. This is their entertainment activity. Otherwise, as M. Nano states, "In cafeteria, people go to stay with others and there are said the untold stories of the others (Klan magazine, nr 425, 2005, page 19). With such a long and monotone time we can mention only Charles Baudelaire "We are forced to work, if not for fun, at least from desperation, because let's say the truth, work is less boring than amusement (Hefner. J., 2003: 132)

The dormitory is the source of rumors, where you can hear everything that happens in the university. They spend most of their afternoons in their rooms; few of them learn the lessons systematically, whereas others enter to the rumors' worlds to pass their free time. One student says "When I came in the first year in the dormitory, I found it strange when my roommates who were in the second or third year, knew everyone who was passing by and if one of them learned something new, she would tell it in the room. I remember once, when one of my roommates who just came said that she had seen one of my friends with a boy and started making rumors about her until the time when we discovered that he was her brother. Now, when we visit other rooms we firstly ask: "is there anything new around?"

"We have the creation of a rumors' network, where truth is not revealed in every story"-says another student. This sea of rumors devours everyone and no one can escape from it. Being a small city and a university with a very small number of students compared to Tirana, almost every student knows each others' movements and they do not pass unnoticed and without being slandered. All around university there is such a structure within a small period of time, that consist of rumors for boys who are judged for drinking alcohol, smoke or gambling, whereas girls for their private life as going out with a boy, for the clothes they wear etc. They were asked if they had disagreements with one or other students with the following sentences, will be characterized approximately: 52. 2% of the girls and 55. 5% of the boys. "She does not say always the truth about me". Therefore, that is the reason why many students are reserved in their behaviors due to these rumors. Look at the answer of the question: "Who will you hate mostly?" 28. 8% of the girls have chosen to the ones who reveal a secret of their private life. Fearing that this private secret may fall in the rumors' net and it is not know how it will be transformed. Generally, girls have created their self-defense reaction, trying to keep secrets for their private life as far as possible from the others' eyes. The process of socialization is for the society and sociology, constantly a process of loss of the personality, where the absolute individuality and the individual's freedom is neutralized by the control and by social roles (Dahrendorf,R., 1997: 35). As Zyhdi Dervishi, a sociologist states "Conflicts are stimulated by rumors and prejudices are less stable or ephemeral"..

Moreover, in order to reduce or to overcome these kinds of disagreements it is necessary to change or modify radically the mindset, behaviors patterns not only among youngsters, but also among other people, the family circle or beyond. They have intensive interactions within them who affect more in their socialization and in the future the conflict will be significantly reduced under the pressure of rumors and prejudices as a result of the impact of developments of in the modern and post

modern profile (2005:93). The experience of urban countries show that limiting the unnecessary communication between people, the cooling system of kinship brings the reduction of rumors and prejudices.

Occasional misunderstandings and excessive student jokes

Occasional misunderstandings cover 19.9% of the conflicts between students while excessive jokes cover 6.5% of the conflicts. These conflicts happen due to various deficiencies in the communication process or defects in the students' expressions in a wider context within society. It is a range of problems of different ways of expression and their pretences.

Albanians in general are people educated to not speak freely and to not express their opinions. The word kills more than the rifle, the silence is gold, etc are proverbs that in the past were so highlighted and they had too many values (Ahmet. I :1995:21). The education of Albanians since in their childhood has had problems due to the patriarchal environment where their opinions were not heard. They were said "you are too young to speak, only I know this and that..." etc and by these expressions they were suppress and prevent not to speak freely by educating them with the thought that they are wrong and they remained silenced. It is so different from the western concepts which emphasize that children should be free to talk unreservedly, to communicate with their parents, to discuss for certain topics even if they are wrong. This gives them the opportunity to create their self-esteem and to continue the communication. Due to imbalances of subculture and different language dialects that exist among provinces and many expressions or daily slang for some, may be misunderstood from other students. In the education system the lectures are separated from the seminars, therefore the lecturers explain and students are free to give any idea about the lecture. In these cases there are spoken some provocative words. Being in a heterogeneous environment there are students from various districts and different mentalities and therefore we can have misunderstandings and they bring conflicts especially to the fresh students who are not accustomed with each-other.

In general, Albanians like making jokes and in the society the funny people are more privileged and are seen as more sociable and more friendly with other people. Humour is the most powerful antidepressive mode, but it also has its negative sides. Students who want to be upon the others and when they want to make others laugh, they can pass their limit and may insult unintentionally the other students. As Erich Fromm states: The dynamism of human nature is instilled in the human's need in order to express his willingness against the world, rather than his need to use the world (2005:65). Boys generally do not stand to be defeated in a debate or disagreement and they do not accept the victim's role. This is the reason that they do not withdraw and they tend to bring disputes to the end.

It is known that most of the girls because of their fragile nature and the patriarchal environment, where they did not have the rights to express themselves freely so they are educated to be crestfallen and obedient to men. Men live in such environments and they decide almost everything and women just obey to them. In these familiar environments are socialized most of the students. But as stated by the famous writer Ismail Kadare, "Old Greek called immoral a prolonged irreconcilable conflict (1990:79). Therefore, students need to be flexible and they should not be tenacious in debates. It was not expected for girls in conflict such a high percentage and comparable to the boys. Probably, it is because of the stifles in the family and they can not stand this, so they express freely their inner anger within their sociable environment which is freer to stay away from their family prejudices. In the recent years Albanian girls are being educated more and more with the feeling of being equal. This maybe needs a detailed study. The vulgar way of talking and impoliteness have nothing in common with the civilization and they are not part of ethics in politicians or legislators' communication even when they have to deal with crimes, fraud or legal violations and even when they talk or communicate with each other. (Within our environments, we feel bad when he hear the vocabulary that is used, the high tones, unethical tool of communication. It seems that we may be part of Playboy collective, who are ashamed to behave or talk about moral because they may lose their licence. Thus it is violated one of primary principles of the universal social morality "the moral example and the example of the moral (Kabo. P;2006:208).

This patriarchal and or uncommunicative mentality is so visible even in the answers of the question: What do you prefer more in debates? 74% of girls and 66.4% of boys declare to argue about their original idea.

Conclusions

To conclude, we can say that factors such as misunderstandings and rumors are the main factors for students' conflicts with each other, despite the transition that the society is going through. It is needed to educate a generation that should be more flexible, more tolerant and communicative with each-other. Undoubtedly, it is not easy, but it is needed to start making a change in the concept of educating youngsters in their family and in school. Making a merger and combination of forces in our education system, may be it will be firstly appear the new beginnings of a peaceful and communicative environment. Certainly, this is not easy in this suffocating and conflicting environment.

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Adapting Librarians' Professional Competences to Current Requirements through Initial Education and Lifelong Education

Elena Tirziman

University of Bucharest. Faculty of Letters: Str. Edgar Quinet nr. 5-7, Bucharest 010017, Romania

elena.tirziman@litere.unibuc.ro

Maria MICLE

West University of Timisoara. Faculty of Political Sciences, Philosophy, Communication Sciences:

4 V. Parvan, Timisoara 300223, Romania

(corresponding author, maria.micle@e-uvt.ro)

Abstract

The alert pace of technological, information and social development of contemporary society prevent academic programmes of initial education (bachelor, master) in the field of Library and Information Science (LIS) from supplying graduates with enough knowledge and competences to meet the employers' requirements: this makes lifelong learning indispensable. The initial education and lifelong education options for graduate professional librarians in Romania as stipulated by the specific legislation are bachelor in LIS, bachelor in another professional field plus a master in LIS, bachelor in another field plus competence acquired otherwise than through formal education and assessed based on Occupational Standards as acknowledged by the National Agency for Qualifications. The beneficial effects of lifelong learning are blurred in Romania by the propagation of a traditional, outdated professional profile strongly marked by negative stereotyping and that still keep youth away from a career in the info-documentary field. To well adapt the profession of librarian to the requirements of our society (information technology and globalisation), lifelong learning programmes need to pay attention not only to specific professional competences but also to competences and activities related to institutional internationalisation and adaptation to the multicultural environment, educating the public in the spirit of information literacy, and revitalising the didactics and promotion of reading.

Keywords: *lifelong learning, librarian career development [Romania]; specific competences, transversal competences, occupational standard*

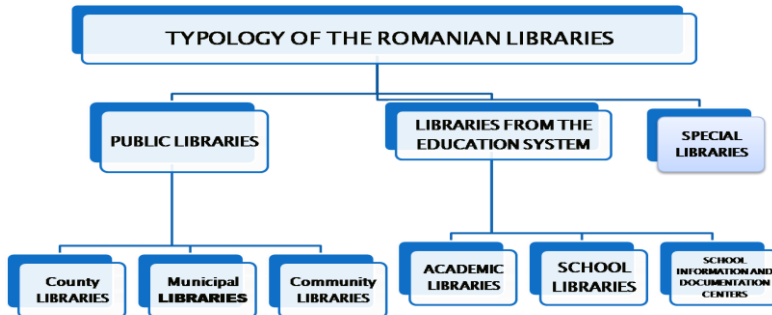
1. Introduction

The alert pace of technological, information and social development of contemporary society prevent academic programmes of initial education (bachelor, master) in the field of Library and Information Science (LIS) from supplying graduates with enough knowledge and competences to integrate on the labour market and meet the extremely specialised employers' requirements. In these conditions, lifelong learning is indispensable for one's professional evolution (in fact, it has been indispensable since the 1970s)¹.

We need to mention that the national system of libraries includes, in Romania, the National Library, public libraries, libraries from the education system, and specialised libraries. Administratively, they are subordinated to two ministries (the Ministry of Education – academic and school libraries – and the Ministry of Culture – the National Library, as well as to local

¹ Claude DUBAR (1996). *La formation professionnelle continue*. 3e édition. Paris: La Découverte, p. 113.

authorities such as county councils or town halls (county, municipal, town, and commune public libraries). The professional community is represented by two professional associations – the Association of Romanian Libraries and the National Association of Romanian Public Libraries.



After being completely ignored during the communist period, academic education in the field of LIS (bachelor, master, doctorate and post-graduation courses) started being organised only after 1999. Initially, there were seven universities in the country of which only four have survived: the University of Bucharest, the “Babes-Bolyai” University of Cluj-Napoca, the “Lucian Blaga” University of Sibiu, and the West University of Timisoara¹

2. Features of Initial Education and Lifelong Education in LIS in Romania

Regarding the professional training of the librarians in Romania, it is legally stipulated, “The training of professional librarians is ensured by the Ministry of Education and Research after consulting professional associations through optional courses in high schools, post-high schools, short- and long-cycle higher education (including long-distance courses), post-graduation courses, MA and PhD, as well as other professional training forms”². This is why there are, in Romania, from the perspective of required studies as a graduate librarian, three training opportunities:

a) Bachelor in LIS

Graduates in LIS apply for jobs in academic libraries and part of the employees of the National Library has a degree in LIS. Applying for jobs in academic libraries is because they offer better professional opportunities than the other types of libraries dealing with research and highly trained audience. A second reason is that of the geographical location: academic libraries are in universities and universities are in big towns and cities.

The problem with LIS faculties is the low attractiveness among youth because of the low prestige of the librarians and of graduates, on the whole: very low salaries and very low investments in education as part of the national policies in education in Romania

b) Bachelor in another Field + Post-graduation Programme in LIS

This is the type of professional training agreed with by most librarians, particularly librarians working in school and academic libraries. There is, though, a paradox in all this, which is accepted by Romanian legislation: post-academic programmes

¹ Elena TÎRZIMAN. (2014). Repere în învățământul biblioteconomic românesc. In: *Transilvania*. Serie nouă, anul XLII, nr. 7, ISSN: 0255-0539, pp. 52-55.

² Legea 334/2002, *Legea bibliotecilor*, art. 49.

belong to lifelong education and they should, therefore, supply deep knowledge and professional competences at first cycle (bachelor) level while, in fact, what they supply is just initial education.

In exchange, this situation appeals to graduates added 30-501, trained in multidisciplinary fields (humanities, social sciences, engineering, etc.). The good news in all this is the large number of professionals with a different education than that provided by LIS and the subsequent supplementary professional competences in a field that requires a wide cultural horizon.

c) Bachelor in Another Field + Competences Acquired Otherwise Than Through Formal Education, but assessed based on Occupational Standards.

Public libraries support and encourage this variant of training dating back to the Communist era, when they also developed a training centre for the librarians within the Ministry of Culture (the BIBLIONET programme had a great impact on lifelong learning through its numerous training programmes for county and communal libraries.

There are reserves towards this alternative of professional training because certifying the level of professional competences is difficult to do; likewise, because of permissive legislation, it risks to allow into the system people that are properly trained. Adapting for this profession takes a long time or is never done in the case of professionals from other fields.

Besides the well-known formal training types (training sessions, specialised courses, etc.), there are also alternative, non-formal training types for the consolidation of professional competences:

Developing the opportunity of visiting as many representative libraries (from Romania and from abroad) as possible because positive models have a great emergent effect;

Participating in conferences and professional events for the opportunity of visiting libraries and seeing aspects of interest, getting solutions to one's own institutional problems, getting to know new colleagues and exchanging good practices;

Organising tutorship and mentorship programmes for the young librarians where prestigious (nationally and internationally) tutors in the field help and encourage them to establish one's own goals for personal and professional development.

We have had positive feedback with all these alternative types of training from our students, particularly during documenting visits associated with practical training³.

It would be of great help for the librarians to improve if their institutions could support their training financially. Despite the fact that the Law of Libraries stipulates that "The management of public libraries and the main credit officer are compelled to ensure the professional training of their trained personnel by allotting a minimum of 5% of the total personnel expenses in the budget"⁴, in practice very few libraries do that. For instance, only 10% of the students graduating in 2016 from the post-graduation programme "Library, information and documenting" of the West University of Timisoara were financially supported by their employing institutions to pay their tuition.

3 Analysis of the Occupational Standard "Librarian (higher education)" in Romania (ANC. 2012): Components, Competences, and Academic Knowledge

¹ According to a survey carried out in 2016 among the students in the post-graduation programme „Biblioteconomics, information and documenting” supplied by the West University of Timisoara during 2014-2016.

² Experienced colleagues assisting debutants are called field tutors by Beatrice Pospel, in *Guide de la formation tutorale*. Paris: Les Éditions d'Organisation, 1996. p. 9.

³ Maria Micle, Ágnes Lovasz. *A nem formális oktatás az "Iskola másként" oktatási program keretében Temesvárott*. In „Könyv, könyvtár, könyvtáros”, 23. Évfolyam 9. Szám (2014. szeptember), pp. 12-17.

⁴ LEGEA BIBLIOTECILOR. (2002). *Art. 50 from Legea 334/2002: Formarea profesională continuă a personalului de specialitate*. Available at: <http://www.kosson.ro/legislatie/281-biblioteci-legislatie-romaneasca/592-legea-bibliotecilor-334-2002> [Access date: 14.12.2015].

Lifelong learning helps professionals adapt to the changes in their profession: in order to avoid a chaotic process of adaptation, we need to identify with accuracy activities and specific and transversal professional competences for librarians. This is why we needed a project for the national occupational standards for librarians. The initiative and implementation of this project belonged to the National Library of Romania: it materialised in 20102 as an Occupational Standard: Librarian (Higher Education) (Standard ocupațional: bibliotecar (studii superioare), acknowledged by the National Authority for Qualifications (Autoritatea Națională Pentru Calificări [ANC])¹.

As General Manager of this institution at the time, Elena Tîrziman, author of this study, was involved directly and coordinated the team working on the Standard. The document was issued only after a detailed analysis of all occupational aspects of the profession of Librarian (with higher education) included in the Code of Occupations in Romania (Codul Ocupațiilor din România [COR]) in the basic group 2622: Bibliotecari și specialiști în alte servicii de informare (Librarians and specialists in other information services) and identified through the Code COR 262202.

The professional competences of a librarian (higher education) are stipulated in the Standard as follows:

- C1. Communication in the official language.
- C2. Communication in other languages.
- C3. Basic competences in mathematics, science and technology.
- C4. Information technology competences.
- C5. Learning competence.
- C6. Social and civic competences.
- C7. Entrepreneurial competences.
- C8. Cultural competences.
- G1. Competence of organising one's own activities.
- G2. Applying legal stipulations regarding labour health and security and emergency situations.
- G3. Applying environmental protection standards.
- S1. Managing library documents according to ICTs.
- S2. Managing documents specific to library activities.

The increasing level of exigencies in librarians with higher education asks them to proof such transversal competences as vast general culture, skills in at least one foreign language, and medium digital knowledge and skills (ANC, 2012).

The Occupational Standard also specifies for librarians with higher education wishing to get a promotion the activities defining this profession, the academic and practical skills needed and that serve as quality standards, and the degree of responsibility (ANC, 2012):

¹ *Standardul Bibliotecar Studii superioare și Analiza ocupațională în domeniul biblioteconomic*, developed upon demand by the Ministry of Labour and Social Protection and of the Ministry of Culture (2011-2012). Available at: http://www.anc.edu.ro/uploads/SO/Bibliot%20st%20sup_final.pdf.

Developing library collections: onerous and free of charge acquisition through current and retrospective purchase, donations, transfers, legacies, international publication exchange, legal deposit (only for libraries with a legal right to deposit works);

Recording, organising and managing library collections: recording collections, organising collections, managing library collections;

Overtaking library documents: cataloguing, classifying/indexing library documents, reflecting library collections in catalogues and specific databases;

Storing and conserving library collections: preventive and long-term conservation of documents through organising deposits and digitalisation;

Communicating library collections: public relations with users and partners, communicating documents through reading halls and home borrowing;

Automating library activities: automating the flows of library documents, valorising library collections through digitalisation, promoting the library through website and social media channels, administering electronic library resources, developing online services for users through new communication technologies;

Valorising library collections: developing a national bibliography, developing a Catalogue of foreign books in Romanian libraries and a Repertoire of foreign periodicals in Romanian libraries (activities specific only to the National Library of Romania), editing specialised publications;

Scientific activities: research in the field of library, marketing, and public relations, developing intellectual work instruments;

Methodological activities (specific only to methodological libraries such as the National Library, county libraries, Teaching Staff House Libraries): disseminating information in the field of library and science of information, coordinating lifelong learning activities, coordinating control and analysis activities, feedback;

Developing management tools: plans, strategies, reports, policies and strategies of institutional development;

Promoting: public relations strategies, publicity, and marketing.

4. Conclusions

The contents of the Occupational Standards for the profession of librarian (higher education) developed by the National Library of Romania in 2012 (including one of the authors of this paper as a member) stipulates in detail professional activities and necessary competences: hence its importance as an instrument of expertise and professional assessment at national level when applying for a job or promoting. We believe that some of the transversal and specific competences mentioned here should be paid increased attention and be added new components such as:

Institutional internationalisation and adaptation to the multicultural environment;

Educating the public in the spirit of information literacy;

Revitalising the dynamics and promotion of reading, intensifying psycho-pedagogical competences for the librarians working with children.

The beneficial effects of lifelong learning on the consolidation of specific professional and transversal competences are hindered by the propagation in the society of a traditional, outdated profile that is marked by negative stereotyping (dust, routine, low-paid job) that prevents youth from making an option for LIS. This is why higher education institutions that

organise programmes in LIS as well as methodological libraries need to develop “strategies” to better represent in their programmes the new competences required by this profession.

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Relations Between the Athletic Department and Sports Clubs in Albania. the Research in the Department of Athletics

Madrit Isufi

Physical Education Teacher

isufimadrit@gmail.com

Abstract

“Athletics teaches lessons valuable to the individual by stretching the human spirit in ways that nothing else can” (Bowen & Levin, 2003, p. 243).

In Albania there is a great andikap in the field of athletics. University knowledge related to this field remains at the level of undergraduate banks materialize in practice. Athletic Department is not an agreement with the clubs that train athletes or sports clubs for football are that the atletikor preparers often include as an assistant coach. Finally there is an initiative of the Ministry of Education and Sports to establish such cooperation and relations to make this part of plans and curricula, but it still has not been realized in practice, because Albania has an acute shortage of infrastructure.

International Athletics Federation signed a memorandum of understanding with the Albanian Federation of Athletics. The aim was to help with programs for children, education of coaches and support initiatives for athletics at competitive levels. Also to support initiatives to better structure sportive. But that relations remained on paper, today manufactures athletic department student and prepare new trainers but without a vision for the space you created them employment, there is a vision for it, no one strategy and what is the most important projects there is cooperation with other countries to support athletic clubs and strengthen the work of professors athletic field with trainers.

This study is important in helping gain an understanding of the relationship between coaches' trust and how he or she perceives the athletic-director's mindfulness within the athletic department. Lumpkin and Favor (2012) stated that "proponents of high school sport programs believe athletics contribute to the overall education of students" (p. 41). Sports play an important role in the Albanian society. Although high school sports are popular, more importantly many believe they are avenues for providing opportunities for justice, fair play, and teamwork.

Sports and athletics express many of the cultural beliefs held by society, including the Protestant work ethic, capitalism, the bureaucratic mentality, and the ideals of fairness, teamwork, and sportsmanship, all of which are associated with collectivism (Beyer & Hannah, 2000).

Statement of the Problem

Some of the disadvantages to high school sports are undue stress, time commitment, physical injury, and unsportsmanlike behavior (Duda, Olson, & Templin, 1991). According to the National Center for Sports Safety (<http://www.sportsafety.org>), more than 3 million children under the age of 14 incur some type of injury as a result of sports. Unsportsmanlike behavior is modeled in a variety of sporting situations. In both practice and competitive events, children are exposed to other children who may exhibit undesirable behavior (Duda, Olson, & Templin, 1991).

In fact, studies have indicated that participation in athletics can lead to the experience of negative outcomes. Tatum (2007) suggested that school leaders, in this case high school athletic departments and coaches, must be intentional in their efforts to positively influence the lives of their student-athletes. Without staff members being intentional, student-athletes will not reap the potential benefits of participation (Doty, 2006). The research on high school sports suggest those student-athletes

may experience similar harm to that felt by adolescent athletes in that intensive competition at an early age may turn kids away from sports.

According to Judge and Judge (2009), Traditionally, the job of athletic director was viewed as a nonthreatening reward offered to a coach at the conclusion of a career. As the basic mission of the secondary public school expanded over the past decades, so did the responsibilities of the athletic director. School corporations typically hire individuals, for the position of athletic director, who are already trained in producing results, experienced in program management, who have administration skills that are specific to budgets, personnel, event planning, fundraising and marketing. (p. 37)

The athletic director holds a vital position in the scope of the total school program. The trend today is to have the athletic director as part of the school's administration. The responsibilities of the position have grown so much that a full-time administrator is often needed to manage the athletic department. The athletic director is responsible for the business administration of the department, which means performing managerial functions. The amount of time allotted and the amount of support given varies widely from school system to school system.

"Theoretically and empirically, trust is necessary for school mindfulness and school mindfulness reinforces a culture of trust" (Hoy, Gage, & Tarter, 2006, p. 252). Organizations can be designed in ways that facilitate or discourage trustworthy actions from those involved. The structure, policies, and culture of an organization can impact the level of trustworthiness within the organization (Wenger, 1998). High school athletic departments are no different. These departments might be structured so that the coaching staff is given high levels of freedom over all decisions made within. The athletic director desires to create an environment in which the coaches can have this freedom and that they can know that they are trusted with the decision-making process.

The purpose of this study was

to explore two of the organizational social processes (mindfulness and trust) within high school athletic departments. In this research, it is assumed that mindful organizations develop open and trusting relationships between the athletic directors and the coaches within the department. If valid, the results from the study could benefit the department by providing information that might change the relationships, attitudes, and approaches to the high school athletic setting.

Terminology:

Athletic Director (or Director of Athletics) refers to the person responsible for the entire operation of the athletic program, including planning, organizing, leading, and evaluating coaches and other personnel within the department. He or she is simultaneously a mentor, a businessperson, a motivator, and an enforcer (Branch, 1990).

Coaches are designated as paid or volunteer members of the athletics department staff who are under contract to perform both on and off the field/court duties (e. g. communication, planning, and networking), as well as developing knowledge in a number of areas (e. g. pedagogy, psychology, sociology) (Nash & Sproule, 2009).

Colleagues refer to those coaches (head and assistant) who work in the same athletic department.

Mindfulness refers to organizations and individuals who exhibit the following five characteristics: preoccupation with failure, a reluctance to simplify, sensitivity to operations, a commitment to resilience, and deference to expertise (Hoy, Gage, & Tarter, 2006).

Research Questions

1. What is the right ratio between autonomy of sport and intervention the law to fix an issue public importance as sport?
2. Does a linear relationship of trust in colleagues, athletic director, and student-athlete predict athletic director mindfulness?
3. Is a coach's trust in colleagues a good predictor of his/her perception of mindfulness of the athletic director?

Organizational Mindfulness Research

Organizational mindfulness, in social science terms, is a relatively new phenomenon and as such there has been surprisingly little empirical research (Baker, 2007; Knight, 2004). To complicate matters, the extant research has explored mindfulness with diverse methodologies so there has been a lack of consistency regarding the findings. As a result, how the construct of organizational mindfulness is actually manifested remains unclear (Knight, 2004). Highlighting the range of the research on the subject, a description of three conceptual studies, among the earliest explorations into mindfulness will be reviewed.

Fiol and O'Connor (2003) explored the impact of mindfulness on bandwagon behavior in the health care setting. In the study, they proposed a conceptual model that detailed the relationship of mindfulness and bandwagon avoidance. Bandwagon behaviors refer to

individuals or organizations adopting an idea or technique due to pressures from other organizations. Without careful consideration, the bandwagon behavior can cause many organizations to respond to popular persuasion rather than sound principles and analyses.

Facets of Trust

Trust is a concept with at least five facets: benevolence, predictability, competence, honesty, and openness (Hoy et al., 2006). Each of these elements is based on common beliefs that individuals or groups act in ways that are in the best interest of the parties involved. A key underlying element is the concept of risk. Trust does involve taking risk and making oneself vulnerable to another with confidence that the latter will act in a way that is not detrimental to the other party (Hoy et al., 2006).

The Relationship Between Organizational Trust and Mindfulness

The review of the literature indicated that organizational mindfulness has been understudied in high school settings and completely unstudied in high school athletic departments. Likewise, the construct of organizational trust has been understudied in higher education and has yet to be studied in high school athletic departments. The current study added a deeper understanding of trust and mindfulness as it relates to coaches, athletic directors, and student-athletes at the high school level.

Evidence that all five mindfulness principles impacted faculty trust (preoccupation with failure, reluctances to simplify, sensitivity to operations, commitment to resilience, and deference to expertise) was found in the exploration of organizational trust and mindfulness conducted by (Hoy et al., 2006). Using a series of factor analyses, Hoy et al. (2006) found two mindfulness factors: principal mindfulness and faculty mindfulness, both of which measured all five components. These two factors combined to create what they labeled as organizational mindfulness. In the study of 75 middle schools, they found lower levels of within school variance than between school variance, leading them to conclude that mindfulness is a collective property. Using multiple regression analysis, Hoy et al. (2006) found that the three faculty trust variance in faculty mindfulness.

Additionally, they discovered faculty trust in principal was a significant predictor of principal mindfulness and faculty trust in clients had limited influence on mindfulness. Overall, they found organizational mindfulness to be best explained by both trust in colleagues and trust in their principal.

Whereas organizational trust and mindfulness seem to be important aspects of the school environment, research needs to explore their relationship in high school athletic departments.

Ouchi (1981) asserted that trust is a critical underpinning for well-functioning organizations.

Does this hold true for high school sport organizations? Not only are high school athletic departments understudied organizations, but the role of trust within the department is also underdeveloped

Methodology

In order to investigate the research questions and the model data were collected using the cluster sample method of six of the largest school in Albania.

Specifically, conducting the appropriate quantitative analyses required the collection of data

from at least 119 participants of the population chosen at random so all coaches would be included in the population. The goal was to obtain a random diverse sample using the cluster sampling method and random sampling to obtain at least 119 surveys for use in this study. A Power Analysis using G*Power 3. 1. 3 was used to determine the minimum sample size needed for a multiple linear regression with three predictors in order to detect a moderate effect size of 0. 15, $\alpha = 0. 05$ level of significance, and a power of 0. 95, a minimum sample size of 119 is needed.

Instrumentation and Variables

In order to explore the research questions, operational measures of organizational trust and mindfulness are necessary. The study used two instruments to collect data. The Athletic Department Trust was used to measure coaching staff perception of organizational Trust and the Higher Education Faculty.

The pilot study was conducted at two university athletic departments. In order to ensure construct validity of the measures, an exploratory factor analysis, using Statistical Package for

the Social Sciences (SPSS), was performed afterwards. The study was conducted using a webbased survey system (Survey Monkey). A total of 100 coaches were solicited for participation in the study and fifty-one of those responded, for a response rate of 51%, which according to Field (2005), a sample of 51 is sufficient for a pilot study (Tingle, 2011).

A principal component analysis with a varimax rotation was used to explore construct validity of the athletic department mindfulness scale. Three unique factors were found after the first analysis, but a careful examination of the factor structure indicated that many variables

loaded highly on more than two factors. The goal of the factor analysis was to reduce the size of the instrument without disrupting the factor structure or the reliability of the survey instrument.

Data Collection

The population of this study consisted of 54 high schools with athletic departments and over 1,000 coaches. A cluster sample of six of the largest school in Albania was taken and a simple random sample selection process was used to solicit the approximate 1,000 participants used to obtain the 134 surveys used in data analysis. At the high school level many athletic directors also coach a sport, therefore great care was taken to ensure that no athletic directors received an invitation to participate. In the case of the athletic director also being a In this study, the researcher received 134 survey responses. Of the 134 responses, only 109 were used in the quantitative analyses of the study. There were three survey responses that did not agree with consent to participate. There were twenty-two others that did consent but did not complete any part of the survey after the consent form; therefore, these responses were eliminated from the analysis. The elimination process used was listwise deletion default in SPSS and MPLUS 6 statistical packages. There were 109 responses used for the descriptive statistics of the athletic director mindfulness instrument and 98 responses used for the descriptive statistics of the organizational trust instrument. Finally, the correlations and regression analyses were computed using (N = 98).

Data analysis was conducted through the use of descriptive statistics and multiple linear least-squares regression. The focus of the study was to gain knowledge and understanding of the coaches' level of trust in the athletic director, colleagues, and student-athlete. Also, the study was focused on how coaches perceive the mindfulness of the athletic director. The first step in the data analysis process was to find the descriptive statistics for each variable. The descriptive statistics were an examination of ranges, means, and standard deviations used to locate any unusual findings.

Descriptive statistics, including means and standard deviations were calculated for the three measures of organizational trust and for athletic director mindfulness.

The dependent variable was the total score of athletic director mindfulness on the Organizational

Mindfulness instrument with the predictors being values of the three sub-scales on the Organizational Trust instrument. Assumptions were examined to insure that no multicollinear relationships exist between the three predictors.

Using the framework described by Hoy et al. (2006), the independent variable organizational trust consists of three specific measures: coach's trust in athletic-director, coach's trust in colleagues, and coach's trust in student-athletes. The dependent variable in this study was coach's perception of athletic director mindfulness (see Figure 2). The decision to explore this relationship between organizational trust and mindfulness is based on previous research on trust and mindfulness (Hoy, 2003; Hoy & Tschannen-Moran, 1999; Hoy et al., 2006; Langer, 1989; Langer & Moldoveanu, 2000; Shoho & Smith, 2004; Smith & Shoho, 2007; Tschannen-Moran & Hoy, 2000; Weick & Sutcliffe, 2001, 2007) and the researcher's interest in expanding the research to include high school athletic departments

Implications for Practice

The findings in this study provide suggestions for both practitioners and researchers. In high school athletic departments, the three dimensions of organizational trust seem to influence one another as they combine and contribute to the environment that enhances athletic director mindfulness. The results of the study indicate that when coaches perceive their athletic director as being trustworthy, he or she is more likely to operate using the principles of mindfulness as the athletic director. This study does add to the growing body of research in the area of organizational trust and mindfulness due to the strong relationship that was revealed between the two constructs. It is hoped that the practical and research implications discussed next will aid both practitioners and researchers in the improvement of the organizational culture of high school athletic departments.

Some school stakeholders and central office administrators may find value in the results of this study. High school administrators who are aware of the connection may choose to hire an athletic director more likely to create an organizational climate in which trusting behaviors are recognized and then rewarded. Also, by using these two instruments high school administrators

might uncover the coach's perception regarding trust and mindfulness of the athletic director.

Through this view of the department the administrators can draw conclusions as to whether the athletic department is in need of attention, and then he or she could use the data to investigate the causes, and then take the appropriate steps to address those issues.

Furthermore, athletic directors interested in understanding current trust levels and the impact of trust on decision-making could use this study to justify changing the climate of the athletic department. Coaches might benefit from the research results with information to aid them in the job search process. Those coaches who become aware of the relationships found might be more selective in their job decisions, and might inquire about the current levels of trust and mindfulness at potential future jobs. Finally, prospective student-athletes and their families may find the resulting information useful when deciding what schools to attend and whether or not to participate in athletics.

Conclusion.

Athletic Department in Albania is not an agreement with the clubs that train athletes or sports clubs for football are that the atletikor preparers often include as an assistant coach. Finally there is an initiative of the Ministry of Education and Sports to establish such cooperation and relations to make this part of plans and curricula, but it still has not been realized in practice, because Albania has an acute shortage of infrastructure.

However in terms of conception and formatting a clear relationship and with perspective to create and respect system necessary autonomy sports Albania remains private more to do. If at the central stepped forward in this regard are on track, at local sports movement-structure relationships public are still far from reality social and claims that the law poses.

Athletic directors and high school administrators are encouraged to make use of research findings and the research instruments presented to further explore organizational trust and mindfulness. Due to a lack of research on the relationship of trust and mindfulness in high athletic departments, the two research instruments can be utilized to take a closer look at this relationship and other organizational processes in high school athletic

departments. The intent of this study was to explore the relationship between organizational trust and perception of athletic director mindfulness operating in high school athletic departments. Athletic directors and coaches that place an importance on trust are: benevolent, competent, honest, open, and reliable. Furthermore, the findings in the study suggest that high school athletic departments with higher levels of trust are more likely to have athletic directors who are: preoccupied with failure, reluctant to oversimplify, sensitive to operations, committed to resilience, and defer to experts when needed. Hopefully the findings in this study support the current trust-building and mindful strategies in order to aid high school athletic department stakeholders in their visions and missions for bettering their overall school structure.

Recommendations

1. There is a need to do more research in the relationship of the two constructs of this study: organizational trust and its relationship to athletic director mindfulness. The research would be encouraged to view a close game as an opportunity to remodel strategies rather than just evidence that current approaches are most effective;
2. Establish awareness of vulnerabilities in the system. Coaches need to be aware of weaknesses surrounding the department so they are not shocked by unexpected events.
3. Demonstrate humbleness in order to keep coaches from being blindsided. Success is important in the athletic realm, but one must not become too complacent;
4. Welcome the occasional bad day. These days should be used as learning opportunities and not viewed as problems. For example, losing a player to injury can provide the coaches with an opportunity to make roster changes and preparation changes;
5. Establish an environment that is free and open to mistakes. Basic organizational tasks can be improved by simplification (e. g., game schedules), other complex functions (e. g. off-season training program plans) require more creativity;
6. Develop skepticism in the department. Coaches and/or student-athletes need skepticism at times to aid in raising their awareness of opponents as well as raising their intensity to learning the system;

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Primary Science Teachers' Perceptions of Technological Pedagogical and Content Knowledge (TPACK) In Malaysia

Dr. Mohammed Yousef Mai

Faculty of Education, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak Darul Ridzuan

dr. mohd. mai@gmail. com

Dr. Mahizer Hamzah

Faculty of Education, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak Darul Ridzuan

mahizer@fppm. upsi. edu. my

Abstract

The integration of Information and Communications Technology (ICT) in classrooms has been a challenge for the educational systems that aim to cope with the needs and the demands of the 21st century. The TPACK framework represents the knowledge needed by teachers bringing together content knowledge, technological knowledge and pedagogical knowledge with the aim of integrating ICTs into teaching-learning processes. The aim of this study is to determine the primary science teachers' perceptions of technological pedagogical content knowledge (TPACK) addressing teachers' perceptions of the affordances of technology application in instruction. A total of 133 primary science teachers in Malaysia were surveyed (Female= 67, Male= 66). Data were collected through "Technological Pedagogical and Content Knowledge" (TPACK) scale. The questionnaire consisted of 47 questions about TPACK and is based on the survey instrument developed by Schmidt et al. (2009). TPACK involving the seven factors of technological knowledge (TK), pedagogical knowledge (PK), content knowledge (CK), technological content knowledge (TCK), technological pedagogical knowledge (TPK), pedagogical content knowledge (PCK), as well as synthesized knowledge of technology, pedagogy, and content (TPC). The findings indicate that primary science teachers perceive higher self-confidence in pedagogical knowledge in general. Further, no differences between science teachers' perceptions according to their gender, while there are differences between the teachers perceptions of PK, CK, and PCK according to their age.

Keywords: ICT, TPACK, Science Education, Primary science teacher.

Introduction

The integration of Information and Communications Technology (ICT) in classrooms has been a challenge for the educational systems that aim to cope with the needs and the demands of the 21st century (Kyriakidou, Chrisostomou, & Banks, 1999; Yapici & Hevedanli, 2012). The Malaysian Ministry of Education (MOE) has introduced various initiatives to facilitate the adoption and diffusion of Information and Communication Technology (ICT). In line with the Vision 2020, Ministry of Education has draft ways to integrate ICT into the education system. The Malaysian government has invested millions of Ringgit for the usage of ICT in education (Rashid, 2011). The concept of ICT in education, as seen by the Ministry of Education, includes systems that enable information gathering, management, manipulation, access, and communication in various forms. The Ministry has formulated three main policies for ICT in education (Chan & Foong-Mae, 2002; Mohd Zaki M. et al., 2009):

ICT is for all students, meaning that ICT is used as an enabler to reduce the digital gap between the schools.

Emphasizes the role and function of ICT in education as a teaching and learning tool, as part of a subject as well as a subject by itself.

Emphasizes the use of ICT to increase productivity, efficiency and effectiveness of the management system such as the processing of official forms, timetable generation, management of information systems, lesson planning, financial management and the maintenance of inventories.

Much discussion about technology and education has focused on the question of how technology facilitates teaching and learning. The potential benefits of using ICT in teaching and learning are immense. The use of ICT has greatly transformed the outcomes of teaching and learning experience in classrooms. It does not only supplement and/or complement teacher instructional processes, but also offers unlimited access to knowledge and information that is readily available through the internet, manipulate data, explore relationships, intentionally and actively process information, construct personal and socially shared meaning and reflect on the learning process. It also gives the students opportunities to examine a variety of viewpoints so they can construct their own knowledge of various concepts (Koç, 2005; Tam, 2000). Look (2005) cited that a review of 219 studies on the use of technology in education consistently found that students in technology rich environments experienced positive effects on achievement in all subject areas. The merits of ICT in education have been extolled in the literature. The use of ICT has been found to (Fu, 2013; Kubiatio & Haláková, 2009; Look, 2005; Sim & Theng, 2014):

Assist students in accessing digital information efficiently and effectively

Support student-centered and self-directed learning

Produce a creative learning environment

Promote collaborative learning in a distance-learning environment

Offer more opportunities to develop critical (higher-order) thinking skills

Support teaching by facilitating access to course content

ICT offers students more time to explore beyond the knowledge allowing them to understand better the scientific concepts.

ICT enhances the effectiveness of information presentation and stimulates students' interest.

ICT can improve the quality of education.

The use of multimedia approach had been successful in generating conceptual understanding.

The use of interactive multimedia software motivates students and leads to improved performance.

Using ICT increase the students' attitudes.

Further, research studies showed that ICT motivate student learning, there are a lot of assumptions that students are interested in using ICT; they found it more pleasant, more appealing, and more motivating to study with ICT tools than by traditional means (Kubiatio & Haláková, 2009). Multimedia and technology have proven helpful in engaging students in learning about subjects, in exploring ways to present their learning, and in helping students control their learning (Taylor & Parsons, 2011). In sum, although the use of ICT changes the teaching and learning relationship, but there is a lack of theoretical grounding for developing or understanding this process of integration ICT in the teaching and learning (Mishra & Koehler, 2006).

To integrate educational technologies effectively into education, teachers need to plan their instruction according to curriculum requirements, students' learning needs, available technologies' affordances and constraints, and the realities of

school and classroom contexts. The complex knowledge needed for such planning is known as technology, pedagogy, content, and context knowledge (TPACK) (Harris & Hofer, 2011).

Theoretical Background

The way that young people perceive and use digital technologies in and out-of-school settings and the intensity with which technologies are being used has challenged the educational community in general and educational technology researchers in specific. Research has shown that teachers still resist the integration of new technology into the classroom. There are many factors affect the teachers' usage of new technology, Kathryn MacCallum, Lynn Jeffrey, & Kinshuk (2014) proposed those factors as the following:

1. Teachers' beliefs about the perceived value of the new technology "usefulness" and the perceived effort needed to learn to use the new technology "ease of use".
2. Teachers' skills to use and integrate digital technology into their teaching "digital literacy".
3. Teachers' self-efficacy beliefs pertaining to their own level of competence and their attitudes towards technology adoption.
4. ICT anxiety is considered as the tendency of a teacher to experience a level of uneasiness over his/her impending use of ICT.

Those factors are important in motivating and encouraging a teacher to use technology in the classroom (Gilakjani, Leong, & Ismail, 2013). The success of any initiatives to integrate ICT in classroom life depends strongly upon teachers' perceptions of technology use and its affection in their use of technology in instruction; guide the decisions teachers make and actions they take in the classroom. The question of what teachers need to know in order to appropriately incorporate technology into their teaching has received a great deal of attention recently (Mishra & Koehler, 2006), the results of many studies (Fu, 2013; Palak & Walls, 2009) support the evidence that teachers' beliefs have an influence on the way they organized their classrooms, interacted with students, and how they act in the classroom.

For several decades, educational technology as a field has struggled to find its theoretical roots (Graham, 2011), developing theory for educational technology is difficult because it requires a detailed understanding of complex relationships that are contextually bound. Moreover, it is difficult to study cause and effect when teachers, classrooms, politics, and curriculum goals vary from case to case (Mishra & Koehler, 2006). According to Khaddage & Knezek (2013), educational technology researchers around the world who are interested in issues related to technology integration, therefore, they are increasing the use of the technological pedagogical content knowledge (TPACK) framework in the recent studies (Graham, 2011).

The most important influence of technological pedagogical content knowledge (TPACK) framework is for thinking about teacher knowledge (what they need to know, and how they might develop it) and the importance of pedagogical approach to teachers' professional development, learning technology by design, leads to the development of TPACK (Mishra & Koehler, 2006).

Teaching is a complex cognitive skill occurring in an ill-structured, dynamic environment. It is important to understand that teaching is a highly complex activity that draws on many kinds of knowledge. Historically, teacher education have focused on the content knowledge of the teacher. More recently, teacher education has shifted its focus to general pedagogical classroom practices independent of subject matter and often at the expense of content knowledge. This lead teacher education to emphasize one or the other domain of knowledge, focusing on knowledge of content (C) or knowledge of pedagogy (P) (Mishra & Koehler, 2006). The TPACK framework builds on Shulman's (1986, 1987) conception of pedagogical content knowledge (PCK) by explicitly integrating the component of technological knowledge into the model (Graham, 2011). The TPACK framework is most commonly represented using a Venn diagram with three overlapping circles, each representing a distinct form of teacher knowledge (see Figure 1).

The TPACK framework highlights three core knowledge components: Content, Pedagogy, and Technology. It refers to the knowledge that emerges from an understanding of an interaction of these three components (Karadeniz & Vatanartriran, 2013). Therefore, TPACK framework includes three core categories of knowledge: pedagogical knowledge (PK), content knowledge (CK), and technological knowledge (TK). The framework proposes that combining these three core types of knowledge results in four additional types of knowledge: pedagogical content knowledge (PCK), technological pedagogical knowledge (TPK), technological content knowledge (TCK), and technological pedagogical content knowledge (TPACK) (Graham, 2011; Koehler, Matthew J. ; Mishra, Punya; Cain, 2013).

The different components of TPACK framework are described as follows: (Mishra & Koehler, 2006; Doukakis, S., Psaltidou, A., Stavradi, A., Adamopoulos, N., Tsiotakis, P. & Stergou, 2010; Graham, 2011; Harris & Hofer, 2011; Karadeniz & Vatanartriran, 2013; KOEHLER, MATTHEW J. ; MISHRA, PUNYA; CAIN, 2013; Roig-Vila, Mengual-Abdres, & Quinto-Medrano, 2015).

1. Technological Knowledge (TK): Technological knowledge is the knowledge about the various technologies, ranging from low-tech technology such as pencil and paper to digital technology such as the internet, digital video, interactive whiteboard etc. It refers to the knowledge about all sorts of technology –not only computers.
2. Content Knowledge (CK): Content knowledge is about the knowledge that a teacher is having on Mathematics or Science subjects which he/she teaches, it covers the knowledge linked to a subject matter.
3. Pedagogical Knowledge (PK): This describes the knowledge of the teacher about the processes and practices of teaching and learning, it includes knowledge about classroom management and organisation; curricular analysis and planning; and student's learning.
4. Technological Pedagogical Knowledge (TPK): It entails understanding how various technologies tools can be used in teaching, along with the conviction that the use of technology can change the way in which teachers improve their practices and develop their professional activity.
5. Technological Content Knowledge (TCK): This is the knowledge of how technology can create new representations and/or new learning scenarios for specific contents
6. Pedagogical Content Knowledge (PCK): Pedagogical content knowledge integrates both content and pedagogy with the goal of developing better teaching practices in the content area.
7. Technological Pedagogical Content Knowledge (TPACK): This refers to the knowledge required by teachers for integrating technology into their teaching and content area. Teachers have an intuitive knowledge of the complex interrelationships existing between the three basic component of knowledge (CK, PK, TK) which is reflected in their ability to teach using the appropriate pedagogical methods and technologies.

The TPACK framework clarifies the complexity of teaching with ICT (Hasniza Nordin, 2014). Schmidt et al. (2009), describe TPACK as a useful framework for thinking about what knowledge teachers must have to integrate technology into teaching and how they might develop this knowledge. They further argue that, measuring teaching knowledge could potentially have an impact on the type of training and professional development experiences that are designed for both pre-service and in-service teachers.

TPACK is a specialized, highly applied type of knowledge that supports content-based technology integration. It has been characterized as the multiple intersections of teachers' knowledge of curriculum content, general pedagogies, technologies, and contextual influences upon learning (Harris & Hofer, 2011).

Many researchers recognize the broad appeal and potential of the TPACK model (Graham, 2011). Pedagogical content knowledge is of special interest because it identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. TPACK framework

can guide further research and curriculum development work in the area of teacher education and teacher professional development around technology (Mishra & Koehler, 2006).

TPACK framework gives flexibility and provides dynamic strategies to teachers to enhance and therefore improve the teaching and learning process (Junnaina & Hazri, 2014). According to Hasniza Nordin (2014) the use of the TPACK framework can create an added value since the structure of this particular model can be used to:

simplify topics that are not easy for teachers to understand.

help teachers to increase their competencies by being able to create good educational materials and useful instructional material designs that can utilize both pedagogical knowledge and ICT.

allow teachers to develop strategies that will be effective for students' learning.

enable teachers to effectively integrate the use of ICT in designing content.

increase teachers' skills not only in the use of effective technology when designing course-related content and pedagogy

help teachers to design and implement useful content-based lectures using a wide-range of ICT (such as design tools in Web 2.0).

enabled teachers to shift their focus from the use of social networking tools to re-designing the main uses of the social networking tools

Theories and models on professional knowledge are very broad and had been studied from various perspectives (Junnaina & Hazri, 2014). The studies about TPACK are varied in their aims, a range of research has identified the usefulness of the TPACK framework to inform the provision of teacher education (Hasniza Nordin, 2014) while some other studies aimed at adapting technological pedagogical and content knowledge (TPACK) instrument. For instance, Karadeniz & Vatanartiran (2013) administered a survey to 285 teachers who teach a variety of subject areas at the secondary school level in Edirne, Turkey. The CFA results showed that original 5 factor scale fitted with Turkish data and TPACK survey was a valid and reliable instrument for measuring secondary school teachers' TPACK.

Other studies tried to investigate the teachers' knowledge with respect to technology, pedagogy, content knowledge and the combination of each of these areas. Doukakis, S., Psaltidou, A., Stavrakis, A., Adamopoulos, N., Tsiotakis, P. & Stergou (2010) examined 1032 secondary teachers of computer science, findings indicate that content knowledge and technology knowledge rating are high and it seems that secondary teachers are less confident with their pedagogical content knowledge and their technological content knowledge. Junnaina & Hazri (2014) summarized the results of many studies, they found that the level of knowledge gained varied from one cohort to another. For instance, physics pre-service teachers had moderate level of knowledge while the results of another study shows that student teachers' knowledge to be at high level. Others found that the level of knowledge among school teachers was unsatisfactory and Female teachers were reported to dominate good pedagogical knowledge but have difficulty in gaining technology knowledge as compared to male teachers.

Roig-Vila, Mengual-Abdres, & Quinto-Medrano (2015) study has as its aim to analyze the technological, pedagogical and content knowledge needed for Primary Education teachers to integrate ICTs into teaching. 224 Preschool and Primary Education teachers working in the province of Alicante (Spain) was performed with that aim. The important results showed that teachers are more knowledgeable in the pedagogical and content fields than in technology, which means that their level of technological knowledge does not suffice to integrate ICTs into their teaching tasks. Significant differences were additionally identified between gender and years of experience, together with the relationship between the fun use of technology and the knowledge of its essential aspects. Our findings confirm the need for a digital literacy campaign addressed to teachers, involving not only a technological type of training but also an overall pedagogical and content approach.

In Malaysia, Raman (2014) study measures the level of Technological Pedagogical Content Knowledge (TPACK) seven knowledge dimensions. This study involved 154 pre-service teachers from various programs. The findings showed that the pre-service teachers have a high level of competency, confidence and lastly TPACK. The test results have also shown that there is a significant difference between the male and female pre-service teachers regarding the confidence level in using ICT in teaching and learning.

Purpose of the Study

The advent of digital technology has dramatically changed routines and practices in most arenas of human work (Mishra & Koehler, 2006). The success of student learning with ICT will depend largely on the teachers' abilities, perceptions, and their willingness to embrace the technology (Teo, 2006). Teachers' attitudes and perceptions towards ICT is a very important factor that educators ought to consider in implementing mobile learning in classroom and it is a major predictor for future ICT use in the classroom (Teo, 2008) (Mai, 2014).

In recent years, a new model for teachers' technology integration has been developed. This model requires teachers' competency in technology pedagogy and content to form the technological pedagogical content knowledge (TPACK). Most important, the TPACK framework allows us to identify what is important and what is not in any discussions of teacher knowledge surrounding using technology for teaching subject matter (Mishra & Koehler, 2006).

Recently, research in educational technology suggests the need for "Technological Pedagogical and Content Knowledge" (TPACK). To understand the challenges available in TPACK for science teachers' competent in using technology is teaching science, it is considered important to investigate science teachers' competency in TPACK. In particular, the following research questions will be addressed:

how algorithmic and

What are science teachers' perceptions of their own TPACK levels?

What is the existing relationship between the different TPACK model components?

Are there any significant differences in science teachers' perceptions of all seven domains of TPACK according to their gender, qualification and age?

Method

Research Design

This research is a descriptive in nature; its key purpose is a description of the state of affairs, as it exists at present. Surveys are concerned with describing, recording, analyzing and interpreting conditions that exist (Kothari, 2004). In this study, qualitative data were obtained through a survey conducted with science teachers in primary school, the gathered data were analyzed using both descriptive and inferential statistics.

Participants

The research sample consist of 133 science teachers who teaching science in primery schools in Selangor and Perak in Malaysia in the academic year of 2014-2015. The male teachers (n = 66) form 49. 6% of the sample while the female teachers (n = 67) form 50. 4% of the sample. Approximately 22. 6% of the respondents aged (25-30 years old), 44. 4% aged 31-35 years, and 33% aged more than 35 years old. The majority of teachers (74. 4%) have at most an undergraduate degree, while 25. 6% have at most a postgraduate degree.

The Instrument

In this research, data were collected through "Technological, Pedagogical, and Content Knowledge" scale. It consists of 47 items about TPACK on a 5-point Likert scale and is based on the survey instrument developed by Schmidt et al. (2009). TPACK model 47 questions in the questionnaire are divided into questions about TK (15 questions), PK (6 questions), CK (6 questions), TPK (4 questions), PCK (7 questions), TCK (4 questions) and TPCK (5 questions). Every item in the questionnaire is 5 Likert scale. Likert scale question comprised five points ranking following: "strongly agree" (5 points), "agree" (4 points), "neutral" (3 points), "disagree" (2 points), "strongly disagree" (1 point). For each subscale (CK, TK, PK, PCK, TCK, TPK, TPCK) the participant's responses are averaged. In addition, the questionnaire utilised covers also with the same demographic data (gender; age; and qualification)

Several studies have acknowledged the need to develop a more reliable and valid instrument when measuring teachers' TPACK (Hasniza Nordin, 2014). Cronbach's alpha, the measure of reliability, was calculated for the scales and subscales for items measured on the five-point Likert scale. The overall scale had an alpha of 0.947 and the alpha for subscales ranged from 0.814 to 0.89. The instrument has a good reliability and can be used to measure the science teachers' perceptions towards TPACK.

Research Results

Descriptive statistics

The respondents answered all the questions; basic descriptive statistics (mean and standard deviation) about the data collected for this research are summarized in Table 1. Overall, teachers are more knowledgeable in TPACK model areas, it can be seen that the science teachers rated themselves around four on a five-point scale for all of the subscales, indicating a high level of confidence for these TPACK areas. According to the results in Table 1, the subscales with the best level of perception are "Technology Knowledge" (TK) (M=4.07; SD=0.503) and "Technology Pedagogical Knowledge" (TPK) (M=4.064; SD=0.554) and "Technological Content Knowledge" (TCK) (M=3.975; SD=0.496) where the percent of the mean 80% or more. In the second level of perception with around 78% of mean are "Content Knowledge" (CK) (M=3.939; SD=0.507) and "Pedagogy Knowledge" (PK) (M=3.911; SD=0.558). Finally, the factor where teachers obtain the worst result is that of "Technological Pedagogical and Content Knowledge" (TPACK) (M=3.826; SD=0.441) and "Pedagogical Content Knowledge" (PCK) (M=3.793; SD=0.604) with the lowest percent of mean around 76%.

Relationship between the different variables

In addition to descriptive statistics measuring Science Teachers' TPACK, Pearson's linear correlation r coefficient was analysed in order to study the relationship existing between the different TPACK model components (Table 2).

The correlational results can be found in Table 3 below. With respect to correlations between subscales, although the values of the coefficients varied from .211 (TCK and PK) to .783 (PCK and PK) but all of the coefficients are positively correlated. Such results allows us to appreciate the links existing between the different TPACK model components. The components more closely related to one another are the intersections directly linked to the same section, such as TCK, TPK and TPCK as all of them related to the same section "technology".

A strong positive correlation exists between the variables PCK and PK ($r=0.783$, $n=133$, $p=0.001$), between TK and TCK ($r=0.666$, $n=133$, $p=0.001$), between TCK and TPCK ($r=0.652$, $n=133$, $p=0.001$), between TPK and TPCK ($r=0.638$, $n=133$, $p=0.001$) and between PCK and TPCK ($r=0.637$, $n=133$, $p=0.001$). Nevertheless, technical, pedagogical and content knowledge TPCK presents a positive –though weak– correlation with TPACK (between TCK and these two variables (between TCK and PK; $r=0.211$, $n=133$, $p=0.015$; between TCK and PCK $r=0.239$, $n=133$, $p=0.006$, and between TK and PK $r=0.334$, $n=133$, $p=0.000$). The results reveal that, an increase of technological knowledge was correlated with the increased understanding of: technological content knowledge; technological pedagogical knowledge; and technological, pedagogical and content knowledge.

Differences in perceptions of TPACK according to their gender, age and qualification

An independent-samples t-test was conducted to compare between the means of the different TPACK model components for checking if significant differences existed according to the independent variables (gender and qualification) as the comparison was made between two groups. One way analysis of variance (ANOVA) with the independent variable (age) because the comparison was made between more than two groups.

Gender

Considering any significant differences in science teachers' perceptions of all seven domains of TPACK according to their gender (male and female) science teachers, the researchers used t-test for independent samples, the results included in table 3.

A t-test for independent samples was carried out in order to compare TPACK model components among male and female science teachers. The results show that there are no significant differences appeared in all of the TPACK model components. Such results reveal that nevertheless of science teachers' gender they are more knowledgeable in TPACK model components and have almost the same level of perceptions.

Qualification

Considering any significant differences in science teachers' perceptions of all seven domains of TPACK according to science teachers' qualification (degree and master), the researchers used t-test for independent samples, the results included in table 4.

The results of t-test for independent samples summarized in table (4), the results show that there are no any differences in science teachers' perceptions of TK, CK, TCK, and TPACK according to their qualification. This means that all the teachers regardless of their qualification have the same level of perceptions about technological knowledge, content knowledge; technological content knowledge; and technological, pedagogical and content knowledge.

On the other hand, from table 4 significant differences appeared in a; most all the pedagogical sectors associated with technology and or content, such as pedagogical knowledge PK for degree ($M=3.985$; $SD=0.483$) and master ($M=3.696$; $SD=0.7$); $t(131)=2.661$, $p=0.009$. The same significant differences were found in technological pedagogical knowledge TPK in degree ($M=4.136$; $SD=0.54$) and master ($M=3.855$; $SD=0.549$); $t(131)=2.598$, $p=0.01$, as well as in pedagogical content knowledge PCK among degree ($M=4.029$; $SD=0.423$) and master ($M=3.819$; $SD=0.646$); $t(131)=2.156$, $p=0.033$.

The aforesaid results suggest that science teachers with undergraduate degree are more familiarised with pedagogical knowledge and its didactic application than science teachers with master degree or, alternatively, that science teachers with master degree because they know more about the new pedagogy and technology; they think that they need to be more competent in using TPACK model components.

Age

A one-way between subjects ANOVA was conducted to compare science teachers' perceptions of all seven domains of TPACK according to their age (25-30 years, 31-35 years, and more than 35 years old), the results included in table 5.

An ANOVA one way analysis of variance subsequently helped us to compare the effect caused by years of teachers' age on the perceptions of TPACK model. The 133 sample members were classified into three subgroups formed by 30 teachers (22.6 % of the sample) whose aged between 25 and 30 years old; 59 teachers (44.4 %) with 31-to-35 years old; and the remaining 44 (33.1 %), whose their age exceeded 35 years. According to the results expressed in Table 5, it was found that no significant differences appear between the science teachers' perceptions of all seven domains of TPACK according to their age. On the whole, it can be said that science teachers have the same perceptions of the all seven domains of TPACK regardless of their age.

DISCUSSION

In the study it was found that science teachers felt quite confident on their TPACK perceptions. The results of the study also showed that the science teachers' TPACK confidence didn't differ with regard to gender or age. Also, the gender and age were not a significance factor in TPACK model components. The only significance difference was in their pedagogical knowledge PK, technological pedagogical knowledge TPK, pedagogical content knowledge PCK where science teachers with undergraduate degree are more familiarised with pedagogical knowledge and its didactic application than science teachers with master degree.

The study results showed that the science teachers felt quite confidence about their TPACK. When analyzed similar researchs it was determined that teachers are more knowledgeable in the pedagogical and content fields than in technology, which means that their level of technological knowledge does not suffice to integrate ICTs into their teaching tasks (Roig-Vila et al., 2015). Another results of the study showed that there were no significance difference between gender. This result was parallel to other studies in literature (Raman, 2014; Roig-Vila et al., 2015).

The Science teachers who participated in this survey rated "Technology Knowledge" (TK) (4.07) higher than the other TPACK subscales. According to Mishra & Koehler (2006) Technological Knowledge is associated with the ability to use technological tools but also the knowledge behind this technology. This enables teachers to effectively apply technological knowledge to improve student learning and to be ready to any forthcoming changes. In align with this, teachers seem to have high (81%) Technological Pedagogical Knowledge (TPK, 4.06). This shows that science teachers have realized that teaching and learning are reformed when using technological tools in designing pedagogical strategies taking into account that such knowledge includes awareness of tools' limitations and capabilities. The TPK is likely to appear stronger because all available technological tools are designed to fulfil educational aims of the subject (Mishra & Koehler, 2006).

According to the results, science teachers rating highly their perceptions of "Technological Content Knowledge" (TCK) (3.975) and "Content Knowledge" (CK) (3.939). this means that they are able to use knowledge of science concepts presented in the content, theories, the general framework of the course in order for students to acquire scientific knowledge. As well as, they can select and utilize effectively the technology that will help them in teaching the science content (TCK).

Regarding to the science teachers' perceptions of "Pedagogy Knowledge" (PK), "Technological Pedagogical and Content Knowledge" (TPACK), and "Pedagogical Content Knowledge" (PCK), it seems that teachers rate themselves with a lower level in the understanding of how technology and subject matter both aid, and limit each other. They seem to be less confident in transforming and applying effectively their Content Knowledge in their teaching process.. For the development of PCK, teachers should be perceptive in recognising students' common misconceptions and the methods by which these misconceptions can be deconstructed (Mishra & Koehler, 2006).

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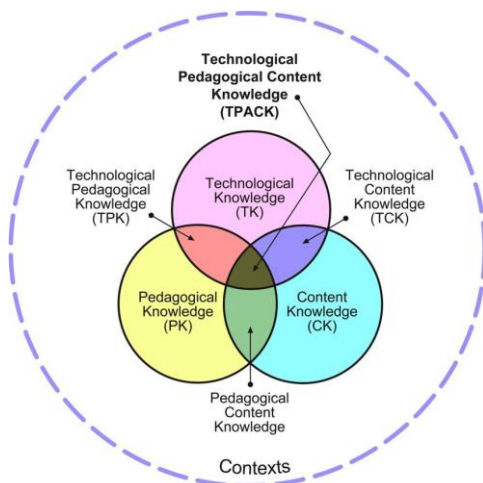
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TPACK framework (Mishra & Koehler, 2006)

Table 1: Summary of descriptive statistics for subscales of TPACK

Subscale	Mean	% of Mean	Std. Deviation
Technology Knowledge (TK)	4.072	81.4%	.503
Pedagogy Knowledge (PK)	3.911	78.2%	.558
Content Knowledge (CK)	3.939	78.8%	.507
Technology Pedagogical Knowledge (TPK)	4.064	81.3%	.554
Technological Content Knowledge (TCK)	3.975	79.5%	.496
Pedagogical Content Knowledge (PCK)	3.793	75.9%	.604
Technological Pedagogical and Content Knowledge (TPACK)	3.826	76.5%	.441

Table 2: Correlations among TPACK subscales

	TK	PK	CK	TPK	PCK	TCK	TPACK
TK	1	.334**	.496**	.528**	.300**	.666**	.619**
PK	.334**	1	.603**	.533**	.783**	.211*	.477**
CK	.496**	.603**	1	.505**	.440**	.357**	.638**
TPK	.528**	.533**	.505**	1	.540**	.420**	.637**
PCK	.300**	.783**	.440**	.540**	1	.239**	.415**
TCK	.666**	.211*	.357**	.420**	.239**	1	.652**
TPACK	.619**	.477**	.638**	.637**	.415**	.652**	1

* . Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3: Results of independent sample T-Test between Males and Females

	Mean	Mean	Std. Dev.	Std. Dev.	t-value	df	p
	Female	Male	Female	Male			
TK	4.073	4.072	0.503	0.508	0.010	131	0.992
PK	3.896	3.927	0.506	0.611	-0.322	131	0.748
CK	3.915	3.962	0.488	0.529	-0.530	131	0.597
TPK	4.039	4.090	0.570	0.541	-0.530	131	0.597
PCK	3.974	3.976	0.490	0.505	-0.021	131	0.984
TCK	3.761	3.826	0.625	0.585	-0.615	131	0.540

TPACK	3. 782	3. 870	0. 463	0. 416	-1. 148	131	0. 253
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Table 4: Results of independent sample T-Test according to teachers' qualification

	Mean	Mean	Std. Dev.	Std. Dev.	t-value	df	p
	Degree	Master	Degree	Master			
TK	4. 073	4. 069	0. 494	0. 536	0. 048	131	0. 962
PK	3. 985	3. 696	0. 483	0. 700	2. 661	131	0. 009
CK	3. 976	3. 828	0. 479	0. 575	1. 475	131	0. 143
TPK	4. 136	3. 855	0. 540	0. 549	2. 598	131	0. 010
PCK	4. 029	3. 819	0. 423	0. 646	2. 156	131	0. 033
TCK	3. 803	3. 765	0. 593	0. 645	0. 318	131	0. 751
TPACK	3. 857	3. 735	0. 437	0. 445	1. 389	131	0. 167

Table 5: Results of ANOVA

	Between Groups			Within Groups			F	p
	SS Effect	df Effect	MS Effect	SS Error	df Error	MS Error		
TK	0. 427	2	0. 214	33. 004	130	0. 254	0. 842	0. 433
PK	1. 701	2	0. 850	39. 441	130	0. 303	2. 803	0. 064
CK	0. 091	2	0. 046	33. 824	130	0. 260	0. 175	0. 839
TPK	0. 697	2	0. 348	39. 843	130	0. 306	1. 137	0. 324
PCK	0. 410	2	0. 205	32. 019	130	0. 246	0. 831	0. 438
TCK	0. 662	2	0. 331	47. 527	130	0. 366	0. 906	0. 407
TPACK	0. 473	2	0. 236	25. 160	130	0. 194	1. 221	0. 298

Description of Fiscal Legislation and Changes in Years in Albania

MSc. Edvin Xhango

e_xhango@yahoo.com

Abstract

The development of the appropriate tax law was very important but also very difficult for countries coming from a centrally planned economy. In this paper, the author discusses the framework of tax law drafted from 1993 until 2014. In the study we present as the legislation has changed in these years and have influenced legal solutions to improve business data; thus affecting the development of the economy. We have identified legal definitions that provide the right solutions for business as well as for the economy of the state. We have selected the popular items and the articles that encourage business to develop informal economy. For this study is the ratio of Value Added Tax and Income tax on gross domestic product, which from 1998 until 2014 is almost the same. Noting that Albania is the country with the size of informal economy 34-47%, the result is about the legal framework of deficiencies. Given the above results, we have studying business interests to develop the informal economy. For this aid comes in the study of Busato and Chiarini, 2004, by which it can be determined the cost of product development business to the informal economy. Calculations showed that the cost of the development of the informal sector is much lower than the fiscal burden. Based on the results we conclude that the legal framework needed to improved in terms of avoidance of tax evasion opportunities as recognition of all invoiced costs, increasing penalties for not declaring the income and improve the work of the tax administration.

Keywords: tax law, VAT, profit tax, penalty

INTRODUCTION

The design and development of a good and effective Tax Law (System) is a challenge for every government in every country of the world because this law (system) should promote the economic development and the general welfare. This task becomes even more difficult in countries that have had a centralized economy such as Albania. In this article, we handle evolution of the tax law for the period from 1993 to 2015.

This study brings some main points of tax law reform in Albania with the aim to analyze its strengths and weaknesses and requires the attention of economists and policy makers in the country on the improvement of the legal framework to avoid tax evasion and distortion of the market through it.

The research questions of this study are:

How it was develop in a fiscal legislation in Albania?

What has changed in the tax law during the period from 1993 to 2015?

What way economists and policy makers need to address the issue of tax evasion in Albania in?

METHODOLOGY

This study has used the qualitative research method based on literature reviews that serve as a scientific field by providing a much-needed bridge between the vast and scattered assortment of articles on a topic and the reader who does not have time or resources to track them down.

The study is based on a review of the tax law framework developed in the early 90s in Albania. The study has taken all the laws that are part of the fiscal package and reviewed changes made over the years. In each of the laws, we have selected beneficiaries and consequences for violators of norms provided. In all cases, it was considered their clarity and consistency with existing legislation.

To evaluate the interest of business to develop the informal sector we have used the equation developed by Francesco Bruno and Chiarini Bussato (April 2003). The function is:

$$Y^i_{Dt} = (1 - T^i_t) * y^i_{mt} + (1 - sT^i_t) * y^i_{ut}$$

$$E(y^i_{ut}/t) = (1 - T^i_t) * y^i_{mt} + (1 - psT^i_t) * y^i_{ut}$$

s – The additional taxes that a business pays in case of capture by the non- formal business tax.

T_{ft} – represents business tax

p – The probability that a firm will be audited at the time t

i – Business

m – Formal sector

u – Informal sector

y - Product

Procedure**Criteria for selection of laws**

In this study, we have selected the laws based on:

Interesting for the subject,

Importance aspect in the field

The author has paid significant attention to these ethical principles:

Transparency

Ensuring accuracy

Reporting of results

RESULTS

In the *Law for Capital Gains Tax (CGT)*, we find that entities are subject of it. The tax rate is determined in 30 %; the fiscal period for which the tax was calculated - yearly; were determined the businesses that were exempt from income tax and businesses that will have other norms such as hydrocarbons business (tax for which will be 50 %); were stated that the losses from economic activity derived by deducting from profits of three years ad; at the beginning of the year must be declared the profit for the coming year, and for the quarter and how it will be realized. In this law, we find and the sanctions for the violators.

In the Law "*On documenting and accounting for taxes*", are define the main obligations and the basic rules that must be followed by the entity associated with documenting and accounting for tax. The law stipulates that any purchase or service provision tableware allocated to a professional activity be subject to invoicing. In the law are described in detail the constituent elements of the bill. Besides tax bill described the document as a tax receipt to be issue by entities for the sale of goods or services to the public. In addition, the law has determined penalties for cases where entities are not equipped with tax casings; do not issue tax vouchers or other violations.

In the Law "*On turnover tax*" are defined entities, which are subject to this tax as well as goods, products, or devices that will not be subject to this tax. The tax rate is 20 % but paid only once by the manufacturer or importer. In addition, the law has determined the manner of collection and payment of this tax in the budget, as well as penalties for violations.

In January 1994 was adopted the Law "*On tax on personal income*" in which are defined entities that are subject to this tax and those who are excluded, and his scale ranges from 10-25 % depending on income. In addition, it has determined penalties for cases where there are deviations from the implementation of this law.

In 1995, it was adopted the law "*On Value Added Tax*" by repeal the law "*On turnover tax*". The object of this law is the establishment of value added tax. The law defined the persons who are subject of this tax and those that are exempt from it. The law defined the elements of economic activity and ways of performing them with law. In chapter four of his given "value of taxable and tax rate," according to its taxable value is the total amount paid for the supply, except when this law otherwise stated, also the taxable value of supply also included tariffs, taxes, taxes and duties payable. The law stipulates that if the payment reduction that we will have both supply and reduction of taxable value, (Article 29). Article 36 of the law determined that the bill is obliged to issue every person who makes supplies to the person who receives supply. According to the law, the bill should contain the name; address; tax number of the supplier; a description of each type of goods or service; the quantity of goods or service; the price for each type of goods and service, including reductions respective percentage of VAT amount payable to any goods and services; total VAT payable; and the date on which the invoice is issued. Also in the law defined the obligation of tax subjects to provide certain information to the tax authorities, the time for payment of VAT, the right of the organs Tax to perform inspections, penalties for giving incorrect information and in cases when not settled in time liabilities.

In 1998, laws on income tax and tax on personal income was replacing to *the law on income tax*. This law was positive that the tax burden was sitting in 10 % tax on the profit made by the business units, but on the other part of the expenditure made by business are not recognized by the law. Thus profit to be taxed was great that real to create business profit. However, not recognizing a portion of the costs makes disinterested that these expenses must documented with receipts tax what is in the tax help.

The Law "*On income tax*", 1998, regulates relationships that occur in the field of personal income tax, profit tax and withholding tax on income. The first part of the law gives the definitions that were use in it. In the second part are treated relations of the personal income tax that include the definitions of taxable income and exempt income The law defined the individual annual statement of income. In the third part are defined the incomes tax rules. In it are defined persons who were subject of profit tax as well as entities that are excluding from this tax. The law also addressed the annual measures fixe asset depreciation and method of calculation, etc.

After numerous changes to the laws mentions above, in 2014 was approved the new law "*On value added tax*". The new law is more complete than the previous one. According to the new law the "*VAT is a tax of general consumption of goods*

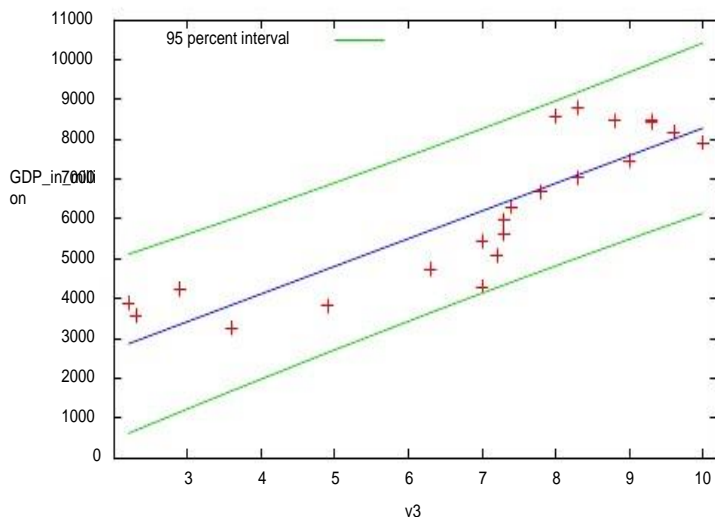
and services, proportional on their price, which is charged at every stage of production and distribution process without tax price". VAT is applied as a percentage tax on the price of goods, services and falls due to be paid after deduction of VAT that it rests directly on elements of the cost of goods and services. According to the law, we have taxable persons and persons who are not taxable; non-profit organizations that have payments derived from membership fees, funding or grants, non-profit organizations that have obtained donations for their activities.

The Law "On value added tax" of 1995, reduced tax rate to 12.5% from 20% that was before. A measure like this would facilitate businesses that offer products on the market, but not other businesses that have to transfer their products to the consumer. In addition, the distribution of VAT requires a highly professional administration to avoid tax evasion that businesses can do. Another shortcoming was the control of information provided by the business that was missing. In that time, we do not have the computerization of the system and unique elements of the bill. Changes in 1997, by means of which the tax rate for the tax surplus to add rose 20%, as well as changes made by the new law adopted in 2014 and grow even more fiscal burden. Therefore, in case we decrease the value of the invoice, or loss, destruction or theft of it, the taxable value does not change. This means that we have an additional cost that for the business is wastage. Also in the law as we have seen cases that planned for various expenses, their VAT was not deducting. A procedure like this, often encourages business not take invoice for product that cost less. The positive fact in this law was that the bills contained the serial number that makes possible the combination of business data for purchases and sales in one another. This was possible through computerization of the tax system that has improved a lot the declaration system of small business. In this way, we have fewer cases of abuses from small business and evidences that these legal changes have not remain only on paper but they are part of daily work.

In the tables below were presented GDP changes over the years; the value added tax to GDP; and profit tax to GDP.

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
GDP (in trillion eur)	9.6	9.4	8.9	9.1	-10.	12.7	10.1	7.3	7.2	3.4	6
Turnover tax / VAT	3.6	2.3	2.2	2.9	4.9	7	6.3	7.2	7	7.3	7.3
Profit tax	2.8	1.3	1.0	1.1	0.7	1	1.3	1.5	1.7	1.6	1.8

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
GDP (in trillion eur)	5.9	5.8	5.4	6.0	6.1	3.3	3.5	3	0.5	1.3	2.5
VAT (percentage)	7.4	7.8	8.3	9	10	9.6	9.3	9.3	8.8	8.0	8.3
Profit tax	2.1	No data				1.5	1.4	1.5	1.2	1.3	1.3



As seen from the table and graph, the rate of growing of GDP from 1993 until 2008, was mainly by 6-9 %; while from 2009 to 2014 it was 1.5-3.5 %. Tax percentage against GDP is more or less the same, which shows that legal changes have not affected the reduction of evasion and the shadow economy.

Evaluations conducted on the level of evasion in Albania

During these 20 years lot of efforts have happened through legal changes to combat and reduce evasion in Albania. Based on different assessments, tax measures ranges from 30-50 %. Nevertheless, naturally the question arises to what extent businesses have to perform tax benefit and where shortages are occurring phenomenon that distorts the market. We must first determine why the business is interested to avoid disclosure of sales. The lack of opportunity to avoid the disclosure of sales to the final consumer makes even supplies to be declared, because it is obliged to justify sales and the stocks that are available. However, to evaluate the interest of business to develop the informal sector helps equation developed by Francesco Bruno and Chiarini Bussato (April 2003). The function is:

$$Y^i_{Dt} = (1 - T^i_t) * y^i_{mt} + (1 - sT^i_t) * y^i_{ut}$$

$$E(y^i_{it} / t) = (1 - T^i_t) * y^i_{mt} + (1 - psT^i_t) * y^i_{ut}$$

Formula derived from informal business that has an interest to develop when $(1 - sT^i_t) > 0$ and the opportunity to be discovered in this case is (p) we can write which will be the total product.

The fiscal burden in Albania is estimate to be about 30%. For the probability of control tax equal to one will have to $s = 3$. 3, since under Albanian law $s \geq 2$ results should not be less than 3, which shows that the business has an interest to develop this sector of economy. In the absence of statistics by the Directorate General of Taxation for the number of checks carried out for these violations, we have used empirical data on the number of tax inspectors and the average time for completion of an audit. In one year, DGT have conducted 4000 audits. It should be note that controls almost totally developed in businesses with legal status "limited liability Company". So the probability for identifying deviations for a business is number of controls/number of business $\rightarrow p = 4000/22027 = 18\%$. Consequently, it turns out that $(1 - psT^i_t) > 0$, and is approximately 10%, which shows that informal business can be develop with minimal tax cost. This is due to a lower a tax audit after audit turns out that a business after more than five years, but no more punitive measures to curb this way of working.

CONCLUSION

The main shortcoming of these laws developed in the early '90s was that they were shattered. In these conditions, they leave the possibility of unregulated economic transactions. The legislations do not regulate how economic transactions should that are unjustified by invoice should calculate the depreciation of assets. Tax burden it was higher compared to the economic power of the Albanian entrepreneurs and economic might to Albanian customers. So over 30% income tax, while 20% turnover tax paid only the ease here from only one manufacturer or supplier who imported. An exposed tax so high interlaced with incomplete documentation and manage newly formed fiscal inexperienced create business all the reasons to develop informal economy. The positive part on the law "On the turnover tax" was that the tax paid only once, which made it easier tax administrators. This is very important if we consider the fact that our administration has new employees, without experience in fiscal matters. Subsequent improvements, somewhat incomplete; but only in the legal framework that are associated with partial technological improvements in information processing and without enforcing a change in fiscal load doesn't change the business tax situation in Albania.

Taxable person should be provided for the issuance of invoice by him or by purchasing the trailer or in his name and on his behalf by third parties for any supply or service performed against one another taxable person or a legal person non-assessable also for any payments made before the supply of goods is carried out before the end of the supply or service. The invoice is issued when the supply of goods or services. The invoice contains the date of invoice; a serial number that identifies the bill uniquely; TIN of suppliers; TIN of buyers name and full address of the seller and buyers; description of goods and services, quantity, price per unit without VAT for each type of goods or services; the value of tax applied or excluded, the rate of VAT applied, the amount of VAT payable, the total value of VAT

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Red Meat Production Forecast and Policy Recommendations in Line With 2023 Targets in Turkey

Sevim AKGÜL, Asst. Prof.

Bayburt University,

Faculty of Economics and Administrative Sciences-

Department of Economics

akgul@bayburt.edu.tr

Şaduman YILDIZ, Asst. Prof.

Bayburt University,

Faculty of Economics and Administrative Sciences-

Department of Economics

sayildiz@bayburt.edu.tr

Abstract

Due to a certain delay between red meat production and red meat production decisions, the producers give their decisions according to the prices of the previous year, and this situation leads to a surge in the amount of production of red meat and red meat prices. In a balanced diet of individuals, especially red meat consumption is considered to be of great importance and evaluated as an economic development criteria. According to the cyclical state of the economy, potential future values of an economic variables always involves uncertainty. This uncertainty is also valid for the red meat production. In this study, to estimate the red meat production in Turkey, Box-Jenkins forecasting models was used. Between the years 2016-2023 red meat production forecasts was made in Turkey in the framework of this model. In line with the objectives of 2023, to increase the production of Turkey's red meat, was given the place to the policy proposals.

Keywords: Turkey's Red Meat Production, Box-Jenkins Model

1. Introduction

For a balanced diet, all sorts of nutrients should be consumed adequately for the body. The foods including vegetable and animal foods are divided into two main groups, especially red meat consumption of animal foods is of great importance for human health and balanced diet. In fact, the annual red meat consumption per capita of the countries is evaluated as a development criterion.

Turkey is a country with geography and climatic conditions suitable for the production of red meat. However, the livestock in farming sector, particularly in the supports, it always remained in the background. The share of animal livestock in agricultural production in most developed countries is over 50%. In Turkey, this ratio is around 25% (Ören, Bahadır, 2005:1).

Until the 1980s, Turkey advanced the issue of animal livestock, and the availability of animal has increased steadily. However, after the 1980s, livestock sector started to decline due to the wrong agricultural policy. Since 2000, however, thanks to state support and incentives, there has been a considerable increase in the number of large-scale breeding facilities (Livestock Sector Report, 2013:14).

"In the 2000s " With the Agricultural Reform Implementation Project", radical changes in agricultural policy have been realized. During this period, with the aim of solving the problems of Turkey's livestock sector and improving of livestock sector, a support programme prepared by Agricultural Ministry covering 2000-2004 years was put into practice along with "The Decree About Supporting Livestock". With the start of EU negotiations study, Turkish livestock sector is discussed with a strategic approach. In order to establish a strong structure of the livestock sector, "Livestock Master Plan and Strategy for 2005-2013" has been prepared. The Decision of Ministers Council About Supporting Livestock (2005/8503) 24/02/2005 published in Official Gazette numbered 25737 and entered into force. With strategy, goals and livestock support tools have been put forward. With the implemented supports, it has been intended to increase the number of livestock operations specialized in the livestock sub-sector. (Anonim, 2011:12).

On 24 January 1980, meat and animal products are excluded from the scope in order to support economic measures. Partially in 1992 meat and fish Institution (MKI), Turkey Milk Industry Association (MIA) and Feed Industry (FEEM-IND) were fully customizable. On April 5 1994 economic stabilization program began to be implemented. In March 1996, it appeared Mad Cow Disease. An economic crisis occurred in 2001. On 30 April 2010 it was allowed to import. All these developments affected the livestock sector negatively (Aydın et al., 2011:5).

Red meat production in Turkey is mainly obtained from cattle and small ruminants. Namely red meat is obtained from cattle, sheep, goats and buffalo. In the following Table 1 Turkey red meat production numbers are given according to animal species. According to the Table 1 buffalo meat production has shown a downward trend from 1991 until 2015. Beef production increased nearly thrice. Goat meat production has increased by about 1.5 times. The mutton production declined approximately 1.3.

Table 1: Turkey Meat Production (1991-2015) (Tons)

Year	Sheep	Goats	Cattle	Buffaloes	Total Meat Production
1991	128626	19570	309563	8803	466562
1995	102115	14124	292447	6095	414781
2000	111139	21395	354636	4047	491217
2005	73743	12390	321681	1577	409391
2010	135687	23060	618584	3387	780718
2011	107076	23318	644906	1615	776915
2012	97334	17430	799344	1736	915844
2013	102943	23554	869292	366	996155
2014	98978	26770	881999	526	1008273
2015	100021	33990	1014926	326	1149263

Source: TUIK

"According to the supports of livestock being implemented in Turkey; the share of livestock support in total supports are approximately 15%. In recent years, it has increased the share of livestock in total support and it showed diversity supports implemented. Share of fodder plants in the livestock support is approximately 50%" (Anonim, 2011:12).

Red meat prices in Turkey; It is influenced directly or indirectly by several factors. Direct related factors; feed material, feed and labor expenses. Factors affecting indirectly; animal species, substitute products's prices (sheep and goat meat, beef), import or export status, the presence of state intervention, livestock supports, interest rates, instability in milk price, consumer demand, consumer preferences (Cevger and Sakarya, 2006:1).

The economic crisis in Turkey and the measures taken place have affected red meat prices negatively. That the import of animals was stopped and that amounts of red meat production was increased will ensure stable in the red meat prices. The following Table 2 shows the red meat prices in Turkey according to animal species.

Table 2: Turkey Meat Prices (1994-2014) (kg/TL)

Year	Mutton Prices	Goat Meat Prices	Beef Price	Buffalo Meat Price
1994	0,14	0,13	0,15	0,14
1995	0,29	0,27	0,30	0,28
2000	2,81	2,64	2,84	2,59
2005	9,57	9,07	9,56	8,44
2010	18,93	18,32	18,41	16,65
2011	20,36	18,87	18,54	16,8
2012	19,64	18,78	17,51	15,97
2013	18,14	17,00	15,83	15,57
2014	18,28	17,00	17,10	15,25

Source: TÜİK

Primary objective of the study is to predict Turkey's the 2015-2023 period red meat production. The second objective of the study, in the direction of its 2023 targets gives place policy proposals to increase the production of red meat.

2. Literature review

In the world and Turkey, there are studies on red meat production estimate Gunaydin G., (2007) tried to analysis the possible effects of the European Union process to the livestock sector in Turkey, under various future predictions in his study (Gunaydin, 2007). Koc A. A. (1995) has established a separate supply model for supplying of red meat derived from cattle and sheep for Turkey in his study (Koc, 1995). Yavuz F., Zulauf C.R., (2001), They have developed an estimating method with the assuming that the actual amount is far below for Turkey red meat production estimates. (Yavuz and Zulauf, 2001). Dastagiri (2004), has made the supply and demand forecasts until 2020, for animal products under different scenarios by using of delay pattern in his study (Dastagiri, 2004). Celik S., (2012), has made predictions with Turkey's meat production data between 1936 and 2011 until 2020 via Box-Jenkins method in his study (Celik, 2012).

3. Methodology

In this study; time series analysis method was used. The time series are composed from the observations values of a variable that is resulting in time. The time series analysis methods create statistical models by using of last observations values and estimate the future (Ihaka, 2006:1).

The Box-Jenkins method is one of the methods of commonly used in the time series analysis. Box-Jenkins method is used to discrete linear stochastic processes. The basis of this method is based on the paradigm of ARIMA. The reason for the general acceptance of the method is recognition facility of modeling of any time series, and easy administration with the help of an econometric software package whether stationary or not, include or not include seasonal item (Maddala, 1998:17).

Box-Jenkins models are Auto Regressive-AR, Moving Average - MA, Autoregressive-Moving Average - ARMA and Autoregressive Integrated Moving Average - ARIMA. When AR model (p), MA model (q) and ARMA model which is a combination of them (p, q) applied to stationary processes, ARIMA (p, d, q) models are applied to the non-stationary processes.

If the time series are stationary the mean and variance will not change in time. Covariance between the two periods is based solely on the distance between the two periods, is no on a period in which the calculation of the variance (Baltagi, 2008:356).

Average = $E(Y_t) = \mu$

Variance = $\text{var}(Y_t - \mu)^2 = \delta^2$

Covariance = $\chi_k = E((Y_t - \mu)(Y_{t-k} - \mu))$

ARIMA (p, d, q) Models: When the time series are stationary one of suitable AR (p), MA (q) and ARMA (p, q) models can be used. Whereas most of the time series are non-stationary in real life because of they have characteristics of over time changing a certain stochastic processes (Sevuktekin and Nargeleçekenler, 2010:173). The stationarization of non-stationary time series is done by taking the difference. In this case the model is expressed as ARIMA (p, d, q). In here “d” is stabilizing, namely difference parameter of the series (Brooks, 2008: 233).

4. Analysis

In this part of the study, between the years 1994-2015, the Turkey meat production, with time series analysis, predictive values were obtained until 2023. Modelling has been made using Box-Jenkins method. EViews pack program has been used at the application for time series analysis. In order to start analysis, graphics of variance has been drawn.

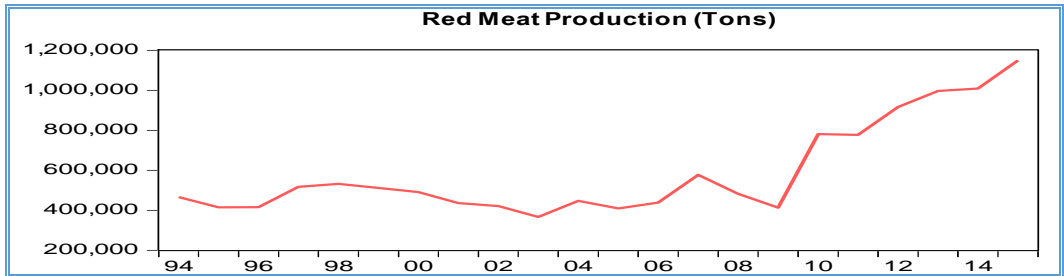


Figure 1: Movement of the Red Meat Production Series

As time series is not stationary, it has been immobilized for taking the difference of the first degree. Unit root test is done to look at the stability of the statistical time series. According to the table, because it is smaller than the critical value for the ADF test statistics, the series do not contain unit roots. That series are stationary.

Table 3: Unit Root Test Results of DE Series

Null Hypothesis: DE has a unit root		
Exogenous: Constant		
Lag Length: 0 (Automatic - based on AIC, maxlag=4)		
		t-Statistic
		Prob.*
Augmented Dickey-Fuller test statistic		-5.093083
Test critical values:		
	1% level	-3.808546
	5% level	-3.020686
	10% level	-2.650413

To determine the stability of the series, it is moved to the stage of determining the most appropriate model. Because it has a linear train of red meat production series, ARIMA (0,1,1) model has been preferred. The estimation results are given in Table 5.

Tablo 4: ARIMA (p, 1, q) Model Selection

	Akaike	Schwarz	Hannan-Quin
Constant	ARIMA (0,1,0) 26.07939	ARIMA (1,1,2) 26.07673	ARIMA (1,1,2) 25.90615
Constant+ trends	ARIMA (0,1,1) 25.38953	ARIMA (0,1,1) 25.53865	ARIMA (0,1,1) 25.41476

Tablo 5: ARIMA (0,1,1) Model Forecast

Dependent Variable: D(E)
Method: Least Squares
Date: 03/02/16 Time: 21:41
Sample: 1997 2015
Included observations: 19
Failure to improve SSR after 16 iterations
MA Backcast: 1996

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-89160.01	17212.30	-5.180016	0.0001
@TREND	9809.626	1195.264	8.207077	0.0000
MA(1)	-0.999890	0.184244	-5.426979	0.0001

R-squared	0.593588	Mean dependent var	38626.00
Adjusted R-squared	0.542787	S.D. dependent var	108570.9
S.E. of regression	73412.95	Akaike info criterion	25.38953
Sum squared resid	8.62E+10	Schwarz criterion	25.53865
Log likelihood	-238.2005	Hannan-Quinn criter.	25.41476
F-statistic	11.68448	Durbin-Watson stat	2.007102
Prob(F-statistic)	0.000744		

Inverted MA Roots	1.00
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Before the prediction phase, autocorrelation and heteroscedasticity tests have been made. According to test results of autocorrelation, it has been seen that there is no autocorrelation problem in the error term. According to test results of changing variance, it has been seen that there is no heteroscedasticity problem. The estimation of 1994 - 2015 for the original series has been made and it has been showed in Figure 2. 2016-2023 term prediction series has been showed in Figure 3. Actual and forecast series of red meat production have been showed in Figure 4.

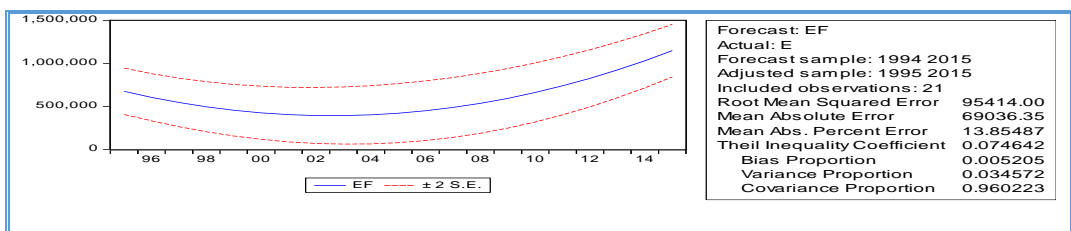


Figure 2: Red Meat Production Forecast Original Series

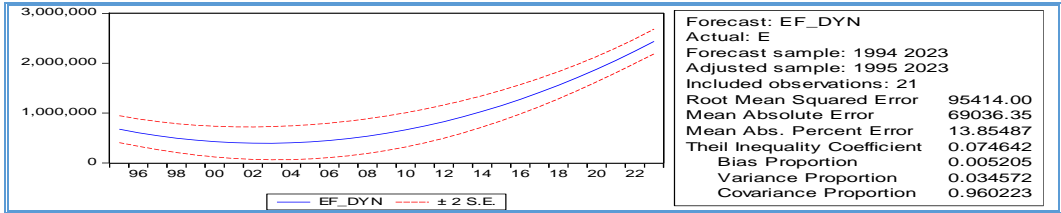


Figure 3: Red Meat Production Forecast Series

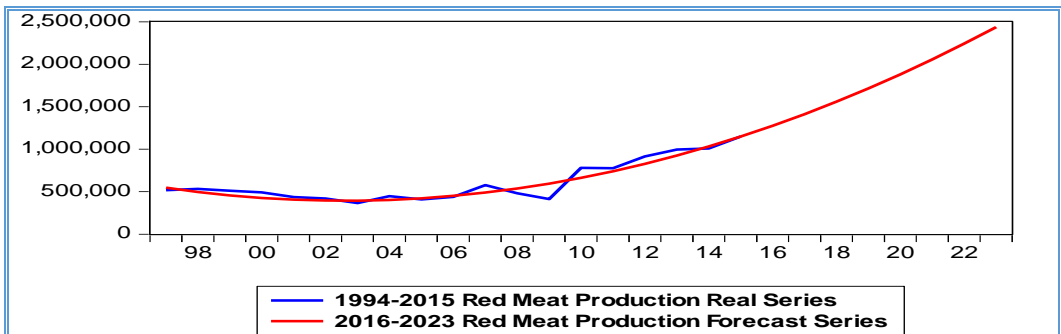


Figure 4: Red Meat Production Facts and Projections Series

5. Conclusions

In this study, of Turkey red meat production forecast was made by analysis of time series for the period 2016-2023. Firstly, variable graphics were obtained. Generalized Dickey- Fuller (ADF) test and the Phillips-Perron (PP) test were used for the unit root test. The first differences of the series have become stagnant. The correlation of variables (ACF) and autocorrelation (PACF) graphs have been obtained. Akaike information criterion (AIC) and Schwarz information criterion (SC), the smallest of such information criterion, ARIMA (0,1,1) model, has been identified as the most suitable model. The period 2016-2023 the predictive value of red meat production for Turkey was obtained. The results obtained from this study, 8-year predictive values are given in the table below. Red meat production, as seen in the Table 6, in line with the 2023 targets will continue to increase as.

Table: 6 Red Meat Production Forecast Values (2016-2023) (Tons)

Year	2016	2017	2018	2019	2020	2021	2022	2023
Forecast Values	1275835	1412297	1558568	1714648	1880538	2056238	2241748	2437067

6. Policy Recommendations

Turkey's 2023 year targets consist of 63 articles. 6 of these articles include economical targets. Unemployment is reduced to 5 %, development difference among regions is reduced to acceptable levels, poverty is removed and imbalance on income distribution is minimized, women's attendance in labour is increased to 38 %, 15 thousands disabled persons is taken to public institutions and unrecorded employment is reduced to 15 %. Briefly, Turkey aims to be one of most powerful 10 economy in world in 2023 and Turkey tries to get annual average red meat consumption amount per person in developed

countries with this purpose. In order to catch this target, Turkey requires to concentrate on red meat production. Precautions which would be taken on this issue can be said as the following.

1. Since the reclamation of animal breeds is not at the desired level, animal production efficiency has decreases. Breeding work should be brought into a State policy. Ministry of Agriculture, Industry Organizations and Universities to collaborate should be provided (Türkyılmaz, 2010:85-86).
2. Due to rising production costs, the number of cattle and small ruminants in Turkey has decreased significantly. Therefore, the government should be added emphasis on feed costs. In particular, for the further deduction of feed costs, urgent measures should be taken. Businesses should be able to produce their own oath and to make silage (Gözener, Sayılı, 2015:298).
3. In recent years, the number of smuggled animals has increased. These animals which are audited by any authority cause that animals' diseases increase and number of animal decreases significantly. Food, Agriculture and Livestock Ministry by, No. 2015/04 Combating Animal Disease Control and Animal Movement Circular was issued. This circular should be applied rigorously.
4. To combat animal diseases, veterinary services should be expanded firstly. Vaccination programs should be organized. In particular, the spread areas of disease should be determined. These animals should be kept under quarantine or should be culled. The cost of these animals must be paid timely and fully (Türkyılmaz, 2010:85-86).
5. A different incentive system is applied on animal production by regions in Turkey. Share which is separated to livestock sector in incentives related to agriculture sector is quite high. In order to get benefit from these incentives, education activities should be emphasized (Kaymakci et al. 2000:780).

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Albanian Diaspora in Greece in the years 1990-2000

Msc. Mustafa Kadzadej

mustafakadzadej@ymail.com

Msc. Kleviona Hoxha

klevianahoxha@ymail.com

Abstracts

The reasons that prompted the Albanian exodus were numerous and varied. While if we take a look on its consequences will see that they have a dual nature. Among the positive aspects of exodus we can mention the fact that it helped Albania economically meeting the needs of a considerable part of the population in the moment of political and social crisis transition enabling the survival of many families. ¹On the other hand it had a negative impact not only because of spending vital energies of the nation abroad, but also because it led to the formation of a bad opinion about Albanians, opinion spread almost all over Europe, especially where their presence was bigger. ² For this reason we got to study precisely the image of immigrant in two countries (Italy and Greece), where they have the largest flow of migration in 1990-2000. We should note that in recent years in both countries in Italy and in Greece prevails the same closed mentality against foreigners. Also it is accompanied (especially in Italy with the malfunctioning of the structure that handles issues of migratory movements, not like in the other states like Germany, England or France where, besides the small number of immigrants, there were laws and better functioning of the state that associated with emigration's problems. On the other hand we can say that in this period, whether in Greece the fortunes of the Albanian immigrants depended from the relations of the Greek-Albanian state, in Italy they depend mainly on the behavior of immigrants. ³

" Invasion " of embassies, mass departures at the border, and the exodus in general, following the collapse of Albania 's totalitarian regime in the early 90's, and marked the origin of the formation of the Albanian Diaspora. According to the researchers R. Devole compactness of the concept of " Albanian diaspora ", depends of homogenising effect means of mass proclamation, which as a consequence of technological developments of recent years, they can provide culturally emigrants everywhere. ⁴

Albanian immigrants in Greece constitute a community with different characteristics from their compatriots residing in the United State of America. The differences are largely determined by relations with host countries, but also from the body, identity processes, distance from the birthplace, etc. From this perspective, the Albanian diaspora is better to be used in the plural than in the singular. ⁵ When the ships of Albanian exodus set sail to the coast, in Europe was waiting cameras and cameras of the whole world. Solidity of negative images of Albanians depends on the raw materials used for its manufacture : news, television footage, photographs, films, articles, interviews, analysis, documentaries, reportages, sounding titles, chronicles, etc. From this media curfew in few causes can be "good albanians". ⁶

Fluent Italian, wearing fashionable, European faces, dignified culture, fell necessarily in conflict with the image of barbarity imparted by the media, but not to the extent as to bring in crisis the bredore coherence of the negative myth of Albanians. ⁷ The following years this myth on the Albanians would start to fade gradually, but without losing its shape. That's because this period coincided with the television success of several Albanian artists, who with their ingenuity showed the opposite

¹ Fabian Kurti. "About the Albanian Emmigration", *Përpkjka*, Nr. 9-12 1997. 14

² The same,

³ The same,15

⁴ Rondo Devole, *Bridge over sea*, (Tirane: Ora 2008) , 160

⁵ Devole,*Bridge...*, 161

⁶ Rondo Devole. "Albanians in Italy" *Përpkjka*, Nr.26-27 2010, 96

⁷ Devole, *Bridge over...*, 185

about the negative image of the Albanian community. If smaller and criminal event which will be included any Albanian would myth reborn with all its strength, bringing a political instrumentalisation of the events. In addition, for the first time in Albanian immigration history in Italy was verified harmful racism acts to their detriments. ¹ However, there is no denying that Albanian emigrants are already an integral part of Italian society. Perhaps it is no exaggeration to say that Albanians are one of inclined groups to be integrated, as is obvious from different data like: presence in the labor market, the percentage of family with permanent residence, level of education, high school attendance, and the cultural approach and attitude. ² This influenced perhaps because in Italy we will have a significant presence of intellectuals and cultural elite of the country, who after 90 years chose to continue their activity abroad.

Although according to the data the majority of them will migrate mainly in the US and in other countries in Western Europe. ³ Meanwhile, regarding the situation of Albanians in Greece in the years 1990-2000, we can not say that we have sufficient resources to present a comprehensive situation associated with their image in the media and the Greek press, but present to us the study of R. King and J. Vullnetari can say that it was similar to the Italian in many aspects. After the first welcoming, the image of Albanians was disintegrated by some stereotypes, which should be noted that constituted a small minority.

But a major impact would have the historical past of the two countries after the breakup of the Ottoman Empire, which would penalize in many aspects Albanian immigrants in Greece. During this period another aspect that would bring prejudice to the Albanian community, would be the differentiation of the state and the Greek society will do among the "half ethnic Greek Albanian's" (mainly from areas of southern Albania) and "other Albanian", which would bring differences in their rights. ⁴

The Common of both countries is that Albanian emigration, despite stereotypes used by the media to characterize it, has achieved a high degree of integration in the socio-economic life of these countries. ⁵

About the cultural integration of Albanian emigrants in the countries where they have settled over the years 1990-2000, we can not say that in all the places he has been uneven. By the sources used by us, although in small numbers, we can see that this process is not developed with the same intensity in all countries where Albanians have emigrated. This can be explained by several reasons, among which the most important would be; the size and compactness of the Albanian community, and in the other side the tendency of the recipient countries to allow the organization of immigrants on the basis of ethnicity, coupled with a high degree of tolerance. But on the other side the Albanian emigration can distinguish different trends. In neighboring countries such as Italy and Greece where is the concentrated and the largest number of immigrants, during the whole period of the 90's Albanians have a few cultural activities, because of prejudices that hinder the integration in economic life.

As in other western countries like the US, France, Germany, England, Sweden, Switzerland, etc., the cultural organization and the integration in the local society without losing national identity was bigger. Albanians were integrated in the social life of the country by participating in associations of migrants in cooperation with the citizens and institutions of the host country. Most associations were created in 1998. A primary concern has been to preserve the associations of Albanian identity, against prejudice and racism.

Suggested by Barjaba and King about the Greece and Italy, organized in association between Albanians has been weak, primarily because of the marginality of their economic and legal status, but also because of the antipathy of their commitment to community organizations to, that remind the communist past. ⁶ This makes that their cultural activity was not well documented. One of the resources used to reflect the cultural activity of Albanian emigrants are mainly periodicals, newspapers and magazines, through which we tried to get reliable data. But as to their number, as well as often little material they contain, it can not be said that we have failed to reflect the extent necessary, and at all stages that follow this

¹ Devole. "Albanians in Italy", 97

² Devole. "Albanians in Italy", 99

³ Russell King and Julie Vullnetari, *Migration and Development in Albania*, Sussex Centre for Migration Research, December 2010, 36

⁴ King and Vullnetari, *Migration and Development in Albania*, 38

⁵ The same, 32

⁶ Niko Gogonas. "Language of second generation immigrants in Greece", *Përjpekja*, Nr.26-27, 2010, 108

activity. However relying on these sources can make generalizations and cultural activities of Albanian immigrants, certainly in some countries maintaining its specificity. A magazine that reflection the great diaspora activity, whether it be early and that of after 90 years, has been " the Albanian Diaspora ". This magazine, " claims to be a forum of Diaspora figures, problems, messages, voices coming from far away, wherever the compatriots are found. In the first issue of it claims that " will be linked to the current, culture, historical tradition, and in it will be reflected the Albanian emmigration issues,activities of associations operating in the Diaspora, diaspora's figures of our days etc. ¹

In the pages of this magazine, we will find reflected part of the life of countries where immigrants live.

Regarding the Albanian cultural activity of Australia, we learn that there is an organized community of Albanian man in Melbourne has just 6 Albanian schools, which teach Albanian girls and boys. On behalf of the Albanian issue are two centers, Muslim and Catholic, raised by the Albanians. ² It is impressive the existence of an Albanian-language radio station in Malburn, directed by Hikmet Ndreu. ³ However it is unclear whether this community is formed mainly by immigrants come after 90 years, or it is attached to the old diaspora that existed there.

¹ Magazine "Albanian Diaspora", Tirane, nr.1, september 1998, 2

² The same,38

³ The same, 39

Using List of Values as Base of Beer Consumer Segmentation Based on Their Lifestyle- Case of Study City of Pristina

Arsim Begunca

Phd candidate, European University of Tirana (UET), Albanian-Kosovo,

arsimi-75@hotmail.com

Abstract

When studying lifestyles, value is an essential element in defining of internal status for individual. For almost as long as values were studied in consumer's behavior, methodology was in favor of researchers. Human values have found increasing use as the basis of market segmentation. In our study using the LOV scale as a base for beer consumer segmentation based on lifestyle, we have managed to divide these customers/consumers in three segments. These segments are: sports - entertainment segment; traditional-family segment and health-safety segment. Thus several hypotheses generated that have been confirmed. For Data Analysis program named Statistical Package for Social Science (SPSS version 20) has been used. This study used descriptive analysis, factorial analysis, independent samples, T-test, one way between groups ANOVA and cluster analysis. Keywords. Lifestyle, respondent, beer consumer, List of values.

1. 0 Introduction

1. 1 Knowledge regarding lifestyle

Expression LIFESTYLE is commonly used to categorize people who share same characteristics and beliefs. Lifestyle is a concept widely used and accepted in the social sciences and this expression appeared in psychology and sociology literature in the last three decades. "(Horley, Caroll & Little, 1998). The lifestyle concept is useful not only for the traders to mark different segments, but also for people to understand themselves in terms of how they behave and what they value. Researches suggests that knowing of people's lifestyle can allow marketers and researchers predict their behavior, in particular buying/purchasing behavior it is one of the most important tasks for scientists of these fields. Purchasing behavior reflect customer values that best show their lifestyle. Therefore researchers and traders are interested in tracking lifestyle and values segmentation studies. (Kahle & Kennedy, 1989).

Since the early use from Lazer in 1963 information on lifestyle analyzes became very popular in Marketing Management during Decision Making. Use of values and lifestyle as segmentation criteria consistently raised hopes that they explain more different observed behavior (actions) than demographic and social-economics variables. Because values of the consumer lifestyle provide a richer view of the market and a bigger portrait of life and customer desires, they reach the requirements of the management practices for increasing sophisticated and active marketing information. (Wasner & Wedlle : cit. Talha Harcar and Erdenar Kaynak, 2004).

Rona Ostrow and Sweetman R. Smith ' Marketing Dictionary' describes lifestyle as characteristic behavior centered around activities, interests, opinions, positions and demographic characteristics that distinguish a segment of the population from another. Consumer lifestyle is seen as the amount of his interactions with his environment. Lifestyle studies are components of broad concepts of behavior called psychographics. The Oxford English Dictionary states that the early use of the term "lifestyle " is made by Alfred Adler, psychologist who used it in 1929 to present the basic feature that was established in early childhood which governs his reactions and behavior.

1. 2 Lifestyle Concepts and Theories

In studies of lifestyle, value is an essential element for determining the domestic/internal status of the individual. Also, Kahle and Kennedy (1989) pointed out that people usually buy products for the benefit of the values fulfillment. Carman (1978) suggests that values are directly associated to an individual's lifestyle. Value is an

Abstract concept. It serves as a guide for the classification of things and easier processing of information. It also helps people in making decisions to test products, services or special ideas (Kahle and Kennedy, 1989). Waldrop (1994) noted that when products are sold by their image, consumer values are more important than demographics. Values serve as guides that verify individual actions and positions to objects and situations. Values influence on making judgments, justifications and comparisons of one person with others (Rokeach, 1973). It is also responsible for various behaviors associated with the market, such as positions, beliefs, choice of brand and product use (Pitts and Woodside, 1984).

Many lifestyle researches have adopted Maslow hierarchy of needs/requirements as theoretical basis. Maslow Theory suggests that people consistently fulfill their needs ranging from physiological needs (water, food) and ranking through security needs (protection from injury), needs for love and affiliation (in society), need for respect (prestige, respect from others) and finally the need for self- actualization or self-fulfillment (Maslow, 1954). Based on different status in meeting/fulfilling the needs researchers managed to identify people in groups and furthermore explain ways that people communicate/interact with the environment.

Expected value theory is another theoretical framework for the study of lifestyle. Feather (1963) proposed this theory to explain how individual attitude/behavior is determined by situations in which a person is exposed and threats that this person has in a particular situation.

In other words, individual expectations and values are those which direct current behavior. The expected value theory allows research of values and lifestyle tie values in actions and takes in to consideration situation and the person as well.

1. 2. 1. Measurement systems in lifestyle studies

Four classic measurement systems are known that are related to lifestyle studies, which are: Rokeach Value Survey(RVS); List of Values(LOV); Attitudes Interests and Opinions(AIO) and Values, Attitudes and Lifestyle System(VALS). Since we have taken List of Values (LOV) as segmentation basis according to Lifestyle, further down we will describe only this instrument in measuring lifestyles.

1. 2. 2 List of Values –(LOV)

List of Values (LOV) has been developed by researchers in the Analytical Research Center, University of Michigan (Kahle, 1983; Veroff, Douvan & Kulka, 1981). Construction of LOV is based on the theoretical foundations on values from works of Feather (1974), Maslow (1954) and Rokeach (1973). List of values includes a list of nine values. Responders to List of Values were requested to evaluate each of the nine values and show below the most important one. Review by Kahle, Homer and Beatty found that the LOV instruments have been adopted and replicated in different areas, and that these research findings provide validation for LOV. Method of testing and retesting reliability is used to ensure the reliability of the issue of LOV (Beatty, Kahle, Homer & Misra, 1985).

Table 1. 1. The questionnaire form for the LOV.

Below is a list of things that some people seek or want from life. Please study the list carefully and then rank each thing how much it is important in your life, where 1 = not at all important and 9 = very important	
-A sense of belonging (to be accepted and needed by your family, friends and community)	1-2-3-4-5-6-7-8-9 1-2-3-4-5-6-7-8-9

	1-2-3-4-5-6-7-8-9
-Excitement (in experiencing incentive and emotion)	1-2-3-4-5-6-7-8-9
- Warm relationship with others (to have a close relationship and close friendship)	1-2-3-4-5-6-7-8-9
- Self - fulfillment (find peace of mind and using your talents as best you could).	1-2-3-4-5-6-7-8-9
- To be respected (admired by others and accept assessments).	1-2-3-4-5-6-7-8-9
- Recreation (have fun) and experiencing life (make life happy and enjoyable)	1-2-3-4-5-6-7-8-9
-Safety (to be protected and guarded against attacks).	
-Self - respect (being proud of yourself and confident with who you are).	
- The sense of achievement (fulfillment) (to succeed in what you want to do).	

Source: Kahle & Kennedy (1989). pg. 8.

Kahle and Kennedy (1989) noted that at least four different methods of data analysis can be used to analyze the LOV data. These methods are nominal analysis, regression analysis, analysis of cause and segmentation analysis, which provide more information from the given data than traditional methods. One of the studies carried out by LOV as part of the study instruments, which it has been designed to forecast different styles of leisure travelling during free time (vacation) (Madrigal, 1995). "Cross-National Consumer Psychographics"(Kahle, 2000) is a summary of eight studies, which compares different aspects of psychographic consumer data at national and cross-cultural level. According to Kahle (2000) LOV is an instrument which can be used to understand the cultural aspects of consumers based on their social values .

1. 3. Definition and formulation of the problem

The Beer market presents a relatively large market and a trend of increasing its consumption from year to year. Therefore for companies that deal with production and those dealing only with the marketing of this product there is a need to identify consumer needs regarding this article. To achieve these objectives the company uses segmentation of the market as the most efficient approach for a better fulfillment of customer needs and requirements. Within the variables used for market segmentation there are also psychographic variables, in which consumer lifestyle is also included. With this paper we intend to segmentize beer consumers by the lifestyle as one of psychographic variables to be used for effective segmentation of the beer market in Pristina.

1. 3. Purpose of the study

The purpose of this study is segmentation based on lifestyle of beer consumers in Prishtina. In particular this study is designed to construct the lifestyle instruments and their use in detecting patterns of current beer consumer lifestyle. The study claims that the industry market can be segmented by the lifestyle and if the industry can understand its consumer and his lifestyle it can make a higher degree of consumer satisfaction.

Therefore eventually by identifying beer consumers lifestyle they will offer a good analytic basis in segmentizing beer market, better product positioning in the market, promotion and more effective advertisement.

1. 4 Study hypothesiss

After a comprehensive literature review of values and lifestyle, several hypotheses have been developed in order to test the differences between identified lifestyles.

H1: Most of the beer is consumed by the group of sport-recreational-entertainment orientated consumers.

H2: Women who consume beer mostly belong to sport-recreational-entertainment orientated consumers.

H3: Consumers belonging to traditional-family orientated segment mostly consume beer in their home near their families.

H4: There are lifestyle differences of beer consumers depending of gender.

H5: There are lifestyle differences depending on age.

Research methodology

2. 1. Research method

This research intends to segmentize beer consumers by their lifestyle testing proposed assumptions/ hypothesiys based on the existing theory. Quantitative approach is used more in this study than the qualitative approach. Quantitative approach is more suitable to test and evaluate the assumptions and to follow standard procedures which are strict in the used instruments and allow the statistical data analysis to identify relevant information related to beer consumer lifestyles in Prishtina.

The face to face survey with self-administered questionnaire was adopted in this study as a data collecting method. Alreck and Settle (1995) pointed out that self-administered questionnaires are an excellent way to ask responders and provide information, provided by an expert and when the appropriate instrument has been used.

2. 2 Data collection

Primary data on this topic are provided through various survey respondents in city of Prishtina. Through a self administered questionnaire we have surveyed a total of 91 responders, where the information obtained from these surveys is used as primary data and presents the essence of research. The questionnaire consists of 34 questions; the series of questions are designed to have a range of responses focusing on the same general topic. In short questionnaire includes 21 questions for beer consumption section, two questions for the values section, a question for hobbies and 10 questions on demographic characteristics section.

Values component is adopted from studying LOV(Kahle, 1983, Veroff, Douvan and Kulke, 1981). LOV scale is used in several studies on lifestyle and these studies have shown that the LOV scale is good to forecast customer behavior and consumer segmentation based on different value status. There are two questions in questionnaire at the values section.

2. 3 Sample selection

A self-administered questionnaire is used in this study that is directly distributed by the researcher in randomly selected sample. The study uses one scale sampling method. Therefore, Prishtina residents of ages 18 and up have been randomly selected in conducting this study.

2. 4 Methods of analysis

Programm named Statistical Package for Social Science (SPSS version 19) is used for data analysis. This study used factorial analysis, independent samples, T-test, one way between groups ANOVA and K-means cluster analysis

3. 0 Data Analysis

3. 1 Factor Analysis

Factor analysis is applied in this study to reduce the number of variables, in order to make the study interpreted easier. Twenty- three issues of " consumption of beer " section and eleven issue of " values and hobbies " have been subject to factor analysis in order to reduce the large number of variables in a smaller community of fundamental factors. Before applying the PCA - Principal Components Analysis data adequacy of factor analysis is assessed or reviewed. Any issues in correlation matrix having a coefficient of less than 0. 3 in any other matter were removed. Also the commonalities table is examined and any issue with less than 0. 50 was also removed as a low value of commonalities, since they show that these variables don't have any relation to other variables in the community. (Field,2005;Tabachnick & Fidell,2000).

Factor analysis was performed using the Principal Component Analysis-PCA with orthogonal rotation (varimax). Orthogonal rotation was chosen because the resulting factors will be used in subsequent statistical analysis and this approach minimizes collinearity (Hair,Anderson,Totham & Black,1998). Two sources of information were examined in order to determine the number of factors that will be elected, Eigenvalue size and Eigenvalue screeplot. Only factors with an Eigenvalue of 1 or more are taken into account and Screeplot diagram is checked for the information of the number of factors. Three factors have been derived based on these sources of information on the consumption of beer section, whereas for "Values and Hobbies" section one factor has been derived. Furthermore, individual issues and factor loadings are inspected. In the final selection 7 out of 23 cases of consumption of beer and 9 out of 11 cases of values and hobbies that have a factor loading 0. 4 and over in one factor have been held (Field, 2005) and these issues have been reduced to four principal factors.

Kaiser-Meyer-Olkin Sample Suitability measurement unit which provides measurement unit in quantifying of the inter-correlation scale through variables and appropriateness of factor analysis, for 'beer consumption' section is 0. 602, and for the section of 'values and hobbies' is 0. 687, exceeding the recommended value of 0. 6 (Coakes & Steed, 1999; Kaiser, 1970,1974).

Bartlett's Test of Sphericity reached statistical significance ($p = 0. 00$), supporting the factorability of the correlation matrix for factor analysis.

At 'beer consumption' 3 selected factors with Eigenvalue factor exceeding 1, explain 70. 88% of the variance, whereas factor chosen at ' values and hobbies' explains 59. 80% of variance. Table 4. 10 presents the results of the factor analysis section of "beer consumption " and " values and hobbies " section.

The reliability analysis was conducted to test the internal consistency of each factor provided by factor analysis. Cronbach Alfa coefficient is one of the indicators that usually is used mostly in the internal sustainability (Coakes & Steed,1999;Pallant,2001) and normally is recommended to be above 0. 6 in research studies (Hair, Anderson, Tatham & Black, 1998). All factors obtained by factor analysis show Cronbach Alfa coefficient to be above 0. 6.

Table 3. 1 Factors derived from factor analysis

Issues	Components			Eigenvalue
	1	2	3	
Eigenvalue	3. 008	1. 240	1. 060	5. 382
Cronbach Alfa coefficient	0. 809	0. 627	0. 602	0. 724
Factor 1				

How many bottles of beer you drank last week	0. 891
How many bottles of beer you drank last month	0. 822
How strong you like your beer	0. 583
Factor 2	
Do you drink beer at home	0. 878
What beer you use in your home	0. 837
Factor 3	
Season when you drink mostly	0. 732
Which is your favorite wrapping/packaging	0. 705
Factor 4	
What is your hobby	0. 781
What things have greater importance...	0. 734
The sense of belonging	0. 496
Warm relationship with others	0. 651
Self-fulfillment	0. 749
To be respected	0. 680
Safety/Security	0. 877
Self respect	0. 764
Feeling/sense of achievement	0. 536

3. 3 Cluster Analysis

Cluster analysis is one of statistical analysis that is used in many segmentation studies in defining groups. There are two main subdivisions of clustering procedures, when the number of clusters is default/determined then K-means Cluster method is used and hierarchy cluster analysis is used when the number of clusters is not predetermined. K - Means cluster analysis is used to identify relatively homogeneous groups of cases based on selected characteristics for this study. K - Means cluster analysis procedure requires that cluster number should be specified in order to continue with the analysis. K-Means attempts to identify relatively homogeneous groups of cases based on selected characteristics using an algorithm that can manipulate large numbers of cases. The study initially speculated that there are three to five segments of consumer lifestyles that should be explored. Of the total number of 91 responders- consumers of beer, for selecting of

three clusters the number of cases (respondents) was 34, 17 and 40. For selection of four clusters number of cases was 34,28,7 and 24; whereas for selection of five clusters the number of cases was 27,22,4,18 and 20.

From case analysis of four and five clusters there are many matching features across groups, but at three clusters selection there are less matching features across groups. For this reason and for the purposes of interpretation this study has used the three cluster selection in order of grouping beer consumer respondents. In ANOVA table we presented all cases used in cluster analysis.

Table 3. 2 ANOVA Table for three chosen clusters

Factors	DF	F	significant
Beer consumption			
Amount of consumption in last week	2	5.814	0.004
Amount of consumption in last month	2	3.363	0.390
Do you drink beer at home	2	0.358	0.700
Season when you drink beer the most	2	54.755	0.000
Which wrapping you prefer	2	1.116	0.332
What beer you use in your home	2	2.525	0.086
How strong you like your beer	2	0.545	0.582
Values and hobbies			
What is your hobby	2	6.801	0.002
What things have greater importance			
In your daily life			
	2	157.687	0.000
Sense of belonging	2	30.045	0.000
Warm relationship with others	2	9.798	0.000
Self fulfillment	2	4.674	0.120
To be respected	2	2.895	0.061
Safety/Security	2	31.684	0.000
Selfrespect	2	6.663	0.002
Sense/feeling Achievement	2	3.627	0.031

Using membership information by cluster analysis, frequency analysis was conducted to provide an overview for each cluster.

Cluster or segment 1. This cluster represents 37.36% of interviewed responders, that is the second cluster from the number of responders throughout three chosen clusters. On the question regarding values where responders had to determine over one of values that are most important on everyday life, in this cluster we have a compact sequence where 100 % of respondents chose the value "recreation and enjoyment of life"; whereas at nine point scaling by Likert's scale this issue has the highest average ranked on 8.76. Also responders in this cluster as their favorite hobby mention sports with 61.8%. From this data we can see that this group is mostly interested in entertainment and sports so it is named "sports entertainment-oriented cluster."

Cluster or segment 2. This cluster is formed from 17 responders and represents 18.68% of interviewed responders, is also the smallest cluster from three clusters. On question about values in choosing one of values that is most important in everyday life, the security value with 64.7% and sense of belonging with 17.6% make the most importance for responders of this group. Whereas at nine point scaling by Likert's scale this security/safety issue again with average of 8.41 and sense of belonging with 8.00 make the highest ranking.

As far as hobbies we have a wide distribution of responses, which mostly is answered in the "Other" 35.3% where in this group are included hunting, fishing, etc. After that 'sports' are ranked with 29.4% and 'meeting friends and comrades' with 23.5%. In examining the responses regarding beer consumption it shows that this group consumes the most beer and most of the three clusters consume Beer of Peja (82.4%). From these data we can see that this group is more family oriented (sense of belonging) than other groups and more traditional in sense of consuming in percentage mostly local beer. Given everything mentioned above this group was named 'traditionally family oriented cluster' group or shortly 'family-traditionalist'.

Cluster or segment 3; this cluster consists of 40 responders and represents 43.96% of interviewed responders. This cluster makes the biggest group out of three clusters. In the 'Values' question again most importance in everyday life is given to security/safety with 60%. At nine point scaling value of the security reaches the highest ranking from all clusters with an average of 8.53. Main hobby of responders belonging to this group is 'meeting friends and comrades' with 35% and 'Other' (fishing, hunting, etc...) When checking answers regarding beer consumption we can see that responders from this group in highest percentage from all clusters, with 15%, express their concern that consuming beer affects human health. From these data this group is named 'safety and health oriented cluster'.

Table 3.3 Cluster profiles according to demographic features

	Entertainment and sports	Traditional –family	Security-Health
Personal features	No. of responders 34	No. of responders 17	No of responders 40
Age	18-25, 28(82.4%)	26-35, 5 (29.4%)	18-25, 3(7.5%)
	26-35, 5(14.7%)	36-45, 7(41.2%)	26-35, 9(22.5%)
	46+ 1(2.9%)	46+ 5(29.4%)	36-45, 15(37.5%)
			46+, 13(32.5%)
Gender	Males 23(67.6%)	Males 15(88.2%)	Males 35(87.5%)
	Females 11 (32.4%)	Females 2(11.8%)	Females 5(12.5%)
Education	High school 13 (38.2%)	High school 10 (58.8%)	High school 17 (42.5%)
	University 21(61.8%)	University 7(41.2%)	University 23(57.5%)

Employment	Employed 15(44. 1%)	Employed 17(100%)	Employed 36(90%)
	Unemployed 19 (55. 9%)		Unemployed 4(10%)
Civil status	Single 31(91. 2%)	Single 2(11. 8%)	Single 6(15%)
	Married 3(8. 8%)	Married 15(88. 2%)	Married 34(85%)
No. of family members	1-4, 13(38. 2%)	1-4, 6(35. 3%)	1-4, 14(35%)
	5-8, 19(55. 9%)	5-8, 8(47. 1%)	5-8, 22(55%)
	9-12, 2(5. 9%)	9-12, 2(11. 8%)	9-12, 1(2. 5%)
		13+, 1(5. 9%)	13+, 3(7. 5%)
Family income	100-300, 8(23. 5%)	100-300, 6(35. 3%)	100-300, 14(35%)
	301-600, 17(50%)	301-600, 4(23. 5%)	301-600, 16(40%)
	601-1000, 7(20. 6%)	601-1000, 5(29. 4%)	601-1000, 7(17. 5%)
	1001+, 2(5. 9%)	1001+, 2(11. 8%)	1001+, 3(7. 5%)

Table. 3. 4 Cluster profiles based on hobbies and personal values

	Sport-entertainment	Traditional -family	Safety- Health
	No. of responders 34	No. of responders 17	No. of responders 40
Hobbies			
Sport	21 (61. 8%)	5 (29. 4%)	15 (37. 5%)
Music	9 (26. 5%)	2 (11. 8%)	3 (7. 5%)
Meeting friends	1 (2. 9%)	4 (23. 5%)	14 (35%)
Other (hunting etc...)	3 (8. 8%)	6 (35. 3%)	8 (20%)
Personnal values			
Most important	Entertainment(100%)	Safety (64. 7%)	Safety (60%)
Values Ranking	Average	Average	Average
Sense of belonging	6. 91	8. 00	7. 95
Excitement	4. 88	3. 53	3. 57
Warm relationship	7. 21	7. 82	7. 65

Self-fulfillment	6. 85	7. 24	7. 35
To be respected	7. 68	8. 00	7. 98
Entertainment and enjoying life	8. 76	7. 71	7. 40
Safety	7. 59	8. 41	8. 53
Self respect	7. 18	7. 71	7. 45
Sense of achievement	7. 12	7. 53	7. 45

3. 4 Hypothesis testing

For H1,H2 and H3 hypothesis confirmation, datas obtained from cluster analysis will be used, that is the information regarding beer consumption in three clusters.

H1: Most of beer is consumed from sport-entertainment oriented consumers; was rejected since from the information obtained in cluster analysis, this group consumes less amount of beer comparing with two other clusters. Weekly average amount in this group is 2. 94 bottles of 0. 5litre that is 11. 15 bottles of 0. 5litre, an amount that is less than two other groups. From this given information the hypothesis is rejected and is not accepted as true.

H2: Women beer consumers mostly belong to the segment of entertainment- sports oriented consumers. Also for confirmation of this hypothesis we use the information obtained from cluster analysis that is cluster profile information by demographic features, where it can be seen that percentage of female gender at sport-entertainment cluster makes 32. 4%, whereas at traditional-family cluster makes 11. 8%, and percentage is 12. 5% at safety-health cluster. Therefore from this information veracity of this hypothesis can be completely accepted as true.

H3: Consumers belonging to traditional-family oriented segment mostly consume beer at home near their families. For confirmation of this hypothesis we use data given from cluster profiles based on beer consumption; where we can see that consumers of traditional-family segment mostly consume beer with friends making 82. 4% ; also from this data we reject this hypothesis as untrue. However, when we talk about beer consumption with family the traditional-family cluster makes the highest percentage of 17. 6% versus entertainment-sport clusters with 5. 9% and safety-health with 7. 5 %. But despite this fact the veracity of the hypothesis is rejected.

Independent Sample T-test and One-way between Groups Anova were used for for H4 and H5 hypothesis confirmation; in order to test the impact of two demographic characteristics of respondent lifestyle. Independent Sample T-test and One-way between Groups Anova were conducted with factors obtained from factor analysis as dependent variables and demographic characteristics as independent variables.

Independent Sample T-test is used to test the gender effects on beer consumer lifestyle factors. The proposed hypothesis is as follows:

H4: There are differences in the beer consumer lifestyles depending on gender.

Test results show that only 6 out of 16 factor issues used are statistically important ($p < 0. 05$). The following table shows male and female preferences from submitted factors by comparing results of the average column (Mean). However, on the other 10 cases no significant differences were found ($p < 0. 05$) which leads to the conclusion that H4 hypothesis is partially accepted as true. Below through the following table we present comparison of beer consumer lifestyle factors based on genders

Table 3. 5 Independent Sample T-test results

Factors	Male			Female			t (df)	significant
	N	Average	DS	N	Average	DS		
Consumption last week	73	1.11	0.843	18	0.67	0.594	2.101(89)	0.329
Consumption, last month	73	1.81	0.908	18	1.22	0.647	2.577(89)	0.001*
Do you drink beer At home	73	0.42	0.498	18	0.22	0.428	1.586(89)	0.000*
Season when you drink most	73	2.26	1.509	18	2.44	1.423	-0.469	0.339
Preferred wrapping	73	0.08	0.277	18	0.5	0.514	-4.735	0.000*
What beer you use at home	73	0.84	0.834	18	0.78	0.732	.270(89)	0.214
How strong you like your beer	73	1.89	0.718	18	1.72	0.461	0.945(89)	0.566
Your hobby	73	2.08	1.233	18	2.33	0.97	-0.804	0.005*
Most important things	73	2.14	1.71	18	1.17	1.505	2.204(89)	0.939
Sense of belonging	73	7.63	0.858	18	7.33	0.485	1.409(89)	0.022*
Warm Relationship	73	7.56	0.577	18	7.33	0.594	1.495(89)	0.772
Self-Fulfillment	73	7.05	0.762	18	7.5	0.514	-2.346	0.864
To be Respected	73	7.86	0.652	18	7.89	0.323	-0.163	0.005*
Safety	73	8.16	0.646	18	8.11	0.832	.295(89)	0.083
Selfrespect	73	7.38	0.543	18	7.44	0.511	-0.43	0.999
Sense of achievement	73	7.27	0.651	18	7.61	0.502	-2.049	0.306

*important at $p < 0.05$

One-way between Groups Anova was conducted to see the impact of age on beer consumer lifestyle. The proposed hypothesis was:

H5: There are differences on beer consumer lifestyles depending on age.

One-way between Groups Anova has shown significant differences on eight factor issues across age groups ($p < 0.05$, which can be seen in the table).

However here at other selected factors issues, no significant differences were found; therefore this hypothesis is only partially accepted as true.

Table no. 3. 6 summarizes Anova results.

Table no. 3. 6 One way Between Groups Anova test results

Factors	Age 18-25 yrs			Age 26-35 yrs			Age 36-45 yrs			Age 45 +			F(DF)	Sig.
	N	Average	DS	N	Aver.	DS	N	Aver.	DS	N	Aver.	DS		
Amount last			0.			0.			0.			0.	3.	0.
Week	31	0.68	653	19	1.37	597	22	1.18	907	19	1.05	97	551(3)	018*
Consumption,last			0.			0.			0.			0.	3.	0.
Month	31	1.35	755	19	2	882	22	1.95	95	19	1.63	9	109(3)	031*
Do you drink beer			0.			0.			0.			0.		0.
at home	31	0.39	495	19	0.42	507	22	0.45	510	19	0.26	45	.567(3)	638
Season when you			1.			1.			1.			1.	1.	0.
drink most	31	2.68	558	19	2.47	504	22	1.95	495	19	1.89	24	654(3)	183
Preferred wrapping	31	0.26	445	19	0.00	000	22	0.14	351	19	0.21	42	093(3)	107
What beer you use			0.			0.			0.			0.		0.
at home	31	1.06	814	19	0.63	831	22	0.68	780	19	0.79	79	.988(3)	213
How strong you like			0.			0.			0.			0.		0.
your beer	31	1.77	669	19	2.00	745	22	1.86	468	19	1.84	83	.434(3)	729
Your hobby	31	1.61	919	19	1.79	182	22	2.77	343	19	2.58	9	591(3)	000*
Most important			0.			1.			0.			1.	31.	0.
things	31	0.29	902	19	2.32	600	22	2.91	75	19	3.16	57	070(3)	000*
Sense of			0.			0.			0.			0.	20.	0.
belonging	31	6.87	619	19	7.74	653	22	7.95	575	19	8.11	66	843(3)	000*
Warm			0.			0.			0.			0.	6.	0.
Relationship	31	7.23	56	19	7.42	507	22	7.77	528	19	7.79	54	538(3)	000*
Self-			0.			0.			0.			0.	1.	0.
Fulfillment	31	6.94	727	19	7.16	765	22	7.23	612	19	7.37	83	529(3)	213
To be			0.			0.			0.			0.	6.	0.
respected	31	7.65	608	19	7.68	582	22	7.95	375	19	8.32	58	798(3)	000*
Safety/Security	31	7.71	588	19	2.37	831	22	8.64	492	19	8.11	32	876(3)	000*
Selfrespect	31	7.19	402	19	7.42	507	22	7.50	598	19	7.58	61	650(3)	054
Sense of			0.			0.			0.			0.		0.
achievement	31	7.23	56	19	7.32	671	22	7.41	666	19	7.47	7	.701(3)	554

*Important at $p < 0.05$

4. 0 CONCLUSIONS, IMPLICATIONS OF THE STUDY, THE LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

4. 1 Conclusions

Through a series of analysis we have achieved through cluster analysis to group customers into three lifestyle segments, and they are entertainment-sport oriented segment, traditional-family oriented segment and health-safety oriented segment.

By grouping customers into three lifestyle segments we have provided answers to our main goal which has been segmenting beer customers according to lifestyles. With these practical results of the study we have concluded that beer consumers can be segmented according to existing lifestyles by supporting the conclusion of the existing theory that every industry needs its own instruments to conduct researches for lifestyle.

4. 2 Study implications

Results from this study can help the beer industry in establishing marketing strategies by providing a clear picture of segmented groups. Having submitted our main goal that was to identify the beer consumer lifestyles, we noted that identifying lifestyles provides a good analytical basis for beer market segmentation, better positioning of the product on the market and more effective advertising.

a) Study implications on beer market segmentation: from study conclusions we can see that beer consumers can be segmented in three lifestyle groups. This research and division of segments by the lifestyle can serve marketers working in beer industry, in order to ensure a high degree of customer satisfaction and thus maintaining their loyalty to a certain brand of product. By having knowledge about each segment separately we acquire abundant knowledge about demographic data, and all the issues regarding beer consumption, hobbies and values. From these obtained data about lifestyle segments the production or marketing of this product can be oriented.

b) Study Implications on the positioning of the product: the objective in this study was to provide a useful information for positioning of the product in the market while exploring lifestyles as one of variables for segmentation. If the company manages to segmentize the whole market in three suggested segments and adjust production based on consumer lifestyle requirements, then the company product will be more accepted from consumers and will be successfully positioned in the market. Good market positioning of the product is the most important stage for enterprises, therefore selected marketing strategies play an essential role and are also one of the lifestyle segmentation strategies that is offered through this paper.

c) Study implications in advertisement: one of the four main forms of promotion by which the company is served to provide compelling information to potential buyers and public is advertising. By having knowledge over entertainment-sports lifestyle segment, traditional-family segment, and safety-health segment it is possible to conceive the product advertisement by this principle enabling better communication with consumer. By making advertisement that in itself contain information about lifestyle, the company manages to coordinate its interest with consumer's interest and as a result we meet consumer needs and achieve company objectives...

4. 3 Study limitations/constraints

Main limitations can be summarized in two issues; responders number or sample's size and study instrument construction.

In order to accomplish the study we surveyed 91 responders beer consumers. Therefore small number of responders represents the main constraint of the study and its applicability since it can not represent the entire population of Pristina city broadly, despite efforts for a right inclusion.

Another constraint of the study relates to the construction of the survey instrument, where the scales used are not uniform. Some of the issues are on Likert's nine-point scale, most of questions are closed and one question is open. These varying scales/degrees are used because of the different references used for study question in questionnaire.

4. 4 Sugestions for future studies.

Future research in this area should include various issues that are not included in this study. It is suggested that study instrument should include more issues/cases, similar to VALS or AIO instrument and responders number should not be under 1000. This is because the more cases/issues are to be addressed and the more responders are to be interviewed the results are more accurate and their application in practice is easier and more effective.

Also it is suggested to carry out a general information of lifestyle in Kosova, from which later on data will derive easier for each industry separately.

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ANNEX A

Questionnaire

1. Do you drink beer ?
 - a. Yes
 - b. No (Survey did not continue)
2. At what age you had your first beer?
 - a. Under 18 years
 - b. Over 18 years
3. From alcoholic beverages you drink :
 - a. Wine
 - b. Brandy
 - c. Other
 - d. None
4. How many bottles of beer you've had last week? _____ (calculating in 0. 5 litre bottles)
5. How many bottles of beer you've had last month? _____ (calculating in 0. 5 litre bottles)
6. You drink beer mostly with:
 - a. With friends
 - b. With family
 - c. Alone
7. Where do you drink beer mostly: (you can give more than one answer)
 - a. At home
 - b. At caffes (bars)
 - c. Restaurant

-
- d. Elsewhere
8. Do you drink beer in different parties where you take part?
- Yes
 - No
9. Do you drink beer at home:
- Yes
 - No
10. While having your meals during day, do you consume beer?
- Yes
 - No
11. Time when you drink beer mostly is:
- Day
 - Evening
12. In which season of the year you drink beer mostly? (you can give more than one answer)
- Spring c. Autumn
 - Summer d. Winter
13. Which beer wrapping/ packaging you prefer?
- Glass bottle
 - Can
14. What beer you use at home? (you can give more than one answer)
- Family
 - In a glass bottle
 - In a metal drum/container
 - Neither
15. What kind of beer you consume most often?
- Peja beer
 - Imported
 - Other
16. If you drink Peja Beer, why did you choose it ?
- Quality
 - Because it is a local product
 - From the impact of advertising
 - Price

e. Other reasons

17. If you drink imported beer that has a higher price, why do you do it?

- a. Because of the quality
- b. Advertising
- c. To create the image of higher social status
- d. Reputation that they have in the market
- e. Other

18. Based on alcohol content how strong do you want your beer to be?

- a. Alcohol free
- b. Less than 3%
- c. Between 3% to 6%
- d. More than 6%

19. What do you consider beer as ?

- a. As nutritional beverage/ food
- b. As cooling beverage
- c. As alcoholic beverage

20. What influences/affects you in choosing your beer :

- a. Price d. Alcohol content
- b. Wrapping e. Advertising
- c. Color f. Beer reputation in market

21. By assessing with this, how do you imagine people that drink beer :(complete sentence with few words)

a. People that drink beer are

b. Peja Beer drinker is _____

c. Imported Beer is liked from _____

d. Woman drinks beer
when _____

22. What is your hobby?

- a. Sports c. Meeting friends
- b. Music d. Other (hunting, fishing, etc.)

23.

Below is a list of things that some people seek or want from life. Please study the list carefully and then rank each thing how much it is important in your life, where 1 = not at all important and 9 = very important

-A sense of belonging (to be accepted and needed by your family, friends and community)	1-2-3-4-5-6-7-8-9
-Excitement (in experiencing incentive and emotion)	1-2-3-4-5-6-7-8-9
- Warm relationship with others	1-2-3-4-5-6-7-8-9
- Self - fulfillment	1-2-3-4-5-6-7-8-9
- To be respected	1-2-3-4-5-6-7-8-9
- Recreation	1-2-3-4-5-6-7-8-9
-Safety	1-2-3-4-5-6-7-8-9
-Self - respect (being proud of yourself and confident with who you are).	1-2-3-4-5-6-7-8-9
- The sense of accomplishment (fulfillment) (to succeed in what you want to do).	1-2-3-4-5-6-7-8-9

24. Read the values once more and chose one that is the most important to you:

- a. Sense of belonging d. Self-fulfillment g. Safety/Security
 b. Excitement e. To be respected h. Self respect
 c. Warm relationship with others f. Entertainment and enjoying life i. sense of achievement

25. First Name and Last Name: _____ (only initials can be written down)

27. Age: _____

28. Gender : a. male b. female

28. Education: a. High school

b. University

29. Occupation: _____

30. Residence: _____

31. How many members in your family? _____

32. Your family monthly income: _____

33. Are you: a. employed b. unemployed

34. Are you: a. Married b. Single

Date: _____

Note: this questionnaire is completed by individuals who are over 18 years old

Security Implications of Forced Migration and the Refugee Flows

Fatmir Xheladini

European University of Tirana

Fatmirixh@gmail.com

Abstract

This article analyzes the current migration and refugee flows and the security implications that it poses to the receiving as well as the transit countries. Recent public debates, underline the importance and concerns of the ever wider character of the mixed mass flow phenomena, followed by its implications in the humanitarian, economic, financial, social, political and security domain. It does so, by highlighting the concept of a broadened comprehensive security through the lens of the Copenhagen School. The broadened concept of comprehensive security provided by the aforementioned school, offers the most inclusive approach in analyzing the linkage between the *migration and security* nexus. The purpose of the paper is to present the point of interaction between the established rules of the receiving nations and the anarchic situation that migration and forced refugee flows may spur. The recent refugee flows into Europe brings to attention this very complex discourse, as it generates public debates which in turn call for extra ordinary institutional measures, namely by *securitizing migration*. The *securitization of migration* has significant implications for the analysis and the construction of national security policies at local and regional level.

Keywords: migration, security, securitization, comprehensive security, refugees

Introduction

Referring to the current concerns and debates in many countries in South east Europe and the wider region, migration has become a matter of high importance for domestic, regional and international politics. Its importance nowadays seeks the involvement and attention therein, not only of the specialized international organizations but also that of national government agencies such as defense, internal security and foreign policy. An attention of such kind brings to the forefront the need to address the relations of migration and refugee crisis as a matter of security and international politics.

The importance and concerns of the mass flow of migration and refugees ensued by the humanitarian, social, political and security implications emphasize the need of strengthening cooperation of relevant actors such as specialized international organization and also of national and regional bodies to counter with necessary measures the escalation of migration, forced refugee flows and illegal human trafficking.

The perception of immigration has developed alongside the rapid increase and expansion of issues of security analysis that to extent link immigration to the disruption of social life of a country as it is known. In relation to security and migration this has to do with the threats that have not been existent prior to the occurrence of mass flow of immigrants in the country. The traditional approach to security has focused primarily on military concerns and post cold war approach to security looks at a wider aspect of interaction, in those terms immigration also may cause a perceived threat to the security of a society or a state (Krause & Williams, 1996, p. 230)

Due to the ever widening concept of security in the post-cold war settings a number of issues that are not solely based on the military sector have expanded to include environment, poverty economic and political security, and international migration as security threats. In this way the comprehensive security analysis developed by Copenhagen school has moved

away from the state centric approach to security, broadening its concept to include a number of issues that in a security discourse may pose a threat and hence it may need adoption of rules that will protect it from the perceived threat.

The essay emphasizes the theoretical approach to immigration as a security risk and also looks at measures that have been introduced in retaliation to the European refugee debate and concerns that have risen recently due to the mass flow of forced migration from the civil unrests in the Middle East. The following pages will investigate the claim that the perceived threat of mass flow of immigration from one region to another can culminate with extraordinary measures undertaken by various governments and agencies to ensure the political economic and national identity security of their citizens that are threatened in the case by the flow of immigrants in their country or the use of a specific country as a passage to another final destination.

Theoretical approach and migration security links.

Migration is a process that refers to the movement of people across jurisdictions, within state defined borders and outside of it. There are different types of migrants that may impact the established norms and rules differently. The process can be characterized as an entire system of interactions. Every element of this migration system requires specificity and unbundling. While most of the discourse on literature deals with immigration as movement of people there may be as well interconnection with identity of immigrants and the receiving society ((International Organization for Migration).

For purposes of the analysis, we differentiate among attributes of the migrants, the motivation and volition of migrants, the transmission mechanisms for migration and the duration of mobility. The most useful categorization when dealing with security studies links migration to the status of immigrants in the receiving country. The migration and refugees accommodated by individual states can be of various kinds but we may mention the economic migration, political asylum seekers or forced migration. The concern here is mostly with the illegal and undocumented immigration or otherwise illegal immigration. Apart from the political debates regarding immigration the most illustrative concern of the governments and citizens is in fact undocumented and illegal immigration (Collier, 2014)

Migration therein presents a complex phenomenon that has to be understood in the context of flow of people beyond the manageable control of states as sole determinants of who can enter the country, under what conditions and through mechanisms that states put in place such as migration management control and border policing. These mechanisms are of course regulated under certain provisions of international law or human rights obligations. Beyond this, states have the ultimate right to determine who, when and under what condition may enter the country. Jointly, these features provide insights into why migration is perceived as threat sometimes and sometimes not. (International Council on Human Rights Policy, 2010).

In recent years international migration has made it to the forefront of the security debate and this due to the fact that we have seen a dramatic increase in the number of immigrants for various reasons. As the number of immigrants increased geopolitical situations have helped bring the immigration to the frontline of the security discourse especially with the end of cold war and the intensification of the globalization. These recent phenomena in global politics brought about to the forefront ideas of expanding the key features of security studies from those of traditional ones to include and broaden the scope of study to a range of topics. Therefore the discourse on security analysis was taking the security threats to a range of issues beyond traditional topics of military capabilities and political events to the new issues such as identity, economy and migration. (Waeber, Buzan, Kelstrup, & Lemaitre, 1993).

The recent phenomenon of forced refugee flows and migration has brought to the forefront the importance and connection between migration and security. The connection between migration and security, however, is particularly challenging and problematic because migration, security and the linkage between the two are inherently subjective concepts and has come to the fore front especially within the debate of the broadening of the concept of security. The comprehensive concept of security developed by the Copenhagen school is the actual connection between the objectives and subjective in which the logic of anarchy may operate at different levels of security analysis and at different sectors of security (Choucri, 2002).

The contribution of the Copenhagen School to the security studies highlights the broadening of the concept of security into sectors to include besides military security, those of political, economic, environmental and societal security. These sectors

are interconnected with each other that the threat to one sector may affect another sector therefore unbundling the chain reaction that ultimately reflects on the security of the state. Most direct connection of migration to security largely to the fact that as migration may not affect directly the military security of the state it does so by affecting the social, economic, political and administrative institutions of a receiving state by weakening the strained capacities of society and therefore its stability and the ability to carry on the designed duties of governments. Hence migration initially may not pose direct military threat but it otherwise affects the capacity and established performance of social, economic and administrative institutions of a given state and therefore possibly over a longer period of time the stability of the society (Waever, Buzan, Kelstrup, & Lemaitre, 1993).

These sectors that in comprehensive security studies are viewed as security may be affected in process and condition by change in intensity and the flow of migration. As Choucri indicates the nature of migration and refugees may have different implications for different states and can therefore produce a different response. This structural calculus views security as a function of three interconnected imperatives that jointly yield one integrated and logical outcome. These imperatives cover the domains of:

- 1) Military capacity and defense
- 2) Modes of governance and regime performance
- 3) Structural conditions and environmental viability. (Choucri, 2002).

Thus recent history of migration and refugee flows illustrates the interacting complexity with the security of a given state or region and the implications that it brings. The threat of migration becomes evident essentially when comparing the relative number of migrants and refugees in relation to the absorptive and adoptive capacities of the given receptive society. Societal security that was introduced as a sector that needs to be securitized becomes in this regard the most affected and linked with migration as a threat to security. A state is secure to the extent that all dimensions or conditions for security are in place; and it is insecure to the extent that one or more conditions (or dimensions) of security are threatened or eroded (Waever, Buzan, Kelstrup, & Lemaitre, 1993, p. 45).

Furthermore as Copenhagen school includes in the security realm the sector of societal security it brings in the question of identity that refers to certain qualities and characteristics that a society shares. The identity question essentially makes the basic difference between the receiving society and the immigrants. Of course there are cases when positive perceptions prevail over the otherness and the perception of threat does not develop. However in other cases in an ethnically homogenous society an occurrence of preservation of the political and cultural identity can generate a perception of threat as it sees an influx of immigrants. The same anxiety of receiving society may occur over economic or financial resources.. In this regard when we consider the combined implications of affinity, employment, ethnicity and duration, the complexities abound, but so does the understanding of nuances shaped by matters of identify, groupness and other softer social variables that define the us versus them mindset. A point of entry into the security calculus takes place when we protect ourselves against them. (Weiner, 1993).

The complexity of interaction between the migration and security affects the mechanism in place to dealing with migration and forced mass refugees. In other words there are two main features of state structures directly relevant to migration and security. One pertains to the physical descriptors of the state that is size, demography, economic configuration, etc. and the other relates to modes of population status, citizenship laws, benefits and entitlements, rules of access regulating entry and exit (Choucri, 2002). These are mechanism and dynamics in place that respond to any given threat to the societal security. And in the case when perception of migration is changed into a threat to security it leads to a shift on how institutions respond to it. The broader context of securitization of migration comes into play and hence the subjective argument of migration become a threat to security in context of other securitization and takes the claim that migration is an issue that needs to be securitized.

Debates of policy makers provide additional impetus of political use of migration as a security issue. The Copenhagen school highlighted the usage of the migration issue to the domestic security discourse for purposes of policy makers. This segment of public discourse is the main feature of the need to undertake extraordinary measures for an issue such as

migration to become securitized. The argument goes that statements of political actors have exasperated the public to make use of migration for domestic purposes and rise it into a security concern and hence place the public perceptions to a stage that support the adaptation of measures that securitize migration. Few scholars such as Doty (1999), Huysmans (2000) link migration as security issue based on the public discourse of policy makers that eventually migration becomes a perceived threat to security and not a real one.

The very debate that exasperate the public opinion to accept the policies that deal in an extraordinary way with the issue at hand is the core change from a mere regular political issue into an security issue that becomes a real one as mechanism react to securitize the issue. In this regard security in traditional concepts has been viewed as a given threat that is imminent to the real world and the threat becomes the objective. Securitization theory places its focus on the speech act in a way that things are dramatized that they receive the political priority and attention and hence the issue needs a securitization. In this regard the public debate place an importance to the policy makers who in turn make decisions that requires complex measures to deal with the threat (Walters, 2010).

Introduced policies across EU and South Eastern Europe vis a vis the mass flow of migration.

In the above stated discussion we may rightly note that apart from the structural dimensions that migration presents a challenge to the security of a state or society, political developments of different kind add to the picture of the debate about migration and its effects on security. In the post-cold war era some political developments and events have helped raise the issue of migration into a security one. For example the events that led to 9/11 and subsequent fear that terrorists may be moving within given territory and thus undertake an armed act that can threaten the security of a society further highlights the nexus of migration and security.

The recent events in Europe add to this debate and force the public opinion to a degree that challenges the policies of different countries on the issue. It becomes even more complicated as at times as it involves the concern over identity and therefore becomes perceived as a threat to particular cultural affinity and hence aggravates further the debate over the impact of migration. The debate already impacted the political landscape in many European countries as it has supported the increase in support for the right wing political forces that can further impact the and change the attitude and balance between the national security policies and human security that immigrants require. This attitude is important in retrospective as it has been implanted at the core of the regional organization that represents the European Union and mechanism that regulate the movement of people within its Schengen zone and the securitization of migration in a way impacts its founding concept that lies into a free movement of people (Wohlfeld).

The securitization of migration, especially irregular migration, poses significant consequences and hidden costs and creates a vicious cycle of supply and demand for security within Europe and the surrounding regions that are being used as transit routes for the mass flow of migrants. The recent surge in irregular migration and loss of human life make the issue particularly relevant. The current policies of the EU show how difficult it is to develop approaches that provide a balanced combination of national security and human security perspectives. Over the last years migration has become one of the most important segments of European relations with the outer world as well as within it. Migration has been termed as of strategic importance and on top priority touching on overall stability of the European structure, making the management of migration to be considered as a security matter needing coordination and cooperation processes at more levels and with more actors (Ceccorulli, 2009).

Thus, the objective of the European response up until now towards migration is following through the lenses of multilateralism and security governance. European Union is trying to have this two track response albeit many of its members meanwhile are opting for unilateral action by taking themselves outside the common policies brought about by the European institutions. The Mediterranean Sea is becoming one of the most militarized and heavily patrolled areas of the globe. Current events, such as the drownings of irregular migrants and the debate on the maritime operations on the Aegean see conducted by NATO expose the difficulty of the EU in framing the issue.

From the outset we have seen patterns of regional cooperation coming out not only of the receiving countries but also those that serve as transit routes. The south eastern European Countries have doubled their joint efforts to protect their concerns by dealing with migration in a way that facilitates their needs. As NATO has started to conduct reconnaissance, monitoring

and surveillance of illegal migration, countries in the Balkan route have sent military forces to protect their borders from the illegal flow of migrants into their territory (Deutsche Welle, 2016).

As far as these solutions appear to have taken shape they seem to be outside of the regular established procedures within the European Countries. The measures, envisioned to tackle problems of the receiving country likely to impact in a similar way on actors lying close to these countries. Moreover, as far as regional solutions appear to be sound to cope with risks and to coordinate responses within a defined cluster it would be normal to observe patterns of cooperation encompassing more regional units facing global or intra-regional threats. Thus, we may mention the recent debate of proposed agreement with Turkey that would allow the fast-track returns and large-scale returns that essentially means a collective expulsion of migrants which runs contrary to the European convention on Human rights. (Deutsche Welle, 2016)

Conclusions

Migration refers to the process of movement of people across jurisdictions, within state defined borders and outside of them. The variety of migratory categories can impact the established rules and norms of transit and receiving countries in different ways. Forced refugee flows and migration once again has highlighted the importance and connection between migration and security.

Because migration, security and the linkage between the two are inherently subjective concepts and has come to the fore front especially within the debate of the broadening of the concept of security, however, the connection between migration and security is particularly challenging and problematic. The history of migration and refugee flows illustrates the interacting complexity with the security of a given state or region and the implications. The headline news about the phenomenon of forced refugee flows and migration has brought to light the importance and connection between migration and security.

The contribution of the Copenhagen School to the security studies highlights the broadening of the concept of security into sectors to include besides military security, those of political, economic, environmental and societal security. The Copenhagen school highlighted the usage of the migration issue to the domestic security discourse for purposes of policy makers. This segment of public discourse is the main feature of the need to undertake extraordinary measures for an issue such as migration to become securitized. The argument goes that statements of political actors have exasperated the public to make use of migration for domestic purposes and rise it into a security concern and hence place the public perceptions to a stage that support the adaptation of measures that securitize migration.

The complexity of interaction between the migration and security affects the mechanism in place to dealing with migration and forced mass refugees. The importance and concerns of the mass flow of migration and refugees ensued by the humanitarian, social, political and security implications emphasize the need to strengthening cooperation to counter with necessary measures the escalation of migration, forced refugee flows and illegal human trafficking.

In the above stated discussion we may rightly note that apart from the structural dimensions that migration presents a challenge to the security of a state or society, political developments of different kind add to the picture of the debate about migration and its effects on security. The recent refugee flows into Europe brings to attention this very complex discourse, as it generates public debates which in turn call for extra ordinary institutional measures, namely by securitizing migration.

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Securitization as Policy Choice: Macedonian Case

Fatmir Xheladini

European University of Tirana

Fatmirixh@gmail.com

Abstract

The global geopolitical transformations that have occurred in last years have raised questions about various nonmilitary concerns as a result of changes in the global order based solely on the premises of the military aspects of security. The evolution and debate on security began to shift from the traditional basis into contemporary segments of the security analysis incorporating approaches into other areas beyond the traditional concepts of security. In variety of debates of the broadening of concept of security, various scholars began to elaborate that security threats may appear in many other areas outside that of military and political sector. In this aspect Copenhagen schools examines aspects of security at micro and macro level and it represents analysis that intertwine with each other and which derive a more broad understanding what actually constitutes security for a country or community. Expanding areas of security analysis refers to the statement that security has to do with survival of a nation or society which also reasonably includes a range of concerns about the conditions of survival. The adoption of this concept expanded in various fields is a result of the need to better understand the logic of what are the related sectors and is a result of understanding what the interaction between the different sectors are. The aim of our paper is through the broadened mechanism of the concept of security to analyze the challenges and opportunities of the Macedonian security policies and how they are interlinked with other sectors. It does so by looking through the causes of tensions between ethnic Macedonian and Albanians in Macedonia, not only among the issues and emergency events that cause them, but also among the structural factors that shape and frame such a misperception.

Keywords: Societal Security, Securitization, Copenhagen School.

Introduction

The concepts of security based on state and power and their focus on the military aspects of security threats failed to take into account various nonmilitary concerns that began to appear as a result of changes in the global order that was based solely on the premises of the military aspects of security. Additional concerns based upon identity as main source of disagreement that emerged in the world after the Cold War in a state of constant transformation at the global, regional and local level, for many states undergoing the process of transition were challenged by these new phenomena. Consequently, problems began to appear fueling ethnic conflicts such as those in the former Yugoslavia.

Despite the different approaches of state formation and nation-building that newly created states or those in transition have undertaken in the years that followed the Cold War, the tendency to engage in a form of securitization sought to advance the position of the dominant group using institutional mechanisms of the state. The tendency toward ethnic privilege often showed a marked preference for homogenization and discrimination in process of state-building. This most of the time happened tacitly adopting discriminatory policies towards smaller groups and leading to gradual fortification of favoring larger groups' in the structural hierarchy of the state.

Special case in this regard constitutes Republic of Macedonia after years of declaration of Independence in 1991. It succeeded in avoiding an armed clash in the early years of the nineties from the threats of the then Yugoslav army, though,

failure of the state leadership to identify the interior challenges paved the way to an armed Albanian revolt in 2001. This shift of security situation constitutes an important moment of analysis for the causes and reasons of the evolution of the uncertainty from the exterior to the interior of Macedonia.

Such development of events is mostly combined with the identification and analysis of the implications of security paradigms of Macedonia in a contemporary context of evaluation measures that will respond to the perception of the risks and uncertainties from the outside as well as from the inside. The approach to these challenges may require an analysis of the new security situation in horizontal analyzing additional sectors of security that constitute important discourse about security environment in Macedonia and in vertical view for the fact that additional levels of security in the post-cold war period require additional analysis.

Starting from here it is beneficial to approach the causes of tensions between ethnic Macedonian and Albanians in Macedonia, not only among the issues and emergency events that cause them, but also among the structural factors that shape and frame such a misperception. Such structural factors, to name a few, include political discrimination and economic, social and cultural inequalities. These elements that generate dissatisfaction among the people continue to be of great importance in the country.

Towards a broadened theoretical approach

After the end of Cold War debates about the scope of traditional security approaches began to be considered more deeply by various analyst and researcher. The evolution of analysis and debate on security began to shift from the traditional basis into contemporary segments of the security analysis incorporating approaches into other areas beyond the traditional concepts of security. Traditional perspectives, especially those based on the realist concept until this time considered security as derivative of power concentrated in the state as actor. During this period in continuity to realist approach there are observations of additional segments such of those of constructivist school that analyses security situation in socio-cultural interactions and institutional regulations.

In variety of debates regarding the broadening of the concept of security, Barry Buzan's book *People, States and Fear* more specifically elaborates that security may appear in many other areas outside that of military and political sector. He argues that the concept of security in a realistic approach is too narrow and as such does not reflect the security challenges faced in a contemporary context. For Buzan, security has to do with defense of freedom from threat and the ability of states and societies to protect their independent identity and functional integrity against forces of change that they see as hostile. The essential purpose of security is survival that also reasonably includes a range of concerns about the conditions of survival (Buzan, 1991, p. 432).

Based on what was mentioned above about it is to be noted that Copenhagen schools examines aspects of security at micro and macro level and it represents analysis that intertwine with each other and which derive a more broad analysis to better understand what actually constitutes security for a country or community. Such approach to security is focused on the societal aspect of the analysis that brings it closer to the constructivist approach as it has to do with every aspect or influences that forms the perception about security (Stone, 2009, p. 2).

Expanding areas of security analysis refers to the above referred statement that security has to do with survival of a nation or society which also reasonably includes a range of concerns about the conditions of survival. The adoption of this concept expanded in various fields is a result of the need to better understand the logic of what are the related sectors and is a result of understanding what the interaction between the different sectors are. Copenhagen school emphasizes the important sectors in terms of comprehensive security analysis with specific interactions with each other are separated into five main sectors:

- Military security with the interaction of the state military defense and military perceptions of others to the state.
- Political Security, which means stability and legitimacy of the state system
- Economic Security stresses material resources of maintaining state power

- Social Security refers to sustainability concerns in terms of collective identity such as language, culture etc.
- Environmental Safety that has to do with the maintenance of local and global environmental conditions in society relies on (Buzan, Waever, & Wilde, *Security: A New Framework For Analysis*, 1998, p. 8).

This enables the analysis to evaluate each field in order to break down with specific assessment the connection with other sectors that generate a clear and more comprehensive understanding of security requirements of a unit of analysis. Such a conceptualization is needed in order to distinguish what may be a political decision in certain cases and what a military undertaking in other situations. The dissection of a referent object from an actor is necessary in order to better identify the act of securitizing. Securitization is actually the dividing line between social interactions that identifies the threat to the extent that it generates extraordinary measures beyond regular procedures. Securitization brings together the point in which all approaches come together to a common framework as it passes to another level of analysis (Buzan, Waever, & Wilde, *Security: A New Framework For Analysis*, 1998, p. 5).

Starting from such a position, Waever, another scholar from the Copenhagen school shows that the definition for securitization is a result of activities undertaken by the policy makers based on the established rules of the game and thus they reformulate the issue and present it as an emergency problem in need of finding an accelerated solution. Hence securitization presents a different political version with a more extreme nuance of implementation.

In explanation of this thesis, Waever begins from the point that every question can be presented as:

- Not political- when the state does not face a specific question and it is not part of a public debate.
- Political- when the question is part of the policy and is as necessary for the government to decide and to provide relevant tools and solutions
- Securitization- when the question is as an existential threat and based on that necessary emergent measures are needed for a rapid response to the specific threat (Buzan, Waever, & Wilde, *Security: A New Framework For Analysis*, 1998, p. 23).

From what was said above it follows that the essence of elaboration of theory of securitization is that not always defined events pose threats that need urgent and prompt measures and not always they may pose security risk for the state. But first and foremost the issue becomes emergent based on the decision of the actor of securitization. Securitization actor is not always just the state as such, as the traditional approach to security pronounces. This role may also be held by the political leaders, experts, international organizations etc. Which means that is the actor who presents arguments for the existing character of the threat and then he refers the concrete object threatened. Referent object in this regard represents precisely what it needs to survive as a result of a current threat. Thus, it can be said that the criterion for securitization has to do with the fact that when the issue presented under threat has a political effect than the securitization process has begun. And if an actor he reaches through the above-mentioned politicization to undertake steps outside the framework and rules set, then we are dealing with a case of full securitization (Buzan, Waever, & Wilde, *Security: A New Framework For Analysis*, 1998).

In that regard Buzan and admits the argument of realist that security must be linked to survival but also at the same time he adds that while the military option is the most important one for the security of the state, it may also provide other aspects of social life such as language, culture, national identity that can be considered at certain points in time under threat and hence pose security implication to national security of state. His theory further expands and gets closer to the constructivist when he incorporates the position that security and threats are not fixed notions but of social construction. The fact that Buzan expands the reference of security as a result of social interactions makes his analytical system to be Constructivists at the same time (Buzan, *New Patterns of Global Security in the Twenty First Century*, 1991).

Same as in the debate about broadening the concept of security studies, comprehensive security analysis sees societal security as referent object parallel to that of the state. This is largely because in the traditional terminology state as referent object is formalized through specific territory identified by national borders and legitimacy through political and institutional

system. But given the fact that many countries do not pose a national cohesion in the internal or external territorial aspect the concept of Identity therefore appear to be very important.

From what was said earlier, identity can be understood in the contours of proving the limits for a legitimate and real political activity is subjective and belongs to a field of a permanent competition. From this point of view, the appearance of the security of identity and threats to it may have a very important role, in the determination of who are "we" and who are the "others" of which "us" need protection (Cho, 2009).

According to Waever this means that societal security is defined as the ability of the community to survive within agreed terms for evolution in the framework of the traditional model and normatives that identify it. These norms are represented through language, culture, national/ethnic identity and at times may not be compatible with the organization or geographic territory of state. When these communities are in conflict with the state agenda and their survival is in a threatened state, then there is a need within the state system to identify one or more communities that seek to securitize their societal identification (Buzan, Waever, & Wilde, *Security: A New Framework For Analysis*, 1998).

Consequently it follows that societies may react in several ways to ensure their survival and this can happen when there are ways that the agenda of security of the societal identity can be incorporated and institutionalized in national security but in cases of non-cohesion of the identity boxes within state they are forced to choose other means of survival from the posed threats. These threats as stated earlier may be of a military nature but they can appear even in non-military forms. Such threats may initially be cultural and simultaneously be politicized and may treated as urgent and hence can activate securitizing move (Collins).

Aspects of Societal Security in Macedonia

Macedonia has undergone two major historical transformations since its independence. The consolidation of the state internally and regionally that have continuously lead to fears of potential destabilization of the country. Each of these challenging transformations constituted strategic and fundamental opportunities that have taken Macedonia on the brink of membership in NATO and the European Union. Both of these processes can be considered threats if the state institutions are unable to respond, and as opportunities if the state institutions and the political elite find the courage and means to move forward through the given framework to become members in the aforementioned organizations.

The fear of possible escalation of conflict in Macedonia was eminent since the early 1990's due to the underlying reasons of how two major ethnic groups viewed the state and what it represented to them. Macedonian ethnic group was in search of a state that will clearly be defined as national state of their own and hence diminish external perceived threats that there is no Macedonian nation and subsequently consolidate the state that came from the breakup of Yugoslavia as an ethnic entity that will be internally stable. The formulation of the constitution on the other hand placed Albanians in conditions where they would be second class citizens, with extremely diminished possibilities to institutionally achieve and improve their cultural, linguistic as well as other political and economic opportunities in a country that they lived and contributed through explicit constitutional exclusion referring to them as other citizens.

The constitution proved to be a justifying segment of Macedonian Political elite to undertake a number of policies and actions that will further entrench the existence of the state as ethnocentric during the period of 1990's. This was done largely in oppressing the political demands of Albanian community through actions that undermined their existence as a community. The tensions between the two largest communities involved all issues pertaining to how Macedonia should look and what path it takes as it declared independence. The reasoning of exclusions was additionally backed up by the formulation of the new constitution that gave legitimacy to such exclusions and aimed at retaining the state power in the hands of ethnic Macedonian group. This approach however, was not well absorbed in other domestic communities of the country. The perceived external security dilemmas that it faced in the early 1990's, served as a justification for the leadership of the country to exclude a relatively important segment of society internally (Engstrom, 2002).

Macedonia's population is multiethnic and as a new country it did not take into consideration the communities' composition when formulating the constitutional preamble. The preamble of the constitution of 1991 designed the state as ethnocentric thus, omitting its multiethnic character of the population. The political establishment of the time when building the new state

institutions did not take into consideration the fact that more than third of the country's population were excluded to actively participate in building the state security, based on the socio-cultural preferences of their choice. As Macedonia gained independence the state institutions and power were held by the Macedonian ethnic group.

The Macedonian political elite found justification in the preamble of the constitution to institute laws enforcing ethnic discrimination that in essence constituted human right abuses. The laws were selectively applied and at often times were aimed and directed against the ethnic minorities. In this case the members of Albanian ethnic minority as the largest ethnic group were at the forefront of such abusive and selective application of discriminatory policies. These exclusive laws in nature prompted initiatives that further separated the two main ethnic groups from each other. Albanians began to view the state as instrument that is giving the Macedonian majority means to restrict their basic rights and access to services that the state provides (Holliday, 2004).

In response the Albanian community organized its own referendum that was seeking autonomy and further mobilized itself in organizing around national cause. In 1994 as a consequence a deputy minister of defense and several other high ranking members of the Albanian Party for Democratic Prosperity were sentenced for subversive activities and organizing armed revolt against the state. Such a revolt never happened however several of the members arrested did serve prison sentences and subsequently were barred from political participation. Over this decade systemic privileging of Macedonian community and subsequent downgrading of the rights of Albanians through constitutional reference developed into numerous threats to the security.

The government's failure to respond to the demands of Albanians was due to the lack of will from Macedonian political elite and under-representation of Albanians in government and public institutions. There was limited number Albanians represented in the governments since the independence. This was particularly true in the first two governments formed post-independence. Apart from the selective laws that aimed at protecting the ethnocentric nature of the state the limitations in the representation through government were putting additional stain to adequately respond to the needs of the Albanian community. The participation in the government not only was limited in numbers but also in the powers that they were given to enact policies. The formations of governments did help bring the political elites together but it failed to generate a response to the essentials of improving the interethnic communicating and respond to the demands of Albanian ethnic group. The main requests of change of the constitution, the need of different approach to the Albanian language and education, reforms of local self-government became more acute with the passing of time (Hislope, 2004).

In 1994 Albanian intellectuals backed by Albanian political parties established the Tetovo University and requested that the state not only recognize it a legal status but also provide necessary funding for it as it did provide financial support for two other state funded Universities in Macedonian language. Educational rights were also tightly connected to the constitutional contest as the 1991 formulation of the constitution specified Macedonian and its Cyrillic alphabet as the only official language in Macedonia. This meant that the Albanian University level education and funding for it to be unconstitutional. The Macedonian government backed by the support of the Macedonian opposition political parties, instead of trying to find solutions to the issue reacted by sending police as it considered it not only illegal but also unconstitutional (Ragaru, January 2008).

These are some examples of portraying security threats to Macedonia at the intrastate levels. As noticed the main threat of the situation in Macedonian domestic affairs was a result of societal security and the dilemma therein. Such a societal security problem often arises in multiethnic states when the government considers the existence of different communities inside their territory to be a threat to their sovereignty, so as to justify exploitation and denial of citizenship to the members of these communities. It forces the other community to take measures that will guarantee its survival but also as the solution to the issues foretells it may have had other outcome had there been a different political approach to the concerns raised.

Based on all that has previously presented regarding securitization theory it can be stated that a certain sense securitization can be understood as an intensification of politicization. Namely, while politicization is understood as an attempt of raising any issue, or questions about the issue in which there are various possibilities for solutions at the given time that additionally requires certain amount of political or public accountability, in the other hand securitization depends on prioritizing one issue over other issues with immediate or urgent requirement of resolving it in a priority framework and through use of extraordinary measures.

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Invalidity Juridical Acts and Its Classification

Entela Abduli

entela.abduli@yahoo.com

Universiteti Europian I Tiranes

Abstract

Based on the kind of invalidity juridical acts and contracts in Albanian Law are generally classified in absolute and relative invalid acts. The difference between them and the consequences are defined in Albanian Civil Code. Invalidation of juridical as a very important aspect of rights was first mentioned in traditional albanian system of rules and then defined in Civil Code of 1929 of King Zogu "About juridical acts and obligations", Civil Code of National Albanian Republic of 1981 and actual Civil Code of 1994. This work aims to analyze classification of invalid juridical acts and the elements that cause this invalidity. For this purpose are taken into consideration actual juridical literature, laws and their changes, Unified sentences of Supreme Tribunal Court and collected database from different courts. While analyzing this database the question that arises is: whether classification of invalid juridical acts is important in adjusting consequences derived from these acts.

Keywords: Nullity, cancelation, solution to consequences, absolute invalidity, relative invalidity.

Introduction

Juridical acts are considered invalid when law violence is noticed or will of parts is threatened and doesn't correspond to the real will of parts to make an agreement, contract or other juridical act.

Albanian Civil Code classifies invalid juridical acts in two categories:

1. The ones noticed invalid

Juridical acts noticed invalid are considered absolutely invalid

2. The ones declared invalid

Juridical acts declared invalid are the relative ones that bring juridical consequences until the moment are declared invalid from the court.

ABSOLUTELY INVALID JURIDICAL ACTS

Absolut Invalidity is the hardest form of juridical invalidity because the act is supposed as never done and doesn't bring any consequence. According to actual law juridical act is considered nul when one of the main conditions of creating the act is lacking or is in discordance with ordering dispositive of law. Juridical act is null from the moment of its execution, so the court doesn't have to take into consideration consequences this act cause to third parts. Nevertheless in many times absolute invalidity is asked from the parts in court. In these cases the court has to consider the consequences because this is asked from involved parts.

Some of the kinds of absolutely invalid acts are as below:

1. *Judicial acts created in discordance with the certain form*

One of the base conditions of judicial acts is creation of it in the right form defined in law. If a judicial act isn't written down in letter when this is defined in the ordering part of law this act is considered invalid. In this case the written form is the main condition of the act content. Absolute invalidity of judicial act caused from uncertain form of it defined in law can't be later valid. The only case when invalidity can be surpassed is earning property prescription as a form of earning proprietorship when element time and possession of property is fulfilled. Conclusively judicial acts when written form is missing are considered invalid. This case is common in court practices.

2. *Illegal judicial acts*

Acts are considered illegal when they are in discordance with the ordering or preventing part of the law. These acts are divided in those illegal and those who are made to deceive the law. When acts are in discordance with law is not necessary to be proved that are made with the purpose to break the law because the act was prevented with the ordering part of the law. The act is considered absolutely invalid and for this is not necessary to be proved the acknowledgement of the law from the parts. Their lack of knowledge doesn't justify the absolute invalid act. Nevertheless this doesn't mean that the component good faith isn't taken into consideration. It's importance is necessary to resolve the consequences of invalidity between parts that have been in good faith. There are thoughts that the act can be invalid even when is in discordance with rules and tradition but this kind of invalidity is not specified in law. In this category are also involved judicial acts done to deceive the law. These acts look like legal but hide in themselves elements of abuse. The will expressed in these acts doesn't correspond to the internal will of the person, as one of the basic element of a valid judicial act. This lack of will is illegal that is why the act is considered invalid. The person who does the judicial is aware of its illegality because acts consciously and wants the consequences according to his interest.

3. *Fictive or simulated judicial acts done with agreement of parts not having as purpose to bring judicial consequences*

Fictive judicial acts are the ones done by the parts only for appearance not having purpose to bring judicial consequences, or creating/changing judicial relations. In these acts the purpose and the will of the parts to change a judicial relation is not expressed that is why are considered absolutely invalid. For example when a person wants to hide a property from the bank that has given a loan makes a fictive sell contract, not having as purpose to sell the property. These acts are invalid even when their content is legal. Fictive judicial acts are easily made in the everyday life like donating, selling, borrowing or partnership in business enterprises. Simulated judicial acts are the ones absolutely invalid made to hide another act that the parts don't want to publish. The real act in this case is hidden from the simulated act that doesn't purpose to bring any consequence except from hiding the real purpose of the parts. These acts are considered invalid because they lack of purpose while the hidden act is considered valid as long as is made according to law. When the simulated act hides another act, its validity is checked from the court. When the court realizes that the real judicial act isn't threatened from illegal components this act is taken into consideration. Usually simulated judicial acts are made to deceive the law or to hide an illegal act. As long as fictive and simulated acts are made only for appearance, not aiming to create or change judicial consequences they are considered null.

Sentence number 932 of 22. 06. 2000 of Unified Tribunal of Supreme Court Tirana

About the case with accusing part Spiro Kristo and accused part Anastas Recka with object: declaring invalid rental contract number 1757 rep 599 kol of 14. 10. 1996. Unified Tribunal of Supreme Court came to conclusion that is time to unify court practice for these cases.

1. When judicial act can be considered simulated and the elements that makes it so?
2. How can article 686/2 of Civil Code be interpreted about lose or damage of the parts in contract?

First Level Court of Saranda has canceled the accuse while Second Level Court has changed first sentence and declared invalid rental contract allowing the parts to fulfill contract agreement between them and "Kamberi" company. Civil Tribunal of Supreme Court has changed second sentence approving first sentence. Unified Tribunal of Supreme Court notices that

according to this process in first and second level involved parts Spiro Kristo and Anastas Recka have made a rental contract for the amount 12. 500. 000 (greek currency) within a year. So in the end of the year the borrowing part has to pay back the money including interest percentage, and the loan is guaranteed with a store. In the same date Spiro Kristo has made a contract with "Kamberi" company for the same amount of money but including Anastas Recka as a creditor part. Spiro Kristo has raised the accuse pretending that rental contract between him and Anastas Recka is a simulated act because there is a lack of the real will of the parts and appeared will, realized in the form of written contract at the attorney's office. As the accusing part pretends the real will was depositing the money in the "Kamberi" company (a year later this rental company proved to be bankrupted) with the intermediary part. The purpose was to get the money back after a year including interest percentage that would be equal to the amount described in the simulated rental contract. These pretends are proved to be not based in law and facts while accused part Anastas Recka denied to have had the purpose or will to deposit the money in "Kamberi" company. Also in this cases we dont have the opposite claim which is a special agreement where parts express the will to make a simulated agreement. Also it can be proved that the purpose of the accusing part was to deposit to "Kamberi" company the amount he had rented aiming to reach the time to give back the money he had rented from the accused part. Also the contract signed with "Kamberi" company cannot be considered as in interest of a third person because there is mentioned the accused part name so the third person in this case can only benefit without counter-payment not taking any risk. No contract can make a person creditor or debtor without his will. Unified Tribunal reasons that creditor cannot interfere in the way debtor uses the money, but can only ask the money and the interests back when is time according to the contract. However Unified Tribunal judges as mistaken the fact that first and second level court have considered valid the rental contract because it is in discordance with any economic logic. They reason that any bank or trade activity cannot reach that percentage of profiting so those interests can be paid. Our Civil Code doesn't put any limit to the allowed payments and interests while some other countries law define it. This Code accepts all principles of freedom contracting and competition as a fair procedure in a free trade of goods and capitals but in a threatened and abused trade from illegal invasions we have the opposite of free contracting. As the limit of maximal payments due to rent isn't predicted in articles of special part of Civil Code the court should refer to the general articles of economic aspect of obligation. According to article 442 of Civil Code "creditor and debtor should act correctly and be impartial according to terms of reasoning that means freedom of contracting is not absolutely limitless. According to article 686/2 of actual Civil Code general conditions that bring damages to the contracted parts in a disproportional way are invalid especially when are totally different with terms of equality and equity of contractual relations. In the above case rental contract is legal but according to article 686/2 of Civil Code payable interests go beyond the economic logic. Nevertheless the court should reason that invalid parts don't necessarily make turn invalid the juridical act because according to article 111 of Civil Code "When the reason of invalidity involves only a part of the act this act remains valid in the other parts except for the case all parts are indivisible with the invalid part of juridical act"

Unified tribunals reason that putting as guarantee the property enforces the fact that the purpose of both parts was to make the rental contract because the pretend of accused part to be guaranteed for the payment is an uncontested evidence of the validity of the contract. In the end the Tribunal reasons that the contract should be declared invalid only for the payable interests to be returned at the end of the year.

4. Acts made from incapable to act people

According to the law one of the conditions that the act can be valid is the juridical capability to act of the person, meaning the person has to understand the importance of the act and not to be fooled as a result of misunderstanding the consequences of his act. Juridical act is a voluntary act as long as the law relates will with capability to act so lack of will would bring invalidity of act. In this case lawmaker reasons that the act should be made from the person who takes care of the incapable person. Acts made without the consent of the person who takes care are declared invalid from the court based on the demand of the protector ship institution. According to article 8 of Civil Code minors until 14 years are incapable of acting. They can make juridical acts adjusted to their age easily fulfilled and acts bringing profit without charge. Conclusively minors can't be part of agreements or official representatives of third persons.

5. Juridical acts made by incapable of acting people as a result of mental diseases or incomplete growth

In this case the act is absolutely invalid as long as the person who cares has not given his consent including here people who suffer mental diseases turning them incapable of reasoning and thinking.

2. 2 Juridical acts relatively invalid

Juridical acts declared invalid are specified in article 94 of Civil Code. These acts are declared invalid from the court because of the different shortages and faults. Compared to absolute invalidity this one brings consequences until the moment one of the parts asks the court cancellation of the act. If time of prescription is fulfilled the act is considered valid so would bring consequences like all valid acts. The real act is cancellable but the cancellation is adjustable when time of prescription is fulfilled and parts don't ask cancellation of the act. In this case it is presumed that parts have expressed the will to change or cancel juridical consequences based on this cancellable act so in a way they consider this relatively invalid act.

if the state of stand by ends before time of prescription is fulfilled act is considered null and can't bring juridical consequences in the future.

1. *Acts made from people who lack of the consciousness of the importance of their acts*

People fully capable of acting can be in a state of not understating the importance of their acts so the express of their will cannot bring juridical consequences as long as cannot be identified with the real will of the part. People who were unconscious of the importance of their act aren't mean to be mentally diseased but just bot clear at the moment they make the act. As long as these people aren't declared incapable of acting from a court their state is defined from a group of psychiatrist. Validity of their act isn't conditioned from the consent of the person who cares as long as they are capable of acting.

2. *Juridical acts from incapable of acting people declared so due to mental diseases or unhealthy growth*

According to article 10 of Civil Code capability of acting can be removed or limited from the court when a person is mentally diseased or lacks of healthy mental growth so they aren't able to take care of themselves. These people cannot make juridical acts or be object of rights and obligations derived from juridical relations. Civil Code equals all kinds of these juridical acts not dividing them to acts from persons prived to act or limited to act. When people are limited to act from a court sentence it is not necessary to prove unconsciousness of the time of act. In this cases just the court sentence is needed to cancel the act. These acts are also invalid even when the person was mentally healthy or understood the importance of his act because life is unpredictable and we can't exclude the fact that a mentally diseased person can act normally in a moment towards the attorneys office and make acts opposed to his interests. If act made from limited to act people is made without the consent of parents or people who care this act is relatively invalid so will be canceled from the court.

When the act is made from people prived to do so this act will be considered absolutely invalid. Cancellation and consequences will come based on the state of capability to act. The decision to prive or limit a person to act is forwarded written to all courts so all the interested people to be aware of the fact. A summary of the decision is forwarded to the National Association of Attorney' Office.

3. *Acts done from minors over 14 without the consent of parents or caretaker*

Minors from 14 to 18 are limited to act. According to article 7 of Civil Code "the minor over 14 years old can make juridical acts only with the consent of his official representative who can be his parents or a caretaker ". Nevertheless acts related to the profit from their work and their administration are considered valid. Despite above exceptions minors from 14 to 18 cannot be object of civil-juridical rights and obligations without the help of parents or caretakers. Even when the act is made in the proper and legal way it will be considered invalid from the court when asked so from the interested part except from the case when parents or caretakers have given their consent. According to article 6 of Civil Code "Woman who has reached 16 earns the right to be fully capable of acting when she gets married and doesn't lose this right when she gets divorced before getting 18".

4. *Juridical acts under the influence of habits of will*

Will is an essential component of juridical act. Discordance of expressed will with internal will would bring habit of will. Habits of will that make acts cancelable are deception, mistake and threaten. While fictivity and simulation bring nullity of acts habits of will bring cancellation of acts. A juridical act is considered deceive when the part is intentionally pushed to make a mistake from the other part by rendering the conditions in an unreal way or hides the conditions that would prevent the part from acting. Juridical acts done in conditions of miscount. This acts are made when one part has a mistaken image of the circumstances that have pushed him doing this act. Miscount has to do with lack or unclear understanding of the components of juridical act. For example one person has that that according to a sale-contract has earned ownership of a property while actually he has earned a temporary usage of the property according to a rent-contract.

Juridical acts done by threatening. Threatening is an influence in persons psychological state making him to do a juridical act based on the fear of a bad cause on property or non-property interests. Not every kind of threatening brings invalidity of juridical act as a result of discordance of expressed will with internal will. Threatening should be illegal, and in discordance with general terms of right. Threatening has to be important, causing bad consequences in persons interests or his relatives. Also it has to be serious giving the idea that risks bad causes to the person or his relatives. Effectuation of threatening has to be possible and believable showing to the other part that has all the chances to do it.

According to article 96 of Civil Code: "Threatening causes invalidity of juridical act when intimidates the person so it would bring bad causes to his relatives".

Juridical acts in conditions of big need. Conditions of big need mean that a person takes responsibilities when he is in danger. In order to consider these acts invalid below conditions have to be fulfilled:

-Conditions of juridical act have to be more important than profit of them.

-One of the parts has to be in conditions of big need. Both components are needed to consider the act invalid.

According to article 99 of Civil Code juridical act is made in conditions of big need when obligations are insignificant compared with profits of the other part. Usually these acts are found when one part is economically stronger and uses this advantage making the act in conditions of unequal business.

Conclusions

Invalidity of juridical acts is clearly categorized in Albanian Civil Code predicting also juridical causes that bring these acts in involved parts. Invalid juridical acts are classified in absolute ones that are considered nul and relative ones that bring causes until their cancellation from the court.

Absolutely invalid acts never get valid with a later act of involved parts while relative invalid acts are valid when time of prescription is fulfilled because parts have expressed their will to create or change a juridical relation giving it a juridical attribute.

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The Importance of Entrepreneurship Learning in University: An Empirical Research

Dhurata Turku

“Aleksandër Xhuvani” University, Elbasan

Dhurata.turku@yahoo.com

Abstract

After finishing the university, students usually do not know what to do. Most of them cannot find a job. Based on our mentality, working is considered by the student an employment with a salary, mainly in public sector or in private sector based on the diploma university. If this does not function, the graduated student calls him/herself unemployed and does not hope for his future. Salary employment is not and cannot be the only solution in everyone's life. If a student is graduated and cannot find a job based on a salary, he/she may use his/her abilities about entrepreneurship that he/she has learnt at university. To be self-employed does not need the condition of having a diploma in economic studies. Everyone that has a diploma and who does not have a job based on a salary, may be a successful self-employed. A very important role is the entrepreneurship learning during studies. Such an education would be necessary for all the students in all university branches. To know how much our students know about entrepreneurship and which are their needs in relation to the entrepreneurship, there are analyzed and concluded questionnaires and interviews with 283 students of Education Sciences in “Aleksandër Xhuvani” University, Elbasan.

Keywords: Education, entrepreneurship student, competence, university.

Purpose

The purpose of this research is analyzing gathered information from questionnaires done by students of Education Sciences in “Aleksandër Xhuvani” University, Elbasan in elementary and kinder garden teachers to be, in order to identify and categorize their needs in relation to entrepreneurship learning.

Methodology

This research is based on the questionnaires done by students of teaching branches, mostly elementary and kinder garden teachers in order to draw conclusions. The research is based on this group/sample because it is thought that entrepreneurship learning should start since in elementary education and kinder gardens; moreover, only the future teachers of elementary can do that.

Introduction

After finishing studies, students do not know what to do. Most of them cannot find a job. Based on our mentality, working is considered by the student an employment with a salary mainly in public sector or in private sector based on the diploma university. If this does not function, the graduated student calls him/herself unemployed and does not hope for his future. What student should know is the fact that during their studies they should understand that their career can be divided in two categories:

Salary employment

Self-employer (entrepreneurship)¹

The term career means a continuous opportunity that is always developing. This development implies personal and business progress. Salary employment is not and cannot be the only solution for a living and its quality. Entrepreneurship can be another better option for everyone's career instead of salary employment. Salary employment means working for others and being paid by a salary, whereas entrepreneurship means entrepreneurship.

In the following chart, there are given the main differences of two manners to be successful in the career.

Salary employment	Entrepreneurship
Works for others Follows orders Routine job Fixed earnings Does not set money aside Has possibilities to choose among: Governmental services Public sector Private sector	<ul style="list-style-type: none"> - The boss of yourself - Makes your own plans - Creative activities - Sometimes it can be negative, in general; the balance is positive - Sets money aside - Can choose from fields: - Industry - Trading - services

A self employer creates his/her own business. He/she looks for the difference and responds to it. There are some definitions about entrepreneurship, the simplest is: *a self employer is someone who has possibilities, organizes the necessary resources to use the possibilities and in the end uses them.* Entrepreneurship includes creativity, innovation, taking risks and the ability to plan and manage projects in order to reach the objectives. Entrepreneurship is applicable for big businesses and small ones as well; for economic activities and non-economic ones.

There are two concepts about entrepreneurship:²

The narrow concept of entrepreneurship, as an ability to start and develop a business;

The wider concept of entrepreneurship as a "complex ability" to take initiatives, to face up risks and to be successful in life.

It is important to understand that entrepreneurship is not only an economic category. Entrepreneurship thinking and acting is noticed in all functional system of society such as economy, religion, science, politics, education and even sport. Every individual can be a self-employer in a specific field. To start an entrepreneurship does not need the condition of having a diploma in economic field. Everyone who does not have this diploma, but has another diploma and does not have the possibility to be salary employed or is looking for another option, can be a successful self-employer. A very important role in this field has the entrepreneurship learning since at school. Such education would be necessary for all the students in different faculty branches that they study.

What is entrepreneurship learning?

If entrepreneurship is named as "entrepreneurial spirit" (with entrepreneurial spirit it is understood the knowledge and chances organization), entrepreneurial learning stresses out the learning component; which means learning for entrepreneurship. The concept of entrepreneurship learning comes from USA where it is also developed as a term. Entrepreneurship cannot be confused with business studies and economy, its purpose is to offer the individual some

¹ Robo, M., Xhavera, A., Bazat e Sipërmarrjes, Tiranë 2012, p 8.

² Robo, M., Xhavera, A., Bazat e Sipërmarrjes, Tiranë 2012, p 14-15.

characteristics that can make individuals be successful self employers. If a student is graduated and cannot find a salary job, he/she can use his/her abilities learnt at school in order to be self-employed. This is an option that should be taken into consideration. However, not everything can be absolute. Entrepreneurial learning is a necessity nowadays and school should fulfill this important mission, but not everything can be learnt at school. American professor of self – employing Brukhauz¹ explains the possibility of entrepreneurial learning by comparing: he asks a question: Can anyone be learnt to be an artist? Then, he answers:

-Yes, it is possible to teacher people the theory of colors, composition, art and other artistic abilities, but it cannot be taught to be the second Picasso or Van Gogh. The same thing happens in entrepreneurial learning. It can be taught the basic skills of entrepreneurship but abilities that are difficult to be taught and transmitted for example resistance, devotion, loyalty abilities etc are born and gifted and are difficult to be taught. In relation to our country, recently it is often mentioned the topic about entrepreneurial learning in university. Education Council has approved a concrete report since 2001² in order to identify the main abilities that an individual should have where there are composed eight basic competences in eight fields:

Communication in native language

Communication in foreign languages

Mathematics knowledge and science & technology competence

Digital competence

Learning competence

Sense of initiative and entrepreneurship

Civic competence

Cultural informing

Entrepreneurship is considered as one of eight key competences of individual abilities and is determined as an ability to put ideas in action. It involves creativity, innovation taking risks and the ability to plan and manage projects in order to reach objectives³. Based on the European Union, entrepreneurial learning includes three components⁴:

Personal development (motivating progress, the power of thought and entrepreneurship, the desire to be inspired and to be successful)

Business development (knowledge and technical, financial abilities to be self-employed or entrepreneurship that can lead to self-employment)

Developing entrepreneurial abilities (training for social abilities, networking, creative solutions to problems, opportunities research, sales, interviews, presentations etc.)

Entrepreneurship learning is important in all levels of education. We are going to focus on university entrepreneurship, in universities that prepare future teachers in elementary education (in "Aleksandër Xhuvani" University, Elbasan in our case), who should aim to transmit entrepreneurship learning in their pupils since in elementary level.

¹ Robo, M., Xhavera, A., Bazat e Sipwrmarrjes, Tiranë 2012, p 27,28,29

² Kompetencat e të mësuarit për të nxënë dhe të mësuarit të sipërmarrjes në arsimin e mesëm dhe në arsimin e lartë në Shqipëri, përgatitur nga Qendra për nxitjen dhe zhvillimin njerëzor, shkurt 2007, p 9-10.

³ A key competence approach, The European Union's IPA Multi-beneficiary Programme, p 2-13

⁴ A key competence approach, The European Union's IPA Multi-beneficiary Programme, p 26-27

Some of main characteristics of entrepreneurial student are:¹

To identify possibilities for activities; therefore, to have good knowledge for the working trade.

To be conscious of the position of entrepreneurship.

To plan, organize, manage, delegate, analyze, communicate.

To represent, to negotiate.

To work in an individually and in groups.

To know how to distinguish strong and weak points and to be able to take risks.

To take initiatives, to be active, to be independent and innovative in personal, social life and work.

To be motivated and decisive in relation to reach objectives and aims.

These are the characteristics of entrepreneurial student who should be taught in an entrepreneurial university. The later must have a crucial role about innovation, research and learning by having contacts with business world, promoting entrepreneurship learning in order to each the only result: *What the student should know and what should be able to do.*

Problems that student face in relation to knowledge in relation to entrepreneurship

What do students know about entrepreneurship and what are their needs in relation to entrepreneurship learning? To answer this question, there are used the results of the questionnaire competed by students of elementary education and kinder garden. There have been asked 283 students. Their age varies from 19 to 22. The academic years vary from the first year to the fifth for elementary education students to be and from the first to the third year for students of kinder garden. The collected information from questionnaire was a great help to identify and categorize the needs of students in relation to entrepreneurship learning.

Questions of the survey:

Each of the questions of the survey was accompanied by options **no, just, somehow, a lot** and each students has to choose one of the four (not for every question of the survey, the students have marked one option). The number of students who have marked one of the above options it is named with N.

Table number 1 shows the number of students divided according to the gender:

Faculty	Number of students	Gender	Gender
		Female	male
FES	283	265	18
All	283(100%)	86%	14%

FES = Faculty Education Sciences

In the first question of the survey: "In our faculty dominates student center learning" 22% of students have marked somehow and 79% of have marked just (N = 283). Analyzing the percentages it could be said that this kind of teaching is not dominating I the auditory of the Faculty of Education Sciences; as student say in free discussions, most of lectors dictate lectures which makes problematic the development of learning to learning competence and analytical and creative thinking.

¹ Projekti SEECEL, Zhvillimi SME në Shqipëri dhe të mësuarit për Sipërmarrjen, 1 mars 2012, Universiteti "A Xhuvani", Elbasan, organizuar nga Ministria e Ekonomisë.

In the second question: "this kind of teaching encourages analytical and creative thinking and problem solving", 97% of students have marked a lot and 3% have marked somehow (N = 283). Based on the results of percentages, it could be said that in general students understand the importance of teaching that promotes creativity and problem solving.

In the third question: "to be rich and successful in Albania, it is important to be a good students" 42% have marked a lot and 31% have marked somehow; only 28% have marked no (N = 283). A great number of students evaluate high results in learning, but most of them do not think that to be successful and rich must have these results.

In the fourth question: "In the last two years, the faculty has organized a lot of activities that have not been organized before", 78% of students have marked somehow and 21. 9% of them have marked just little (N = 283).

Based on results, it is clear that there are fewer activities organized compared with previous years. Discussing with students has resulted that they have never or rarely visited a company or factory, have rarely taught about the way they function or are presented to the ways of creating a company. They have rarely had the opportunity to know how to apply for a new job or who they may ask for help in case they have an idea for a job etc.

In the fifth question: "innovation is an important role in life of our faculty" 65% of students have marked just little, 20% of them have marked somehow and 15% of them have marked no (N = 283). The percentages show that students are aware who now understand that organized task in a new way, making decisions independently, planning new activities etc, should be encouraged more and more.

In the sixth question: "a creative atmosphere in my university inspires me to practice ideas for new activities", 47% have marked somehow, 29. 9% have marked a lot and 23. 1% have marked just little (N = 283). The answers in percentages of this question could be related to the questions number four and five. It could be said that in general, academic staff takes in consideration more working in auditory by neglecting working out of it.

In the seventh question: "entrepreneurial relation is the base of wellbeing from which everyone can profit" 41% have marked somehow and 59% have marked a lot (N = 279).

In the eighth question "entrepreneurship may bring more values for faculty" 62% of the students have marked a lot and 38% of them have marked somehow (N = 280).

In the ninth question: "entrepreneurship activities are in favor of the culture in our place", 80. 3% of the students have marked somehow and 19. 7% of them have marked a lot. (N = 283).

Based on the above answers for three questions it could be said that entrepreneurial relation, entrepreneurship and entrepreneurial activities are perceived from most of the students as positive; even though from the free discussions that are done with students, it is noticed the fact that they do not clearly understand the concept of entrepreneurship. Therefore, they need to be clear about the entrepreneurial abilities of the student.

In the tenth question: "I think that entrepreneurial abilities (competences) can be developed" 82% of the students have marked a lot and 18% have marked just little (N = 283).

In the eleventh question: "entrepreneurial employers are creative at work", 64% of the students have marked a lot, 15% of them have marked somehow and 20. 7% have marked little. (N = 272).

In the twelfth question: "students should think of an entrepreneurial way", 52. 4% of the students have marked a lot and 39% of them have marked somehow (N = 277).

In the thirteenth question: "My friends evaluate entrepreneurial activity as the most important compared to other activities and careers", 22. 8% of the students have marked a lot, 58. 1% of them have marked somehow and 20% of them have marked very little (N = 198).

If the answers of the above questions are carefully analyzed and based on the discussions that are done with groups of students, it could be said that the term entrepreneurship is not often used among students. Despite intuitively they need more information.

In the fourteenth question: "entrepreneurial relations can be learnt", 61% of the students have marked somehow and 39% of them have marked a lot (N = 283).

In the fifteenth question: "I think that concrete results are necessary in a way that professional success can be judged", 80.3% of the students have marked a lot and 19.7% have marked somehow (N = 243).

In the sixteenth question: "most of the people in my place consider unsuitable to be entrepreneurial" 64% of the students have marked little and 36% have marked no (N = 261).

In the seventeenth question: "it is important for me to have a stable job", almost 100% of the students have marked a lot. (N = 283).

Conclusions:

Although student center teaching has a good progress, it is not dominant in the auditory of Education Sciences Faculty. As students admit in their free conversations, a great number of lecturers dictate lectures, which makes very problematic the learning to learn competence development and developing analytical and creative thinking as well.

Based on the answers that students have provided, it could be said that in general they understand the importance of teaching that promotes creativity and problem solving, but it is needed more self-confidence, more courage from their professors who should work hard to use teaching methods by using more the methods that help more in reinforcing knowledge.

Most of the students do not link success or being rich with the learning success. It is thought that these perceptions happen as a result of the Albanian transition where working criteria have not been based and often are not based on individual abilities and competences of everyone.

An innovation would be to organize activities in order to help the curriculum, which is very theoretical. From students' discussions, it has resulted that they have never or very rarely visited a company or factory, have learned they way they function or are introduced the ways of creating a company. Furthermore, they have rarely had the chance to know how to apply in a new job, who could ask for help in case they have any working ideas etc. (These could serve as activities in relation to teaching and learning curricula).

Students have answered in relation to innovation as a new value of the faculty. It is understood that it has already started students' awareness who have already understood that organizing tasks in a new way, decision taking independently, planning new activities etc should be encourage more. It could be said that in general, academic staff shows more importance working in auditory than obviously minimizing the work outside auditory. Their job outside auditory is very tepid in relation to developing students' practical abilities in order to bring them near reality.

Based on students' answers, it could also be said that entrepreneurial relationship, entrepreneurship and entrepreneurial activities are perceived by most of the students as very positive; although it is noticed from the free discussions that they do not clearly understand the concept of entrepreneurship; therefore, they need to be cleared and to know what are and why are important the entrepreneurial abilities of the student.

Recommendations:

Based on the fact that most of the students are passive during the class, it is thought that it is very important that the professors and students should not consider themselves as two groups that stay in front of each other, where in most of the cases the professor dictates and students take notice; but they cooperate with each other. This cooperation would contribute in successful learning.

Learning should be considered not only as a way to gain knowledge, but as a process that develops students' abilities as well. The later should be aware that there are not enough only the traditional ways of learning such as underlining, reading, rereading the text until it is leant (the method that is widely used by our students). Students should be encouraged by their professors to enrich their methods of learning. Some other methods less traditional such as drawing charts, graphics based

on text, using different resources such as books, internet, TV, different magazines etc would be very necessary and would help learning process.

Working outside auditory in order to develop students' practical abilities bringing them near reality would be very efficient. It is thought that this process would clearly influence in clarifying students about the concept of entrepreneurship, entrepreneurial activities and abilities.

Based on students' answers for questions number 10, 11, 12, 13 and discussions organized with groups of students, it could be said that entrepreneurship is not often used between students. Despite their intuition, they need more information. Maybe a conceptual change of learning from students and professors as well would be very necessary. Being more transparent, it could be said that a very positive impact might have the relationships students – professors, where the later should try maximally that students change their traditional methods of learning. Another efficient way would be to give assignments in form of essays, research papers etc, individually or in groups, which should be done in our universities as part of students' studies considering them compulsory; in this way, it brings developing analytical and synthetic abilities for students by teaching them how to work individually and in groups.

It is thought that a separate subject, even titled "Education for Entrepreneurship" is very necessary. It would deal with basic entrepreneurial abilities that are needed for students of all branches.

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The Role of Measurement in the Public Polls (Albanian Case)

PhD. Cand. Fatbardha DOÇI

Tirana University, Faculty of Social Sciences

fatbardhadoci@hotmail.com

Abstract

In Albania reality are made a lot of surveys to predict the result of elections. It is so important to have the exactly result of the election of another items to predict. A prestigious company has done the survey in Albania reality, but they have "Forgotten" that the Albania reality is different from the reality, because they have used the same questionnaires in Albania reality. It is so important to have the right measurement and to have the reliability and the validity of the survey. So we have types of measurement and in my research I have used one of them. If we used the right measurement, we can have a small margin of error and the result of the surveys should be the reliability than the other cases. I have decided to make the survey in Albanian reality lot of survey in two different realities. One of them I have used two kinds of sample, when one of them is systematic sample and another is quota sample. A comparison between two surveys is made providing the same questionnaire (with delicate questions) in the same place and time. The only difference was in the last step of the sample: one of the surveys has made the interviews based on the quota (gender, group age), whereas the other has used the systematic schema (with step – door by door). The margin decided by this way included also the one produced by the used of the quota. The expectation was a determination of differences between answers by this distinction.

Keywords: measurement, systematic sample, quota sample.

Introduction

There are a lot of concepts that are tied with each other. The concept that are tied with each other, are the types of measurement, the role of reliability, the role of validity, the role of measurement.

To have reliability and validity result we should have the good relationship with each element of the research design. Measurement provides information about where we have been, where we are currently, and whether we are changing over time.¹ So it is very important to choose the right types of measurement. According to the Steven's Stately we have four types of measurement that are:

Nominal Scale

Ordinal scale

Interval scale

Ratio scale

¹ D. Lynn Kelley "Measurement made accessible" A Research Approach Using Qualitative, Quantitative, & Quality Improvement Methods -SAGE Publications 2000 International Educational and Professional Publisher Thousand Oaks London New Delhi" fq 1

The **nominal scale** simply places people, events, perceptions, etc. into categories based on some common trait. The nominal scale is the lowest form of measurement because it doesn't capture information about the focal object other than whether the object belongs or doesn't belong to a category. Coding of nominal scale data can be accomplished using numbers, letters, labels, or any symbol that represents a category into which an object can either belong or not belong. ¹

The **ordinal scale** has at least one major advantage over the nominal scale. The ordinal scale contains all of the information captured in the nominal scale but it also ranks data from lowest to highest. Rather than simply categorize data by placing an object either into or not into a category, ordinal data give you some idea of where data lie in relation to each other. ²

Unlike the **nominal scale** that simply places objects into or out of a category or the ordinal scale that rank orders objects, the interval scale indicates the distance one object is from another. In the social sciences, there is a famous example often taught to students on this distinction. ³

The scale that contains the richest information about an object is **ratio scaling**. The ratio scale contains all of the information of the previous three levels plus it contains an absolute zero point. To use the example above, the ratio scale allows you to measure the stumps from the bottom of the lake; the bottom of the lake represents the absolute zero point. ⁴

So I can say that I have used the ratio scale in my research in order to reduce the error margin, because it is the only types of measure that is more correctly than the other types of measurement.

METHODOLOGY

So I have done two types of survey in Tirana in different period of times, when I have used a criteria of not identify the respond and in another survey I have used another criterion when I have not identified the respondent. I emphasize that the problem that I have studied, are delicate problem and the respondent here in Albania are afraid to tell the truth. So the reliability and the validity of the result of the research it will not be the truth.

Also another element that is important in my research is the role of the sample. We have a lot of types of sample which are:

i.) **Probability sampling methods.**

ii) **Non probability sampling methods.** ⁵

And we can say that the belong methods of sampling are:

Simple random sampling

Stratified random sampling

Cluster sampling

Quota sampling:

Purposive sampling

¹ <http://www.socialresearchmethods.net/kb/measlevl.php>

² <http://www.socialresearchmethods.net/kb/measlevl.php>

³ <http://www.socialresearchmethods.net/kb/measlevl.php>

⁴ <http://www.socialresearchmethods.net/kb/measlevl.php>

⁵ Muzammil Haque, "Sampling methods in social research", page 1

Systematic sampling

The types of sample that I have used in my research are quota sampling and the systematic sampling, which the meanings of these are:

Quota sampling: This method of sampling is almost same with that of stratified random sampling as stated above, the only difference is that here in selecting the elements randomization is not done instead quota is taken into consideration.

Systematic sampling: In this method every n th element is selected from a list of population having serial number. ¹

I emphasize that this types of sample enter a margin of error, that effect in the reliability and the validity of the scientific research. In my study two types of these samples enter a margin of error when the systematic sampling enters an error and also the quota sampling enters an unspecified error.

RESULTS OF DATA PROCESSING

Survey on the road:

$$ISW \text{ (street)} = [\Delta \text{ (life satisfaction)} + \Delta \text{ (Happiness)}] / 2 = [+ 4. 4\% + 30. 1\%] / 2 = + 34. 5\% / 2 = + 17. 25\%$$

So we have to ISW (street) = + 17. 25 %

The survey in the family:

$$ISW \text{ (family)} = [\Delta \text{ (life satisfaction)} + \Delta \text{ (Happiness)}] / 2 =$$

$$[+ 20\% + 28. 9\%] / 2 = + 48. 9\% / 2 = 24. 45\%$$

So we have to ISW (family) = + 24. 45%

Margin required is:

$$ISW \text{ (family)} = + 24. 45\% - ISW \text{ (street)} = + 17. 25\% = + 7. 2\%$$

As the margin it will be [- 7. 2%+ + 7. 2%]. From this margin will be "expected" statistical error, that inserts the sample of size (for sampling with size 100 units) is + / - 10. 6%. We will have: (- 7. 2%)- (- 10. 6%) = - + 17. 8%

So the margin remains [-17. 8% + 17. 8%].

CONCLUSIONS

As conclusion, we can say it is so important to choose the right types of measurement, the right types of sampling and the right way to do the reliability results. As I have chosen the right items also results that have entered an error. This error effect negatively in the results of the surveys.

So it is so important to use the right instrument to have good results and the reliability and validity results.

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¹ Muzammil Haque, "Sampling methods in social research", page 5

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The Process of Learning English Speaking Skills

Ass. Prof. Dr. Shpresë Qamili

Vice-Rector for Academic Affairs

Public University "KADRI ZEKA", Gjilan+377 45 960 781

sq_up@hotmail.com

Abstract

Language gives people the opportunity to express their feelings, desires, thoughts and ideas. Language is a tool, whereby is discovered, acquired, transmitted, stored and inherited knowledge about the world and universe. Language is one of the most significant indicator of linguistics and cultural identity of the language community and individual personality. Language is the carrier of a culture, social behaviour and custom of the respective users. One of the four language skills in the process of learning English, is speaking skill as the first and main form of communication. It occupies a central place in the process of people enlightenment. Information is received, understood and easily processed through speaking or discourse than through writing. The speaking skills are donated to human beings in biological way. Speaking is a vital activity. Meanwhile, the language is a structural model of the system we use to convey our message while we are speaking. This study seeks to assess achievements and to determine the problem areas in the process of learning English speaking skills by high school students overall Kosova, suggesting appropriate recommendations for overcoming obstacles encountered. Thus, through it, are identified communication strategies that second-language learners use, whenever there are discovered linguistics deficiency, as well as difficulties in the process of learning verbal communication; interlinguistic and intralinguistics communication strategies are revealed, that students use during oral communication, and their skills in the field of discourse are assessed.

Keywords: *speaking skills, communicative competence, communication strategies, "parasites expressions".*

1. Introduction

Lecturing is the first and one of the main forms of communication. It occupies a crucial place in the process of enlightenment of the people's mind. The information is received, understood and more easily processed through active speech than through writing. Lecturing is a process of human behaviour that is granted to them biologically.

The people may possess one, two or more languages. When they own two or more languages, they can fluently express their internal discourse in each of them. However, the people who own only one language cannot express their views, but this can be done only in his first language. If a person wishes to become bilingual, he will have to learn another language, in addition to the first language or mother tongue.

During the learning process of speaking, a second language learner faces difficulties and obstacles due to lingual factors and shocking elements of the language, culture and so on. However, the difficulties and problems are inevitable in the learning process of speaking or writing in a second language.

2. The Process of Communication

The term "communication" can be defined as the process by which the discourse has to be followed to the other internal communicators. This process can be called as human communication or oral communication.

Thus, the communicating activities enable the establishment and maintenance of equilibrium, of cooperation and tolerance between people, by placing them in a common line.

The discourse is the method of expression which ensures human cooperation. It is the means by which various activities are coordinated and linked with each other in order to achieve common and mutual goals.

The complete communication process has to be performed by regulating different hierarchical

communication components. They are as follows:

1. The intended message.

2. Coders.

3. Signal.

4. Channel.

5. Decoder.

6. The received message.

2. 1. The Communicative competence

The term "communicative competence"¹ is seen by many scholars as the main element that covers all forms of communication as conducting means of the speaking community language (users). The term "all forms of communication"² can be further explained as linguistic competence, that stretches and completes the process of verbal exposure at all levels of society, by involving "the interaction group" with "the interpersonal interaction", which involve different areas and dialects. Also, the verbal exposure includes any verbal and nonverbal behaviour that has cultural adaptability.

Concerning the points of views that have been said above, it seems that we could expect two kinds of competencies, namely including: (1) the grammatical competences and (2) the communicative competences.

Thus, the "grammatical competences" can be achieved through exposure to language structure, and the "power of communication" can be achieved through exposure to language structure and social behaviour at once, which revolves around some conventional rules, just as they have been set by the society itself.

There are researchers who say that "language competence" is part of "communicative competence"³. So "communicative competence" relates not simply on the implicit recognition of the structure of language, but also through their exposure of the production performance and the endless sense of community clauses in terms of everyday life, using social experience.

2. 2. The teaching and learning in the lecturing process

¹ Hymes, D., "Functions Of Speech: An Evolutionary Approach" në *Anthropology and Education*, redacted by E. Gruber, F., University Of Pennsylvania Press, Philadelphia, 1961, pp. 24-25.

² *Ibid.*

³ Long, M., Richards, J., *Methodology In TESOL*, Heinle And Heinle Publishers, Boston, 1987, pp. 168-169.

The development of spoken language is not simply the expression of the structure of language. The development of spoken language involves the development of pragmatic use, in addition to pronouncing development, the construction of words, phrases, sentences and discourses at the same time as a common process.

The discourse plays a primary role in learning a second language. Learning a second language is realized when a student fails to understand how a second language works within a discourse. Barnes and Seidlhofer underline that "the learning of speech involves the development of new knowledge of on fine and detailed basis such as to why should we communicate, how to communicate and when to communicate, as well as the habits of complex production and management of interaction, which includes the direction of the next question and answer." ¹

2. 3. The Communication Strategy

The communication strategy is a systematic effort of students to express or to decipher the meaning of words, phrases and sentences in a foreign language, in situations where the necessary systemized rules are not yet entrenched². Earlier, Tarone and her colleagues have defined this phenomenon as a "manufacturing strategy." ³

Meanwhile, Ellis has come up with its own definition of "communication strategies are psycholinguistic plans, which mainly vivify as part of communicative competence of language users. So potentially, they are aware and serve as surrogate production plans, which cannot be performed by the student himself." ⁴

In the process of speech learning, the students use all kinds of strategies, such as: delay of words, Auto-correction, semantic avoiding etc., in order to hide its linguistic shortcomings, as well as to fulfil the task of communication. Some scholars have made various statements regarding the types of communication strategies, used by students.

2. 4. The learning Strategy

The learning strategy is the epitome of the effort to develop and embed linguistic and psycholinguistic competences in a foreign language. ⁵ The learning strategy used by the students differs from the communication strategy itself. However, O'Melli and Çemoti have defined three types of strategies that are used by the second language learners:

(4) The meta-cognitive strategies, including planning for learning and thinking. (5) The cognitive strategies, including ways to treat conscious learning. (6) The social strategies, including learning through interaction with the others.

2. 5. The Strategy and the process

In terms of the ways that are being used, both the strategy and the process are considered as the same. The strategy relates to how the student reaches a certain use in a given moment of time. The process relates to systematic series of steps by which the pupil reaches the same use in the course of time. Beilistok distinguishes the strategy from the process itself, based on the criterion that considers them as mandatory or selective. ⁶ So, the process is a mandatory mental activity, whereas the strategy is a selected mental activity.

¹ Burns, A., Seidlhofer, B. "Speaking And Pronunciation", në *An Introduction to Applied Linguistics*, redacted by Norbert, S., Arnold Publication, London, 2001, faqe 210-211.

² Tarone, Elaine, U. Frauenfelder, and L. Selinker. "Systematicity/Variability and Stability/Instability" in *Interlanguage Systems*. Brown, H. Douglas, ed., *Papers in Second Language Acquisition*. Language Learning Special Issue No. 4, 1976, faqe 23-35.

³ Ibid.

⁴ Ellis, R. *The Study of Second Language Acquisition*, Oxford University Press, New York, 1994, p. 182.

⁵ Tarone, E., Frauenfelder, U., Selinker, L., "Systematicity/Variability And Stability/Instability" në *Papers In Second Language Acquisition*, redaktuar nga Brown, H. Douglas, *Language Learning, Special Issue*, No. 4, 1976, pp. 23-35.

⁶ Bialystock, E., "A Theoretical Model Of Second Language Learning" në *Language Learning*, No. 28, 1978, pp. 69-84.

2. 6. The testing of speech

The research studies in the field of second language learning have paid great attention to the communicative behaviour associated with it. Thus, this research focuses mainly on communication strategies, which are being used by the second language learners (in our case, English). Moreover, in this research, the communication strategy is not seen as the ability of students to communicate effectively. This is simply a tactic that students use language to hide gaps in communication. Thus, the objectives of this study are to identify and test cases and methods of using such strategies by the high school students in Kosovo.

3. The Analysis of data

3. 1. The avoidance

As far as the avoiding attitude is concerned, we have noticed that seven percent of respondents refused to speak English with the author of this paper. So, we think that the reason for this sort of deviation is that students do not want to share with the others the gaps that have to use a second foreign language (in our case, English). So, to hide its shortcomings language students use avoidance strategy. Furthermore, the linguistic shock and cultural shock are other factors as well, which lead them towards the use of this strategy.

3. 2. Syntactic Avoiding

The avoiding of the words is the strategy that students get using in order to hide their linguistic shortcomings. Once asked, the students gave one-word answers instead of building a regular sentence or by giving incomplete answers.

Thus,

“Happy” it has been given for the question: **“What will you do if you get all tens at school?”**

“Serve the poor” it has been given for the question **“What will you do for your people if you become a leader?”**

“Stay home” it has been given for the question **“What will you do if it snows while going to school?”**

3. 3. Semantic avoiding

The students avoid the communication about a certain content for which they do not manage to have the available and accurate rules or forms of learning of a foreign language, by talking about similar concepts, which may imply the desired content.

Thus,

“My father go me in car go to the school” it has been given for the question: **“What will you do if it snows while going to school?”**

“I think that is a step forward” it has been given for the question: **“How would you feel if you go to university?”**

“Proud” it has been given for the question: **“What will you do for your people if you become a leader?”**

3. 4. Literal translation

The students apply the practice of literally translation from their mother tongue in the second language. We shall give two samples from the corpus of data collected in this case.

Thus,

“**She is body busy**” it has been given instead of: “**She is expectant**”, by translating: “**Ajo**” with “**She**”, “**Është**” with “**Is**”, “**Shtat**” with “**Body**”, “**I zënë**” with “**Busy**”.

“**He is how I**” it has been given instead of “**He is like me**”, by translating “**Ai**” with “**He**”, “**Është**” with “**Is**”, “**Si**” with “**How**”, “**Unë**” with “**I**”.

The phenomenon of literally translating process during of the production of second language structure is the result of interference of first language. The students connect the words of the first language (in our case, the Albanian) with the words of a second language (in our case, English), which are deposited in their mental vocabulary, regardless or without understanding the structure of the sentence of the second language (in our case, English).

3. 5. Explicit Parasitism

In certain cases, students use to hide explicit parasitism in the internal process, which takes place in the depths of their minds. Parasitism can be an expressive sound, words or phrases made by the speakers (users), which do not carry any meaning. Even though, the English speakers (users) of the Republic of Kosovo use parasitism such as “eeee”, “yes”, “therefore”, “namely”, “do you understand me”, etc., in order to give themselves more time to find the right word that they have been asking for.

Thus, we have:

“It also estimate the cost of buildings... ëëëë... which means... the main aspect is the computer graphics.”

“It can record many programmes and it can be recorded in many programmes and it listed out a lot of programmes... ëëëëë ... do you understand me ... so many programmes ... it means ... therefore... that computer can type out your message.”

3. 6. The auto-correction process

The auto-correction is also another strategy that students use when they understand that their discourse is followed by the errors.

During the construction of sentences, the students realized that they were wrong somewhere in the process of communication, therefore they used this self-correcting strategy.

Thus, we have:

“I will spend more time on making ... doing my duty (auto-correction).”

“She will encourage me ... to get better marks in another subjects ... other (auto-correction) subjects also.”

3. 7. The delay of words

The Procrastination of the words is nothing else, than an extension of the syllables. This gives some more time to the speakers (users) to organize their asking expressions, and to decide what to say next.

Thus, we have:

“Music issss ... is quite different nowadays.”

“I will try to help... ëëëëë ... the poorrrr ... people if I becoming a doctor.”

“My home is in the trainnn ... near the train station.”

“I like to drooo ... do many good thirgs ... good things.”

3. 8. The repetition

The students sometimes attempt toward repetition of a sound, a word or several words, in order to gain sufficient time to think of the next word.

Thus, we have:

“Computers can read out ... read out to the blind people.”

“I ... I am very happy.”

“Nineteen ... nineteen years old.”

“Ëëëëë ... I spend my leisure time in the company of my pet animals... ëëëëë... pet animals.”

3. 9. The abandoning of the message

The abandoning the message is a different kind of strategy, which was used by the students when they started communicating to a particular topic, but then blown briefly, because of difficulties in the use of adequate forms or rules of foreign language, in our case, English. Thus, the students stopped themselves in mid-sentence and did not seek help from the teachers to complete the discourse.

Thus, we have:

“Computer is a device that is ... that is used by man in the changing world. Without computers no researching no ... anything can exist ... do you understand me...”

“Computer is a useful electronic device now ... ëëëëë... without computer, the world is... the world cannot exist. Computer is a devize ... now without computers ... computers play a vital role in man’s life ... ëëëëë... which means ...”.

3. 10. The Sound reduction

The sound reduction is a strategy that students use when they feel that the thing they want to say is not correct. Instead of avoiding the pronouncing of the word or asking for help, they pronounce the word, reducing significantly their voice. This enables the students to convince themselves that listeners have not heard what was attended to be said and they also feel the satisfaction of completing the sentence. Below, we give samples of this nature.

Thus,

“I like to be an eagle if I an eagle ... I will (reducing of the sound)... learn pride...” it has been given for the question: “What will you for do if you were an eagle?”

“In my leisure time is ... (ulje zëri)... played football... ” it has been given for the question: **“What will you do in your leisure time?”**

“Nineteen... nineteen year (ulje zëri)... my old” it has been given for the question: **“How old are you?”**

3. 11. Resource expansion strategy

In order to achieve communication goals, the students try to enhance their linguistic resources in one way or another. In the following section, we give the samples of this nature.

Thus,

“I select the study ... ëëëëë ... in English grup ... ëëëëë ... help to human beings in the world ... ëëëëë... I ... get up from my bedding ... am more interest in mathematics...” it has been given for the question: **“Why did you select this study?”**.

3. 12. Devising of the new words

The students invent new words in order to convey the desired concept, or in cases where their mental lexicon to express themselves reveal deficiencies in communication. The following samples are of this nature.

Thus,

“Fence-stick” it has been devised for: **“post” (“hu”)**;

“Pine-headed” it has been devised for the expression: **“blockhead” (“kokëgdhe”).**

3. 13. Changing of the language

The students use terms of their mother tongue (in our case, the Albanian), without worrying to translate in the second language (in our case, English). Below, we give samples of this nature.

Thus,

“Më fal” instead of: **“excuse me”**;

“Ç’të them” it has been used instead of: **“what to say”**;

“Meqë ra fjala” it has been used instead of: **“by the way”**.

3. 14. Approximation

The Students sometimes use words or similar structure instead, and appropriate word or any right expression, but, nevertheless, it has common semantic features with the desired unit, which is acceptable for this author. Below, we give samples of this nature.

Thus,

“Teacher’s work” it has been used instead of: **“teaching”**;

“Bedding” it has been used instead of : **“bed”**;

“Medical group” it has been used instead of: **“medical science”**.

3. 15. The strategy of lingual transfer

The students use the strategy of lingual transfer when facing differences between first language and the second language. Thus, as a result of the lack of similarities in phonological level, within the performance of the students there are present these following types of strategies:

The phonological interference;

The termination of diphthongs;

The extension of vowels;

The adding vowel at the end of the word;

The mating of consonants.

3. 15. 1. The phonological interference

In English, there is no consonant [rr], so that the Albanian students tend towards replacing the sound [r] of English with sound [r] of Albanian, as it is seen in the following cases.

Thus, we have:

[rrok] instead of [rok] “rock”;

[rraund] instead of [raund] “round”;

[rrab] instead of [rab] “rub”.

3. 15. 2. The extinction of diphthong

Even the phonetic differences of a single phoneme cause interferences. Because of these interferences, often the Albanian speakers when they pronounce English words, they give them an audio dimension of their mother tongue. So, it happens that diphthongized sound become a single voice, as it has been seen in the following cases.

Thus, we have:

[no] instead of [nou] “no”;

[so] instead of [sou] “sow”;

[ro] instead of [rou] “row”;

[roz] instead of [rouz] “rose”.

3. 15. 3. The extension of the vowel

Another strategy that has been used by the Albanian speakers is their tendency to prolong terminal vowels diphthongs. From the data collected, it was found that the English words, which are written with the letters “oo”, “ou” and “o”, as appropriate, elongated vowels are pronounced, as seen in the following cases.

[pu:ër] instead of [puër] “poor”;

[tu:ër] instead of [tuër] “tour”;

[o:upën] instead of [oupën] “open”.

3. 15. 4. Avoiding of consonantal colloquialism

Avoiding or weakening of consonantal colloquy is another strategy used by the students, who tend towards the inclusion of a vowel between clusters consonants, such as "gl", "cr", "pl", "pr", "lm" etc., as seen in the following examples.

Thus, we have:

[kiriket] instead of [krikit] “cricket”;

[pilezhër] instead of [plezhër] “pleasure”;

[piravit] instead of [pravit] “private”;

3. 15. 5. Adding a vowel at the end of the word

Another interesting strategy is the addition of the vowel [i] at the end of some words, as seen in the following examples.

Thus, we have:

[e:të] instead of [e:t] “at”;

[e:ndë] instead of [e:nd] “and”;

[mastë] instead of [mast] “must”;

And this phenomenon is due to the influence of the mother tongue (in our case, the Albanian language).

4. Summary

4. 1. General Findings

The discourse plays a primary role in maintaining and developing relations among people. The communication in English takes a core place in all fields of human activity called as "the global village", that is, the world in which we live. Because of this phenomenon, the teaching and learning of English is an inevitable activity in almost all non-English speaking societies. The Republic of Kosovo has a long tradition in terms of teaching and learning English as a second language for the reasons already known. However, to enhance the quality of teaching and learning of English, they are provided and continue to provide guidance and useful recommendations by the drawn conclusions from research studies carried out in this field. The findings of these research studies serve to identify the appropriate solutions for problems related to the teaching and learning of English.

The findings of this study, such as the strategies used by the students when they encounter difficult problems, set out succinctly, while the recommended means for eliminating or at least minimizing them during their learning process of oral communication.

We have understood that, during the process of learning the speech, the students use certain strategies in the communication process, in order to hide linguistic shortcomings. Avoidance is the first and foremost strategy, which is often used by them. Thus, seven percent of students shunned conversation in English with this author to talk about a certain topic because of anxiety, shock language, culture shock and language deficiencies. The avoidance of syntax is a strategy through which the students avoid constructing sentences. Rather than building complete sentences, they try to give elliptical answers to questions that are addressed. The strategy of semantic avoidance is a particular type of strategy, which is used by students to avoid semantic cooperation to the questions asked.

Students apply the practice of literal translating of based on their mother tongue (in our case, from Albanian), in the second language (in our case, in English), and use explicit parasitism in the communication process when faced with the gaps and language shortcomings. They also use the auto-correction strategies, by lengthening and repeating of the words. Through auto-correction strategy, the students come to correct themselves, by using different expressions and grammatical units. The auto-corrected units are sometimes wrong. Meanwhile, the delay of the words has to do with the extension of the syllables. It gives the speaker (the user) a sufficient time in order to ask for the following essential elements. Even the repeating is seen as a strategy that is used by the students. When using this strategy, the students repeat certain units, such as words, expressions, partial sentences or even the complete ones. Thus, we have found that repetition of complete sentences gives to the students more time available than the repetition of words or partial sentences.

The students also use the drop-message strategy. The students begin to communicate regarding a specific topic, but in the middle of the lecture, they short-cut it, by leaving it unfinished, due to the difficulty or anxiety-caused by the learning of the elements of linguistic system of a foreign language (in our case, the English).

The students purposely lower their voices when they feel they are making mistakes. The Sonic Reduction Strategy shows that they have no confidence in learning a second language (in our case, in English). The expansion of resources is a particular strategy through which the students try to increase their linguistic resources in place in order to give precise answers to the given questions.

Also, we have discovered that some students invent some new words during the oral communication process in the case when they cannot find the right words, or when the latter are lacking in their mental lexicon. In certain contexts, students use the strategy of changing the code, that is, they use certain words of the first language (in our case, the Albanian) in the second language (in our case, English). The approximation is a strategy through which the students use the related units instead of needed units, therefore, correct. However, these related words have similar semantic features.

Besides the above-mentioned strategies, the students use strategies of intra-lingual and inter-lingual transfer of the elements. Thus, the students use the lingual transfer strategy whenever there are differences between the first language (in our case, the Albanian) and the second language (in our case, English). The linguistic transfer strategies are: (1) phonological interference; (2) Cessation of diphthongs; (3) the duration of the vowel; (4) the avoidance of consonantal cluster; (5) adding the vowel at the end of the word; and (6) coupling the consonants. Finally, we have discovered that the students use intra-lingual transfer strategy in oral communication process whenever there are irregularities in the grammatical rules of a foreign language (in our case, English). This happens in the case of names and verbs, their forms, respectively plural and past tense, the irregular forms. Thus, with respect to the names and irregular verbs, the students apply the rules that include the names and regular verbs.

5. Recommendations

In order to reinforce language and communication competence of students in English, the following solutions will be useful and will help to eliminate, or at least to minimize the problems faced by students in the learning process of oral communication.

To develop the linguistic competence of the students the foreign language should be taught linguistically, namely, the lingual access to the teaching of English in the first place might be useful for the development of relevant competencies.

There can be taught different types of oral discourses of the second language (in our case, English), while students may be given sufficient time in order to develop conversational discourse classes. The training in conversational discourse will lead to the elimination of linguistic shock and cultural shock as well. Moreover, it would help to develop the students' communicative competence.

During the teaching of English vocabulary it must be recommended to initially learn grammatical functions of words, focusing mostly on semantic values and their special grammatical behavior.

Similarities and differences between the first language (in our case, the Albanian) and second language (in our case, English) can be used especially during the course of syntax, which would lead to the elimination of the habit of translation word literally from the first language into the second language.

During the lesson enunciation, the phonetic similarities and differences of phonemes can be demonstrated in class, while it is advisable to exercise the right expressions granted in this field. Moreover, the students being familiar with the first language interference (in our case, the Albanian) it's of great importance the pronunciation of sounds in the second language (in our case, English) which should be done at the right time.

The students can be motivated to interact with their teachers and teaching groups during the process of learning of a second language (in our case, English) at home and in school. Furthermore, the pursuit of programs on radio and television, and reading the daily newspapers in English, will help the development of speaking in this language.

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The Distinctive Legal Features of Crimes Against Humanity

Sulejman Ahmedi Ph. D. Cand.

Republic of Macedonia

State Univeristy of Tetova – Faculty of Law

Abstract

This research intends to analyze general features and elements of criminal acts against humanity. Also in this paper, special attention was paid to the distinctive features that are crucial in the legal classification of crimes against humanity as offenses punished with international acts and legal regulations of each state. The term Crime against humanity first appeared in the London Agreement of 8 August 1945 establishing the International Military Tribunal. In the course of the preparatory work, it had become apparent that certain crimes committed during the Second World War were not, strictly speaking, war crimes. These were crimes whose victims were of the same nationality as the perpetrators, or nationals of an allied State and were committed for different motives. As early as March 1944, the representative of the United States of America on the Legal Committee of the United Nations War Crimes Commission proposed that crimes committed against stateless persons or any other person by reason of their race or religion should be declared "Crimes against humanity". It suggests, in at least two distinct ways, the enormity of these offenses of the other criminal offenses. First, the phrase "crimes against humanity" suggests offenses that aggrieve not only the victims and their own communities, but all human beings, regardless of their community. Second, the phrase suggests that these offenses cut deep, violating the core humanity that we all share and that distinguishes us from other natural beings. This double meaning gives the phrase potency, but also an ambiguity we may trace back to the double meaning of the word "humanity". "Humanity" means both the quality of being human-humanness-and the aggregation of all human beings-humankind. Crimes against humanity, as defined by the Rome Statute of the International Criminal Court Explanatory Memorandum, "Are particularly odious offenses in that they constitute a serious attack on human dignity or grave humiliation or a degradation of human beings". They are not isolated or sporadic events, but are part either of a government policy or of a wide practice of atrocities tolerated by a government or a de facto authority. The law traditionally distinguishes between crimes against persons, crimes against property, crimes against public order, crimes against morals, and the like. Murder, extermination, torture, rape, political, racial or religious persecution and other inhumane acts reach the threshold of crimes against humanity only if they are part of a widespread or systematic practice.

Keywords: Crimes against humanity, Persecution, Murder and Victims, etc.

THE DISTINCTIVE LEGAL FEATURES OF CRIMES AGAINST HUMANITY

Background the definition of crimes against humanity and their involvement in positive laws since ancient times any action against the life, health and property rights are calculated as illegal or dishonest and perpetrators of these crimes are being prosecuted and convicted. Further with the

Introduction of state and law, or any act of violence that is inflicted on man and his life are sanctioned by law being separated from their features and elements, damage and consequences that have caused. The phrase "crimes against humanity" has gained great resonance in the legal and moral imagination of post-World War II¹.

This in international law for the first time were appointed and defined as criminal acts of genocide and crimes against humanity at the Nuremberg trials Regulation. Initially, it has linked the two concepts of war, but the crimes have become distinct from each other and from themselves fighting for their development. The term was selected by the U. S. namely the High Court of Justice, respectively, by Chief U. S. Robert Jackson at Nuremberg and head of the American delegation proposed to do so in the London Conference who are also makers Agreement London, which was signed on 8 August 1945 to the establishment of the Nuremberg International Military Tribunal Regulation. During the preparatory work on this agreement, it had become clear that certain crime committed during World War II in the strict sense does not include war crimes. These were crimes whose victims were of the same nationality as the perpetrators or a citizen of a state and are committed ally for different reasons. In early March 1944, the representative of the United States in the Legal Committee of the United Nations War Crimes Commission proposed that crimes committed against persons without citizenship or any other person because of their race or religion should be declared as "crimes against humanity"².

Jackson was consulting with the greatest scholar of international law Hersch Lauterpacht, who decided to leave unrecorded discussions to avoid confrontations with controversy. He further suggests that these crimes from other criminal offenses at least distinguished by two features. First, the phrase "crimes against humanity" suggests including not only the victims and their communities, but all human beings, regardless of their community. Secondly, the very same phrase suggests that these crimes relating to violations of human essential that distinguish it from all other natural beings. Although in 1915, the French, British and Russian governments denounced Turkey's Armenian genocide as "a crime against civilization and humanity"³ and are the same phrase appeared in a 1919 proposal in trials against Turkish perpetrators of these crimes. But one thing the U. S. government at that time had rejected the so called "laws of humanity" allegedly had no specific content. This crimes against humanity were defined as separate offenses of war crimes in the Statute of the International Military Tribunal, under Law No 10 of the Council for control Allies Forces, paragraph 1 and finally in the Charter of the International Military Tribunal for the Far East. Must remember that crimes against humanity as defined in the above instruments were associated with bravery condition. For a long period of time, this historical circumstance has prevented crimes against humanity be considered as an autonomous concept and jurisdictions to determine the punishment of crimes against humanity, considering them as works which are connected directly or indirectly with fight.⁴

It is also clear that the war provides the best opportunity and the most appropriate conditions for committing crimes against humanity. War crimes and crimes against humanity rightly calculated two circles of the same chain. As we know from the history of humanity that war crimes are also simultaneously crimes against humanity. Although the term "crime against humanity" appeared only recently, refers to a phenomenon which has a history full of precedent. It is as old as war. At the entrance of the International Criminal Code, the author states that treaties Cherif Bassiouni first among Egyptians and Sumerians to regulate the war were signed before 1000 BC Also the ancient Greeks and Romans with their adopted laws recognizing the right of asylum, treating the wounded and prisoners of war. While Muslims since 623, behavior and regulate the rules of war by the Koran's provisions. Later, the problem is addressed by the Catholic Church, especially in the Lateran Councils and Boards of Lyon in the twelfth century and thirteen.

¹ See ROBERT CRYER, ET AL., AN INTRODUCTION TO INTERNATIONAL CRIMINAL LAW AND PROCEDURE, 230 – 233 (2010); or COMMENTARY ON THE ROME STATUTE OF THE CRIMINAL COURT, 121 – 122 (Otto Triffterer ed., 1999) for a background to the development of crimes against humanity.

² Yale Law School, Charter of the International Military Tribunal, Constitution, available at <http://avalon.law.yale.edu/imt/imtconst.asp> (accessed 24 June 2011).

³ 3 Affirmation of the Principles of International Law Recognized by the Charter of the Nuremberg Tribunal, G.A. Res. 95(I), UN Doc A/64/Add.1 (Dec. 11, 1946).

⁴ Except at the ICTY, where crimes against humanity must be committed "in armed conflict, whether international or internal in character". ICTY Statute, Art. 5. This requirement was abandoned in the ICTR and ICC Statutes.

Doctrinal Basis for regulating armed conflicts were defined in the books "Theology Summa" of St. Thomas Aquinas and "De Jure Belli ac Pads" to Grotius it. In Asia, namely in China's first written sources for the regulation of war that occurs in the fourth century BC The so-called "Art of War" Sun Tzu and the Laws of Manu's Hindu people also had pocketed protection measures wounded and elderly persons. Humanitarian laws are developed significantly in modern times, so in 1856 we have the Paris Declaration, the Red Cross Convention signed in Geneva in 1864, the Declaration of St. Petersburg of 1868, the Brussels Declaration 1874, the Hague Conventions of 1899 and the 1907 Protocol to the 1925 Geneva, "Prohibition of the Use in War of toxic materials and other noxious gases and bacteriological methods of warfare". Geneva Conventions of 12 August 1949 and their Additional Protocols of 8 June 1977. It is true that these instruments were mainly related to war crimes. However, war crimes are often undefined and closely related to crimes against humanity, and the difference between them is not always clear. In drafting the Nuremberg Principles Regulation in 1950, the International Law Commission arranged the theme about war crimes arising from it in Principle VI¹.

Autonomy of crimes against humanity was relatively simple, as long as such crimes repression depended on the existence of a state of war. However, this relative autonomy is now made absolute. Today, crimes against humanity can be encountered such as their features not only within the context of an armed conflict, but also independent of any such conflict. The definition of the word "be human" and "Crimes against humanity" The first question to be examined for proper elaboration of crimes against humanity and their distinguishing features is the meaning of the word "humanity"².

Henri Meyrowitz noted that if this term is quite unclear what invites us as we care lawyers in his

Introduction as a concept in the definition and criminalization of these offenses. He refers to three meanings given to the term humanism or even be human: by the same term includes culture (humanism, human), meaning philanthropic and human dignity. According to these meanings, a crime against humanity can be understood in the sense of three biased of cruelty directed against human existence, degradation of human dignity and the destruction of human culture. Seen in the light of these three meanings, crimes against humanity can be converted quite simply "a crime against the entire human race." In English, this phenomenon is referred to as "Crime against human-kind or crimes against human kind". Some writers prefer the term "crimes against human" than the term "crimes against humanity". Uncertainty and dilemmas in naming these acts during their incrimination definitely come out of it that man is a part of humanity and any violence perpetrated against humanity as a whole definitely affects certain individuals. But since these incriminating acts do not affect man as an individual separate from society and only his personal rights, but exercised in time, place and the same authors directed against a group of individuals, I think that the most appropriate term for the appointment of these offenses offense would be "crimes against humanity".

Crimes against humanity are considered as such by national and international courts in implementing legislations of states or international law must necessarily be massive in nature, which means that any serious attack on an individual, life, health or his property is not a crime against humanity. However, if an individual is seen as the "Guardian" and oversight of human dignity, respectively, "Guardian of fundamental ethical values" of human society, an attack on a single individual can be considered a crime against humanity, provided that such work is specific character that will stir the conscience of man. This phenomenon is, as it were, a natural link between the human race and the individual: each is the other's expression. To summarize, the term "crime against humanity" word "humanism" means the human race as a whole in different manifestations of individual and collective. The distinction between crimes against humanity and genocide.

¹ Geneva Conventions 1949 (adopted 12 Aug. 1949, entered into force 21 Oct. 1950) (GC I-IV), Common Art. 3, and Additional Protocol I (adopted 8 June 1977, entered into force 7 Dec. 1978) (AP I) Arts. 43 and 50; Situation in the Republic of Kenya, Case No. ICC-01/09, Decision Pursuant to Article 15 of the Rome Statute on the Authorization of an Investigation into the Situation in the Republic of Kenya, 31 March 2010, ¶ 82 (fn 74), citing Jean-Pierre Bemba Gombo, Case No. ICC-01/05-01/08-424, Decision Pursuant to Article 61(7)(a) and (b) of the Rome Statute on the Charges of the Prosecutor Against Jean-Pierre Bemba Gombo, Pre-Trial Chamber II, 15 June 2009, 78; Kunarac et al., T.J. 425.

² International Committee of the Red Cross (ICRC), Geneva Convention Relative to the Treatment of Prisoners of War (Third Geneva Convention), Art., 4., 12 August 1949, 75 UNTS 135, available at <http://www.unhcr.org/refworld/docid/3ae6b36c8.html> (accessed 27 June 2011).

At the end of World War II, there was no legal basis in international law for the prosecution of atrocities committed by the Nazis against European Jews. Genocide was not a crime under the Nuremberg International Military Tribunal Regulation. "Crimes against humanity" formed the basis for the prosecutions of these atrocities. But, even though there were only crimes against humanity crimes of international law, they were held in connection with the fight. It was questionable the issue of state sovereignty and the fact that the Nazis had no monopoly on racial crimes directed (even if the Nazi goal of complete annihilation was to the extreme). Powers was faced with a difficult situation. Nazi atrocities should be punished. The U. S. had been the residence of prosecution of Nazi crimes committed within the borders of Germany. As a jurist Robert Jackson, head of the U. S. delegation at the London Conference in 1945 stated: "It is a general principle of the foreign policy of our Government since ancient times that the internal affairs of another government are not right or duty of ours, much less not allow other governments to intervene or mediate to our problems. reason that this program extermination of Jews and the destruction of the rights of minorities becomes an international concern, as is developing an illegal war. "Separation of war crimes against humanity Even though they have had ample opportunity, states have not shown any interest in changing the definition of genocide, as defined in the Convention. At the Rome Conference in 1998, only Cuba has argued an amendment to the Genocide Convention expanded the definition to include social and political groups. Just as genocide, crimes against humanity entered into international law by entering the fight. Unlike the genocide that remained associated with war crimes, crimes against humanity to stand on its own is necessary to distinguish clearly from genocide and not limited to war situations. In 1945, Law No. 10 of the Council of Forces Allies control was adopted by the Allies to prosecute crimes within Germany. In this case, the atrocities committed should not be linked to the war in order to be prosecuted. But, allies can make sharing of crimes against humanity by the war, because they were enacting national law applicable in Germany rather than international law at the time¹.

In 1950, Principles of International Law recognized in the Charter of the Nuremberg Court Regulation and Court Decision adopted by the International Committee of the UN recognize that crimes against humanity can be developed even in times of peace, but only insofar as they occurred "before the war, concerning crimes against peace". In 1951 the International Legal Commission in the first chapter of the Code of offenses against the peace and security of mankind includes genocide and crimes against humanity, but differentiating them as two different offenses NKA their features. Crimes against humanity were related to the war or crimes against peace, but were not limited to groups defined in the Genocide Convention. In 1995 the Appeals Chamber of the International Criminal Tribunal for the former Yugoslavia has stated that crimes against humanity should not be related to the armed conflict. In fact, the court said that such a connection would be contrary to common law².

CONCLUSION

This paper provides an interpretation of crimes against humanity that presents the human being as a political animal to double our character as a social anti-social individuals, who combine self-awareness and personal interests with a natural need for companionship with others. This dual character as I argued aspect of humanity that the law seeks to protect, since its universal importance is the reason that all mankind has an interest in criminalizing violence and cruel persecution of the perpetrators of these crimes are organized groups against populations civil. This interpretation explains the terms under which crimes against humanity are crimes against human beings-Man.

These are crimes committed by politically organized groups against other groups in the same society or the state, which represent the most barbaric atrocities against depreciating and human being. In a world composed largely of pluralistic societies where distinct groups of nation, religion, race, political views live in a "same roof", respectively in a territory or country, every human being has an interest in ensuring that society itself and such policies do not exceed the limits set by state laws and positive laws pertaining to international jurisdiction, namely "Supervisory Jurisdiction". Anyone who violates these legal norms is the enemy of society at the same time the legitimate objective of all humanity. However, the supervising

¹ Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984, entry into force 26 June 1987, in accordance with Art. 27 (1). Available at: <http://www2.ohchr.org/english/law/cat.htm>.

² European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, CPT/Inf/C (2002) 1, Strasbourg, 26.XI.1987 (Text amended according to the provisions of Protocols No. 1 (ETS No. 151) and No. 2 (ETS No. 152) which entered into force on 1 March 2002). Available at: <http://www.cpt.coe.int/en/documents/ecpt.htm>.

justice to his character essentially violates the principles of natural justice; therefore "supervisory jurisdiction" should always be delegated to the courts, provided they comply with the standards of natural justice.

The purpose of this paper is that the courts are trying to prosecute and punish crimes against humanity not to retaliate based on national interests, but the judge in favor of human interests, to ensure that it satisfies the vindication of natural justice. Regarding the appointment of crimes against human beings and humanity in general, if there is no national or international law that assigns a common notion of technical understanding. Thus, the various statutes of the Charter of the Nuremberg International Regulation, Law No. 10 of Allies Forces Council to control and the Rome Statute of the International Criminal Court, national statutes define these works with different concepts. The term "crimes against humanity" includes a great rhetoric and this does is that lawyers treat it as a technical term, but because all of us as human beings with the term "Humanity" means something universal and extremely important.

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Offensive Use of Force in Peace Operations: The Force Intervention Brigade

Menent Savas-Cazala

Assistant Professor, Department of International Relations

Galatasaray University (Istanbul)

menento@gmail.com

Abstract

This study focuses on the establishment of the force intervention brigade in the Democratic Republic of the Congo as an offensive armed force into the equation of peacekeeping and on the paradox related to legal, military and political issues. Introducing an overtly offensive combat force will confront controversial implications for UN peacekeeping's basic principles regarding the use of force, consent of the host country and impartiality. The intervention brigade changed unprecedentedly the boundaries of peacekeeping while creating an environment of hesitation and reluctance in spite of successful actions and its renewed mandate since 2013.

Keywords: intervention brigade, UN, peacekeeping, peace enforcement, use of force, intervention.

Introduction

The effectiveness of military intervention with humanitarian intentions has been discussed since the late Middle Ages and yet the debate has remained unchanged under the collective security system of United Nations (UN).¹ The difficulty of reconciliation between the State sovereignty and the moral obligation to intervene to save the lives of strangers still consists one of the major issues in International Relations.² In the 19th century, the principle of non-intervention was supported by John Stuart Mill³, and later by the third world states that achieved their independence as a result of the decolonisation process in the aftermath of the World War II.⁴ The Charter of the United Nations and especially the article 2(7) has been regarded as the guaranty to protect the sovereignty of the States. For this reason, there were 18 military interventions in the Cold War with only one example of the use of force.⁵

In the post Cold-War area, the number of intra-state conflicts increased exceptionally.⁶ In this new environment, UN had to intervene in many civil wars without having either enough experience or the necessary means to manage these kinds of conflicts that necessitate the use of coercive methods. The targets and the victims of these new conflicts were the civilians, especially women and children.⁷ Under the influence of the *CNN effect* that made visualising human suffering possible on the televisions of ordinary people, the expectation of "doing something, anything" became a pressing factor facing the western governments.⁸ The growing sensibility of the international community with regard to human suffering is at the

¹ Olivier Corten, Pierre Klein, *Droit d'ingérence ou obligation de réaction ?* Bruxelles, Editions Bruylant, 1996, p. 1.

² Frank Parkinson, *The philosophy of international relations*, London, Sage Publications, 1977, p. 15.

³ John Stuart Mill, "A few words on non-intervention", *Foreign Policy Perspectives*, n°8, 1987, <http://www.libertarian.co.uk/lapubs/forep/forep008.pdf>, accessed March 19, 2016.

⁴ Michael Walzer, "The moral standing of States: a response to four critics", *Philosophy and Public Affairs*, vol.9, n°3, 1980, p. 222.

⁵ <http://www.un.org/en/peacekeeping/documents/operationslist.pdf>, accessed March 19, 2016.

⁶ Michael J. Matheson, "United Nations governance of post-conflict societies", *The American Journal of International Law*, 95, 2001, pp.76-85.

⁷ Bertrand Badie, *La diplomatie des droits de l'homme*, Paris, Fayard, 2002, p. 245.

⁸ Chris Klep, Donna Winslow, "Learning lessons the hard way - Somalia and Srebrenica compared", *Small Wars and Insurgencies*, 10 (2), 1999, p. 97.

source of UN's forced interventions without analysing the conditions on the field or making the necessary preparations.¹ Subsequently, the traditional peacekeeping operations are mostly replaced by more robust and coercive peace enforcement operations. From this point forward, the distinction between peacekeeping and peace enforcement became obscure.² As a consequent, there had been some success in humanitarian intervention in 90's, but also some major failures took place that jeopardized the legitimacy of the organization as the universal actor maintaining the international peace and security.³

The creation of the intervention brigade by the Security Council in March 2013, with the adoption of the Resolution 2098, consists of a milestone for the peace operations. The latter remain ineffective in most of the civil war situations in spite of the use of "all necessary means", including the use of force for the protection of the civilians and the restoration of the stability in the host countries. Even though the peace operations acquired progressively a coercive nature, the adherence to the basic principles of peacekeeping obliges the peacekeepers to take actions within a more restrictive interpretation of the international humanitarian law. However, in a civil war situation, the success depends on the quick reaction initiatives and on the capability to perform actively. The intervention brigade is free from the barriers of peacekeeping, but this flexibility regarding the use of force can be challenging once the combat unit is operating offensively. It can jeopardize the success of the mission as well as the legitimacy of the UN by transforming it into an aggressive actor charged paradoxically to maintain international peace and security.

The Congolese Conflict and The Implementation of Intervention Brigade

The conflict in Congo has a long story and the UN confronted it with more than a few times. The organization's first intervention was in Congo in 1960, where UNOC remained as the only example of the use of force during the Cold War. UNOC was mandated within the Chapter VI dealing with the "Pacific Settlement of Disputes". In other words, this type of intervention does not consider the use of force. Two days after the adoption of Resolution 143 in July 1960, the first group of peacekeepers arrived in Congolese territory with a mandate to assist the Government in maintaining law and order and providing technical assistance.⁴ However, the peacekeepers noticed soon that the mandate of the mission was infeasible because of the ongoing civil war. The Secretary General of the UN, Dag Hammarskjöld, took the initiative for the use of force to restore peace in the country torn by the civil war. When the intervention ended 4 years later, the territorial integrity of Congo had been maintained, but the UN entered a deep crisis in both political and financial levels. Therefore, the UNOC remained as the only example of a coercive use of force during the Cold War.

The fragile stability of DRC was broken by the mid 90's, and the country has become victim of poverty, militia violence, and foreign interference.⁵ The danger that presents the collapsed security system forced UN Security Council to adopt the Resolution 1279 in 1999, which established MONUC (The UN Organization Mission in the Democratic Republic of the Congo). The first mandate of the mission aimed at monitoring and observing the peace process of the Second Congo War settled with Lusaka Ceasefire Agreement in July 1999. With the adoption of Resolution 1925 in May 2010, the MONUC was transformed to MONUSCO (United Nations Organization Stabilization Mission in the Democratic Republic of the Congo). The current form of MONUSCO has had a larger mandate including the implementation of a ceasefire agreement to protect the civilians. MONUSCO was authorized to "use all necessary means to carry out its mandate relating, among

¹ United Nations, *Report of the Secretary-General on the work of the Organization*, A/50/1, August 1995, p. 96.

² In June 2015, the "Report of the High-level Independent Panel on Peace Operations on uniting our strengths for peace: politics, partnership and people" suggested the use of "peace operations" for any type of the operation and furthermore, the report recommended that "the full spectrum of United Nations peace operations must be used more flexibly to respond to changing needs on the ground". United Nations, *Report of the High-level Independent Panel on Peace Operations on uniting our strengths for peace: politics, partnership and people*, A/70/95-S/2015/446, June 2015, p.10.

³ There are four challenging examples in the 90's that necessitate the questioning of the capabilities of UN regarding peacekeeping: UN intervention in Somalia, Bosnia, the Rwandese genocide and the NATO intervention in Kosovo.

⁴ <http://www.un.org/en/peacekeeping/missions/past/onuc.htm> , accessed March 19, 2016.

⁵ Jason Stearns, *Dancing in The Glory of Monsters: The Collapse of the Congo and The Great War of Africa*, New York, N.Y.: Public Affairs, 2011.

other things, to the protection of civilians, humanitarian personnel, and human rights defenders under imminent threat of physical violence and to support the Government of the DRC in its stabilization and peace consolidation efforts".¹

Nevertheless, the situation kept decreasing and the violence kept spreading, so the Secretary General had to publish ten reports until the end of February 2013, on the emergency needs and the threat of destabilization in Congo.² A call for an evolution and an adaptation of the UN peacekeeping to the changing times through its transformation in a more robust nature was made by these reports of the Secretary General.³ It was also recommended to involve "a military enforcement capability designed to neutralize the threat posed by the most recalcitrant elements of the armed groups" until the Government of the Congo could reinforce a Congolese defence force.⁴

In early 2013, the deteriorating security and humanitarian situation in the Democratic Republic of the Congo (DRC) required putting an end to the recurring cycles of violence. To begin with, "The Peace, Security, and Cooperation Framework Agreement for the Democratic Republic of the Congo and the Region" was signed in February 2013 to build "an avenue of hope for the people of the region to build stability by addressing the root causes of the conflict and fostering trust between neighbours".⁵

The United Nations Security Council unanimously adopted Resolution 2098 in March 2013 creating the Intervention Brigade within MONUSCO. This brigade has the first-ever offensive mandate in UN history to use all necessary means to neutralize and disarm armed groups in Congo, a task that the UN peacekeeping mission nor the Congolese government had been able to achieve. There is no doubt that the brigade has had a decisive impact on the principles of the use of force. For some, the implementation of the brigade as the offensive unit of MONUSCO can be acknowledged within the limits of a robust peace enforcement operation while for others this combat force extremely extends the barriers of any peace operation. As one might expect, the question is to know whether the brigade is *sui generis* or whether it is promising a new model for the future peacekeeping operations.⁶

Although the Security Council created the brigade "on an exceptional basis and without creating a precedent or any prejudice to the agreed principles of peacekeeping", it is widely recognized that the existing forms of peacekeeping are often unable to realise the mandate of the missions when there is an ongoing civil conflict.⁷ The Congolese conflict serves as a particular example of illustrating the complex nature of the intervention. There are many parties in the conflict, like M23 (the March 23 Movement) also known as the Congolese Revolutionary Army, the Democratic Forces for the Liberation of Rwanda (FDLR), and the Lord's Resistance Army (LRA). All of these armed groups, and particularly M23 exerting a regional patronage, operate in multiple countries in the region and so they consist a threat to the stability of these States.⁸ That is the reason for signing a "Framework for Peace, Security and Cooperation for the Democratic Republic of the Congo

¹ S/RES/1925, para.11.

² <http://www.un.org/en/peacekeeping/missions/monusco/reports.shtml>, accessed March 19, 2016.

³ Martha Mutisi, "Redefining Peacekeeping: The Force Intervention Brigade in the Democratic Republic of Congo", *The Social Science Research Council*, July 2015, accessed March 19, 2016.

<http://forums.ssrc.org/kujenga-amani/2015/07/26/redefining-peacekeeping-the-force-intervention-brigade-in-the-democratic-republic-of-congo/#.Vuqnh9aXTpB>

⁴ United Nations, *Special Report of the Secretary-General on the Democratic Republic of the Congo and the Great Lakes Region*, S/2013/119, February 2013, pp.14-15, accessed March 19, 2016. http://www.un.org/en/ga/search/view_doc.asp?symbol=S/2013/119

⁵ Office of the Special Envoy of the Secretary-General for the Great Lakes Region of Africa, *A Framework of Hope: The Peace, Security and Cooperation Framework for the Democratic Republic of Congo and the Region*, February 2013, p.1, accessed March 19, 2016. <http://www.un.org/wcm/webdav/site/undpa/shared/undpa/pdf/SESG%20Great%20Lakes%20Framework%20of%20Hope.pdf>

⁶ The exportation of the brigade's model to the other crisis situations like South Sudan, Central African Republic and Mali.

⁷ S/RES/2098, paragraph 9

⁸ "Force Intervention Brigade: A Sea Change for UN Peace Operations?", The International Forum for the Challenges of Peace Operations, March 2014, p.1, accessed March 19, 2016.

[https://www.pksoi.org/document_repository/Lessons/Force_Intervention_Brigade_\(7-Mar-2014\)-LMS-2418.pdf](https://www.pksoi.org/document_repository/Lessons/Force_Intervention_Brigade_(7-Mar-2014)-LMS-2418.pdf)

and the Region”, by eleven countries in February 2013. ¹ This document, signed within the frame of International Conference on the Great Lakes Region, emerges as the starting point of the idea, establishing an intervention brigade to cease the cycle of violence in the first place in Congo and then in the region. ²

For many, while the intervention brigade occurs as a solution to the problem of efficiency, for others this offensive combat unit is contradictory to the very essence of peacekeeping and jeopardizes the legitimacy of the UN. For those who have doubts regarding the brigade, the threat is that this offensive initiative could become a model for future interventions. The brigade has changed considerably the nature of peace operations. However, the consultation process before its implementation had concerned only the African states and the African organizations such as the African Union and the Regional Economic Communities. The lack of attempting for a consensus among the UN member states before undertaking the implementation of such a coercive force is criticised by a considerable number of states. In other words, an *ad hoc* exercise would become a norm concerning the peace operations as a whole. For those who believe that the existing mandates of UN peace operations are robust as well as necessary whenever the use of force is required, there is no reason to create an intervention brigade, transforming the UN's discourse and appearance to aggressive ones. Moreover, a threatening language in Security Council resolutions might have a negative impact on the willingness of the troop contributing countries taking part in peace operations.

Although the logic behind the proposed deployment is largely recognised, the brigade brought many polemics about the effectiveness and lawfulness of such a decision. However, independently from all these controversial debates, the UN Security Council has renewed the mandate of the brigade every six months since 2013 and the next most likely prolongation will take place in April 2016. ³

Creating an offensive brigade resulted in controversies in legal, political and military levels of peacekeeping operations. There is not any evidence showing that the UN conducted a profound research regarding especially legal aspects of such a decision. The use of the expression “all necessary means” in the body of resolutions has already been causing several problems when the use of force was admitted as necessary to attempt the mission's mandate. Involving “neutralizing and disarming” Congolese rebels and foreign armed groups, as an additional part of the mandate turned the peacekeeping mission into an offensive military operation with considerable levels of use of force.

Intervention Brigade vs. Basic Principles of Peacekeeping

There are three basic principles -consent, impartiality, and non-use of force except in self-defence and defence of the mandate- that serve as a guide for UN peacekeeping operations to maintain international peace and security. ⁴ These principals are the cornerstones for the legitimacy and the credibility of the UN peace operations. In spite of the violations of each of the three basic principles in several peace enforcement operations in post Cold War period, the latter are still considered within the limits of peacekeeping ideals. However, as an overtly offensive force, the intervention brigade goes beyond the basic principles with its aggressive character regarding the use of force to eliminate or neutralize armed groups.

As recommended by the Brahimi Report, the peace enforcement missions have had robust mandates in the past without seeking the consent of the host state when there was a humanitarian emergency. In this new posture of the mission, to neutralize armed groups inevitably requires the use of force and even the use of deadly force. Furthermore, the detention or interment of people oversteps the traditional frame of peacekeeping operation transforming the UN into a party of the

¹ United Nations, *Peace, Security and Cooperation for the Democratic Republic of the Congo and the Region*, 24 February 2013, accessed March 19, 2016.

<https://www.un.org/wcm/webdav/site/undpa/shared/undpa/pdf/PSC%20Framework%20-%20Signed.pdf>

² “Force Intervention Brigade...”, *op.cit.*, p.2.

³ S/RES/2147, 28 march 2014.

⁴ Department of Peacekeeping Operations, *United Nations Peacekeeping Operations: Principles and Guidelines*, 2008, p.31, accessed March 19, 2016.

http://www.un.org/en/peacekeeping/documents/capstone_eng.pdf

conflict, whereby it loses its impartiality in the eyes of the local population.¹ In that case, the question is to know whether the UN can be responsible for the damages caused by peacekeepers. The new posture is also against the other basic principle allowing the use of force only in self-defence. The compensation for deaths and the penal responsibility for peacekeepers remain an unsolved problem.

The Legal and Operational Issues

The concept of peacekeeping is not explicitly mentioned in the UN Charter. It has evolved over time to be a remedy to the changing nature of the conflicts and thus, to meet the Organization's changing role in the maintenance of international peace and security.

Whatever the type of the peace mission (peacekeeping or peace enforcement), the legal basis for every operation must rely on international humanitarian law. Despite the lack of a clear code of obligations about the peace operations in general, the peacekeepers should affiliate their actions with the international human rights law. Their status as "non-parties" to conflicts provides them a protection under the international humanitarian law. In the case of the intervention brigade, it can be presumed that this combat force has engaged in an armed conflict with the non-state armed groups in the DRC.² The brigade has been implemented with the consent of the Congolese government and has been acting in concert with the Congolese armed forces.³ While performing, the brigade has to distinguish between civilians and combatants, protect the civilian populations from attack, employ the proportional use of force, avoid unnecessary suffering and treat the prisoners with dignity according to international conventions.⁴

Since the formal adoption of Responsibility to Protect at the United Nations World Summit in September 2005, the use of force to protect civilians has been justified. The mandate of MONUSCO is supposed to protect civilians with the use of force whenever it is required. It is already difficult to understand the thought of using force to protect civilians in a peacekeeping operation; it is much more difficult to justify this employment when an offensive unit operates in a more traditional war-fighting.

As recommended by the report of the Secretary General in February 2013, the intervention brigade would be charged with "preventing the expansion of, neutralizing and disarming armed groups".⁵ To execute the assigned task, the brigade "would carry out targeted offensive operations, either on its own or jointly with FARDC (Armed Forces of the DRC)".⁶ On the operational level, the command and control of the brigade is attached directly to the MONUSCO's central command, and the Force Commander of MONUSCO is as well in charge of the brigade. The decision to bind the brigade and the peacekeeping mission reflects the emphasis to avoid competing structures within the multinational force and to guarantee the unity of the chain of command. However, the brigade retains a small measure of autonomy when executing its mandate as it performs offensive operations in the eastern part of the Congo.⁷

Introducing the intervention brigade as a combating unit within MONUSCO, while this latter will continue to function as a traditional peacekeeping mission, has caused a ambiguous situation on the field when it comes to differentiating the offensive and the defensive components of the mission. This double appearance of the UN through the mixing of offensive operations and traditional peacekeeping functions could jeopardize the safety of the civilian staff of MONUSCO. An attack

¹ "Death of Doctrine? Are 'Fit-for-Purpose' Peace Operations the Way Forward?", Challenges Forum Discussion Paper, September 2013, pp.2-4, accessed March 19, 2016.
http://www.challengesforum.org/Global/Forum%20Documents/2013%20Stockholm%20Workshop/CF_thinkpiece_DeathofDoctrine.pdf?pslanguage=en

² Devon Whittle, "Peacekeeping in conflict: the intervention brigade, MONUSCO, and the application of international humanitarian law to United Nations forces", *Georgetown Journal of International Law*, 46(3), 2015, p.858.

³ *Ibidem*.

⁴ *Ibid.* p.860.

⁵ S/2013/119, pp. 14-15.

⁶ *Ibidem*.

⁷ Martha Mutisi, *op.cit.*, accessed March 19, 2016.

against the non-military units of the mission will necessitate questioning the UN's responsibility to protect the safety of its personnel.

The brigade would be composed of three infantry battalions, one artillery and one special forces and reconnaissance company headquartered in Goma under the direct command of the MONUSCO Force Commander. ¹ This command attachment makes combining the offensive goals of the mission with the non-coercive ones difficult. It has also suggested that the brigade could operate as a self-standing unit with specific duties distinguishable from those of MONUSCO's other components. ²

In legal terms, the UN can be held responsible for the peacekeeping missions and the peacekeepers' actions. To guarantee the compliance with international law, UN signs a SOFA (The Status of forces agreement) establishing the rights and privileges of foreign personnel present in the host country. As the legal basis of the brigade stays controversial, the defensive units of MONUSCO might also lose the protection provided by the international humanitarian law. The SOFA that relies on the Convention on the Safety of United Nations and Associated Personnel might not be sufficient to keep the members of the units safe from a possible trial at the ICC (International Criminal Court).

There are three particular challenges in the brigade's mandate: the use of "all necessary measures" for executing "targeted offensive operations" to "prevent the expansion of all armed groups, neutralize these groups, and to disarm them". The use of the expression "all necessary means" is a political choice not to restrain the autonomy of the states when a change of the mandate is necessary. It is largely understood that whenever the expression "all necessary means" is used, the possible use of force is considered although the resolution does not explicitly mention this probability. "Neutralize" could entail a large list of actions such as pursuit, capture, internment and even using deadly force. In addition to stabilizing the country and, therefore, reducing the risk of war in the region, the brigade has to report the human rights abuses committed by rebel armed forces.

The Brigade in Action

The brigade achieved neutralizing M23 in November 2013, only a few months after its activation in Spring 2013. M23 was a rebel military group based in eastern areas of the Democratic Republic of the Congo. In November 2012, the large-scale attacks of this armed group in Goma, a city where almost one million people were seeking refuge, were at the origin of the decision to transform MONUSCO's mandate in a more robust nature by creating the brigade. ³ This defeat restarted Kampala Talks in Uganda between the government of the Democratic Republic of Congo and the rebel M23, for a fresh round of peace. ⁴ Even then, neither the success of the brigade in defeating the M23, nor the signing of a declaration in Nairobi in December 2013 have not succeeded to remove the doubt concerning the brigade's actions.

The next target was FDLR (The Democratic Forces for the Liberation of Rwanda), which is a Rwandan Hutu rebel group in the eastern part of Congo. ADF (Allied Democratic Forces) is a rebel group opposed to the Ugandan government, and LRA (the Lord's Resistance Army) is a rebel group and heterodox Christian cult operating in several African countries including Congo. These armed groups with different ethnic origins confirm the difficulty of the brigade's mandate. However, there are still many other armed groups threatening the relative order restored by the brigade in the country.

The so far successful presence of the brigade contributes to the stability in the region. At present, the brigade comprises approximately 3000 soldiers from Tanzania, South Africa, and Malawi within the present MONUSCO troop ceiling 19815.

⁵ The troop contributing countries of the region are determined to execute the offensive mandate of the mission and to use

¹ Security Council, 6943rd Meeting (PM), 'Intervention Brigade' Authorized as Security Council Grants Mandate Renewal for United Nations Mission in Democratic Republic of Congo, 28 March 2013, accessed March 19, 2016.

<http://www.un.org/press/en/2013/sc10964.doc.htm>

² *Ibid.*

³ "Force Intervention Brigade...", *op. cit.*, pp.1-2.

⁴ <https://www.irinnews.org/report/98256/m23-kampala-talks-set-resume>

⁵ UN SC/19964, 2013, accessed March 19, 2016.

<http://www.un.org/en/peacekeeping/missions/monusco/background.shtml>

force without hesitation whenever it is required. While the contribution of the neighbour states (Tanzania) or the regional power (South Africa) remains challenging in a peacekeeping operation in terms of the national interest, sending troops for the brigade might threaten the delicate balance among the actors of the region. ¹ On the other hand, the "Africanized" peacekeeping missions also provide an acquaintance of local languages and cultures, geographical challenges and intelligence gathering. ²

Conclusion

The UN's initiative to implement the intervention brigade has changed the face and the nature of peace operations. Even if it is stated that the creation of the brigade is "on an exceptional basis and without creating a precedent or any prejudice to the agreed principles of peacekeeping", it still can be considered as a turning point in the history of UN's military interventions. The intervention brigade might correspond to an evolution in terms of the UN's conflict management methods, and implicate a re-evaluation process for the basic principles of peacekeeping.

Currently, the mandate of the brigade has been renewed for several times and the combat force managed to defeat the M23 rebel force. The use of offensive methods to protect civilians and to help the Government of the DRC in its stabilization efforts might lead into a new era of peacekeeping. However, the challenges remain the same. It was obvious that MONUSCO was unable to manage the ongoing conflict, and that in spite of the authorisation to use "all necessary means" to restore order in the DRC. An offensive force with a dissuasive and credible nature was necessary to keep the region stable. The proposal for the creation of an intervention brigade was born under such circumstances. Once the clear need to implement a more robust force to mitigate the situation in a country torn by the civil war has been admitted, UN cross over the limits of peacekeeping. Whenever it is necessary for peacekeepers to perform offensively, they undermine the legitimacy of the organization even though it is for the protection of the civilians. The implementation of the intervention brigade is more likely to entangle the fragile equation of peacekeeping by making the justification of the offensive use of force difficult.

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Coordination of Actors, Farmers - Processors and the Social Welfare of the Citizens in Peja

Sylë Kolica

The European University of Tirana, Faculty of Economics, profile - Management.

Abstract

Kosovo society is considered as strong consumer society with the need for liberalization of the labor market, active participation in the process of globalization and the promotion of "knowledge economy". Coordination of actors through associations and other forms of temporary association are prerequisite for enterprises, especially agribusiness related strategies growth and sustainability and being pro-business constitutes an essential condition to be pro-social, aware of the necessity of reconciliation policies free social market. Social Responsibility of enterprises, especially agribusiness Peja defined as a strong consumer, labor market liberalization and active participation of these enterprises with coordination of stakeholders in the process of globalization and the promotion of "knowledge economy". Peja agribusiness enterprises nowadays qualified as a period of liberalization are the first steps to understanding their fair economy intends putting it at the service of people considering the effectiveness of the market and minimal state. So in this case the state local government should create enabling environment for free breathing of these companies which are the only option for the social welfare of the citizens of the municipality of Peja and poverty reduction. The organization and coordination of stakeholders, farmers - among others profit maker also has another important instrument is therefore an instrument of social development under (JMKEYNES) Laissez faire works in these enterprises on the basis of the law of supply and demand, which itself regulates economic life of the citizens of Pec. Specification and focus on specific language variables gives discussed and explained the problem. Search theoretical judged and evaluated as the product of a cultural and institutional dispute.

Keywords: Social welfare, growth and sustainability, coordination of stakeholders, the knowledge economy.

1PHD (C) Sylë Kolica. Email: S. kolica@hotmail.com

Introduction

Our country therefore Peja municipality is relatively poor economies in the region and therefore problematic exit from this situation will affect the growth of social welfare of the municipality. Theory that without production there is no economic development pushed us to think seriously that the municipal government should create an enabling environment to create conditions for the manufacturing enterprise to grow and be sustainable to find new markets as meet the needs own to consumption. Food costs are a heavy burden for the population of the municipality, therefore, imports of these products should be reduced and replaced with local produce. Such a step, especially after the war have followed the best known companies in Peja such as Devolli company, ELKOS group, Bibita, Vokshi commerce, heels, Dardania, and brewery after changing his head. There are signs of increasing employment and household income from these manufacturing enterprises in Peja. Collection of raw materials such as milk, wheat and other agricultural products and meat have enabled unless the number of active workers outside employment. Peja municipality is characterized by the convenient geographical position which enables it to have an own raw materials for the food industry development. This industry Peja has existed since the early 70s, before the war means an industrial zone southeast of the town of Pec at an altitude of 432 meters, near Kosovo Polje railway node - Peja and Peja highway - Pristina. Therefore justly can say that the geographical configuration of the municipality of Peja is in favor of the development of manufacturing enterprises that directly affect economic growth and social welfare of the citizens of Peja. Watching the historical development of manufacturing enterprises in the municipality of Peja and comparing these companies with those in the region that has seen a big difference in the dispute history- limit.

This interval can not be discussed for years but for decades and centuries. Since the establishment of the industrial zone in Peja dates from the 70th starting with the brewery in Pec which was initially helped by the same factory in Germany. Like other municipalities, as well as the municipality of Peja bothering to challenge the high unemployment, so after war in Kosovo, some businessmen are beginning to realize that the economies of small family should be given priority for development to solve the problem of unemployment and increase revenue family, all this to achieve above average earnings and create social welfare. After the war the previous manufacturing enterprises except the brewery which immediately commence economic activity, others were destroyed and the privatization process for old technologies because they changed destination. Enterprises production in this municipality still bear the burden of the initial investment and the same have not yet reached the stage economic growth and social prosperity flow from these enterprises.

It said because the large number of employees is trading companies that import goods from the region most of which can be produced in our municipality. Therefore economic growth of the municipality of Pec and its social welfare as a whole can not be imagined without production as it is in the region and beyond. The mentality of the management of these enterprises is directed at agriculture as a source of raw materials for their products strategically such as milk Vita, flour and meat products in general Responsibility social and employment secondary from the manufacturing enterprise are explained in terms of the relations of these enterprises with stakeholders - farmer. (Milk collection points in the first case, and grain collection points in the second.). This is the tendency of these enterprise that imported food products are replaced with domestic products because this region has favorable conditions for the industry grow which the municipality has particular industrial area.

1. 1. The purpose of the survey

Peja Municipality is a territory with natural riches. At last period natural resources played an important role in economic and social development of the municipality. But all quality indicators show that the natural resources in the past in Peja were not enough factors of economic development and that these factors may in the future be many more factors that can influence the creation, growth and sustainability in production. The importance enterprises increasingly large domestic raw materials in the region with their lack facing humankind today directs the business world to be oriented development policy of the municipality. The last period of development was under heavy influence of economic structure in which political factors were implicated economic. sublimation discriminatory policy that natural resources in Peja can be important factors in development than the previous period is subject study very knowledgeable of macro-economic policies in the country. This will determine the volume and structure of natural resources and the possibility of their conservation and the impact of this structure on the economic development of the municipality of Pec. More this will also raise the issues of finding the ways to identify phenomena and obstacles in enterprises manufacturing in Peja. Taking into account these results in our paper will set forth the basic strategy of manufacturing enterprises in the municipality of Pec.

1. 2 The object of research

The object of our research are manufacturing enterprises according to their structure and method of determining the mission of the strategy, growth and sustainability as well as production companies and environmental assessment of the internal and external of these enterprises at the same time the role of manufacturing enterprises in Peja for economic growth and citizens' social responsibility liberalization period and the state philosophy of "Laissez-Faire" which means that the economy should have no other purpose except profit and service to the people. (JM Keynes). Objective of paper in case concrete - the ability of these enterprises to eliminate the problems that create additional costs and less competitive in other countries. Motive incentive for companies' farmers and agribusiness industry is a solid base in order to improve the trade balance of Kosovo because Peja has the resources and raw materials for industry. This would save the import of agricultural raw materials deposited more money abroad. During 2014 imports of these products have been spent over 800 million euros of which products can be produced in Peja, Kosovo. Research in the field of agribusiness enterprises in Peja supported in the medium and long term project during the design of the directorate for economic development municipality Peja.. Structure production in the municipality percentage skewed toward large agribusiness for geographical and climatic conditions allow it. During the survey and interviews on the ground in enterprises agribusiness in Peja has resulted styles of management in these enterprises represent a trend not very dynamic with a management style generally informal, not sufficiently focused on the qualification of people, lack of fit in their business environment which is very dynamic. Lack of projects and obtaining the same information for enterprises in the region and not well structure organization. government

capacity professional and lack of investment in qualified quad pose difficulties during our research in these companies. Subsidies from the central government and local governments in recent years although still small interest added more farmer for higher productivity in these industries municipality. But as is meat, flour, milk and beer are doing research debates and development strategies of these enterprises. Economic Institute Rinvest has studied the main obstacles faced by these investors and they start by supplying improper power electric, legal and inadequate and inefficient, with is corruption high, political stability, market limited the north of Kosovo RESOLUTION 12/44 security council.

1. 3 The hypothesis of the paper.

hypothesis. 1

The good management of the value chain through coordination of stakeholders and reduces the cost increases the strength of manufacturing enterprises in the municipality of Pec.

hypothesis. 2

Manufacturing enterprises have a single purpose which is above the average profit but also an instrument of social service.

1. 4 research Questions

- How are capable manufacturing enterprises in Peja understand their competitors' goals and customer requirements.
- Is there a strategy for social responsibility by manufacturing in Peja.

1. 5 Research Methods

The method is mainly quantitative analysis but we made every effort to correct the data used qualitative interviews with managers of manufacturing enterprises that are semi-structured and quantitative data were collected through questionnaires and plans of these companies. Mainly used in analysis is deduction, so going there and not have special access microeconomic analysis.

1. 6 The importance of the paper

The paper is a case study of long duration and its importance lies in the fact that Peja emerged from the war completely destroyed feels great need to increase the production companies which enhance the level of economic and social welfare of the citizens of Peja. This matter consists in fact of importance to reduce the trade deficit and increasing interest in foreign direct investment. Since the early 70s a large number of citizens of Peja migrate westward therefore Kosovo society known as Friends of saving and mobilizing saving migration plays a role in the creation and sustainability of manufacturing enterprises and production entirely in the municipality of Pec.

1. 7 The problems observed

Problems noted during interviews with the managers of these enterprises are lack of internal organization functional and understanding towards the evaluation premises of their business and initiatives of strategic enterprises that their operations with efficient and effectively to create a more responsive customer environment.

Chapter: II Management objectives and coordination of stakeholders in productive enterprises in the municipality of Pec.

Debate 2. 1 academic research on the development strategy of manufacturing enterprises in the municipality of Pec.

Schools which work is based on the German historical school because economic phenomena of these companies evaluated and judged as products of a historical cultural and institutional dispute.

RIINVEST Institute in 2012 has given the main obstacles that affect foreign direct investment in manufacturing enterprises in general.

Today in the modern world more help the organization of their employees set goals to try to achieve the same thing organization is in our country and production enterprises in our community so this is the process of management by objectives where supervisors and their dependents together define specific objectives of performance, periodically review the progress towards objectives and award prizes based on this progress in country uses to control objectives goals uses them to motivate why management by objectives in our community in these enterprises in the region as it is a system in which specific performance objectives determined jointly by their subordinates and supervisors where progress towards these objectives is reviewed periodically and where the rewards are assigned based on the latest progress bonuses decided phrases assigned based on the progress observed is highlighted more in the region and the need to make more room in these enterprises development. Management objectives in the enterprise turns into operational objectives thing taken by a process in which they all come down to what the organization it means that the overall enterprise objectives are translated into specific targets for each subsequent level in the organization, division, department and individual. Management objectives in these enterprise functions from the top down and vice versa from the top down. For employees of these enterprises represent these targets specific performance personal. So, every person has an identified specific contribution to give the performance of his unit what it means to all individuals in our manufacturing enterprises if they attain their goals and objectives then the unit will achieved. therefore those enterprises will be presented in a pyramid scheme called the manufacturing enterprise objectives. This scheme has its own objectives ranging from lying on individual, sector and department, you all when accessed circle objectives of the company, which is intentionally at all levels of managers in these companies as well as enterprises in the same region. According to the objectives of the manufacturing enterprises in the municipality of Peja pattern in the region will become a reality. All this by meeting these objectives at all levels and also by improving the requirements concise achievements expected. evaluation effectiveness in managing complex tasks objectives in these manufacturing companies, but about the management of these objectives, goals should set as a priority goal so sometimes resulting difficulty with these management issues specific to this performance effectively enhance the productivity of enterprises so high. Employers productivity of these enterprises have a clear idea and try to reach it while executives generally these companies have to check that this task is being fulfilled a helping employees to achieve their goals and objectives work. placement is a skill that every productive enterprise managers in Peja region as you try to reach therefore to achieve this process should be upholding some guidelines:

- Identify the job, then good source for this is the job description for each employee.
- Establish specific goals and adhesives for each of the main tasks this means that the specified goals for each employee by reducing confusion.
- Employees are made and are an integral part of these goals, which means that the employees in these companies understand that their work in manufacturing input is required.
- These companies have set goals that advantage that means lie within the setting of priorities, it is natural that these employees in our companies know that if these objectives are achieved what awards will be given to them. That happens in the region while not much practiced in our manufacturing enterprises.

Goals in these companies can be expected to be short term goals and long term goals, they have the character of generalized but within these enterprises are specified and rightly these are specific objectives that may include sales, market share quality of product and social responsibility. of our manufacturing enterprises in Peja usually find these specifications Vita expression enterprise manufacturing plans and puts itself the task than can be provided by milk farmers in the municipality and outside her. She organizes this transfer and transport of raw materials all over the territory the Dukagjini and beyond. Given the market conditions which is imperative and objective study of the management of this enterprise, then what amount required in the market that covers this enterprise it also plans additional raw material imports which is in the form of milk dust in countries in the region this material usually subsidized by the state because it is vital item. This enterprise absorbing this amount of raw materials from other farmers and pastoralists in Peja individual mitigate unemployment and indirectly affects the economic development of the municipality of raw our. planning in Peja Brewery is very different today after privatization this manufacturing enterprise with the period before the war and before the first

privatization. Land pre-war period is provided by domestic production from fields Kosovo. Usually so in this period then until 1990 was almost planned economy and control industry by knowing the possibility manufacturing her. In this period payments were merely raw barley primary emission from broadcasting and the enterprise find its interest in two directions:

- Was cumulative barley agricultural production
- There was the possibility of using interest loans with affordable collection.

This manufacturing company had a contract with agricultural cooperatives to plant plots to the needs of the enterprise with barley. by knowing that these small cooperatives have the financial capability, beer factory undertook these steps:

- Supply fare of barley
- Supply with fuel for planting
- The supply of fertilizers

Because of the payment options that had this company when it become the barley harvest had already paid half the value of her. inflation enable financial benefit from the show also used primary credit with minimal interest to collect barley, during the 1980s - 1990 existed as a means of guaranteeing the banks' payment of these were bills that created the possibility that debts be paid within 90 days. After 1990 Yugoslav state of war where every day gripped printed without cover and financial resources every week from the existing banknotes atone for some zero domination especially the case at the time of Avramovic (Serbian economist and businessman who has lived in the US). In this whole time what the market produced and sold on the day after losing 50% of value within the enterprise real. In and co with him was organized as agricultural industrial combine with other companies was besides sugar factory was that of malt which no longer works today. In the context of this combine was the social enterprise itself Agriculture which had large tracts of land which after the war as a whole is private In the area this enterprise also cultivated barley as raw material for the production of beer and the same process the factory of malt in the framework of this combine. From this day remain privatized brewery which malt as raw material for beer production provides mainly imported mainly from Rusia. Planning for this raw material adheres to sustainability objectives but rather grow. From financial statements of manufacturing enterprises after privatization this shows that the costs of raw materials for 2007 were 2. 232. 982. 21 € while in the last year of the course costs therefore are 3. 199. 701. 37 € malt because we have increased productivity and greater sales compared with the previous year until 2007 revenues from beer sales were € 20,952,700 to € 23,632,183 in 2012. From it appears that the manufacturing enterprise brewery is set for mission to find new markets abroad country means countries in the region, increased sales and greater need for planning the object of first. From costs of raw materials ranging from 2005 to 2012 have shown that the process of growth and sustainability as targets contemporary. From its management specifics of some other companies manufacturing in this municipality as a raw material for water and land can be mentioned in Radavc hydropower Radavci who uses the White Drin water to produce electricity with a capacity of 2 megawatt. quantity water as fuel for power generation is not electric same period during the year. It differs in seasons where there is more rainfall and capacity is the largest production such as spring and autumn and during the summer a thing does not happen because it keeps the heat from the source water uses and brewery and water supply networks in many places in this municipality. Planning of electricity in hydropower is difficult because it depends on climate factors that will mean varies from year to year. enterprises for production of construction material as stiff clay now called after the privatization Ringovi new uses as raw material in the surface soil that surrounds this enterprise manufacturing. capacity manufacturer of this enterprise is conditioned by supply and demand in the market because in Kosovo and in the region there are many types of companies and this kind of technology in these companies do not correspond to standards identical enterprises in the new region. Factory dough using flour as the raw materials produced in our manufacturing enterprises in Kosovo, the majority of mill Zerzes planning this course suits also the first product supply and demand of this subject in market. Factors that affect the management of raw materials in the manufacturing enterprise are mainly external factors that depend on imported raw materials, these external factors are:

- Market not controlled enough (free market laws are violated)

- Customs Inefficiency
- Good fiscal policy and not the state actions for the preservation of local products
- Unfair competition
- Quality issues and market prices

For most of these manufacturing enterprises in the municipality of Peja brewery that are fluid milk Bibita styroprit Vita, Ukaj company, production of flour Dardania, enterprise taka, Gacaferi, the plan mainly supply raw materials from import. Has market opportunities due to non-controlled and the northern part of the country where there is no customs control at the institutional protection - here there is a possibility of a market not control. Politic not good for the VAT tax for raw materials paid in advance before enter the production process compared with companies in the region there after the VAT paid on raw materials entering the production process and he realized production. This Republic difficult manufacturers in our community and beyond in Kosovo at the same time prevents direct investments and those common in private equity. These are usually external factors that influence the development of manufacturing enterprises in the municipality of Pec but you have to Kosovo. owing to opportunities for production of raw materials, territory and the small distance to the market have the opportunity of forming more affordable prices by our competitors, this advantage competitive if it is planned that the raw material in many products our companies to be from the Kosovo market because of transport costs on imports that make now the manufacturing enterprise will have priority in relation to competitors from 10 to 15% cheaper. Therefore, the government of Kosovo to the way the food industry to be more competitive should think that the share of investments from budget Kosovo for agricultural sector which provides incentives to our farmers to increase the number of cattle and farmers inseminated culture wheat as raw the first plants for the production of flour and bread, and provision of legal and procedural incentives for foreign investors to direct investment to invest in capacity building for manufacturing malt from barley, which will be cultivated on land which the Kosovo. production made in the former combine wood now Kosovo EOOD Peja often largely exported abroad planning and provision of raw materials for this product is made by import and other enterprises trading in Kosovo that should pay taxes at customs VAT 16% and repayment export is carried out lengthy and complicated it is best to speak with inadequate fiscal policy for the development of these manufacturing enterprises in Peja such a thing goes for lactation in Vita production company in the dairy Pec. Buying raw material from farmers in villages farmer and does not allow the collection of value added tax and the final product from raw material imposes 16% tax on the value added that makes not much time competitor in our market inside municipality characterized by a large number of small businesses that deal with the production of bread and bakery dough etc. Those are that raw material mainly supplied flour from local producers such as Dardania in Peja. Therefore, in this region the only serious subject is the industry of flour which processing with capacities of 70 tons of wheat is about 24 hours. Planning of raw materials for manufacturing industries analysis done by soil structure that is in the municipality. near 50% of the territory of the region of Dukagjin used for crop production shows that when it comes to large amounts of wheat, rye and maize evaluation is over 25,000 tons year. those company has over 3000 farmer that collaborate in field grain from all regions of Dukagjin, not only cereals but also in spring and autumn farmers provides artificial fertilizers and quality seed for cereal with opportunities compensation their natural products that have been submitted. Farmers can all work or service at any time to sell their crops in this industry flour. Is particularly important that there is excellent cooperation and Cooperation with Serbian and Bosnian community. To plan this raw material industry has made development cooperation at the production of wheat and corn by creating its own collection points in all regions of Dukagjin. Collection points where farmers intended center of that region submit a flour cereals industry "Dardania" and where receive free packaging and take flour, SEK, concentrate, and in the period of sowing seeds and fertilizers take artificial. Point is open all year round and all collectors are paid by quantity. Industry flour % Dardania planning the first case that made based on existing collection points such as:

Municipality of Peja 2000 ha

1. The municipality of Decani 502 ha
2. The municipality of Istok 2838 ha
3. The municipality of Klina 3044 ha

Total 8584 ha, these data are for parcels over 2 ha, while for parcels smaller than 2 ha no data due to limits that I have given Kosovo's government subsidy.

Calculated that wheat planted in parcels smaller than 2 hectares has around 35% it appears that 8584 ha x 35% yield which 3004 ha are outside evidence. It follows that in this region has planted over 11588 ha and if the average yield 3.5 tons per ha then waited harvests this industry 40558. Pra flour raw material planning wheat made based on information from municipal assemblies - director of Agriculture in these municipalities taking evidence on planting this crop. As a staple of this enterprise which exploits for producing maize flour to feed people, cattle meal planned for the staple maize which is used for industrial processing of flour for enterprise. Industry Dardania in Peja line for maize processing, a technology developed by Switzerland which can produce 40 tones of maize per day coordination actor means of cost reduction and the concept is known in the literature as good management of the value chain. For the good management of the value chain and customer relationship to affect the growth and sustainability of manufacturing enterprises in Peja (hypothesis 1) of the paper. Lately by these Managers of these enterprises have begun the first signs that these enterprises can enhance their export capabilities that little bit To enhance trade deficit that has Chuang probably the largest in 40 years. This is a well thought out policy of central and local government, through subsidies and recent law fiscal policy. Implementation of the research plan is extended in time and space in which enterprises are the result of the privatization of the post-war period and others that have launched in the 90's years as family businesses that have expanded postwar activity. Example company "Devoll" (production of milk and its products, the company "Elkos" group (processing of meat and fruits and vegetables and flour industry "Dardania" in Peja.

2. 2 Social responsibility as a strategy of manufacturing enterprises in the municipality of Pec.

J. M. Keynes 60 years after his death that the economy remained in force should have the primary purpose of putting her to serve the people, but in our context not exasperate market and the effectiveness of the state. From the analysis of manufacturing enterprises in the municipality of Peja taking into account statistics and accounting records of these companies see a significant increase in the nominal strength of the labor force. Important role worth mentioning is the company Devolli with milk collection through multiple points of farmers in Peja and wide and flour industry Dardania also collection points wheat not only in terms of Dukagjin but in part Kosovo large group and ELKOS company in the collection of agricultural products which are stored in refrigerator with large capacity and meat that has stimulated the development of livestock in the Pec region and beyond. These reflections are positive signs in employment secondary population of the municipality of Pec.

Interpretation of the data analysis:

Autumn crops by municipalities where the wheat covered by IM "Dardania. "

<i>Crops planned and Execution</i>	<i>Surface realized</i>	<i>Number of farmer</i>
<i>Municipality of Peja</i>		
<i>Municipality of Deçan</i>	<i>Ha</i>	<i>650</i>
<i>Municipality of Istok</i>	<i>Ha</i>	<i>400</i>
<i>Municipality of Klina</i>	<i>ha</i>	<i>1100</i>
<i>5. Total</i>	<i>ha</i>	<i>2760</i>
<i>Plots on <2ha = 35% of total planting that = 3004 ha.</i>		<i>3004</i>
<i>7. Total planting</i>	<i>11588 ha * 3.5t /ha = 40558t</i>	<i>5764</i>
<i>40558t * 56% = 22713t flour and 40558*29% = 11762t animal food</i>		<i>5764</i>
<i>Annual production capacity</i>	<i>27458t-22713=4745</i>	<i>5764</i>

<i>Imports of raw wheat by capacity</i>	4745t	5764
<i>Percentage of domestic grain raw materials</i>	79 %	5764

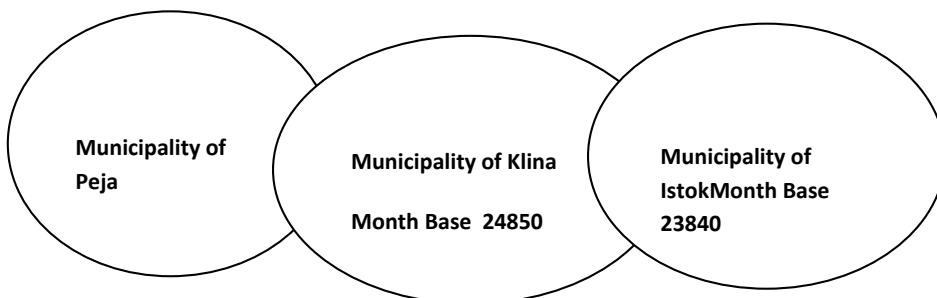
From the data of the raw material planning in IM "Dardania" it shows that 79% of the raw material provided by the market of the country, while 21. 1% is imported raw materials. Comparing 2014 with 2006 has increased by 300 farmer as they were in 2006 to 3205 in 2014 the upward trend. The trend growth plan Dardania flour industry is the expansion of collection points in the Drenica region and Anamorava and plans to increase the number of farmer 300 IM also produces dietary fiber from corn flour which until

<i>Municipality</i>	<i>Month base Liter</i>	<i>Price</i>	<i>Month value</i>	<i>Month</i>	<i>Year</i>
<i>Peja</i>	25470	0. 35	8915	12	106974
<i>Klina</i>	24850	0. 35	8698	12	104370
<i>Istok</i>	23840	0. 35	8344	12	100128
<i>Total</i>	52700	0. 35	51153	12	613836

2014 90% of raw materials mainly imported from Serbia. While feed product is a result of the flour originates in percentage 79. 1%. From the scheme of supply of raw milk from farmers in the municipality of Pec, Klina and Istok that means from Peja region shows that provide raw materials advances in Peja it easy to Klina and Istok.

SOURCE: dairy supply scheme VITA Peja.

Liters monthly basis.



The table shows that the company has increased the social welfare of the citizens of the three municipalities for 613 836 euros, while the capacity of the company produced 52 700 liters of milk product turns out that only 29% of this product supplied from domestic market with raw materials

first and 71% from imports as milk powder. This is due to lack of subsidy from the government and problems of VAT on purchases.

Chapter III: Empirical analysis of the paper.

3. 1 Results

Table 1: Correlation between good-value chain management and sustainability of the growth of manufacturing enterprises in the municipality of Pec.

correlations

Good management of the value chain of the enterprise growth and resistivity

Good management of the value chain Pearson Correlation 1. 251 *

Sig. (2-tailed). 041

N 67 67

Growth enterprises and resistivity of Pearson Correlation. 251 * 1

Sig. (2-tailed). 041

N 67 67

*. Correlation is significant at the 0:05 level (2-tailed).

To test the first hypothesis of this study: "Good management value chain and good relations with customers affect effectively in the growth and sustainability of manufacturing enterprises in the municipality of Pec. " Became correlation analysis and we have the result [* $r = .251$ and $p < .041$].

So connectivity is reported the first confirmed hypothesis

Results are derived from questionnaires that were made in 67 companies manufacturing in Peja in total 30 questions closed.

Chapter IV : Conclusions, Recommendations

Unable to modern manufacturing technology to our country, and the lack of foreign investors for these products required to loosen fiscal policy from customs and VAT payments of all importers of the technology for production. Lack of capital in these enterprises favors the import of used machinery half. Liberalization of import of such machinery is welcome because it is cheaper and is insufficient for this initial phase of adjustment production activities in our community. We must harness the new age of the population and the need for new job-educated generation that promise qualitative use of this quality.

In these enterprises is indispensable investment in the education of new generations in the form of scholarships and student loans for branches and profiles that are necessary for the manufacturing enterprise. Technological advancement be given priority in order to reduce the cost of production which enables higher productivity and greater export in order to improve from Kosovo's trade balance is in general. In our reality we should give priority to the small economy mainly Peja has ideal conditions for agribusiness that its products will meet the market needs of Kosovo.

This will have an effect on experience and culture adjustment production of this municipality, reducing unemployment and poverty reduction. Eliminate formal barriers which are harmful to the environment of these enterprises. Should the legal infrastructure to perform its function, to pay taxes to Kosovo budget and be outside the spirit of daily politics. Fighting negative phenomena in local governance such as corruption, violence, informality and smuggling is a legal obligation of the executive. All these phenomena affect adversely the development of these productive enterprises, so elimination of

these negative phenomena is oxygen to breathe better these manufacturing enterprises which are the hope of the citizens of the Municipality of Peja for economic growth and social welfare of our municipality. Department for agriculture, forestry and hydro economy is in conjunction with the ministry of agriculture and to apply for grants and subsidies for farmers and ranchers of the municipality who can enhance their products, the production capacities of existing enterprises. Environment of these enterprises in the municipality of Peja and the geographical position of the municipality, the fertile land, water of high quality and favorable climate characterize the environment of the municipality with the possibility of the development of food industry in ways that imported food products be replaced by local ones.

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Publication of Notices in a Procurement Procedure

Emalita Dobra

The first instance of Tirana District Court (procurement specialist)

emalitarama@hotmail.com

The phone number (0692602020)

Abstract

The Contract Notice is an extremely important part of the procurement process. It marks the commencement of the formal procurement process for a specific contract and notifies potential economic operators of the concrete opportunity to participate in the procurement process. To ensure as much competition as possible and to comply with the basic requirements for transparency, the Contract Notice must be drafted in a way that clearly describes the nature, scope and estimated value of the contract and how economic operators can apply to participate in the process. The Contract Notice must also be completed fully and correctly. Failure to draft a clear, complete and compliant Contract Notice could result in a disappointing level of competition, poor quality or inappropriate tenders, or a flawed procurement process that might have to be re-started. In cases when there is a need for correction or changing of the contract notice and all the subsequent information, another notice should be published. This implies a requirement to notify all potential tenderers of any revision so as not to favor one tenderer in particular. In any case, it is important to consider carefully the impact of any changes that the contracting authority proposes to refer to in the amending notice. There are no specified minimum and maximum time periods for publishing a Contract Notice, but there are statutory time limits that start on the date of dispatch of the Contract Notice.

Keywords: Contract Notice, procurement process, requirements for transparency

1. Introduction

Analyzing the requirement of the respective Directives for publication of notices, such as the place they should be published, the time scale, the language, CPV codes, etc, it is clearly understood that these requirements refer to the contracting authorities of Member States only. As such, they might not be applicable to a country, which is not a Member State yet, meaning that a national law of such country cannot introduce such concrete requirement, even though it might be under an approximation process. Saying this, the Albanian PPL does not 'comply' with respective Directives, regarding the requirements on notice' publications, but on the other hand it is for sure that the respective PPL requirements does comply one hundred per cent with the overall requirements of the Directives regarding transparency. According the Albanian PPL, contract notices for contracts of a value above the high value thresholds (so called international procurement procedure) shall be published on the Public Notices Bulletin and on at least one journal of European distribution, while contract notices for contracts of a value lower than the high value thresholds (so called national procedures), but above the low value thresholds, shall be published only in the PNB. In any case, all procurement notices (despite their value) are published on the web-site of the Public Procurement Agency. This requirement goes even further in the secondary legislation, which does require that all contracting authorities (in Albania) should use the electronic procurement system not only to publish their procurement notices, but also to perform their procurement procedures, making the use of the electronic procurement system mandatory¹. In this case, the contract notice and tender documents accompanying it should be dispatched in the electronic platform by the contracting authority itself. The publication of such notice and relevant tender documents will be done by PPA in the following day, of the dispatching day (by the contracting authority)².

The usage of this system is free of charge for both parties; the contracting authorities and the economic operators. As it is seen, the interaction between the contracting authority and the publisher (PPA in this case) is done in a very short time (only a working day). Also, using the e-procurement system does allow for a shorter time period of publication of the tender

documents, compared to the paper based procedures³. Using such an electronic system, the Albanian procurement system, (even though it does not publish the procurement notices in the Official Journal of EU), is quite an open system towards the international business community.

¹ The mandatory use of the electronic procurement system has been set by the Decision of Council of Ministers no. 45, dated 21. 01. 2009 "On performing public procurement procedures by electronic means". This decision has been adopted several times and is now replaced by the Decision of the Council of Ministers no. 918, dated 29. 12. 2014 "On performing public procurement procedures by electronic means".

² See article 5 of the Decision of Council of Ministers no. 914, dated 29. 12. 2014 "Rules on Public Procurement".

³ See article 43/8 of the PPL.

The e-procurement system does allow for any interested economic operators, despite their nationality, to be registered in the electronic procurement system. Registration can be done on-line or by a request sent to the Public Procurement Agency.

Once an economic operator is registered, registration is valid for bidding in all public procurement procedures delivered in Albania, at any time⁴. It is important to emphasize that the requirement to use the e-procurement system does refer to all kinds of procedures (except for the negotiated without prior publication procedure), despite their value. The requirement of the Albanian legislation in this regard goes further than the one of the relevant Directives, which oblige the contracting authorities to advertise only contracts of a certain value and type that are subject to the Directive. For public contracts that are not subject to an obligation to publish a notice, contracting authorities may choose to publish prior information notices, contract notices and contract award notices in the Official Journal.

Despite this option, when such a contract is advertised in accordance with the provisions of the Directive, however, that does not mean that the remaining provisions of the Directive apply. As far as they are not covered by the relevant Directives, in practice, EU Member States may opt to introduce their own rules for sub-threshold contracts and other contracts that are not subject to the detailed advertising requirements of the Directive and as discussed above this is not the case of the Albanian procurement system. The latter is stricter as it provides for the same advertisement rules for all kinds of public contracts falling under the scope of PPL.

This stricter requirement might raise a discussion on evaluating means and goals to be achieved. It might happen in practice that stricter requirement (as the obligation to publish a contract notice even for very low value contracts) might result to be a non cost-effective solution (by allowing everyone to submit an offer, the number of bids will be considerably high, which means that first you will need time to evaluate, second a lot of complaints can take place, etc). Despite this, taking into consideration the 'need for transparency' in the system, the procurement legislation does 'insist' on the advertising requirement.

Having analyzed all of the above, the answer to the question if the Albanian procurement legislation is fully approximated to the relevant EU Directive, regarding the publication of the notices, is that it is approximated at the highest level possible, considering the fact that it is a national law of a non-Member State.

1. Technical specifications and the qualification criterion

This initial work of 'identification of the needs' and the final objective of ensuring 'satisfactory completion of the contract', are directly reflected on the technical specifications and qualification criteria. During the preparatory phase of a procurement procedure, a contracting authority should describe the characteristics of goods, services or works they want to purchase/realize through the implementation of the public contract. This description is done by the technical and service specifications. The purpose of technical and service specifications is to give instructions and guidance to tenderers at the tendering stage about the nature of the tender they will need to submit, and to serve as the economic operator's mandate during contract implementation. On the other hand, after describing the characteristics of the object of the public contract, the contracting authorities will need to describe the criterion of the potential economic operators, which will be considered eligible to implement such a contract. This description is done by the qualification criteria of the economic operators. The qualification of economic operations refers to the process of assessing and deciding which economic operators are qualified

to perform the contract (referred to also as the qualification stage). These two main components of the procurement procedure will be analyzed in details, below, in the light of relevant Directives and Albanian PPL, considering also the different environment context of their application.

1. 1 Technical specifications

Technical specifications setting forth the characteristics of the goods, works or services to be procured⁵ shall be prepared for the purpose of giving a correct and complete description of the object of procurement and for the purpose of creating conditions of fair and open competition between all candidates and tenderers⁶. Specifying a requirement is a fundamental and early stage in the procurement process. If the specification is lacking in some way, what is delivered will also be lacking. As such, technical specifications should reflect correctly the needs of the contracting authority and the budget estimations made for the acquisition.

4 According to PPA in 2010, 336 new economic operators were registered in the eps, of which 114 foreign economic operators, in 2011, 347 new suppliers, of which 119 foreign suppliers, in 2012, 371 new suppliers, of which 82 foreign suppliers, in 2013, 1576 new suppliers, of which 38 foreign suppliers, in 2014, 1580 new suppliers, of which 173 foreign suppliers. (See respectively, Annual Reports of the Public Procurement Agency of Albania, available at www.app.gov.al).

5Differently from the Directive 2004/18/EC and the Albanian PPL, the Directive 2014/24/EU, while providing for technical specifications, goes further with its prescription providing also that 'the characteristics required of a work, service or supply, may also refer to the specific process or method of production or provision of the requested works, supplies or services or to a specific process for another stage of its life cycle even where such factors do not form part of their material substance provided that they are linked to the subject-matter of the contract and proportionate to its value and its objectives'. The technical specifications may also specify whether the transfer of the intellectual property rights will be required'. See article 42/1.

6 See article 23/1 of the PPL. Also according to the first paragraph of the Recital no. 29, of the Directive 2004/18/EC, 'the technical specifications drawn up by public purchasers need to allow public procurement to be opened up to competition. To this end, it must be possible to submit tenders, which reflect the diversity of technical solutions'. On the other hand, the Directive 2014/24/EU seeks to emphasize not only the aim of allowing competition, but also achieving the objectives of sustainability. In concrete Recital no. 74 of the said Directive, in its first paragraph provides that 'the technical specifications drawn up by public purchasers need to allow public procurement to be open to competition as well as to achieve the objectives of sustainability. To that end, it should be possible to submit tenders that reflect the diversity of technical solutions standards and technical specifications in the marketplace, including those drawn up on the basis of performance criteria linked to the life cycle and the sustainability of the production process of the works, supplies and services.

A set of precise and clear specifications is a prerequisite for tenderers to respond realistically and competitively to the requirements of the contracting authority. Incorrect or unrealistic specifications lead to problems that later occur during the tender and award process, such as the need for issuing amendments to the tender dossier, cancellation of tender proceedings, lodging of complaints and contract problems.

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As such thorough preparation of technical specifications is extremely important for the ultimate success of the contract implementation; therefore, greater effort during the preparation phase will save time and money in the later stages of the project cycle.

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Whenever possible, the technical specifications should be defined to take into account the accessibility criteria for people with disabilities or design for all users⁷. In any case, the technical specifications shall afford equal access to candidates and tenderers, and not have the effect of creating unjustified obstacles to competitive tendering⁸. The thrust of the rules in this context is to ensure the use of non-discriminatory specifications, which would allow all potential contractors, suppliers and service-providers to meet the requirements and would prevent the artificial restriction of potentially successful tenderers to one. Even in cases where a contracting authority makes a reference to a technical specification, it cannot reject a tender on the grounds that the products and services tendered for do not comply with the specifications to which it has referred, once the tenderer proves in his tender to the satisfaction of the contracting authority, by whatever appropriate means, that the solutions which he proposes satisfy in an equivalent manner the requirements defined by the technical specifications. Also, where a contracting authority prescribes technical specifications in terms of performance or functional requirements, it may not reject a tender for works, products or services, which comply with a national standard transposing a European standard, with a European technical approval, a common technical specification, an international standard or a technical reference system established by a European standardization body, if these specifications address the performance or functional requirements, which it has laid down. In this respect, they do not more than confirm the application of the Treaty principle of free movement and other relevant principles deriving from it as are equal treatments, non-discrimination and mutual recognition, to the use of technical specifications.

Under this light, the contracting authorities must presume that products manufactured in accordance with the standards drawn up by the competent standards bodies conform to the essential requirements laid down in the Directive concerned.

They may not refuse products simply because they were not manufactured in accordance with such standards, if evidence is supplied that those products are in conformity to the essential requirements established by the Community legislative harmonization. If there are no common technical rules or standards, a contracting authority cannot reject products from other Member States on the sole grounds that they comply with different technical rules or standards, without first checking whether they meet the requirements of the contract. In accordance with the mutual recognition principle, a contracting authority must consider on equal terms products from other Member States manufactured in accordance with technical rules or standards that afford the same degree of performance and protection of the legitimate interests concerned as products manufactured in conformity with the technical specifications stipulated in the contract documents.

The importance of technical specification is, among others, at the fact that they are the core conditions of the contract that will be concluded at the end of the procurement process. As such they may be considered as the connection mechanism among three stages of the procurement process; identification of needs (there is no needs' identification without specification of what is needed), competition process (based on these technical specifications the competition is run) and contract implementation (the satisfactory implementation of the contract should meet these technical specifications). Having such a role in the procurement process, the technical specifications should be included in the tender documents and will become an annex of the eventual contract awarded as a result of the tender⁹.

1. 1. 1 References of technical specifications

According to the Albanian PPL¹⁰, technical specifications shall clearly describe the contracting authority' requirements by reference to:

- a) national standards transposing international accepted standards, international accepted technical approvals, common technical specifications, international standards, other technical reference systems established by international standardization bodies or - when these do not exist - to national standards, national technical approvals or national technical specifications relating to the design, calculation and execution of the works and use of the products;
- b) Functional requirements with reference to national or international standards as means of presuming conformity with such functional requirements;
- c) Both methods under (a) and (b), for different products, services or works included in the same contract. Each reference shall be accompanied by the words "or equivalent".

Relevant Directives, on the other hand, provide that without prejudice to mandatory national technical rules, to the extent that they are compatible with Community law, the technical specifications shall be formulated:

7 See article 23/1 of the PPL and respectively articles 23/1 and 42/1 of Directives 2004/18/EC and 2014/24/EU.

8 See article 23/2 of the PPL and respectively articles 23/2 and 42/2 of Directives 2004/18/EC and 2014/24/EU.

9. See cases C-45/87 Commission v Ireland and C-359/93 Commission v Netherland.

10. See cases C-45/87 Commission v Ireland and C-359/93 Commission v Netherland.

either by reference to technical specifications defined in the relevant Annex of the Directive and, in order of preference, to national standards transposing European standards, European technical approvals, common technical specifications, international standards, other technical reference systems established by the European standardization bodies or - when these do not exist - to national standards, national technical approvals or national technical specifications relating to the design, calculation and execution of the works and use of the products. Each reference shall be accompanied by the words "or equivalent";

b) or in terms of performance or functional requirements; the latter may include environmental characteristics. However, such parameters must be sufficiently precise to allow tenderers to determine the subject-matter of the contract and to allow contracting authorities to award the contract;

c) or in terms of performance or functional requirements as mentioned in subparagraph (b), with reference to the specifications mentioned in subparagraph (a) as a means of presuming conformity with such performance or functional requirements;

d) or by referring to the specifications mentioned in subparagraph (a) for certain characteristics, and by referring to the performance or functional requirements mentioned in subparagraph (b) for other characteristics.

Comparing the respective provisions of the Albanian PPL and the relevant Directive, on the way of formulating the technical specifications, it is clearly noticed that, PPL has adopted the Directive provision and customized it into the Albanian context. As such, the PPL does not refer to the 'European standards' as Directive does, but it refers to the 'international standard', which does include the "European standards" but it is broader than that. This difference, once again, leads to the discussion of the differences between an EU Directive and a national law, especially when it is of a non-EU Member State.

Even in this case, when requiring that formulation of the technical specifications should be done only by reference to European standards, it is noticed that the aim of the Directive is to guarantee the principle of non-discrimination among Member States (economic operators, which comply with European standards). The Directive seeks to prevent the designation of technical requirements in a way, which intend to favor one or more products (especially national products and economic operators) without any objective reasons.

PPL, on the other hand, is more open in this regard, providing for the non-discrimination principle not only for European Member States (economic operators, which comply with European standards), but for all interested stakeholders, which do comply with relevant international standards. Another difference of the respective provisions is that the PPL requirements on technical specifications do not refer to the performance requirement and environmental characteristics at all. As such, the PPL is focused on technical specifications based only in functional requirements, giving less possibility to the contracting authorities, to fully describe their needs based also on performance and when it is the case on environment requirements. On the other hand, this legal requirement (preparing technical specifications based only on functional requirement), gives more space to the contracting authorities to define the technical specifications by reference to some specific functional requirements, orienting in this way the tender towards a specific product and/or provider.

This may be done for example by using a specific feature of a product, or by reading the part number of the item, or by looking up the details in a economic operator's catalogue and replicating them etc. As such, the use of a specification that favors a single economic operator will lead to reducing the options available to ensure that the best overall value is provided through the procurement process.

Contracting authorities may indicate that the products and services bearing the eco-label are presumed to comply with the technical specifications laid down in the contract documents; they must accept any other appropriate means of proof, such

as a technical dossier of the manufacturer or a test report from a recognized body. The Albanian PPL, on the other hand, does not explicitly provide for the possibility of requiring labels as such, but gives the possibility to the contracting authorities to require certificates drawn up by independent bodies stating the compliance of the candidate or tenderer with certain quality assurance standards, including, also environmental management standards.

There is a general ban on technical specifications that mention goods of a specific make or source, or of a particular process, and that have the effect of favoring or eliminating certain enterprises or products. Among the specifications that can have such a discriminatory effect and are therefore prohibited, the Directive mentions in particular the indication of trademarks, patents, and types or a specific origin or production.

Following the principle of non-discrimination and open competitions, procurement rules explicitly provide that while preparing technical specifications, contracting authorities (unless justified by the subject-matter of the contract) shall not refer to a specific make or source, or a particular process, or to trade marks, patents, types or a specific origin or production with the effect of favoring or eliminating certain undertakings or certain products. An exception to this general ban is allowed where the subject matter of the contract cannot otherwise be described by specifications that are sufficiently precise and intelligible to all concerned.

1. 2 Definitions of technical specifications and other concepts related to them

As discussed above, the Albanian PPL has adopted partially the relevant provision of the procurement Directive, on technical specifications. As such, PPL has been satisfied with the adoption of basic concepts and requirements, which should be considered while preparing technical specifications, but does not explicitly provide neither for the definition of technical specifications depending especially on the type of the contract, nor for other concepts related to such specifications, such as for example the definition of 'standards', in the context of technical specifications.

a) "Technical specification", in the case of public works contracts, means the totality of the technical prescriptions contained in particular in the tender documents, defining the characteristics required of a material, product or supply, which permits a material, a product or a supply to be described in a manner such that it fulfills the use for which it is intended by the contracting authority. These characteristics shall include levels of environmental performance, design for all requirements (including accessibility for disabled persons) and conformity assessment, performance, safety or dimensions, including the procedures concerning quality assurance, terminology, symbols, testing and test methods, packaging, marking and labeling and production processes and methods. They shall also include rules relating to design and costing, the test, inspection and acceptance conditions for works and methods or techniques of construction and all other technical conditions, which the contracting authority is in a position to prescribe, under general or specific regulations, in relation to the finished works and to the materials or parts, which they involve;

b) "Technical specification", in the case of public supply or service contracts, means a specification in a document defining the required characteristics of a product or a service, such as quality levels, environmental performance levels, design for all requirements (including accessibility for disabled persons) and conformity assessment, performance, use of the product, safety or dimensions, including requirements relevant to the product as regards the name under which the product is sold, terminology, symbols, testing and test methods, packaging, marking and labeling, user instructions, production processes and methods and conformity assessment procedures;

c) "Standard" means a technical specification approved by a recognized standardization body for repeated or continuous application, compliance with which is not compulsory and which falls into one of the following categories:

- International standard: a standard adapted by an international standards organization and made available to the general public,

- European standard: a standard adopted by a European standards organization and made available to the general public,

- National standard: a standard adopted by a national standards organization and made available to the general public;

d) "European technical approval" means a favorable technical assessment of the fitness for use of a product for a particular purpose, based on the fulfillment of the essential requirements for building works, by means of the inherent characteristics

of the product and the defined conditions of application and use. European technical approvals are issued by an approval body designated for this purpose by the Member State¹¹;

e) "Common technical specification" means a technical specification laid down in accordance with a procedure recognized by the Member States, which has been published in the Official Journal of the European Union;¹²

f) "Technical reference": any product produced by European standardization bodies, other than official standards, according to procedures adopted for the development of market needs.

1.3 Types of specification

According to the PPL, the description of works, goods or services should contain the technical specifications to be achieved, including plans, drawings, models, etc. In cases of functional description of works or goods, the technical specifications should clearly and neutrally describe the scope of the works, in order to indicate all the conditions and circumstances which are important to the preparation of the bid.

The description shall indicate not only the scope of work, but also the requirements related to the named work from the technical, economic, aesthetic and functional aspect. In order to guarantee the comparison of bids in relation to the contract object's requirements for these goods or for their functions, the competitors and bidders shall be provided with precise requirements for the functions or performance, thus helping them during the bid preparation. Specifications for the supply of appropriate goods or services for the environment shall also be indicated in the description of works.

a) Generic specifications

A generic specification aims at describing the requirement in a way that does not restrict the number of economic operators that the contracting authority may attract. It can be based on national (European) or international standards (provided that equivalents are accepted) as a means of clearly opening the market. In the context of procurement, specifications need to be developed in such a way that the requirement described can be met by any number of economic operators that supply the goods or services identified.

A generic specification:

- makes economic operators responsible for proposing and delivering the requirement, meeting the contracting authority's needs;
- can be used to stimulate competition;
- can be used where there is no need to be specific.

b) Conformance specifications

A conformance specification lays down unambiguously the requirements that economic operators must meet. It allows no room for maneuvers. The specification describes the product or service required in great detail and can be based on national (European) or international standards (or equivalent) as a means of clearly specifying what is needed. In case of using such type of specification for goods for example, it may specify weight, size, finish, volume, circumference, and use with other goods. In case it is used for services, it may describe duration, number of people required, what will be done by the people, where they will do it and when they will do it. The economic operator is required to deliver the goods or services that meet this need and in this case they are not encouraged to do better. Conformance specifications are often supported by drawings

11. Assessment' and means the documented assessment of the performance of a construction product, in relation to its essential characteristics, in accordance with the respective European Assessment Document, as defined in point 12 of Article 2 of Regulation (EU) No. 305/2011 of the European Parliament and of the Council.

12. According to the Directive 2014/24/EU a 'common technical specification' means a technical specification in the field of ICT laid down in accordance with Articles 13 and 14 of Regulation (EU) 1025/2012; As it is seen the latest Directive refers

these definitions to specific EU Regulations, which has not been in force yet at the time the Directive 2004/18/EC has been adopted

While in some contexts conformance specifications can work appropriately, the following dangers exist:

- The economic operator may know of a better or more cost-effective way to meet the need. If discouraged from being concerned with this aspect, economic operators will not pass on the benefit of the experience they have to the contracting authority;
- Doubt may still exist concerning exactly what is required, because the specification is still not “clear”;
- Too much detail requiring “conformance” may lead to: an additional cost, while preventing economic operators from offering the benefit of their wider experience; confrontational relationships, particularly with services.

However, where for a given reason the specification *has* to be “just so”, a conformance specification may be appropriate. Additionally, if the contracting authority has a nationally recognized expert in the field they are specifying, then the economic operators may genuinely learn from this expert by attempting to meet the need specified.

c) Detailed design specifications

This option develops a conformance specification a step further. A design specification defines the technical characteristics of the requirement in great detail. The economic operator has no input into the design process and is not responsible for the benefits available to the contracting authorities. This option can be used where:

- The contracting authority has the nationally recognized expert in the field they are specifying;
- The economic operator innovation is not required;
- Non-experts will be asked to deliver the requirement;
- There is a risk of ambiguity.

As with conformance specifications, an economic operator may feel that different positions for the components will be more advantageous but not offer the preferable solution, for fear that noncompliance may result in their exclusion.

d) Performance specifications

Performance specifications are sometimes called output specifications because they focus on the output to be delivered. Performance specifications provide a clear indication of the purpose, for which the item is required and this requirement is fully communicated to the economic operators. The difference here is that the economic operators are then encouraged to use their expertise to offer solutions (products and/or services) which, in the expert view, best meet the need as specified by the contracting authority.

The use of a performance specification can lead to wider competition being stimulated than with a conformance specification.

2. Qualification criteria

The ‘exclusion criteria’ and the ‘selection criteria’ are put at the same time under the ‘qualification umbrella’. Procurement rules require the mandatory exclusion of economic operators, who are in a specific personal situation (for example, they have not paid social security contributions or taxes, or have been convicted of an offence relating to their professional conduct) and also give the possibility to the contracting authorities to require economic operators to meet minimum capacity levels relating to their economic and financial standing and technical or/and professional ability. Thus, a contracting authority may want to check, for example, the financial resources, experience, skills and technical resources of economic operators and disqualified from the procurement process those economic operators that do not satisfy such capacities.

This process of selection of economic operators must be carried out by applying objective, non-discriminatory and transparent criteria (referred to as selection criteria), which are set by the contracting authority in advance.

2. 1 Grounds for exclusion of economic operators

Personal situation of the economic operators, participating in a procurement procedure should be considered first (even before the assessment of the financial and technical qualifications) in a selection process. In this perspective, it is clear that this personal situation of the economic operators is not directly linked to his capacities to successfully perform the contract. They are issues, which are personal to the tenderer, although it may be that some of these grounds will imply previous wrongdoing in respect of past performance in procurement procedures and may, therefore, imply a serious concern over the suitability of the tenderer to perform the contract at issue¹³. According to the procurement Directive, there are two categories of grounds for exclusion; a) mandatory grounds for exclusion and b) optional grounds for exclusion, which will be analyzed below.

2. 1. 1 Mandatory grounds for exclusion

According to the Albanian PPL¹⁴, any candidate or tenderer, convicted by a final judgment, of which the contracting authority is aware for any of the reasons listed below, must be excluded from participation in the awarding procedures:

participation in a criminal organization;

- corruption;

- fraud;

- money-laundering

- forgery

¹³ See E. Piselli "The scope for Excluding Providers who have Committed Criminal Offences under the EU Procurement Directive", 2000, p. 267-269.

¹⁴ See article 45/1 of the PPL.

The contracting authority may ask tenderers to supply the production of an extract from the judicial record or failing that, of an equivalent document issued by a competent judicial or administrative authority showing that these situations do not apply and may, where they have doubts concerning the personal situation of such tenderers, also apply to the competent authorities to obtain any information they consider necessary on the personal situation of the tenderers concerned. Where the information concerns a tenderer established in a foreign country, contracting authorities may seek the cooperation of the competent authorities

In this regard, PPL has approximated the relevant provision of Directive 2004/18, nevertheless there are some differences, which should be emphasized. First, according to the PPL, the 'forgery' reason has been added to the list of mandatory grounds. Second, the Directive explicitly leaves it to the Member States to provide for derogation from the requirement of mandatory exclusion if there is an overriding requirement that is in the general interest, while PPL does not provide at all for such opportunity. This is still explained with the national context where this law is applicable, and in concrete with the low level of integrity. As such, PPL does not give space for any 'subjective' decision of derogation from the said rule, even though in cases of an overriding situation. The third difference is merely related to the fact that Albania is not an EU country and as such cannot approximate the relevant Directive in all its features. Thus, the Directive when asking for documents, which prove the personal situations of the economic operators, provide that 'in case the information concerns a candidate or tenderer established in a *State* other than that of the contracting authority, the contracting authority may seek the cooperation of the competent authorities.

3. Technical and/or professional ability

The specific technical and/or professional ability criteria must be aimed at assessing whether economic operators have the relevant technical and/or professional ability (skills, equipment, tools, manpower, past experience, etc.) to perform the contract to be awarded.

According to PPL, the contracting authority may require from the economic operators to prove they have the necessary technical qualifications, the professional and technical competence, the organizational capacity, the equipment and other physical facilities, the managerial capability, reliability, experience and reputation and the necessary personnel to perform the contract as indicated by the contracting authority in the contract notice. Further on in the secondary legislation, these requirements, related to the technical and/or professional ability, are divided and specified according to the nature of the contract: i) works, ii) supplies and iii) services, meaning that specific requirements depend and are different for works, supplies and services. The difference is not in the requirement as such, but mainly in time references and relevant proofs required. Here below, I will analyze the concrete requirements and compare them with relevant requirements provided by the relevant Directives.

i) Technical and professional requirement for work contracts

With regard to previous experience, the contracting authority shall require similar works for one single object, of an amount not more than 50% of the estimated value of the contract to be procured, carried out in the last three years of the operator's activity; or similar works up to a total value of the last three years' work, not lower than the double of the limit value of the contract to be procured. Meeting one of the two above-mentioned conditions shall be the basis for considering a tender as qualified. As evidence of previous experience, the contracting authority shall require certificates of successful completion issued by any public or private entity, stating the value, time and type of work performed.

Regarding the technical and professional performance:

- Professional licenses in relation to the performance of works, contract object; and/or
- A statement on the average labor capacities of the economic operator; and/or
- A statement on the means and the technical equipment at the economic operator's disposal for the execution of the contract

This list of evidence is exhaustive; a contracting authority may apply only the criteria that are derived from such a list. However, within these limits, it is left to the discretion of the contracting authority to determine the specific criteria to apply. In any event, the contracting authority must determine the criteria relating to technical and/ or professional ability to be applied by taking into account the specific practical context of each case.

One of the differences noticed between the PPL and the Directive (s) concerns the required time for the past experience. While PPL requires past experience during past three years, Directive 2004/18, accepts it for the past five years, meanwhile Directive 2014/24, does not provide such time limitation at all.

ii) Technical and professional requirement for supplies contracts

With regard to previous experiences, the contracting authority requires evidence of previous similar contracts carried out in the last three years of the business activity. In any case, the amount shall not be more than 40% of the value of contract to be procured.

Evidence of the delivery of supplies must be given by certificates issued by the recipient of goods, and/or sale tax invoices stating clearly dates, sums and the amount of supplies.

In case of supply contracts, the contracting authority may request from economic operators samples of supplies, descriptions and/or photographs/ catalogues, and evidence of authenticity. It may also require certificates drawn up by official quality control institutes or agencies attesting to the conformity of the products with clearly identified specifications. These are optional requirements, left on the discretion of the contracting authority on whether they should be required or not.

iii) Technical and professional requirement for service contracts

With regard to previous experiences, the contracting authority requires evidence of previous similar service contracts carried out in the last three years of business activity. In any case, the amount shall not be more than 40% of the value of contract to be procured. Evidence of successful execution of the service must be given by certificates or other documents issued by the recipient of the service stating dates, the amount and the type of service.

In order to verify that works, goods and/or services meet the quality requirements, the contracting authorities may request tenderers to submit certificates issued by independent bodies, recognized by national or international standardization systems. This provision shall be applicable even when technical requirements refer to the candidates' or tenderers' qualifications. These shall be proportionate and strictly related to the contract object and shall observe the principle of non-discrimination. The same is generally provided by Directives too, but it is still adapted into the Albanian context with two typical changes; first, Albanian procurement rules do not provide for the possibility of economic operators to submit equivalent quality assurance measures (mainly in cases where the economic operator concerned had no possibility to obtain such certificates within the relevant time limits for reasons that are not attributable to that economic operator, provided that the economic operator proves that the proposed quality assurance measures comply with the required quality assurance standards) as Directives do, and second, the Albanian rules refer to the international standardization systems (logically including the European ones, but is broader any way), while Directives refer to the European standards.

Conclusions

Description of the characteristics of goods, services or works that a contracting authority needs, is a key step in a procurement procedure. This description is made by the technical and service specifications. Apart from the technical specification, another important step of the contracting authority is to describe the criteria of the potential economic operators, which will be considered eligible to implement such a contract. These are actions carried out by the contracting authority, under the preparatory stage, but have a direct and important (inevitable) effect on the selection stage. As such, a lot of attention must be given to this stage of a procurement procedure.

Generally speaking, the requirements of the PPL, on preparation of technical specifications and qualification criteria, are in the same line with those of the Directive (s). However, even in this case, it might not be said that the provisions at issue are fully approximated. The main feature, making the difference is 'flexibility'. PPL tends to be stricter than the Directive(s), because it does reflect in its provisions, the general context (such as economic, social, political considerations). As analyzed in details, above, PPL tends to minimize the situations, which leave decisions on the contracting authority discretion. This way of ruling the system gives more possibility to monitor and control the activities of contracting authorities in this regard, and aims at ensuring the good implementation of procedural rules. On the other hand, these "detailed ruled situations" might lead to situations that are not cost-effective (for example, a very good offer might be disqualified for an unessential non-compliance with set requirements, only because the contracting authority does not have the discretion to decide differently).

On the other hand, the requirements of the PPL on technical specifications and qualification criteria are applied for all public procurement procedures, despite the financial three shold, while the Directive does not apply to public procurement procedures relating to contracts that are below certain financial thresholds set by the Directive itself. This difference is explained by the different status and different objectives of the Directive from one side and PPL, as a national law of a non member country, on the other.

When deemed as appropriate, the contracting authority may require tenderers to clarify their tenders in aiming at an objective examination, evaluation and comparison of tenders. Without prejudice to the negotiated procedures, no change in a matter of substance in the tender, including changes in price and changes aimed at making an unresponsive tender responsive, shall be sought, offered or permitted. Directive 2004/18, on the other hand, does further, providing also the right of economic operators to even supplement submitted certificates and documents. Both cases do not indicate what is meant by "clarification" of evidence and "supplementary" evidences, or to what extent clarifications of the evidence submitted and/or supplementary evidence may be requested and accepted consequently. However, the 'clarification

situation' is clearer than the 'supplementary situation'. In general terms, to assist in the assessment of the evidence submitted with a view to establishing whether economic operators meet the set selection criteria, a contracting authority may, at its discretion, ask economic operators to clarify this evidence. Clarifications may be requested, for example, when the evidence submitted contains inconsistent or contradictory information, is not clear, or contains omissions. Submitting supplementary evidences, on the other hand, is a much more delicate situation. Generally speaking, supplementary evidence means that additional information/evidence may be requested.

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Family and Its Role in a Healthy Education of Adolescent

Dritan Ceka

Phd Candidate, European University of Tirana, Faculty of Social Sciences dritanceka@hotmail. com

Prof. as. dr. Fatmir Vadahi

Deputy Rector of the University of Shkodra, fatmirvadahi@gmail. com

Msc. Anila Jaku

University of Shkodra, "Luigj Gurakuqi" anila2010@hotmail. co. uk

Abstract

Over the centuries the family is going through constant transformations as a result of the continuous process of evolution. It forms its shape under the conditions of life which dominate in a certain place and a certain time. Family in our country, has quickly changed with the social changes that are characteristic of our historical period of transition given the circumstances as a society we have experienced. Society regardless stages of its transformation or transition from one system to another, can not evade what is the basis of the continuation of its journey educating seed with acceptable norms of morality, education and culture necessary for the conduct of civilized life. Today there are several factors that affect adolescents and education. Today our Society in facing various difficulties in the education of their offspring. As in Albania and Montenegro today we rise or schooled teenagers in conditions completely different from their predecessors fathers and mothers. Today the competent authorities do not exercise their influence in Institutions of education enough so the family is difficult to educate teens genuine requirements Notwithstanding her desire that their offspring be better. Today in the vicinity of schools have full local where sold alcoholic beverages and tobacco. Given the fact that this problem among adolescents in Ulcinj and Shkodra did not take one by a survey earlier this issue we decided to develop a questionnaire research with adolescents in these two cities close to the geography, but in different states with a not distant geographical longitude.

Keywords: *family, education, health, adolescent, health behaviors*

Introduction

Modern Times is complex and difficult in terms of education for the family. Never before as today has been so difficult to educate adolescents. Apparently the education of children outside the education paradigms of the past authoritarian not automatically process is easy. Education in freedom, in the context of family democratize brings "is difficult for the family," which created a social situation where many parents feel overwhelmed by the "critical level" education that are not able to understand what happened with family and their children (Tushi, 2012). Many parents are confused and psychologically of behavior before their children. Often they ask concerned about the educational situation that takes place in our families. They want to know if children are getting well educated or family is left behind with traditional stuffs. The old roles and relationships between parents and children, looking in vain old settings be moral and educational functions of the traditional family. Situation educational violence is blurred because the old principles of the education system, operated traditionally in it in the past, in terms of the modern family, mixed doubt roles and positions and relationships between parents and children are not the same ones that they have been especially traditional family. Today should understand deeply that way impressive, difficult situations in relationships with members of the family, regarding communications education to parents on their children, is not only due to differentiated time parents with their children but for reasons time of conceptual differences, but also the lack of social patience. At a time when other roles and social structures fade when their influence

on man becomes spontaneous and indirectly, of course the role of the family, especially with regard to education of children increased significantly.

Methodology paper

The sample

Selection of samples for the study were adolescents 11-18 years of age in the Municipality of Ulcinj and at the Shkodra. This study was conducted in two states, the number of participants in this study was 1005 students (teens) high school, in the region of Ulcinj (N = 739) and Shkodra (N = 266). Participants in research by 48. 6% (N = 488) were male and 51. 4% (N = 517) women. Classes were selected at random, as in primary schools as well as schools of both cities.

The objective of research

To assess the risk factors associated with healthy adolescent behavior.

To assess the degree of coherence between the scale of assessments in healthy adolescent behavior with the scale of the health care family.

To assess the degree of coherence between the scale of assessments in healthy adolescent behavior with the degree of relationship with parents.

The purpose of the research, research questions and hypotheses

The purpose of this research is to assess the level and introduce healthy behavior among adolescents aged 11-18 years in the city of Ulcinj compared with those of Shkodra, according to information from the adolescents themselves, as well as assessing the impact of demographic factors such as age, gender, residence, number of household members, Real number of children within the family, parental education and employment.

It raises the hypothesis that this research are:

The hypothesis of this research are dictated by the sight of world literature and at the same time by observing the latest trends of young people in relation to their appearance and social image.

H-1. Population of adolescents 11-18 years reported higher levels of importance to health

H-2. Teenagers who highly value healthy behavior are more engaged in physical activities and pay attention to healthy food.

Research Design

The study used two standardized questionnaires. The survey was conducted in 6 schools in the Municipality of Ulcinj and in 6 schools in the Municipality of Shkodra. Questionnaires were distributed to schools by their students in collaboration with the class teacher. After collecting the questionnaires were collected and placed in a box together, where besides us there is no one else had access.

The working population

The population of this problem is large and heterogeneous. Since this problem is not able to study it in the population, I make a sample I am a champion chosen, especially in order to investigate the problem. Population of this problem are pupils of the Municipality of Ulcinj and Shkodra. As the number of individual cases of salaries are great that I am oriented to study this problem only in high school classes.

The theoretical treatment of the problem

Family is defined as basic social cells and one of the most complex, older groups and socially sustainable. It lies very different sides of human life, and therefore has a wealth of meanings and interpretations philosophical, sociological, psychological, educational, social, economic and legal for. Family is a group of biological and educational. This is its fundamental social content from creation to the present day. Family is the first bio-psychological-social to which create, develop and educate the child. In the bosom of family, the child develops and affirmed as being bio-psychosocial attentive. Held in psychological view, learn to speak, think, and work is reduced, exercise observe, perceive, recognize themselves, others and the world around. Under the influence and help of parents and other family members, develops abilities, skills and habits before life forms. Through social interaction with mother and interaction with family members, especially playing with other children and adults, and imitating the behavior and work of family members, it develops mental forces, observations and perceptions skills etc. (Brada, 2012). The family is the first school, even irreplaceable child. Educational practices and psychological scientific inquiry have proved that adult child in the family environment of the entire psychophysical development experiences, is communicative, more easily adapt to new social environment. The biological function of the family is reflected in the satisfaction of sexual urge individuals, meeting the emotional needs, reproduction, the procreation and education of new generations, or extension of the human species. Family historical development of its function of education has not always been the same intensity of which depends not only on it, but in the circumstances - the content, nature and structure of social relations in which it was held.

Theoretical concepts on the family

The complexity of the nature and functions of the family in society and in human development, it is natural to have happened, many theories and studies on family and its history come to know and understand human origins and existence.

Today there is no complete theory which defines the family in all its details. Existing research is not sufficient for processing the theoretical principles that will highlight how family history been properly through the years. The social function of the family is reflected in the education and care for offspring, so that protection from attacks and threats to individual freedom. Today, the function of the family has changed, but it still remains an important social institution, which plays a major role in the life of every individual and in every social system.

Family Types

Family represents one complex creations with social standing and consists of various elements of biological origin, social etc. Society in general and the family in particular are composed of concrete individuals. Family is presenting cell or basic element, but also institutions and social groups. The family institution is not only natural but also the social institution. The social function of the family is quite broad.

There are many classifications of families based on different criteria:

- a) The traditional family in tribal communities many different subspecies,
- b) The patriarchal family of old civilizations, which all their needs not meet with productivity in its district.
- c) before the industrial family, traditional one.
- d) industrial family, which is characterized by on the social groups.

Family and education of children

Modern Times is complex and difficult in terms of education for the family. Never before as today has been so difficult to educate adolescents. Apparently the education of children outside the education paradigms of the past authoritarian not automatically process is easy. Education in freedom, in the context of family democratize brings "is difficult for the family," which created a social situation where many parents feel overwhelmed by the "critical level" education that are not able to

understand what happened with family and their children. Many parents are confused and psychologically of behavior before their children. Often they ask concerned about the educational situation that takes place in our families. They want to know if children are made difficult or family is left behind traditional and old roles and relationships between parents and children, looking in vain old settings be moral and educational functions of the traditional family. Situation educational violence is blurred because the old principles of the education system, operated traditionally in it in the past, in terms of the modern family, mixed doubt roles and positions and relationships between parents and children are not the same ones that they have been especially traditional family. Today should understand deeply that way impressive, difficult situations in relationships with members of the family, regarding communications education to parents on their children, is not only due to differentiated time parents with their children but for reasons time of conceptual differences, but also the lack of social patience.

The family as an educational factor of teenager

In sociological doctrines family is the most important agenda of personality in action affects all direct and indirect starting even eating sleeping and other impacts of expression, purity, etc. Family is a factor of the child spends most big in the beginning so that affects a child's development. The human being is born as human sociological although there certain predisposition or born to become social beings to comprehend sociologically it created in social. Family's impact is the primary community because it is the first human group most important and closest. It is the prototype of every other community, social, because the family placed permanent connections, emotionally close, and versatile solidarity among members. The family created by the establishment of a marriage between a man and a woman, in which children are born and which remains the formal structure of family reunification. Is the primary group and intimate community while turning social institution somewhat larger society (Mitrovic, 1995).

The role of the family in the education of adolescents

The problems of education are quite difficult at different stages of adolescent development, to touch on the role of special and irreplaceable family in the upbringing of the younger generation. Family education is as old as the family itself. He long time ago existed in the distant past of science education. Even today this education is done by very many parents, educated or not, without knowing the science of education, even in some cases by educating children better than some who know this science. Family plays a major role for the individual because, through it, the child enters the society gradually becomes an element of civilization. Family feeds and other materials to meet the requirements of spiritual showing special care for them. Family atmosphere affects children and adolescents in many ways, forming their very personality traits, attitudes that keeps others, to work, property, society etc. Relations and cooperation between family members contributes to the creation of new family relationships, the degree of openness or other attitudes, attitudes toward family members belonging or in their society. Early childhood teenager knows only lifestyle of the parents. A few years later he will go after the life of the parents. A few years later he will go after the following examples influence of others. Child relinquishes some of his desire to honor the rules of the family and society, even when not like these rules. He is afraid not to apply because they can destroy the shroud parents, but there are times when the personality of adolescents swaying, holding within personality his another "I", which becomes even more wild when he comes to understand better the duality of personality his (Kraja, 2008). It is known that the house does not become class, no organized process for everything, it is usually in the school at the time of the learning process.

Education as a factor of development of teenagers personality

Social factors are very numerous and complex. They cause very different impacts. However, all the effects of this type do not have the same importance for the development of personality. Greater importance upon those impacts are relatively more stable and somewhat organized. In these views education has a special place. Its importance for the development of personality that greater education is separated from frame the impact of social surroundings and prominent which as one of the special factors crucial in the development of each individual. There is a range of our general provisions for which do not lack the basic conditions for the development of the largest number of individuals, members of a community.

Education and health education of adolescents

In the civilized world education and health education are treated as medical and educational scientific discipline that has as its object the establishment and activity of study and advancement of health culture of the people as a precondition for protecting his health. They treat health as wealth and physical value of the material and cultural, family and all the people. In this feature education and school health education of youth is of paramount importance. The healthy formation of youth is a prerequisite of development and security material and cultural nation. Education and health education aims and tasks: to help students, teachers and parents to acquire basic knowledge on physical, mental and social development of man on the dangers facing shaped the disease, injuries, and the possibility and how to protect it from these at all stages of human development, countries, conditions in various forms of life and action of man, to acquire knowledge about hygiene, personal and collective, as well as on the role, function, duties and importance of medical services for the protection of health.

The adolescent healthy education

Adolescence is a dynamic period of growth and physical development, psychological and social connecting passage from childhood to adulthood, differing significantly from these two age groups. Adolescence includes ages between 10-19 years. The overall goal of improving adolescent reproductive health includes: responsive relationships and equal between boys and girls; reducing the incidence of pregnancy before the age of puberty; prevention and treatment of sexually transmitted infections and HIV, improving the status of girls and women in society.

Adolescence, in particular puberty, is a period of rapid development, when young people acquire new skills and face many situations, which are not only development opportunities, but also a risk to their health and welfare. Adolescence is a time of mental and psychological suitability, where young people develop their identity, intimacy, relationships with peers and intensify gradually became independent from the family. Adolescence is also a time when discovered new experiences and influences that left their mark on the thinking, ideas and actions. The behavior of teenagers during those years can lead to the onset of sexual relations, abuse of alcohol, tobacco and other substances. Peer pressure can lead to the onset of risky behaviors. Lack of proper access to appropriate services and lack of supportive environment can affect their health and development. The strategy for maternal, child, and adolescent reproductive health. The most significant health challenges during adolescence are: accidents, trauma, injury, sexual and reproductive health, risky behaviors associated with the use of harmful substances, nutrition, physical activity and mental health. Tobacco use is at a high level in this age group and there is an increased prevalence among girls. Excessive alcohol consumption among adolescents is associated with road traffic accidents. Teenagers and young adults are most at risk to be infected with various diseases and now particular with HIV. However, the promotion of good health, not just removal of risky behaviors. Our investment for future generations should also promote healthy ways of living. Adequate physical activity and balanced nutritional diet in adolescence are the cornerstone to good health. Interventions to achieve these are particularly important to reduce youth obesity.

Health care in teens

Adolescence is a period of about 10 years. until the late teens or early 20s, during which children go through changes remarkably physical, intellectual and emotional. Monitoring children during this period presents a challenge for both parents and doctors. Fortunately, most adolescents in good physical health, but psychosocial difficulties are common, because even normal individuals struggling with issues of personality, independence, sexuality and interpersonal relationships. Most teens have a constant preoccupation with the question "Who am I, where I go and what my relationship with all the people in my life?". Many forms of unhealthy behaviors that start during adolescence (eg, smoking Tips for parents to influence behavior change skills and application of the rules of healthy eating:

- use oil in small quantities in cooking
- take into account the size of the food pieces
- use at every meal fruits and vegetables
- use fish at least 2x a week

- adolescents should always remove the skin from chicken meat
- use lean meats and limit consumption quantities
- use of integrated products
- have reduced the

Introduction of consumption of sweetened drinks at

Analysis and interpretation of records

Table No. 1. Pearson correlation results for healthy behavior correlated variables

		Healthy behavior
Weight	r	-.076
	p	.018
	N	969
Do you drink alcohol	r	.086**
	p	.007
	N	1005
Do you smoke	r	.119**
	p	.000
	N	1005
Do you deal with physical activity	r	.542**
	p	.000
	N	1005
Feeding	r	.364**
	p	.000
	N	1005
Relationship with father	r	.172**
	p	.001
	N	982

Relationship with mother	r	.166**
	p	.001
	N	1001

Linear regression analysis was used to determine if weight, drinking alcohol, smoking, dealing with physical activities are important for prediktor healthy adolescent behavior. Initially seen the degree of correlation between the values of healthy behavior with weight, physical activity, nutrition, smoking and drinking alcohol. The results show that the weight is found in negative correlation ($r = -.076$). although this correlation is statistically valid it is weak. Correlation shows how much weight are the smaller adolescents is their health care. While drinking alcohol and smoking were positively related to healthy behavior, but it is worth noting that the maximum values in these two instances show that teens do not drink alcohol or smoke. While the positive correlation and nutrition activities indicate that as many healthy behaviors as more young people practice sports and pay attention to nutrition health. And that this correlation is moderate and statistically significant (Table 1).

Table 2. Summary results of the regression model

Model 1	R	R Square	Adjusted R Square	p
Drinking alcohol	.086 ^a	.007	.006	.001
Smoking	.119	.014	.013	.001
Feeding	.364	.132	.131	.001
Physical activity	.542	.293	.293	.001

a. Prediktor: (Konstant) Drinking alcohol; Smoking; Feeding; Physical activity.

It shows that smoking, alcohol, dealing with physical activity and nutrition healthy are predictor significant variance of bringing healthy but the forecast is not too strong to explain the behavior of healthy Just 0:07% of the variance behavior of healthy explained drinking alcohol [Rs = .007, β (39.6., 56) = .08, $p = .007$]; smoking only explains 0.014% [Rs = .014, β (39.5., 49) = .11, $p = .001$]; getting physical activity explains 29.3% of variance [Rs = .293, β (32.9., 91) = .54, $p = .001$] and nutrition explains 13.2% of variance [Rs = .132, β (36.2, 1.0) = .36, $p = .001$]

These results indicate that high teens who value healthy behavior are more engaged in physical activities and pay attention to healthy food.

When the model is added as prediktor weight which only explained variance only 0:06% of healthy adolescent behavior have 46.5% of the variance explanation by the combination of these five factors.

Tables 3. Results of regression analysis where the dependent variable is healthy adolescent behavior.

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Ulqini	(Constant)	14.399	1.455		9.893	.000
	Adolescent health values	1.012	.034	.747	29.443	.000
	Healthy behavior in the family	-.002	.010	-.006	-.235	.814
	The importance of the relationship with father	-.037	.030	-.034	-1.241	.215
	The importance of the relationship with mother	.036	.028	.035	1.281	.201
Shkodra	(Constant)	10.932	2.546		4.294	.000
	Adolescent health values	.873	.059	.677	14.850	.000
	Healthy behavior in the family	.022	.017	.056	1.284	.200
	The importance of the relationship with father	.126	.049	.121	2.581	.010
	The importance of the relationship with mother	.094	.055	.080	1.709	.089

These results indicate that high teens who value healthy behavior are more engaged in physical activities and pay attention to healthy food.

When the model is added as prediktor weight which only explained variance only 0.06% of healthy adolescent behavior have 46.5% of the variance explanation by the combination of these five factors. While healthy family behavior is checked for its variance prediktibilitetin of healthy adolescent behavior. Healthy behavior in the family although it is showing a significant prediktor statistically Veccia she explains 0.07% of the variance of healthy behavior in adolescents.

The relationship with the father and mother entered in the regression model showed that the relationship with his father explained variance of 0.03%, while 0.2% relationship with his mother. when both are included in the model relationship together they explain 0.4% of variance are important prediktor healthy behavior.

Regressionit analysis is made for healthy adolescent behavior with four scales considered in this research and look at the table when these rates are combined in just the scale model "values of health for adolescents" preserves signifkancën $p < .05$ and no other steps prediktorë are important for healthy adolescent behavior. But these factors combined together explain 54. 8% of variance healthy behavior ($R_s = .548$).

Except for the cities analyzed as shown in Table 3. see the city of Shkodra and maintains the relationship with his father as a predictor signifkancën. This model explains 55. 9% of variance healthy behavior for teens Ulcinj ($R_s = .559$) and and 54. 9% ($R_s = .549$) for adolescents Shkodra.

Tables 4: Të dhënat përshkruese për Sjelljen e shëndetshme me moshën e adoleshentëve.

Age in years	Medium	Standard deviation	N
12. 00	2. 13	. 640	15
13. 00	2. 59	. 532	105
14. 00	2. 51	. 640	215
15. 00	2. 61	. 564	178
16. 00	2. 55	. 597	151
17. 00	2. 58	. 572	147
18. 00	2. 54	. 594	194

Kruskal-Wallis test was used to see whether age influences adolescents reporting values on the scale "values of health for adolescents". The results show that $p = .04$, indicating that the effect is significant, and this is performed post hoc analysis (LSD) to see which age the differences between larger in relation to healthy behavior. The results show that significant differences are between the age of 12 with all other ages up to 18 years. Adolescents aged 12 years have the lowest annual average growth rate of healthy behavior than those of older ages.

Tables 5: Hi square test results for adolescents coming from Ulcinj and Shkodra in their responses to the "values of health for adolescents".

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	2. 572 ^a	2	0. 276	0. 275		
Likelihood Ratio	2. 604	2	0. 272	0. 282		

Fisher's Exact Test	2.588			0.273		
Linear-by-Linear Association	1.487 ^b	1	0.223	0.228	0.123	0.023
N of Valid Cases	1005					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.76.

b. The standardized statistic is 1.219.

The data were analyzed with chi square test for adolescents coming from Ulcinj and Shkodra in their responses to the "values of health for adolescents have shown that there is no correlation in the distribution of responses in reporting" values of health for adolescents "with the city $\chi^2 (2) = 2.57, p < .223$.

In the table we see that in general we have a total of 5.2% of participants who responded to the category "Not at all important" and 3.8% of them are represented by the Ulcinj adolescents and 1.4% from Shkodra. Next in the category of very important responses have 59% of adolescents and 64.3% Ulcinj. While the overall total of 43.4% of the responses have Ulcinj adolescents and 17% of adolescents from Shkodra who are represented with more important category.

Table 6. Annual average growth rate, standard deviation and variance analysis results for healthy behavior and drinking alcohol.

Drinking alcohol	M	SD	N
Every day	39.70	5.14	10
6 days a week	41.83	6.33	6
5 days a week	39.66	2.88	3
4 days a week	41.66	4.93	3
3 days a week	42.33	4.27	6
2 days a week	41.00	3.30	12
1 days a week	40.86	4.36	37
1 in two weeks	41.96	2.75	55
Every month or less	41.10	4.14	124
I do not drink alcohol	41.93	3.68	749

$$F(9, 995) = 1.3, p = .206, \eta^2 = 0.012$$

As shown in the table, healthy behavior had the highest average in the group of adolescents who do not drink alcohol ($M = 41.9, SD = 3.6$), compared with other groups. Teenagers who do not drink alcohol have been shown to have healthier behavior than those who drank alcohol and this difference was statistically valid ($F(9, 995) = 1.3, p = .206, \eta^2 = 0.012$).

Conclusion

This study was led mainly by development theories which describe the needs of children as they go through during adolescence. The basic belief is that children have special needs at every stage of life, based on growth and development that is expected to occur during that period. Stages of adolescence, like others before it, has its own set of development achievements which should be achieved within a reasonable time in order to optimize the development. In order for adolescents to do this they must adjust their roles in their relationships with their parents, becoming more equal over time. In fact the whole goal of adolescence is to turn the child into a functional adult who is no longer dependent on caregivers. This is a great road for parents and teens as transformed their role requires frequent adjustment and renegotiation. The first family is the basic institution of society, family education takes place not in school, but naturally, the full family provides appropriate educational conditions, family education relies heavily on the family tradition and beyond. In the family used special educational methods, which can avoid the educational care for the younger generation, in numerous conversations and random, individually developed to promote the creation of emotions and beliefs, without excluding the prevention of the negative.

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NATO in Balkan's Late Twenties Tide

Khavit Sadrijaj

Student in the doctoral program at the Institute of European Studies, University of Tirana
khavit.sadrijaj@rks-gov.net

Abstract

NATO did not intervene in the Balkans to overcome Yugoslavia, or destroy it, but above all to avoid violence and to end discrimination. (Shimon Peres, the former Israeli foreign minister, winner of Nobel Prize for peace) NATO's intervention in the Balkans is the most historic case of the alliance since its establishment. After the Cold War or the "Fall of the Iron Curtain" NATO somehow lost the sense of existing since its founding reason no longer existed. The events of the late twenties in the Balkans, strongly brought back the alliance proving the great need for its existence and defining dimensions and new concepts of security and safety for the alliance in those tangled international relations.

Keywords: NATO, the Balkans, military intervention, new concepts

Preamble

In the nineties, NATO took on a new role by creating stability in the troubled and violent Balkans.¹

One of the first challenges and serious issues facing NATO after the fall of the Berlin Wall was the Balkan crisis, otherwise known as former Yugoslav crisis.²

The crisis of the former Yugoslavia started internally a few years after Tito's death. But still, it continued to be dominated by federalists by the end of the '80s. The processes in Eastern Europe after the fall of the Berlin Wall and the dissolution of the Soviet Union only accelerated the Yugoslav crisis, and shoved it in a very problematic situation.

The Yugoslav crisis passed certain stages. It began in 1991 with the secession of Slovenia, Croatia and Macedonia, followed by Bosnia and Herzegovina crisis that peaked in 1994-1995, rose again the Kosovo crisis, especially in 1998-1999 and finished as a crisis with conflicts and wars in Macedonia in the spring of 2001.³ The Yugoslav crisis was complex. It assumed the character of an armed conflict, almost in the dimensions of a regional war. Not only did the Yugoslav crisis engage NATO but it also engaged all the important international factors such as UN, OSCE, EU, EC. The conflictual character of this situation and realistic expectations about the possible expansion of the conflict in much larger proportions, made NATO's commitment to resolving the crisis in the Balkans necessary. International opinion began to be shaken by the shocking images from the state that once was known as Yugoslavia of Tito - but that now was "overflowing" from the ethnic hatred, nationalisms and chauvinistic that Europe had thought it had left behind with the ending of World War II. "European barbarism in the Balkans has showed itself with neighbor slaughtering one another in fratricidal wars that have

¹ Brzezinski, Zbigniew, ZGJEDHJA- Global Domination or Global Leadership, Zenith, Pristina, 2006, p. 121

² Bashkurti, Lisen, On the International Law and International Organizations, Helping young diplomats, p. 162, Geer, 2006 Tirana

³ Bashkurti, Lisen, Mbi të Drejtën Ndërkombëtare dhe Organizatat Ndërkombëtare, Në ndihmë diplomatëve të rinj, Geer, 2006, Tiranë, p. 162

cost more than 200,000 human lives, and attempts for the ethnic cleansing of millions of human beings, most Bosnian Muslims and Kosovars" ¹.

Bosnia and Herzegovina

To achieve peace", it is the focus of the international community's commitment in Bosnia and Herzegovina's calamity. This was largely because of collisions and initial indifference of the international community regarding the appalling situation created in this part of Europe, during the disintegration of Yugoslavia. "Originally, from the Europeans as well as by Bush administration (the oldest - v. j) this crisis was seen as a European problem that should and can be solved by the Europeans"². It cost a lot more, then what was supposed to do in beginning it was done too late. To help solve the appalling crisis in Bosnia and Herzegovina, UN peacekeepers were sent initially, while the UN Security Council approved a series of resolutions demanding an end to the war. Realizing the emptiness of these collisions at this level, and not respecting the resolutions of the UN, the Bosnian Serbs continued to commit murders in the most brutal ways, massacres, deportations and everything else that makes the portrait of the sentence "ethnic cleansing" clear, a term which later was heard in the vocabulary of diplomats and international politicians in the phrase of defining everything that was happening there. The culmination of this gap resulted in massacres of July 1995, when Serb forces entered the "protected areas", one of them Srebrenica, and murdered within a few days, over eight thousand Muslim men and boys in Bosnia just before the eyes the world and the peacekeeping forces that were present in order to help preventing that what happened. "On 11th July 1995, Srebrenica became the latest victim in a campaign of genocide committed before the eyes of Europe and the United States"³ – wrote at the time former Foreign Minister and former Bosnian ambassador to the UN, Muhamed Sacirbey, recalling that such horror breaks US-European commitment "never" given after the Holocaust, at the end of World War II. US envoy of the Clinton administration, Richard Holbrooke, in his book *To end a war*, accepts the implications of the relationship between the decision-making factors. "There was no more energy left in the international system. Confusion prevailed about the Bosnian Serb brutality. The first line of resistance to any action was the Dutch government which refused to allow its attacks until its soldiers leave Bosnia. We made pressure for action through every channel in London, Paris and in NATO. It was useless. The Serbs knew this and kept the Dutch forces hostage in Potocari until they finished their filthy work in Srebrenica"⁴. After the failure of the peacekeeping forces of the United Nations at the height of the crisis, the intervention of NATO force was inevitable and only for the abolition of war and the establishment of peace between the parties.

Like it or not, fear makes people to jump each other's arms.

Lord Carrington, former secretary general of NATO.

Bosnian war undoubtedly set new standards in the field of relations and the power of response of the international factors to future crises. It also testified that Europe's form of commitment and action, its slow policy and without a mutual cooperation with the Americans was not quite ready for solving such crises. Robert Kagan in his book *Paradise and Power* had said that Europe acts more slowly, a thing that Americans do with rapid interventions that have been shown to be successful. The crisis was finally elected within a few days primarily using the US Air Force, under NATO auspices humiliating the Europeans, who had been silent witnesses of a genocide "⁵. The first attempt to use EU as a crisis mechanism had failed in Bosnia and Herzegovina. ⁶

The purpose of the NATO intervention in Bosnia and Herzegovina was to stop the war, ensure a lasting peace and the establishment of the institution of trust between sides. 60,000 heavily armed NATO troops were sent to Bosnia and settled

¹ Ash Garton Anthony, *Fre World*, Random House, New York, 2004, p. 52

² Albright Madeleine, *Zonja Sekretare, botimet Dudaj, Tiranë*, 2004, p. 216

³ Sacirbey Muhamed, *A convenient genocide in a Fishbowl*, aconvenientgenocide.com

⁴ Hoolbrooke Richard, *To end a war*, Random House, New York, 1998, p. 70

⁵ Weller Marc, *Shtetësia e kontestuar*, KOHA, mars 2009, Prishtinë, p. 449

⁶ Weller Marc, *Shtetësia e kontestuar*, KOHA, mars 2009, Prishtinë, p. 449

a sustainable ceasefire there. ¹ The presence and role of NATO supported the Dayton peace agreement signed by the powers and parties of the conflict in 1995.

The intervention of the international community in the case of Bosnia and Herzegovina was just like doctors unexpectedly concluding the disease of the patient at risk, using inadequate treatments, delay the preparation of the medication in the lab and the patient almost dies.

2. Kosovo, another step for NATO

"You may not be interested in war, but war is interested in you"

Trotsky²

This time, the international community responded faster and more powerful even though the Kosovo case had a confusion in the unique decisions to intervene.

"During the war we had to respond to more difficult questions, but what helped us was the idea that no matter how difficult these questions were, however, they were much lighter than the questions we would have had to ask ourselves if we did not act. If NATO had not acted, the Serbian offensive would eventually move more than half a million Kosovars, radicalizing many of them and also would have created a new source of long-term tensions in Europe. Milosevic could be empowered, and perhaps also tempt others to add their power through such methods. And NATO would have remained divided, thus putting into question its very existence at the dawn of the twentieth century"

(Madeleine Albright, the book: Madam Secretary)

*"Memories of the Holocaust and human torture that extreme nationalism brought during World War II served as laws for armed intervention in Kosovo"*³

Robert Cooper

Kosovo's people did not want war, but the war was imposed.

*"I stick on the experience that war does not solve anything. But, sometimes it is necessary and nothing else remains (...) We should have intervened in Milosevic's actions much earlier. What about our memory if we have forgotten what happened every day in Sarajevo a few years ago? Shootings in an open city, markets, buildings, schools – and those who have done this have been Serbians supported by Milosevic! The Dayton Agreement had completely left the Kosovo conflict aside, as if it did not exist at all - it was a mistake for which we have to pay now". (Günter Grass)*⁴

The armed intervention of NATO in Kosovo was more than necessary because, besides the escalation of violence and causing a humanitarian catastrophe through the Serbian scenario which strategies and tactics were similar to those in Bosnia while using the blank disagreements of the international community, it also followed the violation of UN resolutions which called for an end to the repression against the Albanian people in Kosovo. ⁵ Inter alia this increased risk of conflict expansion throughout the region, and the consequences would have been tenfold.

NATO had now learned the lessons in the case of Bosnia and was more persistent.

¹ GOLDSTEIN, Joshua S, Marrëdhëniet Ndërkombëtare, DITURIA, 2003, Tiranë botimi i katërt, p. 60

² Just and Unjust Wars, Michael Walzer, Basic Books, New York, p. 29

³ Cooper, Robert, The breaking of nations, Atlantic Books, London 2003, p. 61

⁴ Grass Günter, Novelist Gjerman, Koha Ditore 24 mars 2009/ p.7

⁵ <http://www.nato.int/docu/nato-trans/nato-trans-alb.pdf> Broshurë, NATO e Transformuar, fq. 16, shikuar se fundi 25.06.2008,

"The involved States have acted with enough hesitance to counter the threat of a humanitarian disaster, but also the opportunity of a military confrontation, which could spread beyond Kosovo to Macedonia and Albania, and eventually in other countries" Marc Weller wrote in his book "Contested Statehood"¹.

The evening of 24 March 1999 opened a new chapter, and scored big turnaround for the future role of the North Atlantic Alliance, which for a half century had served its purpose in a row for a collective security for member countries.

The factor that accelerated the start of the bombing campaign by NATO was twofold.

First of, the discovery of a number of massacres of Serb forces against Albanians, including women, the elderly and children, forced NATO to take a decision.

Secondly, the Western powers found the overall strategic plan of Milosevic to "solve" the Albanian problem, known by the code "Operation Horseshoe"²

The existence of this plan was revealed for the first time from the then Foreign Minister Joschka Fischer in his statement of 07 April 99, for the Berliner Zeitung newspaper "On 26th of February Serbs have put into effect the specific plan which had the purpose of the expulsion of the Albanian people of Kosovo"³

In accordance with his code name, Milosevic planned to close the Albanians inside a giant horseshoe and then force them to flee from Kosovo. ⁴

The destruction of their property and all identification documents was to ensure that they will not ever return.

In a nutshell, Kosovo would "be cleansed" from all the Muslims in order to ensure a *lebensraum* for the Serb newcomers. ⁵

At the NATO summit in Washington on April 23 to 25, 1999, was concluded that "The crisis in Kosovo represents a fundamental challenge to the values of democracy, protection of human rights and the legal state upon which NATO has stood since its foundation... therefore the thesis "We will not allow this campaign of terror"⁶ was defended one voice.

NATO's intervention in Kosovo has a double impact this also has a historical weight in international relations.

With the fall of the Soviet Union began the end of the Cold War, and with the destruction of Yugoslavia, which happened in Kosovo, ended the last international relations crash regarding the Cold War, therefore Kosovo's case is an emblematic case because there ended the Cold War and the way towards a new world order was opened. ⁷

Advantages of NATO in Kosovo	Disadvantages of NATO in Kosovo
• NATO's campaign in Kosovo took place without a major loss in men,	• The war lasted longer from what NATO expected,

¹ Weller Marc, Shtetësia e kontestuar, KOHA mars 2009, Prishtinë, p. 205

² Judah, Tim Kosova, Luftë dhe Hakmarrje, KOHA, Prishtine, fq 290

³ Bellamy Alex J., Kosovo and International Society, Palgrave macmillan, 2002, New York, p. 164

⁴ John G. Stoessinger, Perse Kombet shkojnë ne Luftë, Instituti i studimeve ndërkombëtare (AIIS), Tiranë, p. 154

⁵ John G. Stoessinger, Perse Kombet shkojnë ne Luftë, Instituti i studimeve ndërkombëtare (AIIS), Tiranë, p. 154 (**Lebensraum-Habitat**)

⁶ Publication "The reader's guide to the NATO summit in Washington, the Office of Information and Press NATO- 11-10 Brussels, Belgium, the NATO Summit in Washington April 23 to 25, 1999, p 8

⁷ Bashkurti Lisen, ligjerata te autorizuar, UI Prishtinë, October 2009

<ul style="list-style-type: none"> • The last dictator in Europe was defeated • The displaced population returned to their homes • Establish peace in the country, • The construction of the country and security institutions begins and so does the gradual transfer of powers to them. 	<ul style="list-style-type: none"> • NATO did not believe that the Introduction of ground troops will be necessary, • cohesion of the Alliance had fluctuations • The main burden remained of the US although the war took place in Europe.
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Advantages and Disadvantages are mainly resources from books: Making a Modern War - Clark, and Robert Kagan – Of Paradise and Power.

3. Former Yugoslav Republic of Macedonia – FYROM

NATO intervened in FYROM to extinguish tensions between the country's ethnic Albanians and the armed forces of this country.

Former FYROM President Boris Traykovski on June 20, 2001 through a letter sent to Secretary General Lord Robertson of NATO at the time, required the intervention of NATO as the only alternative to prevent civil war in the country¹.

NATO in principle accepted the request but under the condition, that the FYROM's government approves the constitutional reforms to enhance the participation of ethnic Albanians in society and politics.

A decision to intervene "with stronger rules of engagement" in FYROM, NATO had taken on the 29th June in year 2001 but an intervention could be done after the violence between the parties had been terminated, the establishing of a successful dialogue between the parties was made, a truce between the parties was reached and to make sure that it is being followed.

On August 13, 2001, the Skopje government and ethnic Albanian representatives signed the Ohrid Framework Agreement. Under this agreement, the government pledged to improve the rights of the ethnic Albanian population. In exchange, the ethnic Albanian representatives agreed to abandon separatist demands and hand over their weapons to NATO. This was the beginning of short-term military presence of NATO in the country (2001-2003).²

In FYROM, NATO engaged in three separate operations:

Operation Essential Harvest, - it was officially founded on August 22 and effectively began on August 27, 2001. This 30-day mission was manifested by sending about 3,500 NATO troops, with logistical support, to disarm groups ethnic Albanian and destroy their weapons.

Operation Amber Fox: 23 September 2001 - December 15, 2002, would have a specific mandate to contribute to the protection of international observers, who will monitor the implementation of the peace plan in the former Yugoslav Republic of Macedonia. The mission was placed under German leadership with the participation of other countries in NATO and consisted of about 700 troops, along with 300 troops that were already in place.

Operation Allied Harmony; - In response to a request from President Traykovski, the North Atlantic Council agreed to continue supporting the former Yugoslav Republic of Macedonia with a new mission by 16 December 2002.

¹ http://www.nato.int/cps/en/natolive/topics_52121.htm, Peace support operations in the former Yugoslav Republic of Macedonia¹, last visited 07. 01. 2010

² http://www.nato.int/cps/en/natolive/topics_52121.htm, Peace support operations in the former Yugoslav Republic of Macedonia¹, last visited 07. 01. 2010.

Since that was very real likelihood that the Amber Fox operation will be completed successfully, the North Atlantic Council agreed to the continuation of the international military presence in the country, in order to minimize the risks of destabilization.

NATO's presence after December 15 had a double impact; Its operating elements provided support for international observers, and its advisory element helped FYROM's government in taking security responsibilities across the country. ¹

Conclusion:

The collapse of the Yugoslav state through bloody wars in the former republics of that State and terror created in the past two decades in the region were the basis of the need for existence, returning the North Atlantic Alliance to the scene and redesigning the strategy of NATO actions. At the same time what happened in that part of Europe strengthened the thesis that the only force that can be faced with such situations is the North Atlantic Alliance. NATO intervention in the Balkans was the first time that this alliance in practice observed Article 5 of its charter. In fact, it was the first war since its establishment, had told General Clark, supreme allied commander during the Kosovo intervention.

NATO proved with the intervention in the Balkans that is unique and that it is the only hope for unprotected nations, dedicated to interrupt conflicts and wars in the countries where the state has no will or capacity to protect its citizens, and especially then when it becomes the source of their endless suffering.

NATO intervened in the Balkans in order to reinforce long-term stability, develop and integrate the region into Euro-Atlantic structures. ²

As is Bosnia and Herzegovina so are Kosovo and the Former Yugoslav Republic of Macedonia running through integration processes.

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¹ <http://www.nato.int/fyrom/> last visited 07. 01. 2010.

² NATO Public Diplomacy Division, 1110 Brussels-Belgium, website: www.nato.int, Publikim Se bashku për Sigurinë, p.18

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Raising Awareness on the Turkish Learners of English about the Arbitrary Nature of Figurative Expressions

Assist. Prof. Dr. Abdulkadir ÇAKIR

Mevlana (Rumi) University, TURKEY

akcakir@mevlana.edu.tr

Abstract

In this paper, we have tried to remark the significance of the arbitrary nature of figurative expressions for the Turkish learners of English comparing English metaphors, similes, idioms, proverbs, sayings and collocations with their closest Turkish equivalents. If figurative expressions are interpreted literally or translated word for word, they sound nonsense. From the view point affective communication, inaccuracy or inappropriateness of the informative connotations of our words are irrelevant. Therefore, we may refer to the moon as “a beautiful lady”, “a grandfather”, “a tray”, or “silver ship” or anything as long as the words arise the desired feeling. For that reason, literary works are difficult to translate from one language to another because regarding only the informative connotations will often falsify the affective connotations. Figurative expressions are based on some supplementary complements in the primary meaning and often they are arbitrary and conventional. Therefore, they are usually specific to a particular culture and language. For example, “an owl” is considered to be exceptionally clever in the Western culture but its most important connotation in the Turkish culture is its bringing bad luck. The traits assigned to animals and entities differ from culture to culture. Thus, to comprehend such figurative expressions and translate them properly is impossible without knowing their closest equivalents in the relevant languages. We can see the arbitrary nature of figurative expressions clearly examining some metaphors, similes, idioms, proverbs, sayings and collocations and their equivalents in the target language. We are of the opinion that this activity will enable us to raise awareness on the Turkish learners of English particularly on the prospective teachers of English and so that they will have the chance of becoming component speakers and writers.

Keywords: figurative expressions, connotations, equivalent

Introduction

An event or a quality can be described more comprehensively and strikingly through figurative expressions rather than using literal language as the traits of the animate can be used for the inanimate and vice-versa. That's why a car may “lie down and die”, the wind “kisses” our cheeks, the waves are “angry” and “roar”, the cliffs are “treacherous”, the mountains “look down” on the sea, the machine guns “spit”, revolvers “bark”, volcanos “vomit fire” and engines “cough”. That is to say that words have connotative meanings in addition to their conceptual meanings. In other words, they have affective connotations besides their informative values. For instance, “I have been waiting for ages” is a more effective way of saying than “I have been waiting for a long time.” Likewise, “He has got tons of money” is more effective than saying “He has got a lot of money”. By the same token, “I am as hungry as a bear” is more effective than saying “I am very hungry.”

If figurative expressions are interpreted literally or translated word for word, they sound nonsense. From the view point of affective communication, inaccuracy or inappropriateness of the informative connotations of our words are irrelevant. Therefore, we may refer to the moon as a beautiful lady”, “a grandfather”, “a tray” or “a silver ship” or anything as long as the words arise the desired feeling. For that reason, literary works are difficult to translate from one language to another because regarding only the informative connotations will often falsify the affective connotations.

A word may have additional meanings assigned to it which are very different in every essential aspect from the primary meaning and where the link is not through essential components, such meanings are called "figurative". The more figurative the language is, the more extended the sense is. We must keep in mind that figurative expressions are those that extend the sense of a word in various directions. The comparison of "It is a fox." with "He is a fox." indicates that the former tells us the animal is a fox whereas the latter tells us about a man who is deceptively clever.

Figurative expressions are based on some supplementary complements in the primary meaning and often they are arbitrary and conventional. Therefore, they are usually specific to a particular culture and language. For example, "an owl" is considered to be exceptionally clever in the Western culture but its most important connotation in the Turkish culture is its bringing bad luck. The traits assigned to animals and entities differ from culture to culture. Thus, to comprehend such figurative expressions and to translate them properly is impossible without knowing their closest equivalents in the relevant languages.

We can see the arbitrary nature of figurative expressions examining some metaphors, similes, idioms and proverbs collocations and their equivalents in the target language.

Metaphors and Similes

Metaphors and similes are the main features of figurative language which often appear in the works of outstanding writers. They are the most effective ways of reflecting the writer's ability of seeing the striking resemblances and conflicting differences.

We can classify metaphors into three categories.

Dead Metaphors

Dead metaphors are the ones that have removed from their sources and whose figurative aspects are ignored. For instance, the hands of a watch, the branches of a river, a chain of stores, the eye of the needle and so on. Some dead metaphors are so commonly used for their quick and affective power that they have become a part of the ordinary language.

Stock Metaphors

The metaphors which reflect a speech community's culture are called "stock metaphors". They cover all kinds of social and cultural values of the society. They are difficult to comprehend. For instance, "horse" symbolizes "strength" in English but it is symbolized by "lion" in Turkish. Accordingly, "innocence" is symbolized by "lamb" in English but it is symbolized by "angel" or "infant" in Turkish.

Creative Metaphors

It is also called original or live metaphor. This type of metaphor reflects particularly the writer's/ speaker's personal interest and imaginative power. Creative metaphor is the most common and convenient descriptive instrument in a language. It is often dramatic and shocking in affect as they establish points of similarity between one object and another without clearly stating what these resemblances are. For instance, the claws of darkness, the fingers of the fear, the heart of the problem, killing smile, the tears of love etc.

The images of some metaphors in different cultures overlap, thus, we have no problem in understanding them. We can mention most of the dead metaphors in this group. For example, a ray of hope, the circle of death, the leg of the table and so on. The images of some metaphors do not overlap but similar metaphors with different images can replace them. For instance, we use black days instead of rainy days in Turkish, "black eyes" replaces "blue eyes" in Turkish and instead of saying "sleep like a log" we say "sleep like a dead person or like a stone" in Turkish. If there is no equivalent of a metaphor in the target language, the sense behind the image should be interpreted analyzing the metaphor in detail. For example, "He keeps a good cellar." refers to "He has a rich wine cellar", "My father" has green eyes" refers to "My father is a good

gardener.” “To make a mountain out of a mole hill” means “To turn a flea into a camel” in Turkish. We should bear in mind that a lexical word can have several metaphoric interpretations as seen in the above examples.

Similes

Similes are not as difficult as metaphors as they are more precise and more restricted and they limit the resemblance of the object and its image to a single property. In a simile, the words “like” or “as.... as” are used to illustrate the nature of the comparison. The main problem may be cultural.

For instance, we say somebody is “as hungry as a wolf” instead of “as hungry as a bear”.

Idioms

Idioms are special expressions composed of words with meanings assigned to the whole unit. In other words, the meaning of the whole idiom is not the sum of the meanings of the words that constitute it. Idioms reflect the way of living of the society that uses them and they change from language to language. Oxford Advanced Learner’s Dictionary (2010:744) defines idioms as: “a group words whose meaning is different from the individual words.” For instance, “Let the cat out of the bag” is an idiom meaning to tell a secret by mistake. If we define idioms as phrases or word groups whose meanings cannot be predicted from the individual words that constitute them, then we have to stress that idioms are difficult to comprehend because of their arbitrary nature. For example, “apple polisher” literally means someone who polishes apples whereas its actual meaning is someone who flatters someone else. Another example is “upset the apple cart.” Its literal meaning is to cause the cart to fall on one side but its idiomatic meaning is to spoil someone’s plan or arrangement.

Thinking the arbitrary nature of idioms, we can conclude that the best way to convey the meaning of an idiom is to find its equivalent in the target language.

The following are just a few examples to illustrate the arbitrariness of idioms.

Some Idioms	Their Literal Meanings	Idiomatic Meanings
1. To paddle one’s own canoe	To row one’s own boat	To do your work on your own
2. To bite more than one can chew	To try to eat something biting a too big piece	To attempt to do something beyond your power
3. To pull the wool over one’s eyes	To cover one’s eyes with wool	To cheat somebody
4. To smell a rat	To smell a rat	To start to suspect
5. To pull one’s leg	To drag one’s leg	To play a joke on somebody
6. Straight from the horse’s mouth	Directly out of a horse’s mouth	First-hand information

It is not surprising that non-native speakers of English naturally have problems in understanding some idiomatic expressions and get confused since the true meaning of an idiom generally cannot be determined by studying its components.

Proverbs and Sayings

Obviously there are sayings and proverbs in every language which stem from the actual use of the language in course of years. Proverbs like idioms reflect the world view of the society and the way of living besides giving some clues about the

culture and the history of that society. Proverbs express certain judgements made in different conditions by different people. Therefore, it is possible to meet conflicting proverbs in the same language for each proverb stems from certain experiences. Besides there are some proverbs borrowed from other languages as languages are living things. For example, "Don't put all your eggs into the same basket.", is an English proverb but used in Turkish.

Some proverbs especially culture-bound ones are difficult to comprehend unless you know their recognized equivalents in the target language. Let's examine some English proverbs and their equivalents in Turkish to have a clear idea about the problem.

English Proverbs	Turkish Equivalents
1. Men make houses, women make homes.	1. The female bird makes the nest.
2. One swallow does not a summer make.	2. Spring does not come with one flower.
3. Walls have ears.	3. The floor has ears.
4. Don't judge a book by its cover.	4. Don't be fooled by appearance.
5. Birds of feather flock together.	5. Tell me about your friends, I'll tell you who you are.
6. If you can't stand the heat, get out of the kitchen.	6. Don't open a shop if you don't know how to smile.

Collocations

A collocation is a combination of words which frequently occur together. The meanings of some collocations can be predicted from the meanings of their components. Such collocations do not produce much difficulty for the learners. However, the meanings of many collocations cannot be predicted from their constituents as their meanings are arbitrary. Only the native speakers know their meanings somehow. There is arbitrariness in the use of constituents of many collocations. The words that seem to have the same lexical sense may have different semantic properties due to the company they keep. Language differs in the way they perceive the reality. Thus, to suppose that there exists a "word-for-word" correspondence between any two languages is a misconception. However, that doesn't mean that the view of the world held by different linguistic communities is unbridgeable.

The following examples can illustrate how the same words may have different meanings when it occurs with different collocates.

Collocations	The meanings of them
1. Fresh water	Water without salt
2. Fresh horse	A vigorous horse
3. Freshman	First year student in a collage
4. Fresh air	Cool, clean air
5. Fresh vegetable	Newly collected(picked) vegetable

As we see in the above examples, the same word “fresh” has different meanings when used with different collocates.

Conclusion

As we know the culture of a society is reflected by the language spoken by that society. In other words, there is a close relationship between culture and language and language is the mirror of the culture. To understand the culture of the target community the figurative expressions, such as metaphors, similes, proverbs, sayings, idioms and collocations are of great significance and particularly prospective teachers of English should be aware of the arbitrary nature of figurative expressions to be component speakers and writers besides being good models for their students. Teachers of English can make their lessons more fun and more interesting making use of figurative expressions.

All in all, using figurative expressions is the most effective, interesting and attractive way of expressing one's ideas and emotions. There is no doubt that any writing, particularly, literary ones would be too boring, tasteless and colorless if figurative expressions weren't used.

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The Albanian Adaptation of Physics Attitude Test: Validation with 10th Grade Students

Ahmed Fatih Ersoy

Epoka University, Department of Computer Engineering

afersoy@epoka.edu.al

Ylljet Aliçka

European University of Tirana, Faculty of Social Sciences and Education

ylljet.alicka@uet.edu.al

Abstract

Attitude is an important factor in learning. The purpose of the study is to adopt a Turkish attitude test in Albanian language, to examine the secondary school students' attitude towards Newton's Laws of Motion, and to report the validity and reliability of the study. The sample was 387 secondary school students from five high schools in Albania. The original questionnaire measures five attitude components, which are enjoyment, self-efficacy, importance of physics, achievement-motivation, and interest related behavior. The data collected from five high schools was analyzed and similar factor structures were found as in the original questionnaire. Based on the principal component analysis five dimensions for learning physics were found. The Cronbach's alpha reliability was found to be .75. Physics Attitude Test, is a tool to assess secondary school students' attitude towards Newton's Laws of Motion. Keywords: Physics, Secondary School Science, Newton's Laws of Motion, Attitude, Education, Science, Assessment, Albanian, Fizika, Lëndet shkencore në shkollat e mesme, Ligjet e Njutonit, Qëndrim, Edukimi, Shkencë, Vlerësim, Shqip.

Introduction and Literature Review

Physics, as a science, a tool for grasping better understanding of nature. The developments in physics during the last centuries not only effected the science and technology but also affected our lives. Educational sciences are also had their share. One of the major goals of researchers is to find an effective method in physics learning as researches indicate that physics achievement is less than other disciplines (Gok & Silay, Dieck, Rivard & Straw, Mattern & Schau, as cited in Kaya & Boyuk, 2011). Abak (2003) stated that %50 of the variance in learning outcomes can be explained by cognitive characteristics where %50 is undefined led researchers to focus on affective characteristics which may affect learning. The result of researches on these characteristics, the key affective components can be grouped under attitude and motivation (Gungor, Eryılmaz, & Fakioglu, 2007).

Although there are many definitions of attitude, according Ajzen and Fishbein (1977) "a person's attitude represents his evaluation of the entity in question". Attitude is summation of someone's "inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic" (L. L. Thurstone, 1928). As cited in Tanrıverdi and Demirbaş (2012) attitude as the most important affective factor which influences learning, it has positive as well as negative effect on individuals learning (Yaşar & Anagün, 2008). Attitude is formed by organization of experiences and knowledge (Tavşancıl, 2002), and according to Ekici (2002) one of the best descriptors of behavior with cognitive, affective and psychomotor dimensions (as cited in Tanrıverdi & Demirbaş, 2012).

Gagne (1985) described attitude as interaction of cognitive, affective, and behavioral domains as a mental state where learners' behaviors effected while they make their choices (as cited in Olagunju & Zongo, 2011). According to Koballa and

Glynn (2007) attitude effects motivation and motivation effects learning. Attitude can also be defined as “tendency to respond positively or negatively to things, people, places, events or ideas” (Simpson, Koballa, Oliver and Crawley as cited in Tokgöz, 2007).

It is important to measure a construct like attitude as well to define it. It had been always assumed to be a complex process. L. L. Thurstone (1928) described this process as:

In devising a method of measuring attitude I have tried to get along with the fewest possible restrictions because sometimes one is tempted to disregard so many factors that the original problem disappears. I trust that I shall not be accused of throwing out the baby with its bath.

As stated by Kaya and Boyuk (2011) there are many scales developed to measure attitude. L. Thurstone and Chave (1929) developed an attitude scale. Later on Likert, Roslow, and Murphy (1934) utilized a simple and reliable method to score Thurstone Attitude Scales which is well-known and widely used even after 80 years.

One of the most challenging lessons for students from secondary school to university even for adults in graduate studies is physics (Erdemir, 2009). As cited in Erdemir (2009) learning environment and attitude towards it is also important factor though it should be also measured while measuring students’ attitudes towards physics should take into account their attitudes towards the learning environment (Crawley & Black, 1992).

Basic objective of science learning should be increasing students’ attitude towards physics as their attitude (feel) towards science influences their performance while research in the field showed that increase in students’ science achievement can be possible with positive attitudes toward science (Cannon & Simpson, 1985; Simpson & Oliver, 1985; 1990, as cited in Tokgöz, 2007).

Researchers conducted abundant studies in order to find out the factors effecting the attitude towards science/physics based on the fact that the students do not like physics lessons as well as their physics teaches unless they have positive attitude towards physics (Erdemir, 2009).

The purpose of the study is to adopt a Turkish attitude test in Albanian language, to examine the secondary school students’ attitude towards Newton’s Laws of Motion, and to report the validity and reliability of the study.

The research question of the study as follows:

Is Physics Attitude Test (PATT) reliable to use into Albanian culture to measure 10th grade students’ attitude towards Newton’s Laws of Motion?

Rationale

It is not only important to sustain a classroom environment that increases students’ attitudes towards physics to promote their learning, but also it requires full use of abilities and resources. As previous studies implied the effect of positive attitude increasing students’ achievement, learning environments should be developed in order to escalate students’ attitude towards physics. To achieve this goal attitude and its factors should be able to be investigated. Consequently, measuring students’ attitude towards physics while adapting Physics Attitude Test into Albanian culture and classifying the factors are the main purpose of this study. The Physics Attitude Test aims to measure university students’ 10th grade students’ attitude towards Newton’s Laws of Motion.

Method

The methods section consists of four parts where instrument, translation, sample, and data analysis will be explained briefly.

Instrument

The original test to measure the level of students' attitude towards Newton's Laws of Motion content was developed by Taşlıdere (2002) in Turkish, Küçükler (2004) modified by reversing five items to its negative form and changing two items to their new forms which are 23rd and 24th items (as cited in Serin, 2009). Both of the original tests were to measure students' attitude towards "simple electric circuits", which were replaced by "pressure" in order to be applied for pressure unit (Serin, 2009). Further versions of the attitude test applied to other topics like force and motion unit (Gökalp, 2011; Temizkan, 2003), growth in living things (Koksal & Berberoglu, 2014), Newton's Laws of Motion unit (Eryılmaz, 2004), etc.

PATT adopted from revised versions (Serin, 2009) into Albanian. As it is measuring students' attitude towards pressure content, "pressure" term in the test replaced with "Newton's Laws of Motion" terms. PATT measures 10th grade students' attitudes toward Newton's Laws of Motion. Newton's Laws of Motion covers the following content:

- Newton's First Law of Motion
- Newton's Second Law of Motion
- Velocity change with the effect of constant force
- Relation of acceleration with the magnitude of force
- Newton's Third Law of Motion

There are 24 questions (see appendix) rated on 5-point Likert scale. Responses are rated from strongly disagree to strongly agree and coded among one to five respectively. Hence, the score of students from this test may range from 24 to 120. Lower scores indicate negative, higher scores indicate positive attitude towards Newton's Laws of Motion content. PATT has five components that are enjoyment, self-efficacy, importance of physics, achievement-motivation, and interest related behavior. The items and the corresponding components of the attitude test (AT) in Taşlıdere's study (as cited in Serin, 2009) are given in Table 1. The Cronbach's alpha reliability coefficient of the test reported by Taşlıdere, Küçükler (as cited in Serin, 2009) and Serin (2009) where it was reported as 0.94, 0.83, and 0.91 respectively. The Cronbach's alpha reliability coefficient of PATT is 0.75, which means that at least 75% of the total score variance is due to true score variance.

Translation

In terms of validity, three independent bilingual researchers made Albanian translation individually then the inconsistencies were compared. Later on, back translation into English was made by other two researchers to check consistency. Before the final revision was administered to 387 high school students, the translated version is reviewed to check the face and content validity while administering to 17 high school students.

Sample

The sample of this study was 387 high school students from five different high schools in Albania. The test was administered during physics courses to 198 female students, 189 male students, and it has taken around fifteen minutes.

Data Analysis

The data collected from high school students analyzed via SPSS 21.0 for Windows. Students' response were coded according to their response strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5). The score range from minimum 24 to maximum 120. The reliability of the PATT was analyzed by internal consistency which is measured by Cronbach's alpha. For educational studies, the suggested alpha value should be at least .70 or preferably higher (Fraenkel & Wallen, 2003, p. 168). Kaya and Boyuk (2011) compared 20 research studies on students' attitudes towards science content and reported that the Cronbach-Alfa reliability coefficient was in range of 0.65 - 0.98.

Analysis and Results

The PATT items were subjected to principal component analysis (PCA) the Kaiser-Meyer-Olkin value was .879, expressing the suitability of data for factor analysis, exceed the recommended value of 0.6 (Field, 2000, as cited in Çetin-Dindar &

Geban, 2010). Additionally, Barlett's Test of Sphericity reach statistical significance supporting the factorability of the correlation matrix ($\lambda = 2499.184$, $df = 276$, $.000$). The factor analysis of pretest data yielded eight components where the eigen-values were greater than 1.000. Then, the analysis repeated by restricting the number of components to five. The eigen-values of five components are 4.579, 4.273, 2.996, 2.343, and 1.742 respectively. Eigenvalues and explained variance for the components of PATT are given in Table 2.

The reliability coefficient for the test estimated by Cronbach's alpha was 0.75, indicating satisfactory internal consistency. Guttman split-half coefficient is 0.66 which is also acceptable. The five components explained a total of 66.388% of the variance, with component interest related behavior explaining 19.081%, component self-efficacy explaining 17.803%, component achievement-motivation explaining 12.482%, component importance of physics explaining 9.764%, and component enjoyment explaining 7.258% (see Table 2).

Self-efficacy, interest related behavior and achievement motivation are almost identical, only item 24 was loaded to achievement motivation. Other components are also has similar loaded items. One item from enjoyment component was loaded to self-efficacy component, one item from enjoyment component was loaded to importance of physics component, one item from interest related behavior was loaded to achievement-motivation component and two components from importance of physics component were loaded to interest related behavior component. Factor analysis results of the PATT are given in **Error! Reference source not found.** and component loadings of items to the components are given in Table 4.

Conclusions and Implications

Attitude is not a variable which can be observed and measured directly because of that it had been accepted as a latent variable. Latent variables as they are not easy to measure and interpret they were rarely being included in research studies (Çetin-Dindar & Geban, 2010). Based on the findings of the study which aimed to measure students' attitudes towards Newton's Laws of Motion content showed that the adopted version of AT is a valid and reliable tool in Albanian context including the components of interest related behavior, self-efficacy, achievement-motivation, importance of physics, and enjoyment.

As the literature on similar studies mentioned that it is important to measure students' attitudes in order to sustain effective learning. The study will contribute to the literature for the researchers and teachers in order to measure student's attitudes towards a specific content as well as Newton's Laws of Motion content. The researchers and teachers who wants to use PATT for different contents may use it while changing "Newton's Laws of Motion" terms with the respective terms that they want to measure attitude towards that content. As a result it can be also recommended that researchers, instructors, etc. can use AT to evaluate students' attitude towards specific content in secondary school courses.

The results of the study is encouraging to translate the AT to other language settings as it is also valid and reliable in Albanian culture, it might be translated and used in other languages after proper validity and reliability measures taken into account. Additionally, the similar versions of this test could be adapted to the other disciplines like chemistry, mathematics or biology. The test also can be used in other environmental settings such as essays, interviews, case studies, and other qualitative methods to obtain new data.

Further studies may include gender differences, learning environments where technology and/or hands on activities involved, learning in native language, teacher specifications, socioeconomic status, teaching methods and other variables which may affect student's attitude.

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Tables

Table 1 - Items and the respective components of the AT given in Taşlıdere's study

Components	Item numbers
Enjoyment	1, 2, 16, 17, 23
Self-efficacy	9, 10, 11, 18, 21
Importance of physics	3, 4, 5, 13, 14
Achievement-motivation	6, 7, 8, 12
Interest related behavior	15, 19, 20, 22, 24

Table 2 - Eigenvalues and explained variance for the components

Components	Eigen Values	% Variance explained
1 interest related behavior	4. 579	19. 081
2 self-efficacy	4. 273	17. 803
3 achievement-motivation	2. 996	12. 482
4 importance of physics	2. 343	9. 764
5 enjoyment	1. 742	7. 258
Total variance		66. 388
Cronbach's alpha		. 75

Table 3 - Factor analysis of the PATT

Components	Item numbers
5	Enjoyment 16*, 17, 23*
2	Self-efficacy 9, 10, 11, 18, 21, 1
4	Importance of physics 3, 4, 14*,2
3	Achievement-motivation 6, 7, 8, 12, 24
1	Interest related behavior 15*, 19, 20, 22, 5, 13

Bold items are same as AT in Taşlıdere's study (as cited in Serin, 2009). Stared items are also loaded to other components.

Table 4 - Loading of items to the components

Items	Components				
	1 Interest behavior	2 related Self-efficacy	3 Achievement- motivation	4 Importance of physics	5 Enjoyment
PATT20	. 828				
PATT19	. 780				
PATT22	. 697				
PATT13	. 680				
PATT14	. 633*			. 410*	
PATT23	. 614*				. 422*
PATT05	. 577				

PATT16	. 410*		. 314*
PATT10		. 855	
PATT11		. 785	
PATT18		. 761	
PATT09		. 705	
PATT21		. 687	
PATT01		. 476	
PATT06		. 762	
PATT07		. 716	
PATT08		. 653	
PATT12		. 629	
PATT24		. 557	
PATT04			. 793
PATT02			. 626
PATT03			. 617
PATT17			. 762
PATT15	. 518*		. 532*

Bold items are same as AT in Taşlıdere's study (as cited in Serin, 2009). Stared items are also loaded to other components.

Appendix

ATTENTION! The "Newton's Laws of Motion" (NLoM) chapter covers:

- Newton's First Law of Motion
- Newton's Second Law of Motion
- Velocity change with the effect of constant force
- Relation of acceleration with the magnitude of force
- Newton's Third Law of Motion sections.

KUJDES! Ligjet e Njutonit (LN) përfshijne temat:

- Ligji i pare i levizjes i Njutonit
- Ligji i dyte i levizjes i Njutonit
- Ndryshimet e shpejtesise nen ndikimin e nje force konstante
- Ndryshimi i nxitimit ne varesi te magnitudes se forces
- Ligji i trete i Njutonit

1 I like the "Newton's Laws of Motion" chapter.
Mua më pëlqejnë temat e kapitullit Ligjet e Njutonit.

2 I have positive feelings about the NLoM chapter.
Unë kam mendim pozitiv për temat e kapitullit LN.

3 I believe that what I've learned from the NLoM chapter will make my life easier.
Unë besoj se përvetësimi i temave të kapitullit LN do të më lehtësojë jetën e përditshme.

4 I don't believe that the NLoM chapter will gain more importance in the future.
Unë nuk besoj se rëndësia e temave LN do të vijë duke u rritur në të ardhmen.

- 5 I believe that the NLoM chapter will be beneficial for my further studies.
Unë besoj se studimi i temave të kapitullit LN do të më shërbejë në studimet e mia të ardhshme.
- 6 I will do my best to be successful at the NLoM chapter.
Unë bëj çfarë është e mundur për të qenë i suksesshëm në kapitullin LN
- 7 I will try my best for the NLoM chapter.
Unë mundohem të bëj më të mirën e mundshme për të qenë i suksesshëm në kapitullin LN.
- 8 I will not try harder if I do not succeed in the NLoM chapter.
Unë nuk do të bëj përpjekje të tjera nëse nuk arrij rezultate të kënaqshme në kapitullin LN.
- 9 I am sure that I can learn the NLoM chapter.
Unë jam i/e sigurt se do të arrij t'i përvetësoj temat e kapitullit LN.
- 10 I am sure that I can succeed in the NLoM chapter.
Unë jam i/e sigurt se do të jem i suksesshëm në përvetësimin e temave të kapitullit LN.
- 11 I am sure that I can solve the hard problems of the NLoM chapter.
Unë jam i/e sigurt se do të jem i suksesshëm në zgjidhjen e problemave dhe ushtrimeve të vështira të kapitullit LN.
- 12 I will try my best to solve the problems related to the NLoM chapter no matter how difficult they are.
Unë do të bëj më mirën e mundshme për të zgjidhur të gjithë problemat dhe ushtrimet e kapitullit LN.
- 13 I don't think that the NLoM chapter will have any importance in my prospective vocational life.
Unë nuk mendoj se temat e kapitullit LN do të më shërbejnë në jetën time profesionale.
- 14 I believe that what I've learned in the NLoM chapter will be useful in my daily life.
Temat e kapitullit Ligjet e levizjes se Njutonit do të më ndihmojnë mua në veprimtaritë e jetës së përditshme.
- 15 I like reading books about the NLoM chapter and its applications in technology.
Mua më pëlqen të lexoj libra që tregojnë dhe shpjegojnë zbatimet e temave të kapitullit LN në teknologji.
- 16 The NLoM chapter is entertaining for me.
Temat e kapitullit LN janë zbavitëse.
- 17 I don't like studying on the NLoM chapter at school.
Mua nuk më pëlqen të mësoj temat e kapitullit LN në shkollë.
- 18 I believe I can cope with harder problems of the NLoM chapter.
Unë jam i sigurt se mund të zgjidh problema shumë të vështira nga kapitulli LN.
- 19 Talking with my friends about the NLoM after school is enjoyable.
Mua më pëlqen të flas me shokët pas mësimit për tema që kanë lidhje me kapitullin LN.
- 20 I would like to be given books and tools related with the NLoM chapter as gifts.
Mua më pëlqen të më bëjnë dhuratë libra apo materiale të tjera në lidhje me temat e kapitullit LN.
- 21 I believe I can solve the hardest problems of NLoM chapter if I have enough time.
Unë jam i/e sigurt se do të mund të zgjidh problemat e vështira të kapitullit LN nëse do të kem kohë të mjaftueshme.

-
- 22 I like talking about the NLoM chapter or its applications in technology.
Mua më pëlqen të flas me shokët për temat e kapitullit LN dhe aplikimet e tyre në teknologji.
- 23 The NLoM chapter is effective in improving my manual skills.
Temat e kapitullit LN ndikojnë në zhvillimin e aftësive të mia praktike.
- 24 I don't want to have more lesson hours for the NLoM chapter.
Unë nuk do të doja që kapitulli i LN të zhvillohej në më shumë orë mësimore se sa tani.

The Influence of Blended Learning on EFL Students' Writing Apprehension and Writing Performance: A Qualitative Case Study

Ala'a Ismael Challob

Nadzrah Abu Bakar

Hafizah Latif

Faculty of Social Sciences and Humanities,

Universiti Kebangsaan Malaysia,

43600, Bangi, Selangor, Malaysia

Correspondence: Ala'a Ismael Challob, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia, 43600, Bangi, Selangor, Malaysia.

Tel: 0060-189- 185-981. mr_alaaismael@yahoo. com

Abstract

This case study attempts to investigate the usefulness of using the blended learning approach on EFL students' writing apprehension and their improvement in writing performance. Twelve male secondary school students enrolled in Class Ten in one of the International Schools in Malaysia participated in the 13-week study. Data collection instruments were pre and post-study semi-structured interview and pre and post-study descriptive writing tasks. The data gained from these instruments were analyzed qualitatively using thematic analysis of students' responses to the interview questions and content analysis for their pre and post writing tasks. Students were encouraged to do the different writing stages in three collaborative groups in face-to-face class setting and online writing learning activities via the class blog and online discussion via Viber groups. Analysis of the qualitative results indicated that there is a remarkable improvement in students' writing apprehension. Results also showed that students experienced improvement in their writing ability and performance as a whole and in the various macro and micro aspects of EFL writing. The study concluded that integrating online discussion and learning activities with in-class learning activities in an EFL writing context enhances students' positive feelings towards writing, decreases their writing apprehension and improves their writing performance.

Keywords: blended learning, writing apprehension, writing performance, EFL writing, macro aspects of writing, micro aspects of writing.

1. Introduction

Writing is considered one of the four important and critical language skills for all students in all academic levels. It is also more important for the second language (SL) and foreign language (FL) students since they have to write in English language other than in their native languages (Ahmad, 2003; Aljumah, 2012; Raoofi, et al., 2014; Hussin, et al., 2015; and Rass, 2015). However, FL/SL students view writing as a complex and complicated skill as it entails various factors such as motivational, social, cognitive and cultural factors before producing it in its final written form (Dujsik, 2008; Jun, 2008; Erkan and Sabah, 2011; Aljumah, 2012; So and Lee, 2013; Raoofi et al, 2014; and Rass, 2015).

To master English writing skill and convey the intended meaning appropriately, SL/FL students need to address all writing components simultaneously. These writing components are purpose, content, organization, grammar, spelling, vocabulary use and mechanics of writing (So and Lee, 2013). Due to the complex nature of English writing and its challenging requirements, both skilled and unskilled FL/SL learners usually have a sense of negative feelings and attitudes towards it known as writing apprehension (WA). Accordingly, WA leads to poor writing performance (WP). Supporting this issue, Hussin et al. (2015) and Rass (2015) state that WA negatively affects and hinders students' WP. Similarly, many researchers concluded that it is difficult to motivate language learners when it comes to the English writing class (Ackerman, 2006; Witte, 2007; Aljumah, 2012; and Rass, 2015)

As a consequence of students' WA and their poor WP in English writing, there has been a challenge for researchers and educators in this field to look for comfortable and flexible learning environments. These learning environments are supposed to motivate students to learn English writing effectively and continue in learning it even after class hours to get rid of their WA sources. One way to tackle this problematic issue is to provide students with flexible and comfortable learning opportunities to learn and practice writing and interact with classmates and teacher continuously. These learning opportunities can be performed in their free time and place to get rid of the time constraints and the limited number of writing lessons in a traditional face-to-face classroom (So and Lee, 2013). Such learning environment is known as blended learning (BL). It combines the merits of both face-to-face conventional classes and online learning classes to produce the optimal outcomes of learning English writing. In a BL environment, teachers and FL/SL learners are provided with the merits of pedagogical richness, the active use of teaching and learning strategies, multiple tools for interaction and discussion, and a better access to knowledge (Yoon and Lee, 2010). In the field of English writing, BL is proved beneficial; it enhances students' interaction with each other as well as with their teacher, decreases communication anxiety and encourages students to be motivated and autonomous learners and improved their academic writing abilities (Liu, 2013) and engages students in a learning experience that is both meaningful to them and suit their personal and academic interests (Rybushkina and Krasnova, 2015; and Krasnova and Ananjev, 2015). As such, by blending online and face-to-face collaborative learning activities in learning and teaching English writing, students might be helped to get rid of their negative feelings towards English writing and overcome their WA.

Notwithstanding the promising merits of BL, it is rarely utilized in teaching and learning of FL writing classes. Specifically, little studies have been carried out on the context of FL writing process and instruction in a BL environment to overcome students' WA and improve their WP. Most of the past studies have explored the perception of English language students towards the BL English writing environments. For example, Miyazoe & Anderson, 2010, 2012; Larsen, 2012; So & Lee, 2013; and Ho & Savignon, 2013) implemented quantitative and qualitative research methods to investigate the effectiveness of using the BL approach in improving students' writing skill at different academic levels as it is perceived by the FL/SL students. These studies revealed that FL/SL students believed that BL has a vital impact on improving their writing ability and performance. Using the similar research methods, Liu (2013) described and evaluated the BL environment in the English Writing Course in terms of course design, material development, student involvement, teacher reflection, and student evaluation. The study concluded that BL encouraged students' social interaction and discussion among the students, decreased their communication apprehension and increased their academic writing ability in English language, enhanced their motivation and helped them be autonomous and independent learners. In a more recent study, Tananuraksakul (2014) qualitatively investigated students' experiences in using Facebook groups as BL in a writing class. Results of the study proved that Facebook is useful as a BL environment for the students to learn with, and not to learn from as facilitated and enriched by the teacher. Moreover, other researchers have experimentally studied the effect of BL on SL/FL English writing skill (Adas & Bakir, 2013; Keshta & Harb, 2013; Shafiee et al., 2013; Arslan, 2014; and Abdulmajid, 2014). Their findings showed that the use of BL is powerful in improving students' writing achievement and performance.

It is clear from the above-mentioned studies that most of these studies have explored students' perception of the use of BL on their writing skill. Additionally, other studies quantitatively investigated the effect of BL on students' writing abilities or achievement at various levels of learning English writing and in various institutions. Along with the aforementioned research gap, the aim of the current study is to qualitatively investigate the effect of using the BL approach on students' WA and their WP. Hence, the present study is intended to fill this gap in the area of EFL writing. It addressed the following research questions:

What is the influence of BL on Class Ten FL students' WA?

What is the effect of BL on improving Class Ten FL students' WP?

Significance of the Study

The present study is significant since it investigated the effectiveness of integrating the in-class learning activities and online learning activities on students' WA and WP. Findings of this study are supposed to contribute to knowledge in the field of English writing learning and instruction for learners of English as a SL/FL. It helps in explaining how BL approach affected FL students' WA and their WP. Accordingly, it encourages and assists textbooks designers, English language teachers and other educational bodies to develop an insight regarding its usefulness, students and teachers' roles in the learning situations. It also shed lights on how and when to utilize the face-to-face and online learning activities to overcome FL students' WA and improve their WP.

Literature Review

Blended Learning

The recent student-centered learning approaches of English language are considered a popular leading trend in the field of education in general and in English language learning and teaching in particular. They were considered influential learning approaches due to their focus on the individual differences of learners in their learning and the flexibility of learning, learners' learning styles and habit and learning pace. Accordingly, these learning approaches believe in providing students with self-learning and flexible online learning opportunities together with the conventional in-class ones for the purpose of enhancing students' learning in the English language. The process of integrating online and in-class learning opportunities is known as Blended Learning. It suggests new pedagogical ideas and educational practices and changes the roles to be played by the students as well as their teacher (Krasnova and Ananjev, 2015).

In the field of English language learning and teaching, BL is defined as an approach to language instruction that integrates the most effective features of both face-to-face learning activities and online collaborative learning activities. This integration represents one whole and works together in a continuous association for the purpose of attaining optimal language learning outcomes. As such, BL helps improve the quality of English language teaching and learning and fortify the learning content. For the purpose of attaining the optimal results of BL in language learning and instruction. However, teaching the English language by using BL does not mean simply mixing the online and face-to-face learning activities and materials. It, rather, means the scientific and systematic integration of these learning materials and sources in an organized manner to meet students' needs, individual peculiarities and learning desires and attain the educational goals and learning outcomes (So and Lee, 2013).

Moreover, BL provides an ideal and exciting flexible learning environment for English language learning and teaching that positively affect the process of FL acquisition. In this perspective, Krasnova and Ananjev (2015) mention that BL has many merits as compared with the conventional methods of learning English language. To them, BL provides flexibility of learning, self-learning and interactivity derived from an online component of BL. In addition, BL affords collaborative work and immediate feedback and spontaneity gained from conventional teaching.

Finally, BL provides many motivating and meaningful learning opportunities and engages students in a learning practice that is both meaningful and interesting to them (Rybushkina and Krasnova, 2015). These learning opportunities encourage students' interaction with each other and with their teacher, help students become independent, reduce their anxiety, enhance their participation and engagement and magnify their writing ability (Liu, 2013).

Methods of Data Collection

4. 1 Research Design

The researchers implemented a qualitative case study research design. Specifically, a descriptive single-case holistic research design was adopted. It is descriptive because the study aimed at giving a detailed and comprehensive description to the phenomenon under study in its real setting. It is single-case holistic research design because it studied one case

(single-case) and analyzed it as a whole entity and at one unit of analysis (holistic) (Yin, 2010). As for the use of case study, Cohen et al (2007) state that case studies are those studies that aim at portraying 'what is like to be' in a specific situation in its real life context. As such, it provides a deep, vivid and detailed information about the case under study such as an event or process in restricted time, place and activity (Creswell, 2014).

4. 2 Instruments

Two instruments were employed to answer the research questions of the current study. The first instrument is the pre and post-study focus group semi-structured interview. These interviews were carried out by one of the three researchers in the school library after distributing the students into three groups; each one consists of four students depending on their desire and familiarity with each other. The second instrument is the pre and post-study descriptive writing tasks. The pre-study writing task was conducted in the first week of the study in which each student was asked to write five paragraphs descriptive essay of not less than 250 words in the title (My favorite vacation spot). In the last week of the study, the same students were asked to write another five paragraphs descriptive essays of the same length about the topic entitled (Twin towers as a global center). The time devoted to write each essay was 50 minutes which is the actual class time in this school.

4. 3 Participants

As for the participants of the current study, they were 12 FL secondary school male students registered in (Grade 10) in one of the International schools in Kuala Lumpur-Malaysia in their second semester of the academic year 2014-2015. It is worthy to note that the study includes only male students because the school system separate classes male from female ones due to the Islamic nature of the school system. Those students were purposively selected out of 18 students which is the total number of students in this grade. The rationale for using purposive sample procedure is to include only those participants who can enrich the study with in-depth information relevant to the issue under study, i. e., students' WA and their WP. As it is explained by Cohen et al. (2007) that purposive sampling is beneficial in obtaining in-depth information from those who are in a position to give it. Purposive sampling aims at getting saturation data rather than generalizing the data collected from it to the whole population or representing the whole population. To select the sample of the current study purposively, several criteria were prepared by the researchers depending on the variables of the study. These criteria were; students' level of WA, writing ability, computer and Internet efficiency and the status of English language in their home countries.

4. 4 Procedures of the study

In the first day of the first week of the study, the researcher asked students to write a descriptive writing task as a pre-study writing task to measure their current writing ability and performance. Then, students were interviewed in their groups as a pre-study focus group interview to elicit information concerning their current WA. Students were interviewed by using the English language as a medium of communication due to two reasons. Firstly, because they preferred to use the English language in responding to the interview questions. Second, the sample of the study as it is mentioned above is not of the same nationality. Therefore, in order to be able to discuss and share understanding among the various groups of interviewees, the English language was the better choice at this moment.

Participants of the study applied the writing process model by Hayes and Flower (1981) and followed its stage; pre-writing, drafting and post writing stages. Throughout the 13 weeks of their second semester of the academic year 2014-2015, participants were distributed into three groups asked to do three writing tasks. In this period of time, the researcher helped students to learn and practice writing a descriptive essay by guiding them to a group of writing activities and online discussion in each stage of the writing process. In the pre-writing stage, for instance, students were asked to do online brainstorming activity via Viber programme installed on their hand phones or desktops to brainstorm ideas, discuss them, filter them and take decision on them. Students then ended this brainstorming discussion by clustering the brainstormed ideas, mapping and outlining them to be drafted in the next writing stage. Following this stage, students grouped in their normal class and discussed the outlined ideas and drafted their essay. Then, this first draft is posted on the class blog. The main purpose of the class blog is to enable the students to receive instructions relevant to the writing skill and its aspects and components, practice writing and language exercises, and to receive notification from the teacher regularly relevant to

the writing class. Moreover, the class blog is also used as a space to post the groups' writing drafts to be seen by other students in their group as well as the students of the other groups to study and analyze these drafts and give comments for improvement. Students, then, were asked to perform another online activity called online peer review activity to discuss via Viber with their group mates the first drafts posted on the class blog. This discussion aimed at providing constructive comments and feedback on the first drafts of the essay using the guidelines of peer review guide adopted from Moloudi (2011). Then, a summary of their peer review discussion was also posted on the class blog, printed out and brought to the next class meeting to be discussed by students. After that, students wrote the second draft of the essay. It is worthy to mention here that the second drafts were collected and studied carefully by one of the three researchers and the teacher of English language for this class to provide the final comments to them to be written in a final form. Finally, the last versions of the essays written by students were published on the class blog and on the class notice board to be seen by all students as a motive to them.

These writing stages and activities were followed in the three writing tasks and in the same order as they are portrayed in Figure (1) below. In the last week, the researcher carried out the post-study descriptive writing task to be able to identify students' probable improvement in their WP and interviewed the students in the three groups to elicit information concerning their WA.

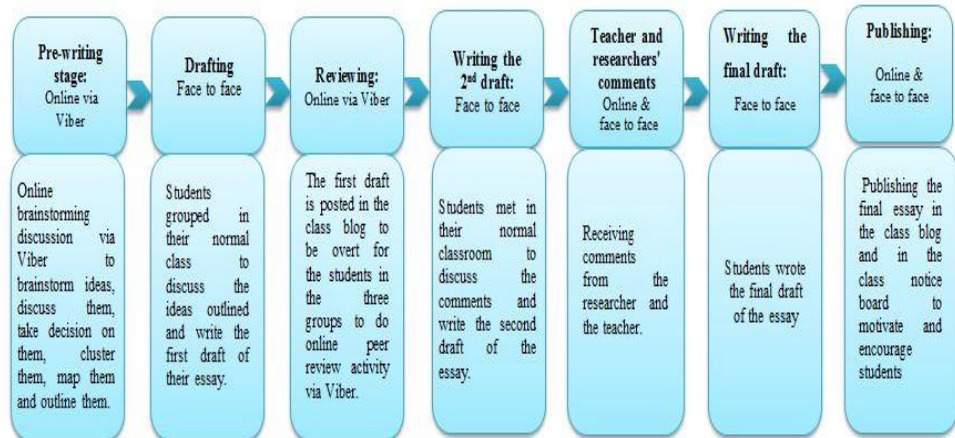


Figure 1. Procedures of the Study

Results and Discussion

The aim of the current paper is two-fold: to investigate the influence of BL on Class Ten FL students' WA in one of the international schools in Kuala Lumpur, and to investigate the effect of BL on improving their WA. To this end, the data collected by the pre-study interview were compared with the data collected by the post-study interview with reference to students' WA. In addition, students' pre and post-study descriptive writing tasks were analyzed and rated according to the Hedgcock and Lefkowitz (1992) rating composition rubric. This rating rubric of writing is the modified and updated version of Jacobs et al., (1981) ESL Composition Profile. This writing rubric was used to determine the difference between the pre and post-writing tasks for each student so as to identify whether there was an improvement in their WP. Students' pre and post-writing tasks were rated by two skillful teachers of English language in the school who have a very long experience in teaching writing in these international schools. It is worth noting here that the data included in the analysis are collected from 11 participants only out of 12 participants (the actual sample of the study) since one of the participants was on medical leave and postponed the academic year. Consequently, he was not available at the time of conducting the post-study interview and the post-study writing task. As a result, the whole data collected from this student was excluded from the final analysis.

5. 1 The influence of BL on FL students' WA

5. 1. 1 Students' WA before participating in the BL environment

Analysis of the pre-study interview data revealed that all students experienced WA but with varied degrees. For example, eight students out of eleven have high WA. Those students are (S2, S3, S4, S7, S8, S9, S10, and S12). Examples of their responses to the pre-study interview were stated below:

S03: Very high, because it needs a good writing style, good ability in language. mmm, good grammar and spelling use

S08: Mostly High. I see writing a difficult activity because I don't know so much information about the topic. If the topic I have never heard about it, I have never read about it, then it will be challenging.

S09: High writing apprehension. I see it challenging because some time I don't know what you want to write about the topic. I feel my mind empty.

The remaining three students seemed to have moderate WA. They stated in their interview that:

S01: Not so much, but sometimes I feel well sometimes I feel worried from making bad writing, spelling mistakes.

S05: hmmm, Not really too much. Sometimes I face writing problems such as spelling, grammar and facts about the topic of essay, that hinder my writing ability.

S06: Depending on the information I am providing in it. In a science for example I have to write something certain like one specific way then I might be challenging for me and my head will be blocked and do not find time as well for thinking. So it is from time to time might be challenging.

5. 1. 2 FL students' challenges in writing before participating in the BL environment

Results also showed that students have encountered many challenges in their writing that caused them to be more apprehensive in writing. These challenges were mainly represented by the micro and macro aspects of writing. For example, S01, S10 and S12 arranged their writing challenges as the following:

S01: Grammar first time grammar. I mean to write in wrong grammar, and secondly is spelling that sometimes I need to search in the dictionary or ask someone which take me time and for organization and use proper words.... I feel nervous sometimes.

S10: First of all organizing ideas for writing, then grammar, and then collecting ideas.

S12: The first difficult thing is collecting ideas, then vocabulary then grammar. S05: Grammar, spelling and mm ideas of what to write.

S06 adds to the above-mentioned writing challenges that he afraid from the use of punctuation marks. He stated that: *"hmmm, grammar, punctuation...."*

Results also indicated that there are other challenges that students faced when they are writing and caused their high WA. For example lacking the practices and techniques of doing writing is the challenge for S05 as he states *".....As for my writing techniques and practices, they are really missed"*. S06 seems afraid from the teacher and his comments to him and his writing. He reported that: *"hmmm, I am really get afraid from the teacher and what she said about my writing"*.

Moreover, S07 has WA because he finds it difficult due to his lack of motivation to write. He stated that: *"They are difficult for me and because of that, I think that I am not so motivated in writing"*. In addition, students like S06, S10 and S09 reflected their WA due to their overthinking in the final product of writing and its content.

They also stated that they felt apprehensive about that because they have direct negative effect on their writing marks. For example, S06 stated that:

"The final product of writing makes me worried also because the content is valued as much and the product is very important because it effect the final result. This why made me anxious in writing".

Finally, results also indicated that time pressure, classmates and their comments and group work were other writing challenges students faced when writing their essays. These writing challenges were mentioned by S10 that increased his WA. He stated that:

"Time pressure, class mates and teachers affect writing apprehension. The final product also affects my writing apprehension".

As regarding his nervous feelings when writing in group form, He also added that:

"Because writing in a group make me nervous ...it is hard for me"

5. 1. 3 Students' WA after participating in the BL environment

Analysis of the post-study interview data reported that there is a positive change in students' WA after participating in the BL environment. Nine students out of eleven experienced low WA as they felt comfortable, relaxed and happy when they asked to write essays in English. Those students are (S02, S03, S04, S05, S06, S07, S08, S10, and S12). Some examples of their responses in the interview scripts are mentioned below:

S05: aaaamm, very good.... I am not nervous at all...I like writing essay now aaaahh, when I start writing I'll never stop.... mmm, I feel so because I feel it is easy to write.... This is why I feel comfortable.

S08: Yah, I feel amazed because it is getting easier because before when I am writing an essay I will take too longer. I feel so because I learnt how to write, to write very fast and how to do this and finish in time I took about one hour to write an essay but now only 20 minutes I finished writing it.

S12: I feel comfortable because in this semester we learnt something that we did not learnt before, like how to write the Introduction, the body, the conclusion. So I understand what to write which I did not learn before.

However, two students only did not experience this positive change in their WA. They seemed to have slight or did not change in term of their WA. Those students are: (S01 and S09). Their responses to the interview questions are mentioned below:

S01: No too much different ...mmm, I do not feel too much difference. I still feel nervous towards writing because I do not like time pressure, I do not like it, I get nervous a lot because I am afraid that..... I would like to finish my essay at time. I am worried about the mark given to me.

S09: mmm, it is more formal and if I have to write in this way, I somehow cannot add all together because when I usually write essay, I put all my ideas in my own lines. Whatever they come out but if I have to write a formal essay in a way formally, then they will be difficult to start because I do not know where to place it.

It is clear from the aforementioned interview scripts that those two students did not improve in their WA because as it is stated by S01 that he still experienced difficulty resulted from the time pressure for writing the essay. In addition, S09 also still have WA due to the formality of this learning approach of learning writing. This student believed that the formality of this learning approach makes it difficult for him to start writing his essay because he has to arrange and organize the ideas logically and to arrange the paragraphs in the essays in a logical order.

Analysis of the results also revealed that there were many reasons that contributed to improving their WA. In this respect, students stated that the BL approach helped them improve their WA because it helped them learn what to write in their essays and how to write properly using good commands of English language. For that reason, S02 stated that:

S02: I feel now it is easier to me to write essay by learning writing using this learning method. So it is much easier now. Before this course, I feel nervous and tense when it is required to write but now I feel that it is like easy, we do not to be like nervous while writing, we feel free. I feel so because if you are sure about what you are writing about, you are sure about the grammar, spelling, so, it is ok, you do not want to feel uncomfortable.

Another reason that contributed to improving students' WA is that BL approach also helped them learn how to outline their essay and plan it. In this perspective, S03 stated that:

"before I do not know how to start in the essay and how to plan it and write it and now I feel much better in all of these aspects because I learn much about them and practice them much".

In addition, BL approach assisted them in learning about the component of the good essay and how to write each one as it is mentioned by S03 and S04. In this respect, S03 mentioned that:

"I feel happy because my writing improved a lot, I feel that I improved in many aspects of writing, for example how to write the

Introduction, how to write the body and how to conclude. I feel nervous but I feel better than before".

BL approach also engaged students in many writing opportunities in which they practiced writing a lot of and get the required mastery and confidence for doing it on their own as it is reported by S04 when he said that:

"Now, because I learnt and practiced it a lot, I feel that is getting easier and easier and there is nothing to worry about. Only when there is a short time for writing. I worry about it".

Other students mentioned that they impressed in this learning environment of writing because it helped them learn how to write their formal essay that is known and accepted internationally. In this perspective, one student (S12) reported that:

"I feel more confident because the way you introduce to us is more formal than what we know before. It is a formal way that is accepted internationally".

Finally, BL approach helped them feel more confident in their writing since they practiced it much and got linguistic, topical knowledge as well as knowledge related to the techniques of writing a good essay. This knowledge and the practice they did in the writing skill helped them be relaxed and more confident in their writing learning. As a result, their WA is improved. In this perspective, one student (S10) thought that:

S10: Now, I feel more confident towards an essay and before this I feel less confident.....before, when the teacher give me a writing task to write, I feel less confident this is because I used to commit more mistakes in content and grammar than now, this makes me less confident before.

5. 1. 4 FL students' challenges in writing after participating in the BL environment

As for the change in the writing challenges students encountered in learning writing in this semester as compared with the last semester, the majority of students did not find difficulty in learning and in practising writing. For example, S01, S03, S04, S05, S06, S07, S08, and S12) all admitted that their previous writing challenges and problems have been settled down. Only three students (S02, S09, and S10) claimed that they are still experiencing problems in some aspects of writing. For example, S02 reported that this learning environment of writing requires from the students to be creative in writing and he does not be able to be creative in writing as he stated below:

S02: Actually, I am looking to be creative in writing and I find difficult to be creative in writing. I suffer from this problem in this semester because before my writing is normal but now we have to be so creative to write good writing.

Additionally, S09 and S10 also claimed that they found it difficult to them to collect ideas, arrange them and organize the whole paragraphs and components of their essays. In this perspective, S10 declared that:

S10: Before this semester I have suffer from the grammar and in this semester suffer from collecting and arranging ideas but above all it was funny.

It is clear from the above-mentioned survey of results that the majority of students noticed an improvement in their WA. This improvement in students' WA can be attributed to the various comfortable psychological factors afforded by the BL approach. This learning environment provided students with flexible learning opportunities represented in the online learning activities of writing. In this environment, students were able to practice writing in their free time and place. As such, one of the sources of their WA has been tackled since students have free and open time to write. Stressing this idea, Basal (2015) stated that with the aid of technology, students and their teacher are able to get rid of the class time and space limits. In addition, the limited number of writing lessons and the limited learning sources in the conventional writing class have also been manipulated as learning of writing was extended to the outside of the class walls confines. Moreover, the collaborative group work and students' interaction and discussion in doing the various writing stages also have contributed to decreasing students' WA. In working collaboratively in writing, students felt safe and close to each other since there is a continuous online interaction among them. This online interaction helped them prepare and plan for the writing task in advance by collecting ideas, cluster and outline them to be ready for writing in their traditional writing class. In addition, online interaction also helped students to provided constructive feedback for each other writing drafts so as to produce a well-written and organized essay. All of these factors participated in decreasing students' WA by solving the main sources that lead to students' WA. Supporting the aforementioned ideas, Hussin, et al. (2015) state that all reasons of students' WA might be unshackled within the online learning environments due to the availability of scaffoldings and feedback comments from students and teacher in all stages of the writing process.

5. 2 The effect of BL on FL students' WP

Analysis of students' pre and post-writing tasks showed that all students have improved their overall writing ability and performance as a result of the BL writing course the students undertook in the semester. Moreover, all students also reflected their improvement in the macro aspects of writing (content and organization) and in the micro aspects of writing (grammar, vocabulary and mechanics) as they were represented in the criteria found in the scoring rubric adopted in the study. As shown in Table. 1, all students in group (1) noticed a remarkable improvement in their writing performance. S01 showed an increase in his overall and sub-scores of 22 point from the pre-study writing task to the post-study writing task. Similarly, S02 who got 59 points in the pre-study writing task has improved in the post-writing task and gained 86 points. Moreover, S03 showed 19 points increase from the pre-study to the post-study writing tasks reflecting his improvement in writing. In addition, S04 improved in his writing showing 17 points increase from the pre-study to the post-study writing tasks. Students of this group also revealed an increase in the number of words, adjectives and descriptive expressions in their post-study writing task.

Table 1. Comparison between the pre and post-study writing tasks for students in group (1)

Criteria	Pre-Study	Post-Study	Pre-Study	Post-Study	Pre-Study	Post-Study	Pre-Study	Post-Study
	S01	S01	S02	S02	S03	S03	S04	S04
Content/30	22	27	17	26	18	25	17	25
Organization/20	15	18	12	17	14	16	14	16

Grammar/25	12	20	15	22	16	22	18	21
Vocabulary/20	12	17	12	17	13	16	13	17
Mechanics/5	3	4	3	4	3	4	4	4
Total/100	64	86	59	86	64	83	66	83

Students enrolled in group (2) also showed the same improvement in their writing performance. Table. 2 revealed that S05 who is one of the poor students in writing achieved higher points of improvement than his group mates. S06 was the second among his group mates in term of his writing improvement gaining 21 points increase from the pre-study to the post-study writing tasks. S07 represented an improvement in his WP of about 16 points increase between the pre-study to the post-study writing tasks. Then, S08 was the last one in his group in his writing improvement. As in the first group, students in this group also reflected a type of improvement in terms of the use of descriptive word and expressions.

Table 2. Comparison between the pre and post-study writing tasks for students in group (2)

Criteria	Pre-Study	Post-Study	Pre-Study	Post-Study	Pre-Study	Post-Study	Pre-Study	Post-Study
	S05	S05	S06	S06	S07	S07	S08	S08
Content/30	16	22	17	24	17	22	16	21
Organization/20	13	19	14	19	16	19	13	18
Grammar/25	12	21	17	21	17	20	17	18
Vocabulary/20	10	18	14	18	14	18	16	19
Mechanics/5	3	4	3	4	3	4	3	4
Total/100	54	84	65	86	67	83	65	80

As for students in group (3), results also revealed an improvement in their writing ability and performance. Table. 3 below indicated that there is varying degrees of improvement in students' WP. For example, S09 who was the poorest one in his group, gained 18 points increase from the pre-study writing task to the post-study writing task. However, he used few descriptive words and expressions in his pre and post-study writing tasks. S12 gained 60 points in the pre-study writing task and 83 in the post-study writing task showing 23 points increase in his WP. S10 showed a slight improvement in his WP gaining 14 points difference between the pre-study writing task to the post-study writing task. S10 and S12 also showed improvement in terms of the number of adjectives and in the total number of words in their post-study writing tasks.

Table 3. Comparison between the pre and post-study writing tasks for students in group (3)

Criteria	Pre-Study	Post-Study	Pre-Study	Post-Study	Pre-Study	Post-Study
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	S09	S09	S10	S10	S12	S12
Content/30	14	19	17	22	17	25
Organization/20	12	15	14	17	12	16
Grammar/25	11	18	16	18	15	21
Vocabulary/20	13	15	15	18	13	17
Mechanics/5	3	4	3	4	3	4
Total/100	53	71	65	79	60	83

This positive improvement in students' writing ability and performance can be turned back to the fact that because they were increased in their WA, students felt motivated and interested in learning and practicing EFL writing independently. Moreover, by using the BL writing environment, learners are exposed to various meaningful learning inputs from each other that helped them improve their writing ability and knowledge. These learning inputs are represented by students' discussion and interaction to share ideas related to the topic of the essay and also exchange linguistic knowledge. This idea is emphasized by Kim (2010) when he state that learners are more likely to be exposed to various types of meaningful input from other peers and provide effective language support on the errors which are based on learners' enhanced output. In addition, Cahyono, and Mutiaraningrum (2016) state that the Internet-based teaching of writing stimulates collaborations and thinking skills that enable students to form ideas, exchange thoughts and write together in a meaningful and autonomous way. As such students got benefit from their collaboration by instructing each other, adding to each other's writing and linguistic knowledge. As a result, their WP was increased and improved.

6. Conclusion

This case study claims its originality since it qualitatively investigated the effect of the use of BL on unshackling EFL students' WA and improving their WP. Findings of the study revealed that there is a positive effect of the use of BL on improving students' WA and their WP. The majority of students have positively improved in their WA and all of them have noticed a remarkable improvement in their WP. This result was attributed to the various psychological and pedagogical factors afforded by this learning environment. These factors motivated students to practice EFL writing skill, changed their negative feelings into positive ones, and enriched their topical and linguistic knowledge by encouraging them to socialize and share knowledge collaboratively via online and in-class learning settings. Only two students seemed to have slight or did not change in term of their WA as they stated that they are still feeling apprehensive due to the time pressure for writing the essay and the formality of this learning approach of learning writing.

The success of the BL in learning FL writing can be attributed to two main reasons. The first one is the collaborative learning atmosphere created in the current study. This learning atmosphere helped students feel more confidence as they were encouraged to self-correct their mistakes and correct their classmates' mistakes. As a result, they felt more independent in their learning and practicing of writing and worked collaboratively with little interference from their teacher. Accordingly, students felt less apprehensive they were close to each other and safe in their learning of writing. It also encouraged students to share knowledge and learning experiences that enriched the content of their essays. The second reason is represented by the blend between online and in-class learning activities of EFL writing. This blend provided students with flexible learning opportunities that suit students' differences in working styles, and learning habit. It also took into consideration the students' pace and consequently provided students with self-paced learning. BL also allows students to discuss many aspects of the writing task in advance online and devote the class time for practicing writing only.

Though the study had a limitation due to its small number of participants and its subjective nature of research instruments, it forms a step forward in the field of EFL writing pedagogy. It stimulates EFL learners and their teachers to think about how to integrate online learning activities with face-to-face ones to bring the optimal outcomes in learning EFL writing. Further research needs to be conducted with a large number of participants to provide experimental quantitative evidence for the effectiveness of using BL on improving students' WA and their WP. In addition, similar qualitative and quantitative studies should be conducted to examine the effect of BL on improving other types of essays.

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Aspects of Management and Road Maintenance in Albania

Dr. Ing. Alma Golgota

Phd cand. ing. Diana Bardhi

Engineering Science Dept. – University of “A. Moisiu”, Durrës, Albania

doctoral student – Politecnic University of Tirana, Albania

1almagolgota@uamd.edu.al; almagolgota@yahoo.com

Abstract

Safety of road network is an essential part of economic and social development of any industrialized country. Decisions to maintain and improve the reliability, functionality and infrastructure structures can only be achieved through integrated planning and management life cycle routes. Always it has been a tendency to revise road maintenance strategies, but there is still a serious and reliable administration not only because of the shortage of funds, but also problems due to the reorganization of the system. Safety and performance of the road system depends on the continuous activity of road maintenance management. For it to be effective, it is necessary to intervene before depreciation has caused irreparable damages, or damages with a high economic cost of repairs. Investment in road infrastructure during 2006-2014 show that the life of these projects presents problems with maintenance and performance management life cycle in a wide range of component elements. Maintenance planning involves various problems that depend on the degree of degradation of the asphalt layers, the degree of deterioration of road structures (roads, tunnels, culverts, and economic planning of resources to repair them. The aim of this study is the first to provide a brief summary of the issues in the field of maintenance and management of the life cycle of investments in road infrastructure, proposing ways to reorganize the sector of management and maintenance of roads in the next and second testing and evaluation of the work and the nature of the standards are different types of road infrastructure projects, through a methodology consisting of a) development, b) collection of data, and c) analysis.

Key word. Road Infrastructure, maintenance, depreciation, efficiency.

Introduction

The starting point for this work, was the state of the roads in our country in which their degradation problems in many cases were not only disturbing to us as road users but also as professionals in this field. What stands out is that although a considerable length of road system is financed during the years 2008-2014, again displaying various problems on the road causing serious problems in road safety by not properly assessing solution for emergency or routine ones they have degraded various sections of their critical situation.

It must be underlined that the Albanian Road Authority which is the managing entity for the construction and maintenance of the road system in our country, there is a register of infrastructure works and the problems of each of them. This means that there is sufficient evidence for a realistic assessment of the state of these works. The lack of such information makes it impossible effectiveness of the current system to a rational program of interventions for maintenance.

This study will appear in standard procedures to be followed in the implementation and management of road maintenance. Through the analysis of the degradation problems in time for two road sections of the national road network, will be an analysis of these problems, causes of degradation and recommendations based on their connection with repairs.

Management and maintenance of roads, includes a set of procedures aimed at ensuring a routine or periodic maintenance over the lifetime of the work taking into account the factor of use of user satisfaction, road safety during usage.

In 1908, Henry Ford introduced the Model T more efficient and later Congress passed the Act Federal- Road in 1916, which consisted in the creation of the program in which funds are available on a continuous basis for state highway agencies to help improve road network.

Currently, the majority of European countries use the road maintenance management systems. According to European statistics report of 2012, 2013, the majority of countries use the net revenue collection "Toll". In May 2011 a plan was drawn for global road safety COST 2011-2020 under Act 354 COST "performance indicators Road System", for the creation of a joint group of indicators to promote and manage the safety of the road network in the whole of Europe.

Recently most of the countries with the proposal of the European Cooperation in science and technology, on 11 May 2011 working for the creation of a common methodology European to define performance indicators and a tool for maintenance which will be used throughout Europe, taking into account the needs of road users and operators. This system uses performance technical indicators characteristics of the road conditions, taking into consideration potential users and procedures that can be applied in different ways depending on the type of measurements and analysis performed by each road authority. System maintenance management Road (SMMR) means the complexity of activities that serve to keep the efficiency layers road structures ensuring high standards of safety and functionality, starting from the stage of planning, design, implementation and throughout the phase their utilization. Index with points from 0 (for the best situation) to 5 (bad for the state) will be used to assess maintenance target areas are considered;

longitudinal profile

transverse profile longitudinal profile

transverse profile

The composition of the layers

Friction (IRI)

Carrying capacity

Noise

Air pollution

Cracks

Surface Defects

SMMR can be applied on two levels [3]:

Level 1-Level Government; dealing with the road maintenance management depending, considering it as isolated from the rest of the road network.

Level 2-nationally; in which is taken into consideration within the functioning of the national road network.

In a Management System of Roads, establishes three main phases [3], which are listed below

phase study; It includes the process of documenting the works of their situation, identify environmental risk factors, identification of network traffic, etc.

stages of processing; from data collected becomes a classification of works and processes in terms of urgency and the need for maintenance.

decision-making stage; based on the definition of maintenance interventions necessary for maintaining function and reinstate the work, keep the budget available in the optimal way.

The large number of variables that characterize the stages 2 and 3 make the process more complex maintenance and management. The solution may pass through more rigorous techniques. Proposed in the literature are many management systems that use different techniques and algorithms to support decisions that help the body concrete managerial decisions as well as decisions and strategic choices.

Most countries of the world have created their own norms and technical regulations regarding the management of maintenance works of art. There is still a Normative or European Standard with regard to this issue. Almost in each European country, there are norms that are active force within their territories.

With the information obtained, our country still does not have a standard or regulation, lacking elements that serve to this problem. Given this, it would be important to establish a normative or regulation so as to anticipated adverse cases related to human security.

Management System comprises:

- Inventory
- Inspection of asphalt layers
- Assessment of conditions
- Forecast conditions
- Analysis of conditions
- Planning works

Road Management Systems

Asset Management is the combination of management, financial, economic, engineering and other practices applied to physical assets with the objective of providing the required level of service in the most cost effective manner. It includes the management of the whole life cycle (design, construction, commissioning, operating, maintaining, repairing, modifying, replacing and decommissioning/disposal) of physical and infrastructure assets.

A management system includes a set of procedures aimed at ensuring an optimal maintenance of roads. The management system will help management entity plans to create some convenient maintenance.

In general the structure of a management system includes some work processes as given in the following scheme [3] [5] [6] (Figure 1).

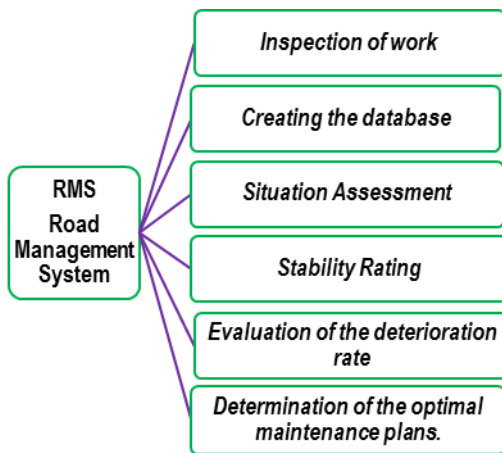


Fig. 1. Organizing Scheme of RMS

Inspection; The initial phase is the maintenance management inspection work. The outcome of inspections depends on the choice of a further offense control through proper experts with the goal of realizing a more specialized inspection. The inspection should be carried out rigorously and interval, regular intervals on all constituent elements of the roads. In each work, each element of the structure held drawings and necessary information on her condition.

For these reasons should prepare a proper programming of inspections and surveys in the field. It is proposed that the inspections are carried out as scheduled in the cases:

Routine inspections: 3-4 times / year

Detailed inspections: 1 times / 2 year

Inspections depth: 1 times / 5year

Creating the database; includes all the information that has to do with the network of roads (the performance of maintenance, the state of degradation, the assessment of the situation, the type of interventions, costs, etc.).

The database should be periodic coherence through visual inspections or inspections by instruments. We are taken into consideration all of them in roads that have width greater than 3. 5 m.

Assessing the situation, based on This data collected during inspections. These data help us to make the classification of the problems and priorities of interventions in them.

The data on the state, will be used later to assess the capacity, bearing ability, stability of the structure and decision-making process that aims at strengthening security along the life of a the assets.

Evaluation of stability; some roads contain a reserve of resistance about several factors. This thing makes them even after some damage and degradation are again safe for use. For these kind of roads is not enough to assess the situation through visual inspections.

In other type of roads, we should show greater care and rigorous. Sustainability Assessment is an essential element of their management. Such assessment is done by methodically analyzing and half- probability. These methodologies are conservative considering the variables involved. However, more often they used probabilistic methods. These methodology is based on Cost benefit Analyses(CBA), calculating the ratio for each project.

This methodology has several limitations, however, because often there are no statistics.

The assessment rate deterioration, degradation of road in general is a natural process that translates to a reduction of the useful life or the timing bringing the total inefficiency of the assets in it. The objective of an entity should management, control of the process of depreciation during the cycle life of the project.

The Agency must do the necessary interventions in the most favorable times in order to have expectancy maintenance work desired. It is difficult to make a prediction of the depreciation, because it is caused by a some factor, which make a difficult process to be modeled. Roads are non market assets, so some of the decision makes want to include monetary value associated with it for CBA application. State preference (SP) studies is one method used for nonmarket goods, by collecting data through surveying where people are asked in construction market hypothetically. SP is a method generally used in cases for relevant valuation context, to measure preferences of nonmarket goods. The traditional depreciation Method in straight line is assumed that asset loses a fixed value every year. This annual loss in value, or constant depreciation rate, is simply calculated as the historical cost less salvage value, divided by the asset service life.

Determination of the optimal maintenance plans; Such procedures permit the distribution of resources available for the purpose maintenance of roads, keeping the level of service in an acceptable manner and with minimal cost. It is important the choice of a maintenance strategy for minimizing costs and maximizing efficiency.

For maintenance strategies provide:

not realizing any type of maintenance to the road, then there is no need for essential interventions;

not realizing any type of maintenance to the road when the situation aggravated to a point significantly;

performing regular maintenance costs in order to reduce or delay the need for maintenance interventions on time.

Strategies for road network maintenance are dependent on policy decisions following the supervisory entity. In literature, proposed some sort of advice to follow in order to achieve optimization. They are divided into two categories:

- a. classical mathematical formulations (linear programming, quadratic programming, etc.)
- b. computational source software (neural network, genetic algorithms, etc.)

In cases performed optimization, strategic choice often resulting in network level does not match the optimization of each road.

In the literature, some researchers have been limited to the study of some aspects as condition assessment, evaluation of the deterioration rate, determination of optimal management plans, etc.

D. T. Hai (2008) [7] proposed a maintenance management system based on the assumptions that:

Degradation of the road in time comes according to a convex curve;

The degradation curves starts when the road has just been built;

Cost analysis of the life cycle of the work by Frangopoulos (1999) [8] (LCC-Life Cycle Cost), says:

$LCC = \text{initial cost} + \text{cost} + \text{maintenance management costs}$

In this analysis it considered that the initial costs are ignored, because they are involved in design expenses and they were incurred before the year zero.

Running costs are constant (fixed), and maintenance costs refer to three possible options, which are shown graphically below (Fig. 2).

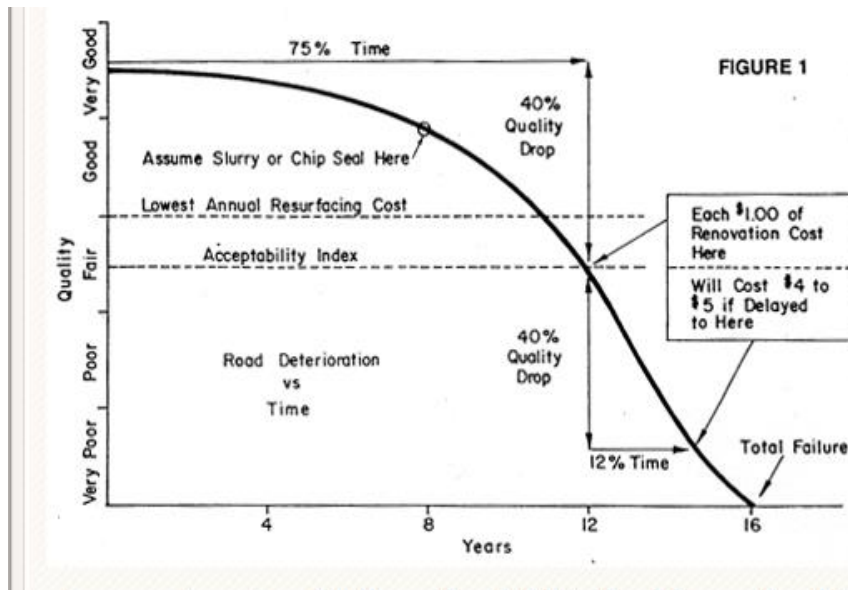


Figure 2. Graphics for the presentation of the life-cycle costs

Among other authors who have contributed to the study of the problems in question are A. D. Orcesi (2011); R. Gori (2006); A. Montepara (2008). Each of them has proposed his model based on forecasting the state of degradation through various theories, based on the determination of a parameter (index) which evaluated the situation on the road elements.

With the development of science, to facilitate the work of the road maintenance management, they are put to work specific systems, like EPTISA, HDM-4, which include different modules that allow us to archive, modify data inventoried, maintenance inspections provided and implemented a management plan for each road.

Reasons which lead to the degradation of Roads

While the bring about huge road network Benefits to society, the adverse environment on Impacts of road development such as disturbance and destruction of Ecosystems have become more and more obvious. Such adverse Impacts unfortunately have long been neglected. Great attention should be paid to this problem, and urgent work undertaken Should be on the control of physical degradation along roads. Road construction without adequate provision for drainage is a major cause of gully erosion. Inadequate drainage systems for roads such as small number of culverts, insufficient capacity of road ditches etc are some of the causes of gulling. Although the road caused gully erosion may occur anywhere in the world, the problem is particularly severe in developing countries due to neglect in maintenance and the lack of provision for safe outlets to the excess runoff. One of the components of the road sector development system project is to upgrade and rehabilitate trunk roads and rural roads. The road upgrading will cause some adverse effects on local water resources. The likely sources of impacts will include the need to redirecting watercourses at culverts and bridges; road cuts and other exposed sites that may trigger erosion and landslides (that may threaten the road itself); temporary road diversion that may affect people's property and safety; operation of quarries and burrow pits.

A neglected and newly constructed drainage system without provision of proper and adequate accessories (energy dissipaters, soil and water conservation structures) quickly causes soil erosion and deteriorates components of the road

system like ditches and culverts. The ultimate result may even be a loss of a road section or even many sections really hampering the traffic flow that negatively contributes to the mobility of the road users in general and the socioeconomic well being of the people in particular.

RATINGS degradation

Overall maintenance costs of intervention are comparable to the cost of building the offense. The need to optimize the costs of intervention has brought about major developments in two main directions [3] [5] [6]:

1. Estimates instrument, which has to do with diagnosis (investigation) on the ground and in laboratory. They data collected and constructive parameters and constituent materials rebelled.

Laboratory tests; are performed in laboratory tests on samples without damaged or injured, which get in site. Generally it means doing the measurement and analyses in detail.

Test on the site; They aim to bring the physical, chemical, mechanical properties of materials through measurements and analysis should taken directly at the object. Mainly carried out in the field that destroyed evidence samples and samples that are not destroyed. Some of the evidence gathered in the field are:

proof printing sample axial

assessment of the depth of carbonization

evaluating evidence of deterioration

ultrasound test

evaluation of moisture proof

2. Structural assessments; It includes accounting techniques performed to obtain and interpret measurements of certain parameters (acceleration, velocity, displacement, etc.). They aim at assessing the current situation and anticipation damages.

Structural identification procedure usually join normal investigative methods (surveys geometric and material testing) that enable the development and calculations by a numerical model.

Road Roughness is a key indicator of paved road condition and maintenance requirements.

Historical roughness data is a key indicator of the rate at which any specific pavement section is deteriorating

There are presently no comprehensive roughness surveys being carried out

Traffic volumes are a second key indicator of a roads importance and of the economic justification for additional maintenance

There are presently no comprehensive traffic surveys being carried out.

Roughness of paved roads and traffic volumes on all roads should be measured regularly.

Roughness at annual intervals.

3. Repairs needed for interference

Maintenance and repair operations include many tasks besides improving the pavement condition. To ensure a comprehensive maintenance and repair operation, incorporate the following tasks:

Routine inspections.

Material stockpiling.

Maintenance and repair of all related drainage systems.

Maintenance and repair of the actual pavement, including dust and mud control, snow and ice removal.

Miscellaneous tasks, including the maintenance and repair of necessary buildings, structures, and utilities, and the operation of necessary utilities

Funding and Costs of Maintenance

Local Government Unit (LGU) do not spend enough on maintenance.

Money spent of maintenance now saves much more money being spent on rehabilitation later

LGUs use "investment" projects to make good some of their maintenance failings

This results in complete blurring of the real total of expenditures on maintenance.

Further, LGU accounting formats do not allow for the clear identification of all direct maintenance costs/expenditures

It is estimated that total LGU expenditure (Municipalities and Communes) on maintenance and on "Investment" in lieu of maintenance is around ALL 1. 95 billion and that this should rise to ALL 3. 5 billion if a reasonable standard of road maintenance is to be achieved.

These figures do not include the present Regional Roads.

These figures assume only the most basic standards of maintenance (effectively, just maintain access) for the bulk of the Commune gravel roads

These figures do allow for an element of "improvement through maintenance" on the poorer surfaced roads

The current expenditures per kilometre at maintenance are :

Qarks ALL 130,000 per km. per year

Municipalities ALL 340,000 per km. per year

Communes ALL 40,000 per km. per year

These figures illustrate the estimated current maintenance rates based on ESTIMATED road lengths. It is also advisable to consider the absolute estimated expenditures:

6 Qarks: ALL 178 million (12 Qarks 356 million)

11 Municipalities ALL 133. 5 million (75 Municipalities 910 million)

53 Communes ALL 96. 7 million (308 Communes 562 million)

These figures are very low. They effectively cover the costs of routine maintenance only, with no allowance for periodic maintenance or for improvements incurred as a result of inadequate maintenance.

These costs do not include substantial management costs, especially for the communes where there is really no element of management at all included within the costs. The commune accounting and record systems do not break out many of the costs associated with maintenance, in general they detail specifically only the costs of materials supply, casual labour and, sometimes, permanent labour. Voluntary labour is, of course, not costed, and the costs of permanent labour are not always clearly assignable.

Routine maintenance alone is not the major element in a fully costed, fully functional maintenance regime. Roads deteriorate and incur higher maintenance costs as time goes by until periodic maintenance is required. The full maintenance costs can only be estimated by considering the complete cycle of events over a prolonged period.

The costing over such a twenty year cycle are estimated in Annex D and result in the following estimates of annualised costs:

Routine maintenance alone is not the major element in a fully costed, fully functional maintenance regime. Roads deteriorate and incur higher maintenance costs as time goes by until periodic maintenance is required. The full maintenance costs can only be estimated by considering the complete cycle of events over a prolonged period.

The costing over such a twenty year cycle are estimated in Annex D and result in the following estimates of annualised costs, on table 1 below:

Tab. 1 : Result in the following estimates of annualised costs

Routine and Periodic Maintenance costs per km. Annualised over 20 years (ALL)					
Growth Rate	2.50%	Platform Width	6.7	6.7	6.7
		Traffic AADT	1000	500	2000
New Roads	No Winter Maintenance		452995	410809	512655
New Roads	Three month Winter Maintenance		487255	445069	546915
Old Roads	No Winter Maintenance		856012	695785	1082607
Old Roads	Three month Winter Maintenance		890272	730045	1116867

The "platform width" of 6.7 metres is the average width of the surfaced area (as opposed to the carriageway width between edge lines) over the Phase 4 and Phase 5 SLRP contracts. Maintenance costs are influenced by platform width since this affects both pavement patching costs and periodic maintenance costs.

A winter maintenance requirement increases the general maintenance rate appreciably but is not a great contributor. This is because the overall maintenance costs are driven more by the pavement degradation and periodic maintenance costs than by the routine maintenance.

The rate for old roads is much higher than for new roads because the estimate foresees a serious effort in the first 5 years to bring these roads up to a reasonable pavement standard - Improvement through maintenance.

Applied to the probable LGA road holdings and assuming that the regional roads are handed to ARA these rates produce an overall annual cost of maintenance to the LGAs, based on the average of costs over 20 years, of:

Tab. 1 : Annual cost of maintenance to the LGAs

Estimated LGA Maintenance costs - without Qark Roads			
Road Type/origin	Length - Km.	Cost/km/yr	
		ALL	Total - ALL
Urban Roads - Paved	1248	873,100	1,089,628,800
Urban Roads - Gravel	1745	156,000	272,220,000
Primary LGA Roads New Paved	500	427,900	213,950,000
Primary LGA Roads Old Paved	540	873,100	471,474,000
Primary LGA Roads Gravel	5020	156,000	783,120,000
Secondary LGA Roads	15150	44,200	669,630,000
Total LGA Maintenance Cost			3,500,022,800

These figures are not a precise amount required by the LG Administrations for road maintenance but are an indication of the scale of expenditure which they will need to build up to if they are to implement comprehensive and effective road maintenance strategies designed to keep their roads in reasonable condition and to gradually upgrade their less satisfactory roads to an acceptable standard.

Quality of Maintenance

The control of routine maintenance operations does not generally require the application of test procedures other than the use of a measuring tape or stick and a straightedge.

The quality of materials for patching, pothole repair and other interventions to paved carriageways can be difficult to control adequately because the volumes are so small. In general, the only practical means of material quality control for bituminous surfacing for these purposes is to accept certification from the supplier. Because of this it is desirable to limit acceptable suppliers to those with a proven track record of satisfactory materials supply or to those who can demonstrate the acceptability of their materials through programmes of regular testing.

At its crudest, the adequacy of routine maintenance can be verified simply by driving over the road. If there are no perceivable faults then maintenance, at least in the visible aspects, is basically satisfactory. If any possible faults are observed then it becomes necessary to stop and measure defects for checking against specified requirements in respect of both the dimensions of the defect and the frequency of occurrence.

This form of visual inspection on its own is not sufficient. There are areas of the road structure which are not always visible and these too must be checked for compliance with requirements. Such areas will include drainage and culvert cleanliness on a regular basis and, perhaps less frequently, items such as embankment slopes, erosion around major structures and at culvert inlets and outlets, free flow in major waterways.

The key to control of routine maintenance quality is the availability and use of experienced supervisors. Supervisors need to be familiar with the roads they are controlling; they will know where problems are likely to occur, which roads are the most problematic under which conditions, which material sources give good and bad results and which elements of the labour force/contractors require closest supervision.

Recommendation on Maintenance Standards and Levels of Service and Planning systems

A comprehensive system of Levels of Service and Standards of Maintenance should be developed.

For consistency this should cover all classes of road and traffic levels. It is therefore desirable that such a system be developed jointly with ARA.

Although, at the extremes, this system might cater only for one organisation or the other, in the middle range it is likely that there will be an extensive area of overlap, especially now that ARA (and possibly the LGAs) are expected to take over all regional roads from the District.

An example of Levels of Service and Maintenance Standards Indicators is given in Annex. This could be used as a model for development of a system appropriate for Albanian conditions or some other approach could be adopted.

Much of the commune, and in many cases the municipality, maintenance work is already directed simply at ensuring basic access.

Basic access can itself be defined as a maintenance standard, the lowest acceptable, although it may be further qualified by provisions relating to winter snow clearance.

Ideally, road maintenance should be a planned programme of events aimed at preventing problems before they become serious. Where funding is wholly inadequate, this approach becomes impractical and the maintenance organisation is forced into a wholly reactive mode where precious funds are conserved and used only to resolve problems as they occur.

Implementation of a planning system, operating jointly at both the central and LGA levels, is highly desirable to plan maintenance in such a way as to make the best possible use of available funds. The ROMAPS planning programme currently exists, where it is being used as a roads database; an upgraded version of this system, or some alternative, should be installed.

Its use would be to provide a comprehensive budgeting and planning function. With advances in internet connectivity, ownership of the programme together with access for both input and output could be shared between the centre and the LGAs. To get the best out of the system it is important that all parties should have a sense of partnership.

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Annex : Levels of Service and Maintenance Standards - An Example

A basic functional classification of public roads in this example divides the roads in the system into three “Functional Classes”:

National Roads

Secondary Roads

Local Roads

These three functional classes are then each further sub-divided, using traffic levels as the criterion, into five “Traffic Levels”.

Functional Classes	Traffic Levels - AADT (v/d)				
	1	2	3	4	5
National Roads	>8000	8000 - 5000	5000-2000	<2000	
Secondary Roads		>5000	5000 - 2000	2000-500	<500
Local Roads			>2000	2000 - 500	<500

The system envisages the provision of five different levels of routine maintenance; hereinafter called Maintenance Standards and refers to them as:

MS1, the highest standard of maintenance

MS2,

MS3,

MS4 and

MS5, the lowest standard of maintenance.

At the same time, five different Levels of Service are considered:

Excellent

Good

Satisfactory

Poor

Bad

The level of service provided by a specific maintenance standard will be lower on a road of higher functional class and will be higher on a road of lower traffic level.

Service Level is a concept which cannot be measured directly; it is a statement of the quality of the experience which the road user can expect, or which he experiences, and is related to conformity with a series of differing criteria. These criteria are formalised as the Indicators which define the 5 Maintenance Standards. The following charts illustrate the variation in the relationship between Service Levels and Maintenance Standards for International Roads, Secondary Roads and Local Roads at different Traffic Levels:

Service Levels – International Roads

Traffic AADT (v/d)	SERVICE LEVELS – INTERNATIONAL ROADS				
	Maintenance Standard				
	MS1	MS2	MS3	MS4	MS5
>8000	Good	Satisfactory	Poor	Bad	Bad
8000-5000	Excellent	Good	Satisfactory	Poor	Bad
5000-2000	Excellent	Excellent	Good	Satisfactory	Poor
2000-500	Excellent	Excellent	Excellent	Good	Satisfactory
<500	Excellent	Excellent	Excellent	Excellent	Good

Service Levels – Secondary Roads

Traffic AADT (v/d)	SERVICE LEVELS – SECONDARY ROADS				
	Maintenance Standard				
	MS1	MS2	MS3	MS4	MS5
>8000	Excellent	Good	Satisfactory	Poor	Bad
8000-5000	Excellent	Excellent	Good	Satisfactory	Poor

5000-2000	Excellent	Excellent	Excellent	Good	Satisfactory
2000-500	Excellent	Excellent	Excellent	Excellent	Good
<500	Excellent	Excellent	Excellent	Excellent	Excellent

Service Levels – Local Roads

Traffic AADT (v/d)	SERVICE LEVELS – LOCAL ROADS				
	Maintenance Standard				
	MS1	MS2	MS3	MS4	MS5
>8000	Excellent	Excellent	Good	Satisfactory	Poor
8000-5000	Excellent	Excellent	Excellent	Good	Satisfactory
5000-2000	Excellent	Excellent	Excellent	Excellent	Good
2000-500	Excellent	Excellent	Excellent	Excellent	Excellent
<500	Excellent	Excellent	Excellent	Excellent	Excellent

It should be noted in the table above that it is considered most unlikely that any Local Road would have traffic or require maintenance outside the limits shown by the box in the lower right corner.

From the Synergy to the Discrimination - Analysis of Attitudes and Decisions of the Prison Staff Towards Muslim Prisoners in the Context of Multicultural Education

Arkadiusz Urbanek

Department of Historical and Pedagogical Sciences

University of Wrocław

aur@pedagogika.uni.wroc.pl

Abstract

The aspiration to keep the synergy in relations between majorities and minorities repeatedly emerges as the cause of conflicts in social relations. It is also a subject of the interest of the multicultural education, particularly in countries of Eastern Europe, building contacts with the culturally and ethnically diverse groups to a wider scale. Relations in culturally, religiously and ethnic diverse societies, are becoming more and more related to the personal attitudes and a given policy. These issues acquire in the prison circumstances even greater significance, as given moods and personal attitudes of the prison staff create the pragmatic aspects of the professional activities addressed to the sentenced. Additionally, the key role is played by the quality of the penitentiary policy and the legal culture. The article presents the comparative analysis of the research carried out in 2016 amongst the prison staff in Poland. The subject of the research concerned attitudes that influence the decisive processes. The personal relations have been analyzed in the context of the relation with the sentenced Muslims. The aim of the research was not only to reveal the quality of the decisions concerning the sentenced Muslims, but also the sources of such decisions. The latter, in consequence, may shift, as the research results prove, towards synergy or discrimination. The diversification of the discrimination was one of the intriguing aspects, disclosed at various levels that not always explicitly concerned the discrimination of the minority.

Keywords: discrimination, multicultural education, muslims, prison staff, synergy

The wave of European migration as a perspective for creating social moods.

Migratory processes in Western Europe have been coming in a wave motion since the 1960s/70s and they seem to last incessantly (Islam in the European Union, 2007, 7-8). The migration waves are of different range which is indicated by quantitative data reflecting their scale and directions. Until 2008 asylum-seekers migrated from poor economy countries mostly keeping steering France (35160 people), Italy (31160), Great Britain (30550), Sweden (24350) and Germany (21370). For each country the migration directions were also differentiated because Sweden and Germany were destinations for dominant groups of Iraqis (25% and 31% of asylum-seekers), as well as for Serbs (8% and 7%). Turks (6%) and Vietnamese people (8%) arrived in Germany. Migrants from Nigeria (17%), Somalia (14%) and Eritrea (9%) mainly landed in Italy. Great Britain mostly received citizens from Zimbabwe (14%), Afghanistan (12%), Iraq and Eritrea (8%). France became the destination for migrants from Russia (10% of asylum-seekers), Serbia (9%), Mali (8%), Sir Lanka and Congo (7%) and Turkey (6%), (King & Black & Collger & Fielding, 2010). Current 2014-2016 migratory events have changed the ratio of migrants, apart from poverty, other reasons for escaping from military-conflicted or politically unstable countries have appeared. The migration to the European Union countries or to Turkey is the effect of criminal terrorist acts

taking place in African countries and strongly connected with religious cleansing that is evidenced by massacres made on Yazidis by terrorists of Daesh.

According to a report published by BBS News (26. 02. 2016) the first wave of present-day migration of asylum-seekers in Europe covered: Syria (over 250 thousand people), Afghanistan (over one hundred thousand people), Kosovo, Iraq (from fifty to one hundred thousand migrants), Albania, Pakistan, Eritrea, Nigeria, Serbia, Ukraine (up to fifty thousand). The main migratory directions are Germany, Sweden, Hungary as well as Italy and France. One should also take into account tightening which hinders the migration in Great Britain. Although the country is one of the destination places for many migrants, the restrictions make just few people reach the British Isles and thus social proportions are changing, especially in those countries where historically the scale of refugee migration has not risen much so far. In 2015 the number of refugees seeking asylum was affecting on relatively homogenous nations and small populations. In proportion of asylum-seekers to one hundred thousand inhabitants the large rates were recorded in Hungary (1798), in Sweden (1667), in Austria (942), in Norway (602) and in Finland (591). In the whole European Union the average proportion reached the level of 255 asylum-seekers to one hundred thousand inhabitants. Being focused on realities connected with Poland it should be indicated that it is rather not a country of destination for migration. Ratio of the current refugee wave that has reached Poland is relatively not big. On one hundred thousand inhabitants the amount of asylum-seekers was 35 (BBS News, 2016). Poland is in the group of Eastern Europe countries where the amount of migrants, especially from Muslim countries, is minimal. It also important for the quality of solutions connected with jurisdiction and penitentiary aspects towards Muslims. The scope of cultural, ethnic or religious diversity of Islam in Polish prison policy is on the level of general solutions stressing their diversity. However, in contrast to those tendencies, the amounts proposed by European Union that illustrate refugee plans of relocation are significant for Poland. By such an inconsiderable real migration so far, the relocation would cover six thousand people what places Poland on the fourth position in the European Union after Germany, France and Spain (BBS News, 2016).

Contemporary wave of migration is a contribution to take discussion not only on political, social or economic issues, but it seems to be a real problem for both jurisdiction and penitentiary policy towards aliens in all countries of Eastern Europe. Undoubtedly it is obvious that migratory movements are the cause of delinquency thus the questions about legal and organizational norms in prisons appear. Nowadays in Polish conditions, the discussion on proceedings with criminals of different culture, religion and diverse ethnic groups is very important and current. It follows from not too many experiences that have been collected so far, because the amount of foreigners in Polish prisons and custodial remands is minimal and comes to the level of 0,4 – 0,6% in whole population. To the most representative groups are citizens of neighboring countries from southern and eastern territories. The amount of Muslims is minor, but it doesn't eliminate organizational and mental problems. Quite the opposite, because the philosophy of carrying out a sentence and each criminal isolation assumes individual work with convicts. Scope of those problems is qualitatively different than in other European countries.

It is worth of stressing that philosophy in carrying out sentences towards offenders in Poland is of different meaning. Here, an important role play therapeutic, supporting and advising activities which can be found in a resocialization trend. It is a specific phenomenon because aiming at criminal's correction and his personal change, in some European countries like for example France, seems not to be interesting for penology. After execution every man should be given a chance for social existence. In Poland philosophy of resocialization is a part of pedagogy which notices the aspects of corrective work, changes motivation and identity of a prisoner, and is not only a social security (Stępniaik, 2014, p. 34-38).

Therefore some questions about general possibility of preliminary custody and imprisonment towards Muslims appear. It is absolutely not about discriminating exactly that group of people, which is relatively small in Poland, but about emphasizing their cultural, ethnic and religious diversity. The philosophy of proceedings individualization towards criminals should start questions about synergy of rights, compromises, possibility of communication and observance of diversity. In addition, Muslims in Polish prisons show their ethnic norms of behavior, beliefs and rituals, which in their opinions, are a part of religion or Islamic law. But practice shows they often don't follow from law or religion, but from local customs and tradition.

It additionally generates problems if about defining those people's needs, organizational conditions, and above all, the way in which they are perceived. Literature takes up a subject of hiding common rules, law and religion in human's existence which are wrongly combined with ideology. The ideology tries to find a historical grounds by creating itself as a source of law, but in actual fact it is a creation that serves contemporary goals (Hobsbawm, Ranger, 1984). Therefore, the crucial purpose of presented research results is to indicate the space in which those conditions can be realized. That is the space in which Muslim diversity is perceived by prison staff, where synergy or discrimination tendencies are being searched, where law diversity is stressed, or where compulsory assimilation to prison condition according to the culture of the country of majority is found.

Multiculturalism and transculturalism versus penitentiary policy.

Recently multiculturalism has been having stronger and stronger meaning in dynamically changing social reality, also in Eastern European countries. Changing social proportions and departing from monolithic nation models requires to notice a cross-cultural space even though till now they were marginal matters. Migration, religious, ethnic and linguistic diversity that are distinctive features of minority are also reflected in penitentiary policy and practice of many countries. Especially when the norms of international law, human rights and humanity are fundamental in European Union countries. The above standards render impossible application the same rules while treating persons of different culture or religion. Diversity management in prisons is in a way immanent feature of culturally diverse communities (Achermann, 2009, p. 6). It is a large field to discuss because the use of separate norms or proceedings in penitentiary practice is not obvious. Especially in Eastern Europe countries (Poland, Czech Republic, Lithuania) which had no such problems before, and remain at the disposal of European Union law influences. At the level of law regulations e. g. Recommendation R(84)12 of Committee of Ministers concerning alien prisoners (Recommendation R(84)12, 21. 06. 1984) it seems to be obvious. However, a quality of penitentiary practice is complex and combines law issues, organization conditions, history and etiology of a certain philosophy in treating criminals. There is no ignoring social experiences in contacts with Muslims, as well as prison staff personal attitudes. Especially the last problem must be taken into consideration because prison service officers and the prisoners create one social organism, and therefore the quality of law fulfillment or creating standards are dependent on personal attitudes. This is the reason the above analyzing is concentrated on a scientific review of prison staff personal predictors which are a starting point to further description of standards and directions in acting with a Muslim prisoner.

Multiculturalism is also a part of prison life, and in a way, a state of mind of people who see others in the same social space. According to Marian Golka's opinion multiculturalism appears where there are various groups of relatively different cultural and racial features, and their different features contribute to mutual diversity perception with its different effects (Golka, 2012, p. 270). Diversity seems to be extremely glaring and immanent in the conditions of prison isolation. It divides the participants of that space into warders and offenders, punishment enforcers and convicts, Catholic and Orthodox believers, atheists and Muslims, and finally into strangers and homies. Alienation of Muslims in Polish prisons, despite a minimal amount of them, is significant and noticeable because of very clear differences in habits, norms and values. In addition, a small number of Muslim prisoners causes that all the decisions and solutions done to them are always exceptions to standard procedures.

Multiculturalism as a general term is not concentrated on different standpoints because the bounds in-between diversity sometimes are clear and sometimes not. However, the bounds and differences in Polish prisons are immensely sharp. Vertical relation between officers and convicts, and between homies and strangers is immanently full of mistrust, care and distance. Although those features are being generated by acts of isolation and potential risk from criminals' side, they strongly emphasize the conflict of interests. That's why Bruno Drwęski indicates a dynamic understanding a phenomenon of multiculturalism which notices a collision of interests in different groups, but also explains the genesis of conflicts. In his opinion the strength of so-called multi-culti isn't that each culture has the same rights to show its outward features in a particular country and particular moment. It is about convincing most of citizens- among minority groups- they are ensured with minimal comfort which is adequate to the level of the age. Features like: origin, ideological, nationalistic or religious

belonging are not a barriers limiting personal and social development. They're also not the obstacles for social advancement of one's children (Drwęcki, 2016).

Arjun Appadurai represents an interesting view in considerations of clashes between different groups and their conflicts of interests. He points four confrontation circumstances. In his opinion, globalization caused relocation of many nations thus they lost their identity and support in homogenous commonwealth. Conflicts are also generated by excessively stressed division on minorities and majorities. It causes tensions, especially when minority's rights are limited by majority. The third reason of conflict origins is drastic economic, political and social inequality what was well illustrated by the above analysis of directions in contemporary wave of refugees. The fourth reason of multicultural conflicts is a large availability to the means of violence, whereas brutality expresses anger and hate towards the strangers (Appadurai, 2009, p. 12-13). Moreover, Marian Golka sees the genesis of multicultural conflicts in rivalry and removing groups from their territories. He also refers to structural reasons that are mutual conflicts of interests and goals. At the same time strong contradictions between values, behavior patterns, as well as psychological and social reasons are the conflict sources. They reflect accumulated prejudices, loss of safety or ambivalence. It entails limitation of one's own values, some risks and rivalry for advantage (Golka, 2012, p. 291-292).

While analyzing situation in Polish prisons mostly psychological and social reasons are noticeable because they generate conflicts and diminish foreigners' rights to cultural diversity care. The thesis follows from current social experiences of country where ethnic, religious and cultural minorities are not as much visible as in Germany, France or in Scandinavia. In citizens' opinion Poland is nationally and religiously homogenous country. Unfortunately, such opinions are fed by nationalistic groups. In prison life personal attitude is of the same importance as the prison law which is implemented by people of certain beliefs. The law cannot impose them any vision- neither synergy nor discrimination – if its enforcers follow completely different beliefs. Additionally, prison is an institution where competing for dominance appears in everyday reality. Talking about discussed relations between Polish and Muslims, stressing different behavior norms, ethnic differences, or different social perception one can assume that dispute about value dominance is going to be unavoidable. This is another aspect showing difficulties connected with discussion on penitentiary policy and dealing with small group of Muslim prisoners. Transcultural conflicts may be generated by psycho-social reasons, and not necessarily by size of population. It is also worth to stress that in Eastern Europe counties studies on perceiving Muslim prisoners, and especially their different needs are not carried out on a large scale. It may be connected with trust in power of domestic and international regulations which try to sanction conditions of imprisonment and respect of sentenced foreigners diversity. Synergy seems to be strengthen in law, but the question is whether prison officers' opinions are convergent with that belief.

Social climate of perceiving foreign criminals in Poland.

Analyzing objective aspects of foreign delinquency in Poland it's hard to clearly point factors which shape social opinion towards that group. Delinquency occurrence is an indisputable fact just like the opinion that migration processes cause some of immigrants commit illegal acts and must be kept in isolation. Therefore thinking of law synergy it's worth to take into account factors which create social climate in Poland. In this case, the analysis covers objective data, of course one must be aware of stereotypes and opinions presented in media which are negative towards Muslims. Undoubtedly, the stereotypes, just like in other countries, appear together with the wave of migration from Islamic countries, and serve to media and ideological aims, as well as they become subjects in public debates.

By illustrating the amount of crimes committed in Poland by foreigners, it's noticeable there were different waves of intensity of that problem. Generally, the intensification of that phenomenon has been growing since 1990, when systemic changes in Poland started. Since then Polish police has been recording crimes committed by foreigners, and finally the problem has appeared in Polish custodies and prisons. According to statistical evidence presented by Polish Police Headquarters, crimes committed in the years 1990-2015 show the accumulation falls on period between 1995 and 2003 and oscillate on the level of 5. 1K – 8. 3K (Graph 1). Nowadays that phenomenon is on relatively low level and amounts

about 2.2K cases per annum. Nonetheless, a fear of increase in delinquency among immigrants in Poland is presented in media messages and is one of the arguments against welcoming refugees from present migration wave.

Second important aspect analyzing the phenomenon of perceiving Muslim criminals is the picture of foreigners' delinquency. For 90's and 2000's dominant group of foreigners were citizens from former Soviet Union. In comparison with group of Muslim criminals disproportion is significant and that tendency remains both in 1990-1999 and 2000-2012 (Table 1. and Table 2.). Those are estimated data applying to potentially Muslim countries. In Poland official police or prison statistics that could show declared religions are not being conducted. It comes out from belief that religion is a personal matter and is not associated with monitoring delinquency level. Moreover, international regulations don't allow administrations to gather personal data exceeding necessity.

Polish police statistical data indicate (Table 1. and Table 2.) that potential amount of criminals originated from Muslim culture is minimal in comparison to population of foreigners and to general population of convicts in Poland, which in the years 2014-2015 oscillated on the level of 80K and 77K people. Therefore there are no objective reasons to treat Muslim criminals as a very aggressive group. In addition, Polish penology is not strongly experienced in punishing them what could suggest the guards' opinions will rather aim at synergy and stressing different rights than at discriminating diversity. Nowadays, a small population of Muslim convicts potentially facilitates developing considerations and synergy standards. Going further, there should appear some specific actions of methodical resocialization work towards those people. But the key aim is to recognize personal opinions of prison staff which may not be consistent with objective premises and anticipated tendencies of political correctness.

Methodological objectives of the research.

The research analysis was realizing the prospect of quantitative studies, using data from a survey carried out among 80 respondents. The research was conducted in the years 2015 and 2016 and covered prison service personnel in Poland. The respondents were officers and non-commissioned officers, employed at custodial remands and penitentiary institutions. Selection of the respondents was random and covered two groups, penitentiary personnel and security staff. From the organizational point of view in Polish penology, officers represent various departments that are responsible for organizational duties (administrative and commissary personnel), penitentiary personnel- responsible for resocialization, and the most numerous group is security staff- responsible for safety and keeping effective isolation of criminals. Due to the scope of duties and direct relations with convicts, the research was focused on security guards and penitentiary personnel. Respondents were randomly selected from different regions of Poland. From the perspective of quantitative analyses that condition of random selection is of great importance because the opinions of persons from border-territories and their experiences may diversify declared opinions on relations with a 'stranger'. The results gathered from 80 officers: 40 officers and non-commissioned officers from penitentiary section, and 40 non-commissioned officers from security service were compared. The research was conducted in a diagnostic test method and written interview technique.

The aim of the studies was to show leading tendencies represented among prison personnel. Therefore a quantitative analysis accurately illustrates the results, showing the tendencies as general directions. They picture prevalent opinions on culturally different convicts; showing tendencies to synergy or discrimination. The research is to answer to a key question: whether the officers of prison service prefer unusual procedures of performing punishment because of ethnic diversity of sentenced Muslims? That perspective goes beyond correctness of international regulations which refer to a necessity of differentiated acting with such prisoners because religious freedom. The tested tendencies are both the result of own experiences and prognostic beliefs- how I'd like to behave towards a Muslim offender.

The second question: What were respondents' motivations?- is corresponding with analyzed tendency to respecting different expectations of Muslims. Personal opinions of respondents result from a certain motivation. They were defining the arguments of own decisions by giving their complications.

Procedures of acting with Muslims offenders.

Conditions of imprisonment and preliminary custody are absolutely total. They can't be changed by a person who being in isolation loses control over own decisions, gets experienced with depravation of intimacy needs, self-determination and freedom. Total situation increases the meaning of legal and organizational procedures which decide on readability of taken decision and action unambiguity. Stay of foreigners with their different ethnicity and religion causes a serious disruption, because some procedures need changes and updating. Undoubtedly, for prison officers they are not standard actions, but they are strengthened in European law. Recommendation R(84) by 12th Committee of Ministers of EU Member States points explicitly in recommendation 26 a necessity of personnel education in field of different needs consideration and understanding problems occurring among particular groups of offenders. The procedures of imprisonment should be unusual, but an important question is if the officers are ready for that.

The research showed a few general tendencies showing readiness or its lack, to deeper reflections on the needs of sentenced Muslims. The discussed problem was the readiness to consider ethnic difference in opposite sex relations when subject matter contains knowledge not only about law solutions, but personal emotions. Up to now studies also proved that Muslims, both in refugee centers and in prisons present comments connected with relations with women. Women are performing functions as social workers and Border Guards officers and because of that they give orders and manage with males' issues. Much stronger subordination occurs in prisons where female officers act as sentence executers. Male Muslims claim that such a relation is against their tradition and socialization, and harms their honor.

It is a very complex issue because in Poland and in other European countries occurs a conflict, not only between social relations, but also in cases of equal treating of everybody, having rights to practicing professions or to be protected before sexual discrimination. In European culture a woman plays different role than that perceived by Muslim tradition. It is also hard to deny that some social relations are a part of male socialization from Islamic culture that they follow. Additionally, in that melting pot of contradictions, occur European recommendations which call for respecting different religions and traditions. Therefore, respondents declared readiness to respect submitted claims in order to place sentenced Muslims in sections served only by male warders. It is not about a general obligatory subordination and performing orders, but the fact those orders are given by females.

The research results were different for men and women, what is illustrated in Table 3. In group of 80 men the change of procedures towards Muslims was definitely unacceptable, almost 65% of respondents were against such concessions. Relations with female officers shouldn't be reduced because it is a fixed feature of organizational conditions in Polish prisons. Females' answers weren't so much unambiguous, 50% of respondents would accept a situation in which the rules of imprisonment were changed in response to Muslim convict's expectations. However, the decided situation was very complex due to a collision with the rules of equality between sexes. In that case, any concessions could be perceived as organizational changes, forced by convicts, what naturally arouses officers' care and resistance.

Officers' decision complications towards sentenced Muslims.

Motivation analysis followed by respondents is a determinant for general tendencies and a certain way of thinking about punishment. Basically, several thematic categories can be enumerated in which those motives can be found. The pros and cons were illustrated by Graph 2.

Arguments against the changes (see Graph 2):

a). necessity of respecting the law and regulations being in force in Polish prisons,

- b). respecting the rules of European culture,
- c). respecting equality of rights and lack of discrimination due to sex,

Arguments for the changes:

- d). eliminating conflicts in relations between convicts and officers,
- e). observance of Islamic religion,
- f). positive relationships,
- g). female officers safety.

As for the Polish penitentiary law there are indeed no such directives to change the system of work organization, rather it is the case of the internal organizational dispositions. Furthermore, the recommendations of the European Union describe the scope of adjusting the penitentiary conditions to different ethnic and cultural needs in a rather general way. The proposal clearly puts the stress on the importance of the procedures regulating the work of public representatives. The prevailing view is that the national law should not make any exceptions when it comes to negotiating the ethnicity-related needs. Such motivation is, however comparable with the notion of the native culture being accepted as setting the superior standards.

The joining of the two similar arguments is worth stressing: on the one hand noticing the cultural requirements of a country (20%) and the other the parallel aspect: the cultural requirements of a country associated by respondents with the equality (11%).

Connecting almost identical decision-making motives results in the fact that the role of the majority culture, the role in which gender relations are defined differently than in the Muslim world, turns out to be a leading trend. It is crucially important in connection with the analyzed motives of the sources of conflict in multicultural societies.

The important role plays the battle about the domination of the majority, which is clearly indicated in the discussed research studies.

The findings show that defining the co-existence of different groups is based on the minority compliance concerning the existing tradition and standards of the majority. It is worth mentioning especially in the context of difficulties in constructing the political process, as well as in the methodology of penitentiary work towards foreigners.

Motivation connected with the respect towards the expectations of cultural diversity groups manifested itself reaching the level of 9%. The respondents were willing to change the standard recommendations on treatment of convicts due to their religious beliefs.

Of course, on the one hand readiness for change of attitude should be noted, but on the other hand another important aspect of penitentiary practice appears. The relations with women, the roles which are attributed to them, as well as the social dependencies are not the result of religion itself, but rather of ethnic tradition. The role of women differs widely from country to country and it is the effect of tradition, social communication and sometimes ideologization, which is used for the current political and social purposes (Hobsbawm & Rangen, 1984).

Patriarchal ideology attempts to regulate legally and religiously social relations in order to give them significance and subordinate them to specific goals as in Pakistan or Iran.

As the last revolts proved, in many Muslim countries the existing laws against female education or the strict dress code which does not clearly emerge from Quran (Khagat-Bennai 1959) change, together with the transfer of political power.

Thus, the decision-making process concerning social relations, as being a part of the Islamic world, raises some doubts, because dogmatically sanctioned events start to proceed, the ones which are not empowered to act in such a way.

It is very harmful for penitentiary practice, as there exists a high danger of manipulation and the convicts may try to take advantage of their situation, using their beliefs in terms of religious issues. Consequently, they tend to demand a deep respect for cultural diversity, which is not true, because into this category fall the ethical traditions.

In this case the results indicate that the decision-making process of the public representatives could be described as against gender equality and women empowerment. Their decisions could expose the staff to discrimination, although the expectations of the convicts were not the manifestation of their cultural diversity, but rather they resulted from the ethical and multicultural foundations.

Taking under consideration the expectations of the convicts regarding this issue, a specific motivation concerning the limiting of the conflict escalation occurred (16%). The improvement of relations between the staff and the convicts reached the level of 7%. These were the circumstances which dominated in a group of prison officers, who were directly concentrating on interpersonal relations. Both, the pedagogues and psychologists were noticing the danger arising from ignoring the signs coming from foreigners. The difference in performing of professional tasks among penitentiary staff and prison officers indicated that they were emphasizing completely different issues: on the one hand the atmosphere among the convicts and on the other hand the obedience of penitentiary rules and the cultural aspects of a selected country, without any exceptions when it comes to Muslims.

Conclusion

The Polish prison officers do not have much experience working with Muslim convicts which is indicated by statistical data concerning imprisoned foreigners in general. Similarly, regarding the level of criminal activity, also the Islamic community perpetrators are not considered potentially dangerous to society (see Table 1 and Table 2). Despite this fact, the attitudes towards the possibility of using different penitentiary procedures towards Muslims are for the most part not accepted by the officers. Of course the analysis were carried out regarding the difficult and questionable situation when it comes to legal, ethical and organizational matters, confronting women's rights in Poland with the mental and ethnical differences in perceiving them by Muslim men.

Such complicated situations show the great difficulties in a decision-making process, as opposed to everyday issues such as for example the matter of religiously-based dietary restrictions.

The regular rights regarding cultural diversity have been determined by the penitentiary rules and for this purpose special procedures have been established and so this is the reason why they can be perceived in terms of the complete administrative solution. The rule-governed procedures do not raise doubts and do not involve personal opinions.

The data analysis indicates two crucial issues important in the Polish penitentiary system. On the one hand there is a strong belief that the standard procedures, not focusing on the cultural diversity, are the only acceptable ones. However, some opinions suggest the implementation of punishment system considering the issue of assimilation into the majority culture. It seems to be an interesting matter from the perspective of multicultural education, which deals with the assimilation as such, the integration of foreigners when it comes to both, the assimilation into the majority culture as well as to harmonizing the aspect of having rights and understanding. Based upon the results of studies it seems that theory does not influence practice, it creates no clear direction for the penitentiary policy. The results proved that especially the officers share the conviction of the procedure codification, so in the long run the lack of clear penitentiary regulations considering the synergy of rights may unleash the opposite tendencies.

Another problem deals with the easily accepted argumentation regarding religiously sanctioned diversity. It is a great challenge for the multicultural education as well as for the studies highlighting ethnic traditions and their local origins.

So far, there have been no inquires that related to sorting out the expectations and demands towards the convicted Muslims concerning their religion, Islamic law and the local ethnic traditions. Certainly, the existence of different types of

schools and various ways of proclaiming Shariat make it difficult, but on the other hand the situation seems alarming when not only the convicts but the immigrants as such consider the issues which are merely the local tradition as being Shariat-related. Such situation may generate problems and favor manipulations and concessions, which is far from reaching compromise and synergy when it comes to multicultural societies. This confrontational situation appears to be difficult and it does not seem to have a clear solution, because its aim was to motivate respondents to act. At the same time it is the area of cultural norms and patterns, which indicates on the one hand at the uncompromising attitude and on the other at the sensitive synergy of the matter.

Chart 1. Criminal activity of foreigners in Poland between 1995-2003.

Source: Polish Police Headquarters M. Perkowska, 2013, pp. 191-192

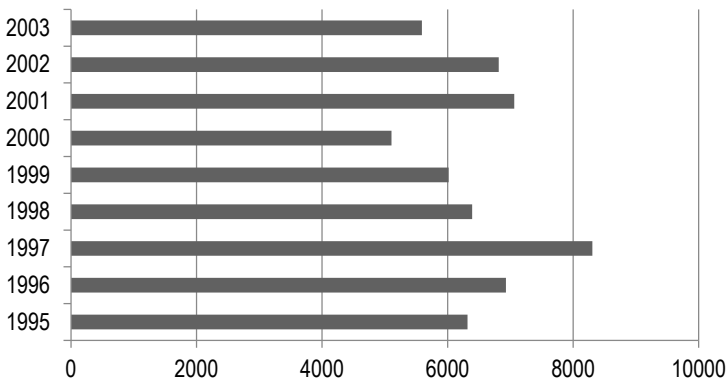


Chart 2. Distribution of arguments regarding the decision-making process among the officers

Source: based on my own research

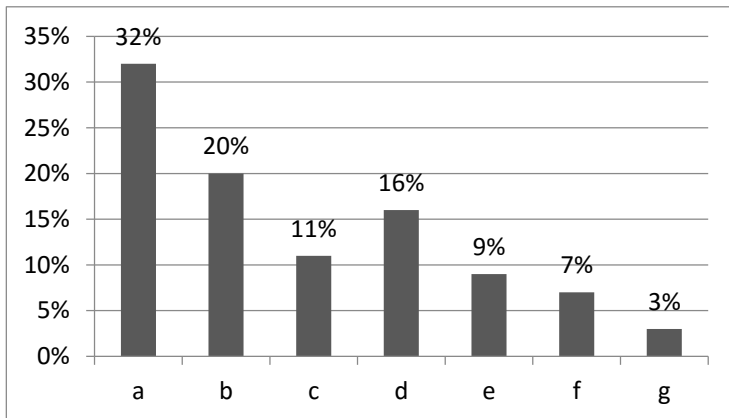


Table 1. The number of foreigners from selected countries suspected of committing (1990-1999)

Dominant criminal groups	Criminal groups from the countries seen as potentially Muslim ones

Ukrainians	12 208	Turks	125
Belarusians	7 536	Afghans	121
Russians (ZSRR until 1992)	8 025	Iraqis	25
Germans	3 883	Lebanese	15
Lithuanians	3 045	other African countries	121
Romanians	2 429		
Bulgarians	1 087		
Czechs	898		

Source: Polish Police Headquarters M. Perkowska, 2013, pp. 191-192

Table 2. The number of foreigners from selected countries suspected of committing crimes (2000-2012)

Dominant criminal groups		Criminal groups from the countries seen as potentially Muslim ones	
Ukrainians	16 628	Turks	274
Belarusians	7 454	Pakistani	84
Germans	3169	Iraqis	35
Armenians	3 122	Bosnians	34
Russians	2 708	Libyans	31
Lithuanians	2 471	Lebanese	24
Bulgarians	1 519	Sri Lanka	19
Romanians	1 399	other African countries	565
Czechs	751		

Source: Polish Police Headquarters M. Perkowska, 2013, pp. 191-192

Table 3. The analysis of decision distributions considering taking into account the expectations of male Muslims in the examined groups of men and women N=80.

	<i>The change of prison conditions</i>	<i>No change of prison conditions</i>	<i>No data</i>	<i>Total</i>
<i>M</i>	17	40	5	62
<i>%</i>	27,42%	64,52%	8,06%	
<i>W</i>	9	9	0	18
<i>%</i>	50,00%	50,00%	0,00%	
<i>Total</i>	26	49	5	80

Source: based on my own research

Reference:

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Is De Facto Partnership a Threat to Marriage? a Case Study from Macedonia

Irena Avirovic, PhD

Assistant Professor

avirovic@fzf.ukim.edu.mk

Makedonka Radulovic, PhD

Assistant Professor

radulovic@fzf.ukim.edu.mk

Institute of Family Studies, Faculty of Philosophy

University "SS. Cyril and Methodius", Skopje, Macedonia

"Changes in family relationships occur as macro-sociological changes in historical time, which take place over decades and centuries, but they also occur as micro-sociological changes during the lives of family members"¹.

David Cheal, *Families in Today's World, A Comparative Approach*.

Abstract

The subject of this work is to examine whether the increased number of de facto partnerships could jeopardize the future of the marital institution in the Republic of Macedonia. The paper will provide existing statistical data on the number of marriages, divorces, and de facto partnerships in the country. Furthermore, it will analyze possible factors which have influenced the increased number of extra-marital communities in Macedonia. For the purposes of this paper we conducted a quantitative research with a sample of 120 respondents aged 18 to 22 years. The questionnaire was outlined to measure the perceptions of young people on marriage and cohabitation. In conclusion, the results from the respondents' answers were used as an inclusive consideration for future projections and possible major projects.

Keywords: cohabitation, marriage, divorce, Macedonia.

Introduction

With the development of contemporary societies, we are witnessing a continuous transformation of the family structure. Today, we have abandoned the classic description of family by George Murdock², who defined family as a social group (composed by adults of both sexes and at least one child) characterized by reproduction, common residence and economic support. New types of families include: single-parent families, reconstituted families (i.e. "step" families where one or both

¹ Cheal D. (2008). *Families in Today's World, A Comparative Approach*. London; New York: Routledge, p. 107.

² See more about Murdock's definition of family in Murdock, G. P. (1960). *Social Structure*. New York: Macmillan.

partners have children from a previous marriage), homosexual marital and extra-marital communities, de facto partnerships and individual households. This pluralism of family models is a product of multiple processes: urbanization, industrialization, globalization, the influence of the Western world and the effect of Europeanization.¹

In addition to the above-mentioned processes, Macedonia is facing a long period of political and economic transition which has additionally influenced the family structure and the society in general. The economic instability of the past two decades has caused increased labor migration in the European Union and overseas, resulting with an augmented number of families with at least one member of the household abroad. Moreover, with the introduction of the free market economy, the participation of women in the labor market led to further transformation of family roles. In fact, there is an ongoing debate on whether the increased economic emancipation of women in Macedonia is one of the main reasons for postponing marriage and birth.

Political, economic and social changes shape and transform family models as well. Macedonia has started to gradually abandon the patriarchal and extended family models, and substitute them primarily with nuclear families, but also with single-parent families and reconstituted family models, mainly due to the increased divorce rate. The nuclear family model, on the other hand, is undergoing through transformations by itself. In fact, in the past decade, traditional marriage appears to be challenged by the increased number of couples who choose to avoid the commitments of marital communities. Thus, following the example of Western societies, Macedonia has reduced the legal difference between cohabitation and marriage.

Cohabitation

According to the Family Law of the Republic of Macedonia, a de facto partnership or cohabitation is a community in which a man and a woman live at least one year without getting married.² Macedonian extramarital communities enjoy the same rights of married couples as far as the right to mutual economic support and property rights are concerned, including legal protection against domestic violence. The Republic of Macedonia does not officially recognize any kind of same sex community, either marital or extra marital.

As stated by the Macedonian State Statistical Office, the number of marriages in 2014 decreased by 1,2% compared to 2013, whilst the number of divorces increased with a share of 8,7% compared to the previous year.³ The contrast in numbers is significant when compared data from the first census of 1994 with more recent data. In almost one decade the number of marriages has decreased from 15.736 in 1994 to 13.982 in 2013, whilst the number of divorces has augmented from 710 in 1995 to 2.405 in 2013.⁴ There is already a significant change in numbers even if we analyze data from five years before. Namely, in 2009, the number of marriages and divorces had increased respectively by 1,6% and by 6,5% in comparison to the previous year.⁵ Whilst divorces continue to increase each year with a constant rate, the data regarding marriages is what caught our attention: from a continuous increasing rate, in just five years there is a significant decline⁶. This drop in numbers is caused by many factors; among the main causes postponing marriage for an older age and living in a de facto partnership are the dominant ones. According to the last official census of the Republic of Macedonia from

¹ Мицковиќ Д. (2008). *Семејството во Европа XVI-XXI век*, Скопје: Блесок, p. 209–220.

² Family Law, revised text, Part I, Art. 13, General Provisions, retrieved from: http://www.mtsp.gov.mk/wbstorage/files/zakon_osemejstvo_osnoven.pdf (13/11/2015)

³ Announcement on Marriages and Divorces by the State Statistical Office of the Republic of Macedonia, 11/06/2015, retrieved from: <http://www.stat.gov.mk/PrikaziSoopstenie.aspx?rbtxt=11> (17/03/2016)

⁴ Regarding marriage and divorce in Macedonia see more in: Радловиќ, М. (2014). *Традицијата во европските и македонските семејства*. Скопје: Култура.

⁵ Announcement on Marriages and Divorces by the State Statistical Office of the Republic of Macedonia, 08/06/2010, retrieved from: <http://www.stat.gov.mk/PrikaziSoopstenie.aspx?id=11&rbr=95> (17/03/2016)

⁶ Since 2008, through a series of legislative reforms, the Government of the Republic of Macedonia began to implement policies to stimulate and support families with three or more children, in order to increase fertility, including housing subventions for single people and young married couples under the age of 35.

2002, the official number of non-married couples living together with or without children was 6027¹. However, new researches suggest a great increase of this number each year, with even higher estimates. Already in 2009 the number of children born in extramarital community represented 12,2% of the total number of born children in Macedonia. The same rate (11,3%-12,2%) continued in the following five years as well.²

This trend was noted in the European Union much earlier. Main causes are considered to be: alterations of ethical and moral standards, general predominance of individualism, emancipation of women, sexual revolution and reduced influence of religion. As an example, in the European Union 40% children are born in a de facto partnership³ and the number of divorces has risen from 170.000 in 1960 to 1.040.000 today.⁴ Compared to this figures, Macedonia's marital community might not be "at risk" at the present. However, if we consider that two decades ago Macedonia was at large a patriarchal society, where divorce and cohabitation were the exception and not the rule, then, this figures are worth major attention.

The expansion of de facto partnerships in Macedonia is a result of multiple emerging factors in our developing society. Among them, increased average age at first marriage, extended studies, postponed employment (due to studies or unemployment) and unresolved housing issue are the leading ones.⁵ In the period from 2009 to 2014, the average age at first marriage ranged between 25 and 26 for women and 28-28,8 for men. In the same period, the average age of women in the total number of births was 27,7-28,5 years old, and 25,9-26,8 years old for first born children.⁶ As far as higher education is concerned, the Republic of Macedonia has implemented the Bologna Process since 2010, thus the new system requires predominantly 3+2 years of studies leading to a Master's degree. Longer studies postpone employment, hence financial independence and residency matters are postponed as well. In addition to the above-mentioned factors, nowadays younger generation enjoy free choice of lifestyle and feel less pressure from societal moral norms.

Case study from Macedonia: Is de facto partnership a threat to marriage?

In order to analyze the general opinion of youth in regard to marriage, divorce and cohabitation in Macedonia, during February and March 2016 we conducted a quantitative research with a sample of 120 respondents. Our focus group was students aged 18-22 years old. However, among the respondents seven answered to be between 23 and 26 years old and four are above 26 years old. Since the respondents were chosen randomly, we disregarded the possibility to conduct a gender balanced research at this stage of the investigation and the outcome was 22 male and 98 female respondents. The reason to put emphasis on the younger generation was to attempt a prediction on the possible future rates of marriage and de facto partnership in the country. Our questionnaire included 52 questions divided into five parts and was anonymously conducted. Due to limitation in space, for the purpose of this paper we used only part of the results, which are elaborated as follows.

As expected, the majority of the respondents live in nuclear families with parents living in a marital community. Almost 10% have divorced parents and there was no single case of de facto relationship. These results were not surprising, since cohabitation is a newly accepted trend in Macedonia and is not typical for the generation of our respondents' parents, which we estimate to be born in the late 1960s or early 1970s.

¹ State Statistical Office of the Republic of Macedonia (2004). *Census of Population, Households and Dwellings in the Republic of Macedonia, 2002, Final Data, Book XIII – Total Population according to Territorial Organization of the Republic of Macedonia*. Skopje: State Statistical Office of the Republic of Macedonia, p.47.

² Announcements on Population (2010-2015) by the State Statistical Office of the Republic of Macedonia, retrieved from: <http://www.stat.gov.mk/PrikaziSoopstenie.aspx?id=8&rbr=1723> (17/03/2016)

³ Share of Live Births outside Marriage according to Eurostat. See more data by country at: <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=tps00018&plugin=1> (16/03/2016)

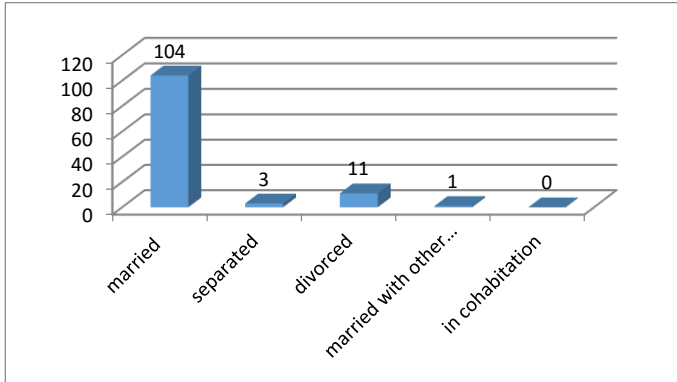
⁴ Мицковиќ, Д. *op.cit.*, p. 209–220.

⁵ Борнарлова, С. (2012). *Социјална работа во семејството*, Скопје: Универзитет Св. Кирил и Методиј, Филозофски факултет, p. 34-35.

⁶ Announcements on Birth Rates (2010-2015) by the State Statistical Office of the Republic of Macedonia, retrieved from: <http://www.stat.gov.mk/PrethodniSoopstenijaOblast.aspx?id=8&rbrObl=2> (17/03/2016)

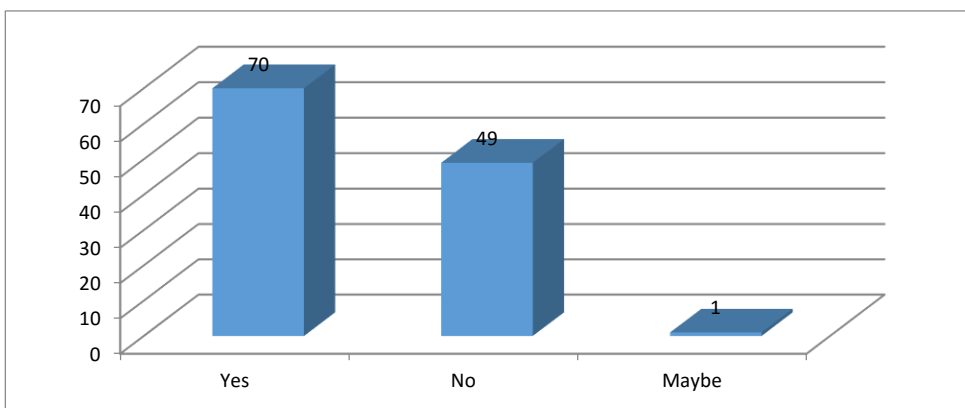
Figure 1¹

Status of respondents' parents in figures (Question # 10: Your parents are...)



In the second section of the questionnaire we asked our respondents general opinions on marriage including reasons to get married, ideal age for marriage, advantages and disadvantages of being married. On the question whether married people are happier than single people, the majority responded positively (70 out of 120). This outcome correlates to the previous question and the fact that most respondents (104) come from families of married parents, which the majority has evaluated as harmonic (64) or well-functioning (49). The positive attitude towards marriage is confirmed with the results of answers from the statement "Everybody should get married": 55% respondents agreed and 45% disagreed with the statement. However, the negative answer from 45% of the respondents is already an indicator that for almost half of our students aged 18-22 not getting married is a possible option for themselves or other people. This liberal perception on marriage is more noticeably in the results of the following question: "Would you be in a relationship/marriage with a partner who has children from a previous relationship/marriage?" with 62,5% stating a positive answer. This result suggests that divorce and presumably having children outside marriage is acceptable and the possibility of dating a person with children from a previous relationship or marriage might be tolerable for their parents and/or family as well.

Figure 2. Opinion on happiness in marriage vs. singlehood (Question # 18: Married people are happier than single people.)



¹ All figures show results in numbers, not percentage.

Figure 3. Opinion on marriage in general (Question # 19: Everybody should get married.)

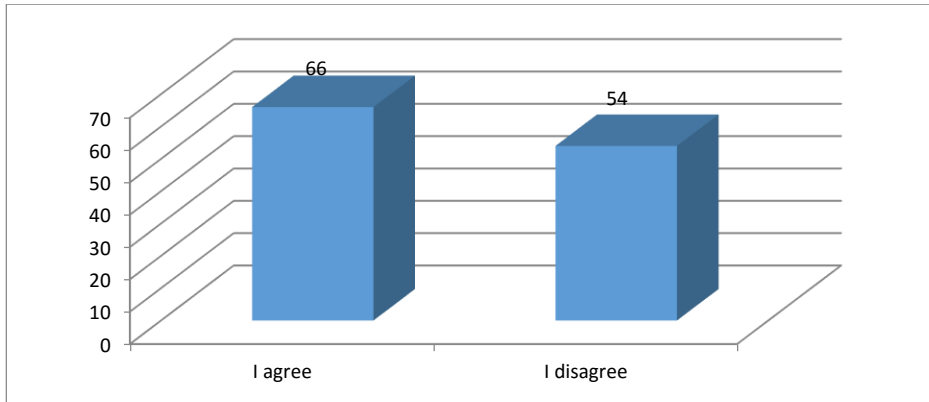
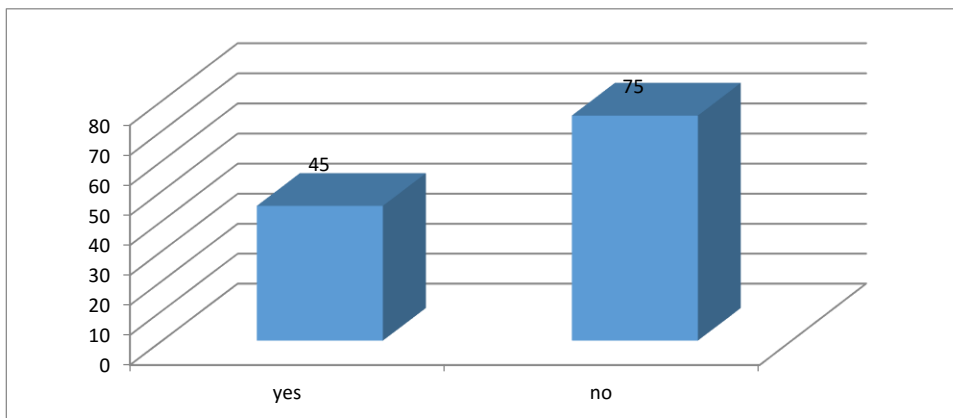


Figure 4. Opinion on marriage, divorce and reconstituted families (Question #27: Would you be in a relationship/marriage with a partner who has children from a previous relationship/marriage?)



The multigenerational type of family commonly known in the region by the term “zadruga” was characteristic for the Balkans until the late 19th and the early 20th century. Besides having more than two generations residing in the same household, it was generally a patriarchal type of family i.e. once a woman got married she used to go to live with her husband’s parents, where his unmarried sisters and married brothers lived as well. Today we consider this family structure almost extinct in the big cities, particularly in the capital Skopje, but it is still present in the rural areas, especially among Muslim population. However, we were surprised from the number of respondents living in extended families (28 out of 120), which was higher than the number of respondents living in single-parent families (17). In fact, high unemployment rate and rental prices frequently force young married couples to live with their parents. In this context, we asked our respondents whether it is acceptable for them to live with their or their partner’s parents after marriage. As expected, the majority of them would prefer to live solely with their partner (80%) and only a small group would accept to live with their parents (8,3%) or their partner’s parents (11,6%).

Figure 5. Question # 7: In what type of family do you live?

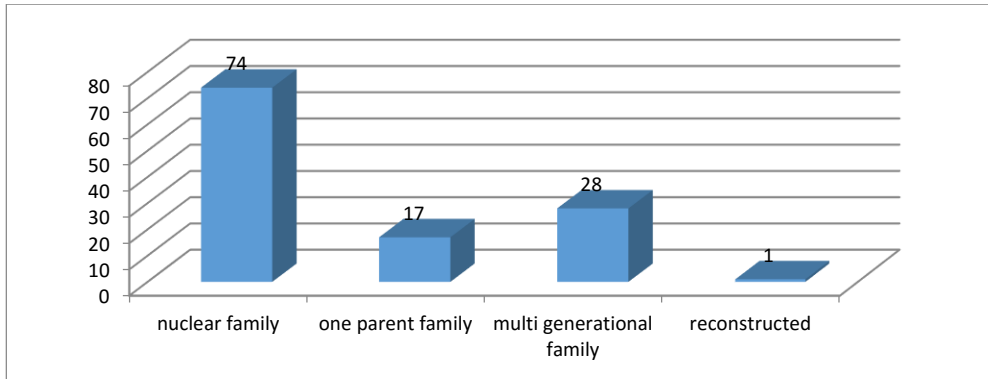
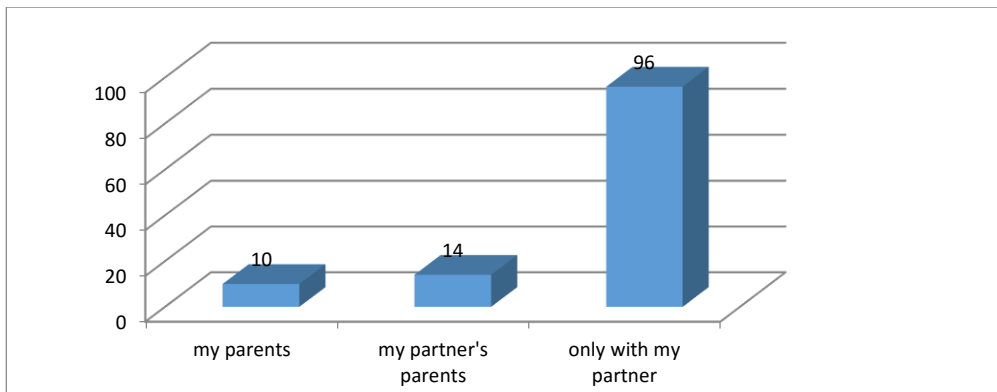


Figure 6. Opinion on multi-generation families (Question 32: "After getting married I would accept living with...")



The general outcome of the questionnaire regarding the section devoted to marriage was more expected than surprising. In fact, all answers suggest a rather positive perception of marriage which might be influenced by the type of families the respondents are coming from i.e. marital communities. Even when asked whether people lose themselves in marriage, 73,3% disagree in comparison to the 26,6% who agree with the statement.

The section on divorce and children was not included in this paper due to limitation in space and coherence with the topic. Overall, young generation tend to accept divorce more than the generation of their parents and elderly, and they are more open-minded when it comes to relationships with divorced people or partners with children.

The section devoted on de facto partnership, which is also the main focus of our research, shows that cohabitation is an increasingly common idea among young people. Namely, for the majority of Macedonian youth (65%) pre-matrimonial cohabitation with the partner leads to a successful marriage. With increased mobility from rural to urban areas and particularly towards the capital Skopje, students almost certainly already live without their parents. As a result, they have the possibility to live either with roommates or a romantic partner. In this case, cohabitation with the partner is most likely to happen, whether it leads to marriage or not. Certainly, being "anonymous" in the big city furthermore eliminates the negative perception from family and surroundings on extramarital communities. In this regard, however, our respondents consider de facto partnerships not yet widely morally accepted in the Macedonian society (68,3%). This might be a consequence of multiple factors. Firstly, they come from an environment where marital communities are the norm (see results from question 10 above) and as studies suggest, children tend to accept their origin family structure, which will

probably resemble their own future family as well. Secondly, given their young age (18-22), our respondents probably do not know many couples living together and have not faced the matter in real life. Thirdly, reduced youth mobility abroad¹ is another factor which limits their possibility to meet and accept new types people and hence, of families. Finally, influence from older family members (as shown from the results of question # 46, parents opinion is very important for our respondents in regard to marriage and cohabitation) and the society in general might have an impact on their opinion as well. All the above-mentioned factors might be the reason of the juxtaposition of the results from the two previous questions.

Figure 7. Opinion on pre-matrimonial cohabitation (Question #44: Pre-matrimonial cohabitation with the partner leads to a successful marriage.)

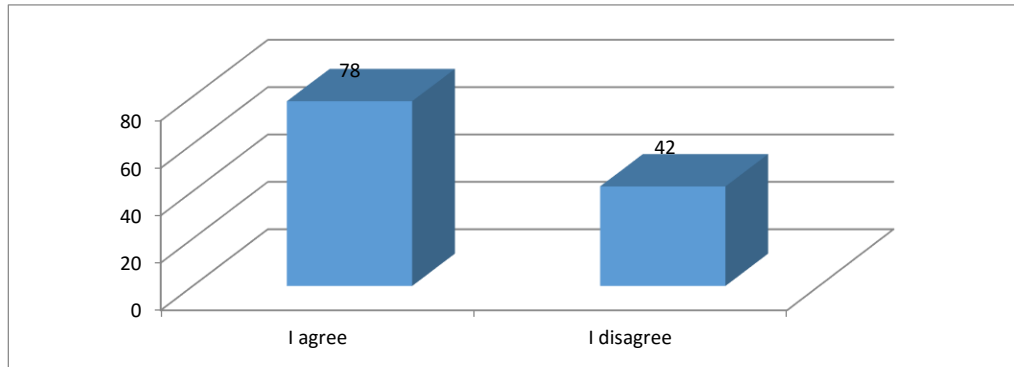
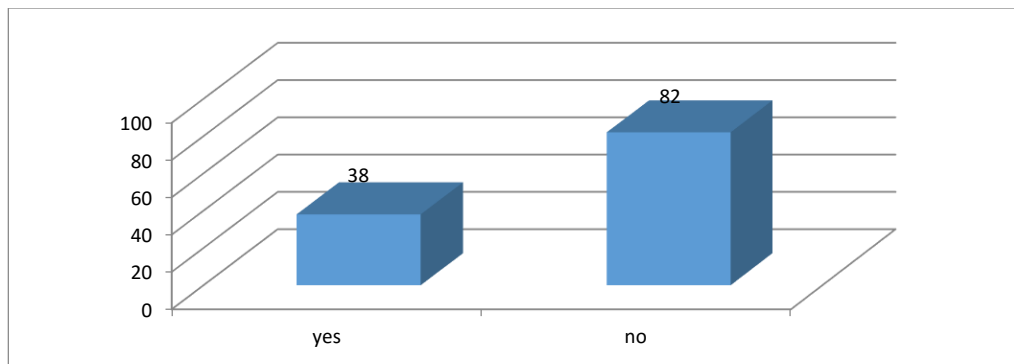


Figure 8. Opinion on cohabitation and moral standards (Question #43: Is cohabitation morally accepted in Macedonia?)



Even though many changes have occurred in the past two decades, pressure from family and society to get married at a reasonable age are still present in Macedonia. Thus, the majority of respondents (58,3%) would not live in an extra-marital community and would prefer to get married with the partner. These results were confirmed with the answers from the following questions as well. When asked in what circumstances would they accept a de facto partnership, the majority of our respondents choose engagement (40%) and “trial marriage” (31,6%) as main conditions. This result suggests that cohabitation with a romantic partner is perceived predominantly as a step towards marriage but not yet as replacement for

¹ The Republic of Macedonia is a candidate country of the European Union since 2005 and students only enjoy limited number of exchange programs within the Union (Erasmus, Erasmus +, Erasmus Mundus etc.). Until 2010, mobility was furthermore restricted due to the EU Schengen visa regime, which some member states (for instance the United Kingdom) still require. The continuous high unemployment rate since its independence in 1991 and expensive airfare until recent years are other factors contributing to a diminished mobility of Macedonians in general.

marriage and confirms general trends of cohabitation leading to marriage. Since a large part of the students still live with their parents, interestingly, 13,3% of them answered that in order to live without their parents they would accept a de facto partnership. This result is understandable, given the age of our respondents and their need for more privacy and independence. Moreover, since 23,3% (question # 7) of them live in a multi-generation family, an extramarital community might be seen as a way to escape from a crowded household.

Figure 9. Opinion on extra-marital communities (Question #42: Would you accept living in an extra-marital community with your partner?)

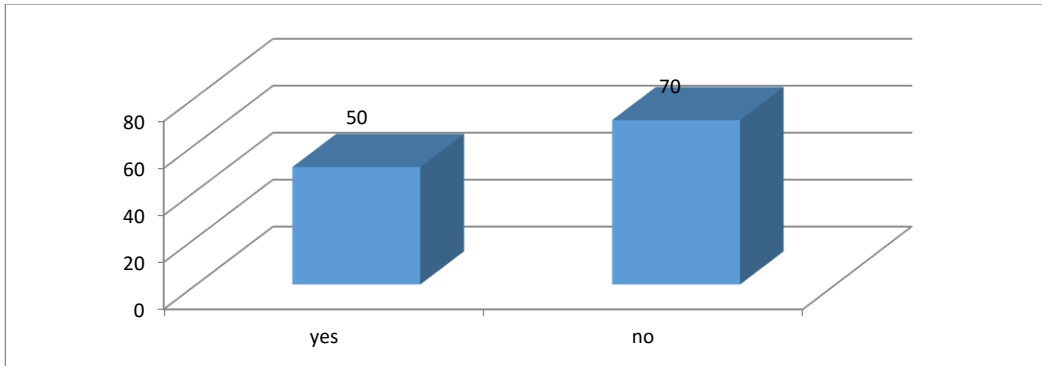
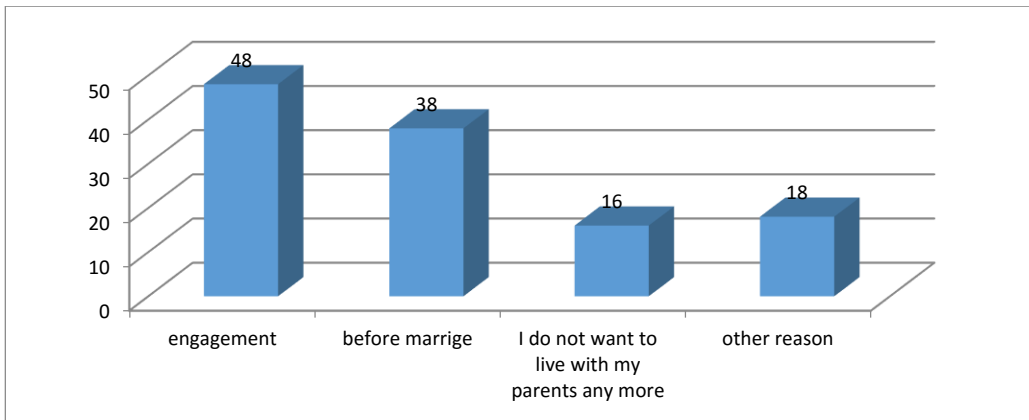


Figure 10. Question # 45: In what circumstances would you accept living in a de facto partnership?



The same pattern of answers can be noted in the further results of the research. For instance, 62 respondents assume that their parents would not agree if they choose to live in a de facto partnership in comparison with 58 with the opposite estimation. This relates to the similar figures regarding their opinion on cohabitation, which means that parents' judgment on whether to get married or not are crucial for this generation. However, even when their personal opinion was questioned, marriage resulted to be very important. In fact, 73,3% of students would not live with a partner who does not want or believe in marriage.

Figure 11. Opinion on parents' view on cohabitation (Question # 46: Would you parents agree if you decide to live in a de facto partnership?)

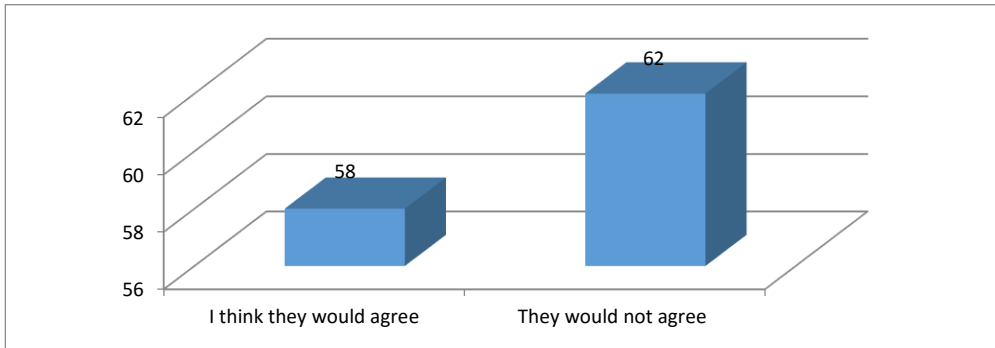
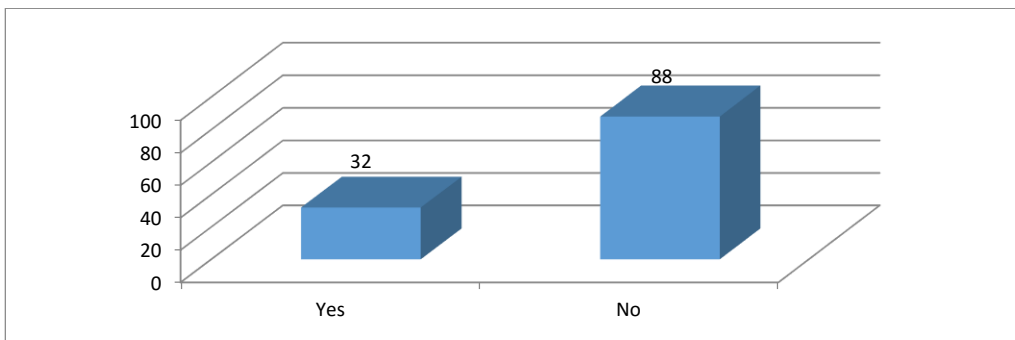
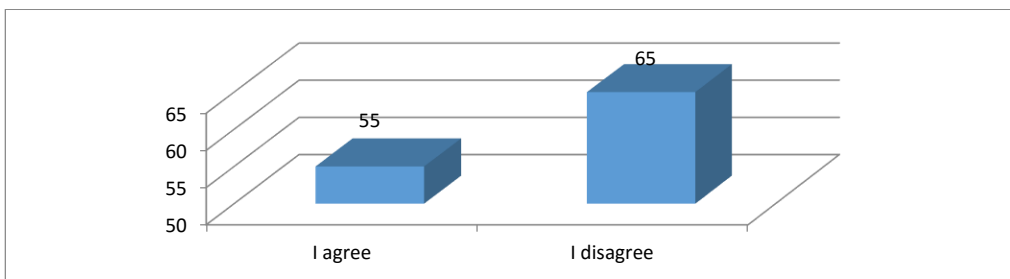


Figure 12. Opinion on cohabitation, marriage and partners (Question # 47: Would you live with a partner who does not want or believe in marriage?)



Finally, we wanted to explore the ground for possible future research and we asked our respondent to express their opinion on illegitimate children. In this regard their view was very divided, with the slight majority having a negative attitude on the matter: 55 respondents would accept the idea of women having children outside marriage in contrast to 65 who still not accept illegitimate children as common in our society.

Figure 13. Opinion on illegitimate children (Question # 48: Women should have children outside marriage.)



Conclusion

The final remarks of our research and the topic of cohabitation refer primarily to the changing attitude of youth towards the concepts of marriage, divorce and de facto relationship. Undoubtedly, the processes of modernization and globalization and the media had an impact and continue to influence new generations in their way of thinking and accepting new forms of families. As a consequence, if divorce and cohabitations were uncommon in traditional Macedonian society until two to three decades ago, today, they are recognized as normal and regular phenomena. However, the opinion remains divided particularly when it comes to extra-marital communities. Our respondents tend to perceive positively the concept of cohabitation, but when it comes to their personal experience, they would still prefer to get married. Marriage in Macedonian society is still considered as a more stable institution and morally embraced than de facto partnership. On the other hand, today the idea of divorce seems to be more accepted than in the past, with a slight retention when it comes to personal experience. In fact, almost half of our respondents would not gladly date a divorced person.

Even though among experts and media in Macedonia there is a general opinion that traditional forms of marriage and family style are disappearing, our research shows clear tendencies to preserve and accept marriage and marital life in general. However, if we take into account that cohabitation, relationship with divorced partners and illegitimate children were taboo topics in our country and region in general, it appears from our results that there is a progressive view on the above-mentioned family models and alternative lifestyle, especially when it comes to approve the actions of others. We could assume that in the future, predominantly as a consequence of the process of globalization, the idea of cohabitation will be accepted more widely. Nevertheless, when it comes to marriage as an institutional form of coexistence, in Macedonia it will not be replaced by cohabitation in the near future.

Furthermore, our research has opened more questions which should be analyzed in depth in the future:

- Is cohabitation a stable form of family model or style?
- How much is Macedonian society ready for this alternative lifestyle?
- Will cohabitation substitute traditional marriage in Macedonia?
- Is cohabitation accepted by all ethnic groups in multicultural Macedonia?¹

Finally, some findings regarding youth's opinion on same-sex couples and their right to adopt children has already caught our attention for a forthcoming project.

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Banks, Firms and Trade Finance Infrastructure in Albania

PhD Cand. Dorina Çumani

dorinacumani@gmail.com

European University of Tirana, Albania

Abstract

Firms engaged in international trade face to some risks, which are either not present or less present for the domestic trade. All, firms- SMEs or Companies contain elements of risk, but when they trade internationally, the risk profile is different than trading home. These include commercial risk, political risk, exchange and the country risks, such as the possibility of war, political unrest, or unexpected import bans or tariffs, act. Banks play a critical role in facilitating international trade by guaranteeing international payments and reducing the risk of trade transactions in exports or imports. The effect of insured trade credit on trade is very strong and remains stable over the cycle, in crisis and non-crisis periods (WTO, 2012). By shortening the time of production, delivery, approved credit, the risk situation can be improved and in the same way as liquidity and profitability (Anders Grath 2008). If Albanian traders control the risks they can expanding exports into new markets and it can be very profitable. Using trade finance and reducing risks Albanian firms will be able to develop and take advantage of business opportunities. The trade finance infrastructure of Albania is the institutions, laws, regulations and other systems related to the following three activities: provision of capital to firms that are engaging in international trade transactions; provision of support services to manage the risk involved in these transactions; and provision of international payment mechanisms (UNCTAD/WTO 2005). All three activities are performed by financial institutions and intermediaries, such as banks, stock exchanges and insurance companies. The main purpose of this paper is to analyze how, Albanian firms, to accessing finance by understanding the credit process creating the right macroeconomic environment. In this paper we will be able to give an answer to the question "why this is a successful relationship to be implemented in Albania".

Keyword: Trade finance, macroeconomic environment, firms, risk, banks.

Introduction

International trade, the cross-border exchange of goods and services, is an important engine of growth in most developing and transition economies. Countries, traders who need to actively engage in international transactions with others to create a favorable international environment and have to be certain that its domestic environment is favorable to trade development. Whether the domestic environment is favorable can ultimately be measured by the economic cost of importing or exporting specific goods and services into or from the domestic market. Major transaction cost factors, in most economies, include transportation and financing (including insurance). One of the most challenging issues faced by new enterprises and SMEs in developing or transition economies have been identified the financing of trade and investment. Financing is needed not only during the export process itself, but also for the production of the goods and services to be exported. To understand the significance of trade finance, it is important to view it in the context of an overall trade development strategy whose purpose is to develop and expand sustainable trade flows to support the country's economic development (UNCTAD/WTO 2005).

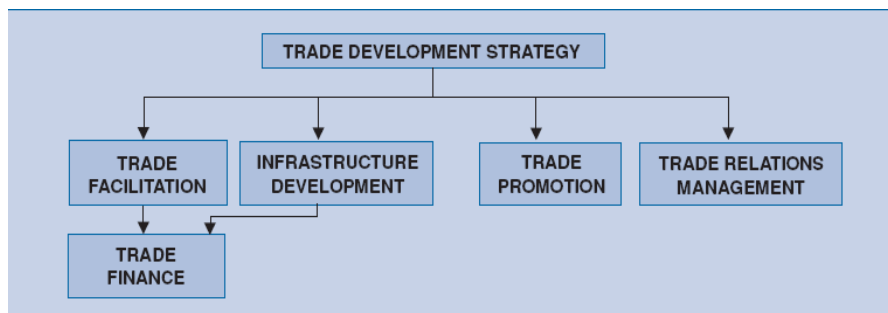


Figure 1. Suggests that a comprehensive trade development strategy includes four main components, with trade finance issues being addressed as part of trade facilitation and infrastructure development. Source (UNCTAD/WTO 2005).

International trade relations management involves developing cordial trade relations with other countries to safeguard a country's trade interests and to ensure market access for its products and services. It also involves responding to restrictions placed on products by importing countries (UNCTAD/WTO 2005).

Trade promotion consists of programs and activities to promote and develop trade with other countries. It includes measures to help establish and improve a country's or a firm's participation in trade fairs, trade missions and publicity campaigns, as well as providing information and advice on overseas market prospects, contacts and access (UNCTAD/WTO 2005).

Thru this paper we will give an answer to many questions: How to create the right environment for developing trade finance in Albania? What can do Trade Finance for Albanian traders? How can Albanian traders use trade finance? Why this is a successful relationship to be implemented in Albania?

Creating the right environment for developing trade finance in Albania

Macroeconomic environment¹

Because trade finance tools and instruments are primarily offered by or through financial institutions, the level of development of the trade finance infrastructure is closely linked with that of the overall financial sector. It can therefore be expected that a stable macroeconomic environment will be an important factor in the development of trade finance, along with an open economic policy.

Trade situation

For the long-term development of trade finance is favorable better export performance, increased outward orientation and the size of trade flows.

Net external resource flows

Net external resource flows may indicate the availability of funds; external funds are generally viewed as being favorable to the development and availability of trade finance. The sustainability of a financing regime becomes questionable when the level of external indebtedness becomes too large. Net resource flows consist of long-term debt, FDI, portfolio flows and grants. Since FDI represents investments by foreign entities in the private sector of the economy and is expected to lead to technological transfers and to enhance a country's competitiveness, FDI, is considered more positive than other sources of external finance. Also, grants are interest-free and are usually associated with improving or extending public goods and

¹ UNCTAD/WTO, 2005 (for the Macroeconomic environment and its topics you can read more , <http://www.unescap.org/>)

services so, grants, are considered to benefit an economy. Portfolio flows can be extremely volatile in nature in liquid capital markets so they are not a stable or reliable source of financing.

External debt and liquidity

Indirect effects on trade finance availability and development have debt overhang and external liquidity, refers to the stock of external debt. The higher the level of indebtedness, the higher future debt service payments will be which is a drain on domestic finance (debt service payments are the annual flows expended to cover both interest payments and principal). The level of foreign currency that a country holds refers to the external liquidity of a country. A low level of liquidity limits a country's ability to import goods and services. Fluctuations in the latter will influence monetary policy because foreign debt is denominated in foreign currency. The value of the domestic currency is driven downwards and a financial crisis can ensue when demand for the foreign currency exceeds reserves.

Exchange rate policy and foreign currency availability

Trade finance development will be affected by foreign exchange rate arrangements. The monetary and fiscal policies are influenced by business sentiment towards exchange rate policies and volatility of exchange rates which in the same time the existence of foreign exchange reserves are require in international payments. Governments can influence substantially the ease with which international payments are made. Governments can place an anchor on the exchange rate which will facilitate international transactions regarding exchange rate movements. Flexible arrangements may be more favorable for the long-term development of a trade finance infrastructure. Also, positive indirect effects on trade finance have the accumulation and maintenance of significant foreign exchange reserves.

Monetary and financial system

Monetary and financial system indicators are primarily proxies of the level of banking and financial development. They indicate the extent to which banking transactions are more important than cash transactions and the extent to which the banking system is present in the economy. The two indicators that are used to assess financial development are:

Financial deepening (the simplest measure of financial deepening is to view the level of broad money (quasi money and narrow money) in comparison with GDP. It measures the degree of monetization of the economy. Narrow money reflects cash, it will represent the level of transactions that take place in the economy and the quasi money should rise correspondingly since the country makes use of financial intermediaries for transacting.

More interesting is the ratio of broad money to narrow money. For this reason, the ratio of quasi money to narrow money may be expected to rise in line with financial deepening and with the increasing availability and use of trade finance instruments.

And the evolution of realm interest rates. Since the banking system is able to attract savings increase the level of deposits. This represents a sign of financial health.

These have a positive effect on the availability and development of trade finance.

Credit market and ratings

To reduce the amount of funds available for trade financing government management of public finance can be detrimental to interest rates. Indeed, a large government deficit (when revenue does not cover expenses) can be financed by printing money (seignorage is the action of eroding the real domestic value of public debt by raising inflation) or by issuing government bonds. Since tight monetary policy is generally considered to be a high priority, government deficits crowd out the private savings that will finance the deficit, leaving little room for trade financing. The perception of a country's financial standing from the international market's viewpoint may also have an indirect but very concrete impact on the development and availability of trade finance services. For example, poor sovereign debt ratings issued by Standard and Poor's and Moody's, two international credit rating agencies based in the United States, suggests a high risk of government default on

its debt obligations, which has strong exchange rate implications. This makes borrowing by exporters more expensive, since the interest premium will rise, and a subsequent depreciation of the currency would have the effect of raising foreign-denominated debt repayment for private and public enterprises.

Legal environment

A complete legal system is necessary for the development of a variety of trade finance services (e.g., leasing). Liberalization without sufficient prudential regulations can be detrimental to the economy so the legal framework governing enterprises and banks are extremely important in order to ensure that systemic risks are minimized. The quality of commercial laws, the adoption of international rules, the effectiveness and enforcement of bankruptcy laws, standards and the ability of the legal system to resolve trade disputes in a timely and transparent manner can influence the development and availability of trade finance. Also, the development of trade finance would facilitate to reduce the cost and time associated with legal requirements.

Financial institutions

In the banking system is essentially channeled the trade credit offer this can significantly influence banks system and therefore the structure and efficiency of the banking system will therefore significantly influence the availability of trade finance. The efficiency of the system is measured by the spread between deposit and lending rates, and/or by the number of days it takes to transfer money from one institution to another, will determine the extent to which the needs of exporters and importers may be proactively met by existing institutions. The completeness of the banking sector will also be important, as trade financing is often channeled through specialized banks and credit schemes (guarantees, insurance).

Capital and credit restrictions

The existence of government restrictions on capital and market instruments will directly affect the range of trade finance instruments and services available to mitigate risk or secure credit. The degree to which financial intermediaries and enterprises can either draw up financing contracts or deal in financial instruments with or without prohibitive measures imposed by the Government should be examined to ensure that it will not impede trade finance infrastructure development. Legislation on capital controls (one of many tools for conducting monetary policy), which may raise the cost of international transactions, and legislation on foreign direct investment, which is an important source of equity income for resident enterprises, should also be reviewed.

Cost of borrowing

Exporters are often faced with a constraint on financial resources owing to the delay between the time they pay for an order and the time they receive money for that order. The exporters usually need financial intermediaries to satisfy their financial needs. The rates of interest for borrowing vary from one country to another and raise the cost of final production while reducing the competitiveness of enterprises. High borrowing costs have a direct effect on exporters and the availability and development of trade finance. For example, domestic inter-bank borrowing rates that are high in relation to international rates, such as LIBOR, are likely to prevent the financial sector from providing exporters with affordable credit. The cost of borrowing is ultimately dependent on the macroeconomic environment.

What can do Trade Finance for Albanian traders?

Many countries have developed Trade Finance without creating the right environment because Trade Finance can:

Trade finance is the lifeline of trade because more than 90% of trade transactions involve some form of credit, insurance or guarantee. When banks are extremely risk-averse, small- and medium-sized enterprises (SMEs) are likely to be more affected than larger ones. With banks allowing a lower amount for loans, SMEs, normally among the last in a pecking order, would have even more problems competing for fewer funds at higher costs. In ordinary times SMEs face difficulties accessing finance; the current extraordinary financial crisis multiplies this difficulty. By some accounts, SMEs in developing

and emerging markets are doubly impacted, as financiers tend to retreat from higher-risk markets at the same time as credit shifts further from SMEs and towards larger corporate clients. (HOW TO ACCESS TRADE FINANCE).

Trade finance facilitates trade by helping overcome the information asymmetry between buyers and sellers, enabling them to trust a system whereby sellers will be paid conditions and buyers will get the products; contributes to international trade in: risk mitigation, financing, payment facilitation and the provision of information about the status of payments. Trade finance transactions are involves some combination of these four elements, adjusted to suit the circumstances of a particular market or of a trading relationship.

Payment	Financing	Risk Mitigation	Information
<ul style="list-style-type: none"> • Secure • Timely & Prompt • Global • Low-cost • All leading currencies 	<ul style="list-style-type: none"> • Available to importer or exporter • Several stages in the transaction • No impact in Operating Line for exporters 	<ul style="list-style-type: none"> • Risk Transfer • Country, Bank and Commercial Risk • Transport Insurance • Export Credit Insurance 	<ul style="list-style-type: none"> • Financial flows • Shipment Status • Quality of Shipment • L/C systems include web & desktop solutions

Figure 2. The Four Elements of Trade Financing

Source: Malaket (2014), *Financing Trade and International Supply Chains*

The four elements of trade financing

Despite the increase in focus, analysis, and attention on trade financing, this specialism in finance remains poorly understood by senior bankers, regulatory authorities, and private sector finance and treasury experts.

It can be argued that trade financing, at its core, is about some combination of four elements.

1. The facilitation of secure and timely payment across borders.
2. The provision of financing options and solutions for one or more trading parties.
3. The provision of effective risk mitigation.
4. Information flow related to the physical movement of a shipment and/or the associated financial flows.

The exact combination of these elements and their relative importance in the context of a trade transaction, relationship or supply chain ecosystem will vary. Access to affordable trade financing, including effective and viably-priced risk mitigation is critical to the ability of SMEs based in developing markets to pursue opportunities in international trade.

Trade, facilitation and financing with the active participation and engagement of international institutions and national authorities that important linkages can be drawn and acted on, between trade financing, effective trade facilitation, and the successful pursuit and conduct of commerce across borders, leading to positive and concrete impacts on international development and poverty reduction.

It is imperative for authorities and industry leaders to build a bridge between trade financing and trade facilitation with the express objective of leveraging trade finance to benefit international development through the creation of trade-based economic value. (Malaket 2014,2015).

How can Albanian traders use trade finance?

Global and local banks support international trade through a wide range of products that help their customers manage their international payments and associated risks, and provide needed working capital. The term "trade finance" is generally reserved for bank products that are specifically linked to underlying international trade transactions (exports or imports). As such, a working capital loan not specifically tied to trade is generally not included in this definition. Trade finance products

typically carry short-term maturities, though trade in capital goods may be supported by longer-term credits. (Trade finance: developments and issues 2014).

Cash-in-Advance - With cash-in-advance (Trade Finance Guide 2007, 2008, 2012; Eric Bishop 2004) payment terms, an exporter can mitigate credit risk because payment is received before the goods are transferred. Wire transfers and credit cards are the most commonly used cash in advance options available for Albanians exporters. For small export transactions are cash-in-advance by the internet.

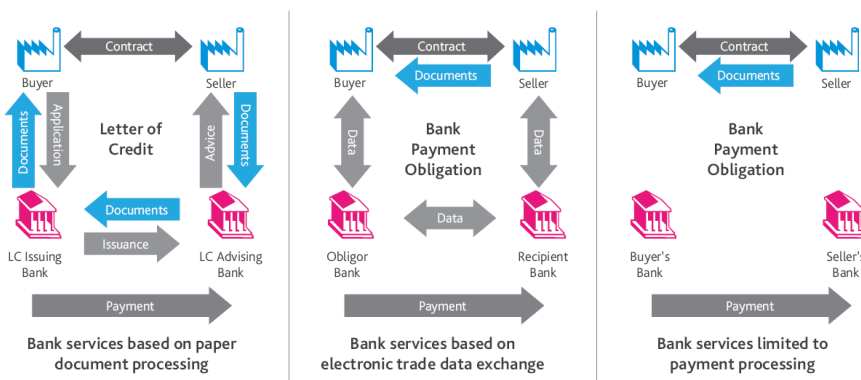
Open Account - An open account(Trade Finance Guide 2007, 2008, 2012; Eric Bishop 2004) transaction is a sale where the goods are shipped and delivered before payment is due, which in international sales is typically in 30, 60 or 90 days. This is one of the most advantageous options in terms of cash flow and cost for the importer, but it is consequently one of the highest risk options for the exporter because exporters may lose a sale to their competitors. Albanian exporters can use one or more of the appropriate trade finance techniques to mitigate risk. Boost competitiveness in the global market. Help establish and maintain a successful trade relationship.

Consignment - An international consignment transaction (Trade Finance Guide 2007, 2008, 2012; Eric Bishop 2004) is based on a contractual arrangement in which the foreign distributor receives, manages, and sells the goods for the exporter. For the exporter shipping with consignment is very risky because is not guaranteed any payment and its goods are in a foreign country, in the hands of an independent distributor. The key to success in exporting on consignment is to partner with a reputable and trustworthy foreign distributor or a third-party logistics provider and an appropriate insurance should be in place to cover consigned goods. Consignment helps exporters become more competitive boost the availability of faster delivery of goods. Selling on consignment help Albanian exporters reduce the direct costs of managing inventory and storing.

Letters of Credit - Letters of credit (LCs) (Trade Finance Guide 2007, 2008, 2012; Eric Bishop 2004) are one of the most secure instruments available to international traders. An LC is an instrument that the bank on behalf of the importer provides that payment will be made to the Albanian exporter provided that the terms and conditions stated in the LC have been met, as specified the documents. The buyer establishes credit and pays his or her bank for this service. An LC is useful when credit information about a foreign buyer is difficult to obtain. Also, protects the buyer until the goods have been shipped as promised. Recommended for use in higher-risk situations. New trade relationships or less established relationships.

Documentary Collections - A documentary collection (D/C) (Trade Finance Guide 2007, 2008, 2012; Eric Bishop 2004) is a transaction where the exporter entrusts the collection of the payment for a sale to its bank, which sends the documents that its buyer needs to the importer's bank. They are the instructions to release the documents to the buyer for payment. Funds are received from the importer and remitted to the exporter through the banks involved. D/Cs involves using a draft that requires the importer to pay on a specified date (document against acceptance).

An example of a letter of credit



The Four Elements of Trade Financing

Source: Malaket (2014), *Financing Trade and International Supply Chains*.

Why this is a successful relationship to be implemented in Albania?

The trade finance literature has emphasized the role of risk. One of the main concerns for a firm in international trade is that its counter-party may default on the contract. This can happen because the trading partner cannot or does not want to fulfill his or her obligation to deliver or to pay. Intuitively, we expect default risk to be correlated across firms within a country, which share the same legal system, financial sector and social norms and are exposed to the same aggregate shocks. To the extent that default risk varies across countries, the use of trade finance, which is a means to reduce risk, should differ as well (Friederike Niepmann, Tim Schmidt- Eisenlohr).

Thru this paper we saw how trade finance can help Albanian traders to do secure international transactions.

All the authors and trade international institutions are agreed that the partnership banks (Trade Finance) – firms (traders) is successful and so will be for Albanians trader.

This is confirmed by the data too. The 2015 Trade Register demonstrates the low-risk nature of trade finance: Import letters of credit, provided by the receiving bank, saw a 0.08 percent default rate. Export letters of credit, provided by issuing banks to guarantee payment, saw the lowest transaction default rate at just 0.01 percent; Customer default rates landed at 0.04 percent for export letters of credit, 0.29 percent for import letters of credit and 0.72 percent for import and export loan products. Import and export loans saw a 0.22 percent default rate. Businesses, often SMEs that need these products to manage working capital, saw a lower transaction default rate than financial institutions (0.68 percent versus 1.43 percent). (ICC registers 2015).

Conclusion

All authors and financial institutions are agreed that the partnership banks (Trade Finance) – firms (traders) is successful and so will be for Albanians trader. Trade Finance instruments have a low-risk nature and mitigate international trade risk. There are a few instruments where Albanians traders can choose the right one for their needs. TF is secure and timely payment across borders, financing options and solutions for one or more trading parties, effective risk mitigation, shipment and/or the associated financial flows. Using TF instruments, Albanian traders boost competitiveness in the global market, establish and maintain a successful trade relationship.

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The First and Second Hands Data in Doctoral Research Work

Hasan Jashari

Full Professor, South East European University

h.jashari@seeu.edu.mk

Abstract

It is a matter of debate about what a scientific research is. But within this issue we often discuss about the data source. These issues have raised some dilemmas of ethical character on how data shall be collected, who collects them, and who may use and the way they are used. No doubt those doctorates represent a research but the purpose of this paper is to stimulate debate on some essential criteria which it should have. The first question we put forth is that how much of the data presented by the candidate are of first hand- collected by the candidate himself, his team and how much data are used from other sources or are given from second hand (Mattews, Ross, 2012). From the direct analysis of the doctorate works in SEE University, it turns out that there is a mixed approach of using the data and their presentation. We can freely say that first-hand data are more in number but there is also a great numbers of dissertations without first-hand data, so without source data, collected directly by the author on the determined subject of his paper . So the permanent question that should afflict us is that whether a dissertation should always respect innovation and basic principles of Salzburg Principles? By reviewing of the literature, documents analyzing, statistical analyzing we will be able to give a clear picture of how the of primary and secondary sources in the dissertation work should be used.

Keywords: First hand, Second hand, Data, doctoral dissertation, Ethics

1. Introduction

Scientific research is a very complicated job and full of unknowns and unexpected. It is also known that research work in social sciences is highly influenced by a large number of external factors and by the researcher itself. In any case the investigations which are made by the candidates for their theses carry in themselves a complexity of the social system, the media, public policies, ideologies, regions, cultures, values etc. So they are greatly addicted from the social circle and the socio-political moment. All this is expressed in various forms and dimensions in space and time. But it is a fact that social sciences and the researchers work on their theses are more under the influence of these incentives in comparison with the exact sciences. But another issue which is more important is the research process itself. There is still not a precise definition of what the scientific research is, but one thing is clear. Disagreements have to do with the question whether first of all it represents a job outside cabinets that is done by the author or just a mouse work in the office? Researchers must come out from their own cabinet to become collectors, selection, and analysis of data, facts?

But the thing that mostly interests us is the research of the thesis itself realized as an independent and original work of the applicant. In most of the laws that are brought by governments it exists as a legal norm but also as ethical moral- norm. But the question is whether the factual material gathered by a doctoral student is often firsthand or secondhand material.

2. Methodology

This research aims that by methods and research techniques, using various sources, collect data on the quality of research work on a very important issue for the quality of higher education in general.

On this topic there are a large number of data, especially of the electronic media who make for the researchers nearer the appearance and concretization of different situations with those encountered during research work. This offers a great advantage to the investigator that he has plenty of examples on how to use research methods and techniques in everyday situations. Through analysis of dokumentation, statistical method, observations are collected, analyzed and interpreted primary and secondary data.

In the writing there are used mostly first-hand information when compared to those of the second and third.

3. Literature review

The scientific literature related to doctoral research has also to do with different dilemmas which are carried by the research and work process itself. People differ from each other; an example; Biology says that 25% of people are flawed in the eyes (myopic, scolorblind, etc.) as well as with the hearing and smell, tasting. Well and information obtained from the outer world in the form of sensations are of different size and therefore, notions, judgments and conclusions that are brought on their bases are different. At the outside we examine things that are part of the society and the life we live.

The Salzburg principles on Doctoral Programmes for the European Knowledge Society, ten basic Principles for the third cycle, clearly determine that "The core component of doctoral training is the Advancement of knowledge through original research." (Eua.be/eua/, 2005, p .2)

Rosycki in his book Plagiarism (1999, p.7) says that in the everyday life we often should not say where our information comes from, but they just need to hear an interesting story. But this is not the case with the school. Teachers are annoyed and want to know where do your data come from, the way you have reached up to them and separately whether they are your or someone else's ideas. So, they want to know the source or the owner of the article, information, idea. And this leads to plagiarism, to troubles for the academy as well, this is a serious issue.

Authors like Mattew and Ross (2010, p. 51) the scientific research in the sciences social understand as a process in which "the primary data are specifically collected for the research project by the researcher itself, who usually chooses the method and designs himself the instruments for the collection of the data (For example, one questionnaire or structured interview). "It may even use instruments developed by other researchers but it lays the foundation, prepares in our case the requests for reasoning of his dissertation. Meanwhile he is a direct participant in collecting, selecting, processing and interpretation of data.

Meanwhile authors like Hox J.Joop, Boeije, R.Hennie (2005, p. 593-594a). They go even further by making a division which describes the structure of data as:

1. **"Primary data:** - Original data collected for a specific research goal". These data can be of qualitative and quantitative nature; understand the complexity of the social phenomenon in this case. Also it is very important to understand the inside of the phenomenon investigated as the thesis subject, often accompanied with a text, interview or an audiovisual material (Hox J.Joop, Boeije, R.Hennie (2005, p. 593b).
2. **"Secondary Data;** - Data originally collected for a different purpose and reused for a research question (Hox J.Joop, Boeije, R.Hennie (2005, p. 593c).

Student working practices in this direction show and give us data for the different access that their mentors- professors have. In most cases the supervisors experience helps the students and it is essentially a bottom - up imitation of the approach of how the mentor has done his dissertation. This often helps students but there are also times when the mentor is presented as an obstacle to the aspirations of the student, his talent, his independency and originality. It may be noted separately to students who give the greatest priority in life to their work on the thesis than for example get married or go on holiday in the Maldives Isles.

The fundamental question of our discourse is the question that whether in a doctoral thesis we always have data, or rather said original work of high quality. Most authors agree that this is the most important work in the dissertation. The next

question is who can be the biggest guarantor of the collection of reliable data? Naturally that the author, the candidate, the student who works on the thesis, he who in industry and community directly observes, listens, gains the impression, test data and then makes their selection by different methods and techniques. Refers to Bentley "Judged by your examiners, who will know the area as well as you, you need to achieve something that is considered valid (that is without mistakes) original (that no one has done before and of high quality (that is, off PhD standard and more substantive than MPhil or MRes-work). "(Bentley, 2006 p.21)

We know that research has always been highly controversial issues. Today when in the society the PhD degree gains in the social status, therefore becomes more and more profitable, the debate is intensified. And this especially when the requirements to the acquisition of this scientific title are growing. But with the growth of demands it also grows the doubt for their quality. Newspapers at the end of 2015 in Albania write for cases when a supervisor of doctorants had 41 doctoral candidates who were oversaw by him. Such cases with 20-30 candidates were plenty.

In the Salzburg Principles (2005, pp.3) it is clearly defined research mission in doctorates as mission of innovations. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills. These skills include communication and presentation skills, writing skills, project and time management, human resources management, financial resources management, teamwork, risk management and failure management, etc. Industry seeks young researchers who are flexible, creative, communicative, entrepreneurial, and have good language, intercultural and social skills. (Bologna Seminar, p.7 2005)

The other question has to do with the fact whether sometime we can make a comparison with the political manipulation by politicians to their constituents to do the same thing scientists with data, facts that they use in their writings. I think that at least a minute in a week we should stop and think seriously about this dilemma of mine.

All these issues relate to the production of many legal and moral norms, ethical codes, councils, committees, associations. But social practice shows that there is still much work to be done. We can review the scientific paper by software to demonstrate how many sentences and words match: are taken from others so they are second-hand, so they are not our ideas and works, our own data, but we can not prove exactly that the sample is the one that is presented, are people surveyed fairly and punctually and as many as presented in the research, is the collected material useful or not? It, also, have to do with the Software of the Ministry of education where we take our student's works for verification; measure of data encountered borrowed from others. The next questions that should be debating as ethical issues are the concerns whether the interpretation of data is free of manipulation of numbers and our primary thoughts and beliefs? All this relates to whether we are participants in the collection of data or not, or members of the project? We will come to the conclusion that the bigger use of source data collected by ourselves has to do with our research ethic. This should have as a origin the sincere and timely information, potential risks, the way the data should be used, what is your status *vis a vis* these issues, ownership of data, protection of data, etc.

4. How should a research doctorate with primary wholesale data be done?

The question of ethics in scientific research and separately in gaining titles it is primarily a matter of social practice. We are all witnessing of a large number of works for scientific titles mainly based on second and third-hand sources and with no source of first-hand data.

The research can not be carried out only in a certain laboratory place but it should also be accomplished in a social and natural environment. If a research does not involve ethical reflection, it can be harmful. For example, collection and analytical work with personal data can be a very sensitive issue for individuals and social groups. The same can be applied to experimental work in general (including humans or animals). Today, a researcher must also consider the legislation (in educational research, legislation on data protection is probably the most common case), which sets certain barriers to "free research". For these reasons, in the contemporary period, *research ethics* and *academic integrity* issues are taking on an increasing importance. (Jashari ET all, 2011, p.11)

In order to have first hand information on the use of the primary data by doctoral students we have researched approved and finished topics of the candidates in South East European University, Macedonia, March, 2016). According to the

random method we chose topics that were listed in the closet where they are placed for public review before the defense. Overall were researched 67 dissertations as much as were in the closet. The research had this focus. In meantime to see the character of the data, whether they are first-hand or second-hand? Or, also, to be seen the research activity of the candidates and their mentors, but at the same time, to investigate the quality of work at the doctoral School in SEEU. The reason was of ethical nature but as well as legal, which describes the work of doctorates as independent and original work of the applicant. Otherwise the Rule on third cycle studies, Article 21 says that "The doctoral dissertation is a work of independent scientific research representing a contribution to a certain scientific field the candidate may carry out scientific research which is part of the doctoral dissertation at the relevant University, faculty or institute, or in a foreign scientific research center. (Rule, 2014, p.4)

Exactly the primary data become meaningful by the collection of data itself by the candidate and his original ideas. We will take a concrete example. If some authors have studied and researched the divorce in the region of Polog from 1950 onwards we will see that in those years we rarely had divorce cases even to Macedonians themselves who since 1950 had been involved in the process of industrialization. Albanians and Turks were not part of this process and education, the independence of woman, therefore divorces were rare. Research was done also after 1991 when it began the intensive education of Albanian women, her employment of which brought its independency and its social and economic strengthening. By the 2000s there was an increase of divorces in both communities. Different authors investigate that the mobility of the population abroad, the strengthening of social assistance, education, change of values, the rights of women, protection by laws have contributed to the increase of divorce ... But what can a young PhD candidate student do? He must go further. Explore by its own ideas, reveal tendencies, trends, average size, test his hypothesis, penetrate deeper than others have seen. So give valid answers to the questions how, the causes, the consequences, what next? E.g. Connect divorces to various external and internal factors in the last 5 years, to note new qualities and quantities of this phenomenon. But the new task that the candidate can do is to set out the measures to be taken and by the community and industry in relation to these phenomena. For example, the divorced mothers, children with a single parent etc. So, to see what needs to be done in next 5 years in order to reduce the causes of divorce and harmful consequences for new generations, especially children.

Regarding to table number 2 and 3 shows that 56% of PhDs in 2014 in Macedonia were from the Social Sciences and Humanities, 16% in the medicinal ones, in the technological 17%, biotech 6% and the smallest number in natural sciences and mathematics just 5%. It would be better if in Macedonia, as a small country with little economic growth, the ranking to be with opposite tendency, ie the largest number of PhDs not be in the social sciences but in the technical-technological ones and in natural sciences.

In the nr.1 we could notice some trends. It is worth mentioning that the number of female PhD graduates is 106 opposite 100 male PhD that speaks to gender equality and the role of women in public and scientific life. Characteristic is that almost in all cases, seen from scientific research methodology point of view, at the same mentor and different candidates, used methods and techniques are the same.

	Total		Age							
			up to 29		30-34		35-39		40+	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
Total	206	106	17	9	54	31	41	18	94	48
Natural sciences and mathematics	10	6	-	-	2	2	5	2	3	2
Technical-technological sciences	36	10	1	-	13	2	4	1	18	7
Medical sciences	32	14	-	-	-	-	6	1	26	13
Biotechnical sciences	12	7	-	-	4	4	5	3	3	-

Social sciences	86	46	14	7	25	16	13	5	34	18
Humanities	30	23	2	2	10	7	8	6	10	8

Table Nr. 1 Doctors of science by type of tertiary education institution where they have obtained their doctor's degree, scientific branch of the doctoral dissertation, age and sex, 2014

Natural sciences and mathematics	5 %
Technical-technological sciences	17 %
Medical sciences	16 %
Biotechnical sciences	6 %
Social sciences	41 %
Humanities	15 %
Total	206 = 100 %

Table Nr. 2 (Source: Statistical Review (2015). 2.4.15.23/840. Skopje.)

5. Documentary analyses. Doctoral thesis analyzing, SEE. University.

Analysis of 67 doctorate works in SEEU shows that the largest numbers of PhDs have collected primary data, so they have made the research by themselves by combining their research activity with secondary and tertiary data by other authors (36). But also a large number of candidates (31), the research and writing of the doctoral have done only by research of the literature or by material collected from other authors. 25 of them have truly made their methodological concept of their paper.

	Frequency, %	total
First Hand Data	36 53,7	67
Second and Third H.D.	31 46,2	67
Research methods well describe and applied	30 44,7	67
There are described research methods-planning, no First Hand Data	23 34,3	67
No exact data, time, place, equipment, people	27 40,2	67
The same author with all thesis work with no First Data	8 11,9	67
Well defined and applied sampling	42 62,6	67
The sample partially or not at all defined and clearly defined	16 23,8	67

Table Nr. 3 Analysis of Doctoral work in SEEU, 2009-2015

Almost all 30 of them have described and implemented good the methods process and their application in the field. But also there are too many of them who have not given true data about the time, place, people, equipment that are used for the research. There are concessions in the definition of the sample. 16 of them have

6. Conclusions:

- Issues of scientific research as part of the doctoral thesis and the way of collection of factual material are quite controversial.
- There are different theories about how different authors refer to the nature of the primary and secondary data.

- No doubt the original and independent work of the candidate means collecting data from himself and the discovery of something that is new, thus of the new conditions, situations and causal consequential relationships.
- In the SEE University in the doctoral work, the use of primary data compared to the secondary ones is an increasing trend and it is bigger but still small considering that the research work in doctorate is original.
- In Macedonia there have not been studies in the field of collecting and quantifying the issue of data.
- Almost in all cases, seen from the aspect of scientific research methodology, at the same mentor and different candidates, the access and use of methods, techniques, character of data, are the same.

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The Role of Business Dictionaries

Valbone Zeqiraj-Nimani

valbonazeqiraj@hotmail.com

Kolegji Universitare Biznesi, Gjakovë

Abstract

English language is an international language or one can freely say that it is an everyday language no matter which country you live in or which country you come from. We can say so, considering the fact that business has become one of the life necessities and knowing that doing business means having to do with different people from all over the world, and the language used in every field is English. Nowadays no studies, no travelling, no business can be run without being able to speak English language. In response to these needs, this article is an attempt to provide a guided approach to ESP dictionaries design for business students at tertiary level. When designing an English course, the primary issue is the analysis of learners' specific needs and the appropriate literature that suits those needs. Learners want to learn EOP (English for Occupational Purpose), EBE (English for Business and Economics), EAP (English for Academic Purposes) etc, all for instrumental reasons. Some learners are preparing for future jobs in which they will use English, whereas others want to learn it to improve their current job performance in dealing with particular partners or customers. All of these purposes can be achieved only by using the proper dictionary which will enable learners to learn their ESP in a faster and easier way. A bilingual dictionary is necessary due to the level of the students at the beginning. An English-English one is only used with advanced learners. It is absolutely necessary to use one, but very often teachers first have to teach learners how to take advantage of it and take time to work with examples on the different meanings depending on the context

Keywords: EBE, entry, business, dictionary, translation, Anglicism, comparison, explanation etc.

JEL- Classification: A; A2

Introduction

With the globalization of trade and economy and the continuing increase of international communication in various fields, the demand for English for Specific Purposes is expanding, especially in countries where English is taught as a Foreign Language.

ESP (English for Specific Purposes) has been referred to as "applied ELT (English language teaching) as the content and the aims of any course are determined by the needs of specific groups of learners (Dudly Evans 1997). ESP is often divided into EAP (English for Academic Purposes), preparing students to write academic papers, taking lecture notes and studying for their exams, and EOP (English for Occupational Purposes) teaching general English or particular workplace training and development. EOP is further divided into EBE (English for Business and Economics), professional English and vocational English (English for tourism, nursing, aviation, and bricklaying).

In some English speaking countries for instance in Great Britain, Canada , America etc. governments are launching initiatives to help economic migrants obtain the practical English skills necessary to function in their working place. For example, new English to Speakers of Other Languages (ESOL) for Work Qualifications in the United Kingdom are designed to help employers and employees access courses which offer them the functional language skills demanded across a variety of employment sectors such as customer care, health and safety.

1. The Role of EBE Dictionaries

Learners learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. Before starting to learn a new language every learner should consider the following questions:

- What do learners need to do with English?
- Which of the skills do they need to master and how well?
- Which genres do they need to master either for comprehension or production purposes?

In this view , EBE (English for Business and Economics) is a powerful means for such opportunities . Learners will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. Learners of the business English are generally aware of the purposes for which they will need to use it. Having already oriented their education toward a specific field , they see their English training as complementing their orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the business English classroom. In such way, the learners can take advantages of what they already know about the subject matter to learn English.

As we mentioned above EBE (English for business and economics) focuses on the language of business that learners need in the workplace. This can take the form of:

- Everyday language which is used in social situations
- General business language which can be used in a variety of business contexts
- Context specific language used by a particular industry or profession.

The precise mix of language taught in English courses depends upon the needs of particular groups of learners.

EBE also focuses on business communication skills, for example, making presentations, taking part in meetings, writing reports. That's why EBE dictionaries tend to give learners the vocabulary and structure to develop these skills and the chance to practise using them. ([www.british council.com](http://www.britishcouncil.com))

If you make grammar mistake, it may be "wrong " but very often people will understand you anyway. But, if you do not know the exact word that you need, it is very frustrating for you, and the person you are talking to. Therefore, learning specific vocabulary by using specific dictionaries and specific books is a very important part of learning English.

Learners should think about the kind of vocabulary they need. What about social English? The language of business letters? Building EBE vocabulary is a big job- students can help themselves by choosing the things that are most use to them and learning those first.

Apart from reading and using the dictionary it is very useful source to use things learners meet everyday at work, look at the letter they receive in their office even if their English is really poor, then open their dictionary and look up for the unknown words, it will help them for sure.

When using a specific dictionary learners should not just learn new words . Good dictionaries tell them how to use them, which words does a word combine with .By combining different words many word partnerships are formed , and a good dictionaries give examples of the way in which words go together.

1. answer a. visitor

2. wellcome b. a letter

3. type c. the phone

All the above words on the left need another word from the right, to form a partnership. So, if we say ;

Type a visitor is completely wrong , because no visitor can be typed , but we can

Type a letter but

Wellcome a visitor

EBE courses tend to be based on the needs of specific groups of learners. Learners want to learn business English for instrumental reasons. Some are preparing for future jobs in which they will use English, whereas others want to learn it to improve their current job performance in dealing with particular partners or customers.

EBE dictionaries and books in general also focus on preparing learners business communication skills, for example, making presentations, taking part in meetings, writing reports. they tend to give learners the vocabulary and structure to develop these skills and the chance to practise using them. (Ian McKenzie in English for business studies)

2. Analysing the composition of EBE dictionaries

Using dictionaries while learning a foreign language is a must, as it helps learners to check the meaning , the pronunciation and the spelling. More over it gives the learner a chance to see the word in examples and also see its synonyms.

Dictionaries are as good as water to be swallowed with the food you are eating to asimilate, so like english language you won't digest it's ssence, word meaning and the word classes unless you have a very helpfull and well planned dictionary.

I usually recommend that students switch to a monolingual dictionary after some time because a bilingual dictionary just doesn't give enough detail or show how to use it in a sentence. Depending on the context the choice of word may differ and a bilingual dictionary just lists possibilities but not necessarily the correct ones Although the vast majority of dictionaries are designed for the learners of the general English the EBE dictionaries are desinged to give these specialized entries based on a totally different field from the once of general English. Not all dictionaries have the same composition, content or organization. Considering the role of the EBE dictionaries learners of languages should try to find the one which suits their field of interest.

The dictionaries compared :

- A trilingual dictionary –**English-Italian-Albanian Encyclopedic Dictionary** written by Ilir Hoti about Banking, Business and Economics which provides terms about exchange, accounting, marketing, money, insurance etc
- **The Economic Dictionary** written by Maksim Konini & Ilia Peci, a trilingual Dictionary . At the end there is given their equivalent form from
- **Oxford Advanced Learner's Dictionary**, English-English explanation where everything is better explained and better understood.

2.1.1 Entry- Administration**Ed1-**

Dege e drejtitimit te nje subjekti dhe te cdo organizate ne pergjithesi. Administrimi konsiston ne njohjen operative, ne njohuri te formave te organizimit te subjekteve te biznesit dhe te organizatave te te gjitha llojeve.

Further on the author gives the explanation of all kinds of administration such as:

Administration Costs – expenses - kosto te administrimit. Teresia e shpenzimeve

administrative brenda nje subjekti te biznesit ne nje periudh te caktuar kohore.

Administration department –Departamenti administrative. Departamenti I nje subjekti biznesi , organizate apo institucioni qe bene administrimin dhe merret me problemin e tij apo saj .

Administration order- urdher likuidimi-Urdher I leshuar ne rast falimentimi te biznesit nga ana e gjykates apo nga ndonje subject I barasvlefshem.

Administrative accounting- kontabilitet administrativPjese e procesit kontabel qw ka te beje me drejtimin.

Administrative action- veprim administrative – veprim I cili kryhet si rezultat I permbushjes se nje vendimi te organit drejtues dhe administrues te nje subjekti te biznesit. Ky veprim perfshin gjithë fushen e administrimit .

Administrative audit- revision , rishikim , kontrollim administrative .Proces I verifikimit te saktësisë, ligjeshmerise dhe rregulleshmerise se operacioneve te propozuara si dhe atyre ne prage per tu ekzekutuar-**Auditing**.

Administrative Budget-Bugjeti I shpenzimeve administrative .Ndryshe quhet edhe plani financiar I nje firme.

Administrative revenues- te hyra administrative-te hyrat apo te ardhurat qe entet qeveritare te nje vendi realizojne nga shërbimet qe administrata e tyre I ofron publikut.

Administrative review-Rishikim, kontrollim administrative. 1. Term I njejte me Administrative control .2.Kontroll kontabel I veprimtarise se nje subjekti biznesi I njejte me Administrative audit.

Administrative Tribunal-Gjykate e specializuar per zgjedhjen e konfliktyeve gjyqesore te natyres administrative qe prekin mardheniet e individit me shtetin , me punesimin dhe per te frejtat qe I takojne por qe per arsye te ndryshme nuk I njihen

ED2.**Administrat**-Administration

Administrat publike—public administration- organ i cili ne kuaderin e ndarjes se pushtetit nuk ushtron pushtet legjislativ apo gjyqesor, por qe ne veprimtarin e tij ndikohet nga keto dy pushtete.Strukture ekzekutive ne sherbim te politikës ekonomike dhe sociale.

-**ndertese e administrates**-Administrative building

-**shpenzime administrative** –administrative costs(expanses)

-**keshill administrative**- administrative board

-**nenpunes administrativ**- employee in the administration

-**organ administrativ**- administrative body.

-**personel i administrates**-administrative staff

-**administrat locale**-local authority

-**administrat publike**- public servise/administration

-**e drejt administrative**-administrative law

-**urdher administrative**-administrative order

ED3.

Administration/noun/1. the activities that are done in order to plan , organize and run a business, school or other institution. Administration costs are passed on to the costumer.

2. the process or act of organizing the way that something is done ; the administration of justice;3.The people who plan , organize and run e plan a business,institution etc;university administration

4.the government of a country , especially the USA;This happenden frequently during the Nixon Administration

5./formal/ the act of givin a drug to somebody; the administration of antibiotics.

Administrator-/noun./ A person whose job is to manage and organize public or business affairs of a company or institution ; a hospital administrator.

2.a person who is good on organizing things.She is a brilliant organizer and administrator.

2.1.2 ED1: Entry - Assets-Zoterime, active .Bashkesia e mjeteve monetare e financiare, lendore ose jo lendorete shprehura ne njesi monetare.Zoterimet disponohen nga nje subject biznesi ose individ.

-**Asset liability Committee**- komiteti i zoterimeve dhe detyrimeve.

-Asset liquidity-likuiditeti I zoterimeve

-AssetLedger-liber I madh kontabel per llogarite active , liber I madh kontabel per llogarite e zoterimeve.

-Asset management Account-llogari e amvisimit te zoterimeve

ED2.

Assets-zoterim,mjet ne pronesi,aktivi I bilancit

ED3

Assets/ noun usually pl./a thing of value , especially of property, that a person or company owns, which can be used or sold to pay debts; **the net asset value of the company ; her assets include shares in the company and a house in France.**

2.1.3. ED1: Bearer Cheque- Cek I mbajtesit, cek I pruesit. Cek I pagueshem ne te pare dhe I transferueshem pa xhirate. Xhirimi I kryhet ne momentin kur arketohet ne nje sportel bankar.

-Bearer Mortgage Note-vlerenote ipotekare.Instrument detyrimi(debt instrument)qe pala detyruesee leshon ndaj pales kreditore ndaj nje huamarrjeje hipotekare.Intrumenti eshte I transferueshem, sa qe kushdo qe mban titullin konsiderohet pale kreditore.

-Bearer Passbook-libreze ndaj mbajtesit.D o te thot banka e njeh si pronar te depozites personin qe mban kete libreze.

-Bearer Share-aksion ndaj mbajtesit.Aksioni ndaj mbajtesit eshte I transferueshem tek te tjeret , thjesht duke ia levruar qertifikaten , pa kryer regjistrim ne librin e aksionareve apo te ortakeve.

ED2

-cek/cheque/ Titull krediti , nisur nje banke nga ana e nje personi qe ka mjete te disponueshme ne te I cili permban urdherin e pakushtezuar per te paguar” me te pare” nje shume te caktuar parash ne favor te vete apo nje te treti.

- 1 **cek I bllokuar/stopped/bloked cheque**
- 2 **-cek I pambuluar/flash cheque**
- 3 **-cek I xhiruar/endorsed cheque**
- 4 **I leshoj dikujt nje cek / to make out a cheque to s.o.**
- 5 **Cek I bardh**-blank cheque/check
- 6 **Cek udhetari**-travellers cheque/check.

ED3

Cheque_(Br. Eng.)(Am.Eng. check)- a printed form that you can write on and sign as a way of paying for sth. instead of using money; **a cheque for \$50; to write a cheque ; to make q cheque; to pay by cheque.**

- **blank cheque**

- **traveller's cheque**

2.1.4. ED1: Debit-debitim-. Veprim kontabeli kundert me kreditimin. Ne nje llogaridebitimi evidentohet ne anen e majte te shikuar te llogarise.Per llogarit active , gjithenje pasqyron shtim te gjendjes se saj , ndersa per llogarite passive pasqyron pakesim.

-Debit balance-teprice debitore1. teprice debitore e nje llogarie active . ne kontabilitetin e bilancit te nje firme tregon gjendjen e mjeteve qe zoteron firma. 2.ne gjuhen bankare nenkupton teprice e borxhit qe l ka bankes nje klient ne pozitat e huamaresit.3 .ne bilancin e nje firme huadhenes eshte teprice e detyrimit qe secili huamarres ka ndaj saj.

debit card-karte debiti-kartepagesa(payment card)electronike dhe jo electronike , zoteruesi l se ciles urdheron qe te debitohet llogaria e tij per nje pagese ne favor te nje perfituesi.

ED2

Debit/ debit/side- shume te hollash qe l detyrohemi dikujt . ana e majte e librit te llogarise ne te cilen regjistrohesh shumet qe duhet ti paguhen dikujt.

-debitoj/ to enter on debit side, to debit

-debi dhe kredi/ assets and liabilities, credits and debits

-debitor/ debitor/ personi l cili duhet te paguaj nje shume te caktuar

-debitore/ accounts receivable/ **Kontabilitet**.Cilesim l pergjitheshem per individ , ndermarrje apo institucione qe detyrohen te paguajne nje shume te caktuar. **Bilance Bankar**. Kredite e dhena klienteve te ndryshem.

ED3.

Debit-/noun/1.a written note in a bank account or other financial record of a sum of money owed or spent; on the debit side of an account .2.a sum of money taken from a bank account.

2.Debit/verb/ when a bank debits an account, it takes moneyfrom it; **the money will be debited from your account each month.**

Debtor/noun/ a person , a country or an organization that ows money.

2.1.5. ED1:

Entry - Economic and Financial Committee – komiteti Ekonomik dhe Financiar.Organizem l krijuar ne stadin e trete te Bashkimit Ekonomik dhe Monetar(**Economic and Monetary Union**)Shtetet anetare te Bashkimit Evropian , Komisioni Evropian (**europian Commission**) dhe Banka Qendrore Evropiane (**Europian Central Bank**) caktojne secila nga jo me shume se dy anetarete cilet formojne Komitetin Ekonomik dhe Financiar.

-Economic Aggregates- Agregatat ekonomike- Tregues te pergjitheshem makroekonomik te krijuar nepermjet abstraksionit dhe agregacionit (**aggregation**) Agregatat me te rendesishem jane:*agregati l kerkeses(**demand**

aggregation), *agregati I ofertes (**aggregates supply**), * agregati I konsumit (**consumption function**),*agregati I kursimit (**savings aggregate**).

9 Economic Cooperation Administration-administrim per bashkepunim ekonomik- Ent I themeluar ne vitin 1948per administrimin e rreth 6 milion USD te veqara nga qeveria amerikane per ndihmat e vendeve te ndryshme . Ne vitin 1951 u zevendesua nga agjensia e sigurise se ndersjelle(**mutual security agency**)

ED2-

Ekonomi/ **economy**/ 1.teresi marredheniesh ne prodhim qe I pergjigjen nje shkalle te caktuar te zhvillimit te forcave prodhuese ne nje rend shoqeror.2. Gjendje materiale dhe financiare e nje vendi , nje zone , nje dege te veprimtarise prodhuese apo e nje familjeje.

-program i zhvillimit ekonomik/ **economic development programme**/

-ekonomi boterore/ **world economy**/ Marredheniet dhe bashkepunimi qe krijohet midis ekonomike te vendeve te ndryshme ne kuadrin e trgetisenderkombetare dhe te levizjes se punes dhe kapitalit ndermjet tyre.

system ekonomik nderkombetar/ **international economic system**/

-komisioni ekonomik boteror/ **world economic Commission**/

-ekonomi sociale e tregut/**social/market economy**- model ekonomik I konceptuar nga A.Myler Armak dhe L. Erhard, sipas te cileve krahas funksionimit dhe garantimit nga shteti te konkurences ekonomike , plotesohet kuadri I detyrave ekonomike dhe politike te shtetit me theks objektivat sociale politike.I

ED3.

Economy/ 1.the relationship between production, trade and the supply of money in a particular country or region; the word economy; a market economy(= one in which the price is fixed according to both cost and demand)

Economics- the study of how a society organizes its money, trade and industry the way in which money influences or is organized within an area of business or society- The economics of the project are very encouraging Economics proffesion – persona profesioni I te cileve eshte ekonomika. Ketu perfshihen profesoret e universiteteve, te qendrave studimore ekonomike, gazetar te profesionit ekonomik , etj te natyres se njejte. Economist- economist- ekspert, specialist I fushes se ekonomise teorike apo te aplikuar.

2.1.6. ED1.

Entry - Financial resources- resurse financiare.Pergjat nje kursi normal operacionesh biznesi , eshte bashkesia e zoterimeve te nje firme qe shendrohet ne te holla.

-financial Statement-raportim financiar1.raport kontabel ku permbledhet ecuria financiare e nje subjekti biznesi pergjate nje periudhe te dhene kohore.perbehet nga keto komponente;*bilanci(balance sheet), ku evidentohet gjendja e te nje firme ne dy momente te ndryshme .* evidenca e te ardhurave (income statement) .Quhet edhe evidence e operimit te firmes (operating statement) ose evidence per fitime dhe humbje (profit and loss statement). Evidenton te ardhurat nga shitjet,shpenzimetdhe rezultatin fitim/humbjeqe nje firm ka realizuar pergjate nje periudhe te dhene kohore.

-Finished Goods Inventory –inventare te produkteve te perfunduara ,inventare te produkteve te gateshme.Gjendje mallrash te perfunduara dhe te gatshme per shitje , qe nje firme ka ne nje moment te dhene.Perfshin mallerat ne dyqane dhe ne pika shitje qe jane ne pritje per tu shitur-Inventories.

ED2

-Finance/Finance/ 1.fushe e veprimtarise ekonomike qe perfshin mjetet monetare dhe veprimet qe kryhen ne to. 2. Dege e administrates shtetore qe merret me keto mjete dhe veprime.

-buxhet financiar/ financial budget

-financa ;purchasing powe of money/

-furnitori,furnizuesi/ supplier, contractor,deliverer,dealer. publike/public finances

-kontabilitet financiar/financial accounting, generalaccounts(accountings)

-mjete financiare/funds, capital, finacial facilities.

Fond aksionesh/ investment company(trust)

Fondi Monetar Nderkombetar/International Monetary Fund.

Fondi I sigurimit te depozitave/ Deposit guarantee fund.

ED3.

Finance- noun/ money use to run a business, an activity or a project; finance for education comes from taxpayers,**2.** the activity of managing money, especially by a government or commercial organization; the Minister of Finance;the finance director, **3.finance-** money available to a person , an organization or country ; the way this money is managed; the government/ public/personal finances

Finance/ verb/ to provide money for a project, SYN. Fund.The building project will be financed by government and by public donators .

Filing/noun/ 1.the act of putting documents , letters etc, into a file.

2.something that is placed in an official record; a bankruptcy filing;

2.2. There are some entries not found in every dictionary causing learners difficulties on finding the right translation such as.

2.2.1. Hammering the Market-goditje tregu,rendim tregu.Shitje intensive nga ana e subjekteve te nje tregu apo burse,kur shitesit mendojne se qmimi real I te sigurtave , mallerave, valutave,dhe vlerave qe disponojne, do te bjere-selling short.

This entry can be found only in the ED1 not in the other two dictionaries.

or

2.2.2. Hard Currency- money that is easy to exchange for money from another money, because it is not likely to lose its value; the hotel insisted that we pay in hard currency.

Found only in ED3

2.2.3. Offshore banking./ Emeritim per operacione bankare nderkombetare, te cilat zhvillohen jashte sistemit monetar te vendit, ku ato realizohen. Operacionet bankare offshore realizohen para se gjithash ne vendet financiare evropiane si Londra dhe Luksenburg, si dhe ne Azine Juglindore (tregu Aziatik I dollarit) dhe ne Ameriken e Veriut.

2.2.4. Lease/noun/ an alegal agreement that allows you to use a building, a piece of equipment or some land for a period of time, usually in return for rent; **to take out a lease on a flat**

2. verb- sth to sb. to use or let sb use sth, especially property or equipment , in exchange for rent , or a regular payment; **they lease a land from a local farmer.**

2.2.5.- Lizing* - has no Albanian equivalence found- a borrowing is used instead

ED1: **Leasing** - Thuhet se nje transferim fondi permbushet kur banka e perfituesit (beneficiary) pranon pagesen ne favor te tij, duke ia kryer pagesen dhe shkarkuar detyrimin qe derguesi kishte ndaj perfituesit. Ky rregull eshte I pacenueshem. Rrezik paraqet vetem kur banka ndermjetese e kryerjes se transferimit te fondit falimenton.

2.2.6.- Zakah Fund- Fondi I ndihmes se vullnetshme- Ne sistemin financiar islamik i referohet nje fondi qe krijohet per te ndihmuar familjet ose individet me te ardhura te pakta, te varfer, te papune, etj. Krijohet nga te ardhurat e cdo subject biznesi a individ ne nje mjedis te ekonomise islamike.

2.2.7.- Zollvereign – Bashkim doganor [gjermanisht]. Term qe se pari haset ne shekullin e XIX, duke iu referuar levizjes per heqjen e pengesave doganore dhe nxitjen e unitetit ekonomik te Gjermanise.

3. Conclusion

Using English-English dictionaries is learning the language from professional English teachers in plain english. They can learn what plain English is like as well as what the words they are looking up mean.

I encourage the use of dictionaries and teach learners how to use them by explaining the different abbreviations that are used and with work on the phonetic symbols and 'stress' indications. However, "just as a carpenter needs a hammer, dictionary is the best tool for the job that learners are trying to do."

Learners should be dictionary-oriented! Whatever they do in classes somehow is related to a dictionary. the meaning of a word or correct pronunciation of a word or anything like that should be checked by learners in classes. Also learners should write examples to show how a special word is used in real context, to put it in a nutshell, a dictionary can be the best teacher for English learners if they know the right way of using it.

Impossibility of having a proper dictionary offering adequate word in Albanian causes the use of anglicisms which make the process of speaking and understanding the language more difficult. For eg. If we talk about Bonds or Assets to an old man, a child or even an adult who does not understand English, it is really difficult to understand the role or even the difference between the two of them . I think that linguists of both Albanian and English language should work hard and come up with a dictionary which will be a great help to the learners of EBE or ESP dictionaries. A bilingual dictionary is necessary due to the level of the students at the beginning. An english-english one is only used with advanced learners. It is absolutely necessary to use one, very often teachers first have to teach learners how to take advantage of it (dictionary) and take time to work with examples on the different meanings depending on the context.

The use of dictionaries is optional in the classrooms, but those who use it get the privilege of learning new words faster because the process of looking the word up in the book will make it permanent in our brains. e-dictionaries are the new trend that have to be applied in every institute, they are really useful.

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Violence in Kosova's Schools

Dr.sc. Emrush Thaçi

Lecture in th AAB College, Prishtina, thaqi20003@hotmail.com

Dritan Ceka

Phd Candidate, European University of Tirana, dritanceka@hotmail.com

Dr. Kreshnik Mustafa

Emergency center, Ulqin, Montenegro, iko_mustafa@hotmail.com

Abstract

The school is a social institution well organized specifically to care for the good of the students in the educational process- edukativno. Intentional use of physical force, attempting or actually used against a person, group or community that either results in or is likely to result in injury, or deprivation keqzhvillim, called the psychological damage of violent behavior. Bullying includes in itself a pattern of behavior which threaten and injure the child physically and emotionally. These behaviors include verbal abuse and emotional threats, direct and indirect, theft and destruction of the school, sexual harassment, jog and severe discipline violent and humiliating in school and the threat or use of various types of weapons within the school building ". We have physical and psychological violence. Mean physical violence, hitting, pushing., physical bullying, kicking, punching, etc., And the mean psychological violence, threats, insults, labeling, blackmail, arrogance, spreading rumors, etc. psychological harassment. In educational environments, violent behavior among pupils are starting to become quite disturbing for society in Kosovo. Recent research conducted by non-governmental organizations have included high school students of low and high in the country, have shown an increasing trend of physical and psychological violence among students. In all the discussions that took place, students reported that they witnessed violence in school environments. The phenomenon of violence in Kosovo's schools is present every day in the schools of the show mvarisist of the phenomena it forms of violence.

Key words: Violence, schools, students, education, education

INTRODUCTION

It is well known that Kosovo for a long time has passed through a stage during the violence that would escalate sharply during the 90s under the Serbian regime, where psychological violence and physical, almost, were an everyday life. In this social context, one of the venues (institutions) that recently faced the most phenomenon of violence is undoubtedly schools. Almost no day on television or in a newspaper finds no chronic or article with such a subject. All the data show that violence in schools is increasing compared to previous years. Given the title stems from the core of all this will be reviewed in this paper, we can say that there are some elements that violence cannot be overlooked. And these are: physical strength; physical and psychological coercion; liability; action or inaction; submission; and oppression.

Definition of violence - violence is defined as "the intentional use of physical force, threat or creation of a government, against another person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological damage or deprivation of life ".

Violence as a phenomenon - the phenomenon of violence in schools is a consequence of the weakness of teacher-student relationships, inability of teachers to influence and lack of will to influence.

PURPOSE OF RESEARCH

Identify forms of violence.

Understanding and explanation of forms of violence.

Analysis and perception of violence difference between girls and boys.

One purpose of this study was the possibility of describing the measures to be taken to influence as much in reducing violence.

General Hypothesis

Based on the analysis of literature, documentation of the Kosovo Police for violence, follow-up and based on the purpose of this paper are presented the following assumptions:

H1: The most common forms of violence are: harassment, coercion, persecution, psychological violence, injury, destruction of property, physical violence and where violence is more frequently.

H2: Sexual violence, sexual assault, pose pronounced phenomenon in schools, elementary schools where the research is done.

H3: There is enough credibility to groups of variables, harassment, coercion, persecution; psychological violence; injury, destruction of property; physical violence; sexual violence and where violence is more frequently.

H4: Girls and boys have the same attitudes and experiences of violence.

Variables derived from data on violence.

The variables are arranged in five groups:

- The spread of violence;
- forms of violence;
- Harassment, coercion, harassment;
- psychological violence;
- Damage, destruction of property;
- Physical violence;
- Where violence mostly occurs. This subspace is defined by 6 variables:
- The impact of violence. This subspace is defined by three variables:

Variables in response to open. In this subspace they include two variables:

1. What do you understand by the term violence?
2. In your opinion, what are the most common reasons for which violence is expressed by your peers?

METHODOLOGY OF WORK

Theoretical analysis method

This method is used to browse and analyze literature, scientific and professional articles in one way or another were connected with the research problem.

Method comparison

Given that the sample selected for the survey was stratified in terms village school - school town and girls - boys, using the comparative method has been most needed, as it has enabled the comparison of results between the layers and these are derived differences existing between them about the problem.

Statistical methods

Statistical Method is another method that is used in this study, through which the data obtained through the questionnaire are processed and analyzed. This has made it possible that the results expressed in numbers, in percentage and in tabular form.

Methods of processing the results

Data processing is done with the help of statistical program SPSS 11.0.1 processing. (Statistical Package for Social Sciences) and Statistica 5.0 program. For the analysis of data and verification of research hypotheses are used these statistical methods:

- 1. ALPHA Crombach**
- 2. T-Test**
- 3. Correlation of Pierson**
- 4. Analysis**

To present the results achieved in certain variables are used and:

- 1. Frequencies.**
- 2. Overall arithmetic.**
- 3. The standard deviation.**

Measuring instrument (questionnaire)

This survey was selected from 49 variables, including here the student identification variables (gender, age, class and location). For each variable is given substantial description or code numbers. As such, it is designed in accordance with the formulation of the problem and consists of 51 questions, divided into four main sections:

1. General data. 2. The spread of violence. 3. The forms of violence. Harassment, coercion, persecution, psychological violence, physical violence, sexual violence, damage to property and the country where violence is more frequently.
4. The impact of violence.

In general, the questionnaire consists of closed type questions, but contains two open questions.

RESULTS AND INTERPRETING

Reliability analysis groups variables derived from the questionnaire:

In the first, elementary statistical parameters are provided for each variable separately: arithmetic mean, standard deviation (std.dev). In the second half of the table are presented correlations between variables, and in the third part of the variables are presented average, minimum and maximum score, while in the latter part of the ALPHA coefficient is calculated reliability and value of variables: Obviously, ALPHA coefficient of reliability is available on (0.70), while the size of the coefficient of correlation shows that in addition to the variables presented in the table that have not achieved results higher, all variables have achieved high results, which enabled the high reliability coefficient ALPHA. Statement of comprehensive tables of reliability analysis groups variables derived from the questionnaire. Analysis of reliability and group variables, Prevalence of domestic violence and how often do you see? No high scores achieved.

Variables in response to open

The first question: What understand by the term violence? Based on the questions that were on the questionnaire that dealt with the most prevalent forms of violence in school are students pick up some thoughts on how they define violence.

Containing violence understand when people are threatened with physical violence or intimidation great.

Second question: What were the most common reasons for which appeared violence between peers? In this subspace includes two variables: The purpose of this question was to go a little deeper to better understand what causes most of the violence; therefore children should count two such reasons, which felt that expressing violence. The desire to rule over all peers is one of the most frequent reasons of violence. Sig column. All differences are statistically valid, except the group of variables, impact of violence which is not statistically valid. If analyzed centroid can be seen that the major differences are obtained in the group of variables, spread of violence at the small group now wax variables impact of violence.

Group of variables	ALPHA coefficient
how often you rape you	0.3144 – no high results
How much you see violence?	0.5939- no high results
Violence, Distruction	0.8494
Psychologic Violence	0.9173
Distruction, Loss of Property	0.7795
Phusical Violence	0.9435
Sexual Violence	0.8447
Where does violence mostly appear?	0.8069

Statement of comprehensive tables of reliability analysis groups variables derived from the questionnaire. Analysis of reliability and group variables, spread of violence in school and how often do you see violence? No high scores achieved.

ANALYSIS OF ASSUMPTIONS

Taking into account the scope of this paper and the assumptions set forth therein, and seeing the results obtained are analyzed and verification of hypotheses as follows:

H1: The most common forms of violence are: harassment, coercion, persecution, psychological violence, injury, destruction of property, physical violence and where violence is more frequently.

- (1) variables, severe insult words: 152 children or 38.2% stated that 1 or more times a week with strong words offended.
- (2) Psychological violence: 86 children or 21.6% stated that 1 or more times a week ridiculed, called by different names.
- (3) Damage, destruction of property: 70 children or 17.6% stated that 1 once or more times a week.
- (4) Physical: 94 children or 23.6% stated that 1 once or more times a week have a fight between children.

Upon presentation of the number and percentage shows that the most common forms of violence are those set in the hypothesis. From this we conclude that the hypothesis is proven.

H4: Girls and boys have the same attitudes and experiences of violence.

The difference results in the girls-boys group variables:

- (1) You personally, over the past eight years have you had experience violence from your peers?
- (2) How often do you see violence? The difference is that boys more you happened to see violence than girls.
- (3) harassment, coercion, stalking, assaults with heavy words: The difference is that girls more has happened insulted serious words than boys.
- (4) A more frequent violence (in the schoolyard): The difference is that more boys were causing violence in the schoolyard than girls.

Based on the results obtained, we can conclude that girls differ from boys in good attitudes and experiences of violence, which has proved presumption.

PREVENTION OF VIOLENCE

Mainly school psychologist, but also members of the Teachers' Council and the Directorate of School, in order to avoid violence, must work with patience in the realization of the following activities:

Consultation

They provide healthy and effective alternatives to learning about the problems of children.

Evaluation

Use a number of psychological techniques to a group of children's children to assess:

- academic skills.

Prevention

- Identify potential difficulties of the learning process.
- Develop programs for children who display real difficulties.

Education

School psychologist, in association with pedagogical, develop programs for issues such as:

- Teaching strategies and learning.

Training - a school program

"Help children cope with bullying and violence."

RECOMMENDATIONS

To protect children from various forms of violence in Kosovo is needed complex interventions in different areas.

In the field of legislation recommended:

legal coverage of all forms of violence in all settings where the child resides and teaches (in homes, schools, institutions, physical and mental health).

In the institutional area, it is recommended:

Establish a structure at the central level separate (along with structures at the local level), which would deal first of all with addressing violence against children.

In the policy area, it is recommended:

Develop policies and programs at national and local basis, to address the fundamental reasons behind violence against students.

In the area of data collection, archiving and information on violence against children is recommended:

To conduct periodic surveys on violence against children and the impact of legal sanctions in this field.

In the area of awareness and training is recommended:

To make large-scale campaigns and systematic awareness raising of the population in general and education in particular the forces of law stance against violence.

CONCLUSION

The results of this study show that violence is not only present, but it is spreading even further. Children demonstrate a high level of violence in cases when they talk about what they have seen in others, while when talking about personal experiences of violence, the level of violence is lower.

According to statistics of the Kosovo Police, which are presented in the table talking about various forms of school violence such as murder, attempted murder, grievous bodily harm, threats, theft, damage to property, illegal possession of firearms, decay order and many unpleasant things to the level and age have.

INCIDENTS IN SCHOOLS 01/01/2010-24/11/2010		
Denomination case	attempted	in total
Article 146 Murder	attempted	1
Article 153 light bodily injury		15
Article 154 serious bodily injury		2
Article 161 Threat		3

Article 252 Theft	attempted	2
Article 260 of movable Damage		28
Article 291 Causing general danger		3
Article 306 False Alerts		1
323. Taking or destroying official stamps or official documents		1
Article 328 Unauthorized possession of weapons		4
The disorder		15
in total		104

There are reported cases of violence exercised in schools nationally for 2010

On the basis of the research results we conclude that the reason for violence among boys more than girls is that boys, by nature, more precede the occurrence of violence wherever they may be.

Taking into account the scope of this paper and the assumptions set forth therein, and seeing the results obtained are analyzed and verification of hypotheses.

Hypotheses are verified for all variables, except for group A proliferation of school violence and question 11. How often do you see violence.

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Identifying the Factors in the Emergence of Violent Behavior in Schools Pristina

Samire Bllaca-Balaj, PhD Cand.

University of Prizren, Faculty of Education

samire_bllaca@hotmail.com

Abstract

Violent behaviors are not new phenomenon in the educational process in schools. Violent behavior pattern of students are continuing to show children in schools. The aim of the research was to identify the influence of the family on the level of occurrence of violent behavior among students. Study is based on social learning theory Banduras. Research question of this study was: What is the influence of the family in the emergence of violent behavior among students? H1-family has an impact on the emergence of violent behavior among students. Ways of educating the child, the relation of parent and child weak and poor level of supervision by parents are considered as derived from the family cause. This research is quantitative and included 315 parents of students of classes eight and nine. They belong to the school of towns and villages of the municipality of Pristine. The sample was selected at random. Through surveying procedure is conducted surveys with parents, then entered the data into SPSS and is processed. The research results show that the family has an impact on the emergence of violent behavior among students in schools. Poor supervision of family shows the importance of the opinions issued in percentage. From the 315, 19 or 6.0% of them stated that does not affect, or 18% less affects 5.7, 5 or 1.6% at times affects, 17 or 5.4% affects on average, 147 or 46% more influences and 109 or 34.6 affects always. Ways of child rearing results also shows that parents agree with the declaration, of which 315.8 or 2.5% think that does not affect, 8 or 2.5% less impact, 15 or at times affects 4.8%, or 5.4% affects 17 average, 135 or 42.9% more impact and 132 or 41.9% always affects. The poor relation of parent-child show that may be the cause of the occurrence of violent behavior, 13 parent of 315 or 4.1% think it does not affect, 11 or 3.5% less impact, 19 or 6.0 % at times affects, 9.8% or 31 affects on average, 129 or 41% more impact, always affects 112 or 35.6%.

Keywords: *violent behavior, family, factors, impact, student*

Introduction

Violent behaviors are not new phenomenon in the educational process in schools. Violent behaviors of students are a continuing pattern, shown by children in schools.

The aim of the research was to identify the influence of the family on the level of occurrence of violent behavior among students.

The study is based on social learning theory of Bandura. Research question of this study was. What is the influence of the family in the emergence of violent behavior among students?

H1-family has an impact on the emergence of violent behavior among students.

Ways of educating the child, the weak relation of parent and child and poor level of supervision by parents are considered as derived from the family cause.

This research is quantitative and includes 315 parents of students of eighth and ninth grade.

They belong to the school of towns and villages of the municipality of Pristine.

The sample was selected at random. Through surveying procedure is conducted surveys with parents, then entered the data into SPSS and is processed.

The research results show that the family has an impact on the emergence of violent behavior among students in schools. Poor supervision of family shows the importance of the opinions issued in percentage.

From the 315, 19 or 6.0% of them stated that does not affect, 5.7% or 18% less affects, 5 or 1.6% at times affects, 17 or 5.4% affects on average, 147 or 46% more influences and 109 or 34.6 affects always.

Ways of child rearing results also shows that parents agree with the statement, of which 315.8 or 2.5% think it does not affect, 8 or 2.5% less impact, 15 or 4.8% at times affects, 17 or 5.4% affects average, 135 or 42.9% more impact and 132 or 41.9% always affects.

The relation of poor parent-child show that may be the cause of the occurrence of violent behavior, in 315 parents 13 or 4.1% think it does not affect, 11 or 3.5% less impact, 19 or 6.0% at times affects, 9.8% or 31 affects on average, 129 or 41% more impact, always affects 112 or 35.6%.

Key words: violent behavior, family, factors, impact, student

The impact of family as an important factor in the emergence of violent behavior among students

The role of the family in the education of a child is of a particular importance since the inception of the family is written and supported that family education is an important factor for the future of the child.

Child's educational method can be manifested and shown in other environments such as schools, neighborhoods and all other facilities where he stays. Intensity and how his behavior could indicate family education model, but also surveillance family to the child in its development stages, can have effects on his relationships with peers in environments where it is.

The family is a hotbed of warmth

In control have an emotional connection, degree of compliance, assistance and support among its members. The family is considered as a protective factor for youth, but its disorders often converting it in a factor that encourages violent behavior in children. Many studies show that children with violent behavior are more likely to be from dysfunctional families. All concepts such as violent behavior, aggressive behavior, inappropriate behavior, misbehavior or action show bad attitudes toward another individual. According to the World Health Organization definition of violence includes "all forms of physical and emotional abuse, sexual abuse, negligent treatment or commercial exploitation results in other potential damage or indeed the health, survival, development or dignity in the context of child report of responsibility, trust or power" (Draft proposal by the Ministry of Education, Science and Technology).

Aggression is behavior that hurts someone or damages someone's property (Vasta,

M. Heith, Miller, 2007)

Review of literature

Many practitioners, researchers, theorists of different subjects such as psychology, sociology, pedagogy and biology have contributed to a wide range of theories that explain the causes of violent behavior among students in school.

Biological theories emphasize the role of education properties (Riza Brada 1995). These theories suggest that violent behavior have genetic basis

Behaviorism of John Locke states that children are clean and innocent; he emphasizes the role of family in a child's education.

Locke approach the child as *tabula rasa* made him a proponent of the environment. (Laura E.Berk 2001)

Social learning theory by Albert Bandura's based on the theory that children learn by modeling, simulation or learning by observation. (Laura E.Berk 2001).

E.Thorndaj thinks that "Any action that in certain situation brings pleasure, linked to that situation in a way that, when she repeated situation, action mentioned is more likely to appear than before

Rather, any action in a given situation brings dissatisfaction, disconnected from that situation, so that, when it is situated again, the action is less likely to appear than the first "(Neki Juniku, 1997).

Vigotsky socio-cultural theory- this theory was focused on it as culture, values, beliefs, habits and skills of a social group-generation broadcast .Vigotsky and Piadge agrees that development is a process of social interaction, dependent on support of adult and maturity they gain in proving new tasks. (Laura E.Berk, 2001)

Learning theory shows the importance of learning in experience, thought Skinner

The entire behavior is the result of environmental action, and then the key to understanding behavior is the analysis of the types of previous experience of the person (Juniku Neki, 1997)

Among the distinguished sociological theories, theory of Emil Durkheim's gives positivist ideas on the education of the child, where he considers that socialization is a complex process of forming a new personality, the process of lowering the trends and tendencies of various instincts selfish, and capability development process of the child for adoption in society.

Durkhem's theory emphasizes the importance of social factors

Psychosocial theories combine psychological and social theories in different point of views of social circumstances to understand social behavior.

American Socialpsikolog Stanley Milgram studied the reactions of people to the authority of his main force.Experiment relates to the degree of belief in the appropriateness of the learning process due to punishment. (Dragoti 2000)

A group of researchers at Yale University published data suggesting that aggression is caused by frustration (Dragoti 2000).

David G.Myers highlights and emphasizes the key role on the family, it subcultures and the emergence of violent behavior in children (David G.Myers, 2003)

Models play an important role in the expression of violent behavior.

Children who grow up in families with severe penalties and domestic violence are more likely to use aggression to solve their problems (Patterson, 1997)

Anita Woolfolk aggression emphasizes that models are TV programs that contains a high degree of violence; according to the United States about 82% of TV programs contain violence, at least at a certain level (Anika Woolfolk, 2011).

The emphasis on the issue of development was made by the development of theories.Theories Such as stress development issues that are unique to adolescent . According to Berman

(1984), in terms of adolescent development is caught between two worlds: the needs for autonomy and the desire to be part of the family.

Other theories emphasize how crucial the role and functioning of family is. Neki Juniku states that children, who have grown up with aggressive parental models, are usually prone to exhibit aggressive behavior as a form of their opposing reaction.

He emphasizes that those parents who defer to their inquires of them in order to pander to their appeasement happens that their behavior becomes more violent.

Psychological studies show that toleration of aggressiveness makes him to be more frequent and more powerful. (Juniku Neki, 1994)

Fahad Deva-emphasizes the importance of full family and harmonious personality in creating healthy children, because they are living with both parents experiencing their love, while the observed relationship between, embodied by their role, the emulate and identify with them, which otherwise they learn to imitate those behaviors that may increase violent behavior. (Aferdita Deva-Zuna2003).

Zabeli Naser stresses what causes the aggressiveness of students considered to be his upbringing, circumstances and conditions in which it is developed and developed.

Meanwhile he points out that under the circumstances in which develops vital child must be stressed in two aspects of general violence, trauma and stress in the family, reports disorder, respectively frequent conflicts and the use of violence, within the family and their second child achieving goals through the use of aggression as a child meeting the demand upon the occurrence of aggressive behavior, his care after any eventual punishment (the child to take parental love BEB aggressive behavior, punishable by a parent, but know that after some minutes to cuddle), the desire to return the focus from identification with aggressive adults, etc. ... (Nasser Zabeli 2008). All the above theories suggest factors which may have more impact, so the review of literature can give the view that rely on psycho-pedagogical theories, theories of learning and psycho-social factors such as the first appearance the behavior of the students to see the family this age. Aferdita Deva-emphasizes the importance of full family and harmonious personality in creating healthy children, because they are living with two parents experiencing their love, while the observed relationship between, embodied by their role, imitate and identify with them, which otherwise they learn to imitate those behaviors that may increase violent behavior. (Aferdita Deva-Zuna2003).

Methodology

The aim of the research is to identify the impact of family level of occurrence of violent behavior among students.

Research question of this study was: What is the influence of the family in the emergence of violent behavior among students?

Hypothesis is at least H1-Family has impact on the emergence of violent behavior among students in school.

Ways of educating the child, the weak relation of parent and child and poor level of supervision by parents are considered as derived from the family cause.

The survey has a particular importance for identifying the most influential factors in the emergence of violent student behavior in school.

This research is quantitative and included 315 parents of students of eighth and ninth grades in Pristine.

They belong to the towns and villages' schools of the municipality of Pristine.

Since parents were a huge population, they were selected randomly and their sample survey was conducted.

Through surveying procedure is conducted surveys with parents, then entered the data into SPSS and processed.

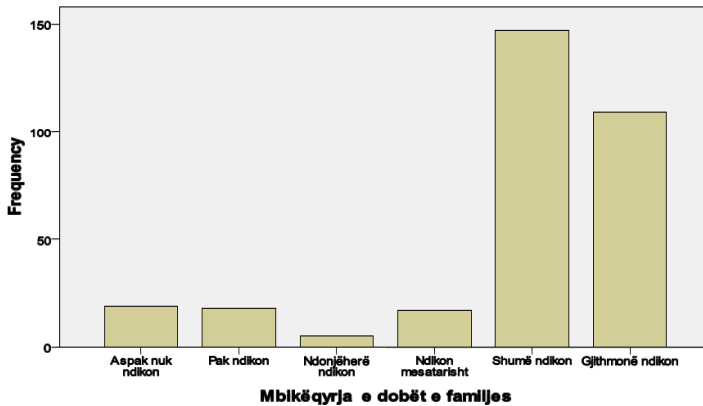
Research results and discussion

Results from the research "Identifying factors in the emergence of violent behavior among students in lower secondary schools in Pristine show that the family has an impact on the emergence of violent behavior among students in school.

Poor supervision of family shows the importance of the opinions issued in percentage.

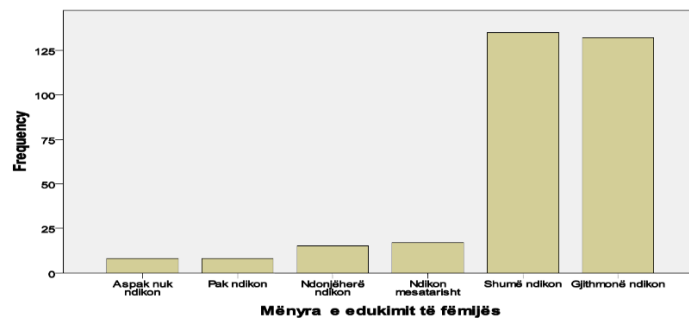
From the 315, 19 or 6.0% of them stated that does not affect, 5.7 or 18% less affects, 5 or 1.6% at times affects, 17 or 5.4% affect on average, 147 or 46% more influences and 109 or 34.6% always affects .

Poor supervision of family

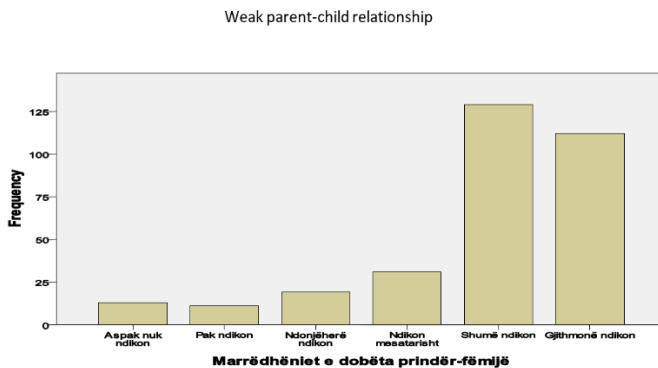


Ways of child rearing results also shows that parents agree with the declaration, of which 315.8 or 2.5% think that does not affect, 8 or 2.5% less impact, 15 or 4.8% at times affects , 17 or 5.4% affects on average, 135 or 42.9% more impact and 132 or 41.9% always affects.

Ways of child education



The poor relation of parent-child show that may be the cause of the occurrence of violent behavior, in 315 parents, 13 or 4.1% think it does not affect, 11 or 3.5% less impact, 19 or 6.0% at times affects , 9.8% or 31 affects on average, 129 or 41% more impact, 112 or 35.6% always affects.



Results

From the results shown the importance of the role of family in child education may be a factor for the occurrence of violent behavior at school.

Opinions of parents themselves show the importance of how to educate children, the weak relation of parent-child and poor supervision of the child to increase the likelihood of the occurrence of violent behavior at school.

Finally, the family is the main factor in a child's education right

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Appendix-Tables

Poor supervision of family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't affect	19	6.0	6.0	6.0
	Less affect	18	5.7	5.7	11.7
	Sometimes affect	5	1.6	1.6	13.3
	Affect on average	17	5.4	5.4	18.7
	Affect a lot	147	46.7	46.7	65.4
	Always affect	109	34.6	34.6	100.0
	Total	315	100.0	100.0	

Ways of chil education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't affect	8	2.5	2.5	2.5
	Less affect	8	2.5	2.5	5.1
	Sometimes affect	15	4.8	4.8	9.8
	Affect on average	17	5.4	5.4	15.2
	Affect a lot	135	42.9	42.9	58.1
	Always affect	132	41.9	41.9	100.0
	Total	315	100.0	100.0	

Weak parent-child relationship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doesn't affect	13	4.1	4.1	4.1
	Less affect	11	3.5	3.5	7.6
	Sometimes affect	19	6.0	6.0	13.7
	Affect on average	31	9.8	9.8	23.5
	Affect a lot	129	41.0	41.0	64.4
	Always affect	112	35.6	35.6	100.0
	Total	315	100.0	100.0	

The Essential Characteristics of Linguistic Context

Sonila Daiu, PhD. Cand.

University of Elbasan

Faculty of Foreign Languages

English Department

Abstract

Most educators agree today that students must eventually know how to use and understand the language forms they have learned in authentic communication situations and texts. The linguistic context refers to the text or the articulation of a word, a sentence or a discursive act etc. In fact, the meaning of lexical units used in linguistic context includes the syntactic and morphological interpretation elements within a given text. The idea that language learning should be contextualized is certainly not new in language teaching, at least from a theoretical point of view. This paper draws attention on analyzing the types and the role of context clues in a sentence, paragraph or passage that the reader uses to understand the meaning of new vocabulary or unknown vocabulary. We have tried to address to six clues: definition, synonyms, antonyms, logic deduction, root words and affixes and grammar which are essential for a student to develop word-learning strategies to use on their own. Enriching in this way their perception and understanding of a given word or words in a spontaneous situation or a reading text.

Keywords: linguistic context, lexical units, context clues, word, meaning

I. Introduction

In recent researches "context" refers to different points of view. Linguistic context refers to the linguistic setting in which a word occurs. To put it in details, it refers to the words, clauses, sentences in which a word appears and it may also cover a paragraph, a whole chapter and even the entire book.

In another point of view, the term of context we relate it with physical setting including people, time, place and culture where it occurs. This is known as linguistic and non-linguistic context. So, in linguistic we have two types of context: linguistic and non-linguistic context.

Linguistic context includes: phonologic context, lexical context, grammatical context and textual context. While, non-linguistic context includes situational context, social context and cultural context. Both types of contexts complete each other, because as it is known, the influence of context in linguistic is reflected in: linguistic factors and non-linguistic factors.

In pragmatic linguistic are known some types of context:

1. **Physical context**- objects that have to do with the communication, place and time of it.

Example: a. I want that book. (shoqëruar me tregim të librit)

b. Be here at 9.00 tonight. (referenca është koha dhe vendi)

2. Linguistic context - what is said before in the text

Example: a. Linda came home late yesterday she thought nobody would notice

b. If my mom heard you talk like that.

3. Social context - social relationships of people engaged in this communication.

II. Characteristics of linguistic context.

Linguistic context refers to surrounding text or talk of an expression (word, sentence, conversational turn, speech act, etc.). The idea is that verbal context influences the way we understand the expression. Since much contemporary linguistics takes texts, discourses or conversations as its object of analysis, the modern study of 'verbal context' takes place in terms of the analysis of discourse structures and their mutual relationships, for instance the coherence relation between words, phrases and sentences .

Before talking about main types of the linguistic context it is important to mention about such notion as context clues. Text book writers usually know when they must use a word that will be new to their readers. So they often include other words or phrases to help with the understanding of the new word. These words or phrases are referred to as context clues. They are built into the sentences around the difficult word. If you become more aware of the words around the difficult words you encounter in your reading, you will save yourself many trips to the dictionary. You will be able to make logical guesses about the meanings of many words.

Actually, the meaning of context clues using linguistic context is closely related with the syntactic and morphologic interpretation of the elements within a text. In other words, to define the meaning of a lexical unit, is necessary to know if this unit is a noun, a verb, adjective or adverb and if it has the role of a subject or verb. This information gives important suggestions based in the text meaning, but it is not necessary to give the whole meaning of the speech.

This example, given by Noam Chomsky in his book "Syntactic Structures", shows that a sentence which is correct grammatically, may not have the right meaning

Colourless green ideas sleep furiously.

Although this sentence is grammatically correct, it doesn't have a meaning it demonstrates the distinction between the meaning and grammar. This indicates that linguistic elements are not enough to get the right meaning of the text. The meaning is connected with beliefs and individual knowledge of the world as well.

There are some common types of context clues. In this paper we are analysing some:

1. **Definition** - the word is defined directly and clearly in the sentence in which it appears.
 - a. E.g., The arbitrator, the neutral person chosen to settle the dispute, arrived at her decision. Some celestial bodies, such as the planets and stars, can be seen with the naked eye.
 - b. Haberdashery, which is a store that sells men's clothing, is becoming more common today
2. **Synonym** (or restatement) - other words are used in the sentence with similar meanings.
 - a. E.g., The **slender** woman was so thin her clothes were too big on her.
 - b. The mountain pass was a **tortuous** road, winding and twisting like a snake around the trees of the mountain
 - c. Her **animosity**, or **hatred**, of her sister had divided the family.
3. **Antonym** (or contrast) - often signalled by the words whereas, unlike, or as opposed to.
 - a. E.g., Emma had a lot of **anxiety** about the exam but I had no **worries** about it.
 - b. I am **willing** to bike in the mountains, but he is **reluctant** because it gets so cold walking up and down the trails
4. **Logical – deduction** - word meanings are not directly described, but need to be inferred from the context.
 - a. E.g., The man **gigged** the large fish, but he needed his friend to enlarge the hole to drag it out of the frigid water.

- b. She told her friend, "I'm through with blind dates forever. What a dull evening! I was bored every minute. The conversation was absolutely **vapid**."
5. **Sentence structure analysis**- reader works with his knowledge related with word formation elements (root, suffixes, prefixes), to find out the meaning of the new word
The story is **incredible**.
6. **Grammar** - reader uses the function of the word in a sentence to find the meaning of the new word
Most spiders **molt** five to ten times.

The meanings of polysemantic words that appear in certain context are defined by the linguistic contexts (phonologic, lexical, grammatical and textual) or non-linguistic contexts (situational, social and cultural). Linguistic context refers to the linguistic environment where the word appears. So, "it refers to words, sentences, time, and linguistic context may cover a paragraph, a unit or even the whole book."¹

Although the phonological context is more related to phonetic fields, we will be focused more specifically on two types of linguistic context, lexical and grammatical context. This two types differ from each other when lexical aspect or the grammar one dominates the definition of the meaning.

II.1 Lexical Context

A great contribution on lexical studies has been provided in the Amosova's book "English Contextology".² According to Prof. Amosova, when indication comes from the lexical meaning of the indicator it is a case of lexical context. The author subdivides this type of context into that of the first degree and that of the second degree. The contextual elements of lexical context of the first degree have a direct (immediate) syntactical connection between them.

Example: He was arrested on a treason charge.

While in the lexical context of the second degree, there do not exist direct syntactical connection between subordinate clause and contextual clues.

Example: I move that Mr. Last addresses the meeting (Waugh).

Lexical context can be variable: the indicator may be varied without affecting the semantic content of the dependent word. If, in the unit of the context, only one certain indicator realizes a particular meaning of the dependant, then the context is constant. A phraseological unit is a unit of constant context.

R. S. Ginzburg in his book a course in Modern English Lexicology³ underlines that in lexical contexts, the most important elements are the lexical groups combined with a define polysemantic word. This is illustrated when analyzing different lexical context where polysemantic words "heavy" or "take" are used

The adjective 'heavy' in isolation is understood as meaning of great weight, weighty (heavy cargo, heavy book, etc.). When combined with the lexical group of words denoting natural phenomena such as wind, storm, snow, etc., it means striking, falling with force, abundant as can be seen from the contexts, e. g. heavy rain, wind, snow etc.

While the verb "take" out of the main context has the meaning "catch, get". When it matches with phrases that are used about the means of transport (example; to take the tram, the bus, the train etc.) it takes the meaning "go, travel by".

¹ Leech, Semantics : The Study of Meaning, 1981, pg. 91

² N.N. Amosova English Contextology – Leningrad 1968. f. 106

³ R.S. Ginzburg, A Course in Modern English Lexicology, pg. 56

The polysemous word such as 'make', conveys a large number of meanings and only context will determine exactly which is meant.

1. He made a lot of money. Ai bëri (fitoi) para të madhe.
2. He made Rome in two hours. Ai arriti në Romë brenda dy orëve.
3. We have made 60 miles since noon. Që nga dreka kemi bërë 60 milje.
4. She will make a good doctor. Ajo do bëhet doktoreshë e mirë.

Meanings indicated from lexical context are considered most of the time as meanings related from lexical point of view (or phrasological), which means that such meanings can be seen only in some of lexical context.

Some linguists are convinced that in general the meaning of the word must be analysed through connections of other words. They say that if we know all the connections where polysemantic words are present, we know all the meanings of a word. Meanings in lexical context are described as collocative meaning.

II. 2 Grammatical Context

Amosova suggests that in the case of grammatical context the semantic element is represented by the syntactic structure of the sentence where the subordinate feature is used.

On the other hand, Ginzburg in his book "A Course in Modern English Lexicology"¹ mentions that "In grammatical context is the grammatical structure of context that serves to specify the different meanings of polisemantic word".

When it appears in different grammatical contexts, a polysemous word may have different meanings. Take the verb get for example. Its meaning varies in different syntactical structures:

- a) get+n., as in I got a present today (meaning "receive")
- b) get+adj., as in The food is getting cold. (meaning "become")
- c) get+n.+infinitive, as in I will get him to see a doctor.

One of the meanings of the verb make, e. g. to force, is found only in the grammatical context possessing the structure to make somebody to do something or in simpler terms this particular meaning occurs only if the verb make is followed by a noun and the infinitive of some other verb (to make somebody laugh, go, write, etc.). Another meaning of this verb to become, to turn out to be is observed in the contexts of a different structure, e. g. make followed by an adjective and a noun (to make a good wife, a good teacher, etc.).

A number of contexts, however, we find that both the lexical and grammatical aspects should be taken into consideration. The grammatical structure of the context although indicative of the difference between the meaning of the word in this structure and the meaning of the same word in a different grammatical structure may be insufficient to indicate in which of its individual meaning of the word in question is used. If we compare the contexts of different grammatical structures, e. g. to take+noun and to take to+noun, we can safely assume that they represent different meanings of the verb to take, but it is only when we specify the lexical context, i. e. the lexical group with which the verb is combined in the structure to take+noun (to take tea; books; the bus) that we can say that the context determines the meaning.

In the majority of cases we should use a mixed type of context - lexico-grammatical context, where both the lexical meaning and the grammatical function of indicator are essential - in order to identify the correct meaning of the language unit in the text or in speech. For example, if there is a similar grammatical form of the phrases, like in 'He ran a horse' and 'He ran the risk', we can understand the meaning due to the lexical meanings of the indicators - to make move and to expose oneself

¹ R.S. Ginzburg, A Course in Modern English Lexicology, f. 57

to a possibility of danger. However, at the same time the grammatical context “works out” too: we can observe the presence of the object in the construction near the language unit under analyses as opposed to the first sentence.

Grammatical context appears in case some grammar functions plays the role of the indicator. For example, the meaning of the word ‘ill’ depends on the function it fulfils in the utterance. If it is the predicative function (fall ill, be taken ill), the meaning of the analyzed unit should be understood as in bad health. If the function is attributive (ill luck, ill will), the meaning of the unit under consideration is bad, hostile. As you can see two meanings are quite different. That’s why it is of great importance to take into account the grammatical context

It is usual in modern linguistic science to use the terms “pattern” or “structure” to denote grammatical contexts. Patterns may be represented in conventional symbols, e.g. to take something as take + n, to take to somebody as take to + n.

It is argued that difference in the distribution of the word is indicative of the difference in meaning. Sameness of distributional pattern, however, does not imply sameness of meaning. As was shown above, the same pattern to take + N may represent different meanings of the verb to take dependent mainly on the lexical group of the nouns with which it is combined.

III. Non – linguistic Context

In today's studies regarding general classification non – linguistic context its classified from different authors and scholars in : Situational context , social context and cultural context In their publication *Style and Sociolinguistic Variation* , US researchers Eckert and Rickfor highlight " In linguistics modern has become already evident and axiomatic that the units language cannot be understood as it should without taking into account the conditions and peculiarities of their use in discourse, everything that is associated with various factors history, cultural, social , situational, etc".¹

For a polysemantic word it means that to identify its correct meaning in the linguistic context it is necessary to take into consideration many non-linguistic factors, such as situation, in which communication takes place; time parameters of the utterance; the individual peculiarities of the speaker; the traditions and cultural features, etc. For example, in order to understand the meaning of the utterance I don't want to be an albatross to you (J. Warren. The Nobel Prize), it is essential to correlate it with the poem by S. Colridge. In the poem it is told about a seaman who killed an albatross - bird that was considered to be sacred for sailors - and as a punishment he had to carry the dead bird on his breast. Thus in order to comprehend the meaning of the utterance, we should be aware of the cultural context: to be an albatross for somebody means to be a burden for somebody.

As Leech stresses in his book: *Semantics. The Study of Meaning*: “Non-linguistic context refers to the extra-linguistic factors abstracted from the physical environment and cultural settings in which the utterance occurs. It embraces the people, time, place, mode of transmission and even the whole cultural background” Non-linguistic context includes situational context and cultural context, which is also known as cultural knowledge.²

Situational context refers to “the actual speech situation in which a word (or an utterance, or a speech event) occurs. Chinese researcher Zhang Yunfei gives this explanation: “Situational context is understood to be the physical, relatively easily identifiable level related to such factors as whom the participants are, and what the relationship is between them: parent and child, friends, employer and employee, or strangers”.³

The meanings of the noun ring, e.g. in 'to give somebody a ring' or of the verb get in 'I've got it' are determined not only by the grammatical or lexical context, but much more so by the actual speech situation.

The noun ring may possess the meaning 'a circlet of precious metal' or 'a call on the telephone'; the meaning of the verb to get in this linguistic context may be interpreted as 'possess' or 'understand' depending on the actual situation in which

¹ Penelope Eckert dhe John R. Rickord. *Style and Sociolinguistic Variation*. Cambridge University , 2001

² . Leech, *Semantics, The Study of Meaning*, 1981, f. 94

³ Zhan Yunfei, *General Theory of Modern English Vocabulary*, 1988, f. 237

these words are used. We underline that this cases are not faced often. Definitely, linguistic context is an important factor when defining the meaning of the word.

Social context often considered to incorporate the context of the discursive event . It is determined by translocation the linguistic and cognitive context of the overall concept of context, which includes all components of discursive event. Components of social context usually are : accomplices in the event discourse , micro context(environment immediate concrete and physical including time and place) and macro contextual institutional and non-institutional areas. "Social context routinely used as a synonym for non – linguistic context, which includes accomplices, their physical and psychological provisions and specific knowledge or assumptions in respect of persons engaged, knowledge about the language, activity types and their routine, communication goals and general background knowledge " ¹.

English researcher Geoffrey Leech gives this definition for the cultural context "Cultural context represents an abstract way of people's social activities. Culture consists of all the shared elements of human society. This includes not only such material things as cities, organizations and schools, but also non-material things as ideas, customs, family patterns, relationships and languages"²

Conclusion

Meanings indicated from lexical context are considered most of the time as meanings related from lexical point of view (or phrasological), which means that such meanings can be seen only in some of lexical context.

Social and cultural context refers to the idea that language is not isolated; it is closely related with the culture and society where it is used. Socio-cultural context refers to the mixture of social and culture events at a definite time that give information about artistic, literature, economical and political activities, ect.

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Correlations Between Atherosclerosis and Stroke –Can We Predict It?

Ana–Maria Ionescu

Ovidius University of Constanta, Faculty of Medicine, Department IV Clinical Disciplines,, Campus Corp B, University Alley No. 1, Constanta, Romania

Lucian Muflic

Ovidius University of Constanta, Faculty of Medicine, Department II Preclinical Disciplines,, Campus Corp B, University Alley No. 1, Constanta, Romania

Nicolae Carciumaru

Ovidius University of Constanta, Faculty of Medicine, Department IV Clinical Disciplines,, Campus Corp B, University Alley No. 1, Constanta, Romania

Alef Mustafa

UMF Carol Davila Bucharest, Faculty of Pharmacy, Str. Traian Vuia No. 6, Sector 2, Bucharest, Romania

Rodica Sirbu

Corresponding author, sirbu_27@yahoo.com

Ovidius University of Constanta, Faculty of Pharmacy, Campus Corp B, University Alley No. 1, Constanta, Romania

Abstract

Although, atherosclerosis is a risk factor for stroke, there are many questions about this relationship. Stroke remains the major cause of disability and death, and atherosclerosis is responsible for 15-20 % of strokes. Moreover, atherosclerosis is not likely to play a direct role in cardioembolic infarction, intracerebral and subarachnoid hemorrhage. This study aimed to elucidate how the presence of carotid atherosclerosis influenced the occurrence of stroke and also how it interacted with other risk factors for stroke. Is it possible to make predictions about it?

Keywords: atherosclerosis, plaque, stenosis, stroke, prediction of, recurrence

INTRODUCTION

Atherosclerosis is a progressive disease, characterised by hardening walls of arteries (intimal plaques with a soft part (athere) and a hard one (sclerosis) and it is a systemic inflammatory disease [1]. Atherosclerosis is not a new issue, Sandison, a paleontologist of XX century found evidence of atherosclerosis in Egyptian mummies. Another paleontologist found that atherosclerosis of ancient Egyptians had the same evolution as in our days. In XVII century, the degeneration of aorta and main arteries was known but the physiopathology of the process was unknown. In 1815 Hodgson, who was a surgeon, published an important vascular monography, and he sustained the inflammation as the main cause of atherosclerosis. In the late XIX century, the inflammatory theory of atherosclerosis was abandoned and a new conception arose (THE DEGENERATION THEORY). The modern era of atherosclerosis has begun in 1908 when the Russian scientist Ignatovski induced atherosclerosis in rabbits with a diet based on milk and egg yolks. In the late XX century, the interest about atherosclerosis had a major impact due to the burden of cardiovascular disease. The cardiovascular disease remains

the leader of our diseases and death causes. [2] Atherosclerosis and its complications are the major cause of death and disability due to myocardial infarction and stroke, so around 35-40 % of causes of death in the world are produced by atherosclerosis.

VASCULARIZATION

This includes the anterior cervical arterial system i.e. the common carotid artery (CCA) its related branches (internal and external) and pathologies, in addition to the previously considered posterior circulation, i.e. the vertebrobasilar arterial system (VBA).

Internal Carotid Artery

Knowledge of the anterior system is important because:

1. The internal carotid artery (ICA) provides the most significant proportion of blood to the brain.
2. Pathological changes of the ICA leading to stenosis are very common.
3. Blood flow in the ICA is known to be influenced by movement of the neck.
4. The ICA is commonly implicated in ischaemic stroke

The two ICA's carry around 80% of the blood flow to the brain compared to the 20% via the posterior system. It is primarily increased flow through the ICA and the presence of an intact circle of Willis, which helps maintain brain perfusion in the presence of vascular compromise in other parts of the system (i.e. vertebral arteries).

External Carotid Artery (ECA)

The ECA is a major artery of the crano-cervical region. It arises from the common carotid artery at a bifurcation point around the C3 level (upper thyroid cartilage). It eventually forms the occipital artery and terminates in the maxillary artery and superficial temporal artery. THE ROLE of the external carotid artery in the pathogenesis of some intracranial ischemic events has been reported. The external carotid artery does not contribute to cerebroretinal perfusion, but when the homolateral internal carotid is obstructed, collateral supply from the external carotid may become important. In this situation, pathological changes in the external carotid artery may have ischemic consequences in the cerebrum or retina through embolic or hemodynamic mechanisms. [3]

GENERAL VIEW

Stroke incidence is declining in many developed country, largely as a result of better control of high blood pressure, and the increased education of the patients worldwide. [4]. Despite all of this, Stroke remains the third cause of death in USA and Europe and the leading cause of disability.

In 2012, Stroke was second cause of death in Romania, after ischemic heart disease (17.8% of all deaths), and this situation is the same since 2000. [5] Strokes are two major types – haemorrhage (cerebral haemorrhage and subarachnoidian haemorrhage (15 %) and ischaemia (85 %). [6]

- large artery atherosclerosis
- cardioembolism
- small artery disease
- other determined etiologies
- undetermined etiology

Atherosclerosis of major cervical arteries is an established risk factor of ischemic stroke. On the other hand, ischemic stroke patient has a higher likelihood of having carotid atherosclerosis and stenosis. Ischemic strokes occurring in the anterior circulation are the most common of all ischemic strokes, accounting for approximately 70% of all cases. They are caused most commonly by occlusion of one of the major intracranial arteries or of the small single perforator (penetrator) arteries. [7]

Stroke is a heterogeneous disease that comprises several subtypes with different etiologies. Because atherosclerosis is a precursor of atherothrombotic infarction (AI), carotid atherosclerosis is a reasonable risk factor for this stroke subtype. This rationale is reinforced by an association between carotid and major cerebral artery atherosclerosis.

There are two types of ischemic stroke caused by blood clots, narrowing of blood vessels to the brain caused by atherosclerosis or other particles. The first type is called atherothrombotic stroke is the most common stroke. It occurs when a blood clot forms on an atherosclerotic plaque within a blood vessel in the brain and blocks blood flow to that part of the brain.

The second type is called cerebral embolism occurs when a wandering clot or some other particle, called an embolus, is carried by the bloodstream until it lodges in an artery leading to or in the brain and blocks the flow of blood. The embolism could be due to a piece of clot or plaque that broke off from an atherosclerotic plaque. However, most embolic strokes are due to blood clots that form in persons with atrial fibrillation and enter the bloodstream. [8]

Lacunar infarction (LI) is most often the result of lipohyalinosis, fibrinoid necrosis, or microatheroma in intracerebral small arteries, diluting the significance of carotid atherosclerosis for this stroke subtype. Moreover, atherosclerosis is not likely to play a direct role in cardioembolic infarction (CE), intracerebral hemorrhage, and subarachnoid hemorrhage. Nevertheless, associations between carotid atherosclerosis and the specific stroke subtypes have not been established. [9]

Stroke and computer tomography exam:

Atherothrombotic Infarction was defined as infarction presumably due to intracranial major artery occlusion with MRI evidence of a large infarction (15 mm) in areas such as the cortex, semioval center, or watershed area.

Lacunar stroke is the stroke when the patient had to have an CT scan after the events that demonstrated a small (<15 mm) deep infarction in the territories supplied by the perforating branches of major cerebral arteries

RISK FACTORS

In many respects stroke is a preventable disorder. Prevention is the target of a variety of programs to reduce risk factors for stroke. The aim of primary prevention is to reduce the risk of stroke in asymptomatic people. Hypertension, carotid artery stenosis, atrial fibrillation and certain other cardiac conditions, cigarette smoking, diabetes mellitus, dyslipidemia, sickle cell disease, poor diet, physical inactivity, and obesity are well-established risk factors for ischemic stroke. Less well-established risk factors include alcohol and drug abuse, the metabolic syndrome, oral contraceptive use, sleep-disordered breathing, migraine, hyperhomocysteinemia, elevated lipoprotein(a), elevated lipoprotein-associated phospholipase, inflammation, infection, and hypercoagulability. The greatest stroke risk, however, occurs in those with previous transient ischemic attack or previous stroke.

For these patients, risk factor reduction for secondary prevention is essential. Secondary vascular risk has been shown to decrease with treatment of hypertension, hyperlipidemia, and the institution of antiplatelet drug treatment, or surgery, if necessary (endarterectomy or stenting) [10]

Globally, hypertension is the most significant risk factor for stroke, both ischemic and hemorrhagic. Elevation in blood pressure plays a big role in the development of vascular disease, including coronary heart disease, ventricular failure, atherosclerosis of the aorta, and cerebral arteries, as well as small vessel occlusion. Treating blood pressure considerably reduces coronary and stroke risk.

Risk Factors of Atherosclerosis [11]:

- High blood cholesterol
- High blood pressure
- Smoking
- Diabetes
- Obesity
- Physical inactivity

GENDER

It is well-documented that the incidence of stroke is higher in men than in women in all age classes, and women are, on average, several years older than men when they suffer their first stroke. The prevalence of stroke is higher among men up to the age of approximately 80 years, after which it becomes higher in women. A majority of studies indicate that the case-fatality rate is higher in female than in male stroke patients; there is also some evidence, relatively weak, indicating a better functional outcome in men.

AGE

The chance of having a stroke approximately doubles for each decade of life after age 55. While stroke is common among the elderly, a lot of people under 65 also have strokes. Nearly three-quarters of all strokes occur in people over the age of 65. The risk of having a stroke more than doubles each decade after the age of 55. Strokes can and do occur at ANY age. Nearly one fourth of strokes occur in people under the age of 65.

Ultrasound in ischemic stroke [12]

Carotid stenosis is usually diagnosed by color flowduplex ultrasound scan of the carotid arteries in the neck. This involves no radiation, no needles and no contrast agents that may cause allergic reactions. This test has moderate sensitivity and specificity, and yields many false-positive results.

Typical duplex ultrasound scan is the only investigation required for decision making in carotid stenosis as it is widely available and rapidly performed. However, further imaging can be required if the stenosis is not near the bifurcation of the carotid artery.

One of several different imaging modalities, such as angiogram, computed tomographyangiogram (CTA) or magnetic resonance imaging angiogram (MRA) may be useful. Each imaging modality has its advantages and disadvantages. Magnetic resonance angiography and CT angiography with contrast is contraindicated in patients with renal insufficiency, catheter angiography has a 0.5% to 1.0% risk of stroke, MI, arterial injury or retroperitoneal bleeding. The investigation chosen will depend on the clinical question and the imaging expertise, experience and equipment available. [13]

Screening for carotid stenosis? NO!

The U.S. Preventive Services Task Force (USPSTF) recommends against screening for carotid artery stenosis in those without symptoms

Ultrasound is widely, available, non invasive method having numerous advantages: bedside use, low cost, fast and repeatability. Development of ultrasound technology has allowed for a noninvasive evaluation of atherosclerosis in the

carotid arteries. The initial manifestation is characterized by a subtle increase in vascular intima-media thickness (IMT), whose progression leads to plaque formation and vascular narrowing. Because advanced carotid stenosis often impairs cerebral blood flow and becomes the nest for emboli, carotid ultrasound examination is most often performed for the diagnosis and risk assessment of stroke. With the use of ultrasound, studies have shown that carotid stenosis 70% increases the incidence of future stroke, whereas the risk is limited when the stenosis is 60%. Thus, carotid stenosis, as the result of advanced atherosclerosis, is a well-defined risk factor for stroke. In addition to such advanced lesions, earlier carotid atherosclerosis, without direct threat to the brain, has been linked to an elevated risk for stroke. The linkage is supported by an association between carotid and systemic atherosclerosis. [9]

Carotid ultrasound can provide the following information:

1. IMT (intima-media thickness) - prospective studies have demonstrated that pathological IMT values result in a high risk of myocardial infarction and stroke, so this is a marker of future vascular events as a reflector of systemic atherosclerosis, increased carotid artery IMT has been associated with a higher risk for stroke. In the Rotterdam Study and the Cardiovascular Health Study, 7 each 1 SD change in IMT increased the incidence of future stroke by approximately 30%, independent of traditional cardiovascular risk factors.
2. plaques – location, size, number, surface, echogenicity – plaques with irregular surface and /or soft plaques present a higher embolic risk. Existence of carotid artery plaques was associated with transient ischemic attack (TIA), and the enlargement increased the risk for future neurological events. Plaque is dangerous not only because of its stenotic effects, but also because it may rupture or dissect at the atherosclerotic wall, showering debris into the bloodstream, leading to multiple embolic cerebral infarcts downstream of the plaque. The ruptured, ulcerated plaque can also be a source of thrombus formation in that the anticoagulant properties of the endothelial surface are locally disrupted.
3. carotid stenoses and occlusions

Carotid stenosis is common especially in patients with vascular risk factors or with coexistent pathology of coronary or peripheral arteries. Since many decades the classification between symptomatic (that lead to a stroke) and asymptomatic carotid stenosis (not associate with stroke) has dominated the management of affected patients. This distinction corresponds to the design and results of previous clinical trials on surgical versus medical treatment.

Severe stenosis caused by plaques alters blood flow characteristic and turbulence replaces laminar flow when the degree of stenosis exceeds about 70 %. The most common sites for symptomatic atherosclerosis are the bifurcations of common carotid arteries followed in frequency by aortic arch, the proximal subclavian arteries and the vertebral origin.

Carotid bifurcation is susceptible to develop atherosclerotic lesions and stenosis, and the stenosis could be estimated by morphological, hemodynamic assessment or both (duplex technique). Most studies consider carotid stenosis of 60 % or greater to be clinically important.

The following stenosis criteria are respected: [14]

<50% stenoses –peak systolic velocity <125cm/sec, ICA /CCA<2.0)

50-69% stenoses –peak systolic velocity :125-130 cm /s, ICA/cca 2.0-4.0)

>70% stenoses-peak systolic velocity >230cm/sec, ICA/CCA>4.0)

The risk of ischemic stroke distal to an atherothrombotic carotid stenoses increases proportionately to the severity of carotid stenosis [15]

Carotid stenosis >70% increase the incidence of future stroke, whereas the risk is limited when stenosis is <60% [16]

In the European Trial of symptomatic patients undergoing surgery, the investigators took the opportunity to examine the risks of stroke in the opposite carotid artery, that was not causing symptoms. In this study, 2,295 patients were followed

for 4.5 years. In patients with the most severe narrowing, only 5.7% (5-6 in every 100) of patients suffered a stroke over 3 years. There were only 9 fatal strokes in 2,295 patients over 3 years.

The seemingly clinical stable symptomatic 50–99% carotid stenosis patients without additional ipsilateral events have a high risk of recurrent stroke. [17]

OCCCLUSION OF THE INTERNAL CAROTID artery has aroused clinical interest as a result of the appreciation of the poor correlation which has been demonstrated to exist between the angiographic findings and the associated neurological symptoms. The number of patients with significant strokes after the occlusion of an internal carotid artery are less impressive than initially suspected, with only 27% having severe complicated strokes and 73% being asymptomatic or experiencing only transient or mild focal neurological disorders. Occlusion of the internal carotid artery may, however, be associated with transient or fixed neurological symptoms after the occurrence of the occlusion, and the evidence strongly suggests that such symptoms are frequently related to embolic disease originating from the external carotid artery or the proximal blind stump of the internal carotid artery. This concept is in direct conflict with the opinion of Gomensoro et al. that "when a lesion progressed to complete thrombosis, there was no longer any possibility for emboli to pass into the distal circulation." [18] In the current era of intensive medical therapy, carotid artery disease rarely progresses to occlusion and, when it does, patients' risk of ipsilateral stroke is very low, according to an observational study published online September 21, 2015, ahead of print in *JAMA Neurology*.

Common carotid artery (CCA) occlusion is a rare cause of cerebrovascular events. The prevalence is approximately 0.24–5% in stroke patients.

In contrast to the large amount of data in the literature about internal carotid artery occlusion, there is little information regarding the incidence, clinical presentation, ultrasound findings, haemodynamics, causes, and treatment of common carotid artery occlusion (CCAO).

CCA occlusion is generally associated with occlusion of the distal vessels (internal carotid artery (ICAs) and external carotid artery (ECA)). In some cases, blood flow in the ICA and ECA is maintained by collateral circulation via extracranial branches through the retrograde external carotid artery. [19]

ATHEROSCLEROTIC PLAQUES CLASSIFICATION

Atherosclerotic plaques are characterised by intimal thickening from the progressive accumulation of lipids, together with cellular and molecular components such as smooth cells, lipid filled macrophages, monocytes, T and B lymphocytes, erythrocytes and platelets [1]

Histologic studies of human vessels provided by AHA committee on vascular lesions to divide plaques into 6 stages I to VI, based of plaque composition and morphology.

Gray –Weale classification (1988) combined the two aspects of echogenicity and homogeneity, and there are described 4 types of plaques: [20]

- type 1 –hypoechoic plaque with intact fibrous cap
- type 2 –mixed type but more hypoechoic (less than 25 % of hyperechoic)
- type 3 –mixed type but more hyperechoic (less than 25 % of hypoechoic)
- type 4 –hyperechoic plaque

Usually, both for symptomatic and asymptomatic patients, the hypoechoic plaques seems to be more instable as the hyperechoic type [20]

Calcification is absent in the normal vessel wall and is one of the process involved in the development of atherosclerosis [1]

Inflammation is a key element of atherosclerotic plaque vulnerability. Fibrous plaque cap inflammation is more likely to occur in non-calcified plaques. Calcifications plaque is a mark of stability. Symptomatic plaques are more inflamed and less calcified than asymptomatic ones. Quantifying plaques morphology and potential thromboembolic danger are markers of severity of atherosclerosis other than the stenosis measurements. [21]

Duplex Ultrasonography to Evaluate Asymptomatic Patients with Known or Suspected Carotid Stenosis [22]

Class I 1. In asymptomatic patients with known or suspected carotid stenosis, duplex ultrasonography, performed by a qualified technologist in a certified laboratory, is recommended as the initial test to detect hemodynamically significant carotid stenosis. (Level of Evidence: C) Class IIa 1. It is reasonable to • perform duplex ultrasonography to detect hemodynamically significant carotid stenosis in asymptomatic patients with carotid bruit. (Level of Evidence: C) • repeat duplex ultrasonography annually, by a qualified technologist in a certified laboratory, to assess progression or regression of disease and response to therapy in patients with previous atherosclerotic stenosis greater than 50%. Once stability is established over an extended period or candidacy for intervention has changed, longer intervals or termination of surveillance may be appropriate. (Level of Evidence: C) 9 Class IIb 1. Duplex ultrasonography to detect hemodynamically significant carotid stenosis may be considered • in asymptomatic patients with symptomatic peripheral arterial disease, coronary artery disease or atherosclerotic aortic aneurysm. (Level of Evidence: C) • to detect carotid stenosis in asymptomatic patients without evidence of atherosclerosis who have greater than or equal to 2 of the following: hypertension, hyperlipidemia, tobacco smoking, or family history of atherosclerosis before age 60 in a first degree relative or ischemic stroke. (Level of Evidence: C) It is unclear whether establishing a diagnosis of ECVD would justify actions that affect clinical outcomes. (Level of Evidence: C) 10 Class III: 1. Carotid duplex ultrasonography is not recommended No Benefit • for routine screening of asymptomatic patients who have no risk factors for atherosclerosis. (Level of Evidence: C) • for routine evaluation of patients with neurological or psychiatric disorders unrelated to focal cerebral ischemia. (Level of Evidence: C) • for patients without risk factors for atherosclerotic carotid disease and no disease on initial vascular testing. (Level of Evidence: C)

CONCLUSIONS

Although several large randomized trials tried to establish a direct relationship between atherosclerosis and stroke, we do not have all the answers regarding this connection. Atherosclerosis and stroke remain the enemies of our century; future studies are needed to clarify aspects of these disorders.

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Chitosan Applications Used in Medical Therapy of Tissue Regeneration

Alef Mustafa

UMF "Carol Davila" Bucharest, Faculty of Pharmacy, Str. Traian Vuia No. 6, Sector 2, Bucharest, Romania

Ana-Maria Ionescu

"Ovidius" University of Constanta, Faculty of Medicine, Department IV Clinical Disciplines,, Campus Corp B, University Alley No. 1, Constanta, Romania

Melat Cherim

UMF Carol Davila Bucharest, Faculty of Pharmacy, Str. Traian Vuia No. 6, Sector 2, Bucharest, Romania

Rodica Sirbu

"Ovidius" University Of Constanța, Faculty Of Pharmacy, Campus Corp B, University Alley, Nr. 1, Constanta, Romania

ABSTRACT

Chitosan is a unique natural biopolymer that has great potential in tissue engineering applications and over the past several decades, it has emerged as a promising biomaterial for biomedical applications. Due to its various properties such as controllable biodegradability, biocompatibility, antimicrobial activity and functionalizability, chitosan can be used to form chitosan-based scaffolds and in different scaffold fabrication techniques. Over the years a great number of studies have been performed to evaluate the cytocompatibility of chitosan using a variety of cell types such as osteoblasts, chondrocytes, fibroblasts, nucleus pulposus cells, neutral and endothelial cells. It was shown that chitosan is biocompatible with these cell types and has the potential to be used for bone, cartilage, skin, intervertebral disc, ligament and tendon, and nerve and vascular tissue engineering. The flexibility of the processing conditions of chitosan aids in the fabrication of versatile substrates as scaffolds for tissue regeneration or carriers for biological molecules. It is critical to synthesize medical grade chitosan materials with controllable structure and properties that will allow the development of chitosan-based medical devices and it is beneficial to chemically design chitosan derivatives with molecular and biological specificity through bulk material modification. Despite all the challenges, chitosan holds great promise as a biomaterial for developing medical products and medical therapies.

Keywords: natural biopolymer, chitosan, tissue regeneration, biomedical applications

INTRODUCTION

Over the past years, the medical and pharmaceutical fields faced with an increasing number of patients suffering from wounds and burns difficult to treat and heal. The dressing is important during the wound healing process because it protects the injury and contributes to the recovery of dermal and epidermal tissues. Some natural polymers such as polysaccharides (alginates, chitin, chitosan, heparin, chondroitin), proteoglycans and proteins (collagen, gelatin, fibrin, keratin, silk fibroin, eggshell membrane) are extensively used in wounds and burns management, due to their biocompatibility, biodegradability and similarity to macromolecules recognized by the human body. During the wound healing process, dressings are used for the regeneration and repairing of dermal and epidermal tissues. Wound dressing materials protect the wound mainly against microorganisms acting such as physical barriers permeable for moisture and oxygen [1]. For maintaining an optimally moisture and for the stimulation of wound healing is essential to apply a passive dressing. Due to their influence on local cellular response, several products such as hydrogels, foams, hydrocolloids (carboxymethyl-cellulose), alginate,

collagen, cellulose, cotton/rayon, transparent films (polyurethane) are recommended as passive dressings for wounds and burns. [2][3] These products have some very useful properties, and among them the most important are the following: protection of the periwounded skin, maintaining a suitable moisture at the wound level, preventing and keeping under control microbial biofilms, cleansing the injured tissues, eliminating/minimizing pain, removing dead spaces and nonviable tissues, controlling the odors. [4][5][6] In order to improve the wound healing process the natural biopolymers can be mixed along side with some natural products having emollient, demulcent, epithelializing, astringent, antimicrobial, anti-inflammatory and antioxidant properties. [7] Active wound dressings are impregnated with antimicrobials (topical antibiotic and antifungal products), collagen or enzyme debriding agents.

In the case of chronic wounds in order to prevent a local infection, antimicrobials are commonly used. Some examples of such antimicrobial substances are: silver sulfadiazine, methylene blue, crystal violet, honey, polyhexamethylene biguanide (PHMB) and cadexomeriodine. [8] There are certain factors that influence the frequency of dressing change, such as the presence of infection, the accumulation of fluid and debris, the cleanliness and integrity of bandage.[9]

Natural polymers such as collagen, chitosan, elastin, fibrinogen are biocompatible substrates similar to macromolecules recognized by the human body. They are used in regenerative medicine for wounds and burns dressing because of their biocompatibility, biodegradability and similarity to the ECM and for human epithelial stem cells culture or *in vitro* reconstituted epithelia. [10,11]

In the last decade, chitosan has been extensively used in biomedical applications. In wound healing, a great amount of research has investigated the use of different chitosan formulations for skin wound closure in animal models. [12,13] Chitosan is the active component of a number of wound-dressing products on the United States market such as Tegisorb™, Chito-Seal®, HemCon™, and Syvek Patch® [14] and used in the battlefield attributing to the hemostatic and antimicrobial properties of chitosan. Since the late 1980s, there has been an explosion of research on evaluating a broad range of polymeric, ceramic, and metallic biomaterials for regenerating tissues. Chitosan, a naturally occurring biopolymer, has attracted much research interest in tissue engineering applications because of its biocompatibility, biodegradability, antimicrobial properties, and functionality. [15] Inducing and stimulating the wound healing process, natural polymers are involved in the repair of damaged tissues and consequently in skin regeneration. [16] Due to their three-dimensional crosslinked polymeric networks that are soaked with water or biological fluids, biomaterial hydrogels are employed in the pharmaceutical and biomedical area, especially for wound management and tissue engineering. [17]

RESEARCH METHODS

Chitin is the most abundant natural amino polysaccharide (poly-N-acetyl-glucosamine) produced annually almost as much as cellulose. It is the major component of the invertebrates, crustaceans and insects exoskeleton and of the fungi cell wall. [18,19,20] Structurally, chitosan is a poly-N-acetyl-glucosaminoglycan made of randomly distributed -(1→4)-d-glucosamine and N-acetyl-d-glucosamine. [21] Chitosan is obtained by alkaline deacetylation of chitin, respectively by treating shrimp and other crustacean shells with sodium hydroxide. [22] One of the most intriguing and important features of chitosan is its ability to form hydrogels at mild conditions. These hydrogels are suitable to be administered in a minimally invasive manner. Various chitosan-based hydrogel systems that respond to stimuli such as light, pH, ionic concentration, chemical and physical reactions, and temperature have been developed as injectable systems for regenerative applications. For example, by introducing photosensitive moieties (lactose and azide) onto the chitosan backbone and then by photo-cross-linking, we could obtain photo-cross-linkable chitosan systems. [23] It is a fact that thermosensitive chitosan hydrogels are among the most extensively investigated *in situ* gelling systems.

Scaffold Fabrication Techniques

According to Laurencin *et al.* tissue engineering is defined as: „ *the application of biological, chemical, and engineering principles to the repair, restoration, or regeneration of living tissues by using biomaterials, cells, and factors alone or in combination*” [24] Scaffold-based tissue engineering is one of the most well-studied approaches to regenerating different types of tissues, which involves seeding cells together with certain signaling molecules on a three-dimensional (3D) porous biodegradable matrix, culturing them *in vitro* and implanting them into *in vivo* defects. In this therapeutic approach, biomaterials, usually in the form of 3D porous scaffolds, play multiple significant roles to provide structural maintenance of

the defect shape, void volume for vascularization, and serve as temporary extracellular matrix (ECM) for cell adhesion, proliferation, differentiation, and maturation. In addition, scaffolds can act as a delivery vehicle for bioactive molecules, growth factors, and cells to the defect site for tissue morphogenesis and defect healing. [25]

Attributing to the ease of processing of chitosan and using different techniques a variety of 3D chitosan scaffolds have been fabricated, was One of the first recorded techniques used to prepare porous scaffolds was solvent casting, in combination with particulate leaching. [26,27] In this technique the process involves first dissolving a polymer in an organic solvent. This formed polymer solution is then mixed with particles, such as salt and sugar, particles that present specific dimensions . The mixture of polymer/particles/ solvent is shaped into its final geometry by casting in a predefined mold and allowing the solvent to evaporate. Following the solvent evaporation, the composite material formed from polymer and particles is then immersed in a suitable solvent to dissolve the particles, leaving behind a porous structure. In one attempt, Lim *et al.* prepared porous chitosan scaffold from a mixture of acidic chitosan solution and sodium acetate particles as the porogen. [28] It was noticed that if the ratio of sodium acetate increased it led to the increase of the porosity and interconnectivity in consequence. As a final result it was noticed that between the main pores (200-500 μm) were present many minute pores (7-30 μm) for the scaffold prepared with 90% sodium acetate. Although the process is very simple and versatile, this technique is limited by the lack of control over the scaffold interconnectivity. Residual porogen particles are potentially associated with the resultant structures and also the mechanical properties of the scaffolds prepared by this method are relatively low.

Another widely used method for the preparation of porous scaffolds is thermally induced phase separation. [29] This process consists in the phase separation of the homogeneous polymer solution by cooling the solution below the solvent melting temperature. This leads to solid-liquid demixing and results in the formation of two frozen phases: a phase poor in polymer and a phase rich in polymer. Subsequent removal of the solvent crystals in the demixed solution through vacuum sublimation leaves a porous polymer scaffold. [30] Madhally *et al.* were among the first to investigate the feasibility of fabricating highly porous 3D chitosan scaffolds with different architectures by using this method. [31] It is possible to obtain mean pore diameters of 1-250 μm by varying the freezing conditions. It was demonstrated that this process generally produces highly interconnected porous scaffolds with porosities up to 95%. Also using this method, in addition to pure chitosan scaffolds, porous chitosan/ceramic composite scaffolds have been fabricated. [32]

By treating aqueous acidic solution of chitosan with glycerophosphate salts or inorganic phosphate salts the chitosan gel formed a neutral physiological temperature setting. This is another interesting example of thermogelling system. The gelation has been attributed to a combination of favorable properties such as hydrogen bonding, electrostatic interactions, and hydrophobic interactions between polymer chains and glycerophosphate salts. The glycerophosphate salts are represented by polyols bearing single anionic groups. [33]

Due to its great biological and chemical properties such as biodegradability, biocompatibility, and especially the antibacterial and antimicrobial activity, chitosan and its derivatives have been widely investigated as wound-dressing materials and as scaffolds for skin tissue engineering. In order to treat severe burn wounds antibiotic-loaded chitosan-based scaffolds have been used. As an example, there are studies upon artificial skin substitutes made of chitosan membranes or porous scaffolds that have the ability to release antibacterial agents such as nanotitanium dioxide or silver sulfadiazine [34] and exhibit good antimicrobial properties. For preventing the wound from infections, which represent a major problem in the regeneration process of the injury, chitosan-based scaffolds can play more important roles such as carriers for growth factors to accelerate skin wound healing. A group of researchers, Obara *et al.* [35,36] prepared a photo-cross-linkable chitosan. In order to produce hydrogels the chitosan molecules were modified by lactose and photoreactive azide and they were photo-cross-linked under brief UV irradiation. The fibroblast growth factor-2 (FGF-2) was dispersed into the aqueous azide-chitosan-lactose solution and photo-cross-linked to form a hydrogel, leading to accelerated wound closure (Figure 1.a and d).

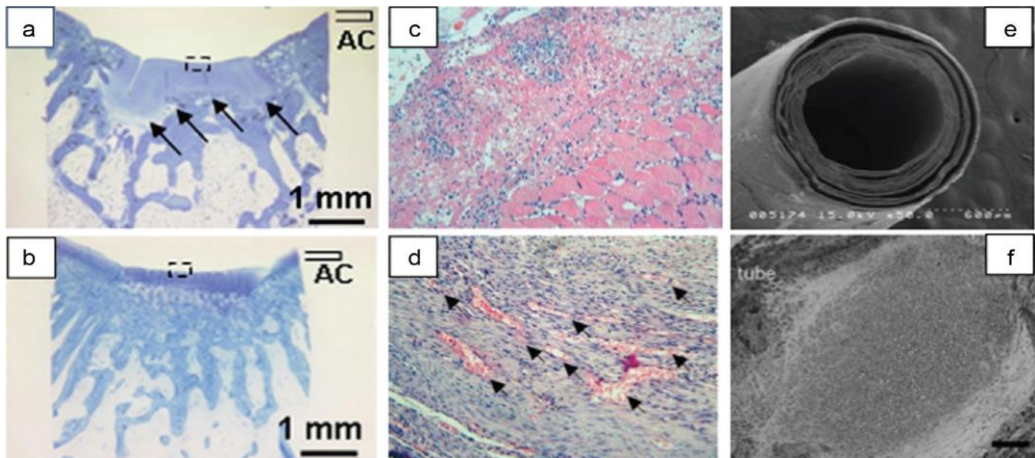


FIGURE 1. Porous chitosan scaffolds for the regeneration of soft tissues. (a) and (b), (c) and (d): Chitosan hydrogel for the repair of skin. (e) and (f): Chitosan nanofibrous tubes (e) to repair a sciatic nerve defect. Regenerated nerve tissue formed within the inner space of the tube and the sprouting of myelinated axons (f).[37]

RESULTS AND DISCUSSIONS

Chitosan is a unique natural polymer that has great potential in tissue engineering applications. This is due to its controllable biodegradability, biocompatibility, antimicrobial activity, and functionalizability. There have been numerous studies and research to evaluate the cytocompatibility of chitosan. Different cell types such as osteoblasts, chondrocytes, fibroblasts and endothelial cells have been used for these studies and the results have shown that chitosan has the properties of nontoxicity and can support these cell types to adhere and proliferate. This result can suggest that chitosan is biocompatible with these cell types and has the potential to be utilized for skin and tissue regeneration.

For the local hemostatic antibacterial, anti-inflammatory and wound healing properties, different formulations of chitin and chitosan were obtained:

- water-soluble chitin (WSC) ointment as a wound heal-ing assistant,
- microcrystalline partially deacetylatedchitin hydrochloride as promising hemostatic material,
- bactericidal films based on chitin and silver nanopar-ticles for wound dressing applications,
- chitin-based wound dressing containing silver sulfadiazine,
- chitin hydrogel–nano zinc oxide composite bandage,
- phosphorylated chitinand chitosan,
- bioactive chitin/chitosanhydrogel membranes and scaffolds cocultured with keratinocyteand fibroblast cells,
- films, sponges and hydrogels of microcrystalline chitosan withantimicrobial and wound-healing effects for wounds and burns,
- chitosan mesh membrane with a 75% degree of deacetylation as a wound-healingdressing,
- antibacterial chitosan–nanosilver film,
- chitosan film enriched with an antioxi-dant agent, taurine, in fenestration defects,
- chitosan film/gel containing fucoidan as a wound dressing fordermal burn healing,
- chitosan–Aloevera membranes for wound dressing,
- chitosan films incorporated with thyme oil forpotential wound healing applications,
- chitosan/tricalcium phosphate sponges as tissue engineering scaffoldsfor bone regeneration,
- chitosan–cellulose–silvernanoparticle composite films,
- chitosan–alginate polyelectrolyte complex membranes for wounddressing applications,
- chitosan–gelatin sponge-like/composite films for wound-healing dressing,

- ciprofloxacin loaded chitosan–gelatin composite films,
- chitosan gel formulation containing epidermal growth factor (EGF) for burn wound healing,
- graft copolymerized chitosan by choosing various types of side chains for drug delivery and tissue engineering,
- novel chitosan–Ca₃V₁₀O₂₈ complex membrane with sustained antimicrobial capability for wound dressing,
- hydrophilic, biocompatible and biodegradable Tencel–chitosan–pectin composite,
- chitosan–silk fibroin composite nanofibers for wound-dressing applications,
- chitosan–fibrin microbeads for cell delivery in tissue repair applications,
- chitosan–fibrin–sodium alginate composite for wound dressing,
- microporous chitosan hydrogel–nanofibrin composite bandage for skin tissue regeneration. [38]

In order to combine the beneficial features of different components, chitosan-based blend or composite nanofibers have also been fabricated via electrospinning using chitosan and a second polymeric or ceramic component such as poly(lactic acid), polycaprolactone, poly(l-lactic acid-co-ε-caprolactone), poly(vinyl alcohol), poly(ethylene oxide) (PEO), poly(vinyl pyrrolidone), poly(ethylene terephthalate), or calcium based ceramics. [37]

A series of various miniaturized chitosan structures fabricated by different techniques is shown in Figure 2.

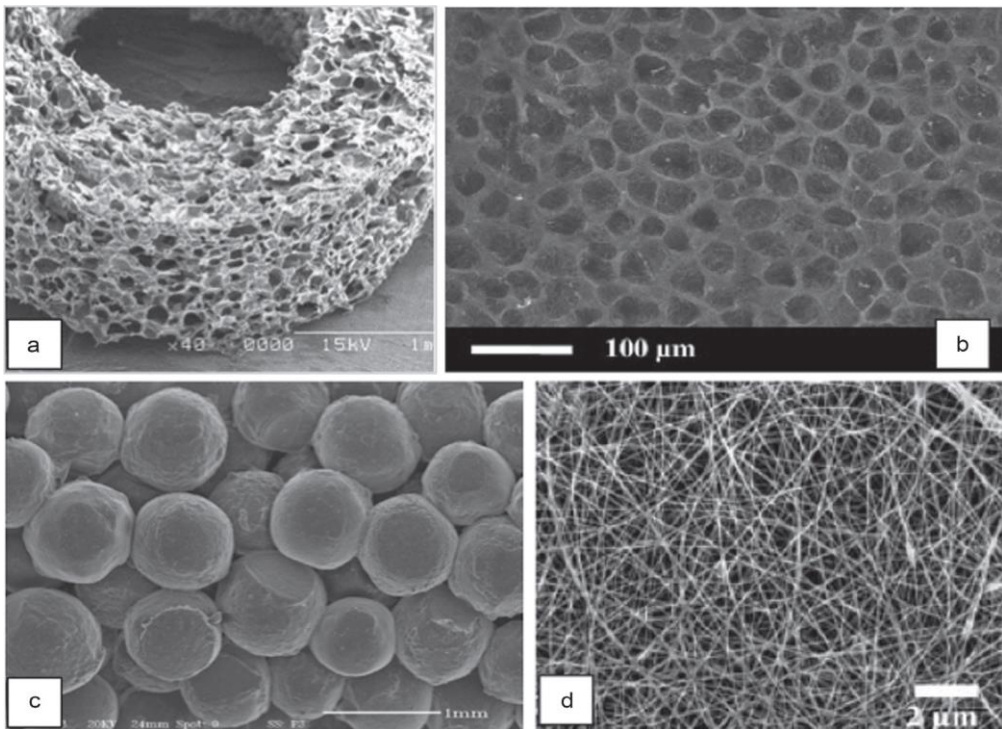


FIGURE 2. Different types of porous chitosan scaffolds fabricated by (a) thermally induced phase separation, (b) dense CO₂ gas foaming, (c) sintering chitosan microspheres, and (d) electrospinning. [37]

CONCLUSION

In the last years, chitosan received great attention in the research fields of medicine as a promising biomaterial for biomedical applications due to its natural origin and structural similarity to glycosaminoglycans naturally present in native

tissues. Furthermore its biological properties such as biocompatibility, biodegradability, antimicrobial activity and functionalizability make it an attractive biomaterial for tissue engineering and regeneration and also drug delivery.

In the management of wounds and burns dressings play a very significant role. In the process of tissue engineering and regeneration the use of three-dimensional polymeric scaffolds for cell targeting is already a common strategy. The upcoming reseaches and studies of biocompatible and biodegradable natural/synthetic polymers will develop and create new types of wound dressings and lead to innovative applications in regenerative medicine. That is why all the new and recent studies are based on natural polymers such as polysaccharides(chitin, chitosan, alginates, heparin, chondroitin), proteoglycansand proteins (collagen, gelatin, fibrin, keratin, silk fibroin, eggshellmembrane).

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Gender Equality as a Necessity for Gender Integrity

Brikena (Buda) Dhuli

University of "Aleksandër Moisiu" Durres

kenadhuli@yahoo.com

Abstract

The integrity as a new concept appeared firstly in the international articles in the Third World Conference of UN for women (Nairobi 1985) where on the focus was the dispute of the commission of UN on the women's status and role in development process. There is so much dispute related with gender integrity and there is little consensus on the definition of gender integrity. Gender integrity is the organization, improvement, development and the evaluation of political processes in order to incorporate the perspective of gender equality in all the policies and levels from the actors participating in the political making process. Gender integrity means that the political process must be reorganized so that actors should know how to incorporate a perspective and a gender expertise as a normal requirement for politicians. Integrity leaves out the problems of gender equality from the integration of political instruments and it involves many young actors in the building of a balanced society. This way, the process of transformation of gender relationships leading to gender equality can be accelerated and reinforced.

Keywords: Gender integrity, perspective, gender equality, instruments

Introduction

- What is *gender integrity*?

Gender integrity sets the strategy of the trend in the context of achievements in terms of gender equality. The integrity, as a new concept, appeared firstly in the international articles in the Third World Conference of UN for women (Nairobi 1985) where on the focus was the dispute of the commission of UN on the women status and role of women in the development process. This was regarded as a way to promote the role of women in the area of development and integration of the values of women in the research work. A resolution on the future work of the commission was approved in 1986 which decided to integrate the Strategies of the Future in the economic and social development programs.

In the fourth World Conference of the United Nations on Women (Beijing 1995) the gender integration strategy was adopted by the Beijing platform. This platform seeks to promote the policy of gender integration by requiring that "governments and other actors should promote an active and visible policy of the integration of gender perspective in all the policies and programs so that a respective analysis on the effects on women and men should be done before the decisions are made". Many countries have adopted a national plan for gender integration as a result of the Platform for Action. In the recent years, within the European intergovernmental organizations, the concept of the gender integration has been promoted a lot. In the European Commission, the action plan of the Community on the equal opportunities for women and men (1991-1995) has made this action program a key issue. The Commission has adopted a statement on gender integrity¹. The

¹ This statement means that integration involves the "mobilization of the general policies and specific measures to achieve the goal of equality taking into account clearly and actively in the planning stage the possible effects of them on respective situations of men and women" COM (96) 67 Press finale 21.02.1996

Nordic Council of Ministers decided on a Nordic cooperation program on gender equality 1995 - 2000, adopted in March 1995 in order to take active steps to have gender equality aspects incorporated in all areas of politics. Furthermore, it was decided that active steps be taken to have models for the integration of a gender perspective. A 3-year pilot project was launched in 1997 which aimed at the developing and testing methods for gender integrity.

There are many discussions on gender integrity and there is little consensus about the definition of gender integrity and how it is integrated into practice. The following comments were made in years:

- All the definitions focus on the big goal of achieving gender equality. They focus on what will be brought into integration, called the prospect of gender equality or women's perspective.
- Many definitions describe the strategy itself, often by reducing the definition to partial aspects of gender integrity: They focus on the full participation of women in the decision-making or on a certain tool such as the study of the proposals of policies from a gender perspective.
- Some definitions focus on the effects of gender integration and what it brings to the functioning and structuring of the society. These definitions show differences in the organizational cultures and how the institutions work as well as the new ways of thinking and policies. Usually these are found in NGOs.
- Many definitions assume that the integration includes a displacements of actors, which means that ordinary actors are involved in the integration of a gender perspective.
- Finally, it is strange that often it is not defined at all.

The group is aware of the fact that integration is difficult to translate into many languages and often it is reduced to terms such as "gender-based approach", but of course integration is much more than that: it is an attempt to convey the problems of gender equality in the integration of society, in the directions, organizations and ideas that make decisions for policies and important resources such as education. Thus, integration means that gender issues should be resolved within the work with education. In each country, the concept must be translated and explained very carefully to emphasize the integration of a gender perspective. The group of specialists worked on the definition including various aspects:

First, it refers to what should be integrated into the main gender tendency e.g. , a gender equality perspective and a goal that must be achieved such as *gender equality*.

Secondly, he cites structural and functional implications that gender integration involves, e.g. the reorganization, improvement, and the development of political processes. Gender integration is a process which is as much political as technical¹. Gender integration involves the reorganization of the political process because it requires the attention of gender equality policies, changes in the organizational and institutional cultures.

Thirdly, the definition is not partial and limited in certain aspects or techniques for gender integration. It requires the need of numerous tools and techniques. It includes the full participation of women in all aspects of life as well as the analysis of all the different proposals and policies from the perspective of gender equality.

Gender integration means that the political process should be reorganized so that the actors know how to incorporate a gender perspective and expertise as a normal requirement for policy makers. Integration leaves the problems of gender equality outside the integration of gender equality mechanisms and includes more new actors in the building of a balanced society. By doing this, the process of transformation of gender relationship in the direction of gender equality can be accelerated and strengthened.

The importance of gender integration

¹IDS 1997

There are several specific reasons which underlie the added value of integration:

- It puts people in the heart of the policy making.

The problems of integration equality highlight the need that each policy be based and evaluated depending on the impact that it has on individuals and social groups, men or women, with their needs and values. Such an approach improves practice that evaluates the overall policies according to their results and opens new ways to replace the "traditional" practice of the economic and ideological indicators. (such as GDP and other similar data that are considered to be neutral with the more valuable and concrete indicators related to the welfare of people)

Integration of gender equality may be a step forward to a more humane and less economic approach of the overall development and the management of the democratic societies. By using the gender equality perspective, the policies will be expressed more clearly regarding the real needs of women and men, by improving them and by leading them to a winning strategy.

- It leads to a better governance.

Gender integration will lead us to a better and more informative policy-making process and ultimately to a better governance. It challenges the policies such as a neutral gender, which actually are not present - and will show the hidden assumptions on the reality and the values. The integration will lead to greater transparency and an opening to the political process.

- It involves both men and women and uses the human resources with efficiency.

Until now the work to promote gender equality is performed by women. Gender integration involves both women and men. It makes clear that society depends on the use of all human resources and on the experiences of both women and men and recognizes their shared responsibility in removing the imbalances in the society.

Finally, by involving a larger number of external stakeholders in the political process, gender integration can help to reduce the democratic deficit that characterizes many of today's democracy.

- It makes the problems of gender equality more visible in the society.

Gender integration will give a clear idea of the consequences and the impact of political initiatives of women and men and the balance among them. Gender issues will become more visible and will be integrated into society while, so far, they have always been marginalized.

It will show that gender equality is an important social problem with consequences for everyone and not "just a cost or a luxury".¹ Gender integration recognizes inequality between men and women that cannot be fought efficiently without the interest and the engagement in the political system and in the society as a whole.

It will change the attitudes towards gender equality, which is often negative, and will start a new debate on equality issues.

- It takes into account the diversity between men and women.

It is well known that women and men are not a homogenous group². In order to pay proper attention to this diversity, policies and policy instruments should allow to take diversity into account. From a gender integration perspective, the problem is not the fact that there are differences but that these changes are related to the hierarchy and there is a risk that all citizens

¹ RUBERY 1996

² Men and women differ in various aspects of the political classes, political beliefs race ethnicity, age or sexual orientation

be measured on the male rate. In this sense, gender integration goes a step further than simply working towards gender equality. It leaves room for non-hierarchical diversity in terms of gender, sex, race, class, or a combination of factors.

How is the gender integration related to the gender equality policy?

What is gender equality?

Gender equality means participation, empowerment and visibility of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference, and aims to promote the full participation of women and men in society. For a long time, gender equality in Europe was perceived as providing de jure rights, opportunities, conditions and equal treatment for both men and women in all areas of life and spheres of society. Nowadays, it is recognized that the de jure equality does not automatically result in a de facto equality. It is important to understand that the living conditions of men and women are different, very different - to some extent due to the women's maternal function. The main problem is not the existence of these differences, but the fact that these changes should not have a negative impact on the living conditions of men and women, it should not be a cause of discrimination against them and should contribute to an equal share of power in economy, society and the policy making processes. To determine the gender equality we should see the gender concept closely. There are two important aspects in this context: the social structure of gender and the relationship between the sexes. Gender is a social definition on women and men. It is the social description of biological sex, determined by the work, functions and roles attributed to men and women in the society as well as in the public and private life. It is a specific cultural definition of masculinity and femininity and as such it varies in time and space. The structure and reproduction of gender takes place in an individual and social level. Human beings reshape gender roles and norms through their activities. There is a growing understanding that gender should be considered even in the political and institutional level.¹

Policies and structures play a very important role in the conditions of life and they often institutionalize the maintenance and reproduction of the social structure of gender. Gender is not only a social definition of women and men, but it is also a social definition built on relationships between the sexes. This social structure contains a relationship with unequal power, with the male dominance and female subordination in most spheres of life. Men and jobs, roles, functions and values that contribute to those are more evaluated in many aspects compared to those associated with women. It is widely accepted in the society that the male standard is known to be the norm for the society as a whole and this is reflected in the policies and structures. The latter ones, often, unintentionally, reproduce gender inequality.² Gender equality means to equally accept and evaluate the differences between men and women and the different roles they play in the society.

Gender equality includes the right to be different and to take into account the existing differences between men and women regarding the class, race, religion, political opinion or sexual orientation. Gender equality means discussing about what opportunity you have to go further, to change the structures in the society that contribute to the maintenance of a relationship of power not equal between men and women and to achieve a better balance in the values and different female and male priorities. The problem is the gender hierarchy to ensure that the social structure of gender leaves no room for difference and does not contain the notion of hierarchy that places men above women³. This means a real partnership between men and women and their shared responsibility in moving their imbalances in their public and real life. The issue remains the use of competencies, values and talents of every citizen, the involvement of women and men in building the society. Gender inequality needs to be fought, defended and promoted as a human right. Achieving gender equality is a process that has been often questioned, rethought and redefined. Nowadays, the most important objectives of the gender equality include the following aspects:

¹ UNIFEM 1995: 7, Mb conclusions of the conference "Equality and Democracy: Utopia or challenge" the Council of Europe in 1995 The final report of the group of specialists on equality and democracy Europe Council in 1996

² The definition of Scottit on gender relates gender with power, because he states that "gender is a primary way that defines the relationship of power" by Scottit, the gender is implied in the concept of building of its own power because gender references determine to some extent the distribution of power that has control over the material and symbolic resources (Scott 1986, 1067)

³ UNIFEM 1995: 7,

• An important objective is the recognition and full implementation of women's rights as human rights. This includes protecting, promoting and respecting the human rights of women and men alike by providing to both parties the full respect for these rights. It also means to fight the interference with freedom and mutilation dignity (fighting violence against traffic and institution, promoting free choice in matters of procreation, addressing the specific problems of migration and minorities).

Besides human rights, the development and improvement of the representative democracy is the most important point. Low representation or sometimes the absence of women in decision making, at all levels and spheres of life, is a major problem, although there are great variations in this aspect among different countries. When women or men constitute about 1/3 of the members of a decision-making body they influence the agenda and there is a real opportunity for change. It is important for women to be visible in the social events as much as men are, as well as in the history of every country.

• Another important objective of gender equality is the individual economic independence that leads into providing the same salary, the same access to credit, the same conditions of the labor market and the distribution of assets that take into account the gender differences in the private life. The position of women and men in the economy is in many ways vital in the balance of power among them. Fighting the feminization of poverty is also very important.

• Education is an essential objective for gender equality because it includes the ways in which societies transform standards, knowledge and skills. It is important that the education systems strengthen girls as well as boys and to take care for the counterbalancing of the existing gender hierarchies. The media also has a very strong position in the transfer and consolidation of these norms and knowledge.

• The final objective that should be mentioned is the acceptance of the need for men and women to eliminate the imbalances in the society and their shared responsibility to do so.¹

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A Case Study Approach on Human Resource Information Systems (HRIS) Usage in Hotel Sector: An Application in Tirana and Durres Cities.

Halil Buzkan

Bedër University, Tirana, Albania

hbuzkan@beder.edu.al

Xhimi Hysa

Epoka University, Tirana, Albania

xhhysa@epoka.edu.al

Betim Çiço

[University "Aleksandër Xhuvani" Tirana, Albania](#)

bcico@gmail.com

Abstract

Information systems (IS) have become an important issue for the organizations in recent years. They have a vital role for organizations to reach their goals in the competitive market. Companies use IS to improve their quality, efficiency and effectiveness etc. Simultaneously human resource information system (HRIS) has also become very crucial for organizations managers and human resource (HR) managers as a function of IS, to improve their organization's quality in the market. This study aims to find out the usage of HRIS in Hotel sector according to their categorization; number of employees and number of rooms. The survey was conducted in two important cities: in Tirana and Durres, in Albania. The data, for this study, is obtained by conducting surveys among executive managers, HR managers and HR department staff of the hotels stated in Tirana and Durres cities in Albania.

Keywords: *Human resource information system, Human Resource Management, Information System, Hotel Sector.*

1. INTRODUCTION

Information is an essential tool for human resource managers in every stage of the organization's human resources. So it plays an important within the organization of human resource management: such as human resource planning, recruitment, selection, training etc. they also support goals and objective of the organization (Buzkan, Koksai, & Çiço, 2012). An information system means the computer application in business. It is made from the database, program application, manuals and machine procedures. And it is also used in human resource management as human resource information system. "A human resources information system (HRIS) is the integration of software, hardware, support functions and system policies and procedures into an automated process designed to support the strategic and operational activities of the human resources department and managers throughout the organization" (Chauhan, Sharma, & Tyagi, 2011). On the other hand HRIS is an integration of human resource management (HRM) and information systems (IS), it helps HR managers to perform with HR functions in more effective and systematic way (Batool, Sajid, & Raza, 2012).

The human resource department is generally common to all organizations and they usually do the administrative tasks. Human resource department functions are recruitment, selection, training, payroll administration, tracking employee data that include personnel histories, skills, capabilities etc. In order to reduce the manual workload of the department, organizations began to automate electronically most of the administrative processes by introducing the human resource information system. These systems lead increasingly higher administrative control. The database of a HRIS manages the inventory of employee, job skills and positions, and the system assists the manager in reporting, tracking, and to evaluate the human resource department (Chauhan, Sharma, & Tyagi, 2011). Human resource information systems now consist of all stages of human resource management. In general human resource information system is playing an important role in business competitiveness (Sharma, 2012).

2. LITERATURE REVIEW

2.1. Development of HRIS

HRIS are used to collect, analyse, maintain and retrieve the data related to organization human resources. Before the World War II the department of HRM had been called personnel department and the personnel function was about the record keeping of employee, and there was simply no computerized system to automate those functions (Bhuiyan, Chowdhury, & Ferdous, 2014) (Desanctis, 1986) (Hussain, Wallace, & Cornelius, 2007). The earliest mechanized human resource system that we know has been started from 1945s-1950s, the computer systems had a very limited purposes in that time, such as monitoring employee records and payroll activities. By 1970s and 1980s the companies had been started to use the human resource information system from 40% to 60%. Some organizations that have few thousand employees developed some form of personnel data systems (Desanctis, 1986). Zientara (as cited in Desanctis, 1986) says in 1980s over 80% of the U.S companies that have over 5000 employees have designed a formally developed a HRIS with at least one manager designated to oversee it. Because of the increasing global competition within the multinational organizations, after 1980s the European, Asian, U.S and other multinational organizations focused on cost reduction through automation and other productivity improvement measures. And after 1990s to present, which is called the technical era for information systems, the development in human resource information system is very advanced and it plays a vital role within the companies. Furthermore after the human resource information systems became one of the most important issues for organizations HR professionals have become more responsive to the vulnerable competitive market. (Bhuiyan, Chowdhury, & Ferdous, 2014). Human resource professionals now can support their organizations' strategies and decision-making processes more than before. Following figure shows the summary of evolution of HRIS and SHRM.

Table 5: Evolution of HRIS (Bhuiyan, Chowdhury, & Ferdous, 2014)

Period	HRIS Development
1945-1960	<ul style="list-style-type: none"> -More emphasized on employee relations -Systematic selection -Emergenced the term job description for effective selection -Focused on extensive record keeping and reporting -Emergenced computer technology as facilitator in managing employee information
1960-1980	<ul style="list-style-type: none"> -Personnel became HR -HR treated as key for organization success -Increased govt. pressure on proper report keeping -Emergence of MIS for HRM -HRIS used mostly to keep administrative records
1980-1990	<ul style="list-style-type: none"> -HRIS became affordable to organizations -HRIS became complex analytical tool -HRIS for all
1990-Prezent	<ul style="list-style-type: none"> -HRMS solutions in the U.S. (Windows based) -Integrated HRMS/Payroll/self-Service Offering with Drag and Drop reporting -Advanced usage of HRIS -Application Service Provider(ASP) Solution

As it is seen from the above figure the development of HRIS has been started from 1940s, however it was so expensive in that time but some organizations that have large number of employees had used a system for their HR for their HR. Whereas after 1980s it become more common to all organization and the usage rate is high.

2.2. HRIS in organizations

In recent decades, human resource management (HRM) issues have been an important concern for managers at all levels, because they all meet their goals through the efforts of others, which require the effective and efficient management of people (Dessler & Cole, 1999). The HRM activities for example, planning, recruiting, selection, and training bring enormous responsibilities on supervisors and managers. These include analysing jobs, planning labour needs, selecting employees, orienting and training employees, managing compensation, communicating(which includes counselling and disciplining), and maintaining employee commitment (Boateng, 2007). In order to cope with all above issues related to human resources, organizations has been started to use information systems for their HR department more active by taking advantage of development in information technologies. As in many studies researchers says that the IT has been developed rapidly in recent decades, therefore it is very important to use that technologies in every stages of the organization, especially in HRM (Sharma, 2012). The organization's performance has been increased after they started to use effectively information systems in their human resources. Information systems application in HRM leads organizations to compete globally (Bhuiyan, Chowdhury, & Ferdous, 2014). Yin, Youndt, Snell, Dean, & Lepak, as cited in (Ferdous, Chowdhury, & Bhuiyan, 2015) have found three main challenges for organizations to implement a HRIS, these are inconsistency about the importance of HRIS related to its results of reporting and the difficult management of HRIS. Second challenge is underestimation of HRIS and its impact on the organization HR processes. The user acceptance of HRIS is the last challenge (Ferdous, Chowdhury, & Bhuiyan, 2015).

2.3. General Overview to Albanian Hotels.

Although there are no many studies that can show us the exact situation about Albanian hotels, we find some information in an article written by Evis K and Enkela C. 2010. In their research they show some problems about Albanian hotels. They says that the hotel's room numbers in Albania is low, 79 % of the hotels have less than 30 rooms (Kushi & Caca, 2010) and the infrastructure also is a negative factor for the sector. These kinds of factors may prevent also the implementation of HRIS in their hotels. They also have categorized the hotels in Albania as follow.

Less than 10 rooms, 11-30 rooms, 31-90 rooms and more than 90 rooms. In our research we are also going to use this categorization. In the following table, it can be seen the number of hotels and their beds from 1995 to 2013.

Table 6: Hotels and their capacity (INSTAT, 2015)

Years	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Hotel	62	81	85	85	102	142	185	194	199	170
Beds	2.018	3.719	3.423	3.423	3.575	5.919	7.677	7.996	5.735	5.650

Years	2005	2006	2007	2008	2009	2010	2011	2012	2013
Hotel	220	243	221	240	-	-	-	-	-
Beds	6.742	7.248	8.649	8.038	11.932	11.793	18.905	15.901	10.620

3. METHODOLOGY AND DATA COLLECTION METHOD

In the study a survey was conducted to different hotels operating in Albania, the population of the survey were the hotels stated in capital city of Albania, Tirana, and one of the most important city of Albania related to tourism and business environment, Durres city. This two cities are selected because, Durres city has the largest beach and seaside and it is the destination of holiday hotels in Albania, with a coast of 6 km long and 150-180 m wide and it also near to the Tirana, the capital of Albania. (Kushi & Caca, 2010). And the Tirana is the capital of Albania. The questioner surveys was sent to 85 different hotels in said two cities within the dates May 15 2015, and October 15 2015, and 17 questioners (20.48 %) returned. The survey was directed to hotel managers, HR directors and HR department staff of hotels in the said two cities Durres and Tirana.

The questioner was comprised of two interrelated parts, first part was combined of general questions mainly related to hotel size, number of rooms in the hotel, number of HR department staff and respondents thoughts about organizational culture of Albania related to HRIS usage. In second part the questions were about the use of HRIS within the hotels, particularly in HR department, the activities and degree of HRIS usage in their HR department. In this survey it is aimed to find out the answers for the following questions of the study.

1. Do the Albanian hotels use HRIS?
2. In what extend the HRIS is used in Albanian hotel sector?
3. Does organizational culture in Albania is aware of HRIS importance?

4. ANALYSES AND RESULTS

From the descriptive statistics, it can be seen in table 1 that the number of employees in hotels is mostly within the range of 21-80, with following range of less than 20 so it can be seen that the number of employees in hotels operating in Tirana and Durres cities are mostly less than 80 people with a 76.5 percentage.

Table 7: Number of employees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 20	6	35.3	35.3	35.3
Valid 21-80	7	41.2	41.2	76.5
Valid More than 80	4	23.5	23.5	100.0
Total	17	100.0	100.0	

Number of rooms are shown in table 3, as it can be seen from the table similar to their employee number their rooms mostly are under the 90, from that statistics it may explained that the rooms in hotels in Tirana and Durres cities are in the categories of small and medium hotels except the three biggest hotels, these three hotels also are the largest hotels in Albania. However this finding may not parallel with previous study of Evis K and Enkela C. 2010, where they found 79% of hotel in Albania have less than 30 rooms, this difference may occur from different study sample, in this study the sample was Tirana and Durres cities. Whereas in their study, they have only Durres city as sample.

Table 8: Number of Rooms in the Hotel

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 10	2	11.8	11.8	11.8
Valid 11-30	5	29.4	29.4	41.2

31-90	7	41.2	41.2	82.4
More than 90	3	17.6	17.6	100.0
Total	17	100.0	100.0	

In addition, it is assumed that hypothetically the number of employees and the number of rooms has a certain relationship. In this regard, the below table 4 shows that the number of employees and the number of rooms has strong positive relationship with each other. Based on the somers' d test (used to measure the relationship between two ordinal variables, ranges between -1 to 1), the value of relationship between these two variables range from 0.832 to 0.894 indicating that these two variables have perfect positive relationship with each other. In other words, if the room number increases the number of employees in the hotels increases accordingly.

Table 9: Somers' d test of relationship measurement between number of employees and number of rooms

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal	Symmetric	.862	.054	10.866	.000
	Number of Employees Dependent	.832	.054	10.866	.000
	Number of rooms in your hotel Dependent	.894	.066	10.866	.000

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Whereas the type of invested capital is local with a high percent of 88.2, as it is shown in table 4 only one hotel from our respondents was a foreign invested capital whereas one of them was both local and foreign investment.

Table 10: Type of Invested Capital (Owners)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local investment	15	88.2	88.2	88.2
	Foreign investment	1	5.9	5.9	94.1
	Local and foreign investment	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

Table: 5,6 and 7 consecutively shows the sector's workforce range of age their education and experience in the sector. Table: 5 and 6 show that the employees in the sector are young and well educated. 70.6 percent of the sector employees are within the range of 21-35 years old whereas 88.2 percent of them are with the degree of under graduate and upper. On the other hand for the experience the study findings show that the sector workforce experience is moderate, and 76.5 of the sector employees are under 10 years of experience with a highest percentage range of less than three. It seems that the majority of workforce in the sector is young and well educated but have no sufficient experience.

Table 11: Your Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-35	12	70.6	70.6	70.6

36-50	5	29.4	29.4	100.0
Total	17	100.0	100.0	

Table 12: Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High school	2	11.8	11.8	11.8
Under graduate	12	70.6	70.6	82.4
Post graduate	3	17.6	17.6	100.0
Total	17	100.0	100.0	

Table 13: Your Experience In HR Department

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 3	7	41.2	41.2	41.2
3-6	2	11.8	11.8	52.9
6-10	4	23.5	23.5	76.5
10-15	4	23.5	23.5	100.0
Total	17	100.0	100.0	

Table 8 and 9 consecutively shows us type of software used in the organization and to extend do they use the system in their HR issues. In table 8, it is seen that 100 percent of sector organizations are equipped with a computerized system. They use computer systems for their HR issues. The widely used software system is Microsoft Excel with 76.5 percent, only 17.6 percent of the respondents' organizations in the sector use their own developed software systems and 5.9 percent of them use other systems for their HR issues. Whereas from these findings, it does not mean that they use the system for all HR issues within the company. However in table 9, it is seen that the most of the companies in the sector do not use the HRIS for all affairs of HR issues. Only 29.4 percent of companies use their HRIS for all affairs of HR. moreover, remaining part of them use the system consecutively, with 11.8 percent to some extent of HR issues, 29.4 percent to a limited extent and with 29.4 percent in a very little scope to use.

Table 14: Software used for as HRIS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excel	13	76.5	76.5	76.5
Your own developed software	3	17.6	17.6	94.1
Other	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Table 15: To what extent HRIS is used in the organizations

	Frequency	Percent	Valid Percent	Cumulative Percent
In all affairs of human resource management	5	29.4	29.4	29.4
To some extent	2	11.8	11.8	41.2
To a limited extent	5	29.4	29.4	70.6
Very little scope to use	5	29.4	29.4	100.0
Total	17	100.0	100.0	

Based on the question where it was intended to measure the awareness of the HRIS as an organization culture, the hotel sector employees responses show that in Albania the organizational culture is not totally aware of importance of HRIS for organization's HR department or overall organizational success. In table 10 it is seen that 64.7 percentage of respondents do not think that the Albanian organizations are aware of HRIS, only 35.3 percent of them are think positively about HRIS awareness. These findings also supported by extent of HRIS usage in previous table 9, as it is seen the most of companies in the sector are use the HRIS in limited or very little extent of their HR issues.

Table 16: Awareness of HRIS

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	35.3	35.3	35.3
No	11	64.7	64.7	100.0
Total	17	100.0	100.0	

5. CONCLUSION

The study results show us that the Hotel sector in Albania computerized with a 100 percent, and they use an implemented HRIS for their HR issues. However the system that they use is not totally dedicated to their HR department as it is shown in different analyses; they use the system only for limited extent of their HR issues. It also shows that the companies in the sector are not totally aware of the importance of HRIS for their HR issues or organizational competitive success. One more finding of the study is the number of employees in organization is increase in relation with the number of rooms in the company.

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Developmental Patterns in the Interlanguage Research

Antonija Saric

Josip Juraj Strossmayer University of Osijek,
Faculty of Food Technology Osijek, Kuhaceva 18, 31000 Osijek, Croatia

Abstract

Interlanguage, defined as a dynamic language system created by the second language learners, can be studied by observing how the language of the learner develops over time. It is argued that interlanguage develops in a regular, predictable way. The regularity of interlanguage development can be confirmed by studying the order or the sequence of the acquisition of a certain structure. The former is studied by choosing one of the grammatical structures (i.e. plural-s), followed by collecting interlanguage samples to determine how often a certain structure is used and finally ranking the structure according to accuracy criteria. The latter deals with the detailed investigation of a certain feature (i.e. interrogatives) to show the sequence of stages through which a learner passes in his/her attempt to arrive at the target language. By studying syntactic structures, such as negatives and interrogatives, the regularities of the acquisition stages are most evident. The regularities have been found across many languages, in particular, English and German. To demonstrate that German language develops in a regular fashion, Processability Theory was proposed stating that L2 learners can produce only those L2 structures which they can process at any given point in time emphasizing thus the fact that developmental stages cannot be skipped. Furthermore, developmental patterns can also be studied by applying obligatory occasion, target-like or frequency analysis. Both obligatory occasion and target-like analysis compare the learner's and the target language, whereas frequency analysis lists various linguistic devices used by the learner to express a certain grammatical structure and then shows the frequency of using a certain linguistic device.

Keywords: developmental patterns, order of acquisition, sequence of acquisition, Processability Theory, frequency analysis, obligatory occasion analysis, target-like analysis

1. Introduction

Interlanguage is a theoretical construct, empirically confirmed, created as a result of a cognitive approach to languages where primary importance is given to the internal cognitive processes of a learner, and his/her active contribution to the process of learning which results in different learning strategies. Latent language structures (Lenneberg, 1967) and latent psychological structures (Selinker, 1972), activated when one attempts to learn a second language, determine the interlanguage path. In the past, interlanguage was studied by analysing errors a learner makes at a certain point in time. Since error analysis failed to provide a complete interlanguage picture, because the focus was only on counting and detecting errors, a need to show the development of interlanguage over time was recognized. As interlanguages show deviances in a structured way, they are determined by the rules which can be predicted in advance. The systematic nature of interlanguage can be thus studied by following developmental patterns applying obligatory occasion, target-like, frequency or emergence analysis. Emergence analysis, proposed by Pienemann (1998), reveals that structures emerge in a predicted way and that developmental stages cannot be skipped. It is therefore important to introduce teachers to the notion of interlanguage due to the fact that they are then able to understand better the process of learning, and the fact that the stages of acquisition cannot be skipped through formal education. Instruction is thus only helpful if it focuses on structures from the next stage.

2. Interlanguage research

Error analysis, one of the methods of studying interlanguage, was popular in the 1970s when the focus was on counting and classifying errors and the attempts were made to correct them as it was believed that learners would make progress if they are aware of their errors. Corder (1967) emphasized the importance of errors because they show insight into the way of learning and acquiring the language and display strategies a learner uses on his/her way of discovering the language. Although error analysis received criticism, as it showed very static insight into the way a language is acquired, errors are still taken into account when describing the learner's interlanguage. Common European Framework of Reference for Languages (CEFL) still describes requirements for grammatical accuracy with a constant emphasis on the number and a type of errors neglecting thus the development of grammar (Pallotti, 2010). In order to move away from counting errors, Pienemann (1998) proposes factorization as a way of dissolving different factors bundled together in the second language which can lead to errors. A learner may create an interlanguage system where just one of such factors governs a set of form-function associations and they should be described separately, regardless of the fact that they form structures not allowed by the second language rules. For example, in German language adjectives may be inflected based on a variety of factors, such as number, gender, case. A learner who connects one inflectional morpheme with one of these factors will produce a lot of non-target language forms, but will still follow a specific interlanguage rule.

Furthermore, complete picture of learner's interlanguage can be obtained by studying the way language is used in communication. Pragmatics focuses on what is being said in a particular moment and how it is said. Most of the works so far have focused on the analysis of specific illocutionary acts. The learners have to learn when it is appropriate to use a certain structure and how to encode it, which may lead to various problems. Sociopragmatic failure may be distinguished from pragmalinguistic failure. The former happens when learners display socially inappropriate behavior and the latter happens when learners do not express themselves in a linguistically appropriate way (Thomas, 1983 in Ellis, 1994).

Learner's interlanguage can also be described by observing how learners change their language depending on the occasion. Variability of the learner's interlanguage is mostly systematic because learners change their linguistic forms based on a different linguistic or situational context. It is likely that learners will use target-like forms in formal environment, while their own forms, susceptible to changes, will be used in informal environment. Tarone (1983) has attempted to explain systematic variability by suggesting that second language learners have a series of overlapping mental grammars, which correspond to different contexts in which the second language is used. At one extreme learners have a grammar for informal or vernacular second language use (e.g. in spontaneous casual conversation). At the other extreme learners have a grammar for formal or careful use of the second language (e.g. in writing or classroom use of the second language). Between these extremes, there are mental grammars for different levels of formality of use. Tarone (1983) refers to this set of overlapping styles as the interlanguage capability continuum. Learners acquire grammars on the continuum through exposure to the second language in contexts of different levels of formality. Non-systematic variability is thus created when new forms are received, but are still not a part of the learner's form-function system. Systematic variability is created when new forms are accepted from the learner's existing form-function system. Ortega (2014) emphasizes two approaches to the analysis of interlanguage variability: socio-linguistic approach to variability (Berdan, 1996 in Ortega, 2014) and dynamic approach (Verspoor et al, 2008 in Ortega, 2014). The analysis of negation in English has shown that in any analysis that seeks to explain temporality there is a risk of finding random variability which cannot be traced and, therefore, evidence of learning is missing. On the other hand, the dynamic system perspective has shown that individual ways of acquiring language are still not known and their development might be missed if variability is ignored. The study of this kind of variability is qualitative and can only be conducted over time on an individual basis. Ortega (2014) states that variability studies that focused on the acquisition of negation lack wider socio-linguistic level, proposed by Tarone and Liu (1995 in Ortega, 2014), which includes variability originating from social interactions.

2.1. Developmental patterns in the interlanguage research

Since error analysis was abandoned due to the fact that interlanguage was observed as a collection of errors, the need to study the whole process of creating interlanguage at different stages of development was recognized. The conclusion

that interlanguage develops in a regular, predictable way was reached. The universal criteria that researches have used in constituting evidence for developmental patterns are the following (Ellis, 1994):

- The existence of developmental patterns can be determined by studying the order of acquisition of different second language structures or by following sequence of stages through which a learner passes on his/her way of mastering the second language. When studying the order of acquisition, a researcher determines grammatical structures that will be the object of the research (i.e. auxiliary *be*, plural-s), then he/she collects samples of the learner's interlanguage to determine how often a specific structure is used by different learners and finally structures are ranked according to accuracy criteria. When observing sequence of stages, very often the so called U-shaped behavior can be noticed. For instance, in the beginning, the learners are unable to mark Past Simple of the verb *to eat*; then they start using correct form of the verb *to eat*, i.e. *ate*. Afterwards, the learners overgeneralize the rules for Past Simple Tense, i.e. the form *eated* is used and finally they go back to the correct form of the Past Simple Tense of the aforementioned verb (Ellis, 1997).
- When describing transitional structures, a developmental stage is said to consist of a period during which learners systematically use a particular form or structure, even though it does not exclude the usage of other forms or structures.
- The forms and structures used by learners at different time periods during the process of second language acquisition can be ordered in a way that one form or structure always precedes another.
- By acquiring some forms or structures of a target language earlier and some later, learners progress step by step along an order or a sequence of acquisition.
- Strong evidence for developmental patterns appear when it is possible to show that an order or a sequence of acquisition is universal (can be applied to different second languages and to all learners). Weak evidence can be found when an order or a sequence of acquisition is only applied to specific languages or specific groups of learners.

Pallotti (2010) emphasizes the fact that studies of acquisition orders should set explicit acquisition criteria that clearly show which conditions should be met to conclude that a specific structure is acquired.

Lowie & Verspoor (2015) advocate a dynamic explanation where each step of the development can be ascribed to the dynamic interaction of all processes included in the development, whereby the dynamic process cannot be predicted in advance and it is not invariable. Furthermore, they state that developmental stage studies try to reach conclusions which are applicable on a group, but are insignificant on an individual level. If the obtained results are to be applied on a large population of learners, group studies with representative samples using Gaussian statistics based on the normal distribution should be conducted. However, if we want to follow the development of an individual as a result of changing variables in a variable context, longitudinal studies and nonlinear methods of analysis should be applied (Lowie & Verspoor, 2015).

2.2. Methods of investigating developmental patterns

There are various methods which can be used when investigating developmental patterns. One of the methods is to study errors made by the learners and to determine if they change and how they change over time. Furthermore, developmental patterns can also be studied by collecting samples of the learner's language over a period of time in order to determine which linguistic feature emerges and when in the learner's language. According to this approach, acquisition is defined as first occurrence (Wells, 1985). This method is common for the first language acquisition research, but is also proposed as a method of investigating second language acquisition (Pienemann, 1984).

The usual method for the description of developmental patterns is obligatory occasion analysis. The method was clearly described by Brown (1973), and the procedure is as follows: first, samples of a learner language are collected in the natural environment; second, obligatory occasions for the use of specific target language forms are identified. While using the second language, learners create occasions in which it is necessary to use a specific form of the target language, even though they do not always use it correctly. For instance, a learner can say utterances such as *I watched a good film yesterday* and *He come late for the show yesterday**. In both sentences, an occasion for the usage of Past Simple was created, although a learner has made a mistake in the second sentence. Afterwards, the percentage of

accurate use of a specific form is calculated in order to determine if the needed form is used in all required contexts. Finally, level of accuracy of a specific form is determined. The level is usually set at 80-90% considering the fact that not even native speakers are able to provide all correct forms. According to Brown (1973), if a certain structure is acquired, it will be a constant part of the learner's interlanguage system, even at higher developmental stages. Vainikka & Young-Scholten (1994, in Pallotti, 2007) consider a certain structure acquired if it is correctly used in 60% of the cases, Ellis (1988, in Pallotti, 2007) requires 75% accuracy, Andersen (1978, in Pallotti, 2007) 80%, and Dulay & Burt (1974) set the accuracy level at 90%. The problem which emerges when using this method is that it takes no account of when the same form is used in a non-obligatory context. For example, a learner overgeneralizes Past Simple in the sentence *I watched a good film yesterday and now I remembered all details from the film* because he/she uses Past Simple in both cases. A procedure called target-like use analysis was proposed as a way of dealing with the overgeneralization and incorrect usage of a certain form. Pica (1983) reached a conclusion that relevant differences in the assessment of a learner's ability depend on whether an obligatory occasion or a target-like use analysis is employed. Both methods compare the learner's interlanguage with the target language. Bley-Vroman (1983) warned that it may lead to comparative fallacy which could appear if the fact that learners form their own rule systems in the process of acquiring second language is neglected. Selinker (2014) talks about deep interlanguage semantics as a way of dealing with comparative fallacy.¹ Target-like use analysis cannot be used for the description of a system that is created by the learners in the process of learning, since it only provides information up to which level the learner's interlanguage has come closer to the target language. Another problem is the question of the target language norm that should be followed as a basis for the comparison of the learner's language. Norms also differ according to different dialogues spoken in the target language community, and it is difficult to determine if all the target language learners want to follow the standard dialect.

One of the ways of overcoming these problems is to list various linguistic devices used by the learners in order to express a specific grammatical structure (such as questions) and then to calculate the frequency of usage of a specific device at different points in the learners' development (Cazden et al, 1975, as cited in Ellis, 1994). This method is called frequency analysis and it is very useful in disclosing vertical variations in the interlanguage development. By applying this method it is possible to show the prominence of different elements at different developmental stages. Many of the above mentioned studies are longitudinal, i.e. the data are collected over the period of a few months or years. On the other hand, there are cross-sectional studies which are used to collect the data at a single point in time. The method often applied in cross-sectional studies is implicational scaling which focuses on the changes in the learner's interlanguage in order to find out which form different learners have acquired and to arrange specific forms into a hierarchy (Decamp, 1971).

2.2.1. Processability Theory (PT)

For the analysis of the learner's interlanguage, Pienemann (1998) uses emergence analysis in order to describe the beginning in the process of the acquisition of a specific structure in oral production. First, data are collected using oral interviews with the interlocutor. In order to exclude formulae, Pienemann (1998) proposes checking of lexical/grammatical variations (for example, usage of the same morpheme with different words and the same word with different morphemes). Interpretation of the collected data depends on acquisition criteria being used. Pienemann (1998) states that accuracy criteria are arbitrary. Figure 1 shows different developmental trajectories of specific grammatical structures, i.e. different learners will use differently the same grammatical structure in an obligatory context. Obviously, three different paths have different gradients. The order of acquisition can thus be $c > b > a$ using a 50% criterion or $c > a > b$ using a 100% criterion. Pienemann (1998) therefore proposed the emergence criterion which is not arbitrary. The first step of the emergence analysis is distributional analysis or qualitative representation of different structures in a sample which keeps track of the frequency of tokens and determines if a specific form is mapped onto specific structure. The second step is separation of productive forms from formulae. Productivity is measured by the number of tokens and the systematic use of lexical/morphological varieties of these tokens. The third step of the emergence analysis is implicational scaling; each rule is presented in the form of a developmental stage, that is, a rule formed later implies the presence of the earlier acquired rules.

¹ Selinker (2014) advocates the notion of searching for universal and idiosyncratic interlanguage logical propositions, explained within a deep interlanguage semantics.

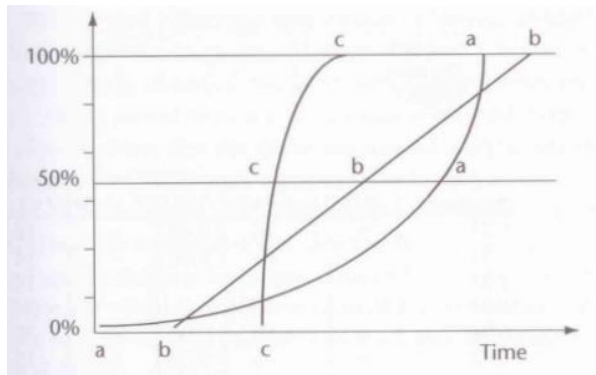


Figure 1. Accuracy and developmental trajectories. "Processability theory" by M. Pienemann and J-U. Keßler, 2012. p. 237.

The core of the PT lies in the fact that learners can produce only those forms which they can process at any given point in time, which means that they cannot be taught structures from higher developmental stages that cannot be processed by their language processor. Pienemann (1998) claims that English morphology and syntax develop in six stages presented in Table 1.

Table 1. Developmental stages for English morphology and syntax (Pienemann, 2005b, p. 24)

Stage	Processing Procedure	L2 process	Morphology	Syntax
6	Subordinate clause procedure	Main and subordinate clause		Cancel inversion
5	Sentence procedure	Inter-phrasal agreement	Subject-Verb agreement (3 rd person singular -s)	Do2nd, Aux2nd
4	Verb phrase procedure	Inter-phrasal agreement	Tense agreement	Y/N inversion, copula inversion
3	Noun phrase procedure	Phrasal information	Noun phrase agreement, Negation+Verb	Adverb fronting, Do-fronting
2	Category procedure	Lexical morphology Possessive pronouns	Plural	Canonical word order
1	Word/lemma	Noun procedure	Invariant forms	Single constituents

The elements presented in Table 1 form a hierarchy; the element of a lower stage is a prerequisite for other elements of higher stages, making it impossible for the stages to be skipped. Although the acquisition path can be predicted in advance, as it includes developmental stages, there is a variable dimension which accounts for the individual differences between two different developmental trajectories presented in Figure 2. Two different developmental trajectories are based on developmental stages (marked with the dotted horizontal lines), while the differences are observable in different interlanguage varieties which are developed at each stage (marked with vertical lines in Figure 2). It is important to note that for every process of learning there is a limited number of variable solutions. During second language development, the learner accumulates grammatical rules and their variations which help him/her to develop his/her own developmental path while at the same time adhering to the general developmental order. In that way, two-dimensional space for the formation of a certain hypothesis is defined within the PT. Both dimensions of this space are constrained by the processing hierarchy which can be applied to any other language.



Figure 2. Two different developmental trajectories. "Processability theory" by M. Pienemann and J-U. Keßler, 2012. p. 230.

According to the PT, all the variable solutions used by the learner are located within language processing, which means that the PT contains two dimensions: development of processing capacity and individual variations chosen by the learner as a solution for each stage. Those dimensions are shown in Figure 3.

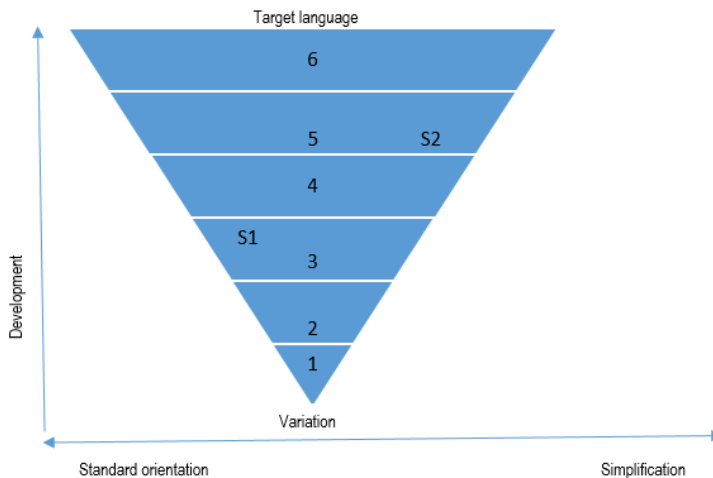
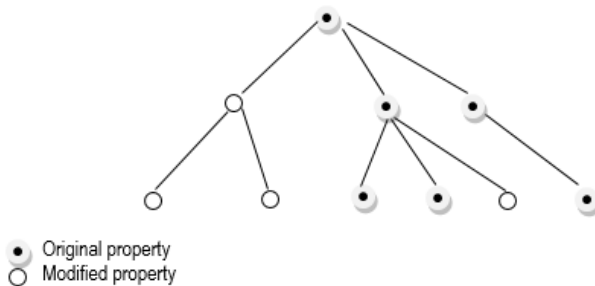


Figure 3. Hypothesis Space. "Studying Processability theory: An introductory textbook" by M. Pienemann and J-U Keßler, 2011, p. 38.

Figure 3 shows development stages vertically and variable solutions horizontally. S1 and S2 in the Figure represent the learner's possible grammars. The variation shows simplifications of solutions on the right and the standard oriented solutions on the left. Considering that Hypothesis Space enables a unique, individual developmental path determined by the chosen solutions that the learner finds in each stage within the entire system, it is possible to show the dynamics of interlanguage grammars and its development (Pienemann, 2005b). Variable solutions chosen by the learner at each level of development have an effect on a later development, considering that the learner's choices accumulate along with the development of the learner's interlanguage. According to Pienemann (1998) learner's interlanguage stabilizes if the learner makes a large number of bad choices. Also, it is not simple for second language learners to make the shift from simplification to using standard orientation and vice versa.

Pienemann (1998) also states that despite the permanent hierarchy of processing, the learners will develop their own interlanguage; he also explains that the variations between learners and different final outcomes are due to differences in their development dynamics. The generative entrenchment model¹ influenced the construction of development dynamics in the PT. Pienemann (1998) understands development as a process in which the development of more complex structures happens gradually, beginning with the lowest number of structural properties, to which other properties are added through development (Figure 4). The key explanation of this model resides in the fact that structural choices in the development path need not repeat every time the structure changes. Initial structural patterns spread in the development system and form the final structure. However, when a certain development path is chosen, it is very difficult to change its direction.



● Original property
○ Modified property

Figure 4. Generative entrenchment. "Language processing and second language development: Processability theory. Studies in Bilingualism" by M. Pienemann, 1998, p. 317.

Pienemann and Keßler (2012) point out the following important factors in their explanation of the Processability Theory:

- a) Second language development progresses according to universal stages which are limited by the language processing hierarchy.
- b) Variability of interlanguage is limited and regular, and the limitations and regularities happen according to the language processing hierarchy.
- c) Transfer from the first language is limited by the ability to process a certain structure, that is, the forms from the first language can be transferred to the second language only when those forms can be processed within the system of the second language that is being developed.
- d) Differences in tasks are limited by the language processing hierarchy. This assertion results in the Steadiness Hypothesis² which claims that a certain interlanguage structure will be placed on the same developmental stage within different tasks as long as they relate to the same language processing ability level within language production.
- e) Acquisition of both the first and second language is limited by the language processing hierarchy. However, both forms of acquisition may be related to different development paths.
- f) Bilingual language development can be universally compared for different languages using the language processing hierarchy described in the PT.

¹ The stated model comes from biology and philosophy and it was formed by Wimsatt (1986, 1991 in Pienemann, 1998) with its application to embryonic development of animals. Pienemann (1998) took it from biology and applied it to the development of language. The same way that the early development of an embryo is very important, early decisions in acquiring language are equally important, considering that they influence final development. It is very difficult, almost impossible, to change the development path after a decision has been made.

² To confirm the predictions stated in the Steadiness Hypothesis, Pienemann (1998) tested the interlanguage of six subjects by using the emergence criterion in morphology and syntax. All interlanguage patterns displayed perfect consistency for syntax, while the consistency of 99.1% was proven for morphology. Consistency is very important because of the testing for levels of processing and variability within grammatical principles. If the grammatical settings were to change depending on the situation, it would be impossible to test the predictions set out in PT.

These statements are based on the language processing hierarchy, which is based on the universal system of processing tools that can be explained using lexical functional grammar and Hypothesis Space, which is based on the assertion that the structures which can be processed are limited on any level by the available processing tools.

The limitations of Hypothesis Space imposed by the PT concern the age differences in the process of second language acquisition. The basic question is what causes those differences, and if they are caused by two different acquisition processes, what is the true nature of those processes. Pieneman (1998) considers that Clahsen's (1985 in Pienemann, 1998) proposal is the most useful, which assumes that children have access to universal grammar and second language learners do not. According to Clahsen, the latter group uses language processing strategies instead of universal grammar.

Pienemann (1998) considers that grammar coding architecture must be constructed equally by children as well as second language learners, although he points out that there is a different development path for the acquisition of the first and the second language. There is no reason to believe that different language processing procedures are used by children and by second language learners. However, the claim that the PT can explain the direction of language acquisition in children and adults leaves many unanswered questions, primarily the following:

- 1) What is the basis for creating hypotheses in the first and the second language?
- 2) Which mechanisms affect the development of structures in the student's language?

These questions can be related to the point of view held by Clahsen and Meisel (1991, in Pienemann, 1998), which says that first language learners create more effective hypotheses than second language students and are more successful in controlling them.

The following Tables (2 and 3) provide the complete overview of interlanguage research based on Processability Theory.

Table 2. Overview of the interlanguage researches based on Processability Theory from 1996 to 2004 (according to Pienemann, 2005b:61-65)

Researcher/Year	Language	Structure	Results
Fetter (1996)	English	Morphosyntax	Does not confirm PT as there are a lot of patterns missing in the implicational scaling
Pienemann & Hakansson (1999)	Swedish	Morphosyntax	Confirmation of PT
Bartning (2000)	French	Morphology and syntax	Morphology is more systematic and develops in a predictable way, unlike syntax
Mansouri (2000, in Pienemann, 2005b)	Arabic	Morphology and syntax	Confirmation of PT
Devaele & Veronique (2001)	French	French adjectives in gender assignment	PT is not suitable for this kind of research
Glahn et al (2001)	Scandinavian languages	Morphology Syntax	Confirmation of PT
Hakansson, Salameh & Nettelblatt (2003)	Swedish and French acquisition in bilingual children	Morphology	Confirmation of PT
Di Biase & Kawaguchi (2002)	Japanese Italian	Morphosyntax	Confirmation of PT
Iwasaki (2003, in Pienemann, 2005b)	Japanese	Morphosyntax	Confirmation of PT

Gao (2004, in Pienemann, 2005b)	Mandarin	Key grammatical morphemes	Confirmation of PT; Firm empirical evidence against transfer in initial stages of acquisition
Harada (2004, in Pienemann, 2005b)	English	Acquisition of modality	In the early stages of learning, only lexical modality appears, whereas the appearance of modal verbs is in accordance with the appearance of a verb phrase
Ozdemir (2004, in Pienemann, 2005b)	Turkish, German and English acquisition in trilingual children	/	Confirmation of PT
Taylor (2004, in Pienemann, 2005b)	Spanish	Sentence structure	Confirmation of PT

Table 2 shows that recent research confirmed the PT; in other words, certain structures appear in the predicted order. The research of agreement in French adjectives focusing on levels of accuracy in grammatical gender is the exception, because according to lexical-functional grammar, the grammatical gender is a lexical feature and must be acquired individually for each lexical item, therefore, the ability to transfer grammatical information at the PT level can only be tested if the grammatical gender is determined for each unit in the learner's lexicon. Fetter's (1996) research also does not confirm the PT, because it concludes that implicational scaling lacks certain patterns.

Table 3. The latest interlanguage researches based on Processability Theory

Researcher/Year	Language	Structure	Results
Kawaguchi (2005)	Japanese	Syntax	Confirmation of PT
Mansouri (2005)	Arabic	Morphology and syntax	Confirmation of PT
Zhang (2005)	Chinese	5 grammatical morphemes	Morphemes are acquired in a predicted order proposed by PT
Mansouri & Duffy (2005)	English	Syntax	Confirmation of PT - research of syntax in English as the second language shows that learners exposed to instruction in accordance with the developmental order predicted in PT produce the target language structures with a higher grammatical accuracy than those exposed to the reversed order
Dao (2007, in Charters, Dao & Jansen)	English	Inflections in lexical and phrasal contexts	As opposed to PT, inflections emerge in phrasal contexts prior to inflections in lexical contexts
Hakansson & Norrby (2007, in Hakansson, 2013)	Swedish	Written and oral production	Confirmation of PT
Philipsson (2007)	Swedish	Questions and verb morphology	Grammaticality judgement tests show that the structures testing declarative knowledge, unlike procedural, are not acquired according to the predictions of PT
Ellis (2008)	English	Grammatical structures	Grammaticality judgement tests show that the structures testing declarative knowledge, unlike procedural, are not acquired according to the predictions of PT
Jansen (2008)	German	Cross-sectional study of the German word order	Confirmation of PT
Rahkonen & Hakansson (2008)	Swedish	Lexical morphology, Phrasal morphology,	The structures emerge according to the predicted order; lexical and phrasal morphology emerge first, followed by

in Hakansson, 2013)		Inter-phrasal morphology, Inversion in main clauses, Cancel inversion in subordinate clauses, Pre-verbal negation in subordinate clauses	the word order in subordinate clause
Sakai (2008)	English	Questions, word order, negation	Confirmation of PT
Alhawary (2009, as cited in Bonilla, 2012)	Arabic	Morphosyntax	L2 learners of Arabic with L1 English and French learning Arabic as a foreign language in their home countries did not show simultaneous emergence of stage 4 (gender and verb agreement)
Heinonen (2009) Researcher/Year	Swedish Language	Morphosyntax Structure	Confirmation of PT Results
Dyson (2009)	English	Morphology and syntax	The study found the acquisition of structures both predicted and not predicted by PT (acquisition of morphology, and syntax varies with learner orientation)
Medojević (2009)	Serbian	Morphology and syntax	Confirmation of PT
Dyson (2011)	English	Morphology and syntax	Confirmation of PT
Hakansson & Norrby (2010)	Swedish	Grammar, pragmatics, lexicon	Confirmation of PT
Schönström (2010, in Hakansson, 2013)	Swedish	Written production of deaf learners; Lexical, phrasal and inter-phrasal structures	Confirmation of PT
Zhang & Widyastuti (2010)	English	Morphology	Confirmation of PT
Baten (2011)	German	German case system	Confirmation of PT
Charters, Dao & Jansen (2011)	English	Plural marking	The study shows certain flaws of PT, as it is based on implicit assumptions which cannot be applied to some other first or second languages and, therefore, lead to wrong predictions; transfer from the first language is in accordance with the developmentally moderated transfer ¹ explained in the PT
Itani-Adams (2011, in Pienemann and Keßler, 2011)	Japanese; English	Morphology and syntax	Both languages developed in a predicted order proposed by PT, but not simultaneously; both languages had their own, individual path
Spinner (2011)	English	Morphosyntax in productive tasks	Implicational scaling based on the <i>Rapid Profile</i> software showed that structures are acquired according to predictions presented in PT
Doman (2012)	English	Syntax (relative clauses)	Confirmation of Pienemann's Teachability Hypothesis
Bonilla (2012)	Spanish	Morphology and syntax	Confirmation of PT; The results question the main claim of the Teachability Hypothesis that instruction only focused on the next stage can accelerate the natural acquisition process – the

¹ Pienemann (2005b) states that transfer from the first language is developmentally moderated, meaning that it will occur when the structure to be transferred is processable with the developing system of the second language.

Bonilla (2014)	Spanish	Morphology and syntax	results showed that learners were able to acquire not only the next stage, but the following stage too Confirmation of PT
Tang & Zhang (2015)	English	Written and oral production	Confirmation of PT; learners are more successful in written than in oral testing
Researcher/Year	Language	Structure	Results
Zhang & Lantolf (2015)	Chinese	Topicalization in the Chinese language	It is possible to artificially construct a developmental route different from the one predicted by natural developmental sequences

Table 3 shows that most of the structures are acquired according to the schedule predicted by the PT, aside from the tests where the criteria are implicit¹ (procedural) and explicit² (declarative) knowledge (Philipsson, 2007; Ellis, 2008). The tests that measured implicit knowledge showed in both cases that the structures are acquired according to implicational scaling elaborated in the PT, while the grammatical assessment tests that measured explicit knowledge showed that acquisition does not take place according to the predicted schedule. Research done by Dao (2007) also does not confirm the PT because contrary to the PT, inflections emerge first in phrasal and then in lexical contexts. Dyson's (2009) research partly disproves the PT, considering that stages 3 and 4 developed before morphology in syntax. Dyson uses the fact that the properties of universal grammar encourage syntactic development in stages, which is interacting with the morphological properties proposed in the PT, to explain this. The application of the PT to the Arabic language did not answer the question why students acquire different structures at a different pace if the structures can be processed (Alhawary 2009, in Bonilla, 2012). Research by Charters, Dao, and Jansen (2011) confirms the PT in the part concerning transfer from the first language, which develops according to the developmentally moderated transfer hypothesis, but it also shows certain deficiencies in the PT, considering that it is based on implicit assumptions which may not be valid for some first or second languages and because of that they result in incorrect predictions. It is interesting that Medojević (2009) worked on the application of the PT on the Serbian language, which is actually the first time it was applied on any Slavic language. She applied the stated theory by testing three teenagers who live in Australia and speak Serbian at home. Her research confirmed the PT. Therefore, the stated theory can also be applied to the Serbian Language.

As is evident from tables 2 and 3 it is possible to predict the second language path by applying PT not only to English, but to other languages too.

Conclusion

By investigating developmental patterns, one can get a closer insight into the development of the learner's interlanguage. Since developmental stages can be predicted in advance, a conclusion that interlanguage develops in a regular, predictable way can be drawn. However, it is important to describe and determine developmental stages in advance in order to adjust teaching to the learner's present developmental stage. It is therefore important to introduce the teachers to the notion of interlanguage and developmental stages in order to observe the factors that hinder or facilitate their learner's progress applying an individualized approach to each learner while at the same time observing the changes in the learner's interlanguage on his/her way of mastering the second language. Observing the developmental path of the student's interlanguage removes thus the focus from describing and counting errors and makes us understand that errors

¹ Ellis (2008) defines implicit knowledge as intuitive, procedural, systematic, receptive to changes, automatic, and therefore available for fluid, unplanned use of language. It is not receptive to verbalization. It is considered that it can be learned only until the critical period (puberty).

² According to Ellis (2008) explicit knowledge is conscious, declarative, irregular, and inconsistent, and it can only be accessed through controlled processing and planned use of language. It can be verbalised and in that case it includes technical metalanguage. It can be learned at any age.

are to be expected in the development of the learner's second language and that they are, in fact, indicators of progress, so interlanguage should be viewed as the linguistic potential that needs to be additionally explored and utilised in the future.

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