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Murcia, 8-9 March 2019

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Challenges of Financial Management of the Higher Education Institutions in Georgia

Tea Kasradze

PhD in Economics, Professor of Caucasus International University (CIU)

Vakhtang Antia

PhD in Economics, Professor of David Aghmashenebeli University of Georgia (SDASU)

Ekaterine Gulua

PhD in Economics, Manager of HPML

Assistant-Professor of Ivane Javakhishvili Tbilisi State University (TSU)

Abstract

The funding of the higher education institutions and its efficient management affects the functioning of the whole system. The level of development of an education and science has an important role in the economic development of the country. Georgia has enough potential to achieve economic development by intellectual and educated human resources. Despite the reforms implemented in the recent years, there are still many shortcomings and challenges left in the education system that are hindering the creation of well-educated and competitive human resources. Without strengthening the education system, it is impossible to participate in a global competition. The increasing of financing of the education system over the years does not mean raising the quality of education. Developing the correct strategy and tactics of the reform and adequate and efficient distribution of financial resources is crucial. The aim of the paper is to study impact of the existing funding policy on higher education system in Georgia. The structure and dynamics of the funding of the higher education institutions, the nature and importance of the already funded projects are examined in the study. The issue of promotion of development of education through the reforms implemented in the education system is also discussed and analyzed in it. The study is based on the qualitative and quantitative analyses. The recommendations issued within the framework of the study will support stakeholders to overcome the current challenges and improve financial management policy of higher education institutions.

Keywords: Financing of higher education institution, financial management

Introduction

In the market conditions the Georgian educational market functioning, getting it closer to international standards is impossible without the problem analysis of qualitative, system creating component object - competition and the regularities of competitive environment formation which is the most important determinant for sustainable development of transforming economic, social, political and educational systems. (Antia, Vakhtang, 2018).

The level of education and science is crucial for economic development of the country. Education is a fundamental factor for development and achieving sustainable economic development without investing in human capital is impossible. Human capital is the central factor of economic growth. In particular, the product produced by human capital is the basis for self-sustaining economic growth. Consequently, a close and positive causal relationship exists between education and economics at macro and micro levels (Center for Social Sciences (CSS), 2017). Only in the conditions of a strong and socially fair educational system it is possible to solve social, cultural and economic challenges in the country (Government of Georgia, 2014).

Georgia has enough potential to achieve economic development with intellectual and educated human resources. Despite the reforms carried out in recent years, there are many shortcomings and problems in the education system that ultimately

prevent the creation of an educated and quality human resource. Without the strengthening of education, it will be impossible to participate in a global competitive fight.

Growth of the education system financing from year to year does not automatically imply the increase of education quality. It is important to correctly implement and direct the reform strategy and tactics, the optimal distribution of financing the results to be maximally efficient. Financial management strategy of higher education institutions should provide the sustainable growth. Strong Financial management system is a core aspect of the institutional stability and growth. The strategy should be directed towards the transformation of education system. It is a main base of growth generally, tightly connected to overcoming of poverty and unemployment problems (Kasradze, Tea, 2013) (Kasradze, Tea, 2016) (Kasradze, Tea, 2014).

The goal of the research is to increase the efficiency of higher education institutions in Georgia, which is a major prerequisite of a general progress. This sphere of Georgia faces many challenges and requires significant qualitative reforming (Gulua, Ekaterine, 2018), (Gulua, Ekaterine, 2017), (Kharadze, Natalia; Gulua, Ekaterine, 2018), (Kharadze, Natalia; Gulua, Ekaterine, 2018), (Kharadze, Natalia; Gulua, Ekaterine, 2018), because the real qualification level of work force does not meet the existing requirements. It is very important to change approaches, attitudes towards management system of higher education institutions (Gulua, Ekaterine, 2013), (Gulua, Ekaterine; Kharadze, Natalia, 2018), (Kharadze, Natalia; Gulua, Ekaterine, 2018), (Gulua, Ekaterine; Kharadze, Natalia, 2014) for getting qualified motivated labor force in labor market (Gulua, Ekaterine; Mikaberidze, Akaki, 2015), (Gulua, Ekaterine; Kharadze, Natalia, 2018), (Kharadze, Natalia; Gulua, Ekaterine, 2018). The low rating of Georgia (93rd place) indicates incompatibility between qualification and job requirements, in the Higher Education and Retraining Section of the Global Competitiveness Index of the World Economic Forum. According to skillset of graduates, Georgia is ranked 123rd, according to digital skills among population – 101st, in terms of ease of finding skilled employees - on the 111th position, according to the critical thinking teaching - on the 92st place, on the 116th- according to the diversity of workforce (Schwab, Klaus; Sala-i-Martin, Xavier; Samans, Richard, 2017-2018).¹

According to Global Talent Competitiveness index Georgia is ranked 76th out of 119 countries in 2019, 4 places down compared to 2018, it was on the 72nd place, on the 52th place according to the involvement of talents, on the 92nd place according to attracting talents, on the 107th place in terms of growth of talents, on the 61st place in terms of maintaining talents, according to talents with vocational and technical skills (or VT skills) on the 80th place and on the 56th place according to Global Knowledge Skills (or GK skills) According to the detailed data from the same index, Georgia is on the 60th place on the basis of higher education; According to the expenses spent on higher education it is on the 93rd place².

The lowest rating of Georgia indicates the same (87th position among 137 countries, 4.0 points from the maximum 7 points) the part of the higher education and trainings of Global Competitiveness Index of 2017-2018 World Economic Forum. Other well-established measures include the Human Development Index (HDI) that covers health, inequality and educational issues (Kasradze, Tea, 2018). According this index Georgia is ranked 70th place in 2018.³

Among many instruments of improving employment indicators and overcoming poverty we consider education to be the most crucial. (Kasradze, Tea; Zarnadze, Nino, 2018) The level of education is reflected on the employment level. The total number of economically active population in 2017 is 1983.1 thousand people, 276.4 are unemployed, the unemployment rate is 13.9%, the dynamics of this indicator is declining. In 2011 this figure was 17.3% (National Statistics Office of Georgia, 2018)⁴.

However, it should also be noted that this indicator does not allow the possibility of seeing the real state due to the shortcomings of his counting methodology.

61% of the unemployed people in Georgia have professional or higher education and belong to the middle or high qualification workforce category. 31% of the unemployed people got education at the time of joining the modern Georgian higher education system with Bologna system that indicates the problems related to the implementation of the standards

¹ <http://reports.weforum.org/global-competitiveness-report-2018/country-economy-profiles/#economy=GEO>

² <https://gtcistudy.com/the-gtci-index/>

³ <http://hdr.undp.org/en/countries/profiles/GEO>

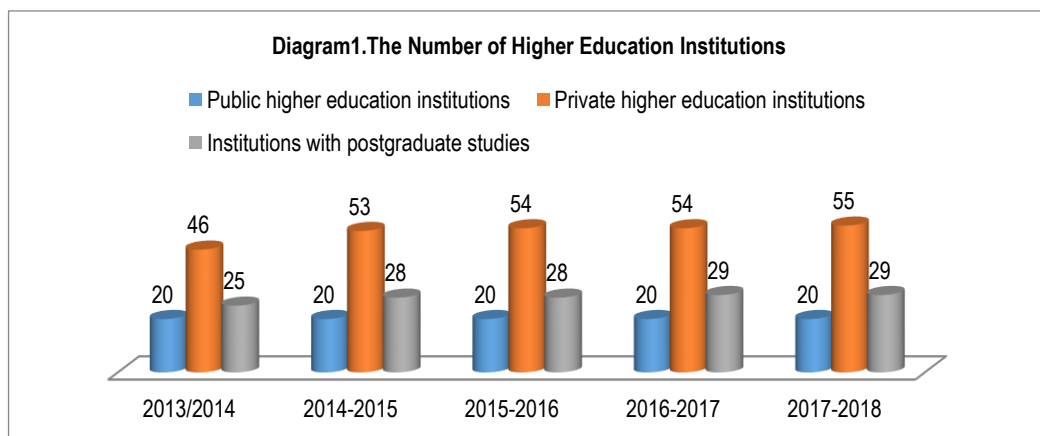
⁴ Statistical Yearbook of Georgia, National Statistics Office of Georgia, Tbilisi 2018, pg42.
http://geostat.ge/cms/site_images/_files/yearbook/Yearbook_2018.pdf

provided by the Bologna system. In this regard it is important to strengthen the requirements of management and financial sustainability in the requirements of authorization and accreditation of higher education institutions (Center for Social Sciences (CSS), 2017).

In the paper Georgia's higher education funding reform, structure and dynamics over the years, the nature and importance of higher education programs are discussed in the light of foreign practice and scientific literature analysis (Al-Hawaj, Abdulla Y. ; Elali, Wajeeh,; 2008) (Hussey, Trevor ; Smith , Patrick ;, 2010) (Davies, Brent; Davies, Barbara J.,; 2011) (Babo, Rosalina; Azevedo, Ana,; 2012) (Meek, Goedegebuure, Santiago, & Carvalho, 2010) (Locke, William; Cummings, William K.; Fisher , Donald,; 2011) (Deem, Rosemary; Hillyard, Sam; Reed, Mike,; 2007) (Scott, Amy; Hershey, Metcalfe, 2006) of the higher education system management and financing strategies. It is analyzed how the country's higher education system current funding policy contributes, on the one hand, to the autonomy of higher education institutions, and, on the other hand, to the real development of education quality.

● **The Key Indicators of Higher Education System of Georgia**

There are 75 higher education institutions in Georgia, compared to 2013 their number is increased by 23 units. However, in 2006-2007 their number was 2.3 times more. Since 2014 the number of the state higher educational institutions have been 20, in 2006 their number was 18. The number of private higher education institutions is 55 according to the latest data, compared to 2006 their number decreased by 2.7 times¹. Only 29 of the highest educational institutions in Georgia have a doctoral stage, in this direction there has been a positive trend since 2013 (**Diagram 1**). ²



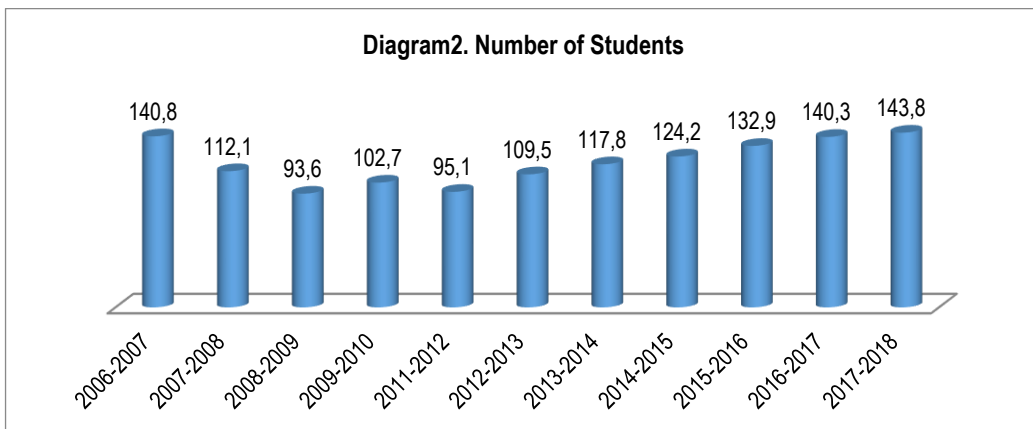
The financial incomes of higher education institutions in Georgia in the early years were directly related to the number of students, as these institutions got proportionally vouchers from the state. Then this rule changed, the revenues given to universities from the state budget until 2019 depended on the number of students having grants at national exams. In 2019 it was announced that this rule will change. However, the number of students determines a significant portion of the revenues of higher education institutions. The minimum fee for students at the university is 2250 GEL and at private universities prices are different. By the number of students we can determine the minimum amount of income in the sector, which is 323 550 thousand GEL.

The number of students in the 2016-2017 academic year amounted to 143.8 thousand. The smallest number in the last 10 years was recorded in 2008 - 93.6 thousand students (**Diagram2**) ³

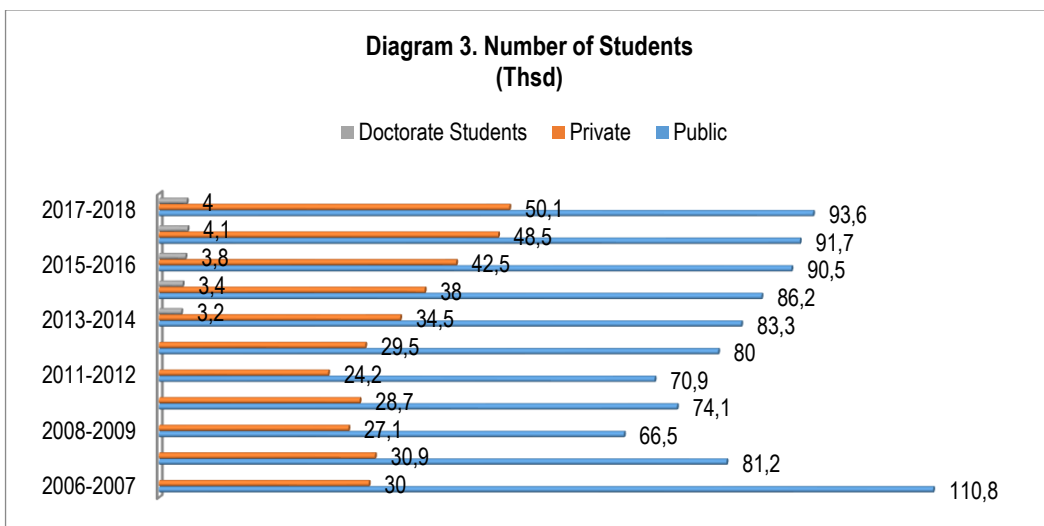
¹ Statistical Yearbook of Georgia, National Statistics Office of Georgia, Tbilisi 2018, pg73.

² The Same Source; pg.66.

³ The Same Source; pg.78.



According to the latest data, 93.6 thousand students were studying in state educational institutions in Georgia and 50.1 thousand students - in private educational institutions. Although the number of higher education institutions in the private sector is 2.75 times higher than the number of similar subjects in the public sector, the number of students in the state sector exceeds 1.87 times the number of private sector students. This difference in the early years was more visible, in favor of the state sector.¹ In 2017-2018 the number of doctoral students was 4,000, in this case also the dynamics has been growing since 2013 (**Diagram 3**)².



The number of graduates of higher education institutions in Georgia is increasing from year to year, the growth rate is 12.34%, while in 2016 this indicator was 4.53%³. It is noteworthy that in 2017, the number of graduates in the private sector increased by 13.2% and in the state sector by 11,99% (**Diagram 4**)⁴.

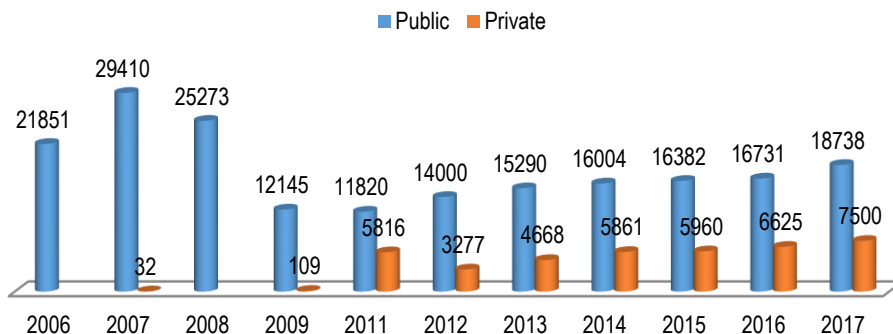
¹ The Same Source; pg.73.

² The Same Source; pg.66.

³ The Same Source; pg. 75

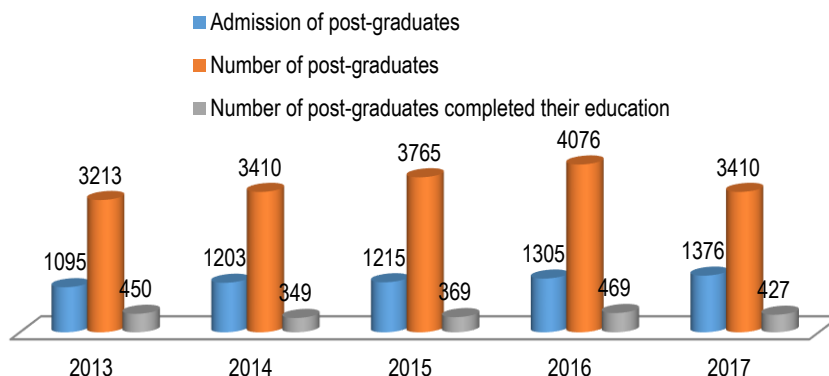
⁴ The Same Source; pg.66.

Diagram 4. HIGHER EDUCATION INSTITUTIONS GRADUATES BY TYPE OF STUDY (persons)



The number of enrollment at doctoral programs has been characterized by an increasing trend since 2013, however, the number of doctoral students decreased in 2017 compared with 2016, also the number of doctoral graduates decreased during the same period¹ (diagram 5).

Diagram 5. ADMISSION AND NUMBER OF POST-GRADUATES (persons)



•International practice and trends in the financing of higher education system

There are three main sources of funding for higher education: state budget funds, expenses incurred by households/individuals and financing by other private sources. Countries differ significantly from one another in higher education financing in terms of the share of three sources listed above. The cost of the expenditure by households/individuals is very low in the majority of European countries. The share of this source is traditionally higher in the financing of higher education in those countries where the state spends relatively little on higher education and research. Apart from the state budget and household expenditures, in developed countries large sums are being spent on higher education and research also from other private sources. These sources are mainly different businesses, donors and banks (Chakhaia, 2013).

The private sector has a special role in financing the US higher education, where nearly 2/3 of financing are made by households and private institutions. In Scandinavian countries the picture is radically different. For example, In Norway,

¹ The Same Source; pg. 75.

only 1% of higher education financing comes on the private sector. Private sector plays an important role in education financing in OECD countries. Its share has increased by 11% from 2010 to 2015.¹

As noted above, the share of the private sector in higher education financing is high in those countries where the state spends relatively little. The former socialist countries, including Georgia belong to the category of such countries.

The financer of European universities is predominantly the state. The percentage of the GDP spent annually on higher education by the state is often used to measure the indicator of the state's efforts to support the higher education system.

In 2014, half of the European Higher Education Area spent more than 1.2% of gross domestic product. Three countries with the highest expenditure are Denmark (2.3%), Norway (2.2%) and Finland (2%). Sweden, Ukraine, Austria, the Netherlands and Turkey spend more than 1.5% of gross domestic product on higher education. Average annual costs of higher education are low in Slovakia, Spain, Portugal, Russia, Czech Republic, Italy, Hungary, Albania, Bulgaria, Romania, Luxembourg, Kazakhstan, Georgia and Armenia and is less than 1% of GDP. It should also be noted that in the latter countries, except for Georgia and Luxembourg, from 2012/13 to 2014/15, almost everywhere enrollments of the students' who want to get higher education are reduced (Bologna Process Implementation Report, 2018). **(Diagram 6)**.

Diagram 6: Annual public expenditure on tertiary education as a % of GDP, total with R&D and total without R&D, 2014

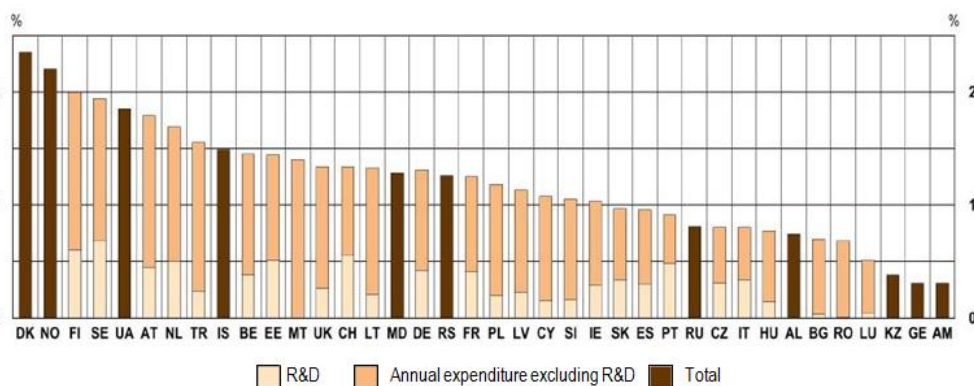
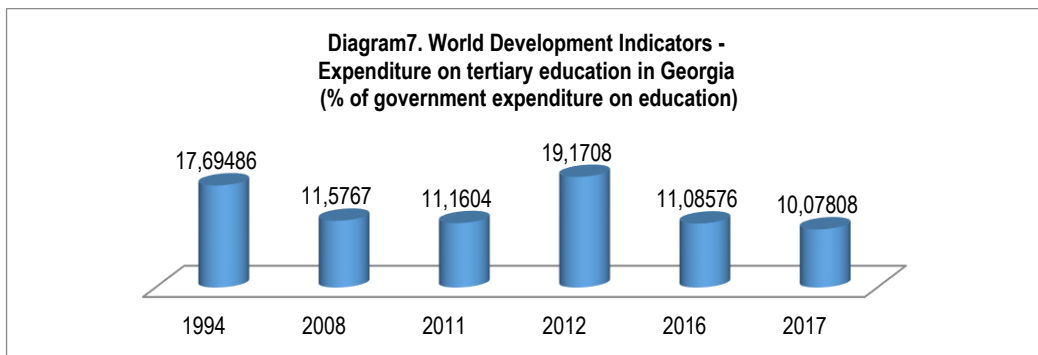


Diagram 6 also shows what part of the higher education annual expenditure is spent on research and development. In EHEA there is a wide variety of R&D costs. Sweden and Finland are spending about 0.6% of GDP in R & D. Bulgaria and Romania are spending the least of EHEA countries, respectively, 0.03% and 0.01% of GDP. It is also important to consider what part of the total expenditure is R & D costs spent by the state on higher education. There is the largest variation between countries in this. Portugal allocates more than half of the higher education expenditure for R & D (53%). Switzerland, Italy, Czech Republic, Sweden, Estonia and Slovakia spend more than 35% of the total expenditure on higher education on R & D (but less than 50%). Bulgaria and Romania, respectively, are spending 4.3% and 1.5% of the total cost of higher education on R & D (Education, Audiovisual and Culture Executive Agency, 2018). Unfortunately, about Georgia there is only the total data in the given report **(Diagram 7)**².

¹ <https://www.economist.com/graphic-detail/2018/09/12/higher-education-spending-is-falling>

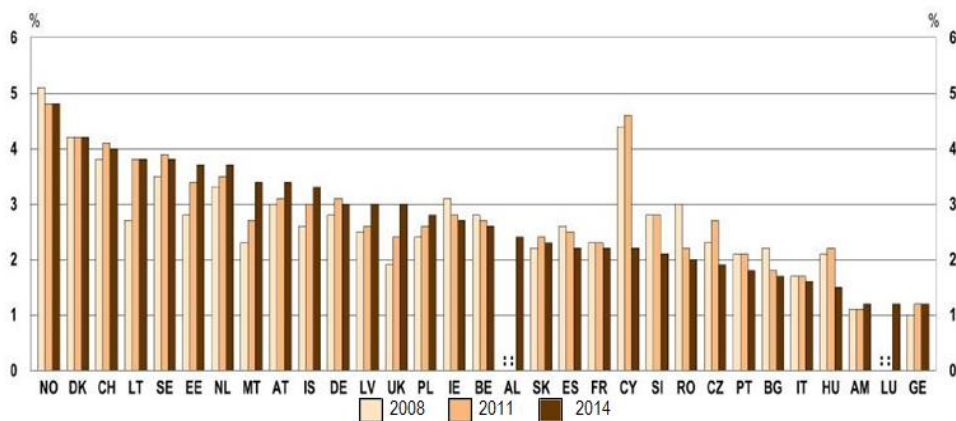
² <https://data.worldbank.org/indicator/SE.XPD.TERT.ZS?view=chart>



The share of the amount spent by the state annually on the higher education is used in the overall public expenditure as an indicator of how the state is trying to help the higher education system. The share of public expenditures on higher education in the total annual public expenditure indicate how much the education of higher education has a priority in comparison to other levels of education and other public expenditure (eg health care, pensions, infrastructure, police forces, etc.)

Diagram 8 shows that in 2014, half of EHEA countries are spending more than 2.6% of their total public expenditure on higher education. The largest share of state expenditure on higher education is in Norway (4.8%), Denmark (4.2%) and Switzerland (4%). In 2014, less than 2% of the total expenditure on higher education was spent in eight countries – The Czech Republic, Portugal, Bulgaria, Italy, Hungary, Armenia, Luxembourg and Georgia¹.

Diagram 8. Annual public expenditure on tertiary education as a % of total public expenditure, 2008, 2011 2014



Two groups of countries were identified when analyzing the evolution of the share of higher education expenditure in total state expenditure between 2008, 2011 and 2014. In the first group of countries (almost half of EHEA countries whose data is available), this figure is higher in 2014 than in 2008. This group includes Switzerland, Lithuania, Sweden, Estonia, Netherlands, Malta, Austria, Iceland, Germany, Latvia, the United Kingdom, Poland and Georgia. Annual public expenditure on higher education in these countries has increased faster than total state expenditure (or decreased slowly than total expenses). The sharpest increase in the share of higher education expenditure in these countries is observed in the United Kingdom - from 2.7% in 2008 to 3.8% in 2011.

¹ https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/bologna_internet_chapter_1_0.pdf

In the second group of countries (almost half of the EHEA countries those data is available), this figure was lower in 2014 than in 2008. This group includes Norway, Ireland, Belgium, Spain, France, Cyprus, Slovenia, Romania, the Czech Republic, Portugal, Bulgaria, Italy and Hungary. Annual public expenditure in these countries on higher education increased at a lower pace than the total state expenditure (or decreased faster than public expenditure). The sharpest decrease in the share of higher education expenditure in the state expenditure from these countries was recorded in Cyprus - from 4.56% in 2011 to 2.2% in 2014. Only in 5 countries - Denmark, Slovakia, France, Italy and Armenia - the ratio of higher education and total expenditure remains unchanged in 2014 in comparison with 2008, it increased by 0.1% at most. This means that in these countries state expenditure on higher education increased or decreased by more or less the same pace as total public expenditure.

According to the data of the Ministry of Finance of Georgia, in 2017 from the state budget 1173 million GEL was spent on the education sector, from the consolidated budget - 1457 million Gel (**Table 1**).¹

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
1*	151	164	286	289	414	458	554	580	612	656	758	826	933	1074	1288	1457
2*	37	41	65	78	348	384	421	460	504	565	653	683	740	834	1025	1173

1* 2002-2017 Consolidated (state and local) budget spending of Georgia on education (million GEL)
2* 2002-2017 State budget spending of Georgia on education (million GEL)

Expenditure on education from Georgia's consolidated budget is 12,7% of total expenditure. It is only behind the expenditure spent on social protection and economic activity (**Table 2**).²

Name	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
General public services	392,12	461,11	480,41	524,11	680,88	544,00	1510,1	1744,6	1907,6	910,7	939,0	925,0	998,8	1015,6	1173,3	1228,3
Defense	48,8	61,2	160,4	396,2	722,2	150,9	1552,0	877,7	675,8	720,6	719,7	636,6	645,9	660,9	729,2	697,9
Public order and safety	85,8	113,6	272,2	286,6	387,7	725,3	1010,6	886,6	867,7	885,5	909,4	907,3	955,1	1012,2	1010,9	1052,3
Economic affairs	59,5	87,1	179,9	388,8	474,8	974,3	847,7	1043,6	1111,7	1135,6	1500,2	1242,1	1313,5	1337,3	1546,8	2071,6
Environmental protection	X	X	X	X	X	75,4	87,9	114,9	124,0	110,8	88,5	134,2	162,9	133,2	143,4	144,6
Housing and community amenities	56,8	60,0	140,7	262,7	448,5	497,3	534,9	349,7	544,2	697,0	494,5	319,8	323,1	410,6	461,6	455,1
Health	59,8	29,5	95,4	204,2	225,6	256,3	313,1	363,8	454,8	398,8	416,1	524,7	694,0	905,9	1046,0	1136,3
Recreation, culture	48,1	49,7	85,7	107,7	139,9	177,2	202,9	239,2	312,9	402,9	395,5	329,9	392,2	573,3	468,7	469,7

¹ <https://www.mof.ge/images/File/2002-2017biujeti/2002-2017wlis%20xarjebi.xls>

² The same source: <https://www.mof.ge/4885>

and religion				6	1	2	1	5	2	6	6	2	6	4		
Education	15 0, 6	16 4, 1	28 6, 3	28 8, 7	41 3, 8	45 8, 2	55 3, 8	57 9, 6	61 1, 7	65 6, 4	75 7, 7	82 5, 5	93 3, 0	10 74 0	1287 ,9	1457 ,0
Social protection	29 9, 7	34 2, 5	47 7, 9	62 7, 5	69 0, 1	64 0, 2	32 3, 0	45 9, 8	14 21 4	15 51 8	17 32 3	19 99 2	23 84 8	24 67 3	2654 ,3	2761 ,8
Total expenditure*	12 01 ,2	13 68 ,8	21 78 ,6	30 86 ,2	41 77 ,8	58 51 ,1	69 35 ,2	66 49 ,8	70 21 ,1	74 61 ,8	79 94 ,2	78 63 ,6	88 13 ,3	96 59 ,4	1052 2,1	1147 4,6

The budget allocation for higher education in Georgia amounted to 1,461,270.0 thousand GEL in 2018 in the field of education, science and culture, 148 505 thousand GEL for higher education, 65 600 thousand GEL for supporting science and scientific researches (3.7% for education in Georgia according to the Data of 2017. 1457 million GEL / 37846,6 million GEL x 100]; According to the state budget expenditure - 3% - [1172,5/37846,6 X 100]. In 2018, on higher education 0.39% of GDP was spent. [149305000 GEL: 37846,6 million GEL x 100] 0.17% of GDP on promoting science and scientific researches¹.

Name	2017 actual	2018 Plan	2019 Plan			
			Total sum	Budget funds	Grants	Credits
Ministry of Education, Science, Culture and Sport of Georgia	1,397,210.7	1,461,270.0	1,508,500.0	1,469,600.0	38,900.0	0.0
Higher Education	135,865.4	148,505.0	168,960.0	168,960.0	0.0	0.0
Supporting scientists and scientific researches	61,421.6	65,600.0	65,470.0	65,470.0	0.0	0.0
Inclusive education	4,785.4	5,135.0	17,710.0	17,710.0	0.0	0.0
Infrastructure development	133,001.5	91,204.0	135,500.0	135,500.0	0.0	0.0
Scientific-research activities in agriculture	5,038.0	5,150.0	6,542.0	6,542.0	0.0	0.0
Postgraduate medical education	126.5	800.0	800.0	800.0	0.0	0.0

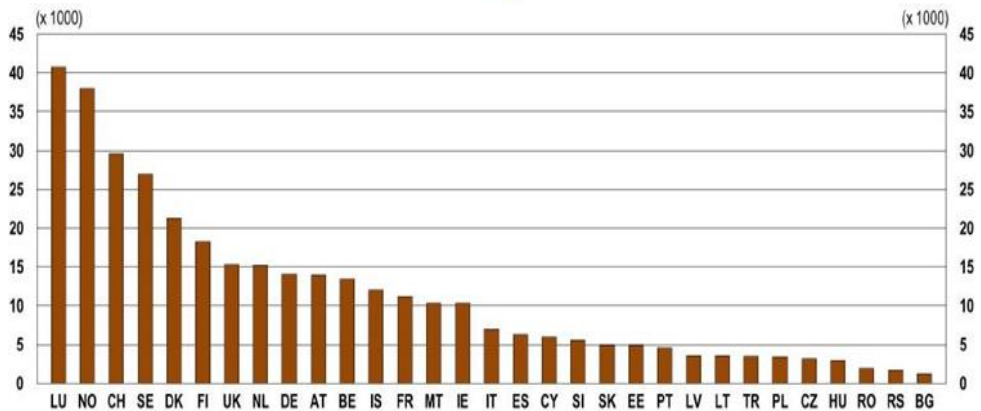
An interesting and important indicator of the attitude of the state towards the higher education is the amount spent by the state on 1 student. Here is also a big difference between the countries. In some countries this indicator is 5 times higher. In 2014, state expenditure on 1 student of higher education stage in EHEA countries was more than 25,000 euros, in some countries - less than 5,000 euros. This figure is the highest in Luxembourg and Norway and the lowest in Romania and Bulgaria² (Diagram 9).

¹ <https://www.mof.ge/images/File/2019-bijeti-wardgena/kanoni/TAVI%20VI.DOCX>

² Euro-stat, UOE and additional collection for the other EHEA countries.

Diagram 9. Annual public expenditure on public and private tertiary education institutions, per full-time equivalent student in euro

2014



Unfortunately there is no information in the European Higher Education Area account in 2018 about the situation in this regard in Georgia. However, according to the data of the Ministry of Finance and the Statistics Office, the state spends 1038,3 GEL on the higher education of 143.8 thousand students in Georgia, which is 397 dollars.

● **Reform of higher education system and peculiarities of its state financing in Georgia**

The first steps to reform the higher education system in Georgia were made in the 90s, when the higher education previously fully subsidized by the state was changed and the privatization of expenditure began. It was basically carried out by the opening of private higher education institutions and by adding the so called "paid" seats to the existing public universities.

Fundamental reforms in the higher educational system aimed at the final dismantling of the old Soviet system and getting the higher education system of Georgia closer to the European education space by raising the education quality have started since 2004 and there have been many significant changes in the higher education system, including in the rule of financing.

Since 2004, in Georgia the direct funding of universities by the state has been replaced by proportional funding of the quantity of students. Direct funding of the higher education institutions by the state was reduced to a minimum and was almost completely replaced by funding students. Today HEIs receive funding from the state not by the number of students, but according to the number of successful students at the unified national exams. The rest of the students pay their tuition fees by themselves. The students enrolled at private higher education institutions after successfully passing the unified national exams also receive state education grants. The goal of such changing the financing system besides a financial provision of higher education institutions was to eliminate the existing corruption practice in the process of distributing and managing state funds for higher education institutions and receiving students at universities.

The above-mentioned rule of higher education financing is still in effect (the change of funding rule has been announced since 2020, details are not known yet, presumably the basic funding for universities will be introduced) and it has both positive and negative sides.

The following can be considered to be positive sides:

Transparency of the system;

We can easily say that the acting rule of financing on the higher education institutions has brought the corruption to a minimum in the process of distribution and disposal of state funds on higher education institutions.

Possibility of receiving public funding by private higher education institutions (Strengthening private sector), which increases healthy competitiveness between private and state higher education institutions and, thus, promotes education quality raising.

A positive side of higher education funding system may be an incentive programmed funding for students which has been launched since 2013-2014 by the order of the Minister of Education and Science of Georgia¹, specialty program directions of the accredited educational bachelor's degree programs were defined which are fully financed by the state and the rules and conditions for granting programmed financing for higher education institutions were determined.

The goal of issuing program financing on the higher education institutions by the Ministry in the field of higher education is:

To promote targeted utilization of existing intellectual potential;

To develop humanitarian, natural sciences, social, technical, agricultural sciences and other priority programmed directions as integral parts of the national culture and education and to promote young people's interest in pursuing studies in this field.

To prepare students for such a professional activity that requires using scientific knowledge and scientific methods;

To increase public involvement and positive attitude towards the state policy and its implementation.

7 higher education institutions established by the state are authorized to receive program funding. (Ivane Javakishvili Tbilisi State University; Georgian Technical University; Ilia State University; Sokhumi State University; Akaki Tsereteli State University; Batumi Shota Rustaveli State University; Talavi Iakob Gogebashvili State University).

On priority program direction field/specialty² (**Table 4**) the amount of programmed funding for the university is calculated in accordance with the following principles:

Agrarian Sciences	1.Agronomy; 2.Veterinary
Education	1.Education Sciences; 2.Education of Teacher
Engineering	1.Engineering Physics; 2. Energy and Electronic Engineering; 3. Construction
Science/ Natural sciences	1.Mathematics; 2.Physics; 3.Chemistry; 4.Biology
Social Sciences	Economics
Humanitarian sciences	1.History; 2. Philology,with specialization of Georgian philology; 4. Philosophy
Interdisciplinary studies	Architecture

- The annual funding of the university in the sphere of each priority program direction field financing is 33750 (thirty-three thousand seven hundred and fifty), which will be given to the university on the priority program direction field/specialty from one to 15 any number of enrolled students.

- In addition to the above-mentioned funding, on each priority program direction field/specialty up to every six students enrolled after 15 students on the university will be issued annually 11250 GEL (eleven thousand two hundred and fifty). In 2016-2017 5655 students benefited from programmed funding ³(**Table 5**).

Year	2013-2014	2014-2015	2015-2016	2016-2017
Amount	3795	5012	5653	5655

Programmed funding is undoubtedly a positive step for supporting and encouraging less popular specialties amongst entrants, though it is somewhat discriminatory because only some public higher institutions can receive funding within the programmed funding.

¹ The Order N79; 24.06.2013.

² <https://eqe.ge/geo/faq/category/22>

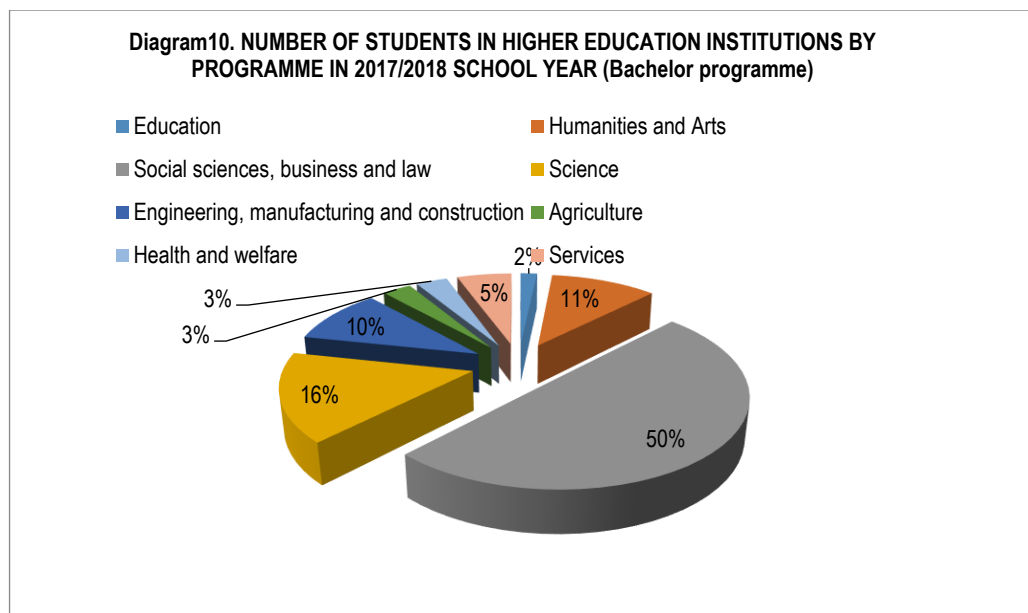
³ <https://eqe.ge/geo/faq/category/22>

As for the negative sides:

- First of all, the scarcity of funding should be noted that is largely due to the fact that the main component of the university financing formula is not the number of students at the university (as in the European countries) but the HEIs are funded by the state according to the number of successful students at the unified national exams. Students are financed according to the received scores by 100%, 70%, 50% or 30% of the maximum (2250 GEL) of the tuition fees established in public higher education institutions. The rest of the students pay the tuition fee by themselves.

- This system of financing HEIs leads to artificial balancing of supply and delivery of studying programs. Educational institutions are increasing the supply of programs that are on demand and, on the contrary, are reducing the supply of less prestigious programs. Under the amendment to the funding rule in the academic year of 2011-2012 (Those entrants who were going to take exams of the following specialties: law, health care, business (except tourism), mass communication/journalism, international relations and public governance, could receive only 100% grant. The number of those willing to submit to the listed programs was very high and the majority of the receivers of studying grants enrolled in these programs and if their scores received at the unified national exams were not enough for a 100% grant, they could not get any financing at all. However, by this change the quality of the problem has declined to some extent but since 2013 70% and 50% grants are still given to all programs (and the amount of money determined for 30% grants have been added to the funding aimed at 50% grants) and today the above-mentioned problem still remains unsolved.

Social sciences, business and law are very popular from higher education programs in undergraduate students, 50% of undergraduates are studying at these directions. The least popular is Education, Agriculture, Health and Welfare are the least popular¹ (Diagram10).

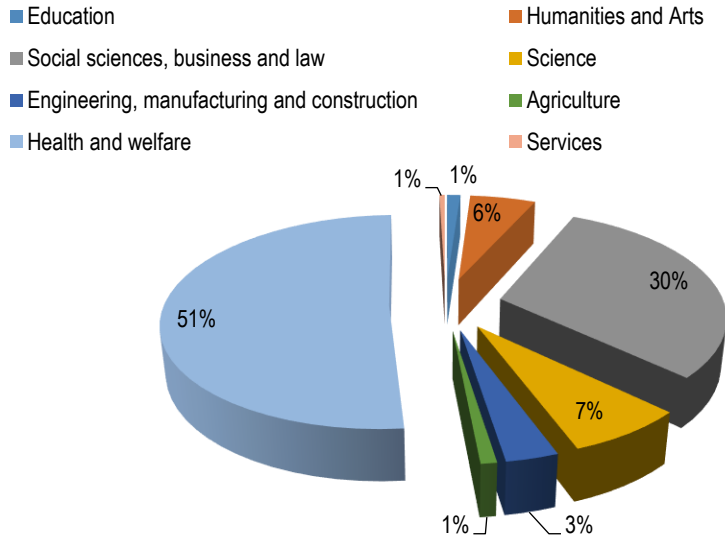


In 51% of MA Students health and welfare are more popular from higher education programs, in 30% - social sciences, business and law, the least popular are Services, Agriculture and Education ²(Diagram11).

¹ Statistical Yearbook of Georgia; National Statistics Office of Georgia; Tbilisi 2018, pg.74-75.

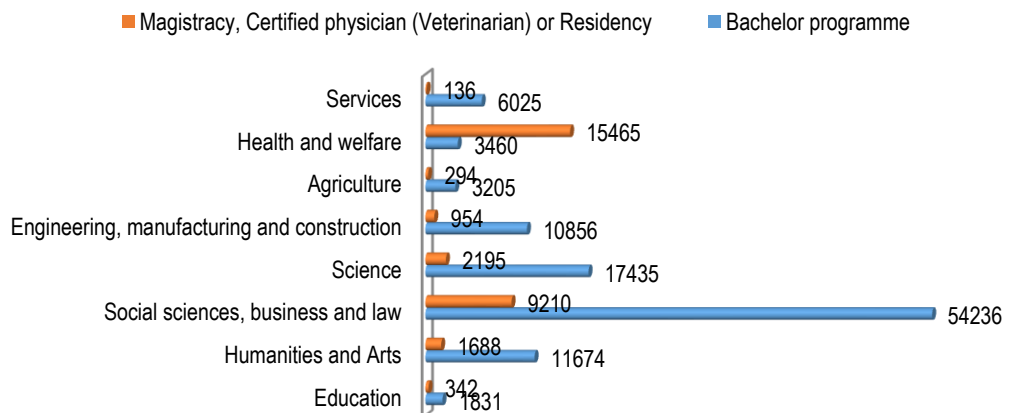
² The Same Source; pg. 74-75

Diagram 11. NUMBER OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS BY PROGRAMME IN 2017/2018 SCHOOL YEAR (Magistracy, Certified physician (Veterinarian) or Residency)



The absolute meanings of this statistics can be found on the diagram. (Diagram12).¹ The dominance of two directions is obvious: these are social sciences, business and law, health and welfare. As budgetary financing is directly related to the number of students, it is clear that the popular directions on the market are better positioned in terms of income than other directions, as they hold also the largest segment of the market.

Diagram 12. NUMBER OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS BY PROGRAMME IN 2017/2018 SCHOOL YEAR



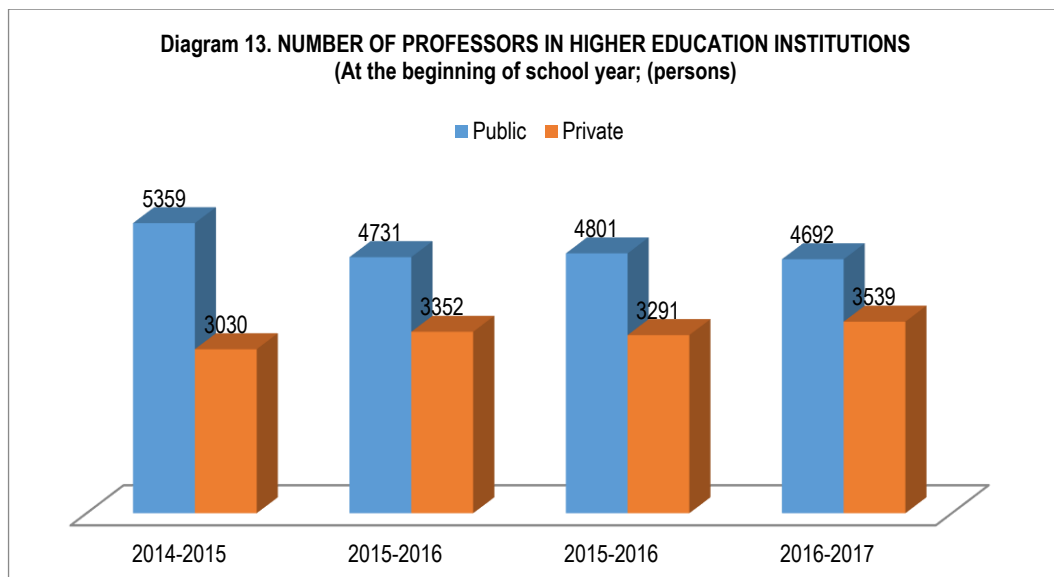
¹ The Same Source; pg. 74-75

- The drawback of such a rule of distributing state grant is also the fact that funding is in no way related to a student's academic achievement, while by the Western experience scholarship is based on studying. The student maintains a grant based on the results of the unified national exams in Georgia for 4 years. The student is not accountable to the grantor (state). In 2017, there was the issue on the agenda that the academic achievement should be the pre-requisite of maintaining the grant, which we think would increase students' motivation to learn and, in total, increase the level of teaching and learning in higher education institutions. However, unfortunately the idea remained an idea.

- Another disadvantage of the existing funding mechanism is a relatively privileged position of the private higher education institutions, which means that approximately equal number of students are studying with state grants in private and public universities. Accordingly, they receive almost the same funding from the state. In the conditions of absence of basic funding from the state budget the state studying grant is the only means of receiving financing from the state for the public higher education institutions, and since the private higher education institutions, unlike public ones, can establish tuition fees in any amount, their common incomes are significantly higher than the income of public institutions (Gulua, Ekaterine, 2012) (up to 8000 GEL).

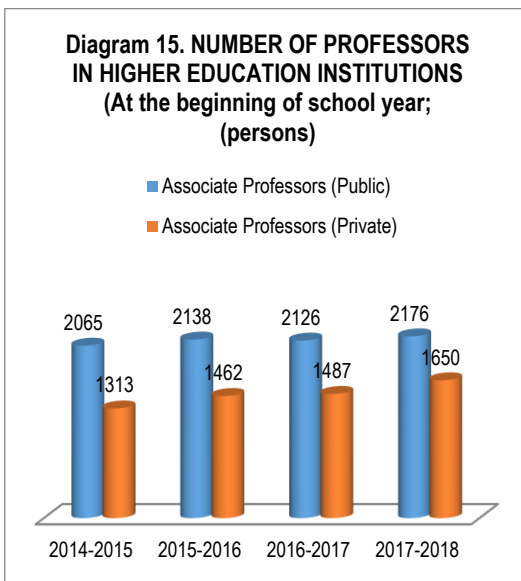
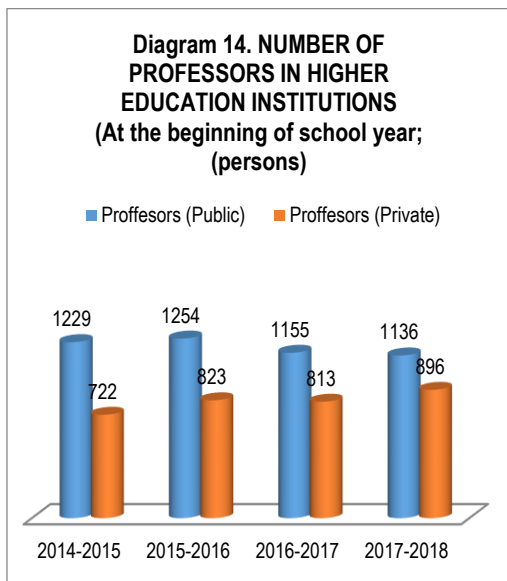
- Another weakness of the existing rule of financing is the low pay for academic personnel due to poor funding that will not be reflected positively on the quality of the studying and teaching processes.

The statistics of academic staff influence the costs of the higher education institutions on the one hand and on the other hand on its quality. Absolute number of academic personnel is reducing from year to year in the public sector and increasing in the private sector. At the beginning of 2016-2017 academic year 8231 units of professors were recorded. 36% in private, while 64% in the state sector¹ (**Diagram 13**). While the share of the total number of graduates in the private sector is 29% and in the state sector - 71%. This means that in the private sector the number of lecturers for a single student is more than in the public sector.

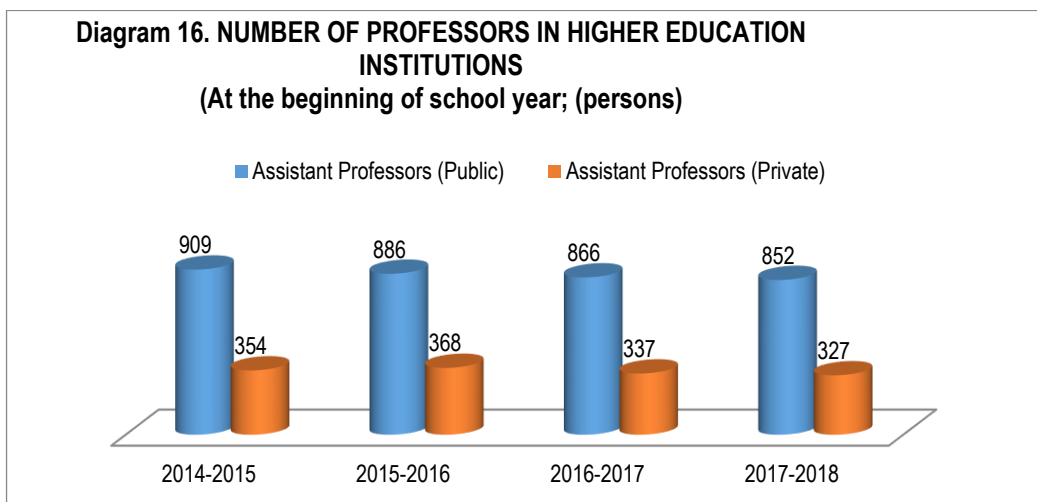


Interestingly, 24% of academic personnel in the state sector are professors and 46% - associate professors. There is almost a similar ratio in the private sector - 25% professors and 47% associate professors. The number of professors in the state sector is decreasing and the number of associated professors is increasing. In the private sector the number of employees of both categories is increasing² (**Diagrams 14,15**).

¹ The Same Source; pg 76
² The Same Source; pg 76



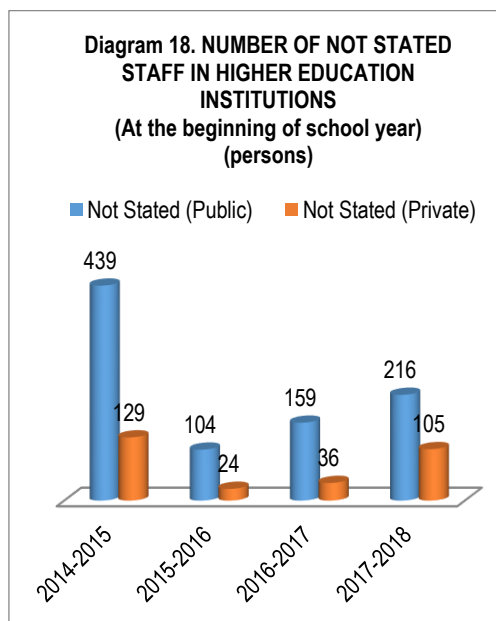
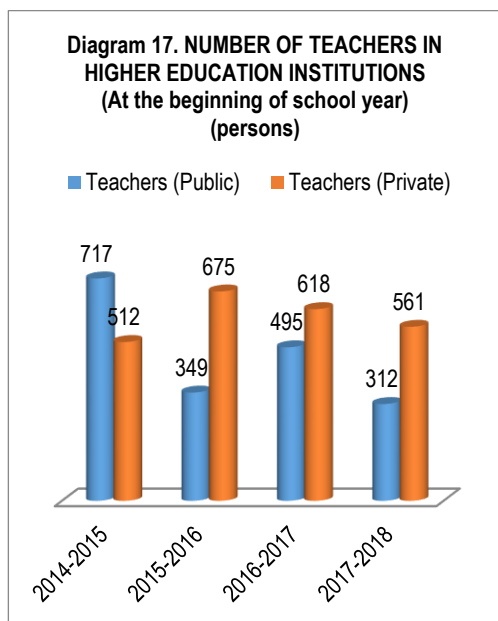
The number of assistant professors in the total number of the personnel in the public sector of higher education institutions is 18%, in the private sector - 9%. Their absolute number is decreasing from year to year in both private and public sectors, which means that less attention is paid to staff reserves¹ (Diagram16.).



The share of teachers in academic staff of state higher education institutions is 7%, in the private sector the similar indicator is 16%. Their dynamics in both private and public sectors varies. The share of non-identified academic personnel in the state sector constitutes 5% and in private sector - 3%. Since 2015 their dynamics has been growing in both sectors² (Diagrams 17,18).

¹ The Same Source; pg 76

² The Same Source; pg 76



The weakness of the existing rule of financing is also considered to be the fact that it is not socially oriented. From the fact that entrants get grants only by the results received at the national exams and it will be logical if we assume that the children of economically powerful families better manage to prepare for this exam, rather than the socially vulnerable people, and also the grant are mainly taken by those entrants who are less likely to need it. Unfortunately, there is no survey in social sphere of higher education financing in Georgia and this is only an assumption. However, it should be noted that the Law on Higher Education envisages funding of certain categories of students within the social program. In particular, the Government of Georgia with the consent of the Ministry of Education and Science will define the amount and condition of financing with state education grants within the social program of the enrolled students at the accredited higher education program at least with 6% and not more than 20% of the annual amount of financing with state education grants.

For the academic year of 2016-2017 in the higher educational institutions 2 520 000 GEL was allocated within the social program for the students who are studying on accredited higher educational programs based on the results of the unified national exams.

From this amount, 1 920 000 GEL was allocated for the students who are studying on accredited higher educational programs based on the results of the unified national exams of 2016, 600 000 GEL - for those students studying on accredited higher education programs based on the results of the unified national exams of 2014 and 2015.

It is important to optimize the expenditure structure by higher education institutions. Since the latter – the right balance between the long-term and short-term interests significantly determines the efficiency of institutions. It should be noted that the advantages of private sector subjects are higher in this regard, since their private interests, flexibility, independence provide results too. State institutions are less flexible, have other social commitments, are not free to dispose of property, which reduce the likelihood of their effectiveness.

In 2019, the total income of TSU was 71446360 GEL, incomes from economic activity (from tuition fee, studying grant, program and targeted financing and other activities permitted by legislation) amounted to 70% of the total income; the income received from the state budget (scientific research institutes and national scientific libraries) - 20%, from the National

Science Foundation grants - 6%; from international grants - 2%; from the state budget - state scholarship - 1%; from the state budget – it received 1% for the development of educational and scientific infrastructure¹;

In 2018 the total expenditure of TSU was 68208353 GEL, the incomes received from economic activity (tuition fee, studying grant, program and targeted financing and other activities permitted by legislation) amounted to 72% of the total income; the income received from the state budget (scientific research institutes and national scientific libraries) - 17%, from the National Science Foundation grants - 5%; from international grants - 3%; from the state budget - state scholarship - 1%; from the state budget – it received 2% for the development of educational and scientific infrastructure;

In 2018 TSU spent 74410395 GEL in total; 44% from them was remuneration; 31% - goods and services; 11% - increase of non-financial assets; 4% - subsidies; 10% - other expenses. Grants and social security do not exceed one percent².

The current incomes of Georgian Technical University which is the second according to the size, amount to 55 630 918 GEL in which 85% is for tuition fee – other incomes (lease, deposit, etc.) allowed by law are 10%; program funding received from the state budget - 4%; scientific research grants - 1%. The incomes received for facilitating the teaching of students with special educational needs (SSN) are insignificant. The costs amounted to 50 373 061 GEL. The expenses and representation costs of the staff and freestyle labor costs (40321058 GEL) are 80% of all expenses. For non-financial assets, it was 9.5%. The expenses and representation costs (40321058 GEL) of the staff and freestyle labor costs, business trips are 80% of all expenses. For increasing non-financial assets, 9.5% was spent.³

Iliani's income is 53 941199 GEL, income from economic activities is 76%; State subsidy - 8%; International grants - 8%; Local grants - 5% and programmed funding - 3%. The expenses amounted to 46 695000 GEL; The largest part of expenditure - 38,1% was spent on the remuneration of the freestyle employees, 33.8% - on workers' salary and the business trips and representative expenses in the total amount to 4%. Increase in non-financial assets amounted to 4 620 000 GEL. ⁴

Recommendations:

In modern conditions, special emphasis should be made on the problems of having access to higher education, inclusiveness, and the formation of the environment with equal opportunities. In the conditions of limited resources when distributing benefits, it is necessary to ensure the organic compatibility of the principles of effectiveness and fairness. These two principle cannot be effective apart from each other, in isolation. On the Georgian educational market in the conditions of intensive competition, practical solution to the challenges faced by the state higher education institutions directly depends on the qualified, competent, transparent and honest management of identification and generation process of the university priorities (Kharadze, Natalia; Gulua, Ekaterine, 2016).

Improvement of management, formation of democratic, transparent, fair systems would facilitate the optimal spending process of funds.

In the process of operating the budget process (at the stages of the consolidated budget project of the University as well as its realization) we should take the two key points - effectiveness and inclusion into account. The proper management of the university budgeting process is possible through the synergy of these two most important constituents. For the successful implementation of the functions determined by the management architectonics, direct involvement of the main actors - students, academic personnel, researchers, and the administration in these processes is essential. The strategic planning process of university budgets and determining priorities should be based on the principles that provide the specificity, measurement, reality, and timeframe of the goals (priorities) set.

It is necessary to establish in the university management the transparent approved principle of redistribution of responsibilities based on informed participation of stake holders in stable organizational structures, technology to ensure the purpose and transparency of university budget expenditures. Controlling these processes by the university community will help the staff to determine how efficiently the budgetary priorities of the university are defined, how well the budget

¹https://www.tsu.ge/data/file_db/sajaro/2019biujetitsu.pdf

² https://www.tsu.ge/data/file_db/sajaro/2018_clis_biujeti.pdf

³ http://gtu.ge/pdf/biujeti/damtkicebuli_biujeti_2018.pdf

⁴ <https://iliauni.edu.ge/uploads/other/50/50181.pdf>

serves the realization of tasks due to the direct mission and objectives of the educational institution. It will make clear how the sustainability of its organizational structures their proper, efficient functioning and cost-effective utilization of resources is provided. Without fully aware interested parties it is impossible to make decisions that provide sustainability of an organizational structure. Considering this circumstance is essential in the management process of any system. Ignoring this management principle of creating a system leads to destructive processes. The university budget should not be tailored to personal needs of individual privileged, narrow interest groups, and should not become a tool for realizing their hedonistic aspirations. The university resources should be used to make the qualitative improvement and renewal of the quality of the studying process and scientific researches, the full involvement of students in this process. The mechanism of management of university finances should be based on equal accessibility, competition and adversarial principles. Student projects should be financed based on competitions, by a specialized council in which students will also be present.

The current approach of funding is unsustainable and a significant increase in investment in higher education is needed to ensure that the sector remains viable and to satisfy the increased needs of the student and the market.

Receiving grants and other incomes except the state budget should be stimulated at the institutions. Commercialization of the university science (researches) and strengthening their applied aspects should become one of the priorities. For this purpose, contacts need to be activated with a business sector, government structures and the civil society. It is necessary to develop competitive educational programs with the involvement of leading scientists of the field, relevant field employers and students.

There is a sharp increase in demand from the state and private sectors on the sociological surveys to determine the perceptions and attitudes towards economic, social and political processes in the country. The abilities of university academic and scientific-research staff are not used in this direction, namely, the great traditions of Georgian sociological school. Special organizational structures should be created that will work on these types of orders. The positions of certain government agencies are surprising, they spend large sums on this kind of researches and for some reason do not use the resources of state universities (which are functioning under their patronage). They order the researches to the organizations whose reputation is sometimes suspicious. By the proper collaboration with the government one of the alternative sources of state funding may appear for state universities, which will additionally benefit both parties. During the transition from the centrally governed, administrative-commanding system to the economy based on the principle of market, free choice and responsibility, the state should implement and ensure the policy that supports an honest competition.

Today students' financing by the state does not depend on his/her academic performance. It is important to introduce transparent and fair mechanisms for partial or full funding of the socially unprotected contingent with high academic results who are especially talented, this should become one of the priorities of university budgeting. An organic, balanced settlement of market and socially responsible, socially oriented criteria of determining tuition fees is essential.

Switching to the tenure system and external reference mechanism is impossible without the care of highly qualified academic personnel and reproduction of scientist-researchers. The university budget should fully finance the students with exceptionally high academic motivation and research activities at the doctorate level. Provided that the staff, financed by the University, will remain in place for 5 years after the successful completion of the process and obtaining a doctoral degree and will serve the interests of the higher education institution¹. It is also desirable the budget expenditure of higher education institutions to consider training costs for staff.

The main hindering factor of the efficiency of financial management of state higher education institutions is the extremely low level of transparency in budget process management, at the stages of forming budget priorities, as well as during its approval and further implementation stages.

The lack of the data about functioning of higher education institutions, the lack of information systemic processing and analysis indicates the general state of the system, democratization of the management system, publicity, and in general the actualization of the topic will contribute to the expansion of the system and increase efficiency.

¹ Vakhtang Antia; Economy - oriented Education and the Management Priorities of the State Higher Education Institutions; Journal ECONOMICS; Tbilisi; December 2018. pg13.

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Problems and Advantages of Functioning of Microbiological Laboratories at the Regional Hospitals in Kosovo

Rudina Degjoni

Health Insurance Fund of Albania, Tirane, Albania

Ilirjana Loxha

Chief of Regional Hospital Laboratory of Peje, Kosovo

Abstract

The management of the microbiological clinical laboratory in the public hospital system in the Peje region is a reflection of the health of the population of this region. The problems and advantages of microbiological laboratory management are related to key elements of health management. The purpose of this study is to identify the laboratory services, to identify the problems, advantages of functioning and how they are solved by the management of hospital. In this study, we worked on the approach and findings of problems, priorities and problems of functioning of the microbiological laboratory at the regional level as the only public laboratory in the Peje region. The aim of the study is to improve the management of microbiological laboratory theory, the management of priorities, the examining techniques, and the organization of laboratory work at the Hospital of Peja. Based on the quality and quantity surveys we will improve the collaboration between management of hospital and doctors and how the communication and liaison with other factors influencing the daily processes of laboratory work. Secondly, the co-operation and development of clinic information is reflected; awareness of patients on the importance of laboratory tests; decrease of waiting time in receiving examination responses. Thirdly, some factors that influence and create problems in the progress of diagnostics such as communication, co-operation, outcome, and patient treatment in order to diagnose and timely treat the patient. Recently, the presentation of the interaction between the staff of the microbiological laboratory and the clinician physician has been presented with factors that have influenced the improvement of patient diagnosis and treatment. It has been proved that the operation of the public laboratory in the Peja region has affected not only the meeting of the needs and demands of the population but also the preservation of the public health of the population of Peja. The importance of the research is to conclude that the problems and advantages of the functioning of microbiological laboratories within the regional hospitals are a new approach, important for the quality management of timely and error-free diagnostic tests. The quality and timely provision of examinations for the population of Peja should be a new innovation in the management of public hospitals because it is directly related to the preservation of public health in the Pejë region. The evidence that the cooperation between the interior and exterior clinics of the hospital in Peja as well as the use of laboratory clinic knowledge, the reduction of errors in diagnosis, the reduction of waiting time for the patient are among the factors that will manage the problems of the laboratory in the Hospital of Peja.

Keywords: Hospital of Peje, laboratory, diagnostic services, quality of diagnosis, laboratory processes

Introduction

The vision of the laboratory of Peja hospital is to ensure the quality of diagnosis of the population of the Municipality of Peja, through an efficient hospital health system with resources that the hospital has. Also, his mission is to develop and expand further by integrating scientific-laboratory research with the professional excellence to provide quality services to its patients. In Kosovo, laboratories operate in the public sector (PHC, Hospitals) as well as in the private sector (non-clinic polyclinics or laboratories). Laboratories by their activity and procedures are divided into several categories as; microbiological laboratory, histopathology laboratory, biochemical laboratory, etc. Our objective is to study the problems in the microbiological laboratory, which affect the quality of the services they are provided. To identify whether safe and

sustainable cooperation between laboratory staff and hospital clinicians according to the relevant services has positively influenced the establishment of the ultimate diagnosis and accurate determination of antimicrobial therapy. Finding the final results of timely and quality examinations is another goal of this paper. Analysis the main factors of management and its interrelation with other internal or external factors of the hospital. Identify the difficulties and problems encountered in the microbiological laboratory of the hospital in Peja, their reasons and take measures to prevent them or further improve the quality of laboratory services. To identify the criteria of working organization in lab; the challenges of the functioning; the advantages of the functioning;

The patient's perception of microbiological laboratory services; how the quality of microbiological laboratory services affects

Regional Hospital of Peja

Peja Regional Hospital is the only ndary Secondary Hospital in Peja and is located in the western part of the city, on Mother Teresa Street. It started work in 1920 and has an uninterrupted tradition to date, (about 98 years). With 27 departments and units, 433 beds, 11 specialist ambulances and 7 diagnostic services participate in the Kosovo Protection Health Network covering 5 cities with 400,000 inhabitants. Provides clinical hospital service according to (Law on Health in Kosovo, 2013) and is a secondary health care institution in the public health sector as an organizational unit as well as by the Professional Services as its administrative and functional unit, in accordance with the Law for Health, (Statute of the Peja Hospital). Peja Hospital offers its services in the municipality of Peja. The Municipality of Peja is an administrative unit in the north-western part of Kosovo. It is part of the Municipalities of Peja, Istog, Klina, Deçan and Junik. The Municipal Administration Center of Peja is the city of Peja. Peja Municipality consists of the city and 95 villages. Peja Municipality is one of the richest municipalities in Kosovo. In 2003, the city has a population of 81,800, while the municipality has about 190,000 inhabitants. The Peja Hospital offers its services in the municipality of Peja. The Municipality of Peja is an administrative unit in the north-western part of Kosovo. It is part of the Municipalities of Peja, Istog, Klina, Deçan and Junik. The Municipal Administration Center of Peja is the city of Peja. Peja Municipality consists of the city and 95 villages. Peja Municipality is one of the richest municipalities in Kosovo. In 2003, the city has a population of 81.800 rezidents, while the municipality has about 190.000 inhabitants.

Diagnostic Laboratory of Peja hospital in Kosovo

For years, the provision of healthcare in Kosovo has encountered problems with the management of public laboratories. Diagnostic mistakes, incorrect diagnoses, wrong treatments, delay in response, continue in all care settings and harm an unacceptable number of patients. Therefore, obtaining the right diagnosis is a key aspect of health care as it provides an explanation of the patient's health problem and informs later healthcare decisions (Holmboe and Durning, 2014). The regional hospital of Peja, in Kosovo, is the only one secondary level hospital in Peja and is located in the western part of the city. It started work in 1920 and has an uninterrupted tradition to date, (about 98 years). With 27 departments and units, 433 beds, 11 specialist ambulances and 7 diagnostic services participate in the health protection network of Kosovo, covering 5 cities with 400.000 inhabitants. The hospital, provides clinical services according to (Law on Health in Kosovo, 2013) and is a secondary health care institution in the public health sector as an organizational unit as well as by the Professional Services as its administrative and functional unit, in accordance with the Law for Health, (Statute of the Peja Hospital). The laboratory service at the hospital of Peja is comprised of a clinical, biochemical, microbiological and pathological laboratory. These laboratories currently employ (n=32) general staff, (n=3) biochemistry specialists, (n=2) specialist microbiologists, (n=1) specialist pathologist, (n=23) are mid-level laboratories, and (n=2) administrators. Laboratory works based on the framework regulatory public legal helath in Kosovo. The clinical microbiological laboratory is installed within the hospital in Peja, while the other laboratories are private and operate within (IPHC and regional IPH branches). In the hospital in Peja, the internal laboratory activity consists of a range of approximately 85 clinical and biochemical examinations that respond to the internal disease service, Surgery Service, Anesthesia Reanimation Service, Obstetric Gynecology, Emergency, Acceptance and Ambulatory as well as microbiological examinations. In this lab there are many biochemical analyzes such as complete blood, fibrinogen, cholesterol, complete urine, hepar, azotemia, createnemia, glycemia, alkaline phosphatase, uricemia, total protein, calcification, faeces, occult blood etc. Finally, with the introduction of new cell-counter and photometric devices, the realization of examinations is raised to a more qualitative level. The installation and use of a contemporary analyzer has made it possible to conduct hormonal examinations at the Regional Hospital of Peja. The microbiology laboratory produces periodic reports (at least once a year) of the tests. Reports are viewed by clinicians, doctors, and hospital management. From reports the significance of tests, causes of morbidity, are important, because some examinations, tests reflect the "volumes of morbidity" for the hospital and regional

epidemiology of Peja. Laboratory reports are also important as they help to assess the risk and planning of preventive public health measures in the Peje region. They constitute a basis for finding critical cases in the hospital wards of Peja.

Some of the factors that have hampered and continue to hamper qualitative and quantitative work in the regional hospital laboratory of Peja, are related to (i) interaction between the microbiological laboratory and the clinical physician's staff affects the improvement of the diagnosis and treatment of the patients; (ii) the functioning of the Microbiological Laboratory within the Regional Hospital of Peja affects the fulfillment of the needs and requirements of Peja's population to carry out all microbiological examinations at the single public hospital in Peja region.

Research Methodology

The conduction of the survey took place during March of 2018, using qualitative and quantitative method. Their linkage was used to verify or reject the hypotheses of the paperwork and research questions raised at the beginning of our research. With random sampling, (n=91) patients (female and male gender) with various health problems were recruited at the Peja hospital for the period of March 2018. Their participation is subject to female gender and subject to male gender by 29.70% is male and 70.30% is females. The average age of the participating subjects that make up the total number of the patient subject diagnosed in the Peja Hospital is gender variable (male and female) and has been different. Age from 02 - 18 years old (n= 5.50%) subjects aged 19-25 years old (n= 13.20%) subjects age 26-35 years old (n = 23.10%) subjects 36-45 years old (n = 24.20%) age 46-65 years (n = 34.10%) age 66 - 75 years (n= 0) subjects. The questionnaires were asked to measure the variables of the influencing factors between the diagnostic work in the hospital's microbiological laboratory and the quality of the patients' diagnostics. It is important that the hospital management variable finds its problems from management and the role of hospital laboratory staff in the implementation of functional tasks. It will also be important to ask whether the waiting time of the patients to take the analysis should change and whether it should change or how much the clinician's diagnosis depends on the outcome of the microbiological analysis. For this purpose, international and local literature has been reviewed, the factors influencing the work of the laboratory have been carefully considered, as well as a review of the various issues related to laboratory work processes and their impact on the diagnosis of patients. Since our research refers to examinations and laboratory tests in a clinical hospital hospital laboratory we thought to interview a hospital manager as a person with functional responsibilities in organizing lab work and timely equipment with materials and reagents different things that are needed. Qualitative data gathered with a semi-structured interview interviewing the aforementioned persons. Interviews have been conducted with the hospital staff, the microbiological clinic of the hospital of Peja, including the laboratory manager, the manager of the hospital of Peja, representatives of other services of the Regional Hospital of Peja, the representative of the private clinic in the municipality of Peja. During our research there was no difficulty in collecting data or processing them. Our research is focused on literature theory, both domestic and foreign, in this theory we have reviewed the literature of authors of international foreign books who have mentioned the way of health management, hospital hospital management, role of laboratory quality, work processes in the lab and the obstacles that may be encountered during the patient's diagnosis. Qualitative method was used to answer the questions asked by the investigators, for which were interviewed the hospital doctors specialist, a representative of the private clinic of the municipality of Peja, a representative of the IPH of Peja and the patients examined in March 2018 in the municipality of Peja. The data collection tool consists of a self-contained questionnaire (Almoajel, Fetohi, & Alshamrani, 2014) with two (2) demographic questions (age and gender) but structured questionnaires for the health worker subject and patient subject examined at the Laboratory of the Peja Hospital.

The participants in the study were patients examined with different tests at the Microbiological Laboratory of the Hospital during March 2018. Patients were preliminarily verbally informed for the purpose of the interview, high regard was given to the confidentiality of patient data, they are informed for the purpose of the study, and they are provided for the confidentiality of the data and compliance with all ethical rules for the participating entities.

Results

Regarding to the role of management in the hospital the subjects, (n=94,5%) responded by sharing the same opinion that the priority in the work process of the laboratory depends on its management.

The subject thinks that the management of labor processes in the laboratory is in general a process through which the hospital and laboratory manager play an important role in other persons, as it relates to the organization, management of the functional activities of the laboratory examination process. The laboratory manager influences his participation in the

work group to carry out test activity in time. When a manager is effective, supportive, and collaborative, it helps in solving problems and working normally. To the question of whether subjects encounter problems during laboratory work, from the conclusions reached, the subjects responded that (n= 92.30%) of respondents think they are satisfied with the lab work process and a very small part of the participants (n=7.70%), thinks the lab has some technical problems such as lack of reagents, lack of qualified personnel. In the result of the question as to how satisfied the subjects are with the performance of lab work, from which it is presented graphically that the answer of (n= 97.80% of the participants think they are satisfied with lab work and a very small part of the participants (n = 2.20%), think they are not happy with working in the lab. the results of the question about the entity's impression regarding the lab service and its future prospects. From the answers, it is noticed that (n=86%) of respondents from the hospital think that the scope of this service will be very good, which means that the laboratory will continue to test examinations according to the requirements of the hospital clinician's doctor, test responses will to be accurate and that the quality of the patient's treatment will be guaranteed by the laboratory service. A very low subject (n= 13%) of respondents give the result that the laborator service will be on an average scale for the future, meaning that there are some elements of non-consent to the lab's workflow by the staff. With a randomized order based on the literature of the health and laboratory management theory and the above discussed, the factors related to the level of equipment used in the laboratory were determined and how they affect the quality, quantity, speed, ease diagnosis, in the factor of the professional elements of the laboratory work, in the professional level factor of the medical staff, the technical laboratory, in the patient's orientation for giving the response by the doctor, in the communication factor the physician service - the laboratory physician; nursing service - technical laboratory; laboratory physician - patient; service doctor - patient; in involving the education and training of laboratory professionals, in the work methodology to be followed in the laboratory, in the factor of opportunity to change the current working situation in the lab; the opportunities that management will have to prepare vocational training courses for further education and training of its staff, and their adaptation to the latest laboratory testing methods.

With regard to the equipment level, (n=49%) of them think that the use and level of the current laboratory equipment are very good and that only (n=37%) of them think they are of an average level. Regarding the factor of the professional elements and the practice of laboratory work, subjects consider that this element (n=74%) is indispensable.

While (n=79%) of respondents express the opinion that the level of professionals in the lab service should be very good, as it is the key factor in the quality implementation of the testing process in the laboratory service. (n=71%) of participants rated the patient's orientation factor as an important factor in reducing the patient's waiting time at the speed of their treatment. (n=62%) of participants think that the communication factor is important in the performance of the work. This factor is related to the other elements outlined above, giving priority to the coordination of the functional process of patient examination according to contemporary standards. (n=55%) of participants are of the opinion that the inclusion factor of laboratory professionals in further training is an indicator that needs to be taken into account by hospital management to create new spaces in staff involvement in training programs.

The percentage of correspondents is low in this determined factor by providing the managers with the message that staff needs and wants courses, conferences, training with subject management of the lab.

(n=59%) of subjects give the result regarding the establishment of standards and medical protocols in the microbiological laboratory. This is an important factor in changing the professional and medical aspect of the microbiological laboratory at the hospital in Peja.

(n=46%) of research participants think of the possibility of changing the situation at the hospital's laboratory as a separate aspect, they agree with the view that the processes need to be changed.

If this factor is related to other factors, it is understood that quality, co-operation, patient waiting time, institutional communication with hospital service colleagues should be priorities of the lab manager's work in co-operation with the principal manager of the regional hospital in Peja. A lower percentage of about (n=42%) and (n=48%) of subjects join the three factors of changing the aspect of lab work, and they are adapting the laboratory to new equipment, which is more related to budgeting policies the hospital regarding the purchase of equipment and their installation in the laboratory, the factor of course preparation is related to the management of the human resources department to draft annual training programs for its employees according to the needs of various hospital services including laboratory service of this hospital. And finally, the factor of on-going training and education is accompanied by (n=48%) of the subject's response that this is

a very important factor to manage the future of the microbiological laboratory work as the only public service in the Peja region.

From the answers that emerged regarding the personnel's thinking about aspects of interaction between the laboratory and the clinical physician's staff by setting up some triangular factors in the triangle clinician, hospital physician, other laboratory staff. From the resulting answers, it turns out that interaction is related to some of the factors selected in our case such as collaboration, process coordination, professional communication, visits and patient case-related.

Discussion

The analysis of the results of our study answers the research question about the problems and advantages of the functioning of microbiological laboratories within the work of regional hospitals.

From the results analysis it is clear that the laboratory staff 94.50% think that the hospital and lab management affects the performance of the work. So the advantage of laboratory operation is related to the important management factor. Based on health management theory, it is argued that effective laboratory management requires hospital managers to provide guidance and organization to make things timely, according to the needs of patients with positive results without error in diagnosis.

Strategic planning, human resources management, and quality management are all important elements of a rigorous laboratory work organization. Labor market satisfaction shows that laboratory service is being offered to the goal of placing laboratory care, patient care, and continuity of tracking the work process from the moment of taking the tests up to their output, thus producing immediate response to laboratory tests. From the analysis of the results obtained from the questionnaires it was shown that 74% of the laboratory staff think that the professional and practical elements are important in their work as well as the professional level of the staff should be high. The microbiological laboratory achieves professional-level growth from positive laboratory practices. Positive results are a direct result of the implementation of medical standards by a professionally trained staff. Equipment and practical work controls in the microbiological laboratory are another factor derived from our data analysis analysis, where the laboratory lab methodology applying lab standards and protocols is important for a high percentage of respondents. As only 59% of them think that the lab should invest more in changing the aspect of its work. The analysis of the results represents the cooperation, interaction, communication between the staff of the Microbiological Laboratory and the specialist physician of Peja hospital, this interaction has affected the improvement of patient diagnosis and treatment. The management of the lab has provided direction at what level of health is the laboratory examination service and that the laboratory manager has provided and is providing the "way" to reach the appropriate quality of the microbiological service at the regional hospital. Interpretation of laboratory data presents many challenges, such as pre-analytical factors, and depends on successful laboratory management and collaboration with the hospital physician. Direct interaction between the clinic and the laboratory is needed to be at a high level of cooperation and liaison.

When the patient's specific health issues are unsafe for the doctor, it is the laboratory who becomes the principal consultant of the doctor and the patient. The better the co-operation, the education, the better the knowledge will be the result. The lab manager has clear strategic objectives of his work. Effective laboratory management at the Peja Hospital has used professional "talents" as it is working with people who are practicing their profession accurately and without errors in testing. However, the analysis of the results shows that the aspect of changing the lab's work in the future will need to change the elements (i) qualified personnel; (ii) dedicated people and (iii) task-oriented managers to achieve the lab's work goals. These elements will provide, inter alia, the ability to change functions in long-term strategic work management labs in the lab. Laboratory health management will be based on long-term management plans of the hospital that will have an impact on all operational levels of the laboratory. Daily operations of laboratory work processes are needed to meet immediate reagent planning needs, quick decision makes for safe testing, organization of workflow, process management, and communication with hospital doctors.

Conclusion

These conclusion and recommendations are advised for further improvement of the functioning of the microbiological laboratory as the only public service in the Peja region and relate to (i) increase interaction, cooperation, communication between the laboratory and the clinical doctor to improve timely diagnosis and treatment of the patient; (ii) measures in the supply of materials, laboratory reagents, in order to fulfill the needs of the population of Peja region (patients) in order to

carry out microbiological examinations at the hospital in Peja. (iii) increase the cooperation between the hospital manager and the lab manager through more frequent working meetings, to discuss the problems of the hospital and the laboratory; (iv) review and discussion of statistics and monthly / yearly results of laboratory work outcomes and drafting of working plans in the framework of discussions with hospital doctors; (v) traditional labor change in the lab and its transition to new contemporary management processes (qualified personnel, dedicated people and task-oriented managers to achieve the work goals in the microbiological laboratory of Peja Hospital); (vi) establishment of clear laboratory lab objectives based on modern diagnostic operational processes in accordance with patient needs; (vii) increase coordination and cooperation with the doctors of different hospital departments or with other public health institutions of Peja region; (viii) further improvement of professionalism, quality of lab work, timely patient information, speed and professional communication.

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Grades in the Education System: A Poor Solution but at the Same Time a Necessity

Luiza Myrtaj Nezha

PhD candidate in European University of Tirana, Albania

Abstract

This paper aims to provide a judgment for the assessment of the students of the pre-university and university system with grades, will be discussed for the grade as a "bad" necessity for assessing students. Grades are the results of the previous achievements achieved by students, are called evidence of a student knowledge and are an informative tool for parents to know their child's achievement. Grades can never be used as a medal for the student behavior nor as a penalty tool against them. Quantitative methods with qualitative approaches are used in the methodology of the paper. A total of 50 students and 10 teachers from the "Skënder Luarasia primary school in Tirana have been interviewed. It has been concluded that in Albania the grades system has not yet come out of fashion and it is seen as an assessment system for student achievements.

Keywords: assessment, teacher, student, grade

Introduction

Competency-based curricula that is being implemented in the pre-university education system is accompanied by a variety of documents including a class register, a personal classbook, a school certificate and the personal number of each student. The assessment of students in our country is done through a grade system which start from grade 4 (four) to 10 (tenth). This assessment has remained the same as in the old curriculum and the new curriculum.

Types of assessment under the new curriculum are as follows:

1. Continuous assessment is done by the teacher with marks or symbols that are accompanied by comments in the personal classbook or evidence.
2. The assessment test is performed not less than three tests per year, which are foreseen in the annual subject plan of the teacher.
3. The evaluation with portfolio / file is accomplished through written assignments, projects, researches, thematic works etc.
4. Periodic evaluation is performed at the end of every 3 months where the teacher evaluate students achievements based on continuous assessment, test assessment and portfolio evaluation.
5. Every end of the year the final assessment is performed based on the class register, personal classbook and school certificate. Based in the new curriculum the final assessment is calculated by means of the formula above:
 $(NVV \times 0.4) + (NTP \times 0.4) + (NVP \times 0.2) = \text{Final Score}$

Assemble these products and fill in the full number (eg. $7.7 = 8$).

REVIEW OF LITERATURE

The application of the grades in the educational system has been a problem for many years for all: students, teachers and parents. As noted above, the grading scale in our country is based on a ten point system. Ten (very good) being the highest and four through to one it represent the failing grades. Students aren't assessed for their behaviors or manners, but for their achievements, their academic knowledges and learning outcomes. Grades are a motivation for high achievement and a testimony for these achievements. They are also an informative tool for parents and a measure for their children academic

achievements. European countries do not apply the same grades system as in us. In an interview with "Shqip" an albanian newspaper, Prof Behar Gjoka revealed: "I recall a personal case in 1995 when I was in Denmark and the score that was given to the student was 5.36. Grade, at times, it appears as a student's interest. Now it is the interest of the student, the parents and the teachers, which means that from a simple measuring level has turned into a formal and sometimes misused level of knowledge presence or lack of knowledge.

Artan Fuga reveals that: "The grade system is out of fashion nowadays. This system applied at the Albanian schools, resembles working days that were given as a miserable reward to the former members of the agricultural cooperatives in the time of albanian totalitarian socialism".

Unfortunately, grades can be used in some cases as punishing tools. There are teachers who rely only on the power of grades to discipline their students.

Professor Behar Gjoka explains:

"In order for the school to create the chance that tomorrow we won't be as we are today, measuring the level of knowledge by summarizing the assessment into a number which in some cases represents the level of knowledge, but in a few cases represents even the level of an informal relationship. We must extinguish the cult of the grades in order to raise a new one: the cult of knowledge".

In our society even an individual's and personal assessment is done based on grades. If you get good grades, you are a good girl / boy on the contrary if you get bad grades you are a failure for the society.

Dritan Nela, an education specialist, explains: "The actual educational system does not promote meritocracy, desire for knowledge, development of skills, and the cultivation of conscience for justice. I think that before changing the shape or color of the label, it is necessary to change the prerequisites that determine the process and product of the education system."

The teachers and students at the school where the survey was conducted disagree with the opinion of the specialists. What will we see in the analysis of the findings

Internal and external factors that affect a student grade and performance are:

*Transition from primary to secondary school The move to secondary school means a number of major changes for all children. Most children will cope with these and feel accustomed to the changes by the end of the first couple of weeks. This change can affect the children's performance and grades.

* Family-related factors can play a critical role in a student's academic performance. In urban areas most working parents are too busy to care about their children's performance, causing children to lose their academic focus. Furthermore, living in poverty also can distract a child from academics because survival becomes a more immediate and pressing priority. Both of these examples include situations in which the parents are not intentionally harming a child's education, but such cases still can impact the problem. In extreme examples, if a parent or other family member is abusive, that situation easily can consume a student's attention and cause his or her academic performance to decline dramatically.

* There are some reasons for poor performance that are specific or related to the students such as bullying.

*Technology. Spending an amount of time on tablets, mobile phone scrolling through internet pages can distract children from their main priority: the school.

METHODOLOGY

"This thesis is based on the quantitative method supported and by the qualitative approach. Combining this two, quantitative and qualitative methods helps us to provide the most accurate results. The research base that we used for this study was the primary school "Skender Luarasi" which is located in Tirana. The sample of students was selected in accordance with the design of the study and the method and the type being implemented. The sample was selected with the random selection technique. A total of 50 students were interviewed at the primary school "Skender Luarasi".

The data collection process was performed by the author of the study with the assistance of the principal of the school and teachers. The research was conducted on the basis of two quantitative research methods which includes questionnaires for

students and teachers and qualitative methods conducted through interviews with 5 female students of IX-th grade and 5 male students also from the IX-th grade.

RESULTS

In the graphics below we present the results of the questionnaires which were completed by teachers and students.

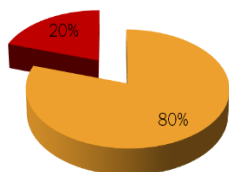
Students Questionnaire

Question nr.1.

Is the grade system valid for you?

The students gave the answer which is reflected in the following graphic.20% of 50 students responded negatively.80% of 50 students validated the grade system.

PO JO



Graphic nr.1

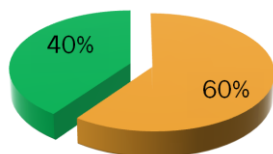
Question nr.2

Are you assessment with other forms rather than grades in your class ?

60% of the total of 50 students responded that there are other forms of assessment as well as signs and symbols and portfolio rating performed by teachers, while a small number (40%) claim that there are no other forms for their academic evaluation. This response is reflected in graphic nr.2.

2.A vlerësoheni ju me forma të tjera?

PO JO

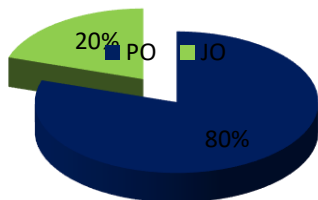


Graphic nr.2

Question nr.3

Do you think that grades system is unnecessary in the assessment of academic knowledge?

80% of respondents gave the opinion that another system should be found, while 20% of them think that the grade system is fine.

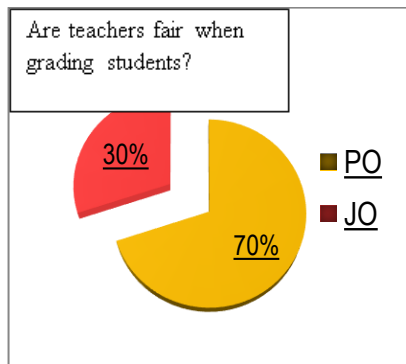


Graphic nr.3

Question nr.4

Are teachers fair when grading students?

If we see the graphic nr.4,70% of the students claim that YES they are fair and 30% of the students claim that NO.This 30% of the interviewed students believe that most of teachers fail to give grades to students that are as valid as they should.



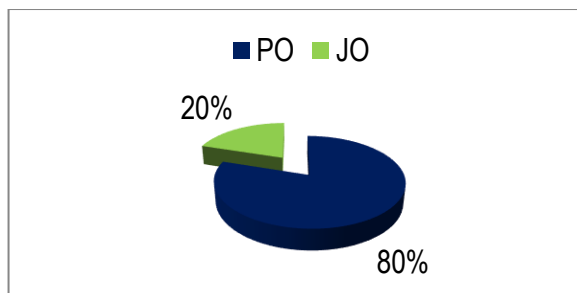
Graphic nr.4

Teachers Questionnaire

Question nr.1

Have you ever assigned grades without giving any explanation? 80% of the teachers responded with YES, and the other 20% responded that this never occurred to them.

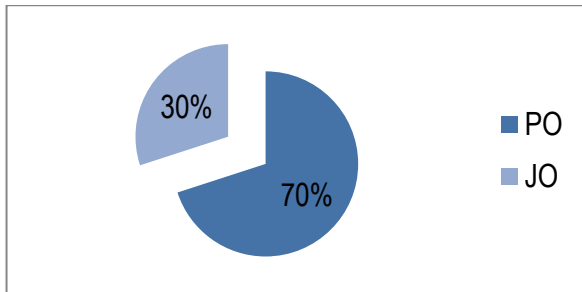
The chart below illustrates better the answer given by teachers:



Question nr.2

Do you agree with the opinion that the grade system its not efficient ?

You can find the answer in the graphic below.



Let's move onto semi-structured interviews.

5 female students of IX-th grade and 5 male students of IX-th grade participated in semi structured interviews. Their thoughts are as follows:

Are grades a reason to motivate yourself to have a highest result?

Four (4) female students agreed with the idea that grades motivated them to get the best outcomes in the lessons, while one of them thought they played no role in their motivation. Boys shared a different opinion. For none of them grades don't play any role in the motivation department. They explained that grades are not accurate measures of the student's achievement because they do not communicate the truth about the level of the students academic achievement.

Did grades serve as a motive to have an argument with the teacher?

Four of the female students responded that they never had an argument with teachers in for this topic, while the boys responded that this happens frequently.

CONCLUSIONS AND RECOMMENDATIONS

The grade represents a combination of each student's academic knowledge, overall performance (the quality of work the student produces), and the student efforts.

Grade is a bad necessity.

Grade should be used as a reward not as a threat or penalty.

The teacher should provide guidance on the grade rating criteria in order to avoid conflicts

Teachers should be transparent in the assessment process of their students.

Teachers shouldn't judge their students when they are evaluating them.

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A Mapping of Actors Gender Disgrated Data and Information Programs and Projects and Rural Development Projects in Iraq

Husham Qasim Saudi Al-Rikabi

Aaedah Mousa Kadhim Al-Rikabi

Abstract

Poverty and hunger are considered social and economic pests for Iraqi households in urban and rural. Most of rural people do not educate their girls or make them leave school which is known as education leak, The absence of respect women culture because of traditions and hereditary norms in rural has a negative reflects on women channel that lead to unequally between man and women in rural and urban. This paper seeks to highlight the gender data available and the ongoing programs of different stakeholders committed to the advancement of the conditions of Iraqi women living in rural contexts, also includes a thorough review of literature to shed light on the data available, gaps in data, and the hindrances behind lack of data. The paper highlights major activities delivered by ministries and institutions of the Iraqi government, and other stakeholders' interventions, such as NGOs, International Organizations and agencies. Analyze the information gathered in the attempt to transfer those information in an analysis of strengths, weaknesses, opportunities and threats concerning the increased availability of sex disaggregated data and gender in rural contexts. The paper recommended implementing Capacity building programs for stakeholders, on gender issues and on how to mainstream gender at the various stages. Women's increased access to educational and training opportunities not only increases their participation in the labor force but also expands the range of occupational options available in the market. The vulnerability of poor women in Iraq is closely linked to illiteracy and low levels of education. Thus, adult literacy programmes must form part of gender mainstreaming efforts; there is a need to create awareness for women and men to venture in the 'nontraditional' and stereotyped careers; make use of media to enhance women's role in peace building. Media continues to dominate as a powerful messaging tool in the post conflict environment. Engaging men and women in media.

Keywords: Mapping of Actors Gender Disgrated Data, Information Programs, Projects, Rural Development Projects, Iraq

Introduction

This technical report seeks to highlight the gender data available and the ongoing programs of different stakeholders committed to the advancement of the conditions of women living in rural contexts. The report includes a thorough review of literature to shed light on the data available, gaps in data, and the hindrances behind lack of data. The report highlights major activities delivered by ministries and institutions of the Iraqi government, and other stakeholders' interventions, such as NGOs, International Organizations and agencies. Furthermore, the report will seek to analyze the information gathered in the attempt to transfer those information in an analysis of strengths, weaknesses, opportunities and threats concerning the increased availability of sex disaggregated data and gender in rural contexts. The report concludes with a set of priorities for the production of gender-disaggregated data in agricultural and rural development statistics.

Background

Iraq is an agricultural country. Although a considerable portion of its agricultural lands are under irrigation, it still depends highly on rain fed agriculture for grain and sheep production. Rain fed agriculture is practiced in the northern parts where the mountains, foothills, and Jazeera desert are located. Land potentially suitable for agricultural production however is not more than 27 percent of the total area of the country. The rest includes deserts with extremely low rainfall and rocky/steep mountains which are the natural grazing grounds for the millions of head of sheep and goats in the country.

The total area which has been used for agricultural production is about 8 million hectares which is almost 67 percent of the cultivable area. However, due to certain limitations such as soil salinity, drought, shortage of irrigation water in summer, fallowing and the unstable political situation it is estimated that the average area actually cropped each year ranges from 3 to 4 million hectares. Livestock constitutes an integral part of farming systems. Traditionally farmers keep livestock to enhance farm incomes and satisfy their basic food requirements. Sheep, goats and cattle are the most important livestock, supplying meat, wool, milk, skins, and hair.¹

From 1990-2011, the GDP for the agricultural sector achieved a combined annual growth rate of 1.6%. This rate is relatively low if compared to the GDP growth rate at constant prices for the same period of 3.6%. In 2010, there was a 17.2% increase in the GDP at constant prices over 2009, reflecting real growth in the contribution of the agricultural sector to the GDP, which rose from 7.3% in 2009 to 8.1% in 2010 (despite the droughts in Iraq during 2008-2009) and 7.6% in 2011. This indicates relative success in the agricultural sector as a result of the relative improvement in infrastructure, technology and knowledge of cultivation and irrigation methods, as well as the results of the agricultural initiative.²

Understanding the role that gender plays in agricultural production is critical for designing agricultural policies to increase productivity and enhance economic growth and to reduce poverty³. A better understanding of the role of gender in the agricultural sector could greatly increase productivity, reduce poverty, and improve food security.

International Framework and Iraqi Political Will and Commitment

The most important agreement binding governments to promote women's rights is the **UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** that was established in 1979. The Convention was ratified by Iraq in Aug 13, 1986. According

To the Combined fourth, fifth and sixth periodic reports of States parties Iraq in 11 January 2013 under article 18 of the CEDAW Convention, Rural women combine duties in the home as mothers and wives with work outside the home in farming. Women are productive workers and make up one third of all rural workers. In common with other sections of Iraqi society, the situation of women has worsened as a result of war, sanctions and crises and the ensuing political and sectarian violence, which was not confined to the cities but spread into the countryside. This has had a direct impact on the level of services, despite efforts of the Government health sector to continue providing health services in an orderly manner⁴

CEDAW's Committee Concluding Observations on Iraq's Periodic Report, March 2014

Article 14

The Committee recommends that the State party:

- (a) Conduct awareness-raising campaigns on the importance of the participation of rural women in development projects as decision makers and beneficiaries
- (b) Strengthen its efforts to address the needs of rural women and ensure that they have equal access to health-care and social services, education, clean water and sanitation services, credit, fertile land and land ownership, and income-generating opportunities.

The Committee notes the information provided by the State party's delegation with regard to the continuing efforts to integrate human rights principles and values, including equality between women and men, into school curricula. It also notes the efforts of the State party to address the high illiteracy rate through the enactment of Act No. 23 (2011) and its application through a number of measures such as the establishment of literacy centres at the local level. The Committee is concerned, however, at:

- (a) The reported continuous increase in the illiteracy rate, in particular among rural girls and young women between 15 and 24 years of age (33.6 per cent);

The Committee recommends that the State party:

- (a) Ensure that gender stereotypes are removed in the context of a revision of the curriculum and textbooks;
- (b) Strengthen its efforts to increase literacy rates within the framework of Act No. 23 (2011), in particular among girls and young women in rural areas, and set time-bound targets and monitor their achievement;

¹ <http://www.fao.org/ag/AGP/AGPC/doc/Counprof/Iraq/Iraq.html>

² Ministry of Planning, National Development Plan 2013-2017, Agriculture and Water Resources, Jan. 2013.

³ Cheryl Doss, Data Needs for Gender Analysis in Agriculture, IFPRI, April 2013

⁴ Fourth, Fifth And Sixth Periodic Reports of States Parties Iraq, 11 Jan 2013

The Committee recommends that the State party:

- (a) Strengthen its efforts to address the high rates of cancer, in particular breast cancer, by, inter alia, developing a strategy setting specific targets in coordination with the regions and governorates to improve prevention, early detection, treatment and psychological support for women and girls with cancer and by allocating adequate human and financial resources for that purpose;
 - (b) Adopt specific and well-coordinated measures to address the continuing deterioration of environmental conditions in order to reduce the incidence of birth defects in children and cancers and miscarriages in women;
 - (c) Improve women's access to health-care facilities and medical assistance by trained personnel, including by women health-care professionals, especially in rural and remote areas;
- Elimination of All Forms of Discrimination Against Women (CEDAW)

Another vital intergovernmental agreement is the Declaration and Platform for Action for improving the status of women approved at the UN's Fourth World Conference on Women in Beijing in 1995. The Beijing Platform for Action includes goals and steps to be taken in twelve critical areas of life to improve the position and influence of women and girls. All member countries of the UN are bound by the Platform for Action, including definitely Iraq. The Platform for Action stipulated the production and dissemination of gender disaggregated data and information for planning and evaluation.

In the guidance note for the preparation of national reviews Implementation of the Beijing Declaration and Platform for Action (1995) (in the context of the twentieth anniversary of the Fourth World Conference on Women and the adoption of the Beijing Declaration and Platform for Action 2015), countries were requested to provide information and the processes that have been undertaken to collect data on the situation of particular groups of women such as rural women. The guidance paper encouraged countries to provide information on indicators used at the national and local level to monitor the situation of gender equality and empowerment of women.

FAO's Policy on Gender Equality

FAO's policy on Gender equality that was published in 2013 states that FAO will integrate gender issues into all facets of its work and that gender mainstreaming must become standard practice in all its normative work and all its regional, sub-regional and country-level programs and projects. This action requires that all of FAO's information sharing and knowledge management activities, work on developing normative public goods, policies, country programs and projects, and technical interventions adopt a gender mainstreaming approach by incorporating gender analysis, using sex-disaggregated data and paying attention to gender-differentiated impacts¹.

The value of gender (NDP, 2013-2017)

The Iraqi state is addressing gender issues based on its strong belief in the importance of gender equality in rights and responsibilities that is reflected in the Iraqi constitution that consecrates equality among male and female citizens in all rights and responsibilities and in all fields (political, economic and social). Moreover, Iraq has ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Children and other international conventions and instruments related to women. The establishment of the Ministry for Women's Affairs in 2003 reflects the State's commitment to these goals by founding national mechanisms and bodies that are conscious of women's affairs and that operate at the highest levels to detect and monitor the recommendations of international and regional conferences, charters and conventions, to empower women in all fields and domains.²

Sociopolitical Challenges for Women³

Legal, social, personal and economic challenges characterize Iraqi women's participation in the economic sphere. Under the 2005 Iraqi Constitution, women enjoy equal rights to employment without discrimination, but certain discriminatory elements remain within Iraqi law, which delineates women's economic choices. More problematic are the general assumptions within the Iraqi tax code, Personal Status Code and Penal Code about the roles of men and women. These assumptions reinforce women's roles as mothers and homemakers and preclude their full exercise of choice and economic independence. Women's economic independence is further complicated by the complex web of personal relationships that women develop with their parents, brothers, spouse, children and neighbors. In many ways, Iraqi women are taught that

¹ FAO Policy on Gender Equality, FAO, Rome, 2013

² MoP, National Development Plan, Baghdad, Iraq

³ UNDP, women's economic empowerment integrating women into Iraq economy, Sept.

their options are limited or can be limited by an influential male in the community. From an early age, a family may remove a daughter from school for a number of reasons including the belief that she does not need an education to be a house wife or homemaker. As an adult, the neighbors' may harass and gossip about her because they disapprove of her work outside of the home. As a widow or divorcee, poverty and lack of job experience may force her to return to the home of her parents where she will again become the ward of the oldest or most responsible man in the household Female Heads of Household and various other groups of Iraqi women also lack access to financial resources and social benefits such as social security, pensions, and food distributed through the Iraqi government's Public Distribution System. The breakdown of the social security network due to sanctions, conflict and the decline of the rule of law has impacted many women, but female-headed households the most as many of these lack a primary income earner.

Displaced Women and Women in Conflict

Years of protracted conflict have continued to produce dramatic changes to family structure with approximately 1,6 million widows⁵ in Iraq and even more female-headed households. The ongoing conflict with ISIL has increased the number of widows and female-headed households.

Violence against women is prevalent in all forms and occurs in peace-time, during conflict and after conflict. Already affected by years of economic sanctions and armed conflicts, Iraqis, particularly women and girls, have been negatively affected by the deteriorating security situation in recent months. The ongoing conflict with armed groups including the Islamic State in Iraq and the Levant (ISIL) has forced nearly 2.5 million people¹ to flee their home since January 2014. In the recent wave of displacements, more than half of displaced population (51%) are female². Violence and conflicts have impacted differently on men, women, girls and boys. In Iraq, women and girls have been subjected to gross human rights abuses such as abductions, killings, trafficking, torture, forced marriage, as well as exposed to risk of Sexual and Gender Based Violence (S/GBV). Following the seizure of Mosul in June 2014, ISIL established a pattern of sexual slavery, abduction and human trafficking

Procedures taken to improve woman situation in Iraq³

Iraq works too hard to eliminate gender discrimination and to prompt woman situation. There are many of legal texts included in Iraq legislations aim to gender equality coincide with human rights. Iraq signed the convention of anti-discrimination against women through the code No. 66 for 1986 in 28th June 1986. Iraq endeavored to commit to all items of the agreement although challenges including impact of violence on woman status in Iraq after 9th April 2003 especially terrorism. Procedures and policies aiming to protect woman from violence and all forms of discrimination have been taken.

Status of Rural Women in Iraq 2014⁴

Iraq takes important steps and makes a great progress to enhance woman status and her position in society through ratify on the international treaty, issued many of laws and legislations to enhance and empower women in economic, political, cultural and social as well as transformation program and interesting in rural women as set forth in:

Rural women program: General Secretariat of the Council of Ministers has specified amount of money to carry out project on Iraqi rural women with the supervision of State Ministry for Women Affairs to study the problems faced by rural women and propose solutions to them.

Fund for rural women development: Granting financial loans for rural households help them to find a small project to earn their living.

Training and awareness of rural women: Held training courses concern rural women development, their problems and how to deal with it.

¹ IOM'S DISPLACEMENT TRACKING MATRIX (DTM), 26 FEBRUARY 2015, P. 1.

² IOM'S DISPLACEMENT TRACKING MATRIX (DTM), 26 FEBRUARY 2015, P. 1

³ CSO, Iraq Man and Women Statistics 2014, P3

⁴ CSO, Status Of Rural Women In Iraq 2014, Baghdad,Iraq

Main Problems Faced by Rural Women:

Poverty in rural

Poverty and hunger are considered social and economic pests for Iraqi households in urban and rural, and to draw policies and put plans to progress and decrease poverty we must make search of poverty conditions, monitoring, show its reason and location. In rural percentage of poverty was (30.7%) and poverty gap was (7.6%) by IHSES for 2012

Education in rural

Most of rural people do not educate their girls or make them leave school which is known as education leak, more than half of women never finished their education because their parents not allowed them to attend school as set forth in figure () this need to make household be aware of women role in community. Result of I-WISH for 2011 showed that women aged (15-54) not complete their education (28.9%) and (24.4%) of women willing to complete their education and (30.4) of women willing to attend.

Results of IHSES 2012 shows that percentage of illiteracy aged (12 +) years of age was very high that correspond to (43%) while women with BA degree was decrease about (1%) of total women this was because of traditions and social norms in rural that (49%) of rural women aged (12 more) not complete their education because of social reasons.

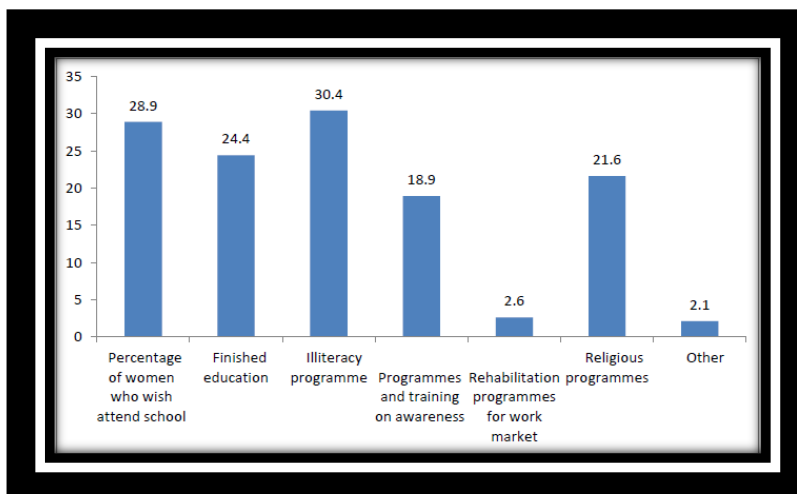
Centers of illiteracy

The absence of respect women culture because of traditions and hereditary norms in rural has a negative reflects on women channel that lead to unequally between man and women in rural and urban. Many actors have worked hard to help rural women to overcome their ignorance and illiteracy by data of executive org. for illiteracy in Iraq, this org. has opened (5699) centers about (2652) for women, (1842) for men and (1205) mixed centers. The Number of women who attend these centers in rural was (50719).

Preference male to female

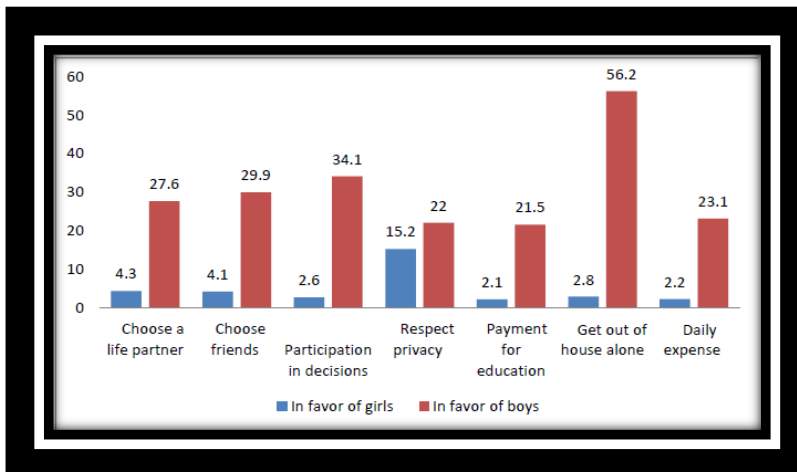
In rural households there are habits preference girls to boys in most cases and this percentage different between girls and boys in favor of boys by (I-WISH) for 2011 as set forth in figure below.

Figure (1): percentage of rural women aged (15-54) who do not complete their education by programme type that desire to attend for 2011



Source: results of I-WISH for 2011

Figure (2): percentage of difference in raising girls and boys within household by norms of rural women aged (15-54) for 2011



Source: (I-WISH) for 2011

National and International Stakeholders Involved in Gender Activities In Iraq With Focus On Stakeholders Targeting Women Living In Rural Contexts

In Iraq there are many agencies, organizations and other stakeholders committed to the promotion of gender equality and working on their own gender mainstreaming initiatives:

Ministry of Planning (MoP)¹

Established at the 1959, the **objectives and strategic tasks of the departments of the ministry are:**

Conducting research and studies and develop plans and scenarios that achieve the goal of economic and human development in Iraq, in cooperation with official and private.

Preparing and following up the implementation of strategies for annual and five-year comprehensive development plans.

Provide statistical data and information necessarily needed by state agencies and establishing a national database comprehensive.

Supervision and follow-up file of international cooperation in respect of grants and technical assistance.

Work on providing the requirements of the information society in Iraq and make the maximum use of the information revolution and the dissemination of culture and promote practices in government departments and the general community down to the goal of e-government.

Care and support of the Iraqi private sector and to study the reality of this sector and to overcome difficulties and obstacles faced.

Develop an outline and propose strategic projects that require huge capital and a longer period of time for implementation in cooperation with other state agencies.

Support development in rural areas of Iraq through the study of reality and its problems.

¹ <http://www.mop.gov.iq/mop/index.jsp?sid=1&id=553&pid=115>

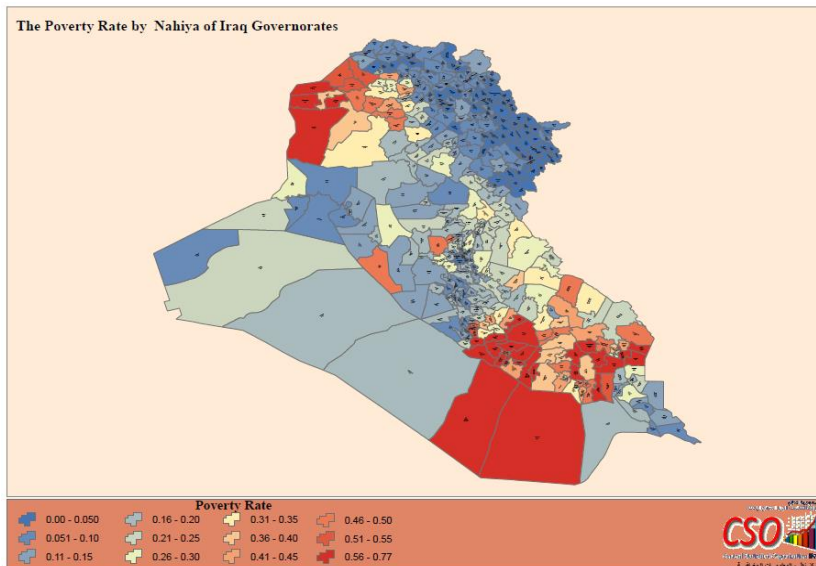
Ministry Annual Investment Programs

The projects number of the investment budget up to 12/31/2013 final (8971) with providing basic services to citizens water, sewage and sanitation projects as well as projects related to the health aspect, where the majority of them are for the rehabilitation and the establishment of schools and educational and university buildings in all governorates the number of the agricultural sector projects (250) by (2.79%) of the total number of investment projects of which (215) Project construction and rehabilitation and development of irrigation and agricultural projects, of the Ministries of Agriculture and Water Resources.

MOP Poverty Reduction Strategy¹

The National Strategy for Poverty Reduction approved in 2009 aimed to reduce poverty rates at the national level from 23% to 16% during the 2010-2014 period. The strategy went into actual effect in 2011 through the implementation of the National Development Plan programs that covered many of the poor areas in all governorates, and coverage rates increased in 2012 by allocating around IQD 500 billion of that year's investment budget, distributed to projects having priority within the poverty strategy. This centered on:

- Supporting the small loan fund to assist the poor
- Building low-cost housing compounds
- Eliminating clay schools
- Improving primary health care services



Out of the projects included in the investment budget, the following projects were found to be more relevant to youth:

Remove mud schools in Iraq through demolishing and rebuilding 409 traditional or prefabricated clay schools in the governorates.

Increase the numbers of mobile clinics for remote areas through purchasing three quality mobile clinics (equipped with an X-ray unit and binocular microscope to diagnose tuberculosis) and distributing them to the northern, central, and southern governorates.

¹ MoP, NDP2013-2017

Provide 21 types of lab equipment and devices for health centers in the governorates.

Support the Small Loan Fund for the Poor Project, which grants a small loan – totaling 5–10 million Iraqi dinars – according to specific controls and mechanisms to the following groups in the eight poorest governorates: the disabled, displaced returnees, widows, divorcees, female breadwinners, female ex-convicts, those affected by terrorist attacks, breadwinners of financially unstable families residing near landfills, and beggars.

Implement projects to build low-cost residential complexes for the poor and provide the relevant necessary infrastructure: schools, hospitals, paved roads, and wastewater networks in Muthanna, Qadisiya, Salahuddin, Diyala, Babil, and Wasit.

Build primary health care centers (establish 20 health care sites, each containing a caravan and a generator within a fenced piece of land and covering 200–1,000 people, to be distributed to the districts in Salahuddin Governorate).

Organize markets in poor neighborhoods (establish eight souks, each with 32 kiosks, in the districts of Salahuddin, and establish 100 kiosks in Qadisiya Governorate).

Take measures to provide infrastructure for the low-cost residential housing unit projects for the poor, including public utilities and connections to the main road.

The results of the analysis, which is based on the indicators of macroeconomic projections of the population estimates and the results of social and economic survey of the Family reached the poverty rate retreated at 2014 to what it was in 2007 (22.5 %) after it was expected to drop from 19% In 2012 to 15% in the sense that *the government had lost all the efforts made by since 2007 until 2012* and expressed the hope that the outcome of this analysis indicators for planners policy makers, especially poverty reduction strategy plan next support displaced persons, and reconstruction of the provinces from which they were displaced, these painful indicators calling on political leaders and the community to address this : crises of low oil prices and crimes of ISIS pain in the high rate of poverty in Iraq to (22, 5 %) during 2014¹

Central Statistics Organization - CSO

The Central Statistics Organization (CSO) within the Ministry of planning (MoP) abides by Statistics Law No.21 of 1972. it's the only authorized official body to generate statistics at the national level and considers the main source which is responsible of all the statistics processes. including relationships with other authorities such as ministries, non-ministerial agencies, the private sector and other entities. CSO formerly name was the Central Organization for Statistics and Information Technology (COSIT), its main Tasks:

Implementation of general population and housing censuses.

Implementation of statistical processes which are connected with the different fields and surveys in sample, as well as carrying out all processes and statistical procedures (agricultural and industry ... etc).

Collect, unify, prepare, analysis and summarize the statistical processes results totally or partially.

Preparing and updating special database of election whenever needed.

Publish and print the statistical pamphlets and reports. And establish statistical training course, symposiums and conferences.

Participate in international cooperation in the statistical fields, and exchange the experiences with scientific, Arabic and International organizations which in statistical field²

Gender Statistics Unit

The Gender Statistics Unit was established in Iraq in 2007. It was set up in, the central Office for Statistics and Information Technology in the Ministry of Planning and Development Cooperation. The Unit has been established in cooperation with the Economic and Social Commission for Western Asia (ESCWA), the United Nations Development Program (UNDP), and the United Nations Development Fund for Women (UNIFEM).

¹ <http://www.mop.gov.iq/mop/index.jsp?sid=3&nid=1783&y=2015&m=7&d=20&lng=en>

² <http://www.mop.gov.iq/mop/index.jsp?sid=1&id=245&pid=243>

Vision: to make the Gender Statistics Unit meet the best standards of similar international gender statistics units, so as to make it the reliable national source for credible statistical information.

Mission: To provide gender specific data and indicators that satisfy the variety of ever changing needs of statistics users; to reach a high degree of quality in the production of such data and indicators and to observe their timely publication, in ways that would make them easily available, and conducive to the empowerment of women and their participation in the overall process of equitable and sustainable development

Women's Issues

The interest in women's issues and their participation and contribution to social development was based on the developmental fact stating that human resources make wealth. Thus, since women constitute half of the society both quantitatively and qualitatively, their development should be focused on empowerment as women are considered to be the basic foundation for the building of human capital. This requires the support of women's leverage, organizing their skills and upgrading their status in addition to changing women's self-perception to make them capable of taking decisions and increase their capacity to participate in the policy and decision-making process.

The Iraqi state is addressing gender issues based on its strong belief in the importance

of gender equality in rights and responsibilities that is reflected in the Iraqi constitution that consecrates equality among male and female citizens in all rights and responsibilities and in all fields (political, economic and social). Moreover, Iraq has ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of the Children and other international conventions and instruments related to women. The establishment of the Ministry for Women's Affairs in 2003 reflects the State's commitment to these goals by founding national mechanisms and bodies that are conscious of women's affairs and that operate at the highest levels to detect and monitor the recommendations of international and regional conferences, charters and conventions, to empower women in all fields and domains.

State Ministry of Women's Affairs (SMoWA)

(SMoWA) was established in 2003 as a state ministry, which means that it is not a full ministry with an independent budget, as an implementer of government sponsored programs for women. SMoWA developed a National strategy for advancement of Iraqi women has confirmed on enhancing the location development chance (urban, rural) that ensured justice in geographically distribution of investment and financial resources with feature of rural women interesting. Council of Ministers resolution No. (164) for 2014 to ratify the national strategy for advancement of Iraqi women.¹

SMoWA performs:

A national campaign for fighting violence against woman.

Establishing, conducting and following-up a gender awareness program in co-operation with state ministries, institutions and non-governmental organizations as well as supervising surveys related to woman to determine woman status in labor position and decision-making centers.

Create a division for observing woman rights in the Ministry of Human Rights works to report violence cases against woman and try to eliminate them.

Create a sectoral committee from the relevant ministries according to the decree No.80 for 2009 approved by the Secretary General of the Council of Ministers headed by the Ministry of Woman Affairs and shared by relevant ministries

The SMoWA strategy for promoting Iraqi women's effective participation in the country's reconstruction. The strategy identifies six sectors where women can contribute to the country's growth and development: the education, healthcare, social services, legislative, economic and media sectors, it is also identifies critical areas for interventions in each sector and proposes particular initiatives for women's advancement in each sector. For example, in the education sector, illiteracy is highlighted as a critical issue for women and girls. Strategies proposed to address this issue include using unemployed college and institute graduates to lead literacy training; strengthening the capacity of education professionals; developing

¹ Status of Rural Women in Iraq 2014,CSO April 2014 P7

strategies to keep girls in school and reduce the dropout rate, including computer and English language courses at rural primary schools; and providing proper training for unemployed girls to increase their employability.

In the health sector, the *SMoWA* has identified breast cancer as a major health issue for Iraqi women. The Ministry secured funding from the Prime Minister to implement an awareness-raising campaign that included brochures, television spots, and educational courses for medical personnel. The *SMoWA* would like to expand this campaign nationwide, undertake a neighborhood family doctor initiative and support the issuance of government-sponsored healthcare cards for women and orphans who can't afford health care as ways to address the problem of breast cancer. In the social services sector, the *SMoWA* identified two domestic issues related to marriage and violence against women as critical areas requiring attention. The two marriage issues identified are unregistered marriages and divorce. The Ministry strategy includes the development of an awareness campaign on the disadvantages of unregistered marriages and a campaign to encourage reconciliation for seemingly irreconcilable differences between marital partners. The Ministry also identified the importance of additional research and documentation on violence against women, and the funding and establishment of more domestic violence centers to provide services for victims, including programs for the reintegration of survivors into society.

The *SMoWA* strategy identifies women's lack of knowledge of their legal rights as a critical issue and proposes the following approaches to reverse this situation:

- A national campaign of legal literacy targeting Iraqi women and focusing on both national and international statutes;
- The modification of Iraqi laws that are inequitable for women;
- Initiating a process aimed at removing Iraq's reservations to certain sections of the Convention to Eliminate All Forms of Discrimination against Women (CEDAW); and
- The development and passage of a social security law to address social security issues for Iraqi families, particularly women and children.

In the economic sector, the Ministry identifies the integration of women into the Iraqi economy as an important area for focus and intervention. In particular the Ministry strategy calls for greater participation of women in economic growth initiatives including women's inclusion and investment in government projects, qualifying Iraqi women as project owners, increasing the provision of loans to female entrepreneurs, compensation for female victims of anti-terrorist operations, and the provision of unused government buildings for women's training programs. The Ministry's plan concludes with a media strategy aimed at promoting women's roles in the media and the media's coverage of women's contributions to society. The strategy also calls for the development and publication of a quarterly magazine that highlights the latest women's news and provides space for articles and research on contemporary Iraqi women's issues and contributions to national development.

SMoWA Programs and Projects

Training program for the integration of women's needs:

Training program for the integration of women's needs and equivalent opportunities for them within ministries in collaboration with the hands of Mercy Association (NGO) for the purpose of developing its policies towards meeting the needs of women and provide opportunities for them equitably with men.

The program was initiated to set up a course on strategic planning hosted by MoLSA with the participation of employees of affiliated and units of gender issues in the ministries. Followed by sessions on the analysis of services projects in terms of responsiveness to the needs of women and men, and makes the required adjustments to be suitable for gender it. To achieve the integration of a gender perspective in the planning, implementation, monitoring the performance of government institutions.

State Ministry of Women's Affairs cancellation¹

Unfortunately Iraq i council of ministries and according to Divan Order No. 312 dated August 25, 2015 decided to cancel four ministries and merging eight more in a new move of reforms in the country., he ordered the cancellation of deputy

¹ Republic Of Iraq General Secretariat For The Council Of The Ministers <http://cabinet.iq/ArticleShow.aspx?ID=6441>

premier's posts. The cancelled ministries were Human Rights Ministry, Women's Ministry, Governorates' Ministry, and Parliamentary Affairs Ministry.

Agriculture

Background

About 1/8 of Iraq is arable land, mainly in the north and northeast. Approximately 1/10 is permanent pasture. The most significant crops include: barley, wheat, rice, vegetables, corn (maize), millet, sugarcane, sugar beets, oil seeds, fruit, fodder, tobacco and cotton. Iraq was formerly the largest producer of dates, and is approaching increased production after a decline during the Iran-Iraq War. Animal husbandry is widely practiced, particularly among the Kurds of the northeast, producing milk, meat, hides and wool. In 2010, there was a 17.2% increase in the GDP at constant prices over 2009, reflecting real growth in the contribution of the agricultural sector to the GDP, which rose from 7.3% in 2009 to 8.1% in 2010 (despite the droughts in Iraq during 2008-2009) and 7.6% in 2011. This indicates relative success in the agricultural sector as a result of the relative improvement in infrastructure, technology and knowledge of cultivation and irrigation methods, as well as the results of the agricultural initiative. The rural population makes up around 30% of Iraq's population and agricultural workers are estimated to make up 20% of the workforce. The agricultural sector is considered the main generator of job opportunities in both the Iraqi private sector and in rural areas. Work in the agricultural sector is characterized by its seasonal nature and its dependence on the family work model, which is reflected in the work productivity of the countryside¹

Ministry of Agriculture (MoA)

Ministry of Agriculture (MoA) Established in 1921, as governmental entity responsible for the agricultural sector in Iraq.

The number of staff OF Agriculture ministries by sex for the year 2012

Ministry	Total	Female	Male
Agriculture	21596	5116	16480
Water Resource	18638	3606	15032

Source: central statistics organization-info bank

The 2015-2025 MoA strategy identifies its mission as "to improve the performance of the agricultural sector contributing to the economic, social, environmental and sustainable rural development of Iraq". Agriculture seeks to fill the national food basket and contribute to diversifying the economic foundation of the Iraqi economy and guaranteeing sustainable water rights. (MoA) working to promote rural employment, increase farm income and productivity, and restore vital services to the farm community, and intends to transform Iraqi agriculture into a market-based sector in which the Ministry supports farmers, processors and marketers with world class research and development and effective regulations the Ministry has developed short and long-term strategic plans, a budget and an administrative reorganization.

- Developing quick-impact activities to stimulate agricultural production that included rehabilitating agriculture colleges, procuring and distributing veterinary medicines, rehabilitating veterinary clinics and demonstrating new crop technology.
- Restoring the marshlands] in the south for developing a river basin, fisheries and improving the living standards of the Marsh dwellers.
- establishing date palm nurseries in 13 governorates to help restore Iraq's once dominant position in the international date market.

(Some selected MoA Programs)

farmers soft loan fund

The number of borrowers (women only) from 01/08/2008 until 12/31/2013 and beneficiaries of the agricultural initiative (125) borrowed covering all the agriculture activities. The total amount of loans granted to them 30,961,525,000 Iraqi dinars

¹National Development Plan 2013-2017, Ministry of Planning, Iraq Development Plan 2013-2017

Department of rural women development carrying training, field days, field observations, lectures, seminars and activities on the following subjects:

Environmental and health side Seminar

Food and rural cottage industries

Fighting ectoparasites on sheep and goats

Agriculture in greenhouses

Shear sheep wool

Immersion sheep

Breeding sheep and goats

Bees keeping

Vegetable growing in the home garden / animal husbandry at home products (tomato paste, molasses, vinegar) / building character of rural women in agricultural decision-making / agricultural loans

The importance of agriculture in greenhouses

Organic fertilizers and their importance

The importance of rural and food industries in the rural family / methods of food preservation and conservation of support from pollution

Post-harvest operations and its role in the agricultural / motivate women to complete the Marketing Education for the advancement of agricultural reality

Empowerment of rural women in small business management / post-harvest operations

Cows breeding

Mushroom cultivation / organic fertilizer industry

Building character of rural women in agricultural decision-making / water conservation / optimize the use of chemical fertilizer use

Related products / (industry juices, tomato paste) / importance of the implementation of agricultural projects

Mushroom cultivation / organic fertilizer industry

The unification of the estrus ewes / agricultural loans

Health care for cows and milking mechanical / building character of rural women in decision-making

Protected cultivation for the production of vegetables / motivation to learn and complete the Education crops

Food and rural industries

Ministry of Labor and Social Affairs (MoLSA)

The MoLSA is one of the oldest Iraqi ministries. It was established in 1939

Goals and Officiated tasks

Confirm the value of work as a right and duty to everyone capable of doing it.

Suggest unified work wages policy.

Deepen and distribute the democracy practice towards labor relationships.

Provide social security for labor.

Deepen the understanding of vocational safety at work to secure protection for the worker from vocational diseases, work accidents and secure the machine maintenance and protect production.

Share in the development of human resources through training and rehabilitating the labors to get skills at various jobs.

Organize and practice maintenance service for the equipment, machines, transportation means and raise the capability of employees.

Provide care for the families with handicapped children.

Provide care and rehabilitation to children to ensure their participation in the process of development and remove all psychological impact against the process.

Take care of social reform for prisons to secure improving the prisoners, rehabilitation and education, study the circumstances of their families and support them.

Community development

In the area of community development, aimed a special protection to vulnerable groups with limited income to improve their living conditions, support opportunities for community stability, strengthen the institution of the family, and give due

consideration to the balance between the rights and duties of development partners from state and public institutions, Poverty reduction linked to the social security net program and small grants program that aims at generating income, in addition to the unemployment allowance program and social rehabilitation program that seeks to create income generating job opportunities, empowering the poor, building their capacities and rehabilitating them in a bid to increase their productivity.

Community development fields:

Social Security Network

The Social Security Network had very high coverage, encompassing vulnerable groups (the disabled, widows and widowers, the elderly...). The fluctuation in the rates of those covered from 2009-2010 is due to changing inclusion controls in the network, and the disqualification of the cases not covered under the controls.

The Disabled

The percentage of disabled individuals benefitting from centers for the mentally disabled in 2010 and 2011 increased by 2.4% and 5.1% respectively.

The levels of utilization of the absorptive capacity of centers for the mentally disabled increased during 2009, 2010, and 2011 by 75%, 76.8% and 80.7% respectively.

Numbers of individuals receiving services from centers for the physically disabled increased from 2009 and 2010 by 8.3%.

Levels of utilization of the absorptive capacity increased, with the percentage of those receiving services increasing in 2009 and 2010 by 44.5% and 48.2%.

MoLSA Programs

Training Programs

The Pilot Programs, Vocational Training Programs for job seekers within which include (Business Innovation, and acquire life skills) for the period from 2006 until 01.11.2015., according to the requirements of the labor market through the adoption of such pilot programs in vocational training centers to gain trainee skill in a particular profession, to train (10101) job seekers (3476) male and (6625) from females. the knowledge and skills of job seekers in the field of the establishment of small enterprises as well as bridge the relationship with the labor market and allowing young people to establish their own businesses through training on the preparation of a typical action plan. The MoLSA came out (18 755) in search of work during the year 2014 registered in its training courses base (educational, professional, and entrepreneurial) set up by the distributed training centers between Baghdad and the provinces of (37) training professionally center (15) than in Baghdad and the rest distributed among the provinces.

Training of the beneficiaries of social protection to set up small income-generating projects

in collaboration with UNDP, and the Central Bank release loans to the beneficiaries social protection to establish small-scale projects. MoLSA work in collaboration with UNDP to set up training courses for women wishing to access to loans granted by the Central Bank of the beneficiaries include how to set up income-generating projects and study the feasibility of the project, the value of the loan up to 50 million dinars, 5.5 percent interest.

Small income-generating projects support

The MoLSA lending (16753), looking for work individuals in Baghdad and the provinces except for the Kurdistan region to support small income-generating projects For the period from 2013 until 2015. a small project within projects (lending fund, industrial and services), according to Law No. (10) for the year 2012. The limit of the loan amount(10-12) million Iraqi dinars within the industrial services, repaid principal and interest-free in the form of annual installments over five years with a grant to allow a period of one year the ministry is seeking through the implementation of various lending programs to reduce unemployment in Iraq and the integration of marginalized groups in economic and social life and turning them from consumer items to the actors productive and that by enabling them to set up individual projects small income-generating.

Soft loans

Soft loans to the poorest groups within the strategy of poverty reduction for the period from 2012 until 2015. the ministry lent (9924) individuals to the poorest groups in society (widows, divorced women, heads of households, returned IDPs, those released from prison who learned the profession, and beggars, and the unemployed poor) to create small projects, in Baghdad and all the provinces except for the Kurdistan region to set up small income-generating projects, MoLSA seeking through the implementation of the strategy to integrate marginalized groups in economic and social life and turning them from consumer items to actors productive, enabling them to set up individual small projects income-generating.

Ministry of Health (MoH)

The MoH of Iraq was founded in the middle of previous century.

Its task is to provide health and medical services to every Iraqi citizen during normal and emergency circumstances in the country. The ministry also administrates the affairs of health and medical cadres in Iraq. It has a responsibility to provide best requirements of curative and health preventive security to all individuals of society. Health services have been developed by the MoH and its facilities. Consultative and service facilities expanded in a remarkable way. Iraqi people, hospitals and health centers suffered from wars and destruction. But, in spite of all these circumstances, health ministry and its cadres could provide best services to Iraqi citizens.

The health care system in Iraq was, for many years, well funded at or above the level of surrounding nations. Due to economic devastation from war and sanctions, the Iraqi government dramatically decreased spending on health care to as low as 0.2 dinars per person during 1991-1995. In recent years, lack of security in Iraq has taken a heavy toll on health care services. Many doctors were targeted and killed by militia, while others fled the country. Most have yet to return. During this time the quality of medical education has also suffered, creating the potential that new doctors entering the field are less prepared than their predecessors. Women especially have suffered from the lack of qualified, experienced female medical personnel.

Though government funding for health remains low, but access to quality health care is a top priority for most Iraqis--particularly women and also are suffering from lack of access to and information about their rights to basic health services.

Public Outreach and Education¹

The MOH and the SMOWA have conducted several public outreach health campaigns in recent years targeting issues such as breast cancer and H1N1 (ongoing). The SMOWA in collaboration with the MoH initiated a campaign for breast cancer awareness. The campaign included media spots, brochures and seminars to educate women on the importance of self-exams. The anecdotal evidence showed an increase in the number of women going to health care providers about abnormalities they found during self-exams. However, public awareness of many health issues remains limited. According to the 2006 Iraq Multiple Indicator Cluster Survey (MICS), only 38.5 percent of children in Iraq (47% in KRG) were fully immunized. Awareness-raising is a key component of prevention. Also, many citizens do not know their rights to health care, or which services are provided by the GoI and which are the responsibility of the patient. Costs of treatment vary widely and stakeholders interviewed reported that patients must often bribe medical staff and attendants in order to receive care. This engenders a lack of trust in the medical system, further undermining effective prevention and treatment of disease.

Health and reproductive Health

The MoH has sought to develop medical practices that help control chronic diseases in the areas of maternal and child care, which has seen remarkable progress represented by reducing the number of deaths of children and the MoH, continues to work on the application of the immunization program against Communicable Diseases. Vaccinate children under five years is one of the most important steps to prevent disease and reduce the incidence of deaths due to the transition of diseases, the first line of defense to protect the child, such as (B. C. G) According to the annual report of MoH for 2013 have been recorded (91 %) of vaccine coverage (B. C.G) demonstrates the increasing awareness of the mothers of the importance of vaccinating their children, the DPT and polio have been recorded (85 %) for the first dose and the single

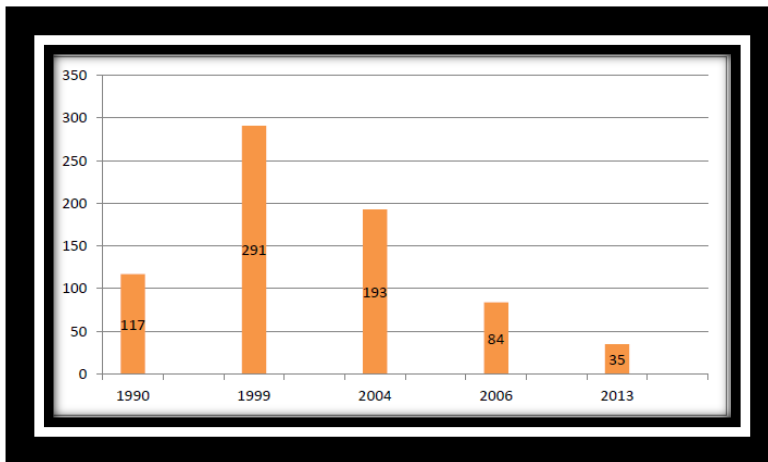
¹ USAID/IRAQ GENDER ASSESSMENT

measles vaccine (74 %) and viral hepatitis vaccine (86 %) should make efforts to raise the proportion of vaccines, especially in low-coverage governorates.

Child and maternal mortality rate

Meant the death occurring during pregnancy, childbirth or postpartum (puerperal) summary results of a survey showed the map of poverty and maternal mortality for 2013 that the maternal mortality rate (35) deaths per (100,000) live births on the level of Iraq, decline compared with 2006's (84) deaths per (100,000) live births.

Figure (4) maternal mortality rate for the period (1990-2013) for each (100,000) live births



Source: Survey Results and maternal and child mortality in Iraq for 1999

Report survey of living conditions in Iraq for 2004

Abortion

Abortion rate was 7.5 per 1,000 women of childbearing age at the level of Iraq for 2013 and the highest rate among the governorates (12.3) in Wasit, and lowest rate (3.5) in Diwaniyah.

Cancers

Cancer still at high level in Iraq, especially women with breast cancer amounted (3464) infection for 2010. Followed by leukemia (715) and (587) between men and women, respectively

UN AGANCIES

World Health Organization (WHO)

WHO supports countries as they coordinate the efforts of multiple sectors of the government and partners – including bi- and multilaterals, funds and foundations, civil society organizations and private sector – to attain their health objectives and support their national health policies and strategies. WHO main areas of work are health systems, promoting health through the life-course, Non-communicable and Communicable diseases, corporate services, preparedness, surveillance and response. The WHO country health profile of Iraq provides key statistics and links to health topical databases, plus news, features and Bulletin journal articles¹.

¹ www.who.int/country/iraq

United Nations Population Fund (UNFPA)¹

UNFPA is the lead UN agency for delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled. UNFPA expands the possibilities for women and young people to lead healthy and productive lives. Since UNFPA started working in 1969, the number – and rate – of women dying from complications of pregnancy or childbirth has been halved. Families are smaller and healthier. Young people are more connected and empowered than ever before

See more at: <http://www.unfpa.org/about-us#sthash.FFmpkxKO.dpuf>

Gender - Equality and Women Empowerment

UNFPA Gender: Interventions

The Gender Programme in UNFPA's intervention is relatively new in Iraq, having started in 2008. It is foreseen that the programme will continue its work, addressing the impact of the conflict upon women's status in the country's development trends, as well as the continued challenge of political disputes as an overarching issue that impedes the progress of the status of women. From 2008-2010, the Gender Programme proposed prevention and responses for ending GBV through the provision of:

Combating Violence against Women (CVAW)

A two-year multi-sector joint program for Combating Violence against Women (CVAW) in Iraq ending mid 2012. It aims to contribute to the following outcome "Improved environment for the protection of women's rights and prevention of VAW throughout Iraq".

"Improving Prevention and Response to Gender Based Violence (GBV)

A Project entitled: "Improving Prevention and Response to GBV in Four Governorates in Iraq: Erbil, Baghdad, Najaf and Basra". The project focuses on strengthening the capacity of service delivery points (centres) and district facilities to deal with GBV survivors in four governorates in Iraq as a protection measure for young girls and women in crisis. It as well aims to increase advocacy for and awareness of GBV issues and services available to women in these communities.

An ongoing advocacy and campaigning for CVAW and ending GBV through such activities as 16 days of activism, and International Women's Day. UNFPA took the lead in conducting these activities in collaboration with the Gender Task Force and Advocacy Team.

The Programme conduct the following interventions:

Raising stakeholder knowledge on the extent/scope/level/range, forms and effects of VAW.

Incorporating the national VAW strategy plan of Action into sectoral action plans and local services.

Developing sectoral capacities on norms and standards for managing cases of GBV, a sectoral statistics system, and a referral system.

Increasing the institutional capacity building of female grassroots associations.

Supporting networks among women's NGOs at the local and national levels with linkages to the parliamentarian women's committee.

Enhancing the partnership between interfaith based organizations and local communities to advocate for women's right for a life free of VAW.

National Partners

SMoWA; MoH; MoI, MoLSA; / Kurdistan High Council of Women Women NGOs; Parliament committees; and University Research Centers

UN Partners:

¹ United Nations Population Fund (UNFPA)

UN WOMEN, UNDP, WHO, FAO

Youth Development and Empowerment Recognizing the demographic transition that the Iraqi population is passing during the next 20 years, as well as the "Youth Bulge" as a demographic bonus that is creating unprecedented opportunities and challenges for Iraq, the National Development Plan (2010 – 2014) stressed on investing on youth, expressed as "Promoting the Empowerment and capacity of Iraqi youth to face social challenges and to contribute to community development".

Jointly with other UN agencies (ILO, UNESCO, UNDP, WHO), this component aims to directly contribute to youth's full achievement of their Human Rights (social, economic and civic), and to assist relevant government partners, civil society organizations, and local youth associations, to respond comprehensively to Youth development priorities.

National Youth Policy

The Government of Iraq (GoI), with international organizations has been working extensively to enhance the status of the Iraqis and deliver quality services at all levels. An adequate well-developed strategy related to youth will profoundly determine the future of the country. A strategy will empower and provide an arena for youth to make the right choices, protect them from exploitation and neglect and ensure their participation in all spheres of society. To address some of these issues and, more importantly, to take a strong stand in support of their young people, UNFPA is assisting the GoI to develop a long-term, consensus-based, integrated and cross- sectoral youth policy and strategy.

National Partners (at Federal and Kurdistan Regional Government)

Ministries Youth & Sport, Ministry of Culture & Youth (KRG), Ministry of Education, Ministry of Labour & Social Affairs, Ministry of Health, Youth NGOs, Parliament committees, academia, and University research centers.

UN Partners:

ILO, UNESCO, UNDP, UNICEF, WHO, FAO

Youth Friendly Health Services (YFHS)

In partnership with the MOH, UNFPA is institutionalizing a YFHS package within the Primary Health Care (PHC) centres that aims to respond adequately to adolescents' and youths' health needs and concerns.

UNFPA's main activities include capacity building of service providers as well as strengthening the health information system in Iraq. The programme will cover the generation of strategic information on the dynamics of health-seeking behavior and utilization of health services by youths in Iraq as required for setting the basis for drawing a national youth health strategy, which in turn, will contribute and correlate with the National Youth Strategy.

Civic Values and Life Skills (CVLS) Education

The introduction of CVLS within the education system in a systematic and sustainable manner will allow a better preparation of youths' future, in terms of securing their livelihood and reducing their vulnerability to external factors. Civic Values are conceptually defined as including the following concepts: Human rights, citizenship, national identity, tolerance and gender equality. As for Life Skills, they are defined as encompassing interpersonal communication skills, negotiation skills, teamwork, advocacy skills, decision-making and problem solving skills, critical thinking skills, skills for managing feelings as well as stress management skills. UNFPA's main interventions in Iraq are to strengthen the institutional and staff capacities of the Ministries of Education (MOE), Labor and Social Affairs (MOLSA), and Youth (MOY) in Iraq to deliver quality formal and non-formal education through the promotion of CVLS and to integrate CVLS education in the Vocational Training Centers (VTC) operating under MOLSA, the Vocational Education Schools (VES) of MOE, both at central government and Kurdistan region.

Peer Education

UNFPA supports MOY, MOLSA, MOE and MOH to integrate CVLS based peer education into their agendas through establishing a ministerial and NGOs network and mechanism to support and facilitate peer education activities among youth. Such activities include Training of Trainers and cascade training for the Master Trainers to reach out to their peers in their respective governorates.

More information about Y-PEER Iraq

Rehabilitation and Reintegration Services

Strengthening rehabilitation and reintegration services is directed towards children and young people in reformatories. UNFPA's main focus lies on strengthening educational, vocational and health services inside the reformatories; and supporting children and young people after their release through provision of social, vocational and educational reintegration services.

UN Women¹

In July 2010, the United Nations General Assembly created UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women. In doing so, UN Member States took an historic step in accelerating the Organization's goals on gender equality and the empowerment of women. The creation of UN Women came about as part of the UN reform agenda, bringing together resources and mandates for greater impact. It merges and builds on the important work of four previously distinct parts of the UN system, which focused exclusively on gender equality and women's empowerment: - See more at: <http://www.unwomen.org/en/about-us/about-un-women#sthash.la9dX21w.dpuf>

Gender Responsive Budgeting with UN Women Iraq

The Gender Responsive Budgets (GRB) project is delivering a series of training workshops, mentoring, and technical assistance to government agencies, civil society organizations, and academia in Kurdistan, Iraq. The goal is to facilitate the inclusion of gender equality issues across governments, and integrate gender equality issues in budget reform processes. the Services delivered: Policy and strategy development, training and capacity building.

The scope of activities.

The GRB project supports the Government of Iraq and the regional Government of Kurdistan to develop an effective, efficient, and responsive public sector through an administration-wide reform strategy. It is part of the Iraq Public Sector Modernization programme (I-PSM), a multi-agency UN joint programme.

Pilot projects in three key service sectors – Health, Education, and Water & Sanitation – focus on gender budget analysis. A joint task force of government and civil society was created to facilitate the exchange of best practices and experiences on mainstreaming gender equality issues in government budgets. In addition, information sessions with Parliamentary committees and the Council of Ministers help them to understand their respective roles in budget reform.

The project is working in close cooperation with the UN agencies mandated to implement the Kurdistan Public Sector Modernization programme.

To learn more about this project please contact us at gender@kit.nl or get in touch directly with the project supervisors shown in the right hand column.

United Nation development Program (UNDP)

UNDP addresses a range of critical development issues, meeting the diverse and often shifting challenges facing the people it serves, from combating and adapting to climate change, to fighting poverty and inequality, from protecting the environment to promoting good, inclusive governance. UNDP aims to promote the protection of Human Rights and the Empowerment of Women².

UNDP Iraq seeks to help ensure the Government of Iraq has the necessary institutional framework to achieve the Millennium Development Goals (MDGs) in line with pro-poor, equitable and inclusive socioeconomic and environmental policies and strategies. UNDP supports Iraq in accelerating inclusive growth to ensure equitable, broad-based human development is attained by all citizens in Iraq. The Country Programme Action Plan is designed to strengthen national structures and processes to systematically track and review progress towards the MDGs by collecting and analysing data disaggregated by gender, age and location.

¹ [https://unwomen.org./](https://unwomen.org/)

² www.undp.org.iraq

UNDP will expand its capacity development support to local area-based development to enhance local participation, accountability and transparency in adapting planning and delivery of services that better reflect the needs of Iraqi people on the ground.

Iraq's natural environment is under serious threat that will lead to an irreversible process of degradation if development efforts continue without environmental and social consideration. Iraq therefore, needs to significantly strengthen its institutional response to environmental issues and climate change through improved policy and legislation, investment in the environment sector and monitoring and enforcement systems.¹

UNDP PROGRAMES

The European Union (EU)

Protecting Human Rights of vulnerable civilians in Iraq project is a three- year project funded by European Union through Minority Rights Group Organization. The project started at October 01, 2013 and will end at December 31, 2016. It will take place in 5 provinces of Iraq; Sulaymaniyah, Duhok, Kirkuk, Erbil and Mosul.

The main object of the project is to increase the capacity of civil society organizations and other civilians in Iraq and to advocate for increased protection by local, national and international actors.

Within this objective, the project will focus on the rights of vulnerable women. The general plan to achieve project main goal is to monitor and report violations of women rights across Iraq through a form developing that contain all the type of the violence as per Iraq and international laws, communicate with the related local authorities to facilitate the support procedure of data collecting and conduct two trainings to raise awareness about the sources of violence and women rights standards and laws nationally and internationally.

The project activities will be implemented through partners in other governorates. Establish PAO (people aid organization) in Kirkuk, Nujeen Center in Duhok and Altahreer organization in Mosul.

The mechanism of the implementation could be divided to many outcomes the project work on them through another list of activities. The outcomes diverts from contracting with NGOs to hire researchers, explaining the form for the researchers and other activists during the first training along with Human rights standards and women situation in Iraqi laws, providing the researchers with the needed official letters and communications and collecting data and information from VAW victims and families, witnesses, courts, police stations, press, clinics, government officials and medico legal institutes.

Minority Rights Group International campaigns worldwide with around 130 partners in over 60 countries to ensure that disadvantaged minorities and indigenous peoples, often the poorest of the poor, can make their voices heard. Through training and education, legal cases, publications and the media, the project support minority and indigenous people as they strive to maintain their rights to the land they live on, the languages they speak, to equal opportunities in education and employment, and to full participation in public life.

Project funded by:

The European Union
Partner Organization:
Minority Rights Group
NGOs

Um-Alyateem for Development Foundation (UDF)²

UDF is a civil society organization with no political activity, based in Iraq / Baghdad / Al huria City / (438) /St. 30, mailto: info@umelyateem.org. The organization's vision: (A community of men, women and children as possible and conscious of its responsibilities actively involved in promoting democracy)

Initiative for civil & political empowerment of women in Iraq

¹ http://www.iq.undp.org/content/iraq/en/home/ourwork/povertyreduction/in_depth/

² <http://www.umelyateem.org/PageViewer.aspx?id=43>

This project implemented by Um-Alyateem Foundation (UMF) and funded by the United Nations Fund for Democracy (UNDEF) with partnership of (4) civil society organizations (CSOs) in (4) governorates (Gov) (women leadership institute/ Baghdad, Bent-Alrafidain org/ Babil, Sawa for human rights/ Muthanna, Al-Ferdws Iraqi Association /Basra). Duration of the initiative two years starting from (01/01/2014), aims to increase the political participation of women in rural and urban areas in the targeted governorates and targeting 400 women and 280 men from the local leaders. The project seeks to promote women's awareness about the importance of political participation through voting and running for elections through implementation of (16) awareness and dialogue workshops, establish a support mechanism for candidates and elected women through the creation of (12) Women Support Group (WSGs) total of 240 women were trained on support means and mechanisms and develop a plan to support candidates in their campaigns and support elected women (the new parliamentarians) inside and outside parliament by implementation of several activities, (40) women trained on TOT skills have trained women of WSGs. The project trained (80) women candidates to manage their electoral campaign and leadership skills, communication with media & voters and legal awareness about electoral systems, the project also seeks to build capacity of elected women in order to improve their performance through parliamentary training workshop for 20 new female parliamentarians with ongoing support by WSGs and monthly education and coaching provided by the political training academy will be established in Baghdad. The initiative includes several other activities Please click the below links

IRAQ FOUNDATION (IF)

The Iraq Foundation, incorporated as the Free Iraq Foundation, is a non-profit 501(C)3 organization. The Foundation was established by Iraqis in 1991 as an independent, non-partisan, non-sectarian and non-ethnic organization. Our mission is to promote democracy, human rights, and civil society in Iraq, and help Iraq in contributing to regional stability

Widow's Initiative for Economic Sustainability (WIES)¹

The goal of the Widows' Initiative for Economic Sustainability (WIES) was to create jobs for over 500 female heads of household (FHH) and develop business opportunities so that FHH could attain economic independence. IF provided widows technical business and job skills training, assisted in forming new woman-owned medium to small enterprises (MSEs) and in expanding existing MSEs, and matched motivated and skilled FHHs to suitable jobs in the private sector.

Women for Equitable Legislation (WEL)

From September 2011 – December 2013, IF implemented the WEL project with the goal of reinforcing the framework of women's rights by promoting and facilitating stronger and more effective legislation aimed at protecting those rights enshrined in the constitution and in line with international human rights standards. WEL successfully concluded with the endorsement of proposed amendments by members or parliament, in several cases exceeding the required number in the constitution, and their submission to the Office of the Speaker for consideration by the Council of Representatives.

Empowering Female Candidates (EFC) in Iraq

From February 2013 – August 2013, IF, supported by UN Women, implemented a training program for women candidates in local elections to enable them to participate in upcoming elections with greater confidence and ability to attract votes. Training was conducted in cooperation with local partners on a variety of constitutional and political topics. IF carried out evaluations of the capabilities of local partners as well as those of the 300 women candidates trained as part of the project.

Empowering Iraqi Widows to Thrive (EIWT) Project

From September 2010 – February 2013, IF conducted the Empowering Iraqi Widows to Thrive (EIWT) project. The goal of this project was to improve the quality of life of marginalized widows in disadvantaged areas and equip them to be productive contributing participants in the Iraqi economy and Iraqi society. The project provided life skills education and education on women's rights and citizenship to a large group of widows. Additionally, IF selected a smaller group of widows to receive vocational and entrepreneurial skills training tailored to the specific needs of their location. EIWT also provided on-going support and mentoring to "graduating" widows.

Human Rights Advocacy Initiative (HRAI)

¹ <http://www.iraqfoundation.org/projects/>

From May 2008 – November 2010, IF conducted the Human Rights Advocacy Initiative (HRAI) project. The goal of the project was to empower Iraqi human rights leaders in civil society to be better advocates for human rights. The Iraq Foundation implemented a basket of initiatives designed to consolidate Iraq's budding human rights community into a strong, broad-based advocacy coalition pressing to hold the Iraqi government accountable for the state of Iraqis' civil and political liberties. The initiatives were designed and synchronized to be mutually enhancing and reinforcing.

Mdaina Education Project (MEP)

The Goal of the Mdaina Education Project (MEP) is to provide literacy training to illiterate and semiliterate adults and targeted computer training to small business owners and teachers as well as select technology personnel. In addition, a computer center was established, which hosted the literacy and computer training programs as well as serve the larger community of Mdaina as computer labs.

Human Rights Defenders Network Project

Under this grant, the Iraq Foundation carried out human rights monitoring, documentation, advocacy, and networking training for 15 Iraqi human rights NGOs. Following the training, the Foundation has established a Human Rights Defenders Network (HRDN) composed of the trained NGOs. The Foundation is currently assisting the members of the Network in public outreach and advocacy on a regional and national level.

Human Rights Education Project

This project aims to spread a basic understanding of universal human rights principles and practices among the people of Iraq. IF has established a Human Rights Resource Center (HRRC) in Baghdad in collaboration with the Iraqi Ministry of Human Rights, trained twenty trainers on the basic principles of human rights and international laws and conventions, and sponsored over 60 human rights education workshops across Iraq to date. In October 2006, IF started broadcasting radio programs as part of our efforts to broaden outreach, targeting a broader, more diverse audience across the country.

Promoting National Reconciliation in Iraq Project

Training Iraqi Social Workers on Conflict Resolution Methods

This project aimed to train Iraqi social workers on methods to mitigate family abuse and solve domestic conflicts peacefully. The project focused on women and children in the southern Iraqi Governorate of Basra

Iraq Civil Society Program

(ICSP)

Promotion of women's participation in all facets of public life in Iraq

The Revitalization of Iraqi Schools and Stabilization of Education (RISE)

¹ Situation Analysis

In order to activate the positive role of women in development and carry on the efforts undertaken by the government : increasing women's participation in economic and political life, eradicating all types of discrimination against women and achieving gender equality.

¹ MoP, NDP, 2013-1017

Demographic Statistics

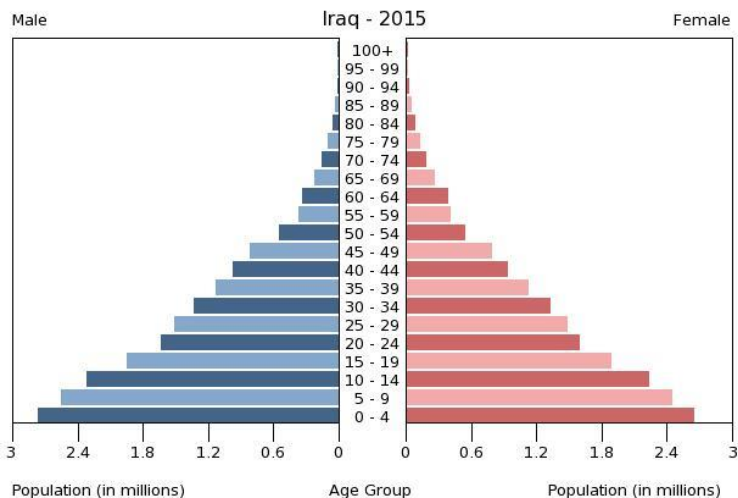
1 IRAQ GEDER OVER VIEW

A population pyramid illustrates the age and sex structure of Iraq

item	total	Male	Female
Population	37,056,169	18,711,907 (50.5%)	18,344,262 (49.5%)

Age structure

years	Percent	Male	Female
0-14	40.25%	7,615,835	7,300,957
15-24	18.98%	3,576,740	3,454,768
25-54	33.49%	6,276,669	6,132,968
55-64	3.95%	693,629	771,624
65 <	3.33%	549,034	683,945



The population is distributed along the horizontal axis, with males shown on the left and females on the right. The male and female populations are broken down into 5-year age groups represented as horizontal bars along the vertical axis, with the youngest age groups at the bottom and the oldest at the top. The shape of the population pyramid gradually evolves over time based on fertility, mortality, and international migration trends.

Population growth rate:	2.93% (2015 est.)
Birth rate	31.45 births/1,000 population
Death rate	3.77 deaths/1,000 population
Net migration rate	1.62 migrant(s)/1,000 population
urban population: 69.5% of total population (2015)	

¹ <https://www.cia.gov/library/publications/the-world-factbook/geos/iz.html>

Major urban areas - population:

Governorate	population
BAGHDAD	6.643 million
(capital)	
Mosul	1.694 million
Erbil	1.166 million
Basra	1.019 million
As Sulaymaniyah	1.004 million
Najaf	889,000

Sex ratio:

years	Males/female
at birth	1.05
0-14	1.04
15-24	1.04
15-24	1.02
55-64	0.9
65<	0.8
Total population	1.02

Maternal mortality rate:

Maternal mortality rate: 50 deaths/100,000 live births

Infant mortality rate: total: 37.49 deaths/1,000 live births

male: 40.6 deaths/1,000 live births

female: 34.23 deaths/1,000 live births

Life:

Life expectancy at birth	total population	74.85 years
	male	72.62 years
	female	77.19 years
Total fertility rate	4.12 children born/woman	
Contraceptive prevalence rate	52.5% (2011)	

Health expenditures:

Health expenditures: 5.2% of GDP (2013)

Physicians density: 0.61 physicians/1,000 population (2010)

Hospital bed density: 1.3 beds/1,000 population (2012)

Drinking water source

improved	urban	rural	total
	93.8%	70.1	86.6%
unimproved	: 6.1%	31.5%	14.6%

Literacy definition: age 15 and over can read and write

total population: 79.7%	male: 85.7%	female: 73.7% (2015 est.)
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Child labor - children ages 5-14

total number: 715,737	percentage: 11% (2006 est.)
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The Education Domain

Illiteracy rates are still high among the population but are even higher for women.

Recent surveys show correlation between age and the increase of female illiteracy rates that reached 16% for the age group 12 to 19 and around 20% in the 20 to 39 age group and 67% for women aged 50 years old and above.

The academic achievement of women declined. Around 22% of women cannot read or write and more than one third of the female population did not finish their academic path after primary education. 18% of women finished their preparatory or higher studies.

1Most of rural people do not educate their girls or make them leave school which is known as education leak, more than half of women never finished their education because their parents not allowed them to attend school this need to make household be aware of women role in community. Result of I-WISH for 2011 showed that women aged (15-54) not complete their education (28.9%) and (24.4%) of women willing to complete their education and (30.4) of women willing to attend illiteracy.

Illiteracy registered higher rates in rural areas than in urban regions.

The gender gap in primary school enrollment is wide since male enrollment registered 96% compared with 88% for females. This gap becomes narrower in the intermediate stage and is totally bridged in preparatory education where enrollment rates register 21%.

The Health Domain

There are no gender disparities in the health sector in Iraq since health services are available for both sexes and at the same level and with a gender-based focus, except for the increase in breast cancer cases that affect women. 35% of Iraqi women suffer from breast cancer according to the registered cases in the Ministry of Health. On the other hand, there is a correlation between the reproductive health of women and their education level in terms of vaccinations, visits to neonatal clinics and whether they give birth under medical supervision.

The Social Domain2

The percentage of female-headed households declined from 11.5% to 7.7 % in 2011.

The average age of marriage for women decreased from 23.5 to 22.4 years in 2011. The percentage of women who got married before the age of 18 increased from 22.6% in 2006 to 24.2% in 2011. This negative indicator led to a rise in divorce rates in this category.

Divorce rates in Iraq grew sporadically from 28690 cases in 2004 to 59515 cases in 2011 an increase of more than 100%. This shows the deterioration of the quality of social life in the country.

Marriage rates in Iraq declined from 262554 cases in 2004 to 230470 cases in 2011, registering a reduction rate of 12.2%. This is due to the increase in marriage expenses and the complicated social life, education and other.

Many women are still facing all types of violence: 46% of girls aged between 10 and 14 years old were subject to violence by one of their family members and around 36% of married women suffer from one of the types of psychological violence in marriage.

The Economic Domain

The rate of female participation in economic activity declined from 14.2% in 2003 to 13% in 2011. The participation rates vary between genders per geographic area. In rural areas, it registered 14% compared with 75% for males and in urban areas the female participation rate registered 13% compared with 76 % for males.

¹ CSO, Status of Rural Women in Iraq 2014

² Iraq Household Socio-Economic Survey - IHSES FOR 2012

The gap between female and male participation in the labor market in urban areas grew wider in comparison with rural areas with 60.6 % of the economically active population in urban regions and 57.7 in rural regions in 2003. This rate declined to 57% in urban areas and to 51% in rural areas in 2011.

Around 11% of women aged between 15 and 54 are involved in paid employment and this percentage increases to 12.8% in urban areas and decreases to 6% in rural regions.

Participation

Despite the obvious increase in female parliamentary seats in Iraq after 2003, the percentage of women in parliament declined in the current cycle to reach 25% after it had registered 27.3% in 2007. Female representation in government declined from six female ministers to only one.

Women's participation in elections decreased from less than the half in 2005 to more than two thirds in 2010. Female participation in governorates' councils also grew by 45%.

Women's participation in the Iraqi community declined since less than one woman out of ten is enrolled in a social club or forum, trade union, political party or womens' association.

Despite the fact that Iraqi legislations and laws do not discriminate between women and men in all different fields including leading or senior positions, cultural and social factors are still the main determinants of said roles.

The percentage of female decision-makers increased to reach 9 director general positions in the Ministry of Planning, 33 expert positions in the Ministry of Power and rates vary in other ministries.

Challenges

Despite the achievements accomplished by Iraqi women in all aspects of life, they are still facing major challenges, including:

Cultural and social values impose restrictions on women's participation, work and movement, under a patriarchal masculine culture dominated by men and where women are subordinates.

The level of women's education and training opportunities is low. They have limited chances to participate in politics and have been deprived from entering specific areas of work for a long time. Moreover, the burden and pressure carried by women at home and in work grew larger.

Despite the participation of women in public life, this does not guarantee their autonomy and equality with men. Women are not participating effectively and actively in most of the legislative, judicial and executive powers.

The typical Iraqi household's perception of the type of work suitable for women is still traditional to a large extent. Government jobs are the most desired and preferred type of employment. Many women still suffer from unemployment and from lengthy job searches and consequently, more women are working marginal jobs and in informal labor markets.

Women's participation in economic activities is weak, especially in rural areas where many women work without getting paid which affects the developmental role played by women and their social status.

At present, NGOs provide support to victims of domestic violence. However, women's rights NGOs seeking to provide support services to victims of domestic violence face significant bureaucratic hurdles.

Recommendations

This report finds that a good availability of gender based-disaggregated data in the related gender development sectors, the approach for generating gender disaggregated data and indicators, especially CSO in coordination with gender statistics unites within the ministries' and Governmental administrations, produce sex based -disaggregated data.

The recommended priorities for the relevant parties are: -

The specific importance of statistical departments, is the MoA. besides, the extension department efforts to rise the awareness about knowledge regarding gender concepts between staff's and the farmers.

Capacity building programs should be developed and implemented for the relevant ministries and stakeholders, especially for MoA Staff and the agricultural extensions staff, on gender issues and on how to mainstream gender at the various stages

The importance of updating the (Status of Rural Women in Iraq 2014) produced by CSO, on yearly bases and looking for the ability to extent it to include the status Iraqi women in general

CSO, as the governmental body responsible for generating national statistics should encourage the dialogue between the women NGOs and the related research institutions and media to more better understanding of gender issues and bridging the gaps

Integration of gender analysis approaches diagnosing and targeting the real constrains in rural and urban areas to help policy and decision makers.

The importance of enhance the economice role rural women by maximizing her income from agriculture by adopting chain value of her agriculture production

Coordination is an important aspect of gender mainstreaming. Although the overall responsibility for gender mainstreaming is collective and institutional, each organization

Women's increased access to educational and training opportunities not only increases their participation in the labor force but also expands the range of occupational options available in the market. The vulnerability of poor women in Iraq is closely linked to illiteracy and low levels of education. Thus, adult literacy programmes must form part of gender mainstreaming efforts;

There is a need to create awareness for women and men to venture in the 'non-traditional' and stereotyped careers e.g. Females drivers and male Secretaries in the sector, through affirmative action. This could be achieved through systematic gender capacity building at all levels to create understanding and appreciation In addition sufficient resources should be provided for gender issues;

Make use of media to enhance women's role in peace building. Media continues to dominate as a powerful messaging tool in the post conflict environment. Engaging men and women in media (print, television, and radio) training on the important role women can play in peace building is a vital innovative tool.

Finally, it is important to find official (governmental) as national body instead the cancelled SMoWA to lead the responsibility and adopting of women's advancement strategy and gender equality

Higher Education and Assessment of Entrepreneurial Skills by Academic Stakeholders

Ana Paula Marques

Associate Professor, PhD of Sociology (University of Minho/Portugal),

Senior Researcher in the Interdisciplinary Centre of Social Sciences (CICS.NOVA. UMinho)

Abstract

This paper is based on a national study of entrepreneurship programmes and experiences related to non-formal and informal learning processes which have taken place in higher education in order to promote entrepreneurial skills among (post) graduates. The notions of "Learning Society" and "Lifelong Education" are closely linked with the development of a new educational paradigm which aims to enhance learning opportunities and new applications of knowledge in "organizations of all types and in all spheres of life" (Gibb, 2005). Empirical findings are gathered from the research project called Link.EES (Learning, Innovation, Networks and Knowledge), focused on Entrepreneurship in Higher Education, and funded by the Operational Programme of technical Assistance (OPTA), by the European Social Fund (OPTA – ESF). The methodological design was divided into the following steps: application of an online survey on 57 academic stakeholders of the Portuguese public Higher Education Institutions (HEI); selection of 12 case studies of good practices in the institutions of higher education and subsequent analysis by conducting in-depth interviews; and, finally, development of a repertoire of best practices in entrepreneurial skills and their validation by key actors and academic stakeholders. Three goals are pursued: i) a comprehensive meaning of "entrepreneurial learning", taking into account the European concept of "entrepreneurial spirit"; ii) an increasing importance of programmes/experiences as well as infrastructures and services, related to entrepreneurial learning provided by the main academic stakeholders; iii) and finally, a crucial involvement of academic stakeholders in a collaborative effort to promote the entrepreneurship mindset in the academia. Our aim is to assess the collaborative work achieved through the direct participation of key stakeholders in entrepreneurial learning, by building a crucial repertoire of entrepreneurial skills linked to the formation, self-employment and labour market transition.

Keywords: Portugal, Higher Education, Entrepreneurial skills, Stakeholders

Introduction

The present paper aims to highlight the importance of non-formal and informal learning by building a repertoire of entrepreneurial skills, and thus contribute to the reflection regarding the added value of cooperation and collaborative work. In the last decades, the Portuguese universities have diversified their strategies to promote entrepreneurial learning through the participation of several key actors and stakeholders in their so called "third mission". Entrepreneurship programmes and experiences related to non-formal and informal learning processes are important in developing entrepreneurial skills among students and graduates. Obtaining employment is increasingly dependent, both on the potential of individuals, and even more on the ability to build solid networks of partnerships in science and innovation. Moreover, providing internships and mobility experiences, participation in various social and civic associations and initiatives for students and graduates, in order to stimulate new attitudes and behaviours towards entrepreneurship and the labour market is the key drive for a successful transition to work.

The recognition of this societal and cultural level underlining entrepreneurship education is displayed in the *Europe 2020 Strategy* and in the *European Entrepreneurship Action Plan 2020* (EC, 2006; EC, 2012a), which highlights the importance of entrepreneurship education. Additionally, major results of an important study among alumni of Higher Education Institutions (HEI) in Europe (EC, 2012b), related to the effects and impact of entrepreneurship programmes in higher education have stated that entrepreneurship education has a positive impact on the entrepreneurial mindset of young

people, on their intentions towards entrepreneurship, on their employability, and on their role both in society and in the economy (Matlay, 2009).

In addition, "learning Society", or "Lifelong Education", is closely linked with the development of a new educational paradigm that aims to enhance learning opportunities and new applications of knowledge in "organizations of all types and in all spheres of life" (Gibb, 2005). In other words, the acquisition of knowledge, skills and entrepreneurial attitudes can be fostered both in formal, and in informal and non-formal strategies. Despite that, in this paper we wish to focus only on non-formal and informal learning in an academic context, assuming that learning acquired through previous work experience, participation in social networks, and mentoring schemes, can have positive implications for the development of the entrepreneurial potential of students and graduates. Several strategies and initiatives which have taken place in the academic context, such as workshops, "ideas competitions" and training courses, are developed to enhance chances of success in the transition to the labour market, namely finding a job, pursuing a long-term career and achieving future professional potential. For this purpose, it is important to emphasise the involvement of various key actors and stakeholders (e.g. students, academics, researchers, technical staff and policy-makers), by analysing their contribution in building a repertoire of entrepreneurial skills. For the purpose of this paper, the process of building a repertoire of entrepreneurial skills by academic stakeholders is analysed regarding two specific strategies: a) improving employability of graduates in their transition to the labour market (as an employed person); identifying a business opportunity, or creating their own employment, in this case assuming the status of self-employed (either as entrepreneur or as liberal worker).

This paper has been structured in three main parts. In the first part, we wish to point out significant changes in higher education, taking into account the place and role assumed by academic stakeholders in order to foster entrepreneurial skills, and in the second, we present the research project and its objectives (main and specific ones). Some considerations regarding the methodological design will also be singled out. Finally, in the third topic, our main goal will be to present the main research findings linked to the drafting of a repertoire of entrepreneurial skills, highlighting their validation among academic stakeholders.

1. Higher Education, Stakeholders and entrepreneurial skills

The internationalisation of Higher Education has been accompanied by the need to implement a set of actions/ services whose main purpose is, most of all, to respond to the "third" mission of the university, namely the increasing transfer of knowledge and technology to society, in dialogue with the various partners or stakeholders. In fact, many "internal" academic stakeholders, as well as other "external" partners (e.g. business, trade and industry associations, local communities, NGOs) are responsible for entrepreneurship and for providing support to existing infrastructures in HEI in recent years. Some examples of these infrastructures are: offices of entrepreneurship/ integration into active life; centres of entrepreneurship, innovation centres transferring knowledge of entrepreneurship, entrepreneurship clubs). Recent literature highlights a range of programmes/ experiences, as well as infrastructures and services related to entrepreneurial learning in a collaborative context involving formal, informal and non-formal strategies (Marques, 2016; Marques, et al. 2014; Marques, Moreira & Ramos, 2014; Pinho & Sá, 2013; Werquin, 2012; Ferreira, 2011; Gibb, 2002, 2005; Greene & Rice, 2002).

Therefore, the concept of stakeholding has recently come up more often, not only in management literature, but also in policy studies in general and higher education in particular (Freeman, 1984; Amaral & Magalhães, 2002; Maassen & Cloete, 2002; Neave 2002; Maric, 2013). We assume stakeholders as "third parties acting between the two main partners - the academic community and the interests of society" (Amaral, Magalhães, 2002: 16)¹. Despite controversies related to the stakeholder's approach, or the diversity of meanings and roles assigned to these "third parties", their contribution is important in innovation activities, technology transfer and business creation, specifically in fostering entrepreneurial skills (e.g., flexibility, creativity, problem solving, and dealing with uncertainty). These competences are relevant in the daily lives of young people, especially when they find themselves in the following circumstances: (a) in employment and/ or seeking to remain in the labour market as employed persons; or b) when they choose to build a professional career by

¹ Stakeholder's approach is plural and controversial regarding theoretical and ideological arguments (e.g. neo-institutionalist and neoliberal). Despite its relevance, its discussion goes beyond the objectives of this study (Amaral & Magalhães, 2002).

identifying a business opportunity or creating their own employment, in this case assuming the status of self-employed (either as entrepreneur or as liberal worker).

In this context, the HEI fulfil an important role in contemporary societies by creating strategies to confront the constant socioeconomic changes and the expectations of their citizens. In order to improve the quality of HEI, the institutions seek to comply with three stages: 1) teach and educate; 2) research and innovate; 3) transfer knowledge and serve the needs of the community. The last topic includes knowledge management, cooperation with different community entities, and questions the position that HEI hold in societal development. Therefore, the mission of HEI goes further than just teaching and researching, to reinforce their position in knowledge transfer to the labour market and in the service to the community.

For Carvalho *et al.* (2010), HEI should identically promote in their internal environment, the establishment and maintenance of an entrepreneurial ecosystem between the different stakeholders involved. These institutions should Therefore, consider three essential dimensions to promote entrepreneurship: 1) curriculum units presented in formal courses and educational backgrounds; 2) extracurricular activities at regional, national and international levels, involving various stakeholders and, seeking to enhance entrepreneurial culture; 3) structures to support entrepreneurs, to transfer knowledge to the market and to promote local/ national development initiatives.

It is in this broader context that we intend to present the main axes of problematisation of this study, namely the contribution of non-formal and informal learning in the process of transition to the labour market, the potential for developing transversal and entrepreneurial skills, and the crucial role of key actors or academic stakeholders in the dynamisation of networks and partnerships that allow the production, circulation and transfer of knowledge oriented to innovation excellence and economic and social transformation of the surrounding community.

2. Objectives and methodological design

The research study called Link.EES (Learning, Innovation, Networks and Knowledge) is focused on Entrepreneurship in Higher Education, and is funded by the Operational Programme of technical Assistance (OPTA), by the European Social Fund (OPTA – ESF). Its main goal is to set out the importance of non-formal/ informal entrepreneurial learning in the academic context. The specific objectives consisted in: 1) mapping the experiences of non-formal/ informal entrepreneurial learning undertaken from 2007 to 2013 in public higher education in Portugal; 2) characterising the graduates' profile (e.g. gender, age, social backgrounds, scientific area of study) who have participated in these experiences; 3) identifying a set of best practices in higher education; 4) presenting a repertoire of entrepreneurial skills with the direct participation of key stakeholders previously involved in all steps of the methodological design.

The methodology design has been developed in three main stages, which will be presented briefly (for more detailed information see Marques, 2016; Marques, Moreira & Ramos, 2014). In stage 1, the methodology used in the present study focused on the exhaustive search for experiments and entrepreneurial initiatives of non-formal and informal learning of Portuguese HEI through the information available on the Internet. Hence, having already identified the eligible entities, a telephone contact was made in order to develop and obtain complementary information, create links and involve stakeholders actively in the construction and development of the project. These collaborative dynamics also enabled the identification of other entities that had not been mapped through the first online review, and assess the level of involvement of the various key actors. The universe of our study comprises 57 entities that refer both to higher university education and to Portuguese polytechnic institutes, only from the public sector. An online survey was applied to this universe, and it was possible to obtain 41 stakeholders' responses (rate of 72%).

In stage 2, we selected 12 case studies of good practices of non-formal and informal entrepreneurial learning in the institutions of higher education and, consequently, analysed them by conducting in-depth interviews. Some of the most significant criteria that supported our decision included/consisted in the intentionality of illustrating the traces of originality, exemplarity and transferability potential of the "good practices" carried out at HEI level. However, in particular, we chose "good practices", taking into account the following traits: a) originality of the initiative, by highlighting new forms of innovation (technological, social and service innovation); b) exemplary "good practice" in the ability to rejuvenate traditional sectors, including added value and/ or highlighting new market niches; c) diversity of the key actor or stakeholder profile (e.g. entrepreneurship club, support office); d) cases of experiences or projects whose activities are integrated in the three phases of entrepreneurial learning: (i) awareness raising; (ii) training; (iii) mentoring and follow-up (incubators). Subsequently, semi-directive interviews were conducted to different representatives of previous selected

entities. With these in-depth interviews, two fundamental objectives were: a) to further characterise the "good practices", contemplating the main opportunities, challenges and dilemmas involved in the promotion and learning of the entrepreneurial skills systematised in stage 1; b) analyse the main collaborative dynamics, as well as the main identified bottlenecks.

In stage 3, the last step in methodological design, our intention was to build a repertoire of entrepreneurial skills and their subsequent validation by key actors and academic stakeholders who participated in the study. In order to accomplish that, we considered the entrepreneurial skills that were signalled, both in the exhaustive systematisation of stage 1, and in the case studies carried out in stage 2 (through content analysis). Based on this information, a questionnaire was designed to validate proposals for hierarchical entrepreneurial skills, taking into account their relevance to students and graduates in terms of facilitating both the transition to the labour market (as an employed person), and the creation of one's own job/ business (as a self-employed person).

The Delphi technique was chosen due to its application in an online virtual environment in order to validate the final proposal of the repertoire of entrepreneurial skills. This technique was justified in as much as it is a qualitative research tool that allows for the construction of a shared consensus of opinions from a group of specialists, in relation to a subject area or future events. This consensus represents a consolidation of the intuitive judgment of a group of experts on the assumption that collective judgment, when properly, is better than the opinion of a single individual, or even of some individuals devoid of a wide variety of expertise. To this end, three basic conditions were ensured: 1) the anonymity of the respondents; 2) the statistical representation of the distribution of results; 3) and feedback from the group responses for re-evaluation in subsequent rounds.

The application of the Delphi technique presupposes the accomplishment of at least two rounds between the stakeholders. In this study, it was possible to ensure two rounds. In the first one, the key actors responded to the proposed hierarchical questionnaire of entrepreneurial skills, and returned it in order to perform a simple statistical analysis (medians and quartiles). In the second round, the same questionnaire was sent, accompanied by the results of the responses obtained in the first round, allowing each respondent to review his/her position, if applicable.

In the next section, some results are displayed in order to point out a shared consensus on a more critical hierarchy of entrepreneurial skills.

3. Critical raking of entrepreneurial competences: a shared consensus

With the application of the Delphi technique, the process of building a repertoire of entrepreneurial skills was obtained, regarding two specific strategies: a) improving employability of graduates in their transition to the labour market (as an employed person); or by identifying a business opportunity or creating their own employment, in this case assuming the status of self-employed (entrepreneur/ entrepreneur or liberal worker). That is, the main purpose consisted in assessing the most relevant entrepreneurial skills that a student or graduate should possess to facilitate these two distinct processes of transition into labour market, according to the perspective of the academic stakeholders involved in this stage of the research.

The following characteristics should be singled out in the profile of the 41 participant stakeholders: 1) they tend to assume an organisational configuration of interface/unit of transfer of C&T (24,4%), centre/innovation and/or entrepreneurship office (24,4%), the ones that declare themselves as business incubators being residual (2,4%); 2) they are mostly micro-dimensional (73,2%), with less than 10 collaborators; 3) they are relatively young, and their start-up year of activity had a strong expression between 2001 and 2010; 4) the main services made available by these *stakeholders*, with a stronger focus, firstly on the availability of the information of grants, programmes and initiatives; and, secondly, the development of training initiatives on entrepreneurship (courses, *workshops*, *e-learning*); thirdly, the support given to the formalisation of applications to projects and the preparation of business plans; and, fourthly, the accomplishment of awareness building and information sessions (seminars and conferences). Data also reveal that, the geographic range with greater relevance among these key-actors is the local or regional (42%), followed by the national (32%). The international dimension assumes a minor relevance within the framework of the area of operation of these entities, gathering 26% of the answers.

Next, it is important to analyse, in more detail, the positioning of these stakeholders regarding a list of forty seven (47) transversal competences presented in the *online* survey developed in stage 1 of the research design, as described

earlier¹. Each of these competences was under appreciation by the questionnaire's respondents, who ranked their importance. The percentage attributed to each competence (consolidated in the weighted sum, obtained on the basis of the frequency response) substantiated the inclusion of thirty five (35) competences) and the elimination of fifteen (15) competences, whose cut-off line was below 20%. Through the *online* platform, two rounds were carried out by the *stakeholders*, thus achieving a generalised consensus around the ranking of the competences into three distinct groups namely technical, attitudinal and organizational/sociocultural one.

As regards the emphasis and systematisation of the most relevant information, the following "top 3" of entrepreneurial competences was built, differentiated between: technical competences, attitudinal competences, and organizational/sociocultural competences.

3.1. "Top 3" of technical competences

Upon analysis of table 1, the "Top 3" of *technical competences required* for the transition to the labour market, as an employed worker is as follows: 1) problem analysis and resolution, 2) oral communication skill and 3) good command of foreign languages; concerning a self-employed worker, the three most important competences are: 1) identification of opportunities, 2) planning and organisation, and 3) customer focus. The signaling of a broader set of entrepreneurial skills which facilitate the process of professional transition, in literature in general associated to employability (Vieira & Marques, 2014).

Table 1: Ranking of technical competences

Transition to the labour market		Position	Business opportunity/ own employment	
Competences	%		Competences	%
Problem analysis and resolution	65,9	1st	Identification of opportunities	82,9
Oral Communication Skills	58,5	2nd	Planning and organization	68,3
Command of foreign languages (51,2%)	51,2	3rd	Customer focus	63,4
Planning and organization	51,2	4th	Problem analysis and resolution	53,7
Mastery of the Information and communication technologies	43,9	5th	Negotiation capacity	51,2
Identification of opportunities	36,6	6th	Business awareness	51,2
Customer focus	34,1	7th	Oral communication Skills	29,3
Writing skills	22	8th	Ability to conceptualise	24,4
Negotiating ability	22	9th		
Business awareness	19,5	10th		
Ability to conceptualise	19,5	11th		

Source: Online survey with Delphi technique

3.2. "Top 3" of attitudinal competences

As for the "Top 3" of *attitudinal competences*, we can observe that the ranking proposal is diversified and presents a reinforcement of competences, mainly regarding the creation of employment/ business (Table 2). The following features may be presented, concerning the transition to the labour market as an employed worker: 1) adaptation and flexibility, 2) motivation 3) creativity and innovation; As regards the creation of self-employment/business, the entrepreneurial competences pointed out confirm the profile certified in literature: 1) creativity and innovation, 2) risk taking, and 3) initiative. In other words, there is an obvious consensus regarding the "innate profile of the entrepreneur", if we take into account that the "Top 3" includes precisely creativity and innovation, risk-taking and initiative. These are the traits that have mostly been highlighted apropos an "entrepreneurial culture".

¹ For further in-depth data on empirical findings obtained in the framework of this project, see Marques, 2016.

3.3. “Top 3” of organisational and sociocultural competences

Lastly, looking at the last group of competences with an organisational and sociocultural nature (Table 3), we may conclude that in the “Top 3” of transition to the labour market, the following are, unsurprisingly, included: teamwork, interpersonal relationship and understanding of the organisational culture, the latter being put in a prominent position within the current framework of the changes of the work organisations in world economy.

As for the “Top 3” of entrepreneurial competences, relevance given to leadership, team management and interpersonal relations is highlighted. In fact, this importance attributed to leadership is understood, since the entrepreneur will have to take on a qualitatively distinct role from the one which is perceived as teamwork. Deep down, it is about associating to leadership a vision and guidance for the development of the idea or business itself, as relevant traits towards the sustainability of such a project.

Table 2 – Ranking of attitudinal competences

Transition to the labour market		<i>Position</i>	business opportunity/ own employment	
Competences	%		Competences	%
Adaptation and flexibility	58,5	1st	Creativity and innovation	58,5
Motivation	51,2	2nd	Risk taking	53,7
Creativity and innovation	48,8	3rd	Initiative	51,2
Initiative	46,3	4th	Motivation	48,8
Dynamism and proactivity	46,3	5th	Autonomy	41,5
Autonomy	39	6th	Persistence	41,5
Sense of responsibility	36,6	7th	Dynamism and proactivity	36,6
Continuous learning	26,8	8th	Decision-making ability	34,1
Critical thinking	19,5	9th	Adaptation and flexibility	29,3
		10th	Resistance to stress	19,5

Source: Online survey with Delphi technique

Table 3 – Ranking of organizational and sociocultural competences

Transition to the labour market		<i>Position</i>	business opportunity/ own employment	
Competences	%		Competences	%
Team/ group work	82,9	1st	Leadership	82,9
Interpersonal relationship	80,5	2nd	Team management	56,1
Understanding of the organisational culture/professional environment	58,5	3rd	Interpersonal relations	51,2
Creation of bonds/networks	34,1	4th	Delegation of tasks	43,9
Conflict management	29,3	5th	Creation of bonds/networks	43,9
Living with multiculturalism/ diversity (29,3%)		6th	Knowledge of the socioeconomic context	41,5
Knowledge of the socioeconomic context	29,3	7th	Influence/persuasion	26,8
Ethical commitment	24,4	8th	Conflict management	26,8
Leadership	22	9th	Team/Group work	24,4
Delegation of tasks	22	10th	Understanding of the organisational culture/professional environment	22
Presentation of the personal image	22	11th		
Team management	19,5	12th		

Source: Online survey with Delphi technique

Final Remarks

Entrepreneurial skills are understood as competences that which enable us to support individual decisions and behaviours, so as to create or identify an opportunity of a business, or to create self-employment, especially the skills that that enable the development of the potential of action, creativity, initiative, among other aspects, in the different professional and private contexts. Therefore, the acquisition of knowledge, skills and entrepreneurial attitudes can be developed in the context of the institutionalised educational system, but it can also be encouraged in many other ways, from non-formal and informal learning strategies, such as internships and curricular mobility, participation in diverse types of social and civic associations and in organising initiatives (e.g., seminars, ideas and prizes), among others. These strategies may prove important in the process of transition to the labour market, in obtaining a job and in structuring a career by anticipating future projects. From the results obtained in this study, it is possible support the importance attributed to such initiatives in the promotion of the repertoire of entrepreneurial skills, considering our "TOP 3" of technical, attitudinal and organizational and socio-cultural skills.

Promoting awareness, mentoring and project implementation of the entrepreneurial learning process is crucial for collaborative work in a competitive world. In fact, the extensive mapping of programmes and experiences of entrepreneurial learning, carried out in the academic context, aims to support the identification of a set of good practices and a repertoire of entrepreneurial skills. Furthermore, it allow us to reflect on the added value of cooperation and collaborative work of key stakeholders, namely in transfer and knowledge circulation, network mentoring, supporting the transition to the labour market.

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The Social Function of Sport in the Light of the Horizontal Subsidiarity Principle between "Third Sector" and Best Practices in Italy*

Maria Cimmino

Parthenope University- Naples

Abstract

Sport is now an expression of variegated instances of which not only the subjects that formally belong to it (so-called card-holders), but all the affiliates, one need only think of the interests linked to the protection of the human personality of the individual, protected and promoted also by the state legal system and others. In this paper we intend to analyse the sporting phenomenon in its associative dimension, in the light of the horizontal subsidiarity principle, because it is thanks to this perspective that its enormous potential can be gathered in view of the realisation of what is known as the social function of sport and which embraces different themes such as the inclusion and integration, the protection of minors, education, the promotion of well-being, to the point of grasping the highest values of the Constitution, including peace, solidarity, equality and human dignity.

Keywords: Sport, human rights, horizontal subsidiarity, inclusion, third sector, private law

1. Introduction

A re-reading of the sporting phenomenon

SUMMARY: 1. Introduction: a re-reading of the sporting phenomenon. 2. Social function of sport, associations and the third sector. 3. Best practices. 4. Sport as an activity of general interest promoted through fluid legal forms.

Actually, in a globalised society the sporting phenomenon is multifaceted and complex, not only in its ordinal dimension considered from the subjective point of view of the plurality of organisations and individuals who are part of it and who are assigned in various capacities to sports practice, and from the point of objective view of the activities, and of the rules, that govern the different and varied sports disciplines.

In the year 2008 the United Nations (UN) Inter-Agency Task Force on Sport for Development and Peace defined sport as "all forms of physical activity that contribute to physical fitness, mental well-being and social interaction, such as play, recreation, organised or competitive sport, and indigenous sports and games". However sport usually includes several activities in which people of all ages and abilities can participate, by bridging social, economic and cultural relationships

In fact, in the eyes of the scholar, the "polymorphism" of sport, whose relevance affects every aspect of human life, stands out as a fact rooted in culture and social tradition, a real and widespread interest of individuals and groups, of institutions and organisations, of which not only the life sciences but also the social sciences and Therefore, the law are destined to be occupied.

Sport is now an expression of variegated instances of which not only the subjects that formally belong to it (so-called card-holders), but all the affiliates, one need only think of the interests linked to the protection of the human personality of the individual, protected and promoted also by the state legal system and others. The right to participate in sport activities has been embodied in the Convention on the Rights of the Child, in the Convention on the Elimination of all forms of Discrimination against Women and in the Convention on the Rights of Persons with Disabilities as a fundamental right.

According to the Charter of the Council of European Sports (1992): "Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competitions at all levels". The above definition explains clearly the multi-skilled role of the sport for everyone in all aspect of the life.

It follows that the legal significance of the sporting phenomenon does not end with the internal sources of the so-called sports system related to its purely technical aspect, since sport is the subject of regional, state and supranational legislative functions, administrative functions of the regions and local authorities, but also the subject of regulatory private autonomy issued on a contractual basis, in the context of associations.

The sports associations are constituted by a spontaneous initiative of those who gather to pursue purposes related to the exercise of sports and/or motor activity, and they are the expression of a constitutionally guaranteed freedom, but also of the private autonomy that is expressed, for example, in the light of the art. 1322 of the Italian Civil Code in the faculty of setting up rules governing inter-private relations.

In this paper we intend to analyse the sporting phenomenon in its associative dimension, because it is thanks to this perspective that its enormous potential can be gathered in view of the realisation of what is known as the social function of sport and which embraces different themes such as the inclusion and integration, the protection of minors, education, the promotion of well-being, to the point of grasping the highest values of the Constitution, including peace, solidarity, equality and human dignity.

2. Discussion. Social function of sport, associations and the third sector.

The complexity of the sporting phenomenon is such that the interpreter now requires a change of perspective that is worthwhile to reconcile its objective dimension of organised human activity and the subjective dimension of the person's right, the form of expression of their personality, an instrument of growth, maturation and extrinsication of one's identity in society, in intermediate groups, in social formations, which deserves interventions for its promotion and instruments of protection[1].

According to European sport policy and issue as the Code of Sport Ethics of the Council of Europe (updated white Recommendation CM/REC 2009)), as the White paper on Sport (2007) and as the Communication from to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Region "Developing the European dimension in the Sport (COM 2011)" sport is regarded as a social and cultural activity that allows the individuals to know themselves better, to express themselves, be accomplished and fully develop themselves, acquire an art and demonstrate their capabilities.

In particular the reference is to the minors, to the persons with disabilities, to the immigrants, and other vulnerable or disadvantaged groups whose right to sport must be allowed as a fundamental human right, (inviolable in the light of the general provision stated by art 2 of the Italian Constitution), for example without discrimination, racism, violence, thanks to the appropriate measures to make these rights effective [2].

This need seems to be consistent not only with the profound transformations that have affected and still affect the world of sport, of which theorists and practitioners are undoubtedly called to take note [3], but also with the growing attention that legislators have dedicated to it, in particular the recent Italian case whereby legislative acts have been adopted on the subject of sporting *ius soli* (l. 20.01.2016 n.12) [4], and of third sector entities (d.lgs. 03.07.2017 n. 117) [5] also expressly including sporting entities among those operating in the so-called social economy, which includes culture, tourism and leisure, housing and social assistance.

These interventions demonstrate that by now we look at sport not only through the internal perspective of its ordering system – in other words not only as a technical fact, but increasingly as an aspect of the practitioners' lives, and much like other aspects, such as education, work, health, tourism, it must be regulated in view of the promotion of individual and collective well-being.

It seems safe to state that the expression sporting order is no longer suitable to represent the projection of sport towards society and the connection that the activities carried out in and by sports associations are intertwining with other subjects, be they public or private [6].

Currently, the associations are called to operate not only in view of the achievement of the immanent purposes of sports, but to assist institutions for the implementation of purposes of a social nature such as education, health and social inclusion, improvement in the quality of life, and psychophysical well-being, allowing the subject as an individual and in an associated form to best express their abilities. Contemporary sport is unquestionably one of the most interesting and most wide-spread human activities.

Sport is able to satisfy the most diverse needs of individuals and society, playing a significant role in enhancing human health and in promoting harmonious development of personality.

Moreover, that sport is capable of expressing the interests of generality is confirmed by the recognition of the cited principle of specificity by Union law and by the promotion of the social model of sport. In fact according to the aforementioned art. 165 of the TFEU, the European Union contributes to the promotion of European sports profiles, taking into account its specific features, its structures based on volunteering and its social and educational function, and with its action aims *inter alia* to protect the physical and moral integrity of sportspeople, especially the youngest of them.

Research evidence indicates that physical activity was a normalising experience enhances social skills and social networks with their peers. In fact, by engaging amateur sport, school and university sport, recreational sport it is possible to preserve and to promote physical and mental health [7], and several fundamental human needs like rehabilitation and education for people with disabilities.

The social model of the sport includes several important objectives: to encourage physical and mental fitness and to fight obesity through participation in regular physical activity; to foster a sense of social inclusion and integration through sport, particularly for marginalised groups; to eliminate racism and xenophobia and to create gender equality through sport; to promote greater participation in sport through physical education programmes in schools; to combat doping through education and prevention programme.

It has been observed [8] that the principle of specificity summarises the set of individual and essential aspects of sport that distinguish it from any other activity and, therefore, its multifaceted nature that leads it to perform a series of functions for those who practice it, such as social, cultural, educational, recreational and as a safe-guard of health.

Moreover, taking into account the overall sporting phenomenon, with the European Parliament Resolution of 2 February 2012 on the European dimension of sport, the European Commission reiterated the relevance of the sporting phenomenon from a pedagogical and cultural point of view for integration purposes, regardless of gender, ethnic origin, religion, age, nationality, social or sexual status, considering that sporting activities have widespread benefits in terms of social, cultural and economic health, as an expression of positive values such as correctness, respect and fair play.

The European Commission, in its White Paper on Sport, specified that "in the sport practiced at the basic level, equal opportunities and access to sporting activities can be guaranteed only through strong public participation", urging Member States to finance sports organisations, to ensure more adequate sports facilities in order to improve the quality of sports services and to ensure the effectiveness of access to sports facilities.

The complex organisational structure of the sports system appears to be particularly suitable for this purpose, due to its widespread presence on the national territory also considering the statutory purposes of certain sports associations, such as sports promotion organisations and basic sports associations. These bodies are aimed at the promotion of sport for all, causing widespread benefits on society linked to the social function of sport, starting from a healthy education, in accordance with the provisions of UNESCO's International Charter on Sport and Physical Education.

A confirmation of this reconstruction is undoubtedly offered to the interpreter by the aforementioned recent Italian reform of the Third Sector, a term used to encompass entities that are neither public institutions nor companies in the strict sense, that is, preordained in their activity for profit (reality) which represent, respectively, the First and Second sectors), but which fully reflect the constitutional dictate that identifies the broad concept of "social formations" i.e. entities that are simultaneously the expression of freedom of association and spontaneous aggregation phenomena, aimed at general interest and social utility. These organisations can be defined as 'non-profit and voluntary organisations that have a primary mandate to provide recreational and competitive sport services to their members.

The legislator of the Third Sector reform, in fact, uses the expression activity of general interest to cover a wide range of very heterogeneous activities, including sports activities; in fact the art. 2, paragraph 1, lett. u), of the legislative decree n. 112 of 2017, expressly includes, "the organisation and management of amateur sports activities".

Amateur sports bodies may (not should) also acquire ETS qualification, but the reform of ETS looks at associations as a key instrument operating beyond the traditional division of responsibilities between the State and autonomy, promoting a new model of cooperation and intervention capable of aspiring to implement a new type of ideal goal aimed at promoting social rights, in the highest sense, and more generally in the promotion of individual and collective social well-being. In fact,

the inspiring ratio of the reform moves in the sense of overcoming the traditional public-private contrast, which has been diluting for some time, but also between state and market, through a recognition of the fluidity of the forms for the exercise of provision of services operating in the social sphere.

It is possible to underline that in this case private non-profit organisations are involved in developing public services by promoting activities socially useful to common good [8] as the healthy lifestyle, the welfare of people

It is a tool for the broad implementation of constitutional pluralism, as a plurality of formations, associations and organisations; thanks to the principle of horizontal subsidiarity they are allowed to operate also to pursue general public general and Therefore, not exclusively private or individual.

Moreover, the Italian government in the wake of this reform has approved a bill, linked to the 2019 Budget Law, which provides for a series of governmental delegations to implement a reform in the field of sports, and among other things is expected to establish a school sports centre for schools of all levels, according to the procedures set forth in the Third Sector Code.

As far as the social value of sport is concerned, it is fully consistent with the law on the so-called *ius soli* sport, which establishes art. 1 that "young people aged eighteen years or under who are not Italian citizens and who have been residing in Italy regularly at least since the age of ten can be enrolled in sports clubs belonging to national federations or associated disciplines or in associations and sports promotion organisations under the same registration procedures as Italian citizens".

While even before the entry into force of the law n. 12/2016 foreign minors were also allowed to take part in non-competitive sporting activities, the law nowadays allows the enrolment of said minors for the purpose of competitive activity.

3. Results. Best practices for integration

The main tool that can currently be used by associative organisations to achieve social goals in and with sport are best practices [9].

In Italy CONI is encouraging and supporting integration into national sport organizations; he is adopting important innovations to provide participation opportunities for immigrants.

The Ministry of the Interior and CONI promote a project titled "Dissemination, practice and implementation of sports activities for foreign minors hosted by the national reception system", funded under the "Integration and legal migration" objective of the National Program of Fund for Asylum, Migration and Integration (FAMI) 2014-2020, the aim of the project being to foster the integration of young migrants in the different territorial realities of our country through sports practice.

The project was launched in 2017, in experimental phase, in pilot regions. Subsequently, after the experimental phase, it was extended throughout the national territory and has now caught the attention of the International Olympic Committee (IOC), who wishes to include it in the best practices of the Olympic Committees.

The CONI has also signed a program agreement with the Ministry of Labour starting from 2014 on the theme "Sport and Integration" to start a course of best practices aimed at collecting, evaluating and disseminating positive experiences in the field of sport and integration, aimed at encouraging the inclusion of first and second generation young people, coming from a migrant background, and aimed at combating intolerance and discrimination in access to sport, through the enhancement of diversity. The promotion of integration policies, while respecting the values of the Italian Constitution, thus becomes a priority tool to encourage the coexistence of Italian and foreign citizens and allow their participation in the economic, social and cultural life of the country.

Thanks to this agreement, the Sport and Integration Manifesto was drafted, drawn up in 2014 by a specific Technical-Scientific Committee, containing guidelines for all operators and members of the sports world.

The recipients of this Manifesto are all those who, directly or indirectly, are involved in promoting sporting experiences for children and young people, as sports and sports-related organisations, including sports federations and governing bodies, physical education associations, individuals, including families, parents, teachers, and coaches.

The Manifesto, according to the Article 31 of the CRC that recognise the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child, promotes some objectives such as respecting the rules, guaranteeing equal opportunities for access to sport, banning physical and verbal violence, combating discrimination and sporting disloyalty. This document also promotes the principle of sporting citizenship, in order to guarantee access to membership and championships, of any discipline and level, to those who were born in Italy from foreign parents.

Thanks to a campaign provided for in the agreement, the manifesto has been disseminated in schools with the participation of sports champions in communicating the discourse that sport, through the driving role and the educational values that animate it, contributes effectively to the process of dissemination of the culture of respect for others and for diversity.

The aims of the above Manifesto should lead to voluntary adherence to its principles by self-regulation choices [10]; for this the private autonomy of the sports associations and sport-related organisations reason must be promoted.

4. Conclusions: sport as an activity of general interest promoted through fluid legal forms and intermediate organisations on the basis of the principle of horizontal subsidiarity

Ultimately, the principle of horizontal subsidiarity [11] is at the basis of the new vision of the juridical relevance of the sport phenomenon and of the recognition also at the level of the legislative policy of this social vocation.

Horizontal subsidiarity recognises and promotes the intermediate organisations of civil society for their ability to manage interests with social importance in order to satisfy needs that cannot be met, at least not for all, on the basis of economic capacity alone and Therefore, with the structure of for-profit business.

We are thus witnessing the creation of voluntary bodies with legal autonomy which they are able to adopt rules and norms under the scope of the civil law that have a legal impact in a legal framework imposed by the State; at the same time they are in some way hybrid with respect to the traditional public/private contrast, emerging entities foreign to public administration, but whose purposes are not completely different from some of those of public administrations.

The doctrine [12] underlines that "private individuals can take responsibility not only concerning activities related to their individual interests, but they have the qualifications, and also the resources, for carrying out activities that fulfil general or public interests. In this regard, it is worthwhile to note as the prospect of an "openness" of the administration horizontally applies, at least for the cases covered here, only to "functions and (...) tasks of social relevance". Therefore, the individuals involved (although vaguely indicated) are the most expressive ones of civil society, namely "family, associations and communities".

Certainly the provision of services and the performance of the material activity are among those activities that fall within horizontal subsidiarity and which are more easily linked to the action of the third sector subjects, called the transition from welfare state to welfare society. We can think of physical education and training in sports, which can be considered educational services under Article. 1, c. 1, lett. a), Law 381/1991, even if carried out outside schools, provided that they are inspired by educational objectives, as well as of sporting practice for people with disabilities, or sport carried out for inclusion and integration purposes and so on.

There is a substantial neutrality of the legal forms with respect to the economic content and Therefore, to the activity carried out, in fact even non-profit organisations exercise economic activity through the allocation of profits produced to the pursuit of altruistic purposes without distributing them among the members. We can say that national and local public institutions may implement specific financial programs[13] to develop "sport for all", but also sport associations are involved in the realisation of the general interest linked to sporting activities, by using the instruments of the private law.

It should be noted that the sporting phenomenon is now an occasion for the implementation of constitutional values, in particular those that pre-order the economic initiative for the purposes of social utility pursuant to Article 41 of the Constitution which is not only a limitation of private initiative but is one of the goals, and in this sense is today the foundation of the social function of sport carried out by associations.

As a matter of fact, the latter as third sector organisations enter fully into the social economy, that is to say, in that economic activity also having a business role but of a social and not-for-profit nature.

The statutory goals of these institutions are suitable for the diffusion of a renewed value of sport as bearers of values such as solidarity and collaboration, values that transcend in itself the same respect for the rules, which is not an end in itself.

In conclusion we can say that the positive impact of the sport phenomenon on society depends on the full implementation of the freedom of association according to constitutional principle of the pluralism, following social model oriented towards autonomous citizenship.

Sport as a right of all citizens and a social value; sport activities can improve the quality of life, but actually the global society needs a new model of the sport based on the collaboration of various public and private non profit organizations like families, schools and associations, to promote a sane body culture development and individual and social well-being. The sports subjects become a full expression of that civil society and corporate citizenship [14] of which the Council of State speaks of (see opinion, 1440/03 Ad. 25-VIII-2003) to designate all those organisations operating in the so-called social private sector carrying out initiatives that involve democratic, reciprocal and supportive social relations, also of economic importance, and which cannot be traced back to tout court market relations nor to the schemes of the individual/state authoritative relationship.

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Management and the Importance of Increasing the Change in the Nature of Competition in the Conditions of the Liberal Economy

Driton Fetahu

PhD. Candidate at European University of Tirana, Albania

Abstract

In this paper, an in-depth theoretical overview on the central question in business strategy is provided: Why some firms outperform others? The latest approaches to the concept of competitive advantage were examined. Recent researches show that sustainable competitive advantage is becoming rarer, and that the duration of competitive advantage decreases (Wiggins and Ruefli, 2002). Sirmon, et. al. (2010) point out that competitive advantage is de facto unsustainable and that each advantage of the firm is reduced, as a result of dynamic interactions with competitors. Thus, the paper gives detailed explanation of how and why new perspectives work to unlock the potential for competitiveness. In other words, the purpose of this paper is to examine the theoretical background and insights of behaviour of the firms and the ways of sustaining competitive advantage in the context of hypercompetition, by examining the modes in which firms successfully compete, evolve and survive in times when specific advantages are not sustainable, but of more temporary nature. This extant literature review shows that still and all we face a knowledge gap in realizing the big picture of competitive advantage.

Keywords: competitive advantage, hypercompetition, firms' actions

1. INTRODUCTION

In the last two decades, process of globalization, flourishing of capitalism, privatization and deregulation, as well as the wave of technological innovations led to a significant restructuring of the economy. These trends will continue to change the way the business is done in the 21st century, given that their impact is already enormous. Many argue that the age of fast-growing competition, or hypercompetition, is result of these trends. A large increase in competition among firms characterizes the new era of competition, resulting in a short time of idea development and even shorter time to make decisions. Above all, the speed at which data, information and knowledge circulate among competitors has reached unimagined levels. Firms able to respond quickly to market demands strengthen their market power and generate advantages; but those that can be even faster, will generate even greater market power and advantage over its competitors. However, there is no guarantee that competitive advantage achieved today will remain unchanged in the long run.

Furthermore, competitive dynamics is becoming more emphasized in many industries, even in those that were, until recently, considered relatively stable. There is the presence of hypercompetitive shift in various industries that are visible through the rapid increase of competitive activity, greater variability in industry profitability, as well as severe changes in market shares (Ferrier et al., 1999, Thomas, 1996; Thomas and D'Aveni, 2009; Wiggins and Ruefli, 2005). Recent studies showed that sustainable competitive advantage is becoming rarer and that its duration is reduced (Wiggins and Ruefli, 2002). Other researchers suggest more anecdotal and rigorous empirical evidence of concatenation of temporary advantages ¹(D'Aveni, 1994).

Thus, the purpose of this paper is to examine the theoretical background and insights of behavior of the firms and the ways of sustaining competitive advantage in the context of hypercompetition, by examining the modes in which firms successfully compete, evolve and survive in times when specific advantages are not sustainable, but of more temporary nature. Such conditions occur when moves and actions of firms are fast and frequent, as well as the competitors' reaction, or when

¹ D'Aveni, 1994).

frequent internal and external capabilities destroy disturbances and discontinuities and thus preventing the sustainability of competitive advantage.

2. THE CHANGES IN BUSINESS ENVIRONMENT

Speed is priority in today's business world. Firms are able to react on moves of competitors more and more quickly, managers have less time to make decisions, while understanding moves of competitors and their activities is becoming increasingly difficult. In addition, the time lag between appearance of a new product on the market and appearance of his imitation is getting shorter, resulting in less opportunities for making extra profits. In fact, studies have shown that the earnings of new products have declined significantly due to the accelerated appearance of imitations on the market, while a newly established monopolies survive an average of 3 or 4 years compared to the previous 33 years. There is a general trend of shorter product life cycle, along with increasing competition which leads to price wars and a general decline in prices, with the exception of luxury products. Although price wars, as a rule, harm the entire industry regardless of who wins, they are becoming a common phenomenon because of the ease of its implementation in the fight with rivals.

In an attempt to restore the competitive vitality, the firm is trying to get in shape. It must be eady to respond quickly and be invisible in situations where the surprise and the first move is what it takes to succeed. If the firm is unable to defeat their competitors directly, then it must find a way to indirectly, in cooperation with other firms, improve its own competitive position. Going deeper into the analysis of the competitive environment, what concerns most managers, and occurs as a result of intense competition, is the fact that the success achieved today, does not necessarily means success tomorrow.

An environment where the advantages are created fast, but also deteriorating fast, is called **hypercompetition** (D'Aveni, 1994). 'It is characterized by intense competition and rapid moves, where firms must develop strengths quickly, and destroy or compromise the competitors' advantages. Its appearance is the result of more rapid and intense technological change, caused by the technological development and innovation of firms, but also the distribution and availability of firms' resources.

The principal consequence of hypercompetition is the temporary nature of competitive advantage.

Temporary competitive advantage is created as a result of a rapid technological change, globalization, industry convergence, aggressive behavior, competition, deregulation, privatization and the growth of new Asian markets, as well as the pressure of short-term incentives for middle management to achieve results etc. Advantages of firm become more and more temporary in nature, since various disorders can be found in environment, while strokes and activities of competitors are increasing. Regulation of competitive behavior might be partly ensured through appropriate development of the institutional context and effective institutions that regulate competition by preventing secret agreements and other noncompetitive practices. The development of an institutional framework affects the gain of competitive dynamics, namely the competitive interactions among firms to enhance the hypercompetitive environment (Hermelo and Vassolo, 2010).

Hypercompetition and competitive dynamics are the basis for understanding of how the dynamics and intensity of competitive business environment lead to a temporary competitive advantage.

Theoretical approach to competitive dynamics shows that the ratio of corporate strategy and business success depends mainly on the strategic behavior of the enterprises, but also the behavior of its competitors and their interaction (Grimm et al., 2005). The theory is focused and related to specific actions taken by the firm and the ways in which competitors respond to these actions. Chen, Smith and Grimm (1992) show that firms achieve competitive advantage through actions or stream of actions, and that the speed of competitors' response depends primarily on the characteristics of specific actions. In the analysis of the features of firm actions, it is important to consider the action volume (Ferrier et al., 1999), the action speed (Yu and Canella, 2007), but also the buffered industry environment (Ferrier, 2001; Derfus et al., 2008).

Researchers of these disciplines have often explored new conditions brought by the eme²rgence of hypercompetition and ever more severe, almost impossible to maintain, competitive advantages over competitors. However, very few researches have examined how the firm should decide, react and prosper in that environment. Thomas and D'Aveni, (2009) in a

¹ (D'Aveni, 1994)

² Hermelo and Vassolo, 2010).

longitudinal study on reducing the business performance in the conditions of hypercompetition in the U.S. manufacturing industries, show that firms should try to maintain a competitive advantage by finding and citing a series of temporary advantages, which require taking a number of competitive actions in a certain time period, thereby ensuring the growth of business performance. Other studies focus on the impact of certain characteristics of competitive actions that firms make in the performance of the enterprise (Ferrier, 2001), and the impact of Top Management Team (TMT) and its motivation to take actions (Ferrier, 1999). The motivation of managers to take action is manifested by the initiative of members of top management team in formulating strategy. Entrepreneurial behavior of top management is associated

with innovation in various business segments, where innovation enables the firm to adapt effectively to the changing environment in which the firm exists.

Sustainability of competitive advantage depends primarily on the industrial context in which the firm operates and the nature and possible sources of advantage (McNamara et al., 2003; Thomas and D'Aveni, 2004; Wiggins and Ruefli, 2005).

Further on, there is an extensive research related to analysis of achieving or maintaining outstanding business performance of enterprises in hypercompetitive industries (Chen and MacMillan, 1992; Miller and Chen, 1994; Grimm et al., 2005; Ferrier et al., 1999; Chen et al., 2010, Chen et al., 2010).

Because of the dynamic nature of environment, long-term strategic positioning is not possible, as firms must continually assess their actions and change their strategy once they identify which moves or actions lead to the best results. Principles by which the firm can try to deal with unsustainable advantages can be defined by attempts to introduce new advantages before the competitors do, by taking unpredictable and aggressive actions, and by being constantly up-to-date. There are various studies on the macro-assumptions of temporary advantages at the industry level (D'Aveni, 1994; Warring, 1996; Eisenhardt and Brown, 1998; Ferrier et al., 1999; Wiggins and Ruefli, 2002, 2005; Thomas and D'Aveni, 2009). The fact that hypercompetition leads or does not lead to time compression depends on moderated factors such as: leaders' market value of the competitive advantage, effectiveness of the initiated strategy and intensity of industrial hypercompetition.

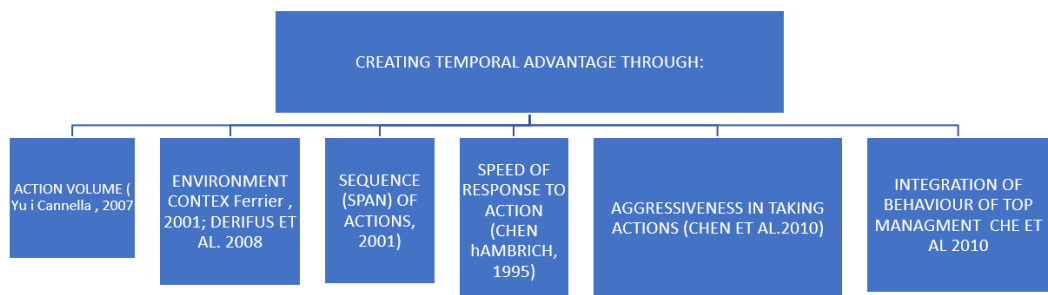


Fig. 1 shows the importance of action properties and corresponding responses by competitors, such as the range of actions, speed of response to the action, aggressiveness in taking action, integration of behavior of TMT - Top Management Team, but also the environmental context where these characteristics appear.

Strategic behavior in hypercompetitive industry requires an active presence in the market and aggressiveness of a firm to take action. Such corporate behavior is necessary, but not sufficient.

Certain actions may lead to succeeding temporary advantages, while others actions do not have to succeed. The firm will achieve greater success for a longer period of time if there are opportunities to attain sequence of advantages (MacMillan, 1989), but it should bear in mind that the improved performance is not a result of achieving a sustainable advantage, but just a series of temporary advantages. Aggressiveness in taking action reflects on how the firm participates with its competitors in hypercompetitive environment. It is believed that firm has a high level of aggressiveness if, within a short

¹ D'Aveni, 1994; Warring, 1996; Eisenhardt and Brown, 1998; Ferrier et al., 1999; Wiggins and Ruefli, 2002, 2005; Thomas and D'Aveni, 2009)

period of time, it takes a large number of actions. Studies show that firms that yield a higher number of actions than its competitors in a year generate greater profits (Young et al., 1996), but also a bigger market share (Ferrier et al., 1999).

Firms' competitive attack is defined by taking numerous competitive actions, which are often opposed by answers of one or more competitors (Ferrier, 2001). Taking strategic action can be seen as an externally focused, specific and visible competitive move initiated by the firm in order to improve its competitive position (Ferrier et al., 1999; Smith et al., 1991; Young et al., 1996).

On the other hand, Pacheco de Almeida (2010) suggests the possibility that, in some cases, there is absence of maintaining the leader position for firms that are leaders in the industry when operating in conditions of hypercompetition. Stated is further explained by the fact that, in hypercompetition, competitive advantages quickly become obsolete, which promotes faster development of new types of advantages from those leaders (D'Aveni, 1994). On the other hand, hypercompetition distorts the expected returns generated by the new advantages, which reduces incentives for leaders to accelerate investment, since faster investment increases costs. Therefore, leaders in hypercompetitive industries may sometimes prefer a slower recovery of competitive advantage, and thus consciously increase the possibility of self-displacement. Concept of self-displacement represents an explanation of why industry leaders sometimes fail to maintain a leading position in the industry. It differs from previous theories about the phenomenon of leadership displacement that indicates that leaders lose their position because they are not able to respond to the threat of competition or simply are not aware that they exist (Hannan and Freeman 1984, Christensen, 1997). Results of Pacheco de Almeida (2010) ¹research show just the opposite: that leaders are certainly aware and able to respond to the threat of competitors, but sometimes there is a lack of economic incentives for retention (Pacheco de Almeida,

3. THE CONSEQUENCES OF RISING COMPETITION

The increase in the intensity of competition changes business practices and has several important consequences. The most important consequence is that the way in which firms create advantages must be reviewed and redefined. The traditional model emphasizes sustainable development and long-term competitive advantages competitors can not overcome. However, in today's competitive environment, most of advantages will be neutralized and overcome eventually.

D'Aveni argues that the attempt to build a sustainable advantage in the intense competition is impossible, and thus leads to irrational use of scarce resources so necessary in today's environment (D'Aveni 1994). Also, he believes that in an environment where every advantage is quickly neutralized, any attempt to maintain the existing advantages leads to obstruction of the development of new ones. Furthermore, not taking into account the dynamic environment of competition nor the constant appearance of new competitors is main problem of traditional strategic models and gaining competitive advantages. They usually assume that firms and the environment in which they operate are simple and clear, with the recognized specific causes and effects. However, today's environment is far from stable and predictable.

Gary Hamel and C. K. Prahalad claim that traditional models do not show actual strategic actions (Hamel and Prahalad, 1989). Porter on the other hand highlights the need for more dynamic strategic models that connect actions and reactions of the firms (Porter, 1994). Firm's actions itself have key impact on the structure and development of the industry over time (Porter and Rivkin, 2000).

Particularly, markets are in constant interaction and imbalance, while strategic decisions determine only partly firm's results (Miller, 1990). In such an environment, results of the firm arise from its interactions with other firms, and strategic decision-makers play an important role in the development of the overall competitive environment. It is important to point out that sustainability of competitive advantage has not been assumed, exactly the opposite; competitive advantage and success will lead to the reaction of competitors and imitation, ultimately leading to the disappearance of competitive advantage.

Very few researches have examined the way in which the firm should decide, react and improve in hypercompetitive environment. Researchers in this discipline analyze the volatility and the dynamics of the business environment that leads to a temporary advantage (D'Aveni, 1994).² Competitive advantage is evanescent, where every advantage that a firm

¹ Pacheco de Almeida (2010), (Porter and Rivkin, 2000).

² (D'Aveni, 1994).

creates decreases over time as a result of reaction of competitors. The above mentioned embodies a key premise of competitive dynamics.

There are many causes of increasing temporal nature of competitive advantages, such as technological change, globalization, industry convergence, aggressive behavior, competition, deregulation, privatization, the growth markets of China and India, the pressure of short-term incentives for middle management to achieve results, etc. However, the actual reasons of appearances and purposes of temporary competitive advantage, including the increased uncertainty of return, have not yet been proven nor explored.

Given that the structure of the industry is slowly changing, competitive advantages derived from the positioning within the industry are relatively stable (Porter, 1980). Resource theory especially analyzes the resources and capabilities that a firm possesses, and assumes that firms can achieve sustainable competitive advantage if they possess unique, valuable, and difficult-to-imitate resources for a certain period of time (Barney, 1991). On the contrary, in the presence of hypercompetition, the dynamic perspective, i.e. types of advantages that are of temporary nature, has replaced traditional and constant sources of competitive advantage. Some studies say that the factors that contribute to the hypercompetition include lowering the entry barriers through a global competition, and provide opportunities for enhanced methods of information spreading, which allow rapid imitation (Bettis and Hitt, 1995). Moreover, some researches have shown that in conditions of hypercompetition, it is not possible to retain outstanding financial performance (Thomas and D'Aveni, 2009).

When tracing endogenous antecedent of temporary competitive advantage, it could be identified the range or the extent to which the firm subjects its decisions, competitive actions and behaviours to its strengths, in which is motivated such behavior. While, in the identification of exogenous antecedents of temporary competitive advantage, one should certainly consider industry structure and industry boundaries, as well as the way in which convergence, i.e. convergence of industry and competitive business models in these industries, support the erosion of advantages, specifically how and why different industrial structure contribute to the erosion speed (D'Aveni et al., 2010).

Identical institutional and macroeconomic conditions have different effects on the advantage sustainability, depending on the industry, which means that sustainable competitive advantage is not as feasible in all the industries. Various concepts such as "hyperturbulency" in the industrial environment (McCann and Selsky, 1984), or "highly variable" environment with rapid changes in technology (Eisenhardt, 1989), as well as increased globalization (Bettis and Hitt, 1995; Hitt et al., 1998), assume the achievement of sustainable competitive advantage questionable. Chen, et al. (2010)

define the intensity of hypercompetitive environment through the degree of variability in the basic areas using consumer demands and production methods in the industry in which the firm operates.

With a variety of conditions that exist in each hypercompetitive industry, such as the competitors' level of aggressiveness, their ability to predict actions, the speed of technological change and the importance of technological characteristics, it is assumed that firms follow different strategic patterns to maintain or achieve a competitive advantage.

In order to survive in an environment of unsustainable advantages, firms must be prepared to often undertake a large number of actions (MacMillan, 1989). Moreover, it is very important for firms to have an effective and efficient organizational structure in order to cope with such high level of activity in the market. A top management team decides on the direction of business development, identifies business opportunities, coordinates activities and mobilizes resources of a firm in order to take advantage of such opportunities, which results in motivation for aggressive competitive engagement (Hambrick et al., 1996; Baron, 2007; Ozgen and Baron, 2007).

The most important characteristics of competitive advantage in hypercompetition are aggressiveness in taking actions and integration of top management behavior (Chen et al., 2010).

Firm's competitive behavior is determined by the TMT behavior and with an emphasis on sociobehavioral integration, which is to the degree to which members perform together (Smith et al., 1994; Simsek et al., 2005). The focus is on being prepared to take an action, i.e. the extent to which the firm

is willing to participate with competitors and act quickly in the involvement and participation. The dynamics of top management is a very important component of the ability of the competitive behavior of firms (Chen et al., 2007). The assumption of being more dynamic in market and collaborative with competitors is the integration of top management of the firm that depends primarily on compatible traits and members' communication skills (Lin and Shih, 2008).

Market and technological changeovers require fast adaptation of capabilities and routines of a firm, so that it could respond to the demands of the market and/or new technologies. Organizational change is ultimately necessary, but the strategic decision-makers and initiators of changes in the firm are often not able to transform the old routines and capabilities of enterprises, since they themselves are strongly influenced by the old skills, habits, models, routines and information (Henderson and Clark, 1990). Managers can identify and use opportunities that result in a competitive advantage, but to preserve acquired positions and build a long-term sustainable competitive advantage (through entrepreneurial behavior), it is necessary to strategically manage the resources and capabilities of a firm (Ireland et al., 2003).

Achieving competitive advantage in hypercompetitive industry largely depends on the internal context of a firm. Principles by which the firm can try to deal with unsustainable advantages can be defined by attempts to be the first in achieving a new advantage, by taking unforeseen competitive actions and by constantly monitoring competitors' moves. Hypercompetition refers to the degree of uncertainty and insecurity that causes a deficiency in the necessary information to identify and understand the causal connection (Sirmon et al., 2007¹). Information deficit results in different levels of awareness about the scope and pace of changes among the participants in the industry, and omissions that often create opportunities for strategic actions, which could significantly pay off in the future.

Firms that take action in order to ensure series of temporary advantages have the ability to succeed with a high rate of success as well (MacMillan, 1989; D'Aveni, 1994). However, readiness, more exact the firm's ability to promptly react to competitors' responses, largely depends on the characteristics of the firm such as its size and reputation and industry affiliation.

4. CONCLUSION

To conclude, dramatic changes caused by globalization, deregulation and technological advance have redefined the nature of the business by increasing competition where every successful innovation, every well played market move leads to creative reaction of competitors, and in a situation where the stakes are too high, firms are sometimes willing to resort to illegal actions (eg. Espionage) in order to protect their own interests.

Because of that, firms should try to achieve a series of temporary advantages, instead of maintaining old ones. In an environment like hypercompetition, firms, especially those considered to be market leaders, are under constant threat of competitors who are able to react almost immediately to firm's action. In such environment sustainable advantage is quite questionable since competitors have opportunity to overcome firm's advantage through technology, data analysis, reverse engineering, etc.

But what is more important, achieving competitive advantage depends a lot on firm's capability to respond on a new market demands before its competitors.

Furthermore, as highlighted in the previous paragraphs, firm must be prepared to take a number of actions, i.e. it must be active participant on the market, which primarily depends on the TMT who should mobilize resources effectively, identify business opportunities and be able to throw away old habits and routines and enhance knew knowledge in order to achieve competitive advantage.

Finally, the result of the hypercompetition is a significant increase in the speed of competitive response, the rise of competitive actions and falling prices. It is expected that these trends will continue in the future, and those firms prepared to respond to market demands, as opposed to those focusing on planning and forecasting, will successfully face an uncertain future.

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Globalization of Health: Positive or Negative? (*Anthropological Perspective*)

Fatjri Nur Tajuddin

Master Candidate in Ethnologie/Social and Cultural Anthropology,
Eberhard Karls Universität Tübingen

Abstract

This article examines the consequences of globalization on the health sector, how people see these conditions and how globalization is rejected or perhaps easily accepted as an effort in improving life. The majority of the world's population in poor and developing countries do not have access to essential health services, let alone medicines. As a product of globalization, in the health sector, the conditions with humanitarian aspects as one of the indicators of the quality of human resources have been distorted and become a tempting element of economic commodities. In the era of globalization, international relations are getting closer. This problem is often known as global conditions. Global relations certainly have an impact on social life. These impacts bring changes in people's behavior in various aspects of life. In the economic, political, social, cultural and security fields, this global impact not only affects large urban communities but also occurs in the rural communities. Along with this, the explanation in this article will be presented from an anthropological perspective.

Keywords: Globalization, Health Services, Developing Countries, Anthropological Perspective

Introduction

Almost all aspects of our lives at the present time have impacts of globalization which not only occurs in the realm of culture, media and economics, but also in health services which is one of the economic commodities that cannot be separated from the influence of inter-state trade and globalization. In general, globalization is defined as the condition of changes in various aspects of human life that occur rapidly and globally, because it is triggered and accelerated by the openness of information and the development of science and technology. Discussing health, this is one of the important aspects that must be owned by a person to carry out daily life, with many socializations about a healthy lifestyle, many models of medical services, there should be no reason for someone not to live healthily. With a healthy physical, psychological and social condition, a person can adapt well in his environment, both the natural environment and social environment.

We can see that globalization is closely related to the mode of trade in goods and services that occur in the health sector. The first type is a trade in health service goods carried out between countries. For example, medical equipment and supplies are produced in one country and then exported to other countries. Diagnostic equipment such as breathing machines and aids, and various other materials are produced by large manufacturers in developed countries such as Germany, America and China that produce medical devices, and also India which manufactures surgical instruments. This inter-country trade is not limited to medical devices, but also drugs and medical supplies are also widely traded between countries. And of course, the destination country is the developing countries.

Indeed, all hope that globalization must be made a new public health agenda that can have a vast impact on the community itself. The effect of globalization is expected to influence the use of health technology, service systems, new diseases, and other social conditions. In other words, inevitably, the impact of globalization must be one of the priority areas in the field of health in various corners of the world. Health is capital for the development and fostering of human resources and as a capital for the implementation of national development which is essentially human development which will also affect the various joints of life. Globalization is rampant campaigned in various lines not only as a challenge or a threat also penetrate the health area which is one element of general welfare, Therefore, the need for readiness, especially in the field of public health to face the challenges of globalization so that people in the target of globalization are not left behind the influence of globalization. This will provide some benefits and disadvantages for a country. The advantage of this global trade is that it

is easier to access all goods or services from and out of the state, but the adverse effects will be felt when people forget the production of their domestic products because they trust the quality of foreign products better than the work of the country own. Adverse impacts will also threaten the health world because of the easier viruses and diseases of a state that easily enter other countries.

As I have explained above, in addition to globalization, it presents positive impacts such as living easily, comfortably, cheaply but it also brings negative effects that cause anxiety and misdirection in the health sector. This has an impact on the life habits of someone who does not do much physical activity (lack of movement). Basically, the lifestyle is determined by each person and lifestyle is a secondary human need that can change depending on the time or desire of someone who changes it. The negative impact of this lifestyle is that it is possible to have a heart attack, stroke, diabetes, hypertension, and other diseases.

Globalization and Health (*Definition*)

Following the understanding of Foster and Anderson (1978) detailing a medical system in two parts namely the theory of disease system and health care system. The systems of disease theory include beliefs about healthy characteristics, causes of illness, and other treatments and healing techniques used by doctors, disease theory systems regarding causality, explanations given by the population regarding the loss of health, and explanations of taboo violation, regarding loss of soul, about disturbance in the balance of elements of cold in the body or failure of the immune system against viruses. Thus, a system of disease theory is a system of conceptual ideas, an intellectual construct, and part of the cognitive orientation of members of the group. The disease theory system tells us how a group understands illness, there is a group of people who believe when someone is sick because the person has violated the taboo, for example cutting down a big tree in the forest that causes the tree dwellers to get angry and disturb the person, so that the person becomes ill.

Community groups that still believe in the existence of spirits that cause a person to be sick provide a conservative impact on the environment, wherein the end a group member does not arbitrarily cut down forest trees. With the theory of disease system then the health care system is carried out. The health care system pays attention to how various societies care for sick people and to utilize knowledge about diseases to help patients. A health care system reflects the disease-causing system, with this, can determine the decisions taken and actions taken in handling patients. With the theory of disease can help people to assess their health care when a person is affected by a disorder of spirits they can decide on the health care system by performing healing ceremonies and giving offerings to spirits. However, for modern society when their thoughts about the disease are said to be more realistic, they will also seek health services according to their understanding.

However, what I see is that efforts to change the health system from traditional to modern that are part of the effects of globalization are very influential on medical and healthcare, where this happens affects not only modern society but also traditional communities because globalization is a comprehensive nature that connects between countries whose scope is all over the world. This is supported by a statement from Scholte (2008) defining globalization as an increase in international relations. In this case, each country retains its own identity but becomes increasingly dependent on each other. Besides that held, at all (1999) also argues that the process by which various events, decisions, and activities in one part of the world can have significant consequences for various individuals and communities in other parts of the world

Globalization in the Health System (*Traditional and Modern Healing*)

Culture in a society will always be dynamic because the system of ideas, knowledge, and beliefs and values in a community can change according to the needs of the challenges of the times. In conjunction with health problems, the system of ideas and culture that they have will affect different behaviors in maintaining health and have different ways of responding to illness and disease. Culture is not the only factor that influences the health behavior of an individual or society. Other factors influence such as gender, education, experience, and social and economic conditions.

According to Fred Dunn (in Riley 1977) geographically and culturally, the medical system can be classified into three combinations, (1) the local medical system, a category that can classify most of the "primitive" or "folk medicine" medical systems; (2) regional medical systems, such as the Ayurveda, Greek and Chinese medical systems; (3) and cosmopolitan medical systems (universal, modern, scientific medical systems). The development of technology in the health sector also influences the degree of public health. The degree of public health is increasingly controlled, prevented and even overcome. As in many places, there are many diseases, and often people do not know what diseases they are experiencing. With the development of sophisticated technology, diseases that were initially unknown to drugs and their healing methods have

now been easily detected, and various treatments have been found for recovery. Like cancer, we all know that until now the disease does not have a drug that can detect until a perfect cure is achieved for the sufferers, there have been many treatments to cure it. Although it does not get a perfect cure, it is beneficial to increase life expectancy for the community so that the health status of the community also increases.

In addition to the sophistication of the use of medical records and prescriptions of modern medicine, as well as ways to detect cancer that has a good influence on public health degrees, other technological developments that are currently using smartphones. By using a variety of applications on the smartphone we can find out that our body weight is ideal or not, regulating diet and foods that are good for consumption, and from various kinds of data, this application will provide supervision and reminder to us to always apply style healthy living. Besides, several technology companies have developed applications that can perform simple diagnoses of complaints or physical characteristics entered by smartphone users or detected by smartphones. This is the impact of technological developments that have a good influence on improving public health. Modern medicine is growing with the discovery of increasingly sophisticated tools and technologies. Also, technological developments can open up many new jobs, so that human resources can play a role, both energy and mind. Technological developments have a positive impact, namely the fulfillment of human needs for material prosperity, ease and humanity can utilize natural resources more effectively and efficiently. Humans can change the system of transformation and communication to create convenience. For this effort, human energy and mind are needed, or in other words, a new field will be created.

On the other hand, in the traditional society, the use of conventional medicine is still an alternative used for healing where ingredients or ingredients in the form of plant materials, animal ingredients, mineral materials or mixtures of these materials have been used for treatment based on experience. So in essence that health is considered as a state of prosperity from the body, soul, and society that allows everyone to live productively socially and economically. Therefore, health is something that is very important for every human being in this world. With a healthy body, everyone can do things that are useful for themselves and others.

Public Health in the Era of Globalization

Health, which is an essential factor in the development of a nation, is a serious concern from the government and society. From year to year various programs and policies to improve the level of health and welfare to improve the competitiveness of the nation at the world level continue to be carried out by the government to catch up with the world community in general. It cannot be denied that technological advances have a lot of influence on the health sector. The impact can be either positive or negative. With technological advancements that are increasingly rapidly bringing significant changes in society. In the health sector, technological advances can make it easier for humans to change in changing the transformation and communication systems. The use of medical records has the potential to provide enormous benefits for health services such as basic service facilities and hospital referrals. Besides, the benefits of using medical records are also beneficial for patients because they can improve effectiveness and efficiency in the health care process. In addition, it makes it easier for health workers to provide health services and assist in clinical decision making such as diagnosis enforcement, therapy, avoiding allergic reactions and drug duplication.

Besides having a positive impact, technological advances in the health sector also have a negative impact. The use of electronic medical records with a negative impact also affects the provision of health services provided. Existing facilities can lead to a lack of and decreased work effectiveness of health workers. In the past, health workers did everything manually and now has been replaced by technological sophistication. While the negative impact of using electronic prescription drugs is if the doctor gives more than one type of medicine. When a patient consumes some drugs simultaneously, there will be an interaction between one drug and another and certainly, aim to cure. However, there is a possibility that it is detrimental and causes side effects.

What I see in the development of the medical system today as a result of globalization that at the present time, the world of health has begun to abandon humanitarian and social aspects, tends to pursue profits and is increasingly difficult to reach by small people where hospitals as providers and servants of health services become goods expensive and unreachable so as to exacerbate the inequality that occurs in the community that results in other aspects of life such as social, economic, cultural and others.

Example Case Study: Is *the Kidney Trade Case in India* as A Consequence of Globalization?

A case study conducted by Cohen (1989) on kidney trade, can be said that the case was caused by globalization. In the writings of his research, it has been explained that Cohen focuses on ethical issues surrounding the selling and buying of human organs where most people who sell their organs (mainly kidneys) in India do so to pay already existing debts. The transaction is only temporarily an exchange of "life for life," and most "donors" are back in debt soon after the operation. He emphasizes the lack of factual information, intentional manipulation of information, and the dissemination of kidney panics and kidney scandals, especially by the new developing authorities and bioethical brokers. Dissemination of information as part of the globalization process also has an impact on the information available in India which then spreads easily throughout the world, of course, the target is the people who need the kidneys. At that time information was to international networks of nephrologists that viable kidney transplantation was available in India, using kidneys from unrelated local sellers. This can be seen that the kidney buyers came from Europe, the Middle East, Japan, North America, Southeast Asia, and Australasia to benefit from the 'kidney bazaar' (market) in India. Interviews with Nephrologists and Surgeons from Chennai and Bangalore revealed four trans-national circuits of business collaboration and patient referral, linking India to the UK, North America, Russia and the Indian Ocean circuit (Middle East Asia, South East Asia and North Africa). Health tourism or medical travel refers to cross-border health care motivated by lower cost, avoidance of long wait times, or services not available in one's own country. Such care is increasingly linked with tourist activities to ease foreign patients into a new cultural environment and to occupy them during the pre- and post-operative periods

This can also be seen from what Inhorn (2011) has discovered about reproductive tourism in the Middle East countries. Globalization flows carry the role of reproductive tourism about assisted reproductive technologies (ARTs) and human gametes (eggs, sperm, embryos) across national and international borders. Needs to have strictness are carried out in various ways even though perhaps not all groups in Islam accept the process, but because of modernization and the desire to have children, coupled with ease of access to other countries such as to Islamic countries that allow these practices, make reproductive tourism attractive to Muslims themselves (Hopkins, at all: 2010).

Accept or Reject?

It cannot be denied that to get health services, hospitals as the part of health system have become an impact of world globalization because globalization has also occurred in the world of health. Hospitals that should prioritize humanitarian and social aspects have begun to adopt capital-based and oriented economic factors towards neoliberalism. The hospital has become one of the prospective sectors which turn out to be very tempting because it can bring huge profits to its managers. Hospitals have become part of economic commodities that lead to the exploitation of public health rights. In its management, the hospital began to take into account the profit and loss which is the nature of the business

Communities that are still alienated will get to know more modern civilizations through information flows that are increasingly open, more advanced and more promising in improving the patterns of life they have lived. By imitating the lifestyle of modern society, it will accelerate socio-cultural change among the people who are still isolated. On the other hand, to reject globalization is also the right for everyone where the adherents are interpreted as a movement that will alienate itself from the world while accepting it without any resistance is not allowed, because every country or nation has traditions and culture differences.

Globalization in the sector of health is not necessarily to be accepted or rejected because as I have explained that globalization has positive or negative impacts. For some people consider that a country with another country is interdependent and can be mutually beneficial to one another, and its form is dependence in the economic field. On the socio-cultural side, the globalization group considers, globalization will accelerate the socio-cultural changes that exist in a society.

By Way of Conclusion

In the past, if people were sick, they would rather go to traditional healers than to doctors because cultural elements influenced the way of thinking or thinking of society. If some communities have different cultures, then their perspective is also different for health and disease. Technological sophistication makes many people abandon alternative treatment methods for their disease so that many health consumers mobility of patients who have to go abroad to seek treatment to get care through technological sophistication is also used by many people to open companies like industry regardless of environmental health which will adversely affect human health. In its development, there has been competition among

health service providers where competing abilities are needed to compete, which covers various aspects of the world of health such as systems, health policies including regulations and legislation, health education, and what is far more important is the development of human resources.

Along with the development of technology and information as if it has created a new standard that must be fulfilled. It cannot be denied that technological advances have a lot of influence on the health sector. The coming of the era of globalization cannot and does not need to be prevented, what is more important is how to respond to positive impacts and prevent their negative impacts. Efforts to increase individual competence and competitiveness, especially for developing countries, are the main choices so that health services remain strong. Health problems become very important because in addition to influencing individuals it can also lead to a global pandemic. The thing that is currently disrupting the realization of health for all is the existence of health neo-liberalization efforts with commodification and liberalization of health products. This health neo-liberalization creates a gap in access to and quality of health services.

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Quality of Life of Cancer Patients and Their Caregivers

Suela Kalaja

Neuroscience Hospital, University Hospital Centre "Mother Teresa", Tirana, Albania

Anita Pilika

Psychiatric Hospital Hospital, University Hospital Centre "Mother Teresa", Tirana, Albania

Artan Simaku

Institute of Public Health, Tirana, Albania

Abstract

Patients with brain tumours have suffer from severe functional, cognitive, and neuropsychological sequelae and their caregivers face many challenges that change their lifestyle. The aim of the study was to analyze the quality of life (QoL) and the level of depression anxiety and stress patients with brain tumours and their caregivers before and after psychotherapy. The study was conducted in 60 patients over the period 2015-2016 at the Department of Neuro-Oncology of the University Hospital Center "Mother Theresa" in Tirana. The instruments used in the study are: European Organization for Research and Treatment of Cancer Quality of Life Questionnaire 30 (EORTC QLQ-C30) for patients and the CareGiver Oncology Quality of Life (CarGOQoL) questionnaire, a 29-item, multidimensional, self-administered questionnaire for caregivers. Also, the questionnaire on the level of, Depression, Anxiety and Stress - the Albanian version was used for both of them. After the therapy, a significant improvement in the quality of life of patients was found in global score ($p < 0.01$) and functional scales: physical ($p = 0.02$), emotional ($p = 0.03$) and Symptoms scales: fatigue ($p = 0.01$), and constipation ($p < 0.01$). After the therapy, a significant improvement was found regarding the depression ($p < 0.01$), anxiety ($p < 0.01$) and stress levels ($p < 0.01$) of patients. Regarding the caregivers, significant improvement after psychotherapy was noted for dimensions burden ($p < 0.01$), relationship with health care ($p = 0.03$), administration and finances ($p = 0.02$), physical well-being ($p = 0.04$) and private life ($p = 0.04$). The implementation of such an intervention means the creation of a multi-disciplinary and interdisciplinary approach in order to address the ill person in its entirety and thus to meet his / her needs.

Keywords: Cerebral Cancer, Patient, Psychotherapy, Quality of Life

Introduction

Anxiety is a very common, experience for all aspects and phases of hospitalization. It is expressed through physiological changes such as sleep rhythms and high levels of nervousness. Pharmacological intervention will not solve the problem (1). Moreover, because depression is considered as a normal reaction to the loss of a person's image that the subject has in itself, it is appropriate to facilitate overcoming through an understanding of the attitude. Isolation is a direct consequence of a difficult therapeutic relationship and, therefore, it fails to adapt to the patient's situation. The main issue, therefore, is that the relationship of hospital staff to the patient they emphasize the success of their therapies rather than emphasizing the disease. (2). It should be a change from a traditional medical view of the concept of disease and care, focusing on pathologies, a health-oriented approach, and awareness of not only physical aspects, but also the psychological and social characteristics of each individual. Chronic illness forces a person to change, sometimes unconsciously, both in relationships with others and themselves, such as accepting a new way of life and gradual loss (health, physical integrity, normality, freedom), psychological and behavioral implications that affect self confidence and personal identity. Again, an interactive process is needed, able to help the patient learn about the disease he is suffering from, to understand therapies, to share this information with his family; all in order to allow it to consciously manage care and increase their self-esteem skills (3).. In doing so, anticipate possible complications stemming from inappropriate behavior. In relation to a patient suffering from

cancer, often psychologists and / or psychotherapists ask, for example, about the real benefits of their work or just to listen to the sufferings of the client, receiving information about negative emotions and feelings of fear and anxiety that experience the patients. The physical and emotional changes faced by patients during the therapies lead to a new way of functioning of the human mind of the individual when his future is uncertain. Given that, essential to the psychological aspect is to create an authentic and profound relationship with the patient, strong and sensitive capabilities can become a source of frustration for the professional aspect which is found as an opportunity to interact with people who suffer, from the identification that is created, it directs the doctor to experiment with the anxieties of the same patient (4) It is also difficult to understand how a psychological intervention should take place when physical and objective conditions get worse.

This risks that the patients experience therapeutic confusion, worry, suspicion, guilt, sorrow, irritation and many questions, as well as a dull pain. Professionals working with patients affected by cancer, also get a satisfaction (5). Patients, in one way or another, always try to show appreciation for the therapist's work. Work on oncology is also a valuable experience, it allows to adopt a range of humanitarian experiences that make a motivation for patients to live their full life. The purpose of this study is to evaluate the impact of the psychological treatment on the quality of life of cancer patients and their caregivers.

Material and methods

The study was conducted in the period 2015-2016 at the Department of Neuro-Oncology of the University Hospital Center "Mother Theresa" in Tirana. Comparative methodology has been used - individual intervention with involvement in the group. Presentation on case, case recording by physician, meeting and receiving information from family members were initial steps of the study. Three preoperative meetings with the patient were conducted and two with family members. 7-15 therapeutic sessions took place after surgery and 2-5 sessions as outpatient and the responsible caregiver. Psychotherapy sessions during the hospitalization were performed depending on the condition of the patient almost every day, 55 minutes - 1 hour, while after leaving the hospital 1-2 once a year as long as it was deemed necessary. The study was conducted with 120 hospitalized patients with cerebrovascular disease divided into two group. Group I - 60 patients performed individual therapy: Group II - 60 patients performed individual therapy and counseling sessions were provided for their family members (caregivers) (n = 60). The instruments used in the study are: European Organization for Research and Treatment of Cancer Quality of Life Questionnaire 30 (EORTC QLQ-C30) and the questionnaire on the level of, Depression, Anxiety and Stress - the Albanian version for the patients with cancer. The implementation of such an intervention means the creation of a multi-disciplinary and interdisciplinary approach in order to address the ill person in its entirety and thus to meet his / her needs. We used the EORTC QLQ-C30 version 3.0, which is the most commonly used HRQoL instrument in cancer trials, is a 30- item cancer-specific questionnaire measuring general HRQoL in cancer patients (6,7). The EORTC QLQC30 incorporates five functional scales (physical (PF), role (RF), emotional (EF), cognitive (CF) and social (SF) functioning scales), three symptom scales (fatigue, nausea/vomiting and pain), six single item scales (dyspnea, insomnia, appetite loss, constipation, diarrhea and financial impact), and the overall health/global HRQoL scale. All items are scored on 4-point Likert scales ranging from 1 (not at all) to 4 (very much), except for the two items (items 29 and 30) in the overall health/global HRQoL subscale which were scored on a modified 7-point linear analogue scale. All the raw functional scales and individual item scores were transformed to a linear scale that ranged from 0 to 100, in which a higher score represented a higher level of functioning or an improved level of symptoms. The items were scaled and scored by using the recommended EORTC procedures (8). EORTC C-30 scores were calculated by a computer-based program. DASS-42 (Depression, Anxiety and Stress) questionnaire was used to assess the level of depression anxiety and stress patients with brain tumours.

Statistical analysis

Statistical analyses were made by SPSS software (version 13.0). Scores of the questionnaires were expressed as mean (\pm standard deviation) and median, where appropriate. The scores were nonnormally distributed and were, therefore, compared by nonparametric methods. A $p < 0.05$ was considered to be statistically significant.

Results

The mean age of patients was 51 years (range: 11–75 years). Forty one (63.8%) were male and 19 patients (31.7%) were female. After the therapy, a significant improvement in the quality of life of patients was found in global score ($p < 0.01$) and functional scales: physical ($p = 0.02$), emotional ($p = 0.03$) and Symptoms scales: fatigue ($p = 0.01$), and constipation ($p < 0.01$).

After the therapy, a significant improvement was found regarding the depression ($p<0.01$), anxiety ($p<0.01$) and stress levels ($p<0.01$) of patients. Regarding the caregivers, significant improvement after psychotherapy was noted for dimensions burden ($p<0.01$), relationship with health care ($p=0.03$), administration and finances ($p=0.02$), physical well-being ($p=0.04$), leisure time ($p<0.01$), private life ($p=0.04$) and Index ($p<0.01$) (table 1).

Table 1. Comparison of the mean score of the dimensions of the Quality of life before and after therapy

Dimensions	Before therapy	After therapy	P
	M (SD)	M (SD)	
Psychological well-being	46.6 (23.9)	50.1 (26.1)	0.4
Burden	67.7 (28.6)	80.2 (22.5)	<0.01
Relationship with health care	65.8 (22.4)	61.7 (23.7)	0.03
Administration and finances	71.5 (26.5)	76.9 (22.2)	0.02
Copying	55.3 (26.3)	55.6 (27.4)	0.8
Physical wellbeing	54.7 (24.4)	60.7 (24.0)	0.04
Self-esteem	74.5 (18.9)	72.8 (20.4)	0.6
Leisure time	38.8 (22.7)	48.2 (25.3)	<0.01
Social support	67.8 (23.6)	64.3 (25.9)	0.3
Private life	53.9 (25.4)	58.0 (26.1)	0.04
Index	59.4 (13.0)	72.0 (13.9)	<0.01

The level of Depression, Anxiety and Stress in the family after the therapy is significantly lower as compared to the pre-therapy level, ($p<0.01$).

Discussion

As recent research suggests, the quality of family life is compromised by the disease and its treatment. Families experienced symptoms of depression, anxiety, psychosomatic symptoms, disorder in their intimate relationships, and their health. As expected, the functional status of the patients was related to the quality of family life. As expected, the functional status of patients correlated with the quality of family life (9). The increased load in our study may be due to the specificity of brain tumors. Unlike family members who care for patients with other conditions, family members of brain tumor patients should manage the resulting complications, especially confusion, delusions, hallucinations, or violent behavior. Additionally, patients with tumors often develop loss of independence versus other patients with regard to their dependence on need for help with daily living activities such as dressing, walking inside the home, and their own bathroom which increases the burden of cargo for their family members. Difficulties with daily activities are less reported by other family members (10.11). Of course, a high burden has already been associated with care for family members with complex care needs. As reported by Parvataneni et al, caregivers of brain tumor patients have reported dissatisfaction because they have less time for their personal needs and this can be a direct consequence of increased burden. These families also reported higher levels of physical weakness and more difficulties with administration and finances than other caregivers, which can be explained by problems related to daily living instrumental activities such as transportation, laundry and bargaining (12). In fact, the dependence of patients on these activities seems to be the main cause of the fatigue of their caregivers. Cancer as a disease and therapies that deal with its treatment indicate that patients undergo major trauma, different from one person to another, and these people respond in different ways. Helping a human being to accept illness and accepting its treatment is a necessary task, because setting a diagnosis is crucial to the emotional state of the patient. A brain tumor diagnosis is a shocking event that can ruin a person's life, then he needs to take a deep breath and be prepared to struggle to live with that illness. To help the patient with the most difficult treatment choices from the clinical point of view, plays a key role, while respecting his own personal needs, where patient-to-patient communication is essential (13). The psychologist, moreover, will help the patient to take a proactive approach during the treatment, which is essential to allow him to attain a least equilibrium, the status quo that allows him to ask questions and to insist until the answers are clear: a detailed case itself is always preferable to insecurity and insufficient explanations in order to sufficiently understand. Contribution to

information is generally important, especially in the context of oncology, where uncertainty is most common (14). But expectations, as with the content of information on how it is transmitted, may differ from individual to individual. Some patients want complete and accurate information about the disease and prognosis, and want to take part in treatment decisions; others want to be informed at the highest level, but leave the decision on the doctors' hands (15,16). Some want doctors to come close to help with their psychological problems, others prefer prudence in this regard. It is also important that both parties, patients together with the professional health care, set their treatment goals. After therapy, there is a significant reduction of the levels of stress. Depression and anxiety, both in patients and their caregivers. The need for help and comfort can be expressed more during the treatment, at that time it is required the support of family members and friends. These people are indispensable to support improving the life of a patient with a brain tumor (17,18). The level of depression, anxiety and stress before therapy is almost the same in both groups of patients. The severity of the DASS scale before therapy is almost the same for patients in both groups. Patients of both groups have moderate anxiety levels and a very severe stress and depression level.

Conclusion

Organizing such an intervention means creating a multi-disciplinary and interdisciplinary approach in order to address the ill person in its entirety and thus to meet their global needs.

It is important to recall at the end that the disease has been healed in accordance with the stages of development in which the subject finds himself: the ability of the clinical psychologist is to adapt his intervention to be in accordance with the needs of the subjects.

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The Transformations of the Kosovar Family in the Period 1970-2018

Mexhit Shaqiri

Lecturer, University of Pristina, Faculty of Law, Kosovo

Abstract

This paper will focus on the investigation of the transformation processes of the Kosovar family during the period including the last part of the previous century and the beginning of the 21st century. During this period, Kosovo society experienced a large number of social, economic and political events, which have radically influenced the transformation of its social structures. Part of this transformation is also the institution of the family and its related views. The research will focus on these three moments of transformation of the Kosovar family institution; the period of industrialization and urbanization of the Kosovo society of the 1970s; the pre-war period of 1998-1999; the post-war period. The process of industrialization in Kosovo began in the 1970s and this influenced the generation of another process, the urbanization of society. The traditional model of Kosovo society, solidified for centuries, was influenced by these two processes which later introduced the first elements of change towards a modern model that is related to what is known as the "nuclear family". This process was interrupted during the 1990s when the repressive regime of Serbia destroyed all institutional structures and expelled all Kosovo Albanians from public life. This conditioned the birth of what is known as the "survival society". A society of such encompasses a series of social strategies which are functionalized by social groups in order to resist the structural and institutional violence that is exerted on them. Among these social strategies that were functionalized at this time by Kosovo's survival society were the revival of traditional forms of social solidarity and this revival strongly influenced the revitalization of the great patriarchal family, a revitalization which naturally influenced the deceleration of the Kosovar family modernization process. The post-conflict years mark the moment when this process started again.

Keywords: Social events, transformation of social structures, Kosovar family institution, industrialization and urbanization of society, social solidarity.

Introduction

The sociological concept of the family

The family is one of the social life institutions, which is subject to review for many disciplines and social sciences, ranging from anthropology to psychoanalysis. Sociology is one of these sciences. The great interest of sociologists for the institution of the family has been a permanent theoretical interest throughout the almost 200 year history of the existence of sociology and as a result, one of its earliest disciplines is the sociology of the family. From the outset, it is necessary to distinguish between approaches to the institution of the family that this discipline of sociology has with other disciplines, for example social anthropology or psychoanalysis and psychology. While social anthropology focuses on researching patterns of family ties in ancient societies, the sociology of the family is focused on modern processes and phenomena that occur in the field of the institution of the family. This comes from the fact that sociology itself is a science related to modernity itself, with the effort to explain the birth and directions of its development. The sociology of the family should also be distinguished from other types of knowledge such as psychoanalysis and psychology. While psychoanalysis and psychology are focused on the unconscious family tensions that determine the personality of an individual, the sociology of the family deals more with the structural processes that occur within the institution of the family and its relationships with other social institutions. From this aspect of the distinction of the sociology of the family from the other social sciences that deal with this institution, we can move to the first issue raised within the sociological observation of the family.

This issue has to do with the definition of the family. What is a family? How can it be defined? In different cultural, social and historical contexts, this question may naturally receive various answers, due to the multitude of social patterns of family ties that appear in different cultures and societies.

Anthony Giddens says that the study of the institution of the family should start from the analysis of three basic concepts such as kinship, family and marriage. These three concepts are closely related and presuppose one another. In this context, "a family is called a group of persons united by kin relationships, adult members who have the responsibility of caring for children. Kin relationships are ties between individuals established through marriage or inheritance, whereas marriage can be defined as a sexual union of two adult individuals, recognized and approved by the society" (Giddens, 1997, p. 371).

Ian Robertson in his book "Sociology" explains that in the sociological study of the social institution of the family two main perspectives have dominated: the functionalist perspective and the conflict perspective (Robertson, 1987, pp. 349-50). These two perspectives have emerged from the two major models of society's explanation, functionalism and the conflict theory. Whilst the first model is associated with names like Emile Durkheim and Talcott Parsons, the second is related to the names of Karl Marx and Max Weber.

What does the functionalist approach consist of in explaining the family?

According to Robertson, functionalists have always explained it by the role it has played in the context of the society as a whole. Even the processes and phenomena that appear within the family are explained from this perspective. In this way, the family is a social institution created to fulfill a group of roles that are in function of the overall cohesion of the society. According to Robertson, this group of roles consists of these elements:

The family is a social institution that has the function of regulating sexual behavior,

Replacement of members or generations through institutionalized instruments,

Socialization of individuals (children),

Care and protection (of children),

The social place (the legitimate birth of an individual in a family gives him a stable place in society),

Emotional support (meeting the needs for affection, love, intimacy) (Robertson, 1987, pp. 349-50).

On the other hand, the approach according to the conflict theory views the family as an institution deriving from other social conflicts that are developed in other areas of society, especially in the field of economic production. This is best investigated in the Marxist school of thought. Marx and Engels in their works have repeatedly reiterated the idea that "marriage represents the first class antagonism in history". Conflict theorists do not see the family as an institution within which there are harmonious relationships, but as an institution boiling over from the tensions and antagonisms that usually stem from the structure of unequal gender relations. Studies on domestic violence and gender are largely based on this theoretical perspective. Class rule in society under this perspective within the framework of the family is transformed into patriarchal rule.

A fundamental part of the sociological study of the family is also what is known as "structural analysis of family models". According to Robertson, this analysis implies building family models based on the number of partners in marriage, preferences in choosing a partner according to the social group, patterns of residence, authority relations, birth and inheritance, and the size of the family (Robertson, 1987, pp. 354-55).

Starting from the criterion of the number of partners in marriage, sociologists distinguish the monogamous and polygamous family. The latter is manifested in the form of polygyny in which a man is married to more than one wife at a time and the opposite, polyandry, in which a woman is married to more than one husband at a time. According to the preference criterion in partner choice and social group, sociologists distinguish the endogamous family, which implies that both partners come from the same kin group and the exogamous family, which means a family built by two partners that belong to different tribal groups. From the point of view of the family residence model, three main family models can be distinguished, namely the patrilocal residence meaning that the family settles in the husband's parents property or home, the matrilocal residence that represents the opposite pattern when the new family settles in the wife's property or home and the neolocal residence

that excludes the first two models and implies that the newly created family sets up a new *residence* independent of the households of either partner's parents.

The institution of the family includes in its social structure the relations of power or authority. On the basis of these relations, sociologists distinguish two large family models: the patriarchal family, in which the husband is the highest authority in decision-making regarding the rules and family issues and the matriarchal family where this role is maintained by the wife. In this context, as Robertson says, sociologists often cite a third model: the egalitarian family in which power is equally shared by both the wife and the husband in the process of dealing with family issues (Robertson, 1987, pp. 354-55).

One of the basic functions of the institution of the family is the birth of descendants and inheritance. A patriarchal family implies a patrilineal inheritance system and what is called the matriarchal family implies the opposite inheritance system, namely the matrilineal system. Sociologists mention a third model that is the bilateral system, which implies equal participation in the inheritance line of both male and female children. Finally, on the basis of the size of the family, sociologists distinguish the extended family model in which two or more generations live together and nuclear family, consisting of one family group where only the parents and their children live together. While the first model is a basic characteristic of pre-industrial societies, the second model is a social product of modern industrialized societies (Robertson, 1987, pp. 354-55).

The concept of the family in the Albanian traditional culture

In the traditional Albanian culture, we generally find those characteristics of the family model that are similar to other cultures of the cultural realm of Southeast Europe. The identity of this realm is historically built by the meetings and confrontations of great Christian and Islamic religious traditions, but also from the remains of ancient Greek-Roman traditions. In each of these traditions we find a powerful patriarchal element in the family's vision. Another factor which has enormously determined the vision of the family in the Albanian traditional culture, especially in the northern part of the geographical extension of the Albanian ethnicity, is undoubtedly the customary law, now known as the "The Code of Lekë Dukagjini". The impact of the normative code of the Code of Lekë Dukagjini until late in the twentieth century was enormous in the northern Albania and Kosovo, even greater than the ethical codes of Christianity and Islam. Furthermore, in some northern areas of Albania, it still carries the same weight as the positive law of independent states. Within this customary law we find the earliest definition of the family in the traditional Albanian culture: "A family is a group of human beings who live under the same roof, whose aim is to increase their number by means of marriage for their establishment and the evolution of their state, and for the development of their reason and intellect" (Gjeçov, 1989, p. 13). In this definition we notice elements that remind us of the functionalist perspective. Family members are conceptualized as limbs of an organism which has several functions, among them the reproduction of society and the education and socialization of its young members. This organic vision of the family conditions the so-called collective responsibility of the group for the actions of any one of its members, which is best investigated in the blood feud institution that constitutes one of the central parts of code justice. From the perspective of Emile Durkheim's sociology, it can be said that this concept of the family is typical of pre-modern societies based on mechanical solidarity and collective consciousness that comprehensively encompasses individual consciousness. Individuals are not entitled to their own opinion and their actions in their entirety must have a strict and rigid consonance with the collective consciousness norms.

Another element being investigated within this definition of the family is the identification of the family with the group of people living under the same roof. The term "family" itself is a late term in the Albanian language and the term used to name the family was the term "house". But here we find an interesting semantic association between "house" and "family". The term "family" is a Latin term and etymologically referred to "A slave community where the slave-master ruled" (Mandro, 2006, p. 169). It is similar to the Greek word "oikos" that carries the same meaning (Aristotle, 1998). Even the Albanian house in the traditional sense has carried out this meaning. Its members were called "robt e shpisë" (Eng: house slaves). These similarities can be investigated in other dimensions of the traditional institution of the family. One of these dimensions is comprised of the relations of power within the family. The customary Albanian law codifies an absolute patriarchal power in the family: "The control of the house belongs to the eldest living under the roof of the house" (Gjeçov, 1989, p. 13). This is the provision that codifies the model of the gerontocratic family, a family where supreme authority belongs to the eldest in the family. In his absence the authority is transferred to the first brother and for families without men "those qualities which are required to fulfill this office properly, then – on the basis common consent – another member of the household is chosen, who is wiser, more intelligent, and more careful." (Gjeçov, 1989, p. 13). Such a gerontocracy is conditioned by the fact that in tribal societies, wisdom is dependent on age. In these societies, wisdom is an accumulation of experience and

it grows with growing age. The older the individual the wiser he becomes. As a consequence, in such societies the so-called "ageism" appears, which is discrimination against individuals on the basis of their age. This phenomenon is best investigated when we analyze one of the institutions of the Albanian patriarchal family. This is the institution of *oda* (Eng: *Chamber of Men* or *Gathering Room of Men*). *Oda* was the social space in which only men of the family had access. Inside this space, a strict order of hierarchy used to take place. Each male member of the family had their spot designated on the basis of the age criterion. The eldest sat at the front of the chamber near the chimney and the youngest at the rear. This physical place had also designated the hierarchy of the right to speak. The youngest was only the last to take the floor on a matter that was being discussed. In everyday language, there are still offensive labels for this social role such as "the last hole on the flute" is one of these labels. Within the order of the chamber, the power of the "master of the house" is irrefutable. It is even similar to the provisions of Roman law describing paternal power. The code says: "the head of the house has the right over the life and existence of his sons, that is to batter, fetter, imprison them" (Gječov, 1989, p. 15). This is what in the Roman law is called "patria potestas"- the right of life and death that the patriarch had over his family members (Mandro, 2006, p. 201). Michel Foucault in his works says that in modern times this right is appropriated by the Sovereign State in relation to its citizens (Foucault, 2008). The canonical concept of the family also has some other elements similar to the Roman family concept such as monogamy and exogamy.

The social context of family transformation

The social transformation processes of the family are not isolated processes. They occur within the context of transformations affecting the whole of society. In the history of sociological thought and social sciences in general, the greatest transformation is certainly the one related to the birth of the modern era. Sociology itself was born as an attempt to give an explanation of how this great transformation occurred, initially in the Western world. There is a great deal of sociological, philosophical and economic interpretations of the nature of this transformation. Some qualify it as a transition from military society to industrial society (Spencer), some as a transition from the society of mechanical solidarity to the society of organic solidarity (Durkheim), then as a transition from community to society (Tonnies), or from feudal society to capitalist society (Marx) (Tonnies, 1999, p. 12). This great revolutionary transformation of society gathers in itself a radical transformation of the dominant family model. What is called an "extended family" begins progressively to give way to the model of the nuclear family. This process is one of the important indicators of modernizing a society.

But what were the social and cultural factors that conditioned such a process?

Ian Robertson identifies five key factors. They are: geographical mobility, social mobility, loss of family functions, the advantages of small families and individualism (Robertson, 1987, pp. 356-57).

The first factor that undermines the social base of the family community is the geographical mobility that life provides in the modern age. The individual is no longer affiliated with the land and the obligations or kinship habits. He has been transformed from a farmer into a wage-earning worker living in cities that come and expand due to industry development. Urban life is no longer a life conditioned by the rigorous rules of social status found in agrarian societies. Industrial societies are characterized by freedom and the possibility of social mobility and this affects the establishment of a culture of individualism. The individual is now more dedicated to his personal aspirations, his desires for a higher social status than the traditional obligations of the family or tribal community. Then, in modern society, as Robertson notes, children become more of an economic hurdle rather than an asset and this affects the progression of preferences for the small family model. It is also related to the fact that industrial societies encourage young people to become economically independent of others. It gradually destroys the traditional functions of the extended family such as those of education and socialization as well as health care. Their role now is taken over by other social agencies, such as schools, corporations, hospitals, media and other institutions. In industrial societies, the state takes over the formation and education of young people through the organized education system, thus ending the traditional informal education that passed on the tradition from older generations to younger generations. In this way the foundation of the great patriarchal family collapses.

The social and historical context of the transformation of the Kosovar family

Throughout most of the last century, the Kosovar family had all the features of a large patriarchal family, conditioned by the agrarian model of society. This type of family was highly empowered by two ideological forms, the customary tribal code known as the "Code of Lekë Dukagjini" and the religious Islamic faith comprising most of the Kosovar population.

In the 1970s, as a result of the political changes triggered by the head of the former communist Yugoslavia, in Kosovo began the processes of industrialization and the spread of mass education of the population. These processes began to affect the decline of the powerful patriarchal system of values but did not affect its change. The reason was that the process of industrialization and mass education in the mid-1980s lead to stagnation due to the political crisis that included Communist Yugoslavia. What is called "transition" from the family community to the nuclear family remained only in its beginnings, while the deinstitutionalization of Kosovo in the early 1990s by the Milosevic nationalist regime generated a completely opposite process and precisely the process of returning and reinvigorating the pre-modern social structures. Albanian expelled from the public system adopted survival strategies that were based on pre-modern forms of social solidarity, such as the family community and kin relationships. The so-called "parallel system" fueled itself from these forms of solidarity, which kept the great emigration in the Western world connected with Kosovo. Without a strong collective ethics, which values the individual's duties to the group, family and tribe, this relationship would not have succeeded. In addition, through this established relationship with emigration, new ideas about social life that came from Western culture began to circulate, and they favored the modernization of the family institution. Meanwhile, the end of the armed conflict in 1999 marked a new period, which is characterized by an intensification of this modernization, namely the unbundling of social structures that keep the model of the family community standing. Large demographic movements caused by the conflict, the country's openness to the country, the strong international presence in Kosovo and the enormous impact of electronic media, the content of which entirely refers to the values of democratic and liberal societies of the western world, have had a major influence in this process. All of these have caused tangible changes in the institution of the family in Kosovo.

A number of changes noted in the institution of the family in Kosovo

Based on various research and statistical sources of the state agencies, so far, there have been changes noted in many segments of the family, starting from the family structure. However, this is the segment that might have undergone fewer changes in relation to other segments of the family. In this context, there have been changes ascertained with regard to the number of family members who have lived under the same roof from the 1970s to the present, the number of generations within a family, the type of family that is most preferred namely the extended or nuclear family, as well as their gender structure. Changes in the number of family members living under the same roof are only noted in recent times reflected by a decrease in the number of family members, where family planning has also played a huge role. While until the 1990s, there is no significant change in the structure of the family in terms of the number of its members, ranging from the maximum of forty to the minimum of seven members, which means that in general, the Kosovar family is distinguished as a big family. Minor changes are noticed in the family generations living in a family. In this context, there are still many families with more than one family generation, and this part also includes the number of new families that live under the same roof. So, in Kosovo there are still many families that include several smaller families within a large family. Part of this large family are also parents, who necessarily join one of the small or large families. Generally, it can be said that the nuclear family model is commonly preferred along with those who might opt for the extended family model as well. As for the gender structure of members who live within a family, it has been the same featuring a slight male domination.

Major changes have also been noted in the family segment that has to do with family decision-making in the past and today, especially the elderly who seems to have a sort of admiration for the patriarchal decision-making of the past, although they admit that changes in this segment are very evident. Today, there is a huge difference in decision-making in the family; now other members of the family, including the female gender, are part of the decision-making process, unlike the past where family decision-making was the patriarch's exclusive right. These changes have been embraced by the majority of people who consider this form of decision-making as backwardness, anachronistic which happens due to lack of education of the population.

Part of the great changes is also the other segment of the family that deals with traditions and values in Kosovo society. In this context, we notice that traditions are dying out, ranging from: the institution of oda (Eng: Chamber), various celebrations, weddings, deaths, numerous rituals, visits among the community. Unlike the past, including the period until the end of the 1970s, today we have a different situation regarding the elements mentioned above. Nowadays, the holidays are not given any major importance like in the past, as well as weddings that have changed in form and content. For example, weddings now last only one day and not five days as it used to be in the past. Likewise, rituals about deaths have changed considerably. Nowadays, the time for condolences is reduced to just three days, maximum seven days, unlike the past when the condolences lasted for up to six weeks. The institution of oda (Eng: Chamber), which was a symbol of society in these areas, has been replaced by the welcoming rooms, or otherwise called "parlors." Likewise, visits among community

and human solidarity have undergone changes and have greatly diminished. Family visits at present are quite rare and even if they are made, they are short.

Another very important segment that is related to the changes in the family is the emancipation of women and their position in the family. Great changes have been noted in this aspect, which happen as a result of general social changes. Unlike the past, where women's treatment was far more unequal to that of men in all spheres of social life, today great improvements have happened in this regard. Improvements are noticed, both in terms of the position of women in the family, which in the present time is much better and their education today is incomparably better compared to the past. The change is especially noticed in the approach to the education of women, which in the past was completely conservative and patriarchal. Today, women are given equal opportunities as men in education and many other areas of life. However, we find many other areas where women are discriminated, such as inheritance, where women continue to be excluded from this right, which is also guaranteed by the positive laws.

Types of marriages, divorce and the concept of cohabitation between couples have also been part of the changes. Regarding the types of marriages, the most common is monogamous marriage, but the existence of "Sororate" marriage (husband's marriage to his wife's sister during the time his wife was alive or after her death) was also confirmed and the "Levirate" marriage (an institution of marriage where the living brother or any other male of the family of a deceased man marries his brother's widow) (Rrapi, 1997) as two negative marital phenomena which are almost inexistent today and are seen as highly negative phenomena by most people. As for the concepts of divorce and cohabitation, we can say that divorce has undergone a few changes regarding its views, which have been completely patriarchal. Today, divorce is viewed as a normal process in all other societies. While the concept of cohabitation is a largely new concept in Kosovo society which is relatively in the capital, while almost inexistent in other regions of Kosovo.

Significant changes have also occurred in another family segment that has to do with the concept of the family planning, which until after the last war was an almost unknown concept in many regions of Kosovo. Changes in this direction have reflected on the decline in fertility as well as mortality, especially in infants, contrary to the past, where fertility but also infant mortality was highly present in these regions. In this respect, there are also changes as regards the approach to female children, which still remains conservative.

All the changes found and presented above have influenced the concept of the family itself, which is generally taking on a new form, leaving behind many elements of the patriarchal family that has been characteristic of our society and moving safely to the nuclear family, which is characteristic of modern societies.

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An Exploratory Study of EFL Teachers' Perceptions on Grammar Terminology Use in Kosova

Sermin Turtulla

Assoc. Prof. Dr., University of Prizren "Ukshin Hoti"

Abstract

This exploratory study aims to find out perceptions of EFL teachers on grammar terminology use in Kosova in the light of recent national curriculum change in language teaching. Data was collected through semi-structured questionnaires administered to EFL teachers teaching in primary and lower secondary schools in Prizren. Data was analysed using frequency count and percentage distribution. Findings of the study revealed that teachers show superiority of communication competence over grammar competence in thought and the opposite in practice.

Keywords: EFL teaching, grammar terminology, primary school, school curriculum

Introduction

This study aims to collect feedback from EFL teachers about their views on use of grammar terminology in primary classrooms. The traditional structural syllabuses had quite a few grammar terminologies; however with new alterations in educational policy, imminent changes needed to follow in everyday teaching across Kosova. Even two decades later after the 1999 war, there is still very little research done to give voice to Kosovar teachers' perceptions and views (Turtulla, 2017) about education-related topics and almost none about teaching practices in Kosova. This is the first research of its kind and also one of the first independent studies to venture into aftermaths of new curricula implementation in Kosovar education. Some of the questions that this study aims to answer are looking at how EFL teachers view grammar instructions and which specific grammar terminology is used in primary grades. Two prevailing social concerns spurred this research on. First, education is still undermined in Kosovar society because of the public perception that the quality of teaching is low (MEST, 2016b) and second, there is general indecisiveness about grammar instructions in EFL context (Borg, 1999; Ellis, 2006; Swan, 1985; Wang, 2010).

Efforts of the Ministry of Education, Science, and Technology (MEST) in Kosova for fundamental transformations in education are underpinned by the recent curricular changes in its schooling system (Ministry of Education, Science and Technology [MEST], 2016a). The new Curricula Framework, which

was approved in 2011, made a leap from goal-based teaching into result-based learning expressed through competences (MEST, 2016a; MEST, 2016b). Competences are used as an umbrella for integrated systems of knowledge and skills including communication and expression competences that children need to acquire in order to succeed in the new digital era (MEST, 2016a). The national curriculum has created novel possibilities and gave freedom for teachers to develop personalized lesson plans, choose teaching materials, and adapt teaching methods in order to teach core competencies to learners (MEST, 2016b). It presented a novelty in the school syllabus also by adding English language as a compulsory subject for first graders. But, its most important change was the emphasis put on developing competences, in particular, the communicative competence.

However, improving the quality in teaching and building a society of knowledge remain a challenge for the national educational system which still needs to struggle with imbalanced student/teacher ratio, unflagging large classes, inadequate teaching aids, and two-shift school hours (MEST, 2016a). These challenges are evident in many instances including international achievement tests (PISA) and widespread copying phenomena (MEST, 2016b). In order to address this issue and implement the new curricula, the ministry of education approved the Action Plan of Kosovo Education Strategic Plan 2017-2021. This is the second plan in a row which aims to develop the national education thanks to its seven strategic

priorities including learner participation and inclusion; the education system management; quality assurance; teacher development; teaching and learning; vocational education, training, and adult education; and higher education (MEST, 2016b). These strategic goals of Kosovar education as part of improvement processes in education reflect also the Kosovar National Development Strategy and the European strategic cooperation framework in education and training (MEST, 2016b). Consequently, both the new curriculum and its implementation plan form a theoretical framework for this research. These changes in the curricula and priorities in the implementation stage are discussed in this study through the lens of EFL grammar significance in language teaching/learning.

This topic is closely linked to the tradition in EFL teaching which fluctuated between structural, functional, semantic and communicative syllabuses, each having a share in development of EFL (Swan, 1985). However, language experts suggest that using only one kind of syllabus can be insufficient for language teaching because the language itself has many structures, functions and semantics that cannot be taught using only one teaching method, or one syllabus (Swan, 1985). Due to this multidimensional quality, language needs to be taught in its whole, as a system, not as lists of grammar rules (Swan, 1985). In addition, it is also known that languages are learned best when they are acquired. The term "acquire" described by Jerome Bruner (1983) covers three language capacities of a native speaker including "well-formedness" which shows how well we can apply grammar structures, "capacity to refer and to mean", how well we can convey relevant meaning, and capacity to communicate, how well we can effectively interact with others (p. 17). It is evident that in order to learn a language we need to know its grammatical structure, meaning of its words, and how to use it to communicate with others. Research reveals that some of these language aspects are perceived as more important than the others. For instance, in a study about the importance of grammar, pronunciation, and vocabulary in communication, Dutch university students ranked vocabulary at the top of the list although, classroom exercises were considered to be as helpful for all three aspects regardless of the level of education (Simon & Taverniers, 2011). In the same study, vocabulary was seen as easier to learn than grammar and also could be learned independently as opposed to grammar. Still, studies show that learners can learn language better by being exposed to language than by using analytical methods of analysing sentences linguistically (Bruner, 1983). Scholars are still at their wits' end when it comes to grammar's significance in language learning, without any rational solution at sight. Despite arguments against, teaching grammar rules cannot be left out altogether from lessons because it might leave learners linguistically disabled to communicate in a foreign language (Wang, 2010), just as pointed out by Swan (1985) that when "the theoretical pendulum swings from one extreme to the other, each exaggeration is followed by its opposite" (p. 86).

In the similar fashion, the new national program on education moves away from grammar-based learning by fostering interaction, topic-based lessons, and concept-related themes instead (MEST, 2018a). Grammar receives very little attention in the new curricula, but it is not entirely left out. It is mentioned only after children reach the sixth grade (MEST, 2018b). A single page of it raises concerns about methods that need to be used in order to put the "knowledge of grammar into use and communicate effectively" rather than teach grammar terms and terminology (MEST, 2018b, p. 34). Thus, teachers are explicitly suggested not to teach grammar i.e. grammar terminology and rules, but "demonstrate grammarthrough communicative activities" (MEST, 2018b, p. 35).

Demonstrating grammar might just be a compromise that is needed in this unproductive linguistic dispute. A concise summarized paper given by Rod Ellis (2006) poses valuable questions that have significance to language teachers when it comes to assisting learners in their communicative competences. The questions raise some of the grammar-related issues such as what should be taught, when should it be taught, and how much of it should be taught. Answers to these questions can help teachers demonstrate grammar through meaningful and situation-relevant activities. As teachers are given freedom to choose their own teaching strategies and techniques, taking decisions on how to approach grammar instructions might not be easy as it entails compromise. The first compromise is to decide what to teach. In order to address this need, there is a wide variety of language choices that teachers can choose as their teaching aims including functions (ordering food, expressing gratitude), notions (time, space), situations (at dinner party, in the theatre), topics (sports, professions), language structures (3rd person singular, comparative of adjectives), phonological item (the schwa sound, minimal pairs), lexical items (word collocations, connotations), or language skills (skimming, scanning) (Swan, 1985). However, since grammar instructions are only one part of teacher repertoire, and not everything can be taught at the same time, deciding which topics to cover and which ones not to cover might not be an easy task (Ellis, 2006). Just like it is not an easy task to use grammar instructions or present grammar structures clearly, simply, distinctively, truly and relevantly

to learners (Swan, 1994). Anyhow, most of the times, grammar terminology is not meant for learners, but for grammarians and linguists to distinguish or debate about their field of study. So, grammar terminology needs to be distinguished which one is meant for teachers and which for learners, as they are not the same (Swan, 1994). If this is accomplished successfully, teachers will have more success in teaching learners how to use language alongside appropriate grammar, if any, while using their own knowledge of grammar rules and grammar terminology (Berry, 2008; Bruner, 1983), thus, bridge the gap between EFL classrooms and real-life situations (Swan, 1985).

It's not only choosing topics, the compromise lies also in the manner how one organizes grammar instructions and when one teaches grammatical terms (Ellis, 2006; Swan, 1985; Swan, 1994). Grammar structures used in specific real-life situations should be divided in smaller parts and taught in an organized manner, especially those which students find difficult to understand (Swan, 1985). Depending on the structure taught, some structures need more focus on form, others more on meaning. However, teaching should not lean only towards one aspect, because the other will suffer. It shouldn't also remove one or the other, but it should organize the two in a way that is comprehensible, logical, and accessible to all types of learner styles (Swan, 1985). These two diverse language priorities need to form a unified language competence (Ellis, 2006) and need to be integrated into "a sensible teaching programme" (Swan, 1985, p.80). Such integration can be achieved through organized single-aim lessons (Swan, 1985).

The third decision is when to refer to grammar terms. Based on the new curricula, English is introduced early on from the first grade and continues to be learned through primary, lower secondary and secondary school years. The first two years children are exposed to language "through game, drawing, and songs" (p.40) in order to create a foundation for their oral skills first, then, continue with literacy skills in later grades expanding those skills in verbal and written communication (MEST, 2016a). Exposing children to communicative input before working with explicit grammar instruction is in line with one part of second language studies which advocate meaning before grammar teaching (Ellis, 2006). It also matters how much of this organized information is presented to learners. Too much of new information can be too confusing and too difficult to remember, too little can decrease motivation (Swan, 1985). It is widely accepted that the increased exposure to language helps in acquisition; however, there is also a need to recognize that in the process of learning a language learners accomplish other "non-linguistic functions" before the linguistic ones (Bruner, 1983, p. 31). Anyhow, most of this knowledge does not need to be taught because this is what they bring with themselves to the classroom as background knowledge, so this is what teachers need to establish first (Swan, 1985) before they decide on their teaching aim.

Methods

The methodology of this exploratory case study is grounded on inductive methods of accumulating data to enable the researcher identify new avenues for future research (Reiter, 2017). In order to avoid possible drawbacks of case studies, this research is focused on single case of EFL teachers acting as mentors hence smaller sample of participants (Cohen, Manion, & Morrison, 2007). It is exploratory in nature because it hopes to gather initial information about teaching practice of a particular group of EFL teachers in relation to grammar use within the context of EFL and demands of the new national curricula (Zainal, 2007). The study tried to gather information about teaching in primary level in Kosovar education up to the fourth grade. Primary level includes grades 1 through 5 with children from six to ten years of age which also corresponds to ISCED 1 of the UN International Standard Classification of Education (MEST, 2016b). The participants in this study are 32 EFL teachers who act as mentors for English language university students during their teaching practice at primary and lower secondary schools in Prizren municipality as part of their methodology courses. Participants were selected through purposive sampling making results non-generalizable to larger population of EFL teachers (Cohen, Manion, & Morrison, 2007). In order to follow the ethical aspect of educational research, prior approval was sought from the Municipal Directory of Education in addition to the description and purpose of the research which was part of the questionnaire itself. Data was collected using semi-structured questionnaire designed by the researcher which fitted the purpose of the research. In case study type of research data are collected mostly through observation, interview and document review (Boudah, 2011); however, as this is exploratory in nature aiming to provide insights for clearer research themes to be used in consecutive research, the author has decided to focus on administering semi-structured questionnaires instead of interview questions. This change in methodology was made in order to protect the confidentiality of participants (Boudah, 2011) and allow for freer response to questions which is possible through questionnaires rather than through direct interview with the researcher. The questionnaire used in this study consisted of two parts: demographic-related questions and questions related to the subject-content of the research. Demographic questions included gender, marital status, and years of experience. Second part included total of five questions, three of which were close-ended and other two open-ended in

order to generate personalized perceptions (Cohen, Manion, & Morrison, 2007). The first question "do you think that teachers should use grammatical terms (verb, present tense, pronoun, subject and alike) in ELT from first through fourth grade of primary school?" offered three possible answers "yes, no, depends"; second open-ended question "which grammar terms do you usually use in classes one through four of primary school?" required a written response; third close-ended question "how many classes do you need to teach present simple tense?" included four possible choices 1-2 classes, 2-3 classes, more than 4 classes, and depending of the coursebook; the fourth close-ended question "in which area do children which you teach show most of the success?" offered two choices: knowing grammar terms and communicating successfully in a foreign language; the last fifth open-ended questions asked from respondents to "describe your teaching techniques that you would recommend to other teachers?". The questionnaire was written in Albanian language to allow participants to express their ideas freely and confidently.

There are several limitations to this study such as the small sample size which cannot allow for generalizability of results at this stage; there is only one group of participants and one form of data collection (Cohen, Manion, & Morrison, 2007).

Results

Based on research data, the results are presented according to the order they appeared on the questionnaire. According to participant demographic data, the study included 78% (N=25) female and 22% (N=7) male teachers; 97% married and 3% single; 53% (N=17) belong to the group which has 11-20 years of experience in teaching, groups of 1-10 and 31-40 years make of 19% (N=6) each, and 9% (N=3) belongs to the group with 21-30 years of experience (Fig. 1).

As regards questions related to grammar terminology use, to the first question "do you think that teachers should use grammatical terms (verb, present tense, pronoun, subject and alike) in ELT from first through fourth grade of primary school?" over 80% of teachers moved away from using grammar terms, where 44% (N = 14) stated that grammar terms should not be used in primary levels, while 38% (N = 12) took a more considerate stance stating that it depends, and only 19% (N = 6) said grammar terms should be used. Out of the those who chose the depend possibility, 46% said that using grammar terminology depends on the lesson, while the rest gave other factors such as age of students, level of knowledge, development, size of class, and curricula needs. To the second question "which grammar terms do you usually use in classes one through four of primary school?" all the participants gave a total of 44 items in their responses. Out of all the participants, only 31% (N=10) of them reported of not using grammar terms as opposed to 63% (N=20) who reported using at least some kind of grammar terminology, while 6% (N=2) gave unspecified responses where one of teachers stated that grammar is not divided from other instructions and the other one wrote that word sentence roles are not mentioned (Fig. 2). The rest of 63% (N=20) who reported of using some kind of terminology including the answer "simple terms" gave a total of 32 items, out of which parts of speech make up 50%, tenses 22%, singular/plural 13% and other terms make up 16% of all the responses (Fig. 3). From total responses to the third question "how many classes do you need to teach present simple tense?", 41% (N=13) of respondents said they need 2-3 classes, 34% (N=11) 1-2 classes, 16% (N=5) said it depends on the book, and only 9% (N=3) needed more than 4 classes to teach present simple tense. The fourth question "in which area do children which you teach show most of the success?" gave a remarkable 72% (N=23) responses on communication-competence area, followed by 16% (N=5) grammar-competence area, and 13% (N=4) who said that children they teach show success in both competence areas. The last question "describe your teaching techniques that you would recommend to other teachers?" generated a total of 49 recommendations including 18% brainstorming activities, 14% individual/pair/groupworks, 14% activities including games, 12% illustrations including photos, 8% examples, 6% roleplay including presentations, and 27% other specific ones including, demonstrations, DRTA, DLTA, speaking/listening activities, ERR, deductive and inductive techniques.

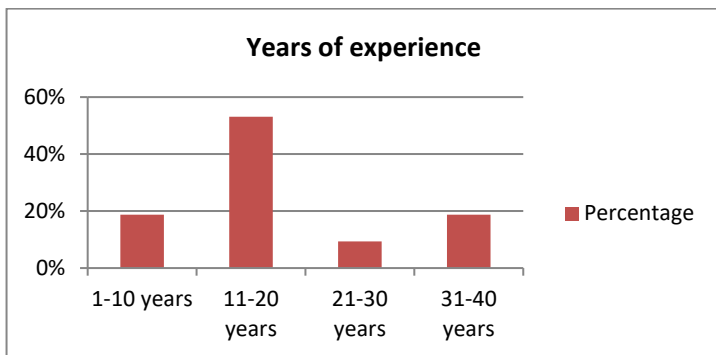


Fig. 1 Percentage of years of experience in teaching

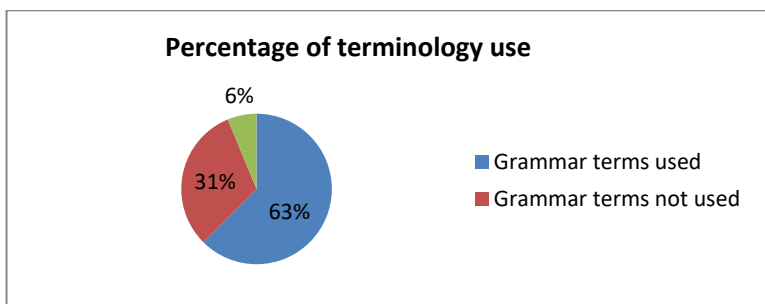


Fig. 2 Percentage of grammar terminology use

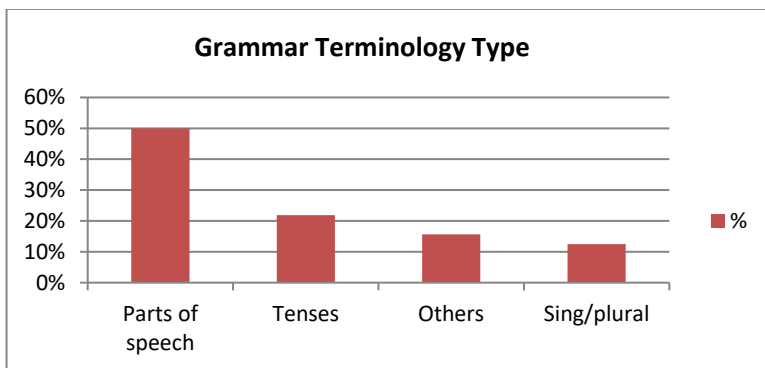


Fig. 3 Percentage of grammar terminology types used by teachers

Discussion

This study gave some valuable insights into EFL teacher perceptions about grammar terminology. Two distinctive comprehensions come forth. First, results show that EFL teachers try to accommodate to learners needs according to the first principle of the national curricula, communicative competence, (MEST, 2016a); and “join[ing] good teaching standards with practice in teacher development” (MEST, 2016b, p.25) according to challenges of the national strategy plan on education. Results of this study reveal that EFL teachers are conscious that knowing grammar terms will not help in using the language communicatively (Swan, 1994), so majority of them stated they don’t use grammar terminology. However, more specific inquiry revealed that little more than 30% of them admitted of not using grammar terms (Berry, 2008). This

contradictory result shows that while EFL teachers perceive that grammar terminology does little for communication skills and communication skills are important for language learners, when it comes to practice it is difficult to change the traditional habit (Nazari & Allahyar, 2012). Realistically, as pointed by Swan (1994), while it isn't easy for the linguists to comply with difficult criteria for giving grammar rules, it is immoral to hope teachers achieve this and teach it successfully to learners. It is also inhumane to expect teachers to tackle these difficult issues of clarity and simplicity in grammar instruction (Swan, 1994) and ask them to discontinue their transition without offering them something in return. Teachers need professional resources and technical means in order to cope with demands of the curricular changes. It is this something in return that will help teachers make a smooth change from their traditional teaching to new methods laid out clearly in the national curricula and increase the quality in education which is also one of the main objectives in the national planning strategy for education (MEST, 2016b). This is precisely what the second insight points at. Results show that teachers have abundance of knowledge with all the teaching techniques and strategies they need in order to address the second challenge identified in our national strategy plan on education "having limited capacities to implement the new curriculum" (MEST, 2016b, p.26). Teachers in this study expressed their ideas on grammar terminology and offered valuable insights for future research which is based on real-life experience in classrooms. With sustainable professional support, teachers can facilitate a better fulfillment of new curricula's requirements within their copious duties and responsibilities (Nazari & Allahyar, 2012) encumbered with the new curricula and increase their professional capacities. Results of this exploratory study form a good foundation for future research in Kosovar education as they reflect the initial steps in collecting field information to make decisions related to new policies in improving education (MEST, 2016b). We hope that these results will improve the teaching/learning process and ease decision-making based on statistical information, both identified as challenges in objectives of the national strategic planning 2017-2021. Future research should focus on clarifying further the role of grammar instructor in EFL context.

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The Salesperson with a Speech Impediment: An Objective Research and Analysis on the Importance of Clarity, Structure and Logic of Arguments

Martin D Chekuri CF.

APMP®, MBA Strategic Management, MSc Psychology,
Vice Chairman APMP Hyderabad Chapter | Proposal Writer, Shipley Associates

Author Note

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Abstract

There is no sales document as crucial to winning business deals as the business proposal document. We noticed that business proposals try their best to be persuasive, and yet, they do not have the impact they hope to create. In order to understand why we conducted detailed research and found out that customers simply refuse to read some proposals. There are three reasons for this: Logic, Clarity, and Aesthetics. Our research showed that the lack of logic or the presence of logical fallacies account was the reason most often quoted by customers (63% of the times) for not wanting to read the business proposal, followed by clarity, at 29% and aesthetics at 9%. To write this research paper, we've focused primarily on understanding logical fallacies, categorizing them and identifying which of them are the most identifiable and which of them are most frequent. We also recommend a systematic way to avoid logical fallacies in proposals.

Keywords: Logic, Logical Fallacy, Clarity, Aesthetics, Business Proposals

Introduction

By definition, a speech impediment is a hindrance to clear communication. It acts as an encumbrance upon the speaker and a restraint upon the listener. As a result, one will almost never find a salesperson with a speech impediment.

A business proposal does the same things that a salesperson must do. However, business proposals have challenges that salespersons do not. A salesperson can have a conversation with a customer. In the process, they can answer questions, provide clarifications and understand when the customer is bored, disinterested or has a deep aversion towards what they are listening to. Almost instantly, the salesperson can change the topic or make subtle changes in the way they converse, crack a joke or say something to regain the customer's trust or reduce the customer's aversion.

Usually, salespersons are among the most sharply dressed employees of an organization. By the way they appear, they hope to make a good first impression. They aim to win business for their respective organizations. They try their best to make a sound value proposition to the customer and become the most favored salesperson among the salespersons who are competing for the attention of the customer. They aim to sound empathetic, logical and clear.

The lack of these attributes create an unnecessary speech impediment and cause customers to show aversion towards the information they receive.

A business proposal is much like a salesperson. Yet, it does not see the customer face to face in real time. It fails to understand their mood and then communicate. As a result, it sounds robotic to the reader.

To understand why proposal evaluators get turned off while reading a proposal, we asked them what emotions they go through and what reasons they cite for rejecting a business proposal. Our assessments led us to understand that business proposals are like salespersons with speech impediments.

But often, a business proposal has at least one significant speech impediment. It fails to be logical and clear. As a result, it invites the dislike of the evaluator who is reading it.

In our research in the past, we assumed that the lack of clarity was the reason that deterred most customers from reading a business proposal. While there is significant evidence to substantiate the negative impact of complex jargon and convoluted sentences on readers, our recent studies showed us a greater, more significant reason for customers disposing business proposals without reading them. Logic, or the lack of it was the greatest contributor to customer’s instant aversion towards a business proposal. The lack of logic combined with the lack of clarity often was the perfect recipe for instant proposal aversion.

Proposal Aversion

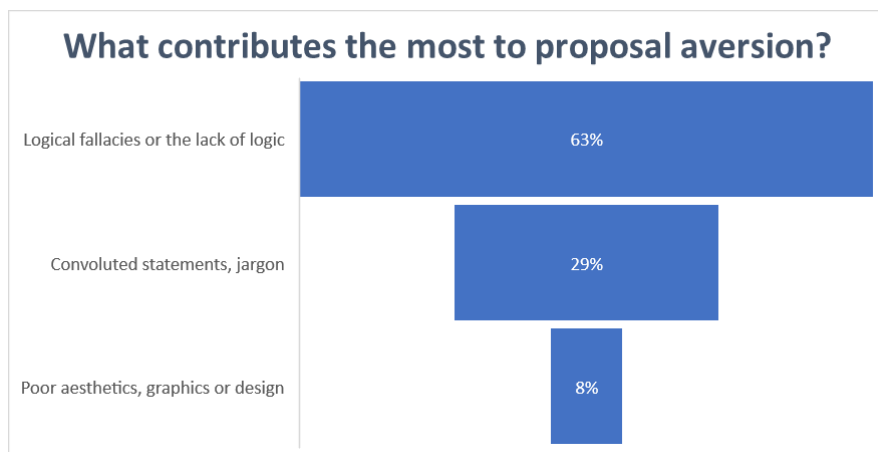
Proposal evaluators consider their job to be extremely tedious, time-consuming, boring and hectic. They do not possess the time nor the patience to read business proposals. Unfortunately for them, business proposals tend to be lengthy. While some proposals are just about 20 pages long, most business proposals are about 100 pages long. In some cases, as often seen in the case of federal bids in the United States, proposals can be over 1000 pages long, and may require the pooling of multiple evaluators to read through proposals and award a bid. This was the primary cause of the reduced motivation to read the proposal; A simple lack of desire because of the tediousness of the work involved. However, we understood from proposal evaluators that there were other factors that in fact caused what we termed, “proposal aversion.”

We define proposal aversion as *“the state of mind a proposal evaluator attains when they dislike a proposal and make a conscious or subconscious decision to not award the bid to the organization that authored the proposal- after reading the proposal (in part, or in whole).”*

We asked forty-two (42) senior managers from across the globe who have had experience in evaluating business proposals on what caused proposal aversion, and at what stage they arrived at the aversion.

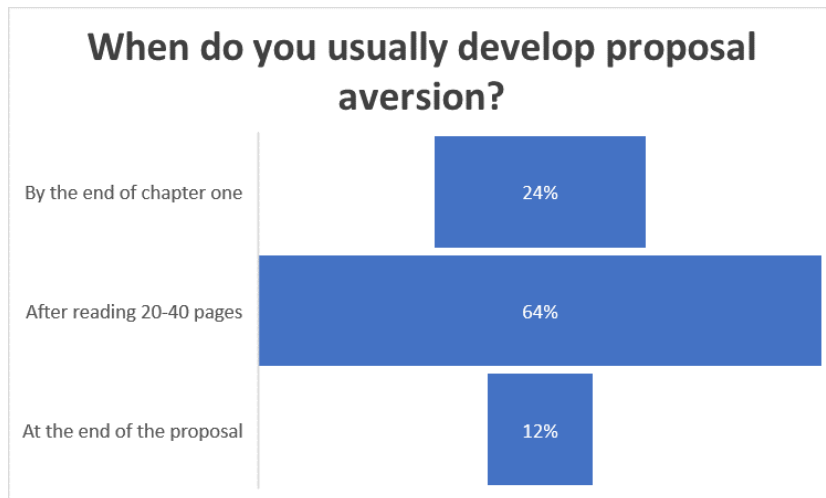
Based on their input, we found that they developed an aversion towards a business proposal if it had a fallacious claim or was backed up by poor logic. This was recorded 63% of the times. The lack of clarity was another culprit, which we recorded 29% of the times. Interestingly, although we assumed this would be a significantly important factor, the aesthetics, cover-pages, graphics and graphical descriptions of a proposal seemed to matter to only 8% of proposal evaluators.

Figure 1: Contributors to proposal aversion



Proposal aversion was most often noticed after the evaluator read a significant portion of the proposal. 24% of all proposal evaluators claimed that a poorly written executive summary (chapter one) of the proposal was a contributor to proposal aversion. Most of the evaluators (64%) claimed that they faced aversion after reading about 20-40 pages. The rest claimed that they reached aversion after they finished reading the proposal.

Figure 2: Proposal Aversion and its Development



Logical Fallacies in the Salesman's Argument

A logical fallacy is the use of the wrong reason to construct an argument. The word "argument" has its origins in the word "arguere" from Latin, which means, "to make clear, prove or accuse." One of the most respected definitions of the word "argument" was given by Van Eemeren.

"Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or the reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge" (Eemeren, 1999)

As suggested by Van Eemeren, at the heart of an argument lies the salesperson's opinion, inference or assertion that causes them to gain a "reason." This reason is put into words and stated to the listener or reader. Then, the reason is backed up by more propositions to solidify the argument.

What causes a logical fallacy?

Any logical fallacy begins with the salesperson desiring to make a point through reasoning. The reasoning comes from inferences. (Walton, *Fundamentals of Critical Argumentation*, 2006) Sometimes, the reasoning does not adequately consider the various external factors that affect the argument. And hence, the argument finds itself to be fallacious. Sometimes fallacious logic is rooted in cognitive biases or partially viewed data (Schwarz & Asterhan, 2008). Some other times, it is rooted in a completely unplanned interpretation of social information (Kahneman, 2011). Sometimes, it could just be because of an emotional appeal on the salesperson's mindset or the customer's mindset.

And yet at other times, it is just because the salesperson "thinks" so. 'Thinking' and 'reasoning' are completely different, with 'thinking' being sometimes, an involuntary process, but 'reasoning' being a voluntary, conscious effort. (Schwarz & Asterhan, 2008)

As suggested above, there are many ways to arrive at a logically fallacious argument. One interesting point we may note here is that the correct inferences do not necessarily point to correct reasoning or correct arguments. Correct inferences point to correct reasoning and correct arguments only when they are channeled through a deliberate, conscious and verified process of unbiased thinking and reflection. (Moshman, 1995)

During our research, based on our conversations with customers, we identified many logical fallacies. While the subject of rhetoric and debate teach over 300 logical fallacies, (Bennett, 2013) we will restrict this study to the 10 most commonly found logical fallacies.

Ten Common Logical Fallacies and Their Examples

Slippery Slope: If A happens, then B will happen.

The Slippery Slope Fallacy is a common occurrence in proposals, where proposal writers and contributors assume from prior experience with customers. Statements such as "If your servers are slow, your business will slow down too." While the statement is accurate, it is still an assumption. Hence, a better alternative would be "If your servers are slow, it may slow down your business too." Using the word "may" has a considerable impact on reducing the frequency of occurrence of the Slippery Slope logical fallacy (Lode, 1999)

Hasty Generalization: A & B have an attribute "X," and hence, C will have it too.

Hasty Generalization is much akin to Slippery Slope. There are two kinds of logical fallacies under the umbrella term "Hasty Generalization." The first, 'Universal Generalization', is a fallacy where the argument applies a particular instance to a universal condition. The second, namely 'Secundum Quid' does the same thing as Universal Generalization, and also overlooks the qualifications of the premise. (Walton, Rethinking the Fallacy of Hasty Generalization, 1999)

Both these are common sightings in business proposals. The writer usually relies on previous experience and makes a predictive assertion without careful reasoning. The Hasty Generalization fallacy finds its place very often in business proposals where proposal writers make assertions such as "Your competitors, A & B rely on our solution to meet their market needs. Our solution will certainly help you meet your market needs as well."

Post Hoc Ergo Propter Hoc: B happened after A. Therefore, B happened because of A

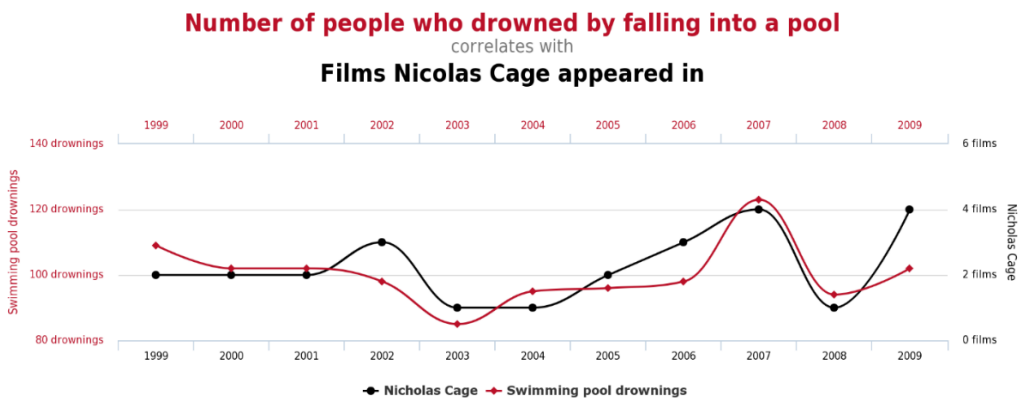
The Greeks realized this fallacy millennia ago. Because one event follows another event, it does not mean that the first event caused the second event. (Grouse, 2016) This is one of the most noticeable forms of logical fallacies. Customers understand consequential occurrences in their environments better than we do. Hence, business proposal writers must be aware that just because a customer's data shows consequential occurrences, there is no guarantee that it is because one event led to another. A statement such as "The data shows that the customer footfall is low on Monday because the day prior was Sunday" may seem like an adequate analysis. However, customers may have identified other reasons for this that the proposal writer is not aware of. In scenarios where an assumption as this is made, it is best to check before making an assertion.

Cum Hoc Ergo Propter Hoc: Correlation is not equal to causation.

This fallacy is very similar to the previously stated logical fallacy, Post Hoc Ergo Propter Hoc. However, it is slightly different. The latter suggests causation because of the chronology of events. The former does not. (Eabrasu, 2015)

Cum Hoc Ergo Propter Hoc is the easiest logical fallacy to identify for customers who have spent sufficient time pondering over their own data.

Figure 3: Spurious Correlation between drowning and Nicolas Cage films: Why Correlation is not Causation (Vigen, 2015)



Eager business proposal writers make the mistake that data points put together suggest a certain pattern, and Therefore, correlate to support an argument. While correlation can imply causation, in some scenarios, it simply does not

False Dilemma/ Either Or Fallacy: If not A, then B. If not B, then A

The False Dilemma Fallacy is type of fallacy where an argument is based on two extremes; where there is infact, an alternate option. This is a fallacy not just common in business proposals but also a common fallacy in making a conclusion from corporate data analyses. The False Dilemma/ Either-Or Fallacy does not leave space for a middle ground. (Hanks, 2019)

In business proposals, they are commonplace through statements like “We understand your problem. It is likely caused by one of two factors, A or B.” Although the statement may at first glance seem to be true, there is a likelihood that in the environment of the customer, it is caused by neither A nor B, or both. If an assertion such as this must be made, it is best to check with the customer or state the assumption in the next line.

Ad Populum: Everyone is doing it

Ad Populum or the “Bandwagon” argument is a common logical fallacy. It is common in rhetoric, business circles and in proposals. Statements such as “80% of our customers want to use our product again. We are sure you will use our product more than once too” are common occurrences. While the first statement is a good argument in itself to persuade someone to purchase the product, the second statement is a logical fallacy. In the European Union especially, business proposals and statements of work (SOWs) are taken very seriously. If a claim is made and it does not eventually pan out, the customer has the right to sue the vendor for the claim that had been made.

Strawman Fallacy

The strawman fallacy misrepresents the competitors’ argument and tries to gain leverage from the same.

A common business proposal strategy is what is termed as “ghosting.” The ghosting strategy aims to take down a possible competitor strategy. This is done by over-emphasizing competitor weaknesses or underplaying the importance of their strengths. While the tactic in itself is not ethically wrong to use, customers have identified it as a logical fallacy. Overemphasizing competitor weaknesses without enough emphasis on self-strength or vice versa often is viewed as ghosting poorly done. In scenarios as this, it is considered to be a strawman fallacy.

Argument by Gibberish and Ambiguity

While we have found that the lack of clarity is a major contributor to proposal aversion, in some cases, customers also viewed it as a logical fallacy. Argument by gibberish attempts to confuse customers so that they do not thoroughly understand what is being stated. Arguments by gibberish are often found in the Terms and Conditions chapter of a proposal. They are also found in some executive summaries where there is too much emphasis put on the features of the product/ solution rather than on the benefits of the same.

The Texas Sharpshooter Fallacy

The name “Texas Sharpshooter Fallacy” comes from a funny anecdote about a certain Texan who fired gunshots at a barn, and then painted a target where most of his shots clustered, and then made the outlandish claim to be a sharpshooter.

A lot of times, selective data analysis is used by proposal writers to make a claim. The error of judgement is a logical fallacy and is easy to notice when the entire data sample is taken into consideration.

Appeal to Authority

The Appeal to Authority logical fallacy is often found in the executive summary of business proposals that aim to be persuasive. In a bid to make their arguments strong, proposal writers make an effort to find data from popular sources to aid their claims.

In our interviews with proposal evaluators, we’ve understood that the appeal to authority is only understood as a logical fallacy if subsequent points are not effective reasons for the argument.

Data Analyses of Logical Fallacies and Their Impact in Business Proposals

The Most Frequent Logical Fallacies

We studied and manually assessed 50 business proposals carefully over a span of a year. We identified that the most frequent logical fallacies were not the same as the most identified logical fallacies in the data sample that we considered. We assessed business proposals from multiple organizations and arrived at the following analysis.

Table 1

The Most Recurrent Logical Fallacies

Logical Fallacies: Observed Cumulative Frequency in 50 business proposals		
Logical Fallacy	Frequency	Percentage
Slippery Slope	104	18%
Appeal to authority	102	17%
Argument by Gibberish and Ambiguity	95	16%
Strawman fallacy	76	13%
Hasty Generalization	64	11%
The Texas Sharpshooter	52	9%
False Dilemma / Either-Or Fallacy	40	7%
Ad Populum	28	5%
Post Hoc Ergo Propter Hoc	16	3%
Cum Hoc Ergo Propter Hoc	12	2%

The Most Noticeable Logical Fallacies

Although the above study gave us tremendous insight, we wanted to see if the most recurrent fallacies were also the most identified ones.

In our interviews with proposal evaluators, we asked: "Of all the logical fallacies, which are the most frequently observed fallacies?" We asked evaluators to pick three logical fallacies out of ten. Based on the data we gathered, we were informed that the following logical fallacies played the most significant role in deterring the interest of the evaluator.

Table 2

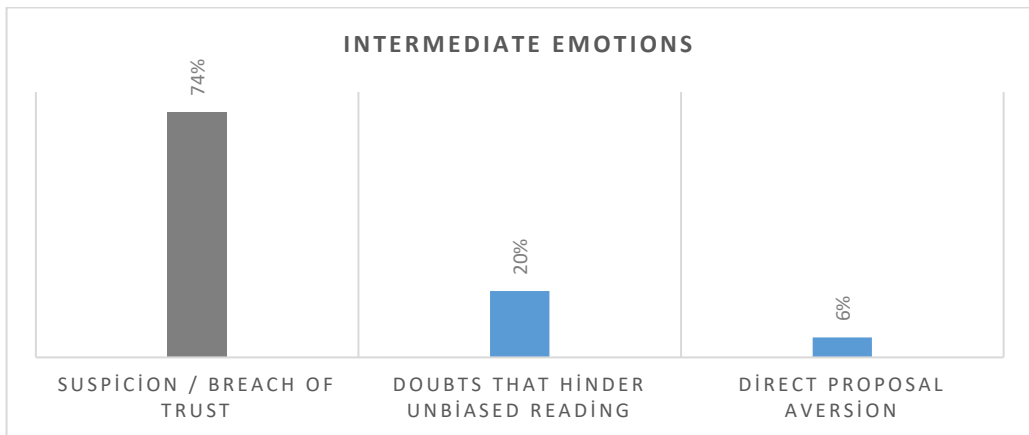
The Logical Fallacies that Proposal Evaluators Identify and are Averse to

Proposal Aversion Creating Logical Fallacies	1st Place	2nd place	3rd place	Total Score
Hasty generalization	10	7	3	20
The Texas Sharpshooter	9	3	5	17
Argument by Gibberish and Ambiguity	7	4	4	15
Cum Hoc Ergo Propter Hoc	5	3	6	14
False Dilemma/ Either-Or Fallacy	2	7	3	12
Strawman fallacy	1	6	5	12
Appeal to authority	3	2	6	11
Post Hoc Ergo Propter Hoc	1	4	4	9
Ad Populum	2	3	4	9
Slippery Slope	2	3	2	7

The Impact of Logical Fallacies

While interviewing our 42 proposal evaluators, we asked them if proposal aversion is instantly caused by a logical fallacy, or if there is an intermediate emotion. In response to our query, 74% of the evaluators explained that logical fallacies cause a "suspicion" or a "breach of trust." Another 20% of them said that logical fallacies cause "doubts that hinder an unbiased viewing of the rest of the proposal." Only 6% of the proposal evaluators said that logical fallacies instantly caused "proposal aversion" without an intermediate emotion.

Figure 4: Intermediate Emotions before Proposal Aversion



Strategies to Make an Airtight Argument

The Structure of An Argument

While there is no singular way to perfectly tackle and avoid all forms of logical fallacies in business proposals, we recommend following the following principles to reduce the frequency of their occurrence.

Precision

The first and most important way to articulate a sound argument is to start with the conclusion. What are you trying to prove in the first place? What do you want your reader to conclude after reading what you wrote? Asking yourself these questions over and over again helps you stay concise and crisp and not wander into irrelevant topics or make statements that would work against you.

Finally, each reason must be supported by a significant piece of evidence, the lack of which causes the reason cited to be unsubstantiated. Hence, the writer must play with multiple reasons, and remove reasons that are not relevant, and come up with curated, re-written reasons that are specific and relevant to those who are reading what they have been presented.

Pyramids

To reduce logical fallacies in your document, use the Minto Pyramid Principle in articulating your message. Using the pyramid principle will help you craft a crisp document that eliminates unnecessary content and helps you stay focused on your key message. Also look for content that does not add value to the reader, or which does not make sense in the pyramid.

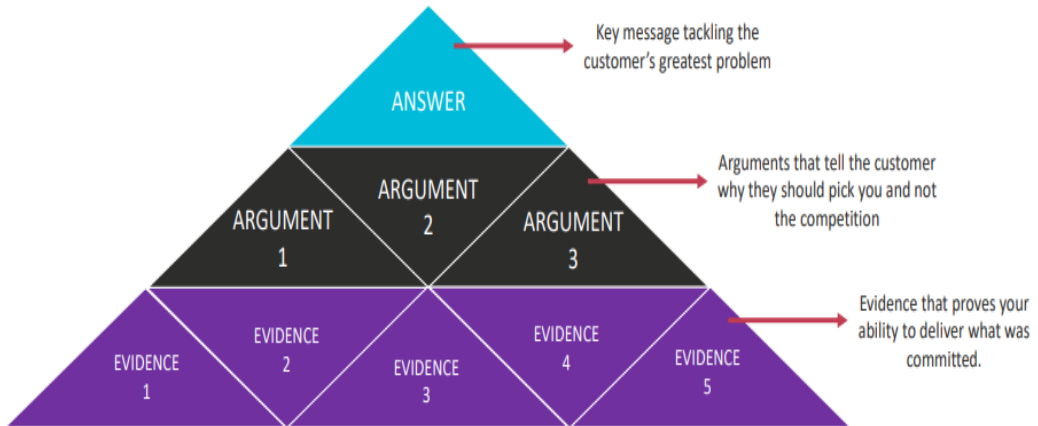


Figure 5: The Minto Pyramid Principle: Using this technique, proposal writers can ensure that proposals are focused on the key message- instead of confusing the reader (and the writer) (Minto, 1978)

Paragraphs

Another systematic way to avoid logical fallacies is by using Scott Lovell's Structure for Arguments by Systematic Outlining (Lovell, 2009) as follows:

- Paragraph 1: Introduction and Thesis
- Paragraph 2: Statement of Fact and Definitions
- Paragraph 3: Proof 1
- Paragraph 4: Proof 2
- Paragraph 5: Proof 3
- Paragraph 6: Counterpoints
- Paragraph 7: Systematic refutation of counterpoints
- Paragraph 8: Conclusion

An alternative, if the above recommendation seems rather long for a proposal; is to combine paragraphs 3,4 and 5 can be combined into a single paragraph. Paragraph 6 and 7 can also be combined into a single paragraph to reduce the amount of content that goes to make a strong, air-tight argument.

The Strength of An Argument

The strength of a man is dependent on his skeleton. And then on the muscle that lies on top of it. And then on the strength of the cells and tissues that have developed his body.

Quite similarly, the strength of an argument is dependent on the things that make it. The reasons it provides and the evidence it lays out.

Step 2 is to find reasons for your reader to agree with you. Hence, the number of reasons you give them is not as important as the weight the reasons have on the mind of the reader. You cannot give an automobile company the reasons which are relevant to a pen factory. Even if the reason is relevant, it must be modified so that the reader finds it relevant to his problem. No two reasons must be similar. If they are similar, it is best to combine them under one heading. Too many reasons are not good too, for people have trouble remembering more than three at a time.

Sincerity

One can often notice that the strength of the argument is largely dependent on the conviction of the writer. If the writer is asked to showcase the strength of a dinosaur when he is asked to write on chickens, it is hardly possible. This causes the writer to start coming up with content that he himself does not agree with. Which in turn becomes an unnecessary set of words that remove the steam out of the argument and make it sound feeble. One must always remember the adage, "Empty vessels make much noise."

Sequence

In a proposal, the sequence of arguments is vital to clarity. A set of arguments that are jumbled cause confusion. Anything that is confusing causes a significant amount of fog in the mind of the reader. Hence, it is important for statements and paragraphs to have a logical sequence to them. The ideal argument unfolds like a handkerchief. It is not like a messy roll of cloth stuffed into the crevice of a messy suitcase. Instead, it is sequentially arranged. The conclusion of your argument is articulated in the beginning, and the message, the reasoning, and the evidence that support the argument unfold systematically.

Specifics

Numbers are impactful when you state evidence to prove a point you are trying to make. To persuade someone that you are good at getting results, you should also subtly make the other person question how many times they've missed getting the said results. This is why numbers are critical to making an argument more persuasive. More so, are infographics that cite numbers. You can read more about the representation of numbers in our next chapter on information design.

The Substantiation of An Argument

Context

Any argument, no matter how precise, well laid out, sincere or specific, will not resonate with the customer if it is not contextually accurate. If the content and the proposal strategy that went into it were designed for a retail company, it would seldom work for an automobile company. Rewrite content keeping the customer's industry in mind. Ensure that evidence quoted is also relevant to the customer and not something that is completely disconnected.

A surprisingly common logical fallacy is the red herring. Red herrings involve bringing up irrelevant information to argue your case or to debunk the evidence of others. It's important to avoid red herrings because they make your argument look elementary. Even if you are arguing a strong point and are right to do so, including red herrings in your document creates glaring holes in your reasoning and turns readers away from your positions.

To avoid using red herrings, make sure that your argument is always framed within the context of the argument and not your personal feelings on the issue.

If you notice a red herring in your document, take the time to re-examine your evidence for the issue so that you can more clearly define it for readers. As red herrings are often quite obvious and distracting, removing them from your document is crucial to having a polished and persuasive final product.

Corroboration

Always have more than one point of evidence. Anything more than three is overkill, anything less is shabby. One piece of evidence seldom convinces a reader to generalize. Multiple pieces of evidence support their logic. Hence, the more, the better. But don't let that get in the way of making your business document concise. If necessary, add a link where interested readers can click to read more about other businesses you've helped.

Circumventing

The word "circumvent" means, "find a way around." Being prepared for opinions that counter your argument is an excellent practice. This is a better strategy than hoping that the reader does not find a counterpoint. Ensure that your writing at least addresses the obvious counterpoints that come against your arguments. Make it a point to call out the logical fallacies in the counterpoints against your argument.

Conclusion

Once you have ensured that all counterpoints against your argument are addressed, tighten any loose ends, and restate your initial thesis. Usually, writers place a lot of effort to hook their readers at the beginning, but the steam goes off towards the end. Always aim to leave your reader with something to think about at the end. End with a question for the reader to think about or a call to action. Ensure that you have sufficiently edited your content once you are done with the writeup.

Conclusion

Implement the Barbara Minto Principle to develop a proposal that eliminates insignificant content.

Implement Lovell's Structure of Arguments to develop logically airtight content while developing a persuasive document

Keeping your content concise and tight reduces the likelihood of logical fallacies.

Avoid having multiple contributors adding text to the document. Multiple contributors inevitably cause conflicting ideas to creep into the proposal; thereby creating logical fallacies

If multiple contributors must add content, ensure that content is carefully evaluated to assess and find logical fallacies.

Ensure that the person responsible for reviewing the document knows what logical fallacies are and is trained to find them.

You can avoid the logical fallacies created by gibberish and ambiguity by paying attention to readability statistics and using them extensively to evaluate the quality and readability of your content. Our research on the subject of ambiguity in proposals showed that complexities that arise from writing techniques actually cause customers to develop a distaste for the proposal. In one study, thirty people in a local Starbucks were given two documents each. One document was compiled with a lot of jargon and long sentences. The other was simple and easy to understand. Both were in effect- trying to share the same message. After the subjects read the two documents, they were given a list of character traits. The list of character traits had fifteen positive ("good") and fifteen negative ("bad") traits. Readers were asked to associate each document with a list of traits. The study found that 100% of the readers associated the document with jargon and complicated sentences with "obnoxiousness, rudeness, stubbornness, and unreliability." Not a single positive trait was attributed to the complex document. (Fugere, Hardaway, & Warshawsky, 2005)

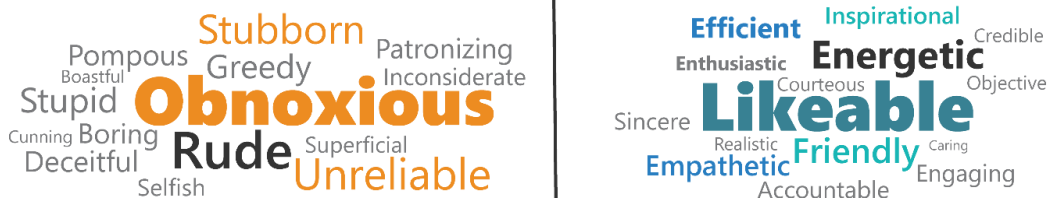


Figure 6: How Readability Influences Likeability: Fugere's research shows us that the readers despise content that is hard to read. Complicated writing styles were found to be obnoxious and unreliable- while documents that were easy reading was found to be likable and empathetic. (Fugere, Hardaway, & Warshawsky, 2005)

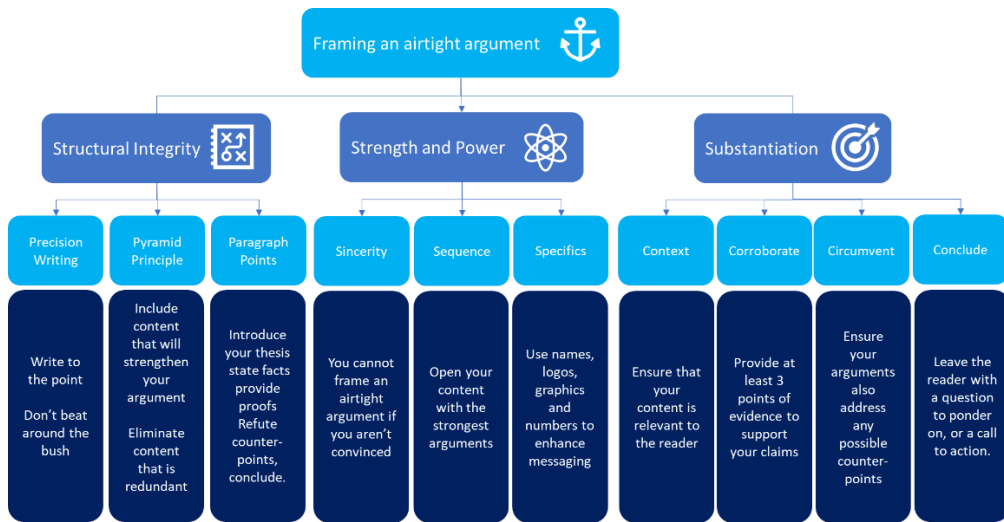
Data and statistics are often wrongly used as an end-all argument. However, data is complicated and can be subjected to all forms of interpretations While using data and statistics, challenge "cause" and "effect."

Schedule "Editing" while planning your proposal. Ensure that the tasks are clear, and the editor knows what logical fallacies are and how to find them.

Use a systematic strategy to content development to reduce the likelihood of logical fallacies. You may choose to use the strategic plan in the next page to aid your writing plan.

Summary: Strategies to Make

Figure 7: The 3S Model of Developing Airtight Arguments



An Airtight Argument

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Career Management Trends in Terms of Gender

Nugzar Paichadze

PhD in Economics, Professor of TSU

Natalia Kharadze

PhD in Economics, Manager of HPML, Professor of TSU,

Editorial & Scientific Advisory Board and Reviewer Team member at EUSER scientific platform

Maia Giorgobiani

PhD in Economics, Professor of TSU

Maia Nikvashvili

PhD Student of GTU

Abstract

Career management is a deliberate process including the involvement of an individual in various activities, resulting in a high level of performance, professional growth. Many people think that the career and the job that we choose represent the goal of our existence, and by this we can demonstrate ourselves and our natural inclinations. Our paper deals with career management. Our interest has been caused by gender peculiarities in career management. Gender Equality gives the opportunity to women and men to have an equal access in all areas of public life. In the course of research we set the hypotheses; Hypothesis HP1: Gender Q2 affects Q1 employment field (1)public sector 2) private sector 3) educational institution;); Hypothesis HP3: Gender Q2 affects Q5 how the respondents were accepted to work (by means of an interview, a contest, a direct manner) where we used the Correlation Analysis, a Chi-square Test; Hypothesis HP2: Gender Q2 affects Q4 work experience. Where we used the Correlation Analysis, the test about Homogeneity of Variance (Levene); Hypothesis HP4: Gender Q2 influences Q15 Are you invited to any kind of meetings? Where a single-factor dispersion analysis is used-One Way ANOVA, Correlation Analysis. The survey showed an interesting picture in terms of gender. The impact of the Georgians cultural values and traditions has been sharply revealed in women's career management process. Considering the conclusions and recommendations received as a result of the survey will eliminate the problems in women's career management.

Keywords: Career, women discrimination, nepotism, management, human resources management

Introduction

The term "career management" was always popular, but it was perceived differently. Career management can be understood as a promotion, which meant moving from one position to another. People in one organization planned a career, it was a decade old and it was a normal event. Knowing your own place and "playing" your career correctly was the key to future promotion and accordingly to career management, but today we live in a different world, also very few employers have clearly defined consistent stages of possible development and a promotion, herewith, very few employees stay in one organisation for a long time to follow the career path. The promotion process is characterized by different approaches to women, which is defined by the culture and traditions of the country. The existing attitude towards women's career management is the subject of our research.

Literature Review:

At any research conducted in our laboratory, we always focused on gender features. This issue was of interest. The culture of our country has been influenced by lengthy coexistence in the Soviet system. Despite the fact that after the 1917 revolution, gender issues had a significant role in making a new formation and in 1918 the constitution was adopted where women and men equality was emphasized, women's role was still limited to specific activities (Kharadze, Natalia; Kakhaber, Chikhradze, 2015). ; (Korganashvili, Larisa; Kharadze, Natalia, 2014) Education is one of the key components of career planning, getting relevant education and occupying a place in the labor market is not easy. The barriers that a person has to overcome can be solved by systemic personal development and joint efforts of the universities and organizations. It is especially important to consider women's problems. (Kharadze & Gulua, 2018). A career planning process should start from school. It is important potential human resources to be able to use its time properly and distribute tasks according to the priorities, and we studied these problems in a gender perspective. (Kharadze, Natalia; Gulua, Ekaterine, 2017) ; (KHARADZE & DUGLADZE, 2018) which was also published in a joint monographical work (Kharadze, Natalia; Gulua, Ekaterine, 2017) The joint work of Professors' joint work at the University in Georgia is also about revealing the role of a woman as a leader and her role in the success of the company - (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Lomsadze-Kuchava, Maia; Kharadze, Natalia, 2014) ; (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Zedgenidze, Merab; Kharadze, Natalia, 2014). The fact that the career management does not start from work and caring about it should be started much earlier, was shown in one of our studies, where we studied the condition of the employed students. (Gulua, Ekaterine; Kharadze, Natalia, 2018) We also studied the influence of such factors on a person's personal development as the time management (Ekaterine, Gulua; Natalia, Kharadze, 2017) at state and private universities.; (Pirtskhalaishvili, Dea; Dugladze, Davit, 2018), ; (Kharadze, Natalia; Dugladze, Davit; Pirtskhalaishvili, Dea, 2018). Developing self-management skills makes it easier for young people to plan their own career correctly and determine their own abilities. (Kharadze, Natalia; Gulua, Ekaterine, 2016); (Kharadze, Natalia; Gulua, Ekaterine; Duglaze, Davit, 2017)

Research Methodology:

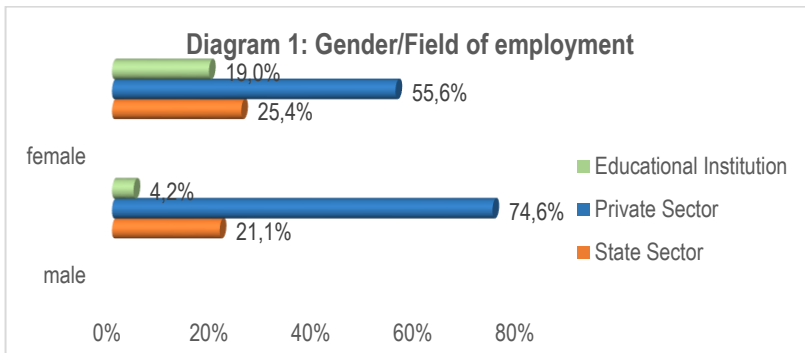
The research was conducted in the "Human Potential Management" laboratory at Ivane Javakishvili Tbilisi State University. The questionnaire according to which the survey was carried out consisted of 32 questions and 125 options for an answer. The survey was attended by the respondents employed in Tbilisi, who were randomly selected in a short period of time.

SPSS statistical software package was used for statistical processing and data analysis.

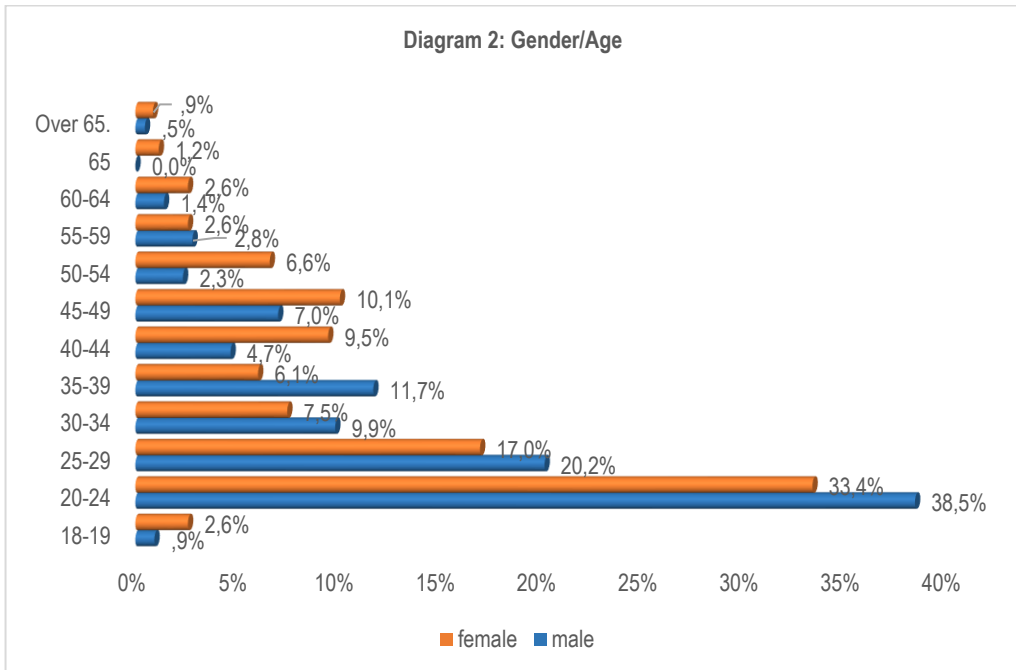
During the analysis of the data, methods and tests in statistical procedures were selected according to the type of variables. So, in order to analyze them, we had to use not only simple but difficult tools as well. The questionnaire data, which was discussed in the survey, was filled by 520 respondents.

Research analysis:

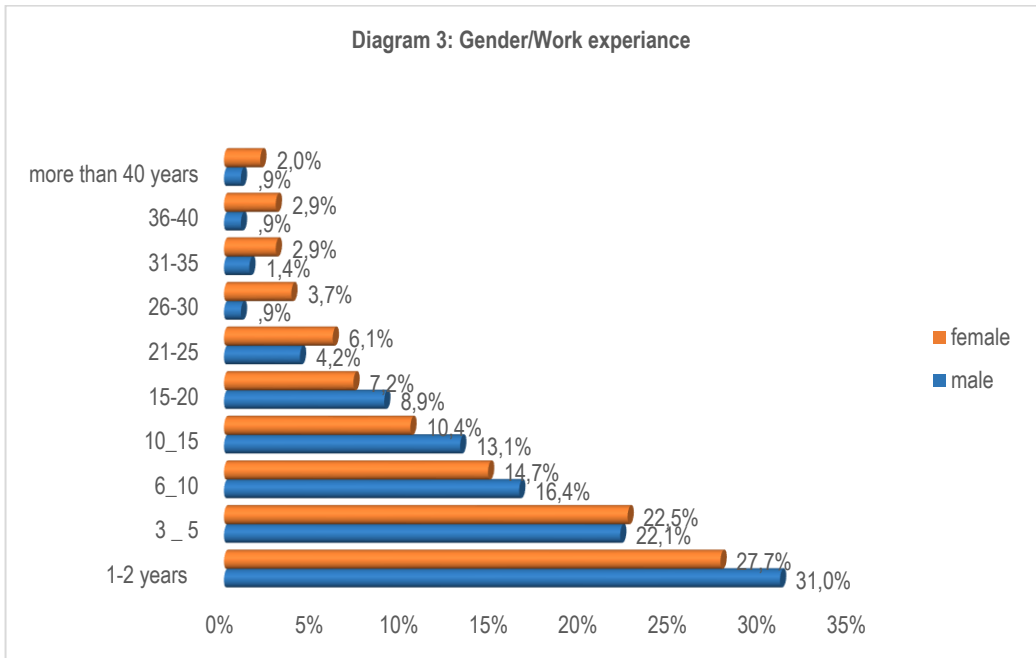
It is interesting to note what peculiarities the carrier management issues have in terms of gender. The study has shown that 19% of the surveyed women are employed in educational institutions, 55.6% - in the private sector and 25.4% in the state sector, compared to men with 4.2%, 74.6% and 21%. As expected, women's share in educational institutions is about 5 times higher, while in the private sector the number of men prevails among the respondents. In Georgia the man is considered to be the main "force" and he has traditionally taken the role of a family breadwinner. This tendency has been saved, so the private sector for the men is more fascinating because of high pay (see Diagram 1) Such a tendency is not only characteristic to Georgia. (Nugzar Paichadze, 2018)



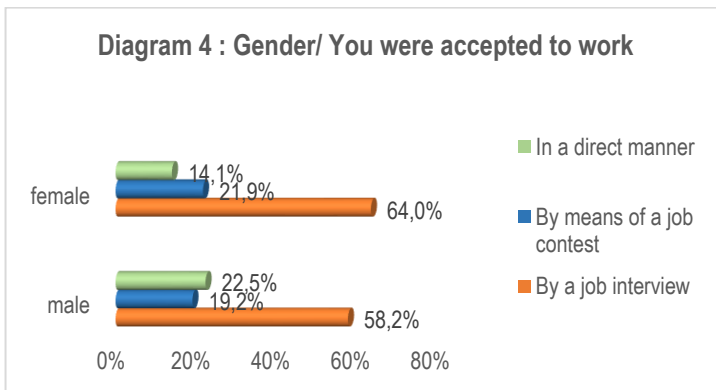
In terms of employment the age group of 18 to 40 respondents are far higher in men. And the percentage of the employed women over than 40 years is a bit but still higher than in men, for example, from the surveyed respondents in the 25-29 age group the share of women is 17% and the share of men is 20,2%, and in the 50-54 age group from the surveyed respondents the share of women is 6,6%, while the share of men is 2,3%. These data again may be linked to Georgian traditions, women up to 40 are mostly busy with family and children upbringing (see Diagram 2)



An interesting tendency has been observed in terms of work experience. 31% of the surveyed men and 27.7% of the women have from 1 to 2 years of experience, and 22.5% of the women and 22.1% of the men interviewed have from 3 to 5 years of experience. This tendency is maintained in all categories. From Women in all categories of employment opportunities from surveyed respondents are more. (See Diagram 3) Unemployment problems in Georgia are equally painful for all categories of respondents. (Paichadze Nugzar, 2018)

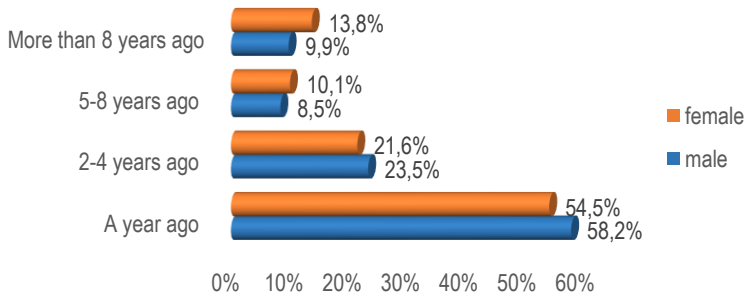


The study has shown that 14.1% of the interviewed women and 22.5% of the men were appointed to the post in a direct manner. 64% of the surveyed women and 58.2% of the men were appointed by means of a job interview (see Diagram 4) As we see the distinctive difference was observed in the conditions of appointing people in a direct manner. High level of engagement in organization management will make it possible to correct the existing shortcomings connected with appointing people to posts. (Nugzar Paichadze , 2014)



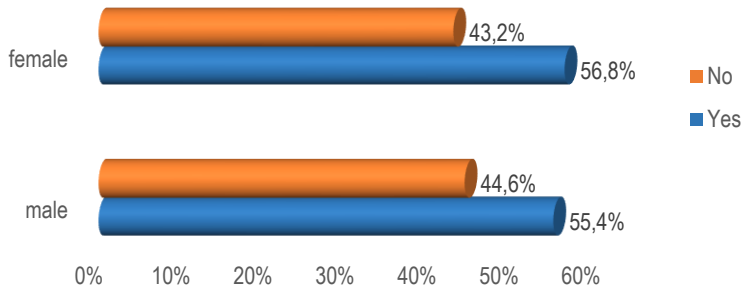
How the employees are promoted and by what features this process is characterized in terms of gender. About 54.5% of the women respondents and 58.2% of the men, were promoted a year ago, more than 8 years ago 13.8% of the interviewed women and 9.9% of the men were promoted, were interviewed by women who surveyed and 9.9% of respondents. We can assume that men's career growth is continuing with much more success, since the recent promotion rate is slightly but still higher among the men respondents (see Diagram 5). Such attitude points to the peculiarity of a corporate culture. (Paresashvili, Nino, 2016)

Diagram 5: Gender/ When was the last time you got a promotion?

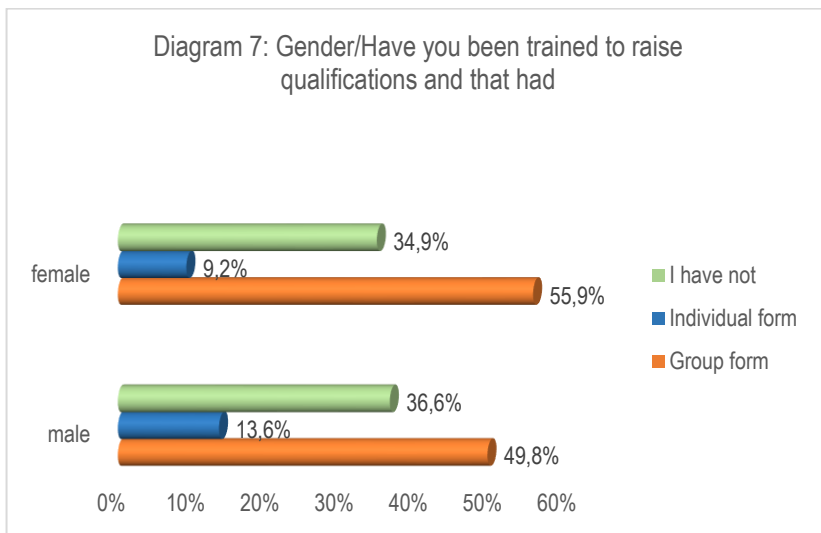


With the help of the organization, 43.2% of the surveyed women have participated in the qualification raising courses and 56.8% have not raised their qualification with the help of the organization. These indicators are 44.6% and 55.4% in men. We can conclude that no discrimination was observed in this regard. (See Diagram 6)

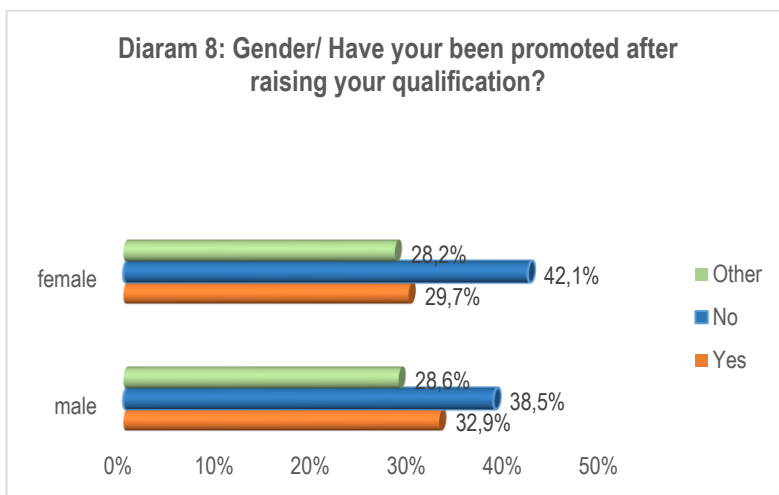
Diagram 6: Gender/Have you ever participated in qualification raising courses



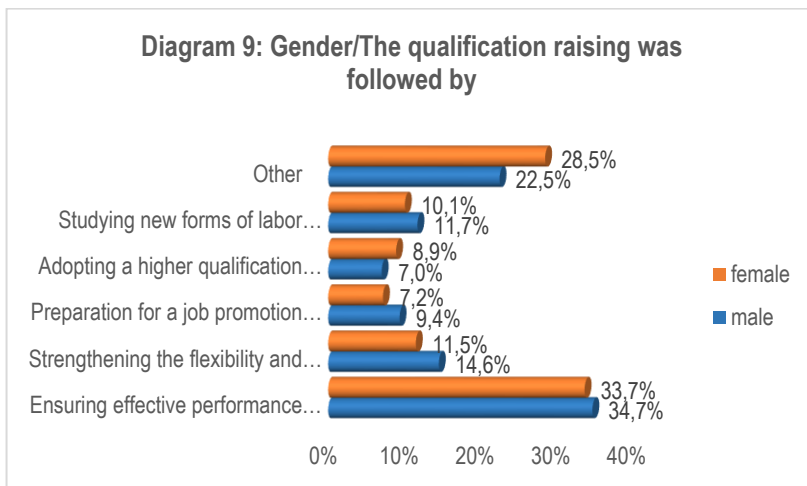
with a private or an organization initiative, 34.9% of the interviewed women and 36.6% of the men have not attended qualification raising courses, 9.2% of the interviewed women and 13.6% of the men have used individual forms of qualification raising while group forms have been used by 55.9% of the women and 49.8% of the men (see Diagram 7) Presumably, individual forms of qualification improvement are used with own money or in case of high ranking officials it is much more accessible for men.



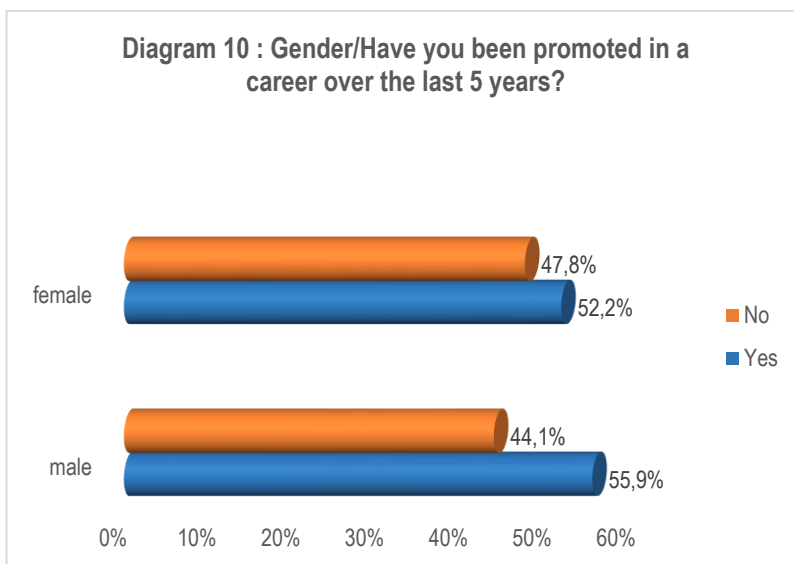
In case of 29.7% of the women surveyed and 32.9% of the men were promoted after raising their qualifications. There are almost 3 percent more promotion facts in case of the men. (See Diagram 8) 42,15 of the interviewed women respondents indicate that their career movements have not taken place after raising the qualification and the same is reported by 38.5% of the men. There is a little discrimination also in case of a promotion, which is presumably the reason for conflicts and it is also evident in other research. (Kharadze, Natalia; Gulua, Ekaterine., 2018)



Upon qualification upgrading, it was necessary to ensure the effective implementation of new tasks; to improve the flexibility and innovation capabilities of management; to prepare for a position promotion or a horizontal movement; to get a higher qualification score or adapt to new techniques; to obtain new forms of labor organization and stimulation. It was found that 9,4% of the surveyed men and 7,2% of the women were prepared for a job promotion or a horizontal movement. As it seems from the two categories of the respondents the men indicated the career progression more in terms of a percentage. (See Diagram 9)

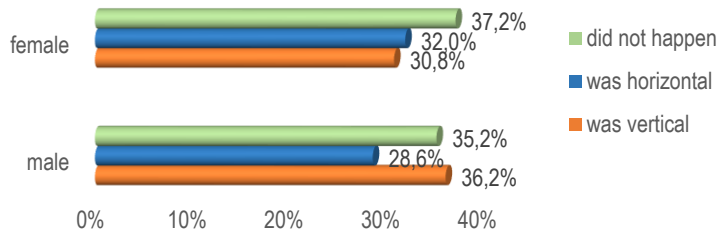


The tendency of recent years in terms of a promotion of respondents is interesting. It turned out that in the last five years among the interviewed women only 52.2% and 55.9% in men were promoted. (see Diagram 10)



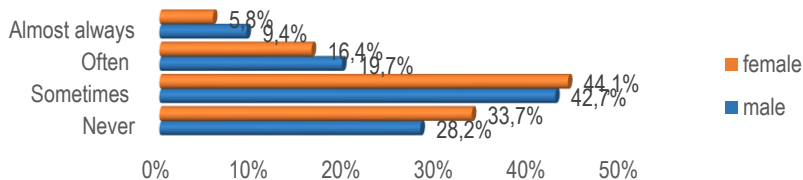
Career movements in the horizontal and vertical directions indicate the privileged position of the men, in particular, it turned out that the horizontal movement happened in 37.2% and the vertical movement took place in 30.8% of the interviewed women's career, as for the men their horizontal movement rate was 28,6% and vertical - 36,2%. (See Diagram 11) The indicator of promotion in the vertical direction is about more than 6% in men among the interviewed respondents. The society is not ready for women to be appointed on a high position. In other equal conditions, choices are made on a woman. Although in the cabinet of ministers and in the parliament they are trying to increase the number of women, it is not enough to completely make a woman free from a "secondary role". Most of the respondents report in private conversations that they prefer a manager to be a man. This issue is a subject of a separate research and we will continue to conduct a research in this direction since these decisions have a significant impact on the formation of an organizational culture. (Gulua, Ekaterine; Kharadze, Natalia, 2018)

Diagram 11 : Gender/Your career movement



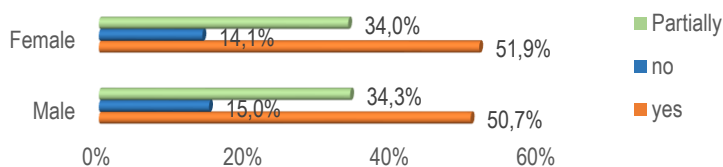
Secret career cases are revealed at different meetings by invitation of the people who do not have a high position. 5.8% of the surveyed women respondents report that they are almost always invited at such meetings, and 33.7% are never invited. As for the men, such meetings are almost always attended by 9.4% of the interviewed men respondents and 28.2% - almost never. As it seems the men are also privileged in case of a secret career. Although in some cases necessary and useful initiatives often come from women, it is also a sad fact that such initiatives are not accepted just because their author is a woman. (See Diagram 12)

Diagram 12 : Gender/Are you invited to attend any kind of meetings to share your views?

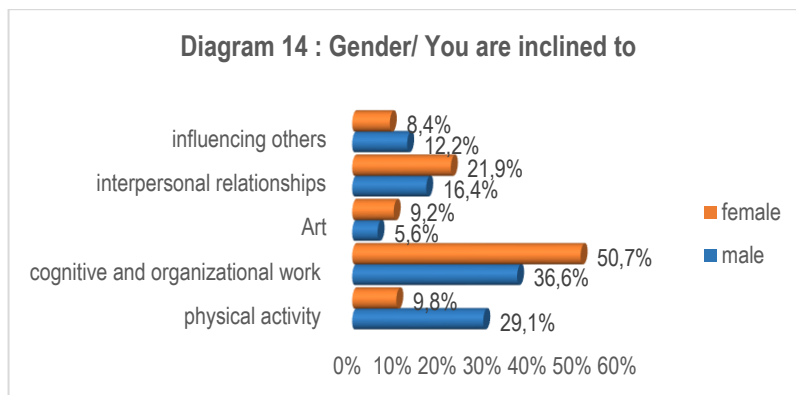


In terms of revealing their own skills both sexes are in the same difficult situation. More than 50% of them are unable to realize their skills at the workplace. The reasons for this are various. These may be the mistakes made in a career management, at the time of choosing a profession, and maybe nonprofessionalism of managers at the organization and weak management. (See Diagram 13)

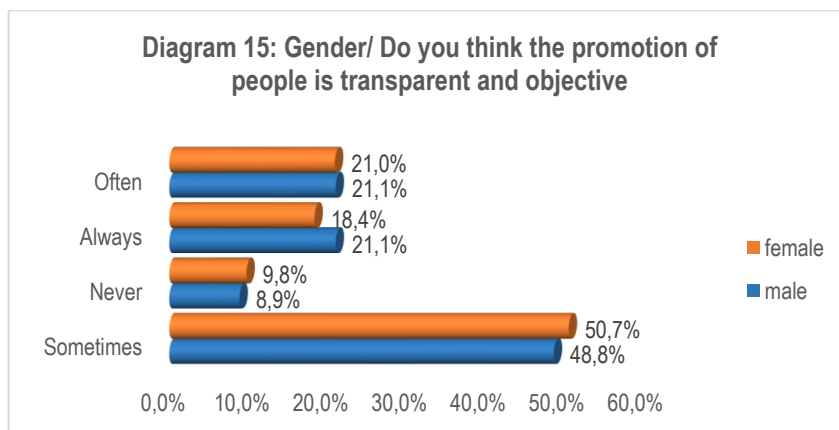
Diagram 13 : Gender/Are you employed in a field where you can realize your skills, inclinations and talents?



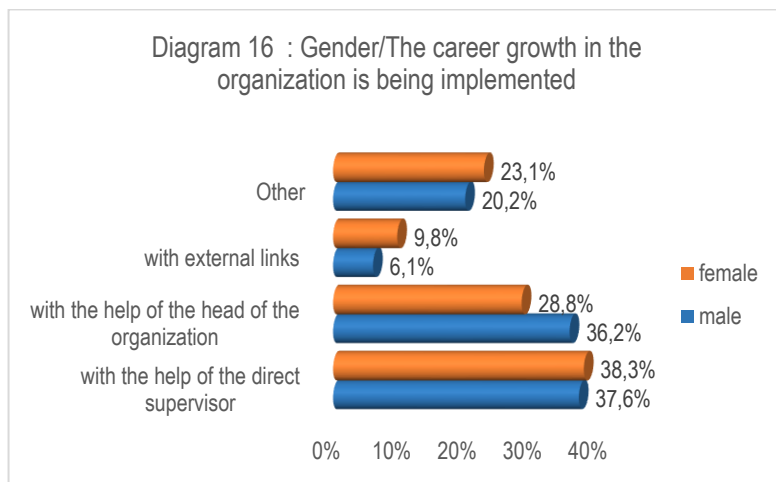
We have received interesting data in the identification of the respondents' inclinations. It was found that only 29.1% of the interviewed men and 9.8% of the interviewed women are inclined to physical activity. This indicator is natural due to the physical characteristics of a man, it is also interesting that 50.7% of the interviewed women and 36.6% of the men are prone to cognitive and organizational activity, 21.9% of the interviewed women and 16.4% of the men are prone to interpersonal relationships. These are the features that are vitally important for leadership positions, even though women are leading with these features, their promotion rate is much lower which indicates the signs of a discrimination. On the other hand, from the research it is shown that 8.4% of the women and 12.2% of the men have an inclination to influencing others. In the 21st century, we do not consider this feature for people who are in a leading position to be a healthy attitude. Naturally, it is acceptable to influence others in a decision-making process if it is possible to use modern psychological methods of persuasion, but I doubt that the respondents meant this! In the conditions of having managers with this inclination there are conflicting situations in the organization and an unhealthy model of an organizational culture is formed. (Paresashvili, Nino, 2018) (See Diagram 14)



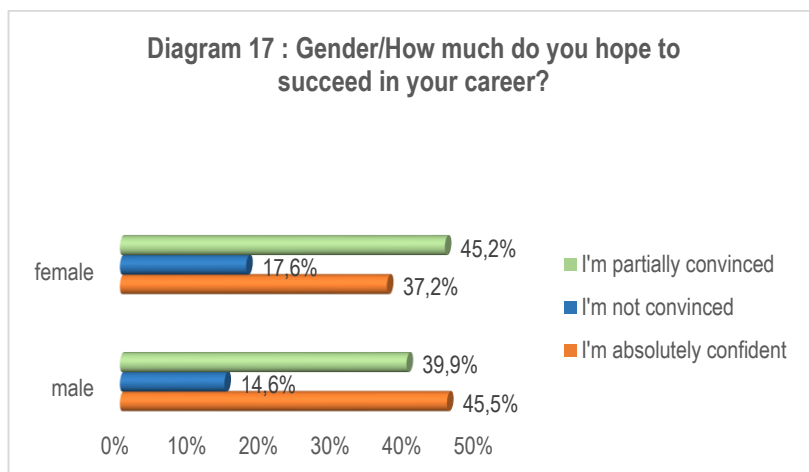
Representatives of both sexes have a feeling of unfairness towards the career management almost equally. About 50% of both sexes believe that the promotion process is not objective and transparent (see Diagram 15). I think this is a systemic problem that is influenced by Soviet methods of governance. It is hard for a country to adapt to the modern and European style of governance, to acquire democratic processes and to refuse in some cases the ugly traditions that the Georgian people have developed over the years and became almost a genetic code. Regrettably, also the mechanisms for conflict settlement in the conditions of the existing organizational culture are quite unrefined. (Paresashvili, Nino; Maisuradze, Teona., 2017) The respondents say in private talks that it is impossible to move forward without "relatives." It is a difficult process to crush these opinions. The Georgian people must work out this by strict compliance with the legislation. We will provide you with the initiative in recommendations.



37.6% of the interviewed women and 38.3% of the men indicate the role of a direct supervisor in a person's promotion. 23.1% of the interviewed women and 20.2% of the men did not answer this question (see Diagram 16). 9.8% of the interviewed women and only 6,1% of the interviewed men talk about external links in the promotion process. As it has been revealed women are more straightforward and do not avoid showing their views, these qualities are important for the leader's positions. In the management process management of knowledge is important, that will raise an employee's motivation and a woman's role should be high in this process, based on her qualities. (Nugzar Paichadze , 2013). However, the tendency is different.

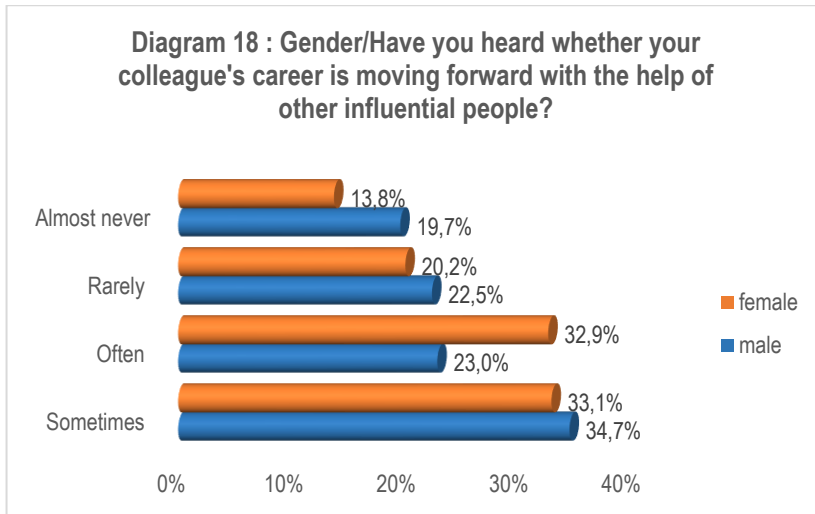


How much do they hope to achieve success and what is the respondents' faith in the future? As it has been found out 17.6% of the women do not have any hope to achieve success, while only 14.6% of the interviewed men have a similar position, 37,2% of the women surveyed and 45.5% of the men are completely convinced about their success. (See Diagram 17) This attitude is further proof that the society is not ready to recognize the possibilities of men and women alike.

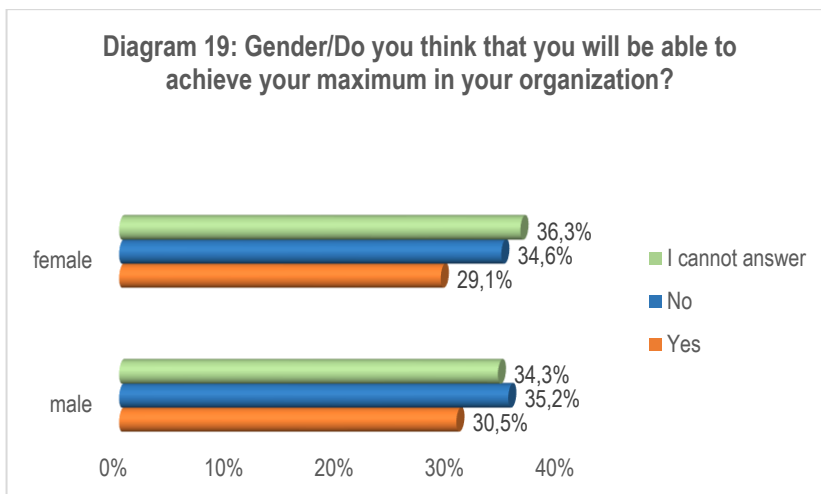


While talking about the interference of influential people in their colleagues' career progression 13.8% of the interviewed women report that they have never heard of such facts, and 19.7% of the interviewed men report the same position. in interviewed men and 32.9% of the interviewed women and 23% of the men frequently heard about such interference.(See Diagram 18) Presumably promotion facts are much higher in men and women's discontent is noticed in the answers. How

strong this union is we will see later. It may be assumed that women's high inclination to communicative connections and their characteristic features have an influence on obtaining information. Men are less involved in informal relationships that the previous studies have confirmed.

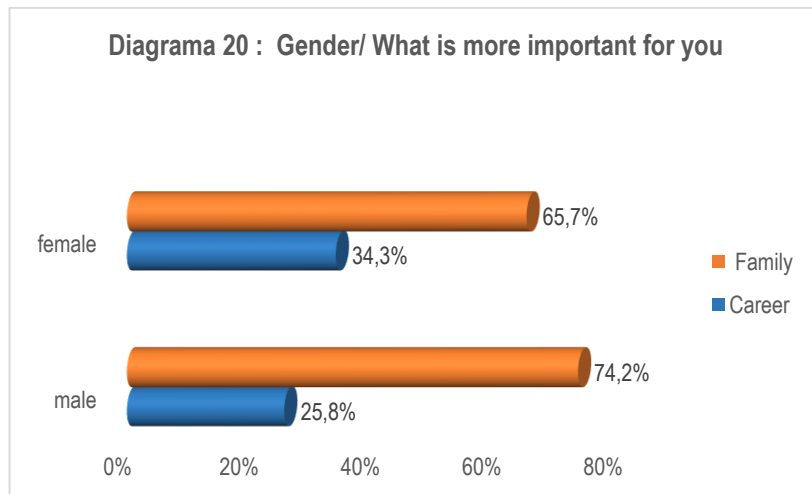


The feeling of achieving maximum of your capabilities in the organization is vague because in both sexes – in women as in men (36.3% and 34.3%) find it difficult to answer the question. This fact indicates the hopelessness of the employees which is determined by many factors (See Diagram 19). 30.5% among the interviewed men and 29,1% of the women have a hope of their bright future. The happiness of the society is in the belief of the future. These answers do not confirm a hope for future in the respondents.

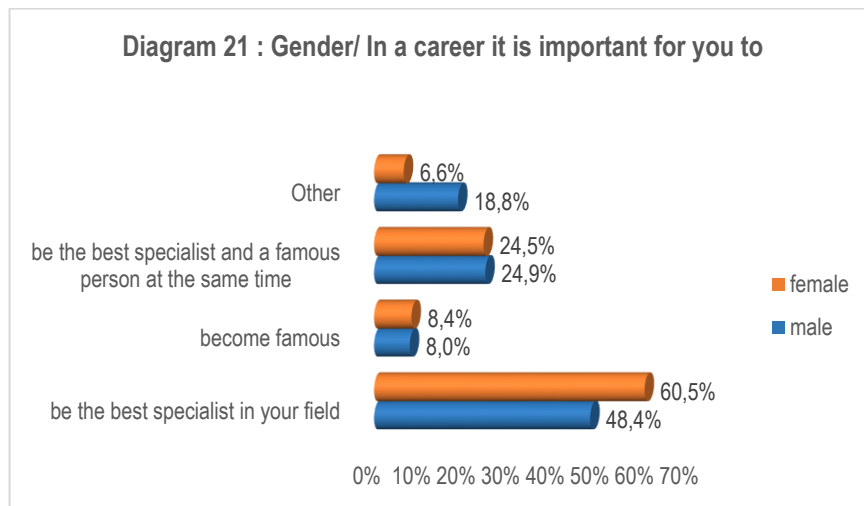


An interesting trend has been shown in the attitude towards family and career. It was found that for 65.7% of the interviewed women family is important and only 34.3% are choosing career, and in case of the men a family is privileged by 74.2% of the interviewed respondents and career is preferred by 25.8%. (See Diagram 20). The greatest desire for career advancement and equalizing with the man is clearly visible in these answers. Women try to take the responsibility of caring about the family on themselves, to be less dependent on men. Younger generation in Georgia seeks to succeed. The

previous findings also showed that the number of married people is low in educational institutions. The stereotype according to which a woman only should take care of children in a family and a man is the main "breadwinner" is in the process of destruction. This is also confirmed by the fact that in recent years many women have taken the initiative of taking care of the family and went far away in different European countries.



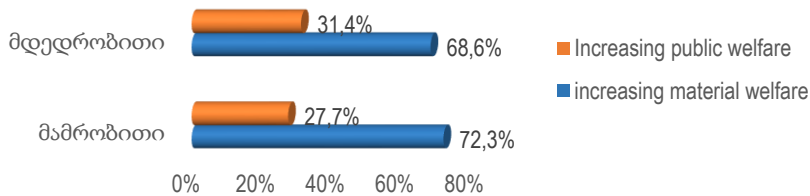
60.5% of the interviewed women think that career is important for them in order to become the best specialists in their field, while 48.4% of the interviewed men have the same desire. 6.6% of the interviewed women and 18.8% of the interviewed men gave vague answers to this question (see Diagram 21)



As it was shown from the survey, 31.4% of the interviewed women believe the charm of the career to be the growth in the society welfare and 68.6% think that its charm is an increase in material well-being, while in case of the men the data was distributed as follows: the welfare of the society was indicated by 27.7% of the surveyed men and increase of material welfare – by 72,3 %. (See Diagram 22). This indicator further confirms our belief that women are distinguished by much higher sense of state thinking, and, therefore, it is important for women to be promoted in any field. The state sector as well as the private sector needs personnel who are thinking and acting in accordance with the state interests.

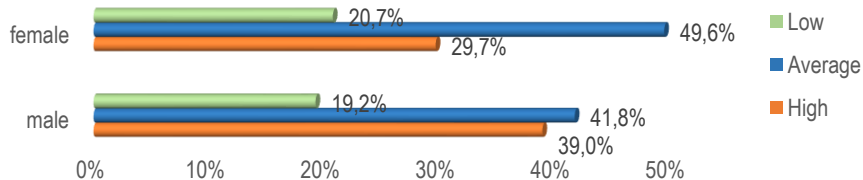
The special desire of the men to increase their earnings and emphasis on material welfare may be the influence of cultural value too. More precisely, in the Georgian society the man is still unable to adapt to becoming equal to a woman and attracting finances in the same way.

Diagram 22 : Gender/The charm of the career is mostly



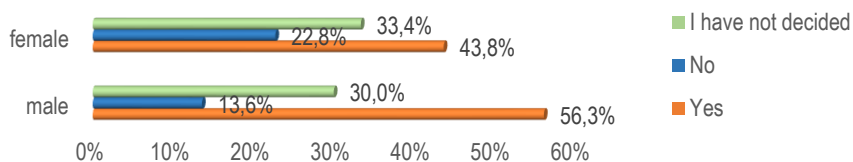
There are many facts of women's discrimination and a feeling of hopelessness in the study. The women have a less hope of winning back the investments made in education compared with the men. In particular, 39% of the interviewed men believe that the chance of returning investments made in education is high while only 29.7% of the surveyed women have the similar expectation (see Diagram 23). The reason for such an attitude may be the realization of people in other fields. Traditionally, men often refuse to work with their own profession and the main reason for this is an income growth.

Diagram 23: Gender/The chance to return your financial investments made in your profession in the career management process is

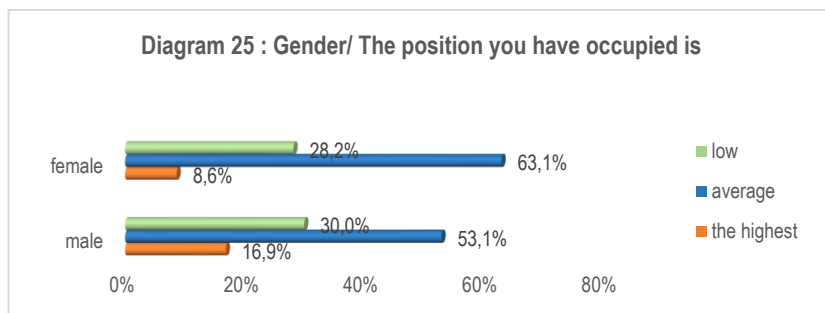


22.8% of the interviewed women and 13.6% of the men (see Diagram 24) have a desire to continue their career on the present position. A high number of the men are ready to change their jobs and increase their own material welfare as it has been shown above.

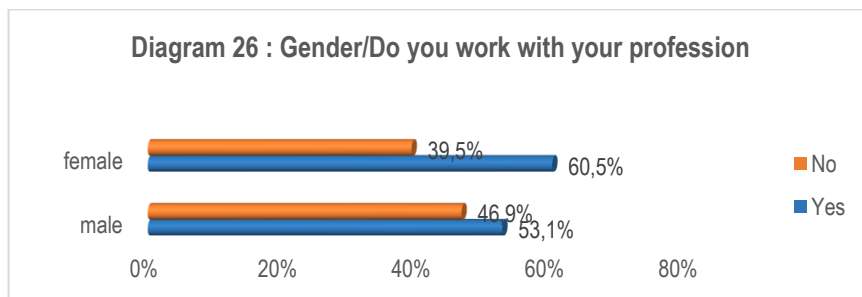
Diagram 24: Gender/Are you going to continue your career in your organization?



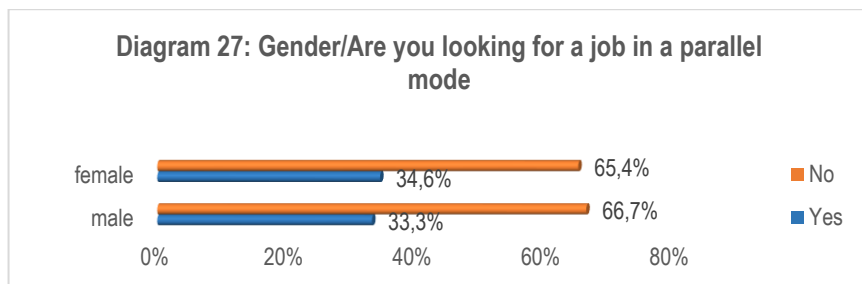
The study has found that from our chosen respondents the low positions are occupied by 28.2% of the interviewed women, the average positions – by 63.1% and the high positions – by 8.6% while in men these indicators are 30%; 53,1% and 16,9%. The advantages of the men respondents in case of high positions are obvious and it is about 9% more compared with the women. Although women are employed on far lower positions their ambition to seek a better job is low. Perhaps the reason for this is still the established values. In case of the women there are fewer chances to advance. (See Diagram 25)



Whether they work with their profession or not gives important information about how much correctly they managed their personal career, as it was found 60,5% of the interviewed women and only 53,1% of the men work with their own profession. The impact on these indicators is likely the trace of the Georgian traditions. Frequently the medical university graduates choose business as their own career, these attitudes are answered well in our society with the Georgian film "Bridegroom without a Diploma" where the main character's vocation is handcraft and family insist on him becoming a lawyer. I think such attitudes are still many while "choosing" a profession and these stereotypes need to be destructed in society and we need to work on this for a long time. Our country has started caring about the vocational institutions and the propaganda to promote them but it is not enough. The demolition of stereotypes built for centuries needs generations. (See Diagram 26)



The number of job seekers in both sexes is nearly the same. More than 65% of the interviewed respondents in both sexes are not searching for a job, and more than 33% are looking for a job and are not satisfied with an occupied position, (see Diagram 27)



Formulating the hypotheses and testing the reliability of the model using the complicated statistical procedures in terms of a gender

The following hypotheses have been developed into the research process;

Hypothesis HP1: Gender Q2 affects Q1 employment field (public sector 2) private sector 3) educational institution)

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,085. By means of the correlation, it was shown that between these variables there is a weak positive attitude (See Table 1)

		Q2 Gender	Q1 Field of employment
Q2 Gender	Pearson Correlation	1	.085*
	Sig. (2-tailed)		.043
	N	560	560
Q1 Field of employment	Pearson Correlation	.085*	1
	Sig. (2-tailed)	.043	
	N	560	560

*. Correlation is significant at the 0.05 level (2-tailed).

By the Chi-square Test statistically we established a link on 0.05 level between a gender and Q2 Q1a field of employment (State sector 2) private sector 3)educational institution) (See Table 2)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.169 ^a	2	.000
Likelihood Ratio	34.000	2	.000
Linear-by-Linear Association	4.074	1	.044
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.53.

Respectively, the hypothesis HP1: The gender Q2 affects Q1 a field of employment (state sector 2) private sector 3)educational institution) has been confirmed.

The hypothesis HP2: The gender Q2 affects Q4 work experience.

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,095. By means of the correlation, it was shown that between these variables there is a weak positive attitude (See Table 3)

		Q2 Gender	Q4 Work experience
Q2 Gender	Pearson Correlation	1	.095*
	Sig. (2-tailed)		.024
	N	560	560
Q4 Work experience	Pearson Correlation	.095*	1
	Sig. (2-tailed)	.024	
	N	560	560

*. Correlation is significant at the 0.05 level (2-tailed).

The fifteenth (see Table 4) provides the results of Levene's statistics, the difference of averages (the same T value) equals to 11.896 the statistical significance level P (Sig.) does not exceed 0.001, i.e. there is a link between a gender and Q2 and Q4 work experience.

Test of	df1	df2	Sig.
11.896	1	558	.001

Respectively, the hypothesis HP2: The gender Q2 affects Q4 work experience, has been confirmed.

The hypothesis HP3: the gender Q2 affects Q5 How the respondents were accepted to work: by a job interview, by means of a job contest, in a direct manner.

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient -0,089. By means of the correlation, it was shown that between these variables there is a weak negative attitude on 0,05 level (See Table 5)

		Q2 Gender	Q5 You were accepted to work
Q2 Gender	Pearson Correlation	1	-.089*
	Sig. (2-tailed)		.035
	N	560	560
Q5 You were accepted to work	Pearson Correlation	-.089*	1
	Sig. (2-tailed)	.035	
	N	560	560

*. Correlation is significant at the 0.05 level (2-tailed).

By the Chi-square Test we established a statistical link on 0.05 level between a gender Q2 and How the respondents were accepted to work: by a job interview, by means of a job contest, in a direct manner (See table 6)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.548 ^a	2	.038
Likelihood Ratio	6.406	2	.041
Linear-by-Linear Association	4.461	1	.035
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 36.89.

Respectively, the hypothesis HP3: the gender Q2 affects How the respondents were accepted to work: by a job interview, by means of a job contest, in a direct manner has been confirmed.

The hypothesis HP4: the gender Q2 affects Q15 Are you invited to attend any kind of meetings?

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient -0,089. By means of the correlation, it was shown that between these variables there is a weak negative attitude on 0,05 level (See Table 7)

	Q2 Gender	Are you invited to attend any kind of meetings to share your views?
Q2 Gender		
	Pearson Correlation	1
	Sig. (2-tailed)	.036
	N	560
Are you invited to attend any kind of meetings to share your views?		
	Pearson Correlation	-.089 [*]
	Sig. (2-tailed)	.036
	N	560

*. Correlation is significant at the 0.05 level (2-tailed).

From table 6 received as a result of a single factor dispersal analysis it is shown that $F=4,409$, $P= 0.036$; $P<0.05$, i.e. there is a link between the groups on 0.05 level. (See Table 8)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.418	1	3.418	4.409	.036
Within Groups	432.575	558	.775		
Total	435.993	559			

Respectively, the hypothesis HP4: the gender Q2 affects Q15 Are you invited to attend any kind of meetings? has been confirmed.

Conclusions and recommendations:

Women's interest and desire to move forward is still low in Georgia. However, in recent years the breakdown of existing stereotypes is noticed according to which for women the most important is successful family activities and not the career progression.

As for most of the men, career growth is the main source of income and material welfare, and their interest in career advancement is much higher compared with the women.

In order to achieve a gender equality, all organizations should have transparent criteria not only for hiring people but for promoting them as well. (Kharadze, Natalia; Gulua, Ekaterine., 2018); Kharadze, Natalia; Gulua, Ekaterine., 2018 The above criteria should include career growth within the limits of relevant qualification and time period. Such an approach will reduce the facts of nepotism.

The necessity of establishing an organizational culture based on knowledge.

(Gulua, Ekaterine; Kharadze, Natalia, 2014) where it will be possible to use all employees' initiatives regardless of their gender to achieve the goals of the organization.

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The Evolution of Fake News and the Abuse of Emerging Technologies

Roberto Adriani

Abstract

Fake news and post-factual society are quite popular terms today. The literature is investigating this phenomenon from different perspectives. We also know the psychological dimension at the basis of fake news (Lynch M. 2016) and the debate around the need for a new media policy (Goodman E. 2017). However, something else is very important: the evolution process of fake news. Far from being a still life, fake news will evolve and this needs to be monitored closely. In a post-factual society fake news could be fuelled by the abuse of new powerful technologies (Murgia M. and Kuchler H. 2017).

Keywords: fake news; post-truth; AI.

1. Introduction

Today, fake news makers have powerful new technologies, such *voice and face morphing*, which make it almost impossible to distinguish truth from falsehood. These technologies will shortly allow the creation of fake videos, in which software makers can superimpose real footage onto a fake audio, using the original voice. The result is footage in which a real person says something he never said. Also, AI may have a dark side and being used by fake news makers (Vincent J. 2017).

2. Methodology

The paper, through a narrative approach, investigates these emerging technologies and how they may be misused. The paper analyses scientific articles from international literature, in English, over last ten years. We focus the research on a relatively recent period as fake news is basically a recent phenomenon. Or, to say better, the destabilizing effect of fake news is relatively recent.

The review also covers journalistic articles, which report data, insights or simple news, regarding the two subjects of the key questions. In this case, the paper includes only articles coming from mainstream publications, printed as well as online.

Trying to pursue this objective, articles not clearly reporting the name of the publication, author and date, have been excluded. In addition to that, all the articles have been checked through a web engine search, making sure they have been cited or linked by other mainstream media.

3. Fake news spreading. The lesson we have learnt

Among the many lessons we have learnt about fake news, here are two pillars this paper wants start from.

3.1 Perception and false representation

Fake news is not about simply the perception of reality. Fake news is an objectively false representation of reality and it can be even defamatory. The greatest examples we have seen are from politics, where lies are not merely occasional mishaps, but the core of an electoral strategy.

The other important lesson we have learnt is why people spread fake news. The psychological mechanism behind this, can be reassumed as follows (Gathman C. 2014).

- a. People do not actually read the content they are sharing
- b. People do not consider the legitimacy of specific news sources
- c. People are vulnerable to confirmation bias

- d. People infer legitimacy from “related content”
- e. People see a piece of content as more legitimate the more they see of it
- f. People confuse satire and hoax

How can we stop fake news spreading without jeopardising free speech? Who must be in charge of deciding what is fake and what is real? Some experiments are already on the table. Let's see how really promising they are.

United Kingdom

In Great Britain the Brexit referendum has made institutions much more aware of the threat of fake news. Emma Goodman, from the Media Policy Project Blog of the LSE, explains how British institutions try to fake news. An inquiry has been launched by the House of Commons, to investigate this phenomenon, described as a threat to democracy able to undermine the confidence in the media in general. The inquiry has been conducted by the Culture, Media and Sports Committee. Its chair Damian Collins, said that any possible solution must be focused on social media platforms. According to the chair, Facebook is the main social media platform put in the spotlight, and it should put more attention in assessing and notifying fake news to help users. In the end, says consumers should be empowered to assess fake news (*Goodman E. 2017*).

Germany

It is one of the first laws issued to face fake news, which is why, as Emma Thomasson from Reuters explains, it can be considered an international experiment. The law, which came into full force on Jan. 1, 2018, aims to ensure Germany's tough prohibitions against hate speech, including pro-Nazi ideology, are enforced online by requiring sites to remove banned content within 24 hours or face fines of up to 50 million euros (\$62 million). The law, called NetzDG for short, is an international test case and how it plays out is being closely watched by other countries considering similar measures. In addition to that, social media companies are asked to do more to stop fake news. The lawmakers are also pushing for social media firms to set up an independent body to review and respond to reports of offensive content from the public, rather than the individual companies doing that themselves. The law is now to be amended, following the criticism from opponents of the law, including free speech campaigners and the Association of German Journalists, who say the threat of hefty fines is prompting internet firms to err on the side of caution and block more content than is necessary. German authorities have stressed, however, that they believe the law is working well in terms of forcing social media companies to delete offensive posts (*Thomasson E. 2018*, <https://www.reuters.com/article/us-germany-hatespeech/germany-looks-to-revise-social-media-law-as-europe-watches-idUSKCN1GK1BN>).

Italy

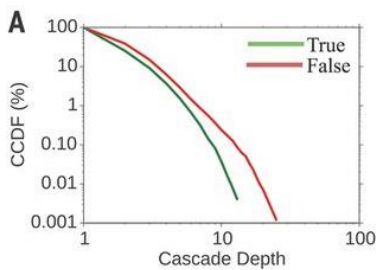
Here the effort is mainly focused on education and training of the younger generation. The former presidency of the Lower House, together with the Ministry of Education, launched an extraordinary experiment in cooperation with leading digital companies including Facebook. The effort was focused on training a generation of students steeped in social media how to recognize fake news and conspiracy theories online. The program tried to deputize students as fake-news hunters, showing them how to create their own blogs or social accounts to expose false stories and 'showing how you uncovered it' (*Horowitz J. 2017*, <https://www.nytimes.com/2017/10/18/world/europe/italy-fake-news.html>). In addition to that, Facebook rolled out for its Italian users a new fact-checking program aimed at identifying and debunking false information that appears on the site. Like similar efforts Facebook has launched in the past, the program relies on user reporting and third-party fact checkers to flag potential false material (*Serhan Y. 2018* <https://www.theatlantic.com/international/archive/2018/02/europe-fake-news/551972/>). In any case, this programme does not seem having achieved great results.

3.2 Fake news spreads faster than truth

Another important lesson is about how fast fake news spreads, even more than truth. It is the case to briefly report here a recent study on that, published by Science, on March 2018. It analyses fake news spread via Twitter. The author's assumption is that a rumor cascade begins on Twitter when a user makes an assertion about a topic in a tweet, which could include written text, photos, or links to articles online. Others then propagate the rumor by retweeting it. A rumor's diffusion process can be characterized as having one or more cascades, defined by authors as instances of a rumor spreading pattern that exhibit an unbroken retweet chain with a common, singular origin. So, if a rumor "A" is tweeted by

10 people separately, but not retweeted, it would have 10 cascades each of size one. Conversely, if a second rumor “B” is independently tweeted by two people and each of those two tweets is retweeted 100 times, the rumor would consist of two cascades, each of size 100.

When the authors analysed “the diffusion dynamics of true and false rumors, they found that falsehood diffused significantly farther, faster, deeper, and more broadly than the truth in all categories of information. A significantly greater fraction of false cascades than true cascades exceeded a depth of 10, and the top 0.01% of false cascades diffused eight hops deeper into the Twittersphere than the truth, diffusing to depths greater than 19 hops from the origin tweet (Fig. 1, 2A in the original).

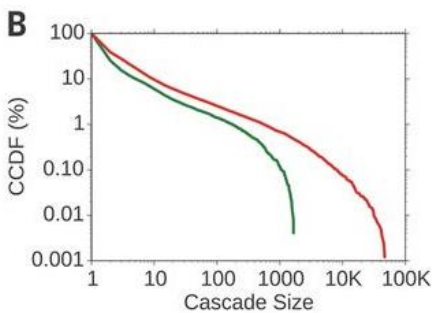


(Fig. 1, 2A in the original)

Falsehood also reached far more people than the truth. Whereas the truth rarely diffused to more than 1000 people, the top 1% of false-news cascades routinely diffused to between 1000 and 100,000 people (Fig 2B in the original).

Falsehood reached more people at every depth of a cascade than the truth, meaning that more people retweeted falsehood than they did the truth. The spread of falsehood was aided by its virality, meaning the falsehood did not simply spread through broadcast dynamics but rather through peer-to-peer diffusion characterized by a viral branching process.

It took the truth about six times as long as falsehood to reach 1500 people and 20 times as long as falsehood to reach a cascade depth of 10”.



(Fig. 2, 2A in the original)

Another important result highlighted by this study, is that “contrary to conventional wisdom, robots accelerated the spread of true and false news at the same rate, implying that humans, not robots, are more likely responsible for the dramatic spread of false news”. The authors also checked possible bias.

“In case there was concern that the authors’ conclusions about human judgement were biased by the presence of bots in their analysis, they employed a sophisticated bot-detection algorithm, to identify and remove all bots before running the analysis. When they added bot traffic back into the analysis, they found that none of their conclusions changed. False news still spread farther, faster, deeper and more broadly than the truth in all categories of information.

Although the inclusion of bots accelerated the spread of both true and false news, it affected their spread roughly equally (Vosoughi S. et al., 2018, p. 2,3,5).

4. The abuse of emerging technologies

Some new technologies can push us into a new era of fake news, in which manipulation looks ever more believable.

4.1 Do not believe everything you see

Unless I see the nail marks in his hands and put my finger where the nails were, and put my hand into his side, I will not believe it, said Saint Thomas. It is a famous sentence, which highlights how important it is for us to see (and even to touch) to believe.

Unfortunately, audio and video manipulation is questioning this assumption. As Olivia Solon reports in *The Guardian*. There is a new breed of video and audio manipulation tools, made possible by advances in artificial intelligence and computer graphics, that will allow for the creation of realistic looking footage of public figures appearing to say, well, anything. Nothing is sure from now on. We have long been told not to believe everything we read, but soon we will have to question everything we see and hear as well. An important experiment has been set up at Stanford University, where a software "is able to manipulate video footage of public figures to allow a second person to put words in their mouth – in real time. Face2Face captures the second person's facial expressions as they talk into a webcam and then morphs those movements directly onto the face of the person in the original video. The research team demonstrated their technology by puppeteering videos of George W Bush, Vladimir Putin and Donald Trump. On its own, Face2Face is a fun plaything for creating memes and entertaining late night talk show hosts. However, with the addition of a synthesized voice, it becomes more convincing – not only does the digital puppet look like the politician, but it can also sound like the politician. Similar research has been conducted at the University of Alabama. With 3-5 minutes of audio of a victim's voice – taken live or from YouTube videos or radio shows – an attacker can create a synthesized voice that can fool both humans and voice biometric security systems used by some banks and smartphones. The attacker can then talk into a microphone and the software will convert it so that the words sound like they are being spoken by the victim – whether that's over the phone or on a radio show. Not only universities are interested in developing these technologies. Canadian startup Lyrebird has developed similar capabilities, which it says can be used to turn text into on-the-spot audiobooks 'read' by famous voices or for characters in video games.

But the most impressive, and cited, experiment, is about Obama. The University of Washington's Synthesizing Obama project (Fig. 3), where they took the audio from one of Obama's speeches and used it to animate his face in an entirely different video with incredible accuracy (thanks to training a recurrent neural network with hours of footage), to get a sense of how insidious these adulterations can be (Solon O., 2017 <https://www.theguardian.com/technology/2017/jul/26/fake-news-obama-video-trump-face2face-doctored-content>).



The University of Washington's **Synthesizing Obama** project took audio from one of Obama's speeches and used it to animate his face in an entirely different video



(Fig. 3)

available at <https://www.theguardian.com/technology/2017/jul/26/fake-news-obama-video-trump-face2face-doctored-content>

But the problem is not just the proliferation of falsehoods, as reported by Franklin Foer in *The Atlantic*. Fabricated videos will create new and understandable suspicions about everything we watch. Politicians and publicists will exploit those doubts. When captured in a moment of wrongdoing, a culprit will simply declare the visual evidence a malicious concoction.

The article points out another risk. In other words, manipulated video will ultimately destroy faith in our strongest remaining tether to the idea of common reality. A sort of new LSD, as the author says? Fake-but-realistic video clips are not the end point of the flight from reality that technologists would have us take. The apotheosis of this vision is virtual reality. VR's fundamental purpose is to create a comprehensive illusion of being in another place. With its goggles and gloves, it sets out to trick our senses and subvert our perceptions. Video games began the process of transporting players into an alternate world, injecting them into another narrative. But while games can be quite addictive, they aren't yet fully immersive. VR has the potential to more completely transport—we will see what our avatars see and feel what they feel.

Maybe we will find a way to cope with that but, in the meantime, it would be better to be more prudent. Perhaps society will find ways to cope with these changes. Maybe we will learn the scepticism required to navigate them. Governments have been slow to respond to the social challenges that new technologies create, and might rather avoid this one. The question of deciding what constitutes reality isn't just epistemological; it is political and would involve declaring certain deeply held beliefs specious (Foer F., 2018 <https://www.theatlantic.com/magazine/archive/2018/05/reality-end/556877/>).

4.2 The dark side of AI

The response Hillary Clinton got when her book debuted on Amazon's Web was surprising. Of the 1,600 reviews posted on the book's Amazon page in just a few hours, the company soon deleted 900 it suspected of being bogus: written by people who said they loved or hated the book, but had neither purchased nor likely even read it. Fake product reviews—prompted by payola or more nefarious motives—are nothing new, but they are set to become a bigger problem as tricksters find new ways of automating online misinformation campaigns launched to sway public opinion.

At the University of Chicago some researchers are investigating whether artificial intelligence could be used to automatically crank out bulk reviews that are convincing enough to be effective. Their latest experiment involved developing AI-based methods to generate phony Yelp restaurant evaluations. (Yelp is a popular crowdsourced Web site that has posted more than 135 million reviews covering about 2.8 million businesses since launching in July 2004). The researchers used a machine-learning technique known as deep learning to analyze letter and word patterns used in millions of existing Yelp reviews.

Deep learning requires an enormous amount of computation and entails feeding vast data sets into large networks of simulated artificial "neurons" based loosely on the neural structure of the human brain. The Chicago team's artificial neural network generated its own restaurant critiques—some with sophisticated word usage patterns that made for realistic appraisals and others that would seem easy to spot, thanks to repeated words and phrases.

But when the researchers tested their AI-generated reviews, they found that Yelp's filtering software—which also relies on machine-learning algorithms—had difficulty spotting many of the fakes. Human test subjects asked to evaluate authentic and automated appraisals were unable to distinguish between the two. When asked to rate whether a particular review was 'useful', the human's respondents replied in the affirmative to AI-generated versions nearly as often as real ones (Greenemeier L., 2017 <https://www.scientificamerican.com/article/could-ai-be-the-future-of-fake-news-and-product-reviews/>).

In a nutshell, the authors showed how a two phased review generation and customization attack can produce reviews that are indistinguishable by state-of-the-art statistical detectors. They conducted a survey-based user study to show these reviews not only evade human detection, but also score high on 'usefulness' metrics by users.

The authors also say that AI can not only assist fake news detection but also generate fake news. Given the availability of large-scale news datasets, an attacker can potentially generate realistic looking news articles using a deep-learning approach (RNN). And due to its low economic cost, the attacker can pollute social media newsfeeds with a large number of fake articles.

The researchers end hoping their results "will bring more attention to the problem of malicious attacks based on deep learning language models, particularly in the context of fake content on online services, and encourage the exploration and development of new defences (Zhao B.Y et al., 2018, P. 1,13).

It is an additional warning about how fake news may become a dirty tool, used by dishonest companies to strike at their competitors' reputation. Lil Miquela is another example about how new technologies, AI in particular, can manipulate the social media sphere.

Lil Miquela has been a source of fascination for many on Instagram since not long after her account launched in April 2016, but for her first two years of existence, no one could definitively say who or what was behind the operation. The Bermuda hack-slash-PR-stunt solved at least part of the mystery, linking Miquela to Brud, a Los Angeles-based startup that specializes in "robotics, artificial intelligence and their applications to media businesses"—but the entire saga remains a master class in postmodern performance art. The author says that Lili Miquela Instagram profile is potentially money-making. Miquela isn't just a flashy stunt: She has serious money-making potential. Already, the virtual influencer has partnered with Giphy and Prada and posed wearing Diesel and Moncler. In February, Miquela said she had never been paid to model a piece of fashion on her feed, but that could change at any moment. (Lil Miquela's PR representatives did not respond to queries about whether she has posted any sponsored content since that statement).

The appearance of influencers has generated new questions about how to distinguish advertising from paid social media influencers. The story of Lil Miquela is even a step forward: what about if the influencer is a non-existing person, but only a virtual profile AI based? But virtual models and influencers like Lil Miquela raise thorny questions. Last year, the Federal Trade Commission updated its endorsement guides to require influencers to disclose their marketing relationships and identify paid posts with a hashtag like #ad or #sponsored—but it's not clear how those rules would apply to influencers who aren't human, and whose backers, like Lil Miquela's, are shrouding themselves in mystery (Katz M., 2018, <https://www.wired.com/story/lil-miquela-digital-humans/>).

The final question, in this case, is about why we should trust the opinion of someone who does not exist?



(Fig. 4)

Lil Miquela's profile, from the Instagram app of the author.

5. Key findings

The key findings can be reassumed into two points

5.1 Fake news still a problem

This phenomenon is still dangerous, in spite of all efforts. On the other hand, this does not mean we have to give up. A solution is currently being sought, both from a technological (can block-chain technology be used to stop fake news?) as well as from a contents point of view.

In any case, education, training and digital literacy of children must be part of the solution.

5.2 New threats

The new threats are represented by a dishonest (or even criminal) use of AI, which allow fake news makers to create more pervasive and dangerous hoaxes. Unlike "traditional" fake news, text based, the new ones are based on the power of the image (CGI). It is particularly insidious as it is grounded on the general belief that everything you can see is true.

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Language Development Through Drama in Preschoolers

Sindorela Doli Kryeziu

Prof. Ass. Dr., University of Gjakova, Faculty of Education,
Professor of Albanian language, Kosovo

Abstract

The child develops as a whole, in all developmental areas. The overestimation or underestimation of any field is a mistake because the child does not develop once in the physical aspect, then emotional, intellectual, and so on. Therefore, the division between the fields is also largely formal. Just as the child's development is thorough, specific areas of development must also be seen as part of a whole, the effectiveness of which depends largely on the level of integration between them. One of the most important infrastructures of today's society of information is education, the main purpose of which is the preparation of creative and innovative people. Education has developed an integrated approach to early childhood education, which naturally combines the process of education, health care, education, child play, artistic education and professional care to their development. In this context, important steps were taken regarding preschool education such as in designing methods for pre-school education, drafting general standards of pre-school education and pre-school curricula / preparatory classes. In order to have a genuine linguistic development an important step is artistic education, which includes a wide range of activities. In this field are summarized all the activities that enable the child to communicate through visual presentation, musical sound, dramatic expression, audiovisual means, etc. Artistic education introduces children with elements of art, entertains and offers them opportunities to develop artistic "gift". Fields of art, which traditionally take place in the activities of preparatory classes, are music, applied art, graphics and drawing. An important place in artistic education has won the theater activity and mass media. Therefore, we will deal in our paper with their language development through drama.

Keywords: developing fields development areas, education, pre-school education, encouragement and promotion.

Introduction

Many factors influence the healthy development of children. But the purpose of our work is the highest focus of the development of various artistic activities, namely through artistic education, ie through art.

Audiovisual communication is powerful, the messages that children receive are many and varied. Artistic education introduced children to elements of art, entertains them and enables them to develop the artistic "gift". Traditionally, fields of art that take place in the kindergarten activities, are music, applied arts, graphics and drawing. An important place in artistic education has won theater and mass media.

Drawing for the child is an important tool for describing and understanding reality. Through it, the child learns to paint a thought, a word, an event.

Musical activity, vocal activity and dance:

The content of musical activity summarizes: the recognition and distinction of environmental sounds; the use of sound sounds; the use of traditional and electronic tools and instruments;

Whereas vocal activity: different songs for children; singing games and the music of fairy tales, stories, simple poems;

Listening to music:

Identifying the sounds of reality that surrounds the child; listening to different melodies;

The acquisition of the listening art; the prolongation of a sound; intensity; pitch of a sound; song fragments and perception and reproduction of rhythm and melody.

Dramatic activity:

It aims to develop the predispositions of the theatrical game in children, to develop imagination, the desire to express and act in the framework of a theatrical play.

Mass media shows:

It is the duty of the educator to choose and use in the function of the kindergarten activities radio-television programs, technological games, cartoons and children's films, which can be used with the effectiveness to facilitate and encourage the absorption of active and creative behavior of children.

Applied art:

The child should:

To perceive affectionate relationships with available materials;

Build something by her/his own desire and imagination;

Try different processing alternatives; to use drawing techniques, model, collage; to use the made products; to be expressed in a work that fosters the imagination and ascertains the achieved results.

The drama corner in the preschool education

Drama in the pre-school children's education aims to change the point of views in the pupil's formation process with a clear vision for his future and his country.

Dramatists pay special attention to cultivating a positive attitude toward children, encouraging students to engage in a rational manner in meeting school requirements, developing skills in everyday life, always taking into account the peculiarities of physical and psychic development of this age.

Dramas in text books in primary education enrich pupils' spiritual values, consolidate knowledge, orientation of trends and skills in building their future. They positively influence the encouragement of pupils to take the initiative of independent action in the family circle and beyond.¹

In order to achieve effective teaching and learning in the field of dramaturgy, teachers and pupils should use resources and different means of information. So far the main source of information was the textbook of of Albanian literature subject.

In addition to the various textbooks, it is suggested to use other information materials: manuals, brochures, newspapers, cultural and literary journals, photographs, schemes, diagrams, models, pictures, photos, movies, video cassettes, computer programs, internet, cd-s, etc.

It is the competency of the educator that, depending on the conditions in which it works, the school chooses the source of information and teaching aids, paying attention to the balance of oral, visual, auditory and audiovisual data, with particular emphasis on what is essential to be taught.

Learning dramas is a process that never ends, and Therefore, requires great dedication, because it has special importance. Through the drama, basic messages and notions are created and transmitted to the understanding of the self and the social world, as well as the powerful influence it has on the overall development of the individual, both in the emotional, intellectual, social and physical fields.²

Dramas affect pupils in the formation of cultured behavior in their own right attitude towards others, tolerance, understanding and mutual assistance.

¹ Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.356

² Po aty, fq.357.

The emergence of dramas in theaters represents a very favorable and influential resource in the development and in the overall formation of each pupil's personality.

I think that drama as a literary genre in Albanian literature begins to be discussed later compared to the other two literary genres. This is because the development of drama, first of all, requires national freedom. Due to the fact that Albanians lacked freedom, and consequently teaching as well as any other cultural manifestation in their mother tongue, starting from the end of the 15th century until 1912; then it is obvious the reason why the number of dramas in our textbooks is still small.

By watching dramas through theater scenes, pupils acquire new knowledge, they socialize, humanize and prepare much more during their lives.

They need drama because through them the pupils are equipped with a certain ideal that they try to imitate during life. This is the aesthetic ideal through which pupils form social consciousness. Dramas thrill and delight children, make them skillful and train them for their future. Dramas teach children to love their parents, their homeland and their lives.

Goethe said, "The writers, the playwrights, are the eyes, ears, and the voice of the time."

Drama should not only be applied as a simple form of reading and commenting by heart. It should be displayed on the stage, the scene in the school premises should be improvised and pupils should play that drama. A greater value that reveals student talent would be to send pupils to the city's professional theater. This is the best method for presenting a children's play.¹

In this context, the question arises:

- What drama should be offered more in textbooks for pupils?
- What types of dramas are needed the most?

In dramaturgy texts, the pupils must find themselves, the present society with all the advances, values, but also the scarcity and flaws they face in this new century.

In order that children understand what the drama is, the teacher must make a serious preparation. For example, to get a well-known Albanian playwright, satirical and humorist poet Spiro Çomora. A thorough analysis must be made: the educator addresses the pupils:

- Have you ever seen a theater show?
- Would you like to play any role in a show?
- Which theater actors do you know?

Thereafter, discuss the content of the show (the text), the play of actors, their outfits, stage appearance, music etc. This work is done in groups.

This literary genre should be more present in text books, because the life of people on this planet is indeed an interesting drama in which people breathe and live on this earth.

Meanwhile, the life of Albanians is full of great, tragic - comedy drama.²

From the old classic tragedy and comedy, in the middle ages, a new kind of dramatic poetry was born which was neither tragedy nor comedy. This design was called drama. With the word drama we understand the compilation of dramatic poetry that contains joyful and serious acts of everyday life.

¹ Sefedin Feti, *Krijues dhe Krijime*, Rilindja, Prishtinë, 1979, fq. 68.

² Zejnullah Rrahmani, *Teori e letërsisë*, sh.b. Faik Konica, Prishtinë, 2008, fq.345

Drama Center

The drama center / family center is compulsory for preschool children, and is also very important for children of six and seven years of age. In this center, children aged six and seven will try to dramatize the various topics that are foreseen in the curriculum.

The educational team plans, fills and changes the **properties**¹ that children use in this country. In one week the properties can be set that will include bathing activities, next week the properties for hair, then the properties for the guard of pets, in other weeks additional properties, according to the wishes of the children. As part of this, the center may also provide cooking facilities. Various cooking projects are particularly interesting and fun for children and enable them to learn scientific concepts, try different foods, eat the food they have prepared themselves, understand mathematical concepts, and so on.

In the drama center / family center or the corner of the drama / family corner there must be clothing and properties that children will try to play different roles, imitate what they see in everyday life, which will help them understand the world around them.

If there is not enough room in the classroom, the drama / family center can only be presented as a box of suitcases and suits. Properties, as well as any costume items (such as hat, gloves, etc.) can help to develop communication as well as dramatize different curriculum topics.

How does our interest in creativity increase?

"Art is created to be experienced rather than understood. Therefore, whenever explanations are required, stupidities are said"

Dreiser²

Our interest for creativity grows only when we ask the its creator and he does not give information or not satisfactory enough. Since the piece of work that we have in front of us and experience it in the way and on the basis of the knowledge and the cultural value we have, then there can not be the same feeling between us and the creator.

The most popular and intense activity of the child is the game! The child should be encouraged to express and explain what is created. We can say every child that plays behaves like a creator when he creates his own world or, more precisely, when he sets things of his own world in a new order that he likes.³

The game is generally considered as the "par excellence" educational context during pre-school years. The importance of learning through the game for the first time was mentioned by the first German educator Friedrich Fröebel (1782 - 1852).

At a later time, Piaget offers psychological reasons for this doctrine, arguing that the active exploration of children with a wide variety of objects is an essential precursor of later verbal and cognitive comprehension. Denying children's opportunities for the game hinders their opportunities for development and education.

The play indisputably supports learning goals by providing opportunities for developing skills and reading, strengthening writing skills, and self-regulating skills. When the game is applied to academic settings, children may prefer the learning process, which helps them become self-motivated and self-managers learners. Generally, the game represents an essential component of the learning process and understanding of the role of the game during this process is necessary by parents and educators.⁴

In today's literature, the imaginative play is mentioned by most scholars about its importance in the learning process, especially in pre-school children.

¹ Fjalori elektronik shpjegues: **REKUIZITË** f. sh. teatër. Tërësia e sendeve që janë të nevojshme për të dhënë një shfaqje ose për të bërë një film (me përjashtim të skenës dhe të veshjeve të aktorëve); vendi ku mbahen e ruhen këto sende.

² Lefteri Selmani, *Konceptimi dhe organizimi i veprimtarisë mësimore educative në arsimin parashkollor*, GEER, Tiranë 2006, fq. 123

³ Haki Xhaki, *Artet figurative me metodologji*, Universiteti i Prishtinës, Prishtinë, 2014/2015, fq. 44

⁴ Theodor Karaj (2005), *Psikologjia e zhvillimit të fëmijës*, Progres, Tiranë, 2005, fq. 57

The imaginative play involves various forms of "do and believe" activities, including out of context behavior (e.g. when children pretend as if they are eating food), substitute objects (e.g., the use of a toy pacifier to feed the doll). The imaginative play consisted of 17% of the play during the preschool years and 33% during the play in the kindergarten.

Psychologist Lev Vygotsky has suggested that the imaginative play is the most spontaneous activity during childhood during which the child functions at a higher intellectual level and higher level of competence compared to all other activities. During the imaginative game these skills are developed: working memory (since when the child claims to be someone else he must remember the role and stay within this character), flexible thinking (they have to adapt to the decisions that other children bring along during the game) and creativity. Different scholars have identified some of the academic benefits of the imaginative game. A study has proved that the quality of the imaginative play has predicted the early writing skills - theoretically the fantasy game is a form of symbolic media like writing, and the children who manage to carry their thoughts and feelings into fantasy they are more likely to better in carrying these thoughts in writing in the future. Similarly, children who understand different stories from the perspective of the fantasy play will be able to better understand the contents of stories read to them.¹

Recognizing the crucial importance of the play in child development experts have designed curricula which use games to promote the development of children's cognitive development but also to teach them reading and writing skills.

For example, Bodrova and Leong's (2001, 2003) have designed the program "Tools of the Mind" a program dedicated to preschool classes and children attending kindergarten. This program pays particular importance to the application of socio-dramatic games in the promotion of writing and reading skills based on the principles of Vygotsky's theory and the work of his student Elkon. These classes include spaces where dramatic games are developed and where children spend a good part of time engaging in dramatic activities.

Educators support the children's game by helping them create imaginary situations by providing scenic material and enabling the gaming process to be prolonged. Children with the support of the educator draw up script scenarios where they include the theme, roles, and rules on which the game is based.

For example, the educator helps children to enrich the vocabulary with new words when she/he introduces the material of the scene e.g.: during the play of the game "doctor's office" the teacher introduces the stethoscope or needle to the children. The first writing skills then develop when the children try to describe the prescriptions. Numerous skills are also developed during this game. Pre-mathematical skills are also developed during socio-dramatic games (e.g. presentation of height and weight chart at the doctor's office).²

4. Dramatic play

The dramatic play is a self-directed spontaneous activity, through which children test, clarify and enhance the meaning of themselves and their world. Although the details of the children's play vary in different parts of the world and cultures, the theme of their game is the same. In their game, children recreate places and scenes that are familiar to them, imitate family members' behaviors, and take different roles of different people in their communities. They reproduce the world as they understand it, or as it confuses and scares them.

Ever since childhood, children imitate the sounds they hear and the activities they watch. Being satisfied with their pretenses, children respond to new situations through movement and sound. In a word, they play. This game, when encouraged becomes a drama: an artistic form, a social activity and a form of learning.³

The dramatic play happens when the child claims to be someone else or plays a role. An example of this game may be the moment the child wears a cape and claims to be a superhero.

The dramatic game helps develop language and vocabulary, enhances memory skills, develops flexible and discovery thinking, etc.

Socio-dramatic plays - are considered when two or more children participate in the game.

¹ Erlehta Mato, (1995), *Disa veçori psikologjike dhe sociale të parashkollorit*, Tiranë, 1995, fq. 36

² Po aty, fq. 37

³ Pamela A. Couglin, *Krijimi i klasave me fëmijët në epiqendër: fëmijët 3-5 vjeçarë*, sh.b. CRI, Tiranë, 1997, fq. 157

An instance may be when children play imaginative school role play game where one becomes a teacher and the other the pupil.

According to the Piaget, socio-dramatic plays develop abstract thinking, refine children's understanding of the world, and they also learn how to solve problems in a safe environment.¹

1. The impact on developmental areas

In dramatic play, children spontaneously pretend to be someone else or imitate their behavior (by extinguishing fire as a firefighter), using something that symbolizes something else (sitting on a block driving the road) and using the pretense to interpret known events (going to the grocery store). For pre-school children, this is the ideal field of emotional and meaningful learning. The dramatic play affects all areas of child development. If the educator builds the activities properly, both the mind and the body become the subject of appropriate developmental experiences.

In the drama and creative play, the preschool child can experience activities that:

- Help develop the five senses.
- Encourage expressive language skills.
- Help them find patterns and understand relationships.
- Create connections.
- Facilitate creative thinking and problem solving.
- Increase self-esteem.
- Develop expression of emotions and feelings.
- Develop small and large motor skills.
- Sing to joy and childhood freedom.

Through dramatic play, children learn to concentrate, to exercise imagination, testing new idea, practice behaviors of adults and develop a sense of control over their own world. Likewise, children gain a high awareness of the beauty, rhythm, and structure of their environment as well as of their body by learning more to convey their thoughts, feelings, and emotions.

Communicating with children through acting

Communication is the process by which information between two or more people is exchanged and understood in order to be motivated or influenced in their behavior or attitudes.

Communication (lat. Cum = to, munire = join, build) is the progress that allows living things to exchange information through several ways and levels. Communication requires all parties to understand a shared language that can be exchanged. Communication represents the process of transferring information from the source through the mediator to the receiver, as well as passing the receiver's response through the mediator to the source. Nowadays the word communication is often used as a synonym for the term "announcement" (e.g. communicated - announced, communication - notification).

Communication can be more understandable through drawing. Why do people have such need to communicate?

During communication there is the exchange of the recommendations of two or more people (student-teacher-parent-community), we create relationships with other people, and through these relationships we gain orientation on ourselves and on our behavior, but also experience emotional satisfaction.²

Artistic Communication

Artistic communication means transmitting the artistic message from the creator to the recipient, through the work of art.

Each work communicates with the recipient, broadcasting an artistic content with a certain language. Artistic communication is a four-way process: Creation-transmission-reception-public reaction.

¹ Ermioni Hoxha Ceka, vep.cit., fq. 254

² Haki Xhaki, *Artet figurative me metodologji*, Prishtinë, 2014, fq.18

The manner of artistic communication implies transmitting and receiving certain artistic structures that are both a symbol to be intelligible, it needs to respond to a meaning less or more convenient.

For the symbol to be understandable, it is necessary to respond to a more or less appropriate meaning. Between the provider and the recipient there is a certain distance in the understanding of the symbol; the great affinity between them leads to non artistic expression and to the destruction of artistic taste. While the excessive distance, it causes a communication crisis. Artistic communication is only possible when artistic production is not something important, but something that has a certain form and structure created based on the gathering of artistic and social experience that is common property both for the creators and for the recipient.¹

Examples of organizing an art corner

The art center stimulates children to develop and explore their own creativity, to have fun with new materials and experience new sensory experience. In addition to the consumable materials that can be found in this place, many natural materials as well as other materials that can easily be found in the immediate vicinity can be added.

The art center may also contain additional guidelines for the use of various tools and materials for drawings, paintings and collages, and other works through which pupils can express their creativity and imagination.

Conclusion

While science studies reality as an objective phenomenon, individually in each area, art reflects the same phenomena aesthetically through inner feelings. Thus, the rainbow is studied by physics as an optical phenomenon; the science of physiology deals with metabolic processes, for example flowers; dawn and dusk are studied as a result of the earth revolving around its axis, and so on. Nevertheless, all these processes, phenomena, and objects can be seen from a different point of view, from their aesthetic qualities and features. The rainbow is portrayed in numerous paintings as a specific color harmony; flowers have been the specific object of art as a harmonious combination of symmetrical shapes and different colors; as well as the dawn and dusk with their marvelous images, which expressly and aesthetically show that great beauty, they have been and are still inspiration to almost every artist.

Even the means of expression may be based, both in reason and feeling. For example, we can use words to say the truth, a fact, legitimacy, but the word can also be used as a means of expressing feelings, emotions, as a poetic expression.

Also, the size, shape and geometric figures, e.g. drawings of geographical maps; technical drawings, anatomical drawings, etc., express facts, information about the object, territory, position etc, but on the other hand they can serve as forms, figures, lines and expressions of the respective feelings, ie aesthetic expressions. In this case they are means of figurative, artistic expression. Their relation make the artist express their inner feelings, and the viewer experiences those feelings.

Therefore, art is also the highest form of aesthetic acquisition of reality and imagination, since on the one hand it reflects the many aesthetic phenomena, and on the other hand, it is a creation under the laws of beauty and a creation of new aesthetic values.

¹ Tefik Çaushtin, *Fjalori i Estetikës*, OMBRA-GVG, Tiranë, 2013.

Challenges of Economic of Georgia: Good and Bad Economic Growth

Tea Kasradze

PhD in Economics, Professor of CIU

Nino Zarnadze

PhD in Economics, Associate Professor of CIU

Abstract

The Georgian economy has been undergoing serious transformations over the years. The reforms carried out by the government affected all spheres of the economy - health care, education, industry, the military-technical complex, etc. The annual growth of the economy is approximately 4.8%. The EU, partner developed countries and donor international organizations allocate huge financial resources for the implementation of the changes planned by the government. Despite this, the economy of Georgia is in a difficult situation. The reason of economic stagnation in which the country has been for years is an extensive vector of development of the national economy. Investment projects carried out in the country in recent years are extensive in most cases. These projects are aimed at increasing current profits. They mostly are not oriented to long-term perspective. Intensification projects based on scientific and technical progress that are capable to change the level of production qualitatively are few. Despite the lack of an innovative scientific and technical background the economic indicators are increasing. However, the analysis of the indicators' growth factors shows the lack of development of the national economic system. The data does not reflect the real economic statement and point to an extensive (so-called bad growth) growth of the national economy and will lead to economic and political crisis. The intensive and extensive factors of economic growth is discussed and analyzed in the paper. The recommendations and measures are developed by the authors for improving the economy through the intensification of production processes.

Keywords: Economic growth; intensive and extensive growth; bad and good growth; innovation development; scientific and technical progress.

Introduction

Since the 90s, the Georgian economy has been experiencing a difficult transformation. Reforms touched upon all fields and spheres of economy. The introduction of market mechanisms in economy are considered as the starting point of socio-economic transformation. The start of the reforms has negatively impacted the development rate of economy. Along with the collapse of the Soviet Union, practically the production machineries were stopped. The crisis has touched all the fields of economy, from where the country is trying to come.

The incomplete list of problems that have not lost their sensitivity till today and from where the country is still trying to escape looks like this: (Kasradze Tea, 2013); (Kasradze Tea; Zarnadze Nino, 2018)

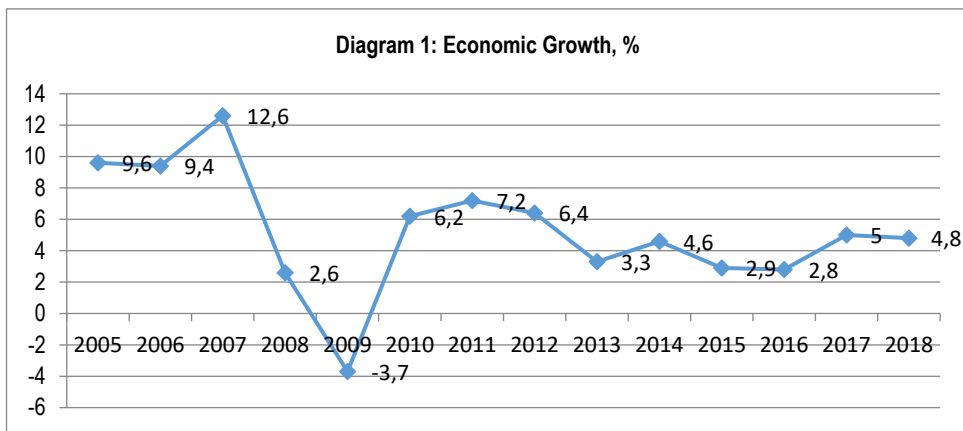
- An increasing demand for public goods and services, utility services, transportation system, medicine, telecommunications, education and safety (not only military security is meant here, but safety in energy, health care, ecological, food security, etc);
- A high rate of physical and moral aging of major funds (outdated residential funds, water-sewerage and gas cables, etc.) The outdated infrastructure not only stops/hinders the development of production, but it is a threat to people's lives too;
- Irrational use of natural resources;
- Low rate of employment;
- Low level of population life standard;
- low quality of education and its availability;

- Low quality of health care and its availability;
- High rate of inflation;
- Devalued national currency;
- Severe ecological condition;
- Low rate of scientific-technical progress and innovative activity;
- And others.

The solution is the growth and development of the economy, which is achieved through a reasonable, balanced cooperation between the state and the private sector. The private sector creates economic wealth and fills the budget (**Kasradze Tea, 2012**). According to Geostat data, nowadays 90% of the taxes are currently paid by 13% of the population employed in the private sector. According to experts, in order to change the social and economic situation in the country for better, it is necessary at least to double this indicator in which the partnership between the state and the private sector can play a big role.

Economic growth of Georgia – data and reality

Since 2005 Georgia's economy has been characterized by a growing tendency (if we don't count 2009), where the private sector plays a leading role.



Source: Ministry of Finance of Georgia, www.mof.ge

In recent years, the economic activity in the private sector has increased significantly, not only the increasing number of newly registered enterprises from year to year, but also the number of jobs increased from year to year and the volume of investments made (Kasradze Tea, 2014).

"The state supporting programs greatly contributed to the growth of economic activity, creation of new enterprises and expansion of existing ones. 374 enterprises were financed within the program "Produce in Georgia", 921 million GEL was invested and supported to create more than 14 900 new job vacancies. 467 million GEL was invested in creating new enterprises and 340 million GEL - for the expansion of the existing enterprises. At the same time, the total amount of investments made within the component of availability of real estate is 97 million GEL."¹

Despite the development of the private sector of economy and significant support of the state in this development, it can be easily said that real partnership between the state and the private sector has not been made in Georgia yet. There is no single balanced partnership strategy. Therefore, often the actions of the state and business are not only consistent, but often even contradictory (**Kasradze Tea, 2014**).

¹ Current economic trends, the Ministry of Economy and Sustainable Development, http://www.economy.ge/uploads/publications/economy_17469715bb1eb317db9e9.6799101

In recent years, the growth of national economy has caused unprecedented demand for infrastructural services. It is necessary not only to maintain, supply and distribute goods and services, but also to improve and create new ones. Since (budgetary) funding based on traditional sources of infrastructure projects in most countries is far less than it is necessary, the private sector's interest and involvement of their finances and know-how is very important in this case (**Kasradze Tea, 2012**).

Effective management of the work is favorable for both the state and the private sector. Directly or indirectly, the outcome of their activities will be reflected on the country's economy and, respectively, on well-being of the society (**Gulua, Ekaterine, 2012**); (**Gulua, Ekaterine, 2011**).

The market economy gives the possibility of a fruitful partnership between the state and the private sector. Such a practice has already been introduced/approved in the world. According to the World Bank data, from 1990 to 2016 7132 PPP projects were implemented worldwide with 2.6 trillion US dollars. Only in Europe in 2016 12 billion-euro-PPP projects were implemented. In this regard, the United Kingdom is a leader with 3.8 billion-euro-projects, respectively, the 2nd and 3rd places are shared between France and Turkey. The partnership is mainly implemented in infrastructural projects. The number of successful projects implemented in the field of transport by countries is as follows:

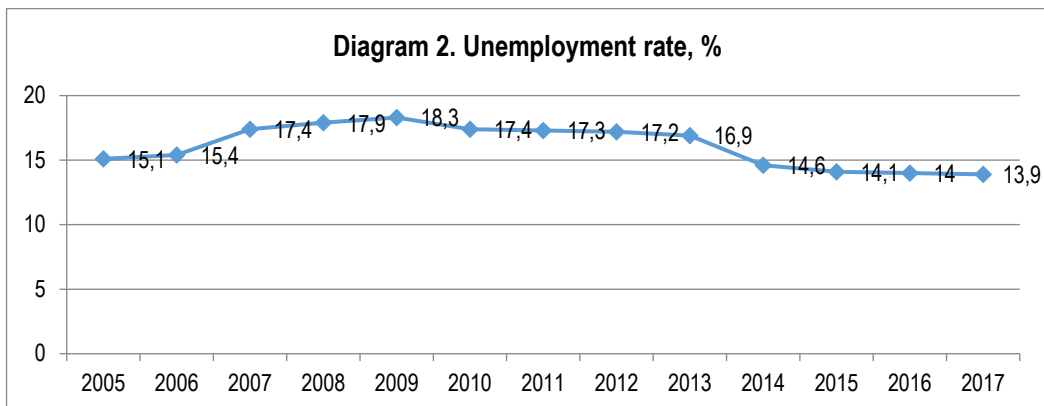
Table 1: The cases in Best Practice on PPP projects by economy

Economy	The number of projects	Transportation mode			
		Land (road)	Land (rail)	Maritime	Air
Australia	2	2	0	0	0
Brunei	0	0	0	0	0
Canada	3	1	1	0	1
Chile	3	2	0	0	1
China	0	0	0	0	0
Hong Kong, China	0	0	0	0	0
Indonesia	9	3	4	1	1
Japan	9	1	3	0	5
Korea	2	1	1	0	0
Malaysia	4	1	2	0	1
Mexico	3	1	0	1	1
New Zealand	1	1	0	0	0
Papua New Guinea	1	0	0	0	1
Peru	0	0	0	0	0
The Philippines	8	2	2	1	3
The Russian Federation	3	1	2	0	0
Singapore	0	0	0	0	0
Chinese Taipei	3	1	1	1	0
Thailand	5	2	2	1	0
The United States	2	1	1	0	0
Viet Nam	5	3	0	1	1
Total	63	23	19	6	15

Source: PPP Best Practice, Asia-Pacific Economic Cooperation, 2016.

<https://www.apec.org/Publications/2016/04/Public-Private-Partnership-Best-Practices>

The hard social-economic background in Georgia directly indicates that the state does not have sufficient financial resources or potential to solve these problems. The problems that have accumulated over the years require an effective private-public partnership. Problems that have accumulated over the years require an effective private-public partnership. Despite the fact that the economy has had an average growth of 4,8% over the years, this is not reflected on the welfare of the society (the unemployment rate is still high, a large number of population is beyond the poverty line, the inflation rate is high, a large number of people is in debt and cannot escape from it, a loan interest rate is very high, it is unstable, in the last 3 years, the Lari rate has been devaluated by 70%, which very badly touched the population who has income in Lari and loans in a foreign currency) (**Kasradze Tea, 2018**).



Source: Ministry of Finance of Georgia, www.mof.ge

In this situation, the importance of a private-public partnership is high, as the large investments provide an implementation of large-scale projects; updating material-technical base; renewal of an entrepreneurial fund; introduction of new technologies. While these projects have a long period of redemption, their effects have a great impact on the development of the economy and the well-being of the society (Kasradze Tea, 2014).

Today there is a visible contradiction between the state and business interests. The main motivation of private enterprises in the market economy is to get the maximal gain in a minimum timeframe. In the countries with developing economies the impact of the above factors is so big on the private sector that the business becomes focused on maximization of the current profit, on a high rentability of a project, on rapid repurchasing of the expenses, on the capital cost minimization, on paying the minimum taxes, on giving low salaries and on the extensive growth of production scales (Petr Wawrosz, Jiri Mihola, 2013).

However, it is obvious that realization of large-scale projects that have the potential to change the quality of the business and the economy in total is not limited to the short term period of repurchasing and high incomes at the initial stage of implementation of the project. As is known, large-scale projects such as construction of roads and bridges, construction of large production, introduction of innovations, constructing schools, hospitals, kindergartens, gasification and electrification, water supply and so on together with large funding require long periods of time to the point of profit. At the initial stage of such projects, additional investments may be required, but their realization effects have a strategic importance for the development of the country (Gulua, Ekaterine, 2014); (Gulua, Ekaterine, 2013).

Thus, the interests of the state include increasing a high efficiency of enterprise capacities, development of high-tech fields, realization of large-scale projects, ensuring the safe environment for production, renewal of physically outdated production facilities and implementation of projects **based on intensification**.

An increase in economic growth caused by more efficient use of inputs (increased productivity of labor, physical capital, energy or materials) is referred to as *intensive growth*. GDP growth caused only by increases in the amount of inputs available for use (increased population, new territory) is called *extensive growth* (Bjork, 1999).

Intensification - this is a system development process based on scientific and technical progress through the introduction of innovations. Such projects require large investments and a long period of redemption, and exactly this is the resistance between the state and the private business.

For the success of the public-private partnership, existence of the proper institutions, effective procedures, transparent, accountable public and private sectors is important, which is a problem in many countries (especially in developing ones). Exactly for this purpose UNECE guidelines were created for politicians, public and private officials. Effective partnership standards, conditions for its achievement, mutual cooperation rules, possible liabilities and responsibilities of the state and business are determined in it. The guideline aims to increase the capacity of governments at all levels to implement PPPs successfully. (United Nations Economic Commission for Europe, 2008); (Asian Development Bank, 2006)

For the successful realization of the PPP concept existence of an independent, impartial institution in the country, which by balancing the interests of both parties (public and private) will support and monitor the implementation of PPP projects. This institute is a mediator between the private sector and the state that controls the performance quality of the commitments of the parties involved. For example, the obligations undertaken by the state may be the following: ensuring a healthy competition, creating a liberal tax environment; transfer of lease of land and other state property (lease, leasing, usufruct, etc.), in case of necessity issuance of licenses (permissions), protection of private property, availability of impartial court, etc (**Kasradze Tea, 2015**); (Kasradze Tea, 2016); (**Zarnadze Nino, 2018**)

In its turn, the business may undertake the obligation to invest; high quality of goods and service, safe working environment, introduction of innovative technologies, the use of scientific-technological potential, activation of researches and funding to achieve the economic growth through intensification.

The development of the economy on the basis of production process intensification is the priority of the entire world. According to the data of 2018, the most innovative countries in the world are South Korea, Sweden, Singapore, Germany, Switzerland, Japan, Finland, Denmark, France, Israel, the USA and other developed countries. Innovations have a significant contribution to their GDP growth (**EY, 2015**).

The innovative policy of developed countries aims at forming and developing the scientific and technological potential of the country. The economic growth of these countries is caused by the increase of production capacity, the creation and diversification of new products and services, the introduction of knowledge and advanced technologies in the process of production. As a result of intensification processes, the increased economy (good growth) ensures a long-term growth of GDP and national income, a reduction of inflation, raising the level and quality of living of population. Priority programs in leading countries of the world are the programs of scientific and technological development. In recent years, the expenditure incurred by these countries from state budget for innovations is as follows:

Table 2. R&D expenditure as a share of GDP by countries

Countries	2016	2015	2014	2013
Israel	4,3	4,3	4,2	4,2
South Korea	4,2	4,2	4,3	4,1
Sweden	3,3	3,3	3,1	3,3
Japan	3,1	3,3	3,4	3,3
Austria	3,1	3,0	3,1	3,0
Germany	2,9	2,9	2,9	2,8
USA	2,7	2,7	2,7	2,7
France	2,3	2,2	2,2	2,3
China	2,1	2,1	2,0	2,0

Source: World Data Atlas

https://knoema.com/atlas/topics/Research-and-Development/RandD-Expenditure/RandD-expenditure-as-a-share-of-GDP?origin=knoema.ru&_ga=2.111977284.1304505994.1551078675-776431307.1551078675

Public-Private Cooperation in Georgia:

Georgia's economy is one of the fastest growing economies in the region. The rate of economic growth, GDP growth rate, the number of private enterprises is increasing in comparison with previous years, although the figures of economic growth do not reflect the quality of the situation in the economy. The potential of different fields of economy (agriculture, metallurgy, mechanical engineering, etc.), which previously provided the country's welfare and development, is experiencing a crisis nowadays. Only 15 of 71 enterprises of the agrarian profile existing on the state balance are functioning. In the Metallurgical City (Rustavi) where once the entire population was employed in the metallurgical factory, today unemployment rate is 10% according to the official data and more than 30% by the unofficial data. Mechanical engineering is considered to be in the disappeared fields (**Nino Tsukhishvili, Saba Buadze, 2016**); (**Sophio Chareli, Sulxan Saladze, 2015**).

The state has privatized a part of the enterprises of this sector, but most of them are still in state ownership, most of which are either non-functional or loss-making.

The number of state enterprises in the country in 2012-2013 reached 1129. National Agency of State Property has started to liquidate, bankrupt and merge unprofitable, bankrupted and fictitious (non-functional) enterprises; some enterprises were handed over to private entities with the right to manage, many enterprises were privatized. As a result of these measures, their number decreased significantly by the end of 2013 and reached 373, from which only 13% of enterprises was profitable (Nino Tsukhishvili, Saba Buadze, 2016); (Sophio Chareli, Sulxan Saladze, 2015); (Kasradze Tea, 2017).

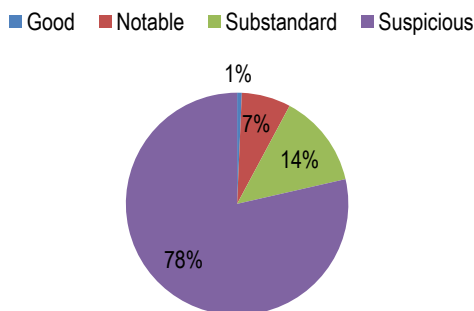
By 2014, 344 enterprises were on the state balance. Out of this, 24 enterprises have been transferred to different ministries with the right to manage (18) or to a private investor (6), 10 enterprises – to the joint stock company Partnership Fund. The remaining 310 enterprises, which are on the balance of the Ministry of Economy according to the sectors are distributed as follows:

- Medical Services - 88 enterprises;
- Transport, transportation - 16 enterprises;
- Communication - 3 enterprises;
- Water supply - 2 enterprises;
- Construction services - 17 enterprises;
- Tourism - 13 enterprises;
- Out of 71 enterprises of agrarian profile only 15 were functioning;
- and so on. (State Audit Office, 2015)

The diagram 2 shows that only 2 out of 310 state enterprises are in the so-called "good" condition, 21 of them are at the lower level ("notable"), 40 companies are in the "substandard" position, and most of them (231 - approximately 75%) are in the so-called "suspicious" financial position or/and are not engaged in entrepreneurial activity at all.

By 2016 146 enterprises remain in the management of the National Agency of State Property.

Diagram 2. Classification of enterprises entered into the management of the National Agency of State Property according to the financial status.



In order to overcome the situation in the economy, it is necessary to use the private sector potential. The relationship between the private business and the state should not be limited to only financial relations and in this process the scientific-technical potential, know-how and intellectual capital of the private sector should be involved. For instance, the share of innovative active enterprises in EU countries is 70%. These countries do not only create high indicators of economic growth in the long term, but also in the world market they stand out with the growth of product competitiveness. Today the countries with developed market economy are focused on the creation of high-tech products that will reduce product cost and improve human life quality (Kasradze Tea, 2018); (Zarnadze Nino, 2007).

Certain steps have been made to establish and develop a public-private partnership in Georgia.

On July 1, 2018 a law on public and private cooperation was adopted, which defines the rules and procedures related to elaboration and implementation of the public and private cooperation project, public and private co-operation principles, the relevant institutional system, and also other issues related to public and private cooperation.

The public and private cooperation goals are¹:

- A) to increase the efficiency of projects;
- B) to satisfy a public interest by creating a new public infrastructure and/or providing public services and/or improving existing ones;
- C) to attract private financing;
- D) to increase the spending efficiency of public finances;
- E) to distribute risks between public and private sectors;
- F) to use a private partner's know-how.

The legislative environment may be more or less prepared for the development of a private-public partnership, though the successful examples of this partnership are not many. It is necessary to activate the work in this direction, but the accents should not be made only on the profitability depicted in figures. It is important that a high profitability of production should be based on an intensive growth. In the framework of a partnership the state should request the implementation of the infrastructural changes from the private sector, the modernization of production through the introduction of modern technique and technologies, involvement of the local population in the production process and their training/qualification improvement in case of necessity, keeping ecological standards and caring about the environment, involvement of the scientific potential in the process of production; purchasing raw materials on the local market and so on.

It is necessary to raise awareness about the PPP (its positive and negative sides) in public, especially in the private sector. However, it should be said that the government itself does not know the essence of PPP well. Ministries and public officials do not properly understand the basic idea of PPP. There is a lot of work to be done in this direction.

It is also necessary to involve banks in implementing PPP projects. Banks have a big role in developing the country's economy. They have a large financial resource and they need to be convinced of the efficiency of PPP projects. This trend will increase domestic liquidity and help governments find an alternative financing for smaller PPPs that are not attractive to international investment banks.

A private-public partnership has both advantages and shortcomings, so they should be well-measured before making a contract. In particular, the public sector should clearly define the purpose of the project and the expected benefit for the public in advance and after that hold negotiations and be able to protect the public interests in the contract (**Zarnadze Nino, Narmania Davit, 2009**). If it offers a state partnership to foreign companies, then it should also demand some conditions from them - eg. It should request to hire and train local labor force. In fact foreign companies should not go against it, because local workers are always cheaper. In this respect, the state itself should be concerned about the qualification of local workforce. It should make more investments in the education sector (Gulua, Ekaterine, 2018); (**Gulua, Ekaterine, 2017**); (Gulua, Ekaterine; Kharadze, Natalia, 2018). The higher the skills and knowledge of the local workforce, the more the foreign companies will be interested in using local human resources. In the long term, local workers are always cheaper than those brought from abroad. (Kasradze Tea, 2013); (Kasradze Tea; Zarnadze Nino, 2018); (Kasradze Tea, 2018); (**Kasradze Tea, 2009**); (**Zarnadze Nino, Kasradze Tea, 2016**)

Conclusion:

Market economy creates new opportunities for the development of a production system to improve the well-being of the society (**Kasradze Tea, 2018**). The quality of life in the society can only be increased in case of the overall stable growth of economy. The quantitative increase of economic indicators does not always reflect the quality of the production system and on the whole the real condition of economy. Often the manufacturing system can generate greater returns or high level of profitability, but this growth is only associated with the increase in the cost of producing a large number of products. Such an increase does not reflect the trend of improving production, does not increase the efficiency of the product management system, does not decrease the cost of production, does not improve the quality of the product, does not

¹ Law of Georgia on Public and Private Cooperation

transfer the production system to a new stage of development. That is why the growth of economy based on the extensification of factors is a "bad" instrument of development (**Zarnadze Nino, 2007**).

The policy of a production intensification should become the basis for economic growth in Georgia. The experience of developed countries that have managed to raise the well-being of the society through the implementation of the innovation policy in a country's economy will help Georgia to increase innovation and investment activities, create a new production capacity, increase gross domestic product and national income, reduce inflation and unemployment, create competitive products based on the scientific-technical progress.

In order to achieve the above-mentioned goals, between the state and business a harmonious, balanced, beneficial partnership is necessary for both parties, otherwise the boat in which everyone is rowing in different directions can never reach the shore.

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Techniques of Analyzing Argumentative Text in Italian Language: Television Debate

Olda Balliu (Xhepa)

Phd. Cand. University of Tirana, Faculty of Foreign Languages

Department of Italian Language

Abstract

The science of linguistic is a broaden one. It includes in itself different fields as it is argumentative text. Nowadays people use different strategies to communicate and to express ideas and thoughts about different topics. As there are different types of text, even argumentation is expressed in different ways. Text analyses require the learner and the user to have knowledge in different techniques and strategies to analyze argumentation. Analyzing texts of different types we can notice that the structure of argumentation contain arguments pro or against the thesis. Antithesis may be present or less present. This study is based on analyzing argumentation in a debate. As a part of this study, we have chosen to analyze: Argumentation in a TV debate. We have decided to analyze such type of argumentation, because it is exactly the debate that offers that type of argument where the thesis and antithesis are displayed and are 'opposite' each – other. In this paper, we have chosen to analyze an Italian TV debate. We are going to have a look at the arguments presented and how pro and cons face each - other. Another important fact is drawing conclusions from different points of view. We are also focusing on giving evidences on the base of the arguments presented how reliable and convincing are they. The chosen text is taken from a real TV debates and is transcribed by the author of this study.

Keywords: argumentation, strategy, debate, written text, thesis and antithesis.

Introduction

*"The theory of argumentation is the methodical study of good intentions with which, the people talk about and discuss choices that refer to values when we do not force them violently or when they do not get psychological interaction, so with indoctrination."*¹

The field of argumentation is that of the probable truth to the extent that this avoids accuracy. With this statement, the author of argumentation theory emphasize the distance between argumentation and reasonable calculation, argumentation with the necessity, argumentation with obligation to believe in something based only on scientific and not emotional data.²

There are different studies on argumentation theory from which we can mention:

The Anglo-Saxon tradition of Informal Logic (informal logic) involving Howard Kahane, Stephen Thomas and Michael Scriven, Ralph Johnson and Anthony Blair, Nicholas Rescher, John Woods and Douglas Walton;

The Critical Thinking movement in USA developed around '60 in universities.

The dialectical systems of Charles Hamblin;

Jaakko Hintikka's dialogical games;

Dialectical systems (dialectical logic) of Erlangen school under the direction of Paul Lorenzen;

¹ Bobbio, N. (1976). introduction in Ch. Perelman- L.Olbreichts-Tyteca, *Il Trattato dell'argomentazione*, Einaudi, Torino.

² Xhepa, O. (2016) "To Argue in Theory and Practice" *International Scientific Journal on ICT Education, Knowledge Society & Open Governance*. Volume 5, No.1. Print:ISSN 2304-5442.www.ictea.org. pg. 1.

The formal dialectics of Else Barth and Erik Krabbe;

*Pragma-Dialectics of the Dutch School of Frans van Eemeren by Rob Grootendorst, inspired by Popper's critical rationalism and concluded with the study of arguments to resolve the changes of thought.*¹

II. Types of argumentation

A logical argumentation justification consists of a sequence of expressions related to them by the "law of passage"² in such a way that it can be distinguished: sentences that start with a premise, sentences that conclude it as well as some intermediate sentences that enable the transition from the beginning to the conclusion of argumentation. Thus we can say that reasoning justifies a rational thesis starting from the beginning to the end; through the "law of passage". However, the types of argumentation are different.

Audience -centered argumentation

Perelman dhe Olbreicht-Tyteca give too much importance to the audience which they called: "the whole upon which the speaker wants to have an impact with argumentation."³

The audience is made up of individuals from real life, with real life problems that are the same as those of the speaker, for this reason the 'audience' is very important. The speaker in order to convince the audience should use the proper means of communication and arguments to adopt to the audience needs; adoption is an important process where the speaker should know the value and the beliefs of the audience, to adopt and to change according to the beliefs of them.⁴

Perelman and Olbreichts-Tytecha classify the audience in three types:

Public/ audience, universal that have different requests and thoughts. to convince such an audience what is presented should be dispalyed as an obsolete truth through the right and exact reasoning and the truth despite time and space. Sometimes the audience is indicated as 'chosen' example: a scientist is addressing to a group of scientist. In such a case the audience uses logic and listen carefully what the speaker states.

Public/audience which consist of one listener that can be passive or active listener representing a specific public/audience.

Public/ audience represented are the speaker himself/herself. In such a case, the speaker displays to himself the reasons of his/her actions.

According to them to realize an argumentation between the subject of argumentation thus the speaker and the audience/public, should be fulfilled five conditions:

there should be the same language between the speaker and the audience:

the speaker should be willing to conversate;

the value of enrolling for the interlocutor;

the speaker should take care about the person that he/she tries to persuade being part of his emotions, while the audience should listen humbly even if he/she does not agree.

The speaker and the audience should be present in the same place.

¹ Cantù. P. & Testa. I. (2001) *Dalla nuova retorica alla nuova dialettica: il "dialogo" tra logica e teoria dell'argomentazione*, Tangram Edizione Scientifica, Trento.

² To argue it means to have a beginning, a continuance and conclusions. The 'law of passing' implies exactly the phase to draw conclusions.

³ Perelman C., Olbrechts-Tyteca L., (1958) *Traité de l'argumentation. La nouvelle rhétorique*, PUF, Paris, trad. it. (1966) *Trattato dell'argomentazione. La nuova retorica*, Einaudi, Torino. pg. 21.

⁴ The authors underline that "during the argumentation it is not important what the speaker considers true or possible, but what the audience thinks." *ibid*, p 26, 27. this implies that it is not the speaker that decides what to say and how to say, but it is the audience that directs the speaker in his/her choice.

Analyzing a TV debate in Italian language.

The selected television debate is the "Quinta Colonna" show on network *Rete Quattro*. The selection is random, not because of the topic rather than the title of the programme that sets out the argument in a TV debate.

Example

La ricchezza la creano i lavoratori!

Viola Carofalo: -Dicono che il lavoro non c'è. Io mi chiedo questo: C'è una soluzione, che ad essere coraggiosi si potrebbe adottare facilmente: far andare in pensione la gente, perchè siamo destinati ad essere un paese di vecchi, di persone sempre più anziane perchè i giovani vanno via, perchè le persone anziane devono sempre continuare a lavorare in eterno. Tre giorni fa è morta una persona di 69 anni cadendo da un ponteggio. Non ci si può fare il muratore a 69 anni, no? Sono cose inaccettabili.

Paolo del Debbio: Non c'è dubbio.

Viola: E allora si potrebbe fare una scelta coraggiosa. Peraltro, prima parlavate del governo che non c'è. Bene le due forze che hanno più voti hanno detto che avrebbero abolito Fornero, perchè non c'è bisogno diciamo, hanno già la maggioranza per farlo. Mandiamo in pensione la gente, i giovani lavorano.

Cecchi Paone: Scusi, ee, ma dove trova i soldi per pagare tutte queste persone? Non ci sono soldi Carofalo!

Viola: Sono scelte politiche. Smettiamola con questa cosa che non ci sono i soldi. Avete speso 20 M per fare i Salvabanche. Questi soldi c'erano, e per le pensioni non ci sono.

Paone: Ooooo, non ci sono i soldi!

Viola: No, i soldi sono spesi male!

Paone: Fa la persona seria una volta per tutte! Non ci sono i soldi! Impari a fare i conti! Li tira Lei i soldi fuori per pagare le pensioni?

Viola: Io no, perchè a differenza sua io i soldi non c'è li ho. Io non è che sono un massone miliardario. Quindi i soldi non c'è li ho. Sono una persona precaria, queste cose li conosco, e da persona che li conosce, li dico. I soldi ci sono. Sono stati spesi per il Salvabanche; vengono spesi per le spese militari continuamente, e poi non ci sono per mandare la gente in pensione che muore sul lavoro a 70 anni. È la verità. È la verità.

Paone: Lei non capisce nulla di scienze di finanze. Spero che Lei non vada mai al Governo perchè con Lei il nostro stato va a rotoli in un mese.

Viola: Le ho dette due cose concretissime.

Paone: No, non sono concrete.

Viola: Missioni militari e Salvabanche. Non ho problema a dirlo. Voglio uscire dalla NATO perchè sono soldi buttati.

Paone: Ci hanno garantito la libertà.

La questione: Lavoro, i furbetti e gli assenteisti.

Viola: È questione di scelte. Ci sono scelte che si possono fare: una di queste è fare dei controlli. Non è una cosa vessatoria andare a fare i controlli. È una questione di rispettare le regole. Allora anche qui visto che parliamo di lavoratori ipersfruttati, parliamo di come far ripartire le cose. Ci sono visioni e possibilità diverse. Non è che c'è una sola. C'è anche la possibilità di fare i controlli, di far rispettare le regole che ci sono e di farle possibilmente migliori, perchè il mercato del lavoro è selvaggio anche perchè le regole che sono state fatte negli ultimi anni sono ancora peggiorative rispetto alle condizioni dei lavoratori. E se vuoi iniziare a pensare che forse l'Italia non è semplicemente un paese che si è impoverito. È un paese che qualcuno, pochissimi si sono arricchiti molto, perchè questo dicono i conti visto che parliamo di realtà e di conti, e la maggior parte invece delle persone si sono massacrate e si sono impoverite. Io dico che forse i soldi vanno presi da questi qui. Si tratta di opzioni politiche. Non si tratta di fantasie o di realtà.

Conduttore: Sentiamo anche Santanchè cosa dice.

Viola: Ma Santanchè cosa deve dire! È un'imprenditrice. Siamo sempre lì: cioè gli imprenditori fanno come dire, portano avanti e cercano di mandare avanti il vantaggio degli imprenditori. Io che imprenditrice non sono come la grande maggioranza di questo paese, che siamo lavoratori, precari, sfruttati, pensionati o gente che vuole andare in pensione e non ci riesce ad andare, il discorso che fa se non si vuole fregare deve essere diverso. E poi la Santanchè è un'imprenditrice, figlia di un'imprenditore e giustamente tirerà acqua nel suo mulino.

Conduttore: Sentiamo, sentiamo.

Paone: Senza gli imprenditori, il lavoro chi lo crea?

Viola: Il lavoro lo creano gli imprenditori. Il lavoro lo fanno i lavoratori. Con questa cretinata che continuate a dire ...

Santanchè: Non continuate a dire che "A si' la Santanchè è in imprenditore. Ma guardi che oggi fare imprese in questo paese bisogna avere due palle così". Lo sapete o non lo sapete? Perché tra la burocrazia dove si annida lì' la corruzione: tra le tasse che paghiamo, tra come siamo avversati da tutti i punti di vista. Io domani mattina quando vado nella mia azienda, secondo Lei, voglio assumere o voglio licenziare? Quando licenziamo vuol dire che non ce la facciamo più.

Interpreting and analyzing the debate in Italian language

Situation / The issue/the topic

In this debate, we have two parties opposite each other with different ideas. The debate is around the defense of workers and / or entrepreneurs. The party that defends the workers is represented by Viola Carofalo, which simultaneously represents the voice of the people. While other guests are entrepreneurs and as such they protect the party of entrepreneurs. The thesis appears from the beginning, that is, in the title of the show: The workers create wealth! (La ricchezza la creano i lavoratori!).

The argumentation strategy

The argumentation strategy in the debate is polemical. Through this argumentation strategy are represented different points of view. Through this procedure, it is possible to confirm or reject the submitted thesis and to draw conclusions. The conclusion is confident or controversial.

Pros and cons arguments / Thesis and Antithesis

In this 'spoken' text, the expressed opinions are different. As such, there are arguments pro and against the thesis submitted. If the thesis from the beginning supports the idea that originally suggests that: "La ricchezza la creano i lavoratori" "The workers create wealth" the opposite thesis, supports the fact that "La ricchezza la creano gli imprenditori". For this, a number of arguments are presented in support of both and against both. To make these arguments clearer, we are presenting them in the following table:

Thesis: La ricchezza la creano i lavoratori.	Antithesis: La ricchezza la creano gli imprenditori.
Il lavoro lo fanno i lavoratori.	Il lavoro lo creano gli imprenditori.
Fate andare in pensione la gente perchè siamo destinati ad essere un paese di vecchi. Non ci si puo' fare il muratore a 69 anni, no?	Scusi, ee, ma dove trova i soldi per pagare tutte queste persone? non ci sono soldi Carofalo!
I soldi ci sono ma sono stati spesi male. Sono stati spesi per il salvabanche; vengono spesi per le spese militari.	Lei non capisce nulla di scienze e di finanze. Spero che Lei non vada mai al Governo perchè con Lei il nostro stato va a rotoli in un mese.
Misioni militari e Salvabanche. Non ho problema a dirlo. Voglio uscire dalla NATO perchè sono soldi buttati.	Ci hanno garantito la liberta'.
[...] pochissimi si sono arricchiti molto [...] e la maggior parte invece delle persone si sono massacrate e si sono impoverite. I lavoratori sono ipersfrutati.	Oggi fare imprese in questo paese bisogna avere due palle così': Perchè pagiamo tasse, siamo avversati da tutti i punti di vista.
È una presa in giro dire Lei è alla stessa barca con uno che guadagna 900 euro al mese.	Quando licenzio vuol dire che non ce la facciamo più.
se state così disperati a fare gli imprenditori andate a fare gli	Ma micca siamo fatti con lo stampino! Ma micca tutti siamo

spiaggini.	portati a far le stesse cose! Ha un errore di visione.
Ma se per gli imprenditori fanno tutta questa fatica, andassero a fare un alto lavoro.	Lei sa cos'è un F24? Lei sa l'imprenditore cosa deve pagare ogni 15 del mese per i suoi dipendenti?
Fino a prova contraria chi muore sul lavoro sono i poveri lavoratori sfruttati e masacrati	Ci sono molti imprenditori invece che si tolgono la vita perchè molti imprenditori chiudono
Sai come si chiama? Rischio di impresa. Perchè poi Lei quando i soldi ce li ha, va alle Maldive. E io vado a spiaggia sotto casa se mi va bene.	io imprenditore, se a fine mese non Le pago lo stipendio, ma soprattutto non le pago i contributi, vado in penale.
I lavoratori, non gli imprenditori. Smettiamola con questa menzogna.	Chi crea ricchezza? L'imprenditore
Ci sono scelte che si possono fare: una di queste è fare dei controlli. Non è una cosa vessatoria andare a fare i controlli. È una questione di rispettare le regole.	Ammetto che la politica la sento molto forte. Io stato deve metterci in condizione di lavorare serenamente. E lei dice più controlli.
Ma scusi, se è così complicato a fare l'imprenditore, ma chi ve lo fa fare? Ma andate a lavorare alla posta.	Provi un giorno di prendere un carrettino e andare a vendere dei gelati e deve provare a fare l'imprenditrice.
	se tutti gli imprenditori domani mattina, smettono di fare gli imprenditori, e vanno a fare i lavoratori dipendenti, è un disastro mondiale.

Table I. Submission of arguments and counterarguments.¹

So, in the above table there are displayed clearly the thesis and antithesis with the proper arguments that tries to oppose each other. The arguments are based on Italian reality. The age for retirement is higher with the justification that the state does not have money to pay the pensions. "Non ci sono i soldi" "We do not have money". In addition, there is a lot of autocracy and taxes to be paid. This situation is of great interest to both workers and entrepreneurs. What is the conclusion? The conclusions are about the fact that if the entrepreneurs decided to work themselves there would be a world catastrophe. The conclusions in this argument are disputable because even the points of view about this issue are disputable.

Distinctions between a debate and a written text in Italian language.

In Italian language, the spoken debate is built on various dialogues and displayed in a very short time. Organizing and creating sentences within a limited time creates various syntax and lexical inaccuracies. In a written text, there is more time to construct a correct sentence.

There are many distinctions between the debate and the written text.

a sentence or a thought is interrupted: this due to the fact of: lack of time or interrupted by other speakers. – *Con questa cretinata che continuate a dire ... - Questa lo dici a tua sorella perchè io... - Questo è il problema. Che si fa presto a dare la ...*

repeating the same thing to stress it: – *E' la verita'. E' la verita'. – Sentiamo, sentiamo.*

the use of echoing: - *Ooooo, non ci sono i soldi!*

the use of phraseological units or everyday usage expressions:- *con Lei il nostro stato va a rottoli in un mese. - tirera acqua nel suo mulino, - bisogna avere due palle così'. - Ma micca siamo fatti con lo stampino! - È un morto di fame che dice questo.*

the use of imperative Imperativo formale: – *Fa la persona seria una volta per tutte! - Impari a fare i conti! - Mi risponda!*

the use of Simple present tense Presente dell'indicativo: – *Dicono che il lavoro c'è. Io mi chiedo questo: C'è una soluzione, ...- Sono una persona precaria, queste cose li conosco, e da persona che li conosce, li dico.*

the use of connectors: – *che, perchè, e allora, peraltro, quindi, ma, e poi, se, fino a prova contraria, certo.*

¹ Note: For the sake of the study that is about "argumentative text in Italian language", we are presenting it as it is displayed in the study; the text in Italian language.

the use of verbs such as: – *spero, dico, volevo dire, penso.*

Conclusions

The arguments and counter arguments are always present in a debate. We treated the debate taking in consideration its transcript, but as a spoken text we should state that the arguments are supported from the intonation, the stress, face expressions, gestures etc. all these elements support the displayed arguments. These are elements that are absent in the written text.

However, we can state that to draw to the same or different conclusions, different types of debates may be analyzed to see if the strategies followed to argue are the same or are different.

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Cultural Awareness Inter EFL Classroom

Raghad Fahmi Aajami

Department of English, College of Education for Women, University of Baghdad, Baghdad, Iraq

Sura Muttiek Nasser

Department of English, College of Education for Women, University of
Baghdad, Baghdad, Iraq

Abstract

Regardless of different points of view, culture has taken an important place in foreign language teaching and learning studies. It has been widely recognized that culture and language is used as a main medium through which culture is expressed. However, "pure information" is useful but does not necessarily lead learners' insight; whereas the development of people's cultural awareness leads them to more critical thinking. Most frequently confronted that students to a great extent know the rules of language, but are not always able to use the language adequately as it requires since they are not knowledgeable enough about the target culture. Bearing all this in mind, the aim of this article has been to provide necessary information for the foreign language teachers and learners so that they can establish a good connection with the target language and its culture.

Keywords: Culture Awareness, EFL learners.

Introduction

Culture learning can be considered as a background information in foreign language for many generations of language learners so this idea was not presented only in lessons but also in textbooks. The current situation gives a great importance to culture learning in curricula and academic publications, for example common European frame work for languages (2002), and RVPZ (2004). The changes in social and political environment are associated with people's understanding of cultural learning as culture learning is part of that complex.

The English language and culture awareness needs more practice, deep understanding, and massive comprehension (Aajami, 2018 a). Getting the chance in cultural awareness helps in bettering up the students' performance inter classroom (Aajami, 2018 b).

Foreign Language Teaching and Culture

Bennett (7) points out that for many students and some teachers' language is a simple way for communication. The human can express objects and ideas by using language.

Therefore, language is just a set of words with rules. In other words foreign or second language learning can be achieved by substituting words and roles to get the same meaning. Someone who speaks a foreign language well but does not understand social or philosophical issues of that language becomes a "Fluent fool" since such learner may be in a real problem when he is in a social situation that he is not able to understand an event well enough to avoid any unpleasant behavior. It is not necessary to teach the culture of other country but we have to teach it. If we teach language without culture we are teaching meaning less symbols or symbols that student receives in the wrong meaning; for unless he is warned, unless he receives cultural instruction, he will deal with American ideas and objects with foreign symbols.

Why to Teach Culture?

Linguists and educators have a great interest of language and culture and teaching culture has been considered important only for about a century and educators for ages (reaching its climax in the 1990s).

With the development of structural linguistics language teachers started 2 linguists and cultural anthropologists made the relationships between language and culture cleaner. (Sapir in Kitao 2000) emphasizing the importance of culture in foreign language teaching. Culture was one of the aspects to be learnt in order to achieve communicative competence. There was a great advantage of teaching culture in language classes but the problems still about what to teach and how.

MC Kay claims that culture influences language teaching in two important ways linguistic and pedagogical linguistically. The linguistic dimension of the language itself is important in culture, affecting the semantic, pragmatic and discourse levels of the language. Pedagogically, it influences the choice of language materials because culture content of language materials and the culture basis of the teaching methodology are to be taken into consideration (MC Kay 2003). Peterson and Coltrane urge teachers to make students aware of the culture of features reflected in the language by making those topics explicit through discussion in relation to the linguistic forms studied. Students should also learn to understand social communication in the target culture. Language students have to learn both. Its linguistic and culture norms (MC Kay, 2003).

Kitao also considers international understanding a benefit of culture learning and gives some other reasons why is it important to include culture in foreign language. Studying culture gives students a reason to study the target language because understanding culture makes studying foreign language and literature more meaningful (Kitao, 2000). One of the problems in language learning is to conceive the native speakers as real persons. Text books examples might sound strange to language learners without reference to culture aspects. If students relate abstract sounds and forms to a language will provide access into cultural aspect of language (Chastain in Kitao, 2000).

Wallach claims that activities based on culture such as role plays, singing, dancing, etc have great influence on the people of that culture and is part of general education as quoted in (Kitao 2000) "help avoid the stereotypes". (Nemni in Thanasoulas 2001: 5).

What Is Cultural Awareness?

In this climate, the acquisition of second language is actually the acquisition of a second culture. However, Cunnin Worth (1984) adopts an opposite idea states that "the culture- specific course book and claims that a limitation of the culture-specific course book is that only be relevant to students who understand the cultural background". So that might be an impediment rather than a help to the learner.

Kramsch (1993) argues that entering into a foreign language implies a modification for learner's identity as a social and cultural being. So there will be a great need for materials which identify the learners as a factor in developing the ability in socio cultural settings. It is useful to include cultural awareness activities in a language course, as doing so, Tomlinson and Masuhara (2004) culture awareness can not only increase the educational value of the course but can also make language acquisition very easy, they present a general understanding of "cultural" "awareness" and "cultural awareness" as follows: definition of cultural.

Tomlinson and Masuhara (2004) define cultural as: " a) referring to the totality of a way of life shared by a group of people linked by common and distinctive characteristics, activities, beliefs, or circumstances (e.g. Australian Cultural, Arab culture, Liverpool culture)", and b) referring to the belief and behavior of a community of a people who share attitude, interests and goals (e.g. pop culture, football culture, wine culture)".

Definition of Awareness:

Tomlinson and Masuhara (2004) make a distinction between cultural knowledge and cultural awareness as follows: cultural knowledge; it consist of information's about the characteristics of our own and other peoples cultures and this information is "external" it is given to use by someone else, that activities based on culture, such as role plays, singing, dancing. etc, so it has a great influence on student's choice of countries they want to visit or live in. Gardner and Lambert proved the main reasons to study culture and the effect of motivation in language learning. Learners curiosity and their motivation to study foreign language increases after attending courses based on culture (Kitao, 2000). Steiner urges to use culture even for a purpose of short- term motivation. (Steiner 1971, in ibid). Studying culture is also useful for teaching students to understand their own culture. According to rivers, students are culture bound it means that their world of view is determined by the values of their culture.

Culture awareness consist of perceptions of our own and other peoples culture. These perceptions are:

Internal: they develop in our minds.

Dynamic: they are constantly being added to and changed.

Variable: they are modified from experience.

Multi-dimensional: they are represented through sensory images 6 mental connections. (Masuhara 2003; Tomlinson, 2000 a).

Interactive in that they connect with and inform each other.

Cultural awareness:

It indicate a gradual developing of the quality of cultures. Increasing your own understanding and a positive interest in how cultures both connect and differ. Such a awareness can increase tolerance and facilitate international communication (Tomlinson, 2001, p.5).

Increased cultural knowledge can give us increased credibility and increased cultural awareness can help us to achieve cultural sensitivity it can facilitate language acquisition and also contribute to one of the optimal conditions for language acquisition to language in use (Tomlinson, 2000 b). Cultural knowledge can be useful in helping us to understand ourselves and other people. However. It can also be misleading since it: (a) is depending on other people objectivity and integrity, (b) is fixed in time (often out of time); (c) is simplified and (d) often conceals as much as it reveals. For example, when the business man be told that the Japanese are hardworking and serious and that can conceal the reality that many Japanese people like to go out and enjoy themselves after work.

According to (Tomlinson and Masuhara 2004) cultural awareness consist of perceptions of our own and other people's cultures.

Key Considerations in Developing Cultural Awareness in EFL Classrooms

Both learners and teachers of as a second language need to understand culture differences, to recognize openly that everyone in the world is not "just like me" and people are not the same under the skin. There are real differences between groups and cultures as stated in (Brown 1994, p.167). Therefore, language teacher cannot avoid conveying impressions of another cultured whether they realize it or not (Rivers, 1981; 315). Language and culture cannot be separated from each other in which it they are deeply embedded. Any reading of original texts, any examination of pictures of native speaker engaged natural activities will give cultural elements into the classroom. It should be kept in mind in the EFL classroom that the native language is learned along with the ways and attitudes of the social group. And these find expression through the social group. In other words social reasons can influence EFL. They contain negative attitude towards the target language, lack of progressing in the FL, a big social and psychological gap between them and the "target culture, and, a shortage of integrative instrumental motivation for learning". (Nasser, 2019) Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully. So that understanding of language levels will give a natural act with persons of the other culture as well as recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students own culture. Teachers can help students to turn an experience in learning language into one of speakers of other tongues feel at home in the students "own culture" teacher can help students to turn such an experience into one of increased culture and self-awareness learners have a great feel of alienation in the process of learning a foreign language, alienation from themselves. In teaching foreign language, we need to be sensitive to fragility of students by using techniques that promote culture understanding.

And also other techniques-readings, films, simulation, games, culture capsules and culture grams can be used for language teacher to assist them in the process of acculturation in the class room (Chastain: 1988).

Conclusion

Improving students' awareness has come from the movement to intercultural attitudes in EFL. This move enhances students' awareness of the reliant correlation between language and culture and teaching culture which considered as an important module of language teaching. The move from traditional to cultural awareness also can affect to develop the intercultural viewpoints of teachers who then can develop language teaching and methods. Throw out the speech community; it is vital for teachers who are trying to enhance cultural awareness among their students helping them to know the difference between the cultural standards and ways in common.

Teachers should help students to make use of their foreign language awareness while communicating with their friends and speaking with them about their native culture. Keeping in mind that teaching any language is not a short process. Therefore, teachers shouldn't suppose all classroom students to obtain ideal manner as natives. As foreign language teachers it is very important that they teach the native culture together with the foreign culture.

Failure in communication that might be thought to be unreasonable may sometimes due to the lack of the cultural awareness for both teachers and students. In this respect Smith (1985:6) supports that to study English a student does not change his identity, ethnic, religious, and political backgrounds. All should remain the same. Being a foreign language student it is important that s/he be acknowledged of the foreign culture as trying to be well in foreign language. To be well in English does not mean that you should be American or British. Student can keep all native traditions while learning a language.

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National Vocational Qualifications in the Tourism and Hospitality Industry of Slovenia

Marija Rok

Faculty of Tourism Studies – Turistica, University of Primorska
Portoroz, Slovenia

Abstract

Hardly anybody would agree that the labour market satisfactorily meets the needs of the tourism and hospitality industry (THI). The THI worldwide faces the shortage of skilled labour force and the Slovenian THI is no exception. The problem persists in spite of various recruitment measures of employers, e.g. engaging migrant workforce, student work, black market, etc. The first aim of the paper was to explore the workforce needs of the THI with an emphasis on its unmet demands. The desk research revealed the mismatch between the supply and demand of the workforce on lower levels. Since the system of the National vocational qualifications (NVQ) is presumed beneficial for deficiencies of the labour market the second aim of the article was to explore the current state of the NVQ system in Slovenia and the selection of the existing NVQs in the THI in order to find out whether the number and structure of awarded NVQ certificates improved structural imbalances on the TH labour market. The author came to the conclusion that all forms of lifelong learning might contribute to improve the qualification structure of the labour force in the country provided that the employers overcome their distrust of the credibility and quality of the NVQs.

Keywords: National vocational qualification, tourism and hospitality industry, Slovenia, labour market, lifelong learning

Introduction

In the early 21st century the concept of work-based learning and NVQs was widely accepted in education, learning as well as the economy of Slovenia. All forms of lifelong learning, i.e., formal, non-formal and informal learning have been recognized as crucial for the development of human resources. In order to maintain a competitive edge over the rivals businesses, industries and the society recognized the need to assess and verify knowledge and skills obtained in various forms of learning. Davies (1985) illustrated learning activities (Figure 1) in a circle containing all forms of learning and sequenced from informal (experiential learning, incidental learning), to non-formal and formal learning.

Figure 1: Forms of learning

The adoption of the National Professional Qualifications Act (2000) and the Lifelong Learning Strategy (2007) in Slovenia formed a legal base established to develop systems of assessing prior learning. This adoption raised great hopes about the quality of impacts on employability, employee promotion, wage levels, self-employment, etc.

The systems of assessing prior learning in Slovenia comprise:

Validation and certification of NVQs

Validation and verification of prior learning in secondary and tertiary education

Assessment of language learning (Slovenian, English, French, German, Italian and Hungarian) founded on national standards

Skills assessment on the basis of sectoral regulations

Skills assessment by employers, chambers and other associations

Among them the first one is the most developed and sophisticated way of assessing non-formal and informal learning. It was raised under the auspice of the Ministry of labour, family social affairs and equal opportunities with the consensus of employers' associations, chambers, trade unions and the formal education system. It operates and is supervised by CPI - Institute of the Republic of Slovenia for vocational education and training and RIC – National examination centre.

This paper has an aim to reveal the current state of the system of NVQ certifications in the THI in connection with its skill needs and its potentials. The secondary analysis of the existing data will disclose potentials of the NVQs to solve mismatches on the labour market.

Theoretical background

In Slovenia there are two systems leading towards vocations (Figure 2). The basis of vocational qualifications are occupational standards. They lead to either vocational educational programmes or to the catalogues of standards of NVQs (so called certification system). The left side is under the auspices of the Ministry of education and sport, the right under the auspices of the Ministry of Labour, family, social affairs and equal opportunities.

Figure 2: The two paths to the same target

While young people should attend formal educational programmes, the certification system is meant only for adults. Certificates of NVQs do not reward degrees, but candidates are rewarded with a vocational qualification. This system brings about other advantages for candidates too. Naylor (2004) claims that NVQs could also liberate and motivate individuals who had been previously unable to develop and could provide a practical and rewarding alternative to a purely academic route. The emphasis is on the fact that good quality assessors are essential for the enforcement of the NVQ certification system. Further, certificates of NVQ could solve a problem of drop-outs as well. Duvecot et al. (2005, 198) agreed: "The fact that Slovenia has got relatively high rates of drop-outs from the formal educational system, gives more value to the validation of experiential learning as a factor of national policy of improving the qualification structure of the labour force."

Thus certificates of NVQ include as formally recognized competencies also knowledge, skills, know-how, values, and other competencies, obtained outside the formal system through various kinds of non-formal and informal learning. While in the past people learned all at schools, colleges and universities, that sufficed for their lifetime, concurrently, knowledge must be constantly upgraded, otherwise it is in danger of becoming dated. People learn in workplaces, through voluntary activities, hobbies, via the media, through self-study etc. Besides, ICT fosters and enables an interest and motivations in learning and self-learning. The society has to make this tacit knowledge more explicit, validate it and verify so that candidates can obtain formal proofs that they possess certain competencies. Their employability and competitiveness on the labour market will thus increase.

In the circumstances of the global market we face challenges through rapid economic, technological and social changes. In order to adapt to them some steps were taken in Slovenia, like the reform of vocational education and training, certification and the introduction of informal forms of education into the system of accrediting vocational qualifications. Thus since 2000 there is also a new opportunity to gain vocational qualifications in the certification system. Furthermore, the system of NVQs can adapt rapidly to the technological changes and changes in service activities as distinct to the school system (Drofenik, 2017). The area of tourism and hospitality awaited these opportunities with high expectations since the lack of personnel in this industry is a serious and permanent problem.

Tourism in Slovenia

In the year 2018 Slovenian tourism marked record numbers. The number of international arrivals continued to increase and Slovenia was yet again above the European average. In 2018 the country achieved 5,62 million tourist arrivals and 15,29 overnight stays, which is 7 % more arrivals and 8 % more overnight stays than in 2017 (STO, 2019). There are 56.014 employees in tourism sector, their share thus achieving 6.5 % of all employees. Slovenia's travel & tourism competitiveness index (by WEF) in 2017 reached the ranking 41/139 countries. Although the growth of the tourism sector has been constantly accompanied by the demand for the qualified workforce, the lack of unskilled and skilled workers persists. As a highly labour intensive industry THI depends on the good quality personnel in order to perform good quality service (Rok and Mulej, 2014). Moreover, providing high-quality service to customers requires competent, motivated and devoted employees. Furthermore, the labour shortage has been evident worldwide since the 1980's (WTO, 1983) but the industry still keeps facing the same challenges. As Baum (2019) asserts work in the hospitality remain a persistent blemish

with respect to one of the world's fast growing economic sectors. THI seems to have difficulties both in finding skilled employees and in keeping their existing employees in hand (Richardson, 2009). Authors agree that the THI is not a career choice for many young people but only a stop gap whilst looking for something better. Partly because hospitality work is considered low-skilled work, carrying social stigma whilst ignoring the fact that it involves soft skills and interactive service work, emotional involvement and physical embodiment (Duncan, Scott and Baum, 2013). Therefore, high staff turnover and poor image of hospitality work pose serious problems and challenges for employers and other decision makers in the THI. Can the system of NVQs certificates help make improvements in this area?

Methodology

The present survey seeks to answer the following research questions:

RQ1: What selection of qualifications does the system of certifying NVQs offer in the area of tourism?

RQ2: Does the selection of available NVQ certificates correspond with the unmet demands of the THI?

RQ3: In what ways is the real sector integrated in the system of certifying NVQs?

An analysis of the secondary data has been carried out, including firstly official statistical data collected by SURS (Statistical office of the Republic of Slovenia) and ESS (Employment service of Slovenia) in order to provide an overview of the labour supply and demand in THI. Further, databases of NRP (National Reference Point for Occupational qualifications Slovenia), NPK (NVQ), CPI (Institute for Vocational Education and Training) and RIC (National Examinations Centre) were surveyed. A strong foundation to this research project were also analyses carried out by ESS (2019), IMAD (**Institute of Macroeconomic Analysis and Development**) and CPI (Kunčič Krapež et al., 2017; Kunčič Krapež et al., 2014). Consequently, we have gathered, selected and compared all data concerning NVQs in the area of tourism and hospitality in relation to the labour market conditions and trends and could thus follow and evaluate the achievements of the system.

Findings and discussion

We started our research into the system of certifying NVQs by examining the structure of NVQs in the area of tourism and hospitality. We searched the data on catalogues of expertise and skills standards (NRP, NPK).

We identified altogether 26 NVQs, 9 in tourism (table 1) and 17 in hospitality (table 2).

Table 1 National vocational qualifications in tourism

Table 2 National vocational qualifications in hospitality

Additionally, we identified some interesting NVQs that are typical for other service industries but we meet such occupations in the THI as well. Thus we recognized NVQ Porter, NVQ Masseur, NVQ Pedicurist, NVQ Manicurist, NVQ Cake, bread and pasta maker in a traditional way, etc.

Surprisingly, we found out that NVQs on an entry level higher than VI. do not exist. The reason being is in the fact that the higher educational system opposes them. Their arguments that NVQ certificates could undermine the traditional school system are present from the very launch of the NVQ system in 2002 in spite of the fact that it encompasses only adults. Therefore, it does not compete with the formal school system but complements it.

Next, we surveyed the situation in the labour market and noticed an upward drift in shortages of skilled workforce in several industries. IMAD (2018,7) observed how businesses' vacancies match the supply of workforce in 2018 and found out that 18 % of enterprises in the service industries reported »...extraordinarily, in some activities historically, high values of the indicators of labour shortages and capacity utilisation«. However, the ESS survey (2019) reveals that enterprises in the THI forecast the 3,3 % increase of employments for 2019. The survey implies that 68,8 % of employers report inability to fill vacancies, mostly for low-paid, physically demanding workplaces with unfavourable schedules. Analyses reveal that cooks (714), waiters (664), bartenders, fast food preparers and food servants were the most in-demand jobs in the THI in 2018. But the selection of NVQs shows that cooks and waiters are not included in the system of NVQs. Therefore, chances to solve shortages of skilled workforce in the THI are limited within the system of NVQs.

Further, we examined data of the Statistical office (SURS, 2019). They monitor the relation between job vacancies and occupied posts in hospitality throughout the year (table 3).

Table 3 Job vacancies, occupied posts and rates, 2018

As table 3 implies, job vacancies show fairly constant numbers and rates throughout the year in spite of the seasonality influence. Research (ESS, 2019) reveals that employers in the THI approach the problem of unmet vacancies diversely, either with their existing personnel (overtime work, retraining) or they search for workers abroad, use outsourcing or employment agencies. Some employers soften the requirements in job adverts or they choose not to hire and they rather reduce the service production. Unfortunately, the register of unemployed persons at the ESS is of no help to them, since many of the unemployed do not seek jobs actively, some of them have health problems or are too old for physically demanding post in the THI.

Further, we examined the statistics of issued NVQ certificates in the THI in order to observe their development (tables 4 and 5). Additionally, we wanted to find out how they match with the THI vacancies.

Table 4 Number of awarded certificates in hospitality

Figure 3 Development of NVQs in hospitality 2002-2017 (awarded certificates)

Table 5 Number of awarded certificates in tourism

Figure 4 Development of NVQs in tourism 2002-2017 (awarded certificates)

We noticed that some NVQs have no awarded certificates because either assessment institutions or licensed assessors have not been accredited yet. For some of the NVQs there is no interest among the potential candidates and obviously employers as well.

Table 5 and figure 4 imply a steady decrease in the number of awarded certificates in tourism but table 4 and figure 3 show a more dynamic drift in hospitality. The majority of certificates were awarded for the NVQ Cook assistant (727), half less for NVQ Diet cook (393) and less (26) for NVQ Waiter assistant. We discovered that the system of certifying NVQs enables employment of non-EU workers since the certificate holders can obtain work permissions. Shortages of cook assistants and waiter assistants can thus be solved by recruiting immigrants provided they are able to gain NVQ certificates through the processes of validation and verification of prior learning.

Interestingly, the number of issued certificates for NVQ Croupier decreased extremely and since 2012 there have not been awarded any. We found out that there are only two big employers in the area of gambling in Slovenia and they stimulated their employees to gain a certificate (and financed them). NVQ Croupier obviously reached its saturation point. On the other hand assessment organizations had high expectations for NVQ Tourism animator (17 accredited organizations) but proved unrealistic and interests of candidates and employers diminished.

We found out that in case that the NVQ certificate is required in recruiting procedures then it's establishment is secured. Examples of such legal requirements are for NVQ Masseur or NVQ Security Guard. Some NVQs enable holders to start their own business as it is the case of NVQ Herbalist. These are foundations for the success of some NVQs.

Furthermore, we examined the structure of the assessment institutions accredited for the validation and verification of NVQs in the THI (table 6).

Table 6 Structure of the assessment organizations

The assessment organizations are mostly from the education sphere. Unfortunately only few of them are from the real sector implying that the THI shows little interest in the system of NVQs. Very few of them encourage employees to participate in processes of obtaining certificates (Kunčič et al., 2017) let alone cover the costs for them. As analyses show (Rok, 2012) employers prefer school diplomas, hardly any of them provide initiatives for new NVQs, moreover, their acquaintance with the certification system is weak. Obviously, the promotion of the system is ineffective. They recruit mostly on the basis of evidence of formal education and they value past working experiences highly. Since NVQ certificates formalize working experience, apparently they are not informed.

This study does not go into details about the functioning of the system of NVQs, satisfaction of candidates and other stakeholders with the system. International evaluations (e.g. Canning, 2000) report that candidates spent more time collecting evidence and building their portfolio than preparing for and being assessed. Thus less than a quarter of their time

was spent on acquiring new knowledge. Future research on the satisfaction of employers and employees with the NVQ system in Slovenia would be necessary since these are the key stakeholders and the development of the system depends on their engagement.

Conclusion

The system of certifying NVQs for the needs of the THI comprises 26 NVQs. Unfortunately their structure does not correspond with the needs of the THI. They do not provide qualifications for the most in-demand jobs, like waiters and cooks. On the other hand stakeholders demonstrate no interest for some NVQs like NVQ cheese sommelier. Obviously, the collection of NVQs was established without serious analyses of the needs of the THI, current and future ones.

Structural imbalances on the labour market can only partially be improved by introducing NVQs in the THI. Since the share of enterprises reporting a shortage of workers has recently risen substantially employers and other decision-makers have to find solutions for these deficits. Otherwise their competitiveness might drop and they might fall behind their rivals. Considering also unfavourable demographic trends and the ageing population labour shortages in the THI are going to arise.

The system of certifying NVQs has to adapt to the needs of the THI, follow the trends and predict future job profiles. Thus it can gain advantage over the formal school system. Its strengths are in flexibility, quick reactions to market conditions and, above all, the NVQ system enables inclusion of one's prior learning in his formal qualification. All tacit knowledge that individuals accumulate throughout their life and career.

This desk research answered all the questions set in the research plan. We find the system of NVQs a new opportunity for recognizing competencies that were adopted in various circumstances and can thus be formalized. But if employers do not acknowledge certified NVQs the whole system might fail. The certification system of NVQs is based on trust. As Ivančič (2000) points out, the value of experiential and non-formal learning on the labour market (as well as in the formal education system) is not only an administrative and a technical problem, but first and foremost a problem of general trust. So far employers have shown mostly disbelief and doubts. We found out that they are not interested in acquiring accreditations for assessments (only one employer from the THI), they prefer diplomas and value highly only work experience. The fact that certificates are evidences of experiential learning, does not persuade them. They are involved in the process of preparing catalogues of expertise and skills standards but afterwards their participation is limited.

Nevertheless, stakeholders (CPI, RIC, ESS, assessment organizations, chambers) might contribute to the establishment of NVQs with intensive promotion and engagement in those NVQs that are connected with deficits on the labour market. Besides, they should participate in introducing new NVQs corresponding with the needs of the THI.

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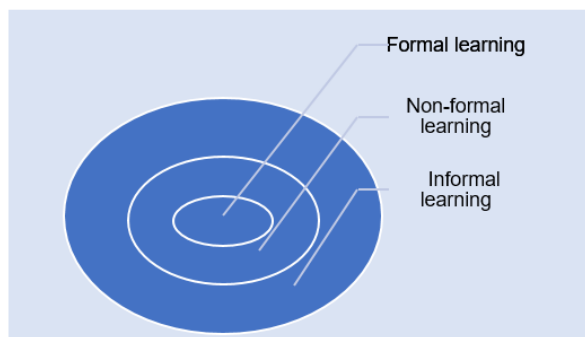


Figure 1 Forms of learning

Source: Davies, 1985

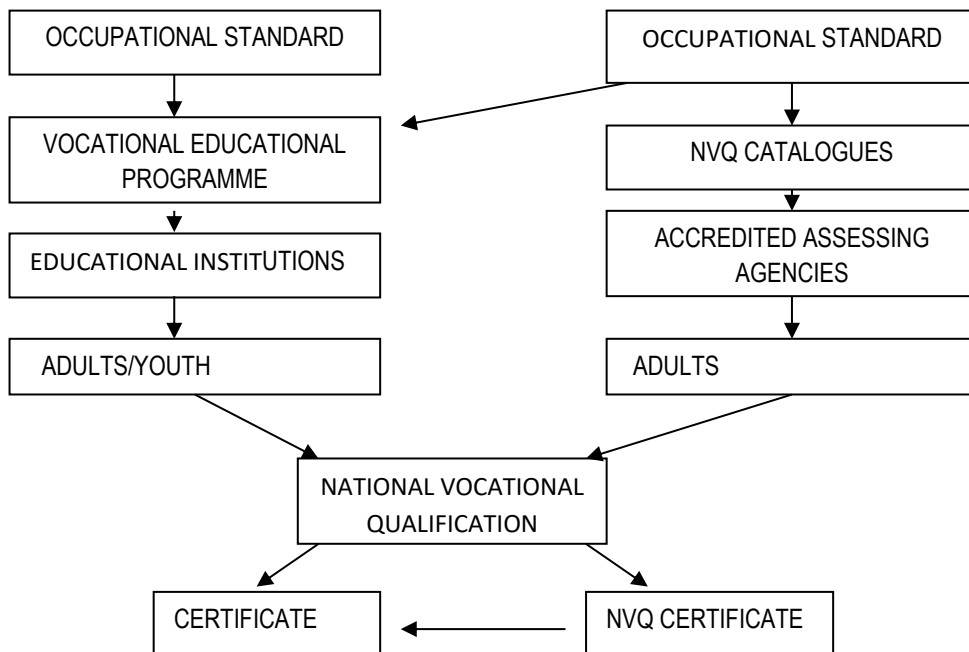


Figure 2 The two paths to the same target

Source: CPI, 2019

	NVQ - TOURISM	Entry-level degree
	NVQ Sauna Master	V.
	NVQ Croupier	V.
	NVQ Casino Cashier	V.
	NVQ Gambling Machine Operator	V.
	NVQ Tourism Informant	V.
	NVQ Tourism Animator	V.
	NVQ Travel Agency Manager	VI.
	NVQ Convention Events Organizer	VI.
	NVQ Destination Management Counsellor	VI.

Table 1 National vocational qualifications in tourism

Sources: NRP (2019), NPK (2019)

	NVQ - HOSPITALITY	Entry-level degree
	NVQ Cook Assistant	III.
	NVQ Waiter Assistant	III.
	NVQ Chambermaid	III.
	NVQ Room Supervisor	IV.
	NVQ Pizza Baker	IV.
	NVQ Barman	V.
	NVQ Diet Cook	V.
	NVQ Cheese Sommelier	V.
	NVQ Wine Sommelier	V.
	NVQ Catering Manager	V.
	NVQ FOH Food Preparer	V.

	NVQ Restaurant Dessert Preparer	V.
	NVQ FOH Cook	V.
	NVQ Reception Manager	VI.
	NVQ Hotel Housekeeper	VI.
	NVQ Small Hotel Manager	VI.
	NVQ Food and Beverage Manager	VI.

Table 2 National vocational qualifications in hospitality

Sources: NRP (2019), NPK (2019)

	<i>quarters</i>	2018Q1	2018Q2	2018Q3	2018Q4
HOSPITALITY	No. of job vacancies – total	1827	2353 M	1840	1529 M
	No. of occupied posts - total	28550	29616	30155	30028
	Job vacancy rate (%) – total	6.0	7.4	5.8	4.8
	No. of job vacancies	625	688	637 M	515 M
	No. of occupied posts*	16405	17146	17628	17639
	Job vacancy rate (%) – total*	3.7	3.9	3.5	2.8

Table 3 Job vacancies, occupied posts and rates, 2018

* *business entities that have at least 10 persons employed are included*

Source: SURS (2019)

<i>NVQ</i> Year	NVQ Diet Cook	NVQ Cook Assistant	NVQ Waiter Assistant	NVQ Catering Manager	NVQ Wine Sommelier	Total
2003	9	/	/	10	10	29
2004	9	/	/	5	5	19
2005	72	/	/	0	0	72
2006	32	/	/	0	0	32
2007	29	/	/	0	0	29
2008	34	34	0	0	0	68
2009	43	9	0	1	1	54
2010	11	52	5	0	0	68
2011	13	35	0	0	25	73
2012	26	62	0	0	0	88
2013	14	124	8	0	0	146
2014	25	139	2	0	0	166
2015	45	100	9	0	0	154
2016	19	83	2	0	0	104
2017	12	89	0	0	0	101
total	393	727	26	16	41	1203

Table 4 Number of awarded certificates in hospitality

Sources: NRP (2019), NPK (2019)

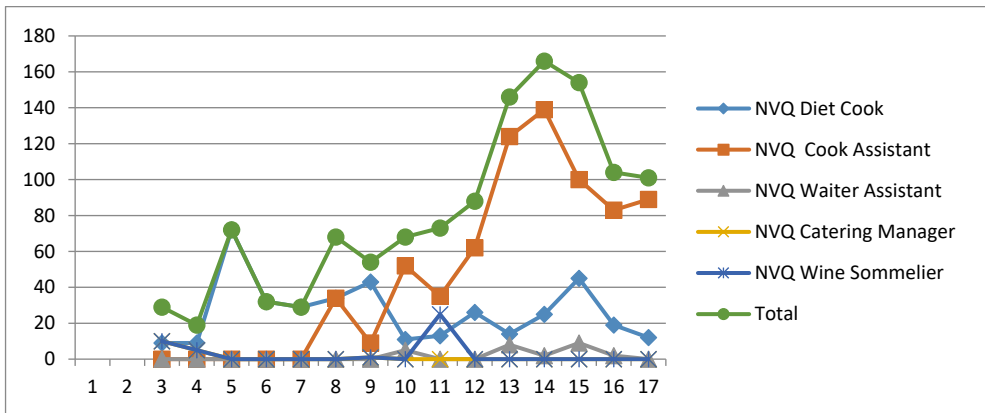


Figure 3 Development of NVQs in hospitality 2002-2017 (awarded certificates)

NVQ Year	NVQ Croupier	NVQ Casino Cashier	NVQ Gambling Machine Operator	NVQ Tourism Informant	NVQ Tourism Animator	Total
2003	/	/	/	/	0	0
2004	/	/	/	/	13	13
2005	134	/	/	/	11	145
2006	288	/	/	/	0	288
2007	68	/	/	/	2	70
2008	46	/	/	1	1	48
2009	48	/	/	1	41	90
2010	36	/	/	13	7	56
2011	87	/	/	3	1	12
2012	0	3	15	3	3	31
2013	0	3	2	6	3	14
2014	0	0	0	0	0	0
2015	0	0	3	1	0	4
2016	0	0	4	14	0	18
2017	0	0	4	0	0	4
total	635	6	28	42	82	793

Table 5 Number of awarded certificates in tourism

Sources: NRP (2019), NPK (2019)

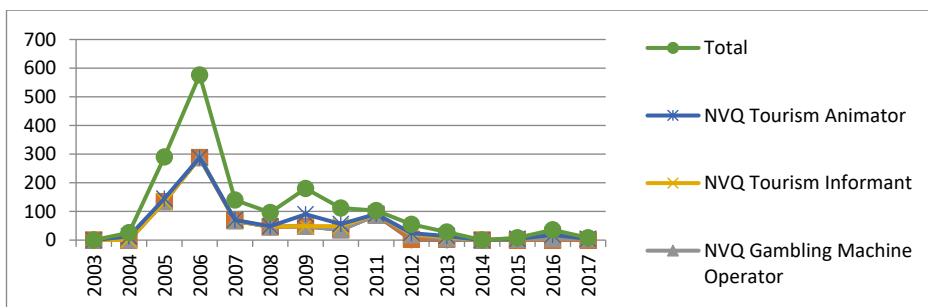


Figure 4 Development of NVQs in tourism 2002-2017 (awarded certificates)

Organization type	Number
High school	9
Vocational college	4
Faculty	1
Educational centre	3
Adult education centre	7
Chamber	1
Bussiness	1
Total	26

Table 6: Structure of the assessment organizations

Source: NRP (2019)

Fiduciary Transfer of Ownership in Order to Secure the Satisfaction of Claim to Contemporary Right - Proposal De Le Lege Ferenda

Ekrem Salihi

PhD Cand., Faculty of Law, South East European University, Tetovo

Abstract

Fiduciary transfer of ownership in order to secure the claim satisfaction represents the form of non-possessory securing of claim satisfaction, which is experiencing the Renaissance in the transition countries and in the contemporary right. This form of non-possessory pledge right is not regulated by law in our own right, nor does it enjoy legal protection. Fiduciary transfer of property on the contemporary right and legal circulation is experiencing affirmation because of the essential advantages in relation to the real means of securing the claim satisfaction. The most important advantage of fiduciary agreements in relation to the pledge (mortgage) is the efficiency of the fulfilment of the claims, because there are no extensively long court proceedings in this institution. In addition to the fiduciary agreement, unlike the pledge right, the object that is subject to the fiduciary agreement, the debtor may keep such property under possession and may use it for the fulfilment of the obligations towards the creditor, thus offering practical benefits to the debtor itself. In the Republic of Kosovo, fiduciary agreements and fiduciary transfer of ownership are not regulated at positive rates. The author of this paper is committed to regulate this legal institute with positive provisions, i.e. the issuance of a special law for this institute, or the same to be included in the new Civil Code of Kosovo, as it is about an institute which has been applied for a long time by countries of the continental system and is experiencing renaissance also in the countries of the region (Slovenia, Macedonia, Montenegro, Croatia). The regulation of this institute with positive provisions would have a positive effect on legal circulation and faster economic development in Kosovo. At the same time, regulation of this institute with positive provisions would enable alignment and approximation of the Kosovo legislation with the European Union legislation. In this paper we will present the reasons why this institute should be regulated by special law or incorporated in the new Civil Code of Kosovo. However, despite the fact that local positive provisions do not particularly regulate the fiduciary transfer of ownership institution in order to secure the satisfaction of claim, nevertheless, this institute is not entirely excluded. Thus, the Law on Obligational Relationship of the Republic of Kosovo, in Article 429 provides for the ceding in order to secure "Where ceding is made in order to secure the claim satisfaction of the concessionaire against the cedant, the concessionary is obliged to behave with the care of a good economist, namely of a good housekeeper on the collection of ceded application and after the collection is completed, after keeping as much as it is needed to meet its demands against the cedant, shall hand him over the surplus.

Keywords: Fiduciary, Fiduciary ownership, Fiduciary transfer of ownership, pledge (mortgage) right.

1. Introduction

The Roman law has recognized three forms of pledge. The oldest was fiducia, then the pignus has emerged, and finally the hypotheca.

In the first two forms it comes to handing over items to the creditor (and that at fiducia in ownership, while at the pignus in possession). For that beside legal-property relations, the Obligational Relationships also appear.¹

Fiducia in Latin language means a trust, because it is regarding the institution by which the debtor transfers his property on the creditor as insurance to repay his claim. Otherwise, **fiducia** in Roman law has preceded the right of pledge,

¹ Stanojević Obrad, "Rimsko Pravo", Belgrade 1988 - p. 218.

respectively it is considered that the right of pledge arises on the foundations of fiduciary.¹ Initially, this kind of contract is based on the parties' **trust**; it is concluded only between cousins and friends and was not defended by lawsuit. However, often, before all real and consensual contracts, **fiducia** win a special lawsuit.²

Fides has been a goddess of goodwill; a personalized symbol of the trust (loyalty) in the Roman mythology, its symbol was the symbol of two tied hands. The cult of this goddess was celebrated by the ancient Romans and the fact that the goddess appeared as a gray-haired old woman shows that respect for the word has been of fundamental value, the base of the social and political system.³

Ancient Romans have most often used this institution for fiduciary transfer of ownership with the purpose of property management (*fiducia cum amico contracta*) and for fiduciary transfer of ownership with the purpose to insure the claim (*fiducia cum creditore contracta*).⁴ Transfer was allowed only for Roman citizens (*cives*) or to other free people who had been granted commercial power (*commercium*).⁵

The development of legal instruments for insurance of the claims has started with personal responsibility - *nexum*, recognized in the law of XII tables. Beside the personal responsibility of the nectere debtor, in Roman law at the earliest period is presented the real insurance of the claim - **fiducia cum creditore** - with the transfer of the item of the debtor in the possession of the fiduciary, for the purpose of the insurance. *Fiducia cum creditore* in reality was kind of conditional sale of the item. The person who needed financial means, the financial means had opportunity to come through the debt. In order to secure the creditor's claim (lender), he has sold a certain item to the creditor, i.e. he has transferred the property (*Mancipatio ose in iure cesio*) and has received the financial means on behalf of the purchase, but in that case the parties have reached agreement (*Pactum fiduciae*) that the creditor (lender) will return the item (again with *Mancipatio ose iure in cesio*) when the debtor (borrower) fulfills his obligation - repayment of the debt.⁶

The creditor's obligation to return the item was, at first, only of a moral nature, without a sanction. Later, the obligational sanctions have been applied, not of a legal-property nature, if the creditor alienates the item, even though the debtor has paid the debt, he cannot take it back, but he only can, by the *actio fiduciary* lawsuit, can claim from the creditor the compensation of the damage, where this presents the great misfortune for the debtor and could have caused damage, especially because the pledged item was usually the value greater than the amount of the debt.⁷

Thus, if the debtor, because he did not pay the debt, lost ownership, he could not claim the item from the others by legal-property lawsuit. However, if the debtor paid the debt with fiduciary action, he could claim for the return of the item, or if the creditor, even *pactum fiduciae*, realized the item, the debtor could claim the compensation. **Actio fiduciae** in itself contained the infamian, the shame that the creditor would have to suffer because he did not adhere to the trust, *pactum fiduciae*. On the other hand, since the creditor became the owner of the item, he could be protected by **actiones in rem**, with the property lawsuit - *rei vindication* and **actio negatoria**.⁸

At the *fiducia*, the creditor does not 'just stretch his hand and does not put eye' on the other's (debtor's) item, he does not take only the item, but also takes the debtor himself stripped of his rights over that item. At the pledge the creditor wins only the right to possession of the debtor's item, as well as to the realization of his right to claim the sale of such item, if the debtor does not obey his obligations to the creditor. At *fiducia* the creditor is entitled to ownership, he is the owner of the item, has all the strength and 'governance' that the owner has, as any exclusive owner in his item.⁹

¹ Romac, Ante, *rimsko pravo*, Zagreb, 1998, p. 224.

² *Pravna Enciklopedija*, Belgrade, 1989, p. 378/.

³ Mihnea-Dan Radu, *Fiducia: From Fides to trust and the new Romanian Civil Code Regulation*, Valahia University • Law Study, Volume xx. Issue 2012, p. 239.

⁴ Stojčević Dragoljub, "Rimsko Privatno pravo", *Savremena administracija*, Belgrade, 1985, p. 250

⁵ Mangatchev, Ivan P, *Fiducia Cum Creditore Contracta in EU Law* (September 16, 2009). Available at SSRN: <https://ssrn.com/abstract=1474199> or <http://dx.doi.org/10.2139/ssrn.1474199>

⁶ Mr. sc. Zrinka Radić: *Uzroci heterogenosti besposjedovnih osiguranja tražbina na pokretninama i pravima*, Zbornik radova Pravnog fakulteta u Splitu, year 52, 4/2015, p. 1009

⁷ Asllan Bilalli&Bedri Bakalli - *E drejta Romake* – p.338-339, 2015 – Prishtinë/Priština

⁸ Dr. Ejup Statovci, *E drejta e pengut-aspekte komparative*, 1988, p.37.

⁹ Dr. Ejup Statovci, *ibid*.

The definition of the trust (good faith) itself indicates the fiduciary's damage in this institution as a result of the fiduciary contract; the creditor becomes the owner of the trusted property. Thus, he gains the 'full and complete' property and, in principle, all the advantages of the owner. This is also the main characteristic of the fiduciary contract. Thus, he has the right to exploit (usus) property, harvest fruit (fructus), and even to destroy the good (abusus).¹

Recognition of Roman law into continental legal systems has been made, primarily by Justinian's codification. The Fiduciary Institute of the property transfer as a means of insurance the claim is experiencing reaffirmation in the XIX century, when legal science in the process of recognition of the Roman law begins to concentrate on other sources as well, including the Institutes of Gaius, which in detailed manner regulate fiducian.²

The Fiduciary Institute of the property transfer is first encountered in the legal and judicial practice of Germany and Switzerland. It is implemented in the function of insurance of the claim (*Sicherungsübereignung*), or for the purpose of foreign property management (*Treuhand*). The first European country which implemented the fiduciary property transfer by law was Liechtenstein, where in the law on personal economic society of 1926 we encounter this means of insurance.³

2. CAUSES OF FIDUCIARY RE-AFFIRMATION INTO LEGAL SYSTEMS

The fiducia at the beginning of the post-classic period arises from legal practice. The Fiduciary replaces the simplest and most appropriate ratio of the pledge – pledge of the hand (pignus). Fiducia proved unsuitable due to the formalism of the transfer of items as well as the fact that actio fiduciae had effect only between the parties.⁴

Classical civil codifications do not regulate fiduciary property transfer and do not even regulate fiduciary affairs.⁵ However, in the contemporary legal systems is an actualized interest in the Fiduciary institutes of the property transfer which is experiencing a surprise return to the conditions of the contemporary market economy.⁶ After the Second World War, in continental Europe, it comes to the change in insurance of claims in legal-property relations. It comes to increased credit and concession claims in the business practice of powerful creditors, and thus to the return of property transfer for the purpose of insurance, even in the legal systems that were abandoned in their entirety.⁷ Thus, the economic power of potential creditors led to the transformation of pledge right, extending the object of pledge right by introduction of so-called non-possession item as a pledge, then with the abandonment of the specialty principle and ultimately with the development of insurance of the non-possessive claims.⁸

3. FIDUCIARY OWNERSHIP

Fiduciary ownership is a special way of securing a creditor's claim, which means the transfer of ownership over movable or immovable property of the creditor in order to secure the claim, and with the fulfilment of the claim the creditor must return the ownership over the property in which he has acquired ownership in order to secure his claim. Whereas, if the debtor does not meet the creditor's request within the specified time limit then the debtor is obliged to hand over the item in possession to the creditor because the creditor has already acquired the right of ownership at the time of the creation of the creditor's claim.

In fiduciary ownership, the fiduciary becomes conditional owner of the trustee's item, which means that in the Register for registration of the rights or in the Register where the fiduciary ownership is noted, there is also a registered note that

¹ Kombe Bosombisa, Cynthia, La Protection Du Fiduciant (The Protection of the Settlor) (December 20, 2014). Available at SSRN: <https://ssrn.com/abstract=2664839> or <http://dx.doi.org/10.2139/ssrn.2664839>

² Vladetić Srdan, "Fiducija u rimskom pravu i savremeni fiducijarni poslovi", Doktorska Disertacija, Pravni fakultet Universiteta u Beogradu, Beograd, 2010, p. 243.

³ Dr. Bojan Pajtić "Problem Dopustenosti fiducijarnog prenosa svojine u našem pravu", Zbornik radova Pravnog Fakulteta u Novom Sadu 1/2017, p. 126.

⁴ Petrak, Marko, Konceptija generalne vindikacijske tužbe u rimskoj pravnoj tradiciji i de lege ferenda, Zbornik Pravnog fakulteta u Zagrebu, br. 5-6/2013, p. 1054.

⁵ Povlakić, Meliha, Fiducijarno vlasništvo u usporednom pravu i sudskoj praksi, Zbornik Pravnog fakulteta Sveučilišta u Rijeci, br. 1/2003, p. 196.

⁶ Petrak, Marko, Rimaska pravna tradicija i hrvatska pravna kultura, u: Rimsko pravo i Europa, Golden marketing-Tehnička knjiga, Zagreb, 2007, p. 176

⁷ Gavella, Nikola; Josipović, Tatjana; Gliha, Igor; Belaj, Vlado; Stipković, Zlatan, Stvarno pravo, Narodne novine, Zagreb, 2007, p. 471.

⁸ Povlakić, ibid.

ownership is acquired for the insurance of the claim and the fulfilment of the claim of the creditor must be the settlement of the ownership and register the ownership on behalf of the debtor (the provider of the item owned by the creditor).¹

Fiduciary ownership has "two faces". In relation to the third persons, the fiduciary is the owner of the item, the trustee and fiduciary's internal affiliation, Fiduciary ownership does not have that view. Its essential feature is the lack of legal authorizations. The fiduciary is the formal-juridical owner of the item; however, he has the authority to disposition of the item, which is limited by a contractual obligation (*pactum fiduciae*). Trustees, fiduciaries as a non-possessory insurance mean, maintain the authorization of keeping, using and harvesting fruit. The fiduciary security item is the trustee's property, while the fiduciary ownership is in the fiduciary's property. The trustee is an economic owner, while the fiduciary is the legal owner of the item.²

Fiduciary ownership is obtained on the basis of a fiduciary contract for the transfer of a property right (legal title) which must be in writing and authenticated to the notary when it comes to immovable property, as well as registration in public registers or other appropriate registers for evidencing fiduciary ownership, with the note that it has to do with the fiduciary transfer of the property right.³

4. THE JURIDICAL NATURE OF FIDUCIARY OWNERSHIP

The theory, when talking about the legal nature of the contract on the transfer of fiduciary ownership, mostly links them to the real means of securing the claim, using the terminology that suits this qualification. Thus, the names (which are sometimes used as synonyms for fiduciary agreements) are used, such as unsecured warranties, mortgages, non-dividend mortgages and so on. In this regard, many theorists are of the opinion "that the contract on the transfer of fiduciary ownership is a real means of securing the claim and thus belongs to the contracts on the pledge."⁴

The Institute of fiduciary ownership deviates from the fundamental characteristics of the classical property right, which is due to the limitation and the effect of the transfer of fiduciary ownership stemming from *pactum fiduciae*. The fiduciary ownership transferred to the trustee is not complete in terms of property authorizations or independent ownership, but it is a conditional right in a limited period whose fate depends on the fulfilment of the main contract the provision of which it serves. Thus, fiduciary ownership is a **sui generis** property which, in view of securing the principal claim, presents a type of real-estate insurance.⁵

5. FIDUCIARY OWNERSHIP CAUSE

Fiducie is abstract - the cause is not visible to third persons. There are perceptions that fiducie, as a direct economic purpose of legal contract, consists in securing the claim, and the perception that the cause of the fiduciary contract, as its direct legal purpose, is "specific" or "sui generis", so it is not possible to compare in the framework of existing classifications.⁶

According to German law, which for the transfer of ownership provides the abstraction principle, the transfer of ownership due to securing in the prevailing opinion is fairly abstract and non-*fixtured*. However, the parties are free to connect the real-legal contract with any resolutive clause for the securing agreement. The possibility that the transfer of ownership for securing purpose is non-*fixtured* is also provided by the Slovenian law, which is, in principle a causal one.

In the Republic of Croatia dominates the legal theory according to which "the fiduciary transfer of ownership with the securing purpose" presents an exercising manner of ownership authorizations in order to ensure fulfillment of the liability. The contract cause on the fiduciary transfer of ownership is specific, and consists in securing the claim.⁷ Fiduciary contract as an *fixtured* contract does not have an independent purpose, but serves to the implementation of the other principal

¹ Prof.Dr.Abdulla Aliu,"E Drejta Sendore",Prishtina,2014.,p.,401

² Andrija Gams, Nesto o fiducijarnim pravnim poslovima, Anali Pravnog fakulteta u Beogradu, 1960, p.34.

³ Abdulla Aliu cited act.p.403.

⁴ Velimirovic Mihailo, Ugovor o fiducijanom obezbedjenju trazbine,Pravni zivot No.11/1998, p.532.

²³ Lj.Djurovic, Ugovor o fiducijarnom prenosu svojine, Pravni zivot, No.10/1998. p.824.-825.

⁶ Lj. Djurovic,Ibid

⁷ N.Gavella et.al., stvarno parvo, svezak drugi, Zagreb, 2007, p.469-470.

contract in which the debtor's obligation is based. The purpose, of which the fiduciary transfer of ownership is made, is the provision of the foreseen claim with the principal contract (most often with the contract on the credit or loan).

For this we consider that the contract on the fiduciary transfer of ownership is a legal transaction cause, which constitutes the legal basis on the transfer of the ownership for the securing purposes, where the cause is outside the contract itself.¹

6. FIDUCIARY TRANSFER OF OWNERSHIP IN COMPARATIVE RIGHT

Notwithstanding the fact that the codes of civil law do not regulate this type of security, today is represented in many legal systems, such as developed countries (Germany, Austria, Switzerland) and in transition countries (Poland, Czech Republic, Montenegro, Croatia, Slovenia and Macedonia). There are many fundamental differences in the implementation of this institute. In Germany, this form of security has wider application, since the many years of legal practice and the support of the doctrine, have responded in many questions which arise in practice.²

German law distinguishes between the fiduciary transfer of ownership for the purpose of managing and the fiduciary transfer of ownership for the purpose of securing the claim. At the fiduciary transfer of ownership for the purpose of management, the fiduciary exercises the right of ownership in the interest of the fiduciary, while at the fiduciary ownership for the purpose to secure the claim, the fiduciary for the purpose to secure the movable property follows its credit interests towards the fiduciary for the purpose of securing that the claim will be paid at the noticed moment. In case of transfer of movable property into ownership for security purposes, the creditor and the debtor enter into a special contract under which the creditor cannot change or dispose the property and must keep it as a pledge, and in case of debt repayment, it is liable to return the pledge into the debtor's property. Otherwise, the transfer of ownership for the purpose of securing the creditor's claim can be extended so that not only claims are secured but all future claims of the secured party towards secured grantor or the claims of other creditors towards secured grantor (concerned clause). The German Civil Code only indirectly refers to the fiduciary transfer of the right and does not contain any provision in terms of form for this transfer. Legal practice allows the fiduciary to have real-legal protection against the fiduciary's creditors. Thus, the fiduciary may, prior to the fiduciary's insolvency, exclude this property from the bankruptcy measure, if the fiduciary's creditors enter into execution for the fiduciary's property, he can oppose it, since he is the final owner of the property. The fiduciary may, despite his obligation, have the final power to possess such property in relation to third person, since his legal position exceeds the economic and legal goals of his work.³

France, after three decades and many unsuccessful legal efforts, finally, in 2007, regulated the fiduciary, with supplements and amendments of the FCC.⁴ In addition to the general type, in French law there are also two independent fiduciary modalities: *fiducie-sûreté* and *fiducie-gestion*. The first is applied for the purpose of securing the execution of the liability. The second is applied for the purpose of managing union credits.⁵ The specificity of the fiduciary security claim in French law consists in that fiduciary security can only be contracted by legal persons in the tax on profit regime (Article 2014.CCa). Fiduciary can only be the financial institution (banking and security legal persons, state monetary and financial institutions), while there is no limit on the fiduciary side (Article 2015 CCa). Fiduciary security claim fiduciary security is required to be registered in the public register within one month from the date of contract conclusion (Article 2019.CCa).

The Swiss Code on Obligations. Where the agent acting on the principal's behalf acquires claims in his own name against third parties, such claims pass to the principal provided he has fulfilled all his obligations towards the agent under the agency relationship.⁶

Swiss doctrine and legal practice accepts the fiduciary transfer of ownership and the claim transfer for the purpose of securing the claim, but provided that this transfer be made on the basis of the actual will of the parties. The fiduciary transfer of ownership enables the beneficiary to acquire the full ownership. However, if the fiduciary transfer of ownership is created

¹ D. Stojanovic, *Prenosenje svojine u cilju obezbedjenja kredita*, Pravni zivot, no.5-6/1993. God. f. 621

² Mr.Povlakic, quoted paragraph, p.198-199.

³ D.Borkovic-Stojanovic, *Svojina radi obezbedjenja potrazivanja-fiducijarna svojina*, Pravni zivot, br.10/98, p.381-382

⁴ See Article 2011-2031 of FCC

⁵ Lyczkowska, Karolina, *The New Regime of Fiducie in French Law, in the Light of the Last Reforms (El Nuevo Régimen de Fiducie en el Derecho Francés a la Luz de las Últimas Reformas)* (Spanish) (January 1, 2010). InDret, Vol. 1, 2010. Available at SSRN: <https://ssrn.com/abstract=1565553>

⁶ The Swiss Code on Obligations, Article 401.

through *constitutum possessorum*, it has no legal effect on the third person, if by this had as purpose of avoiding and violating the pledge law norms. Therefore, fiduciary transferring of ownership does not bind all parties, especially not creditors of the alienator of property, but it is applied between the parties.¹

Austrian legal theory has been shared on the issue of permissibility of fiduciary contract. Controversial was the cause of this legal contract or its suitability to be a legal basis for the transfer of ownership. According to one of the parties, fiducie is unlawful because there is no purpose of final transfer of ownership. Others see the cause in fiducie itself. Ownership is transferred with the purpose of securing the claim, to return back, if the secured claim is properly met.²

Fiduciary transfer of ownership has been accepted by Poland and Czech Republic with various legislative decisions. Fiduciary security in the Czech Republic is not a non-possessory property of security. In Poland the fiduciary transfer of ownership is based on banking law.

Greece has also approved the security of property transfer claims in order to secure and cessation of security purpose, without claiming for publicity of those secured claims.³

In the Republic of Croatia, the fiduciary security of claims is presented in three forms: fiducie with a legal-binding effect, permitted by the disputes of the liability relations, the fiduciary security of the claims in the form of the prior owner and the last owner with real-legal effect, regulated by the Law on Property and Other Real Rights and Judicial and Notary security with the transfer of ownership, regulated by the Execution Act of the Republic of Croatia.⁴

In the Republic of Slovenia, the fiduciary transfer of ownership is regulated by the real-legal code, where for the establishment of this institute is necessary the agreement of parties in notarial form. The feature of the Slovenian law is that the fiduciary transfer of ownership is allowed only for movable properties.⁵

In the group of states in which the fiduciary transfer of ownership is regulated for the security purpose also includes Montenegro, where in 1996 was established the Law on the Fiduciary Transfer of Ownership (the provisions of which were later incorporated into the Law of 2009 on real-legal relationship).⁶

In Montenegro Law the fiduciary transfer of ownership for the purpose of securing the claim is regulated in a different way, depending on whether the subject of the fiduciary property is movable or immovable property. According to the Law on real-legal relationship, fiduciary ownership in movable property is obtained by entering into a contract on the fiduciary transfer of ownership (Article 353, paragraph 1). The property remains in the possession of the fiduciary, according to the rules on the fictitious delivery of the property through the *constitutum possessorium*. Fiduciary ownership in the immovable property is obtained based on the contract on fiduciary transfer of ownership, with cadastral registration, a note that it is a matter of fiduciary transfer of ownership (Article 353, paragraph 2 and Article 354).

7. FIDUCIARY SECURITY SUBJECT

Subject of fiduciary security may be individually defined moveable properties and immovable properties. Fiduciary security is extended in entire property, with the inseparably fruits, in constituent parts and the additional of the property. Fiduciary ownership according to the rules on the extension in terms of subject of fiduciary security extends also to further improvements. Rules on fruit apply if the defaulted debtor in the moment of claim notice does not fulfill his liability to the fiduciary, when it reaches the final moment of acquiring the ownership by the fiduciary. Thus, until the moment of the final acquisition of the fiduciary, the right to usufruct the fruit (upon separation of the fruit from principal property) belongs to the fiduciary that enjoys direct power on the property. Rules defining fiduciary transfer of ownership comply first and foremost with the rules of the registered pledge and the mortgage, in which the debtor remains in possession of the pledged property and is authorized to usufruct the fruits provided by the property.⁷ Similar to Montenegrin law, both Macedonian and Croatian law have foreseen that in addition to movable property, as subject of fiduciary transfer of ownership may also be immovable

¹ Mr. sc. Zrinka Radi, *Ibid*.

² D. Arandjelovic, *O fiducijarnim pravnim poslovima*, Arhiv za pravne i društvene nauke, Beograd 1926, p.342.

³ Mr. sc. Zrinka Radić, quoted paragraph.p.1022

⁴ "Narodne Novine RH" no.91/96, no.57/96.

⁵ Stvarno –pravni zakonik (SPZ, Uradni list Reublike Sillovenije 87/2002), cl.201-209.

⁶ Sl. List RCG. no. 19/09, sl.List RCG.no. 23/96.

⁷ Lj. Djurovic, quoted paragraph, p.817.

properties. In the business practice, the fiduciary transfer of ownership represents the representative form of security of bank loans, in addition to the mortgage, because by immovable property the creditor's demand from the principal contract (more often banks as a creditor) is seriously guaranteed and it is enabled the collection by the value of property charged in the moment of claim notice arrival, without the Court participation. With the analogous application of the rules on the acquisition of ownership by the non-owner, the acquisition of fiduciary ownership by the non-owner is possible in movable properties.¹

8. CONTENT OF THE CONTRACT ON FIDUCIARY TRANSFER OF PROPERTY

The rights and obligations of the contracting parties make the contents of the contract on the fiduciary transfer of ownership. A Fiduciary has the right to complete the insurance, the sale of the item prematurely due to its destruction or loss of value, the right to demand the delivery of the item and its sale if the debtor does not fulfil its obligation upon receiving the request, the right to hold the item, the right of collection, the right to request the establishment of the sequestration institute, the obligation to return the surplus, the obligation of conduct under customary commercial law. The fiduciary has the right to possess, use the item and harvest the fruit, the obligation to store the item with the attention of the good housekeeper, the obligation to hand over the item if its debt is not paid prior to the deadline, the obligation of informing the creditor on the changes in the item etc.²

9. PROPOSALS DE LEGE FERENDA

The task of legal science is to propose the reform of existing legal institutes or the introduction of new institutes by which the real problems of the society shall be solved at a lower cost or more efficiently. Science has the privilege to propose the introduction of a new legal institute into the juridical order, whereby legal responsibility is borne by policy, while the task of science is to find the technical components accepted for the realization of this political enterprise. However, legal science must offer a new solution that will be in line with the functioning of the legal order and the principles on which it is based. This delicate task of juridical science especially It comes into play with regard to fiduciary affairs. Do we need the type of legal work that implies legitimizing the non-compliance of the legal form and its economic content, and the need for an ancillary legal purpose for securing the claim.³ The author of this paper is of the opinion that this institute should be regulated by a special law or be included in the new Civil Code of the Republic of Kosovo for many reasons.

The comparative advantages of fiduciary transfer of ownership include comparative doctrines in which, as an example of the implementation of the fiduciary transfer of ownership in the French Civil Code, the reason for the implementation is stated as "the explicit acceptance of the fiduciary relationship itself has caused France a lot of damage in the economic competition with other countries."⁴

In Kosovo neither legal doctrine nor court practice have not deal with the institute of fiduciary transfer of ownership. However, some elements of the existence of the Institute of Fiduciary Transfer of Property are found in the Law on Obligational Relationship of the Republic of Kosovo.⁵ And Article 429 which, inter alia, foresees the provision for security purposes. "If a claim is assigned as security for the recipient's claim against the assignor the recipient shall be obliged to act with the diligence of a good businessperson or the diligence of a good manager in collecting the assigned claim, and after collection to deliver the surplus to the assignor once the amount required for repayment of the recipient's claim there against has been kept. In the present case, the object of the agreement represents a non-obligational right, but the express regulation of the assignment with legal provisions constitutes an argument for accepting the effect of the fiduciary transfer of ownership belonging to the affiliated trust group, respectively this institute should be governed by a special law.

Republic of Kosovo by drafting the Law on Property and Other Real Rights (hereafter: LTDPS)⁶ in our law has foreseen the pledge, pledge without a possession-institute which by effect is similar to fiduciary contracts, as well as the

¹ Tamara Djurdjic, Fiducijarni prenos prava svojine, Zbornik radova Pravnog fakulteta u Novom Sadu, 2/2011, p.488.

² T.Djurdjic, ibid.

³ Dr.Atilla Dudas, O celishodnosti zakonskog uredjenja fiducijarnog prenosa svojine u pravu Srbije, Zbornik radova Pravnog fakulteta u Novom Sadu, 1/2014, p.222.

⁴ Dr.Bojan Pajtic, paper cited.p.133.

⁵ Official Gazette of The Republic Of Kosovo / No. 16/19 JUNE 2012, Prishtina Law No. 04 / L-077 On The Obligational Relationship.

⁶ Official Gazette of The Republic Of Kosovo / Prishtina: Year IV / No. 57/04 AUGUST 2009 Law No. 03 / L-154 On Property And Other Real Rights Assembly of Republic of Kosovo.

mortgage. Whereas, pursuant to Article 14 of the Law on Registration of Pledge in the Register for Movable Items subject to registered pledge may be any movable property of a material value as well as any right that can be legally transferred.¹

One of the reasons why the institute of Fiduciary transferring should be regulated by special law in Kosovo is that LTDPs has a restrictive stand towards the creditor in the contract on the non-public pledge, respectively, brings it to a more unfavourable position in comparison to its position as a fiduciary in the fiduciary contract. Thus, with Article 130 of the LTDPs it is envisaged as follows: The agreement, which is concluded prior to the achievement of the secured claim is null if it determines that in the event of non-payment after obtaining the secured claim the insured good passes to the ownership of the assignee; or the secured good to be sold at a certain price. So in the contract on the pledge, we have limitations in relation to the creditor, while these barriers do not exist for the creditor in the fiduciary transfer of ownership. He, as a fiduciary, in case of non-fulfilment of the requested claim, has all property authorizations in the insured item, like any other title holder.

The fiduciary ownership of the creditor provides higher security than the non-dividend pledge because it becomes the owner of the item, while the ownership over the fiduciary item enables easier gain of the possession of the item and more efficient execution of the demand if the fiduciary does not meet his obligation on time. The question that these two institutes, the fiduciary transfer of ownership and the non-dividend pledge, have similar effects is not a sufficient argument for the non-legal regulation of the institute of Fiduciary transfer of ownership. In addition to the non-dividend pledge, in parallel, the Fiduciary transfer of ownership should be regulated as both institutes would be new institutes in our legal order, while both serve for the same purpose, but there are many differences between them and the practice should be allowed to decide what to accept.

Another reason is that the fiduciary transfer of ownership due to insurance represents a safe and efficient means of securing the claim. Security lies both on the side of the debtor and the creditor. When it comes to movable items, the debtor is insured with the possession of the charged item (by which he secures his debts, but also with its use it is possible to pay the debt), by applying the rules for the fictitious handover through **constitutum possessorium**, as well as by registering a fiduciary contract in a public register with the note that it is about being fiduciary charged of the item. In the aspect of immovable properties, the required security is achieved by registering in the public books of immovable property with the note that it is a matter of fiduciary transfer of ownership. It is the fastest and most convenient tool for carrying out the claim, without the activation of a slow and quite expensive court enforcement mechanism.

The regulation of this institute with positive provisions would make it possible to harmonize and approximate the legislation of Kosovo in the field of civil law with the European Union legislation.

10. CONCLUSION

The author in this paper deals with the analysis of the Institute of Fiduciary Transfer of Property in order to secure the claim in contemporary law. Fiduciary transfer of ownership for the purpose of securing the claim represents the earliest real mean of securing the claim. **Fiducia cum creditore** disappeared under the influence of Christian ideology in Justinian's right, and consequently, the terms referring to that institute were erased by digesters in all classical texts and replaced by other terms, mainly *pignus*. This was due to the non-existence of the guarantee for the debtor that the ownership would be returned after the fulfilment of the obligation towards the creditor. In contemporary law, the application of fiduciary law is updated and, as a rule, the fiduciary transfer of ownership in order to secure the claim is a special type of non-dividend pledge and regulated under the provisions of the pledge. It has found the country in the rights of the country of the region (Macedonia, Montenegro, Croatia and Slovenia), while in some euro-western countries it is applied mostly in the field of civil and commercial law. The author of this paper points to the advantages of contemporary fiduciary as a means of securing the claim and proposes the regulation of this institute by a special law or the same institute to be included and standardized in the new Civil Code of the Republic of Kosovo.

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¹ Law No. 04/L-136 On Registration Of Pledge In The Register For Movable Property, 2012.

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Household Economy in the Rural Sector of the Border Region between Ecuador and Colombia and Alternatives to Overcome Poverty

Jaime Rodrigo Moreno Vallejo

Donald E. Kerchis

Abstract

This research examines the present-day reality in the rural area on the border between Ecuador and Colombia, focusing on the current situation of the rural women; this study looks at the process of self-awareness, validation and empowerment of these women in this border region. As a consequence, the fundamental objective is to analyze and evaluate the participation and empowerment of rural women and to identify their contribution to alleviate the worst conditions of poverty. This study also examines the ability of these rural women to influence the public policy process and to improve gender equity and quality of life. Rural women are confronted with a wide array of economic, social, political and cultural challenges. These women lack stable employment opportunities; their incomes are variable and depend on a livelihood based upon agriculture and livestock. Their common characteristics include low educational attainment level, gender disparities, relatively higher unemployment rate, exclusion from decision-making circles, lack of opportunity, lack of institutional support, sexism, androcentric domination, inappropriate workplace behavior and domestic violence; All extremely unfortunate outcomes that both derive from and are exacerbated by low income levels and increasing levels of poverty among this rural population.

Keywords: Public Policies, Poverty, Household Agriculture, and Public Partnerships.

INTRODUCTION

The problems confronted by rural women are diverse, at the economic, social, and cultural levels. At the economic level they do not have stable employment opportunities; their incomes are variable since they depend on agricultural and livestock work. They have lower levels of education. They are confronted by gender inequality, unemployment, and exclusion in decision-making, lack of opportunities, and lack of institutional support. They live in an androcentric culture in which they work largely in the informal sector and are faced with domestic abuse and violence. All of which tend to exacerbate the primary problem, that of extremely low levels of income of the rural population.

The central concern of this research is the following: Does the participation and empowerment of rural women contribute to alleviating their high levels of poverty and contribute to the design of public policies that improve their standards of living and quality of life? As an investigative hypothesis, it is proposed that their participation and empowerment contribute to improving and overcoming conditions of poverty among rural women.

The general objective is to analyze the participation and empowerment of rural women and their contribution to reduce poverty and design public policies that improve gender equity. More specific objectives include Identifying the factors that strengthen or hinder the participation and empowerment of rural women in a municipality on the border of Ecuador and Colombia; Analyzing the strategies that allow for the reduction of poverty conditions among rural women in the border region and identifying the contribution of public policies in reducing poverty conditions of rural women in the municipality.

1. BACKGROUND

In order to advance the current research, a literature review was undertaken on public policies that benefit rural women and the rural sector, as well as the different thematic fields that this research addresses. This allowed us to understand and identify the successes and failures in the field of policy formulation that, despite good intentions, had little impact on the quality of life of the rural population. In Ecuador and Colombia, public policies have been formulated with the purpose of

benefiting rural women; however, monitoring of their implementation has not been carried out, nor has there been an adequate evaluation of their effectiveness with regard to their improvement on quality of life.

It is understood that living in a rural environment contains elements of territorial and geographical isolation compared to a more urban and cosmopolitan environment. It is a space that possesses a natural wealth; environmental and cultural resources, particular ecosystems, and various forms of production. Where social relations are intertwined with particular cultural views; these elements give it a specific particularity. It is constituted in a complex system where the different dimensions of social and cultural life interact and where a territorial identity is supported. It is the space where social relations are interwoven, where a social and productive organization coexists.

1.1. FAMILY AGRICULTURE

There are essential features that distinguish rural modes of agricultural production such as the exclusive or majority use of family labor, whether provided by one or more members of the family. In this way, rural agriculture can be more exploitative when the amount of work contributed by family members is greater and the number of family members involved in the work process is increased (Gómez and González, 1999: 28).

In the Ecuadorian and Colombian cases, family farming is recognized as a peasant economy: family agricultural units with rural producers, containing the following characteristics; low levels of education, intensive use of family labor, insecurity in health, scarce technological development, hiring of seasonal labor, especially during harvest periods. Family farming contributes significantly to the food security of peasant families; and it is a source of supply for urban environments.

In the economic activity of family farming there is diversification of crops and rotation of them, there is no planning in production to guide the crops that are planted. Failure to take market supply into account can lead to a situation that creates a decrease in the price in the market, affecting the income of the producers. Family farming knowledge is derived from agricultural practice that occurs within a specific cultural environment that relies upon traditions and customs in production and marketing. There exists an historical context that links rural women to family farming. In fact, one of the most salient characteristic elements of the workload performed by rural women is the combination of domestic household work coupled with agricultural activity.

As Bock (2006) points out, the structure of agriculture and the reality of rural life has irrevocably changed, starting from the liberalization and globalization of markets, these changes have a direct impact on the quality of life of agrarian rural families, because with this competition and globalization has come a considerable effect on household income. The result has been both a lowering of the level of product prices in addition to an increase in production costs. Subsequently, this has forced many families in the rural areas to move to the city.

2. METHODOLOGICAL PROCEDURES

Qualitative research is interested in the perspective of the subjects themselves (Millan 1974: 38). The focus of the research approach allows for a perspective from the subject's point of view. It is framed in a research model with greater focus on social change because it is based on a recognition and acknowledgement of the intrinsic value of the knowledge of the reality in which the subjects live. It is a systematic process of learning, since it implies that people carry out critical analysis of the situations in which they are immersed.

An approach was made through participant observation, sharing the circumstances, from the daily life of the social subjects, their activities, interests and preferences. Participant observation can be considered the quintessential example of capturing the nature of reality, rather than alternative techniques of qualitative research methods (Callejo, 2002).

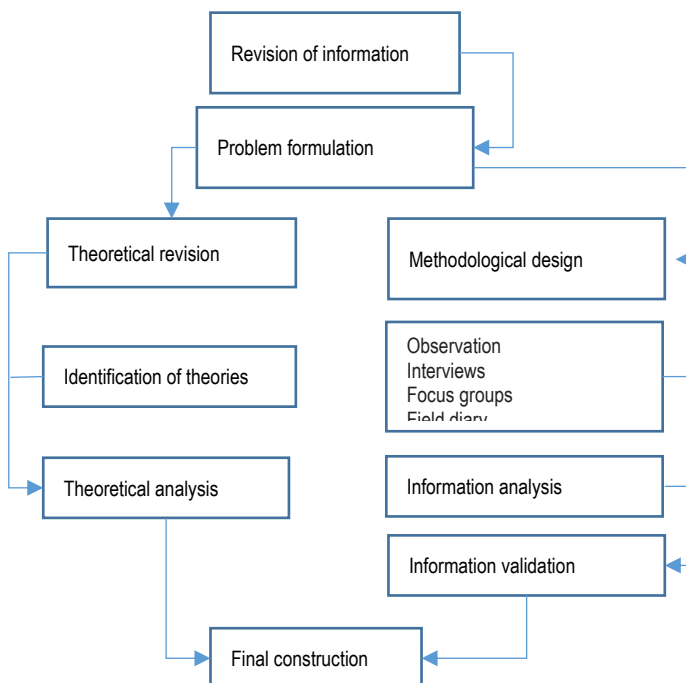
Field visits were conducted where the life situation of rural women, their economic, cultural and social conditions, the way of life in rural areas, working conditions, productive activities and daily life were observed. An in-depth interview was conducted, like an ordinary conversation, with some particular characteristics of participant observation applied (Callejo, 2002). It is about capturing the meanings in an open dialogue that encourages conversation. The interview allows access to the universe of meanings from the perspective of the actors, not only the texts but the situations of the context from the vision and cultural approach of the same. In order to carry out the interviews, it was necessary to establish preliminary contacts, coordinate the times and agree on places, in an attempt to accurately capture the reality of the subjects, so as not to interrupt their daily lives.

Each interview lasted approximately 3 hours, listening to their stories, their hopes and despair in a warm conversation. The women who participated belonged to organizations in the rural sector, linked to productive activities. An interview script was designed in which each one of the variables corresponding to the proposed objectives was addressed.

Discussion groups were held for their dynamism and the possibility of capturing the opinions of the interest group, a meeting with an open and semi-structured group interview, where the discussion is encouraged from personal experiences, with respect to the guiding questions posed in the research. This allows for the establishment of an open conversation, a dialogue from the perspective of rural women. The preparation for the event was arranged beforehand, the rural women of the selected areas were invited, and the logistics were prepared, including identifying the meeting site. Discussion groups for this study were based on the possibility of building and understanding, from the dialogue with the interviewees, the significance of participation and empowerment from rural women. A dialogical approach enabled the construction of the significance and meanings, through an unstructured, free, and spontaneous, group discussion that was both facilitated and stimulated through a reflective discourse.

The duration of each group was 3 hours which allowed sufficient time to address the pertinent questions that serve as the basis for this research. The research questions were developed based upon the variables of participation and empowerment. The interviews were guided by a survey discussion script to facilitate a conversation that would yield responses to the variables being studied. The dialogues and discussions generated in the participation groups were recorded on sound tape and transcribed in magnetic writing. The coding and categorization were done by disaggregating the text, thus achieving greater description, understanding and interpretation of the categories that emerged. This, in turn, led to the reconstruction of new meanings and insights.

Figure 1: Research design



Source: self-made.

Table 1. Profile of the people interviewed Profile of interviewees

Profile of interviewees	No.	Duration	Dates
Women who participate in II-level organizations (networks).	10	3 horas	The interviews were conducted in the following periods: Interview women municipality of Pasto – Colombia and Tulcán – Ecuador 2017 – 2018 Interview women municipality of Pasto - Colombia and Tulcán - Ecuador 2017 – 2018 Interview women municipality of Pasto – Colombia and Tulcán – Ecuador 2018 - 2019
Rural women leaders	10	3 horas	
Leaders of grassroots social organizations	10	3 horas	
Women from savings fund organizations	10	3 horas	
Total	40		

Source: self-made.

Table 2. Analysis categories

Categories	Description	Indicators
Aspects of Participation	a. Concept about participation	Recognition of the participation of women Factors that enhance Factors that hinder
	b. Organizational forms	Organizations
Empowerment of women	a. Concept on empowerment	Recognition of empowerment Empowerment factors
Poverty conditions of rural women	a. Economic activities	Productive activities Domestic activities Labor activities
Public politics	a. Policies and rural women	Incidence of policies Benefits of public policies

Source: self-made.

3. CHARACTERISTICS OF THE NARIÑO DISTRICT COLOMBIA

The district of Nariño is located in southwestern Colombia. The district has agricultural potential, due to its strategic geographical location, derived from its thermal terrain, there is a large number of areas inhabited by peasant farmers, which allows for both alternative family employment and as a source of income for rural women who are linked to these activities.

The rural situation is characterized by: low levels of technology of production, scarce marketing channels, low levels of income of the peasant population, and limited production in some areas due to the conditions facing the agricultural sector. Public policies do not provide protection nor opportunities to small rural producers. They are totally disconnected from the social, cultural and economic reality of the sector; likewise, no appropriate strategies are designed for the promotion and strengthening of rural condition to benefit local inhabitants.

The department has had to face a series of social and economic problems, many of these structural, such as poverty; situations of violence and armed conflict that cause displacement of the rural population to the city; generating an increase in the level of unemployment and conditions of marginality. This increasing marginalization, both social and economic in nature, is reflected in the various social indicators.

One of the most important characteristics of the economy in Nariño is related to the existence of family farming; a production system where the family participates, with the contribution of labor, for work, especially rural women, who contribute to the generation of income.

The municipality of Pasto is located in the south west of Colombia, in the middle of the Andes mountain range in the mountainous massif called Nudo de los Pastos. The city is located in the Atriz Valley at the base of the Galeras volcano, close to the border with Ecuador. There is a high fractionalization of property, small tracts of land, which is subdivided even further as the nuclear family continues to grow. Rural women play an important role in the family economy.

CHARACTERISTICS OF THE CARCHI DISTRICT ECUADOR

The district of Carchi is located in the north of Ecuador, in the geographical area known as the interandes region or mountain range, mainly on the nodes of the pastures to the northeast, the Chota basin in the south and on the outer flanks of the western mountain range in the west. Its administrative capital is the city of Tulcán, which is also its largest and most populated city. Tulcán, located in the district of Carchi, is near the Colombian-Ecuadorian border, which is one of the areas most affected by the armed conflict in Colombia.

The district of Carchi has agricultural potential due to its geographical location. It is nearly identical to the south of Colombia. It is a border region in which agriculture is one of the main activities that generates resources for the inhabitants of Carchi; Among the products that are best grown are: potatoes (they generate a very important and significant percentage of the national supply of the tuber), beans, peas, corn, wheat, barley, oats; to the northwestern yucca, banana and tropical fruits. Trade from the bridge of Rumichaca, door that joins commercially and touristically Ecuador and Colombia.

Agriculture is A representative social factor and its impact on vulnerable population there are more people involve in this economic agricultural activities, the transport factor has a high influence between Ecuador and Colombian border commerce. The presence of transnational armed groups such as the FARC's dissidents still maintains its presence in territories of the Ecuadorian-Colombian border, such as San Lorenzo and Tumaco, and this presence is conditioned by the development of relations between Ecuador and Colombia on issues of fundamental political agenda such as border security where armed and drug trafficking actions have transcended borders, increasing the insecurity and violence of this border region.

The rural situation has experienced the same as the Colombian reality: low levels of technology of production, scarce marketing channels, low levels of income of the peasant population, and limited production in some areas due to the conditions facing the agricultural sector. Public policies are focused on the central government AND there is a big center – periphery disparity in relations between Quito and Bogota and their respective border regions.

8. CONCLUSIONS

Rural Territory

The rural development model is shaped by the following characteristics: a) inequitable and exclusionary; due to the presence of armed groups in Colombia that leads to innumerable rural conflicts, b) failure to recognize the differences among social actors, and c) does not consider the environmental resources and potential of these rural areas. The current development approach does not allow for the generation of a model that accommodates the convergence between the rural and the urban areas.

This present situation allows for the development of: a) a relatively non-competitive rural sector, b) a land tenure system in Colombia and Ecuador that has many litigation conflicts, c) most of the properties are without formal or adequate legal documentation; the peasants do not possess legal property titles. This hinders greatly the necessary access to and involvement with public policies that might support rural areas (access to credit, etc.).

Public Policies

The policies that are formulated do not consider the true daily situation of women, especially rural women, the different policies for the rural sector, nor the lack of follow-up on their implementation and impact on the poverty conditions of rural territories. No progress has been made in the construction of conditions or opportunities that allow the rural population to influence the decision-making scenarios or real participation in the formulation of public policies. The low levels of participation lead to policy proposals that are out of sync with reality and employ strategies that do not adequately address

the conditions of rural women. It is required that the design of social policies for the rural sector consider the cultural, social and economic contexts, development of adequate infrastructure for the improvement of economic conditions and the overcoming of poverty. Policies should make it possible for women to acquire greater economic autonomy.

Rural Women

Women report that one of their main problems is the low levels of income from economic activity, caused by the intermediation in marketing, as well as the deficient conditions in production. Rural women mention that the problems of the market of agricultural products are related to: a) inexistence of stable prices, b) high costs of production inputs, 3) intermediaries, and d) low prices for products caused by excess supply in the local market.

However, rural women have developed mechanisms to face their situation from productive initiatives. These women have developed the ability to participate in organizational spaces, contributing to empowerment as rural women.

Participation and Empowerment

It is recognized that women's participation in social organizations has advanced and that the knowledge of their interests and rights has improved. However, the ignorance and defense of their interests persists from a gender perspective. Rural women who participate in social organizations have developed mechanisms to face their situation through productive initiatives. The success of social programs and projects implemented with rural women has been propitiated by the strengthening of social capital. Social capital can be understood as the ability of social organizations to act collectively in common development purposes. Rural women through associativity have managed to improve their income levels, carry out collective actions and learn to work together; linked in network, they have been trained and have acquired skills and competences for entrepreneurship.

The active participation of rural women generates social empowerment and participation. These are factors that enhance the experiences of rural development allowing the inclusion of rural women in the improvement of living conditions. The reinforcement of autonomy and self-esteem are closely linked with social empowerment. Women have found that if they work together, in groups or networks, they gain access to the goods and services they need to expand their opportunities.

9. RECOMMENDATIONS

Strengthen research on rural development

In the dynamics of research, and especially the sense of education, it is necessary to bring the professional, the student, and the volunteer together to build science and promote development with the farmer. Whoever manages to understand this dynamic will be able to identify the needs inherent to the field and thus could intervene to improve the quality of life.

Strengthen empowerment and promote the participation of rural women

Promotion of community participation in the structuring and implementation of social programs and projects in the territories is a fundamental element to generate economic, social and cultural sustainability. Strategies should be implemented that allow the empowerment of rural populations, so that they become agents of their own development.

Formulation of public policies with a gender focus

Monitoring of public policies aimed at women requires that there be an effective political will. Political will implies not only carrying out programs and projects that have them as a target group but also applying a gender approach. The analysis of public policies must recognize the current situation of women and both allow and encourage them to participate in their design and implementation. This makes possible a) a rapprochement between the objective of the policy and its practical achievements, b) a comparison of the formulation in accordance with reality, and c) an ability to analyze how they affect the social, economic, cultural, and environmental or political issues that gave rise to said policies with a gender focus.

Generation of skills and abilities in rural women

It is critical to search for and identify the mechanisms by which training generates skills and abilities in rural populations so that they manage their development in a sustainable manner and can access services. It is necessary for the local institutions to continue to foster development of skills and abilities in the rural population. Training programs should include creation of an information system that allows for an appropriate follow-up to the different social policies supported by public

and private entities. It is critical to both measure and monitor the changes in the quality of life of rural women. It is necessary to strengthen skills and abilities in women entrepreneurship and allow rural women to advance business and economic developments in rural areas. This includes strengthening of agro-industry for the generation of added value and promoting the articulation of organizations around productive economic development.

An agrarian reform that contemplates the gender perspective

It is fundamentally important to consider rethinking and proposing an agrarian reform with a gender perspective for Ecuador, Colombia and Latin America that focuses on women. An agrarian reform with a gender perspective that includes social justice and equity will contribute to build political stability, improve productive activity in rural areas, and help enormously to provide sustainable economic development.

Inter- institutional articulation to promote development

Articulation of local and regional actors to promote economic development with a gender perspective is essential. If public and private entities continue in a disarticulated work with regard to development, it will not be possible to achieve successful transformations. It is necessary to design programs with articulated inter-institutional actions to support women and aid the transformation and alleviation of poverty conditions of rural women.

Financing programs for the rural sector

One of the problems of the rural sector is the difficult access to financing by small producers, due to the low capacity to manage and share irrigation, and the lack of special lines of credit that adjust to the differentiated conditions of their agricultural activity. This makes it extremely difficult to market their commerce and to generate added value to the production of small producers. This problem is exacerbated by the absence of infrastructure for storage and transportation as well as organization and associativity of producers to minimize intermediation.

Strengthening the Urban - Rural Focus

Food security in urban areas depends directly on rural areas, from which the city is supplied; it is considered in the same way that the water supply depends on the natural resources of the rural areas. The rural cannot continue to be considered as an isolated and disconnected territory of the urban, marginalized, with little development. On the contrary, rural areas should be seen as a territory that has economic, social, cultural and environmental potential that can help to promote a comprehensive policy that understands rural dynamics and articulates urban development projection.

About the Authors

MORENO VALLEJO Jaime Rodrigo, PhD in Economics, labor and production. Universidad Pablo de Olajide in Seville, Spain. Master's degree in International Relations and Communication. Universidad Complutense de Madrid, Spain. Bachelor of Arts Degree in Business Management. Queen Margaret University, United Kingdom. Slippery Rock University United States. Pennsylvania State Government - Project of academic relevance and social pertinence- CESMAG university institute. Advisor to the Mayor of Pasto - Interdisciplinary Research Group in Higher Education; Military University of the Armed Forces. Quito, Ecuador. Vice-rector of the Southern Catholic University Foundation, Pasto, Colombia, Full time position Professor and Researcher at Technical University of the North Ibarra – Ecuador.

KERCHIS, Donald E., PhD in Public and International Affairs, University of Pittsburgh, PA - United States, Certificate in Latin American Studies, University Center for International Studies (UCIS); Master of Public and International Affairs, University of Pittsburgh. Bachelor of Science in Foreign Service, Georgetown University; Edmund A. Walsh School of Foreign Service, Washington, DC. Year abroad at the University of Seville, Spain. Specializations in International Politics, International Relations, Law and Organization, Politics of Developing Areas and United Nations and International Law. Developing research database on Latin American democratic values and the role that international education can play in rural poverty alleviation strategies. Assistant Professor, Department of Political Science, Slippery Rock University of Pennsylvania.

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The Importance of the Portfolio on Students' Achievements

Luiza Myrtaj

PhD candidate, European University of Tirana, Albania

Abstract

This study presents the results of a research work, which aims to highlight the importance of the portfolio on students' achievements. The study aims to validate the hypothesis that the creation of a portfolio / portfolio is one of the major factors by which the teacher appreciates the student's progress. The purpose of the paper is to analyze the student's evaluation effect through the dossier and its impact on the results of their achievements. To substantiate the hypothesis we raised the research question of research: What impact does the file have on student assessment? From the results of the distributed questionnaires, we could understand that a file should show a student's story. From the results of the research, we have come to the conclusion that students are familiar with the preparation, purpose of drafting the dossier and see it as a very good option in their final assessment. The data was obtained through questionnaires. The study was attended by 27 students studying at the secondary school "Kongresi i Manastirit "in Tirana", who attended classes VI-IX. Student subjects have been studied according to these variables: age, gender, classes that teach.

Keywords: Assessment, student, file / portfolio, teaching

1. Introduction

Students know what the goals of learning are, what are the standards they are expected to achieve and how their achievements will be assessed (what they should learn and what, how and when to evaluate them

Types of assessment are numerous such as formative assessment; summative evaluation; learning assessment (VpN); assessment of learning (ViN); Diagnostic evaluation; Assessment by tests; Continuous assessment; Daily assessment; Preliminary **assessment and dossier evaluation that** will be the important object of the work.

What is the student file...? an intentional "collection" of the student's work that shows his efforts, progress and achievements in a particular field of study. This 'collection' should include the student's participation in the selection of the contents of the dossier, selection guidelines and evaluation criteria to demonstrate the merits and testimonies of the student's self-reflection. "(Arter & Spandel, 1992 (p. 32) *SCIENTIFIC AND DEVELOPMENT INSTITUTE - ULQIN, Montenegro, April 1, 2016 VIII Conference: The Role and Effectiveness of Investments in the Balkan Integration Process After the Stabilization and Association Agreement* ISSN 2337-0521 ISSN 1800-9794

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In a file can be included: Written work, research, math problems, lab reports, artwork, games, graphics, surveys, drawings, web pages, photos, audio and video tapes, tests, essays etc.

The student's file can be used in all classes in all subjects

Before we begin the process of creating the file, it is essential to determine its purpose which includes : What material will the learner collect on them? Which of the learning objectives will be evaluated through it? Will the process or product be evaluated? Is the file the best way to get the information we need?

All other decisions regarding the format, content, student reflections, and assessment tools will re-link the goal. The purpose will then determine the type of file and objects the teacher wishes to include the students as well as the criteria on which these objects will be evaluated. Objectivity clarity is key in determining how to evaluate and why the file will be used.

2. Purpose of Search

The main purpose that prompted us to deal with this problem is the new way of assessing students through the file. For IV-V class students, the continuous assessment is 45% of the weight, the 30% test weight test, while the student's portfolio represents 25% of the weight. While for class VI-IX students, the continuous and test evaluations have 40% of the weight of each of them, while the student's file accounts for 20% of the weight. The weight of the file confirms our hypothesis that the creation of the file / portfolio is one of the main factors by which the teacher appreciates the student's progress

3. Practical Findings

Theories from the theory help us to focus on and focus on finding work from the cases. Worked with the cases, these findings result to us, which contribute to establishing the hypothesis that file creation is one of the major factors by which the teacher appreciates the student's progress. Cases shed light through their content. Through the questionnaires with the students selected in the sample, it turns out that these students know why it is important to use the file; that the file is individual; she is benevolent, ie. the best works of the student were placed in it, and works that he could have corrected in the future, so it is like a diary of his good episodes

Since the file is a novelty, students will encounter natural difficulties in the first steps.

The student file is worth the teacher to add another voice to the student's final assessment. So, to set a student's annual grade, the teacher is also consulted with the student's file

Methodology

The study was attended by 27 students studying at the "Kongresi I Manastirit " secondary school and teaching in grades VI-IX.

Student subjects have been studied according to these variables: age, gender, classes that teach.

Inclusive criteria:

- Being a pupil of this school
- Inclusion of students with different ages 12-15
- Involvement of male and female students

Number of students in the study	Age	Gender	Classes that develop lessons
27 students	12-15 age	17/F----10 /M	VI-IX

Below are the data related to their age groups and gender

Table 1

Total / students	Age group	Male	Female
2 students	12 year	-----	2
5 students	12-13 year	-----	5
10 students	13-14 year	4	6
8 students	14-15 year	4	4
2 students	Over 15 year	2	-----

The students of the secondary school "Kongresi i Manastirit" were explained the purpose of the study and the content of the questionnaires. Once they have been explained for everything, then the application of the questionnaires has been carried out. Anonymity has been provided, it is made clear that completing or not the questionnaire is optional, and are not required to complete it.

To build the questionnaire, Qualtrics came to us and their distribution was done via email. The questionnaire is built with 5 questions where students give their opinions about the content of the student's file, about its scale, about the value of the file usage in their final assessment and about the subject that occupies the largest amount of jobs in that file.

Analysis and interpretation of research results

As we said earlier, 27 students of the " Kongresi i Manastirit " in the city of Tirana participated in the study. The questionnaire consisted of 5 questions and after analyzing the answers, the following data and findings were obtained:

First question: What does a folder contain? Participants in the questionnaire answered 100% and below we give some of the answers:

A folder contains all the works best rated by teachers in different subjects. In drawing, poetry creations, maps in geography

All the jobs that we like and who have received maximum evaluations from the subject teachers.

A folder contains the best works in various subjects such as drawing, reading cases, or foreign language. Selected works, ours

The second question: How important is the file for you?

Graphically presented this information looks so

nr	Answers of the question	number of responses	%
1	The student's file is part of my daily work	19	70%
2	The student's file is not part of my daily work	7	26%
3	I have not portfolio	1	4%
	Total	27	100%

Question 3: Does the evaluation of the file have an important place in your final assessment of a subject? In this question, 22 of the respondents who completed the questionnaire responded that having a good file affected the final evaluation of the subject, as portfolio assessment is one of the evaluation columns, while 5 respondents responded that it did not affect and play a role in final assessment

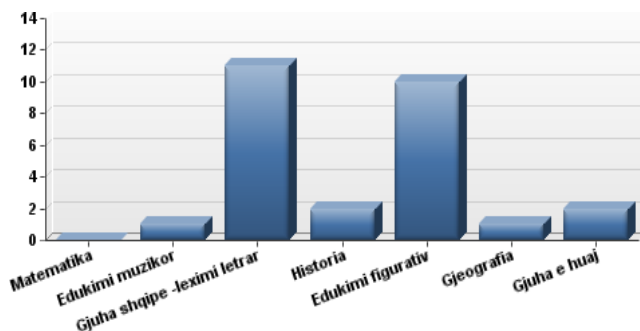
Against this question there are positive and less positive opinions and the latter should serve to draw conclusions for the future

Question 4 Is the file used as a tool to track students' progress?

A significant number of students nearly 60% of them thought that in subjects such as figurative education, literary reading or foreign language the teachers of these subjects used as a tool to follow the progress of students in these subjects and 40% of them they expressed that teachers were enthusiastic at the beginning of the file / portfolio design and then did not even deal with the fact that the students were advancing in these subjects or staging in the country.

Fifth question: 5. Ranko, which subjects have more work in your file?

There is this graphical presentation where it is read clearly and through the courier that we will present below that the subjects that "filled" the file with their works were Albanian language and literary reading, figurative education and foreign language and less subjects



Conclusions

The most interesting findings of the paper are:

- The teacher appreciates the student's progress through his file.
- Teacher evaluates the works and products realized, different individual and group presentations included in the file.
- Teacher and student jointly decide on the works to be included in the file
- The student portfolio is a kind of collection that aims to reflect the student's progress.
- It contains written assignments, photographs, recordings, etc.
- The portfolio is individual, i.e. each student holds his portfolio. Portfolio is kind, d.m.th. in which to put the best works of the student, and works that he could have corrected in the future, therefore, is like a diary of his good episodes. The learner primarily decides on how to fill his portfolio.
- Teacher guides his students on how to create a good portfolio and collaborate with them about the content of the portfolio.
- Since portfolio is a novelty, students will encounter natural difficulties in the first steps. Initially, the teacher, after clarifying the wallet, lets his students keep their will, especially by encouraging those who appear more zealous. By overcoming the initial difficulties of teachers and students, the portfolio becomes a permanent obligation.
- The student has an obligation when the teacher orders to keep the portfolio and submit it to the teacher whenever he or she requests it.
- The student portfolio is worth the teacher to add another voice to the student's final assessment. So, to set a student's annual grade, the teacher is also consulted with the student's portfolio

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Career Management Peculiarities in Educational Institutions

Nino Paresashvili

PhD in Economics, Professor of TSU

Giorgobiani

PhD in Economics, Professor of TSU

Maia Nikvashvili

PhD Student of GTU

Dea Pirtskhalaishvili

PhD Student of TSU

Natalia Kharadze

PhD in Economics, Manager of HPML, Professor of TSU

Editorial & Scientific Advisory Board and Reviewer Team member at EUSER scientific platform

Abstract

Education is the most important component of career planning. Proper education allows the individual to have a strong foundation for a future successful career. It is interesting what are the peculiarities of career management in education field? Thus, our article deals with a comparative analysis between the education field, of career management and the public sector and private sector employers. We have formulated the following hypotheses: Hypothesis HP1: Have you ever participated in qualification raising courses with the help of the organization (without or with financing) that were related specifically to your work to perform? (Q)7 affects the forms of raising qualifications by the respondents – as an individual and as a group (Q8), also whether they were promoted after upgrading the qualification (Q9); Hypothesis HP2: (Q13) Vertical and horizontal career growth of employees affects a respondent's career movements inside and outside the organization (Q14) Hypothesis HP3: Employment Field Q1 affects Have you heard whether your colleague's career is moving forward with the help of other influential people? Q23. In educational institutions, the peculiarities of career growth have been highlighted, such as a high number of employees who were accepted at work by means of a job contest, lower expectations of career growth, which have reduced the desire to be employed in the field of education. The promotion of employees is not always objective, raising professional qualifications is not accompanied by work and career promotion and increase in wages. Our conclusions and recommendations will have a beneficial impact on improving the education sphere.

Keywords: Career, management, business career, Educational Institutions, human resources management

Introduction

Career management problems are equally important for any type of organizations. In our case, we have selected the employees from the public and private sector and also from educational institutions., Career management policy is directly related to the motivation policy. The overall development of the staff should be the interest of each field, what is the most important-measures taken should be based on the principles of justice. Our research has revealed problems in all three areas which creates a feeling of hopelessness and an employed person is often alienated from the organization. Mistakes made in the career management mostly affect the organization's unity, teamwork and development. Our special interest was the study of peculiarities in educational institutions.

Literature review

One of the key steps in the human resource management is a proper selection of staff and the career management that can not be performed without properly established criteria. (Kharadze, Natalia; Gulua, Ekaterine, 2018). In (Kharadze, Natalia; Gulua, Ekaterine, 2018) most universities, perception of the existing criteria of lecturers' assessment is vague which leads to a negative influence on the formation of an organizational culture. (Gulua, Ekaterine; Kharadze, Natalia, 2018) as it makes conflict situations inevitable. We have already conducted researches on this. (Kharadze, Natalia; Gulua, Ekaterine, 2018) where the personnel management problems were identified. Our research was related only to employed students, focusing on their personal development plan. (Gulua, Ekaterine; Kharadze, Natalia, 2018). There was also an unpleasant plan on the part of the organization to add to the care problems of the employed people's self-development (Kharadze, Natalia; Gulua, Ekaterine, 2016); (Pirtskhalaishvili, Dea; Dugladze, Davit, 2018) We have examined in details the factors that work on self-development, such as the correct management of time (Ekaterine, Gulua; Natalia, Kharadze, 2017); (Kharadze, Natalia; Dugladze, Davit; Pirtskhalaishvili, Dea, 2018) Where we focused on free time management (Kharadze, Natalia; Gulua, Ekaterine; Dugladze, Davit, 2017).; (KHARADZE & DUGLADZE, 2018) It is interesting to know about the works of our department professors on organizational culture where they talk about the connection between the organizational culture and the development of labor resources. (Paresashvili, Nino, 2016). While there are problems with unemployment in the country (Paichadze Nugzar, 2018) it is especially important to implement a proper personnel policy, to consider the world practice and adjust it to the Georgian reality, to improve the legislative basis (Nugzar Paichadze, 2018). The wrong personnel policy directly affects the development of the economics (Nugzar Paichadze, 2014). How efficient is the management of the organization is reflected on its success (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Zedgenidze, Merab; Kharadze, Natalia, 2014); (Amkoladze, Gocha; Gabrichidze, Amiran; Giorgobiani, Maia; Lomsadze-Kuchava, Maia; Kharadze, Natalia, 2014) The right and fair management of the human resources makes fewer problems for the organization and it avoids conflict situations (Nikvashvili, 2016) Our colleague (Paresashvili, Nino, 2018) writes about the eternal problem of the conflict and gives recommendations to avoid it. We came to the conclusion that unfair personnel policy is the basis for all types of problems in an organization.

Research Methodology

The research was conducted in the "Human Potential Management" laboratory at the Faculty of Economics and Business of Ivane Javakishvili Tbilisi State University and was organized by its manager and founder, an associate professor Natalia Kharadze. During the preparation of the questionnaire the works published at different times by the well-known specialists in the field were used. The questionnaire included 32 questions and 125 options for an answer. 560 respondents participated in the survey.

SPSS statistical program was used for statistical processing and data analysis by which the existence of the connection between the variables and its reliability, the formulation and inspection of hypotheses according to the study issues were determined.

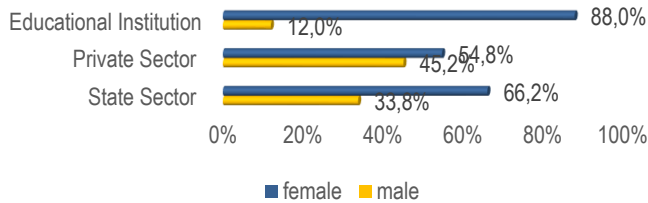
The following statistical procedures and methods were used in analyzing the statistical data: Descriptive statistics, Graphical analysis, Correlation and Regression analysis, Chi-squared tests, various means of Dispersal analysis.

Research Analysis

One of the directions of our research is to identify the peculiarities of career management issues in the educational space. For this the respondents of one organization of education were involved in the survey. This is enough to make parallels between the employed people's problems connected with their career in the public or private sectors that deal with career. First of all, we should note that the number of the men from the interviewed respondents by us in educational sphere was 12% and the women were 88%, while there is no such distinction in the ratio of the respondents surveyed in the private sector and from the surveyed respondents 54.8% were women and 45.2% - men. As for the public sector in this case from the interviewed respondents 66.2% are woman and 33.8% - men. (see Diagram 1) As the data has shown, the public sector is less attractive for men and even more they categorically evade the educational sphere. There are many reasons, though one might be a lower pay. In the education system, men fail to satisfy their own ambitions, first of all, to keep a family. Since the last century, the field of education was considered as a place of employment for women and we were less likely to meet men here. (Kharadze, Natalia; Kakhaber, Chikhradze, 2015) They were mainly employed in terms of physical education. The similar trend is maintained today. The personal development of women is characterized by the peculiarities

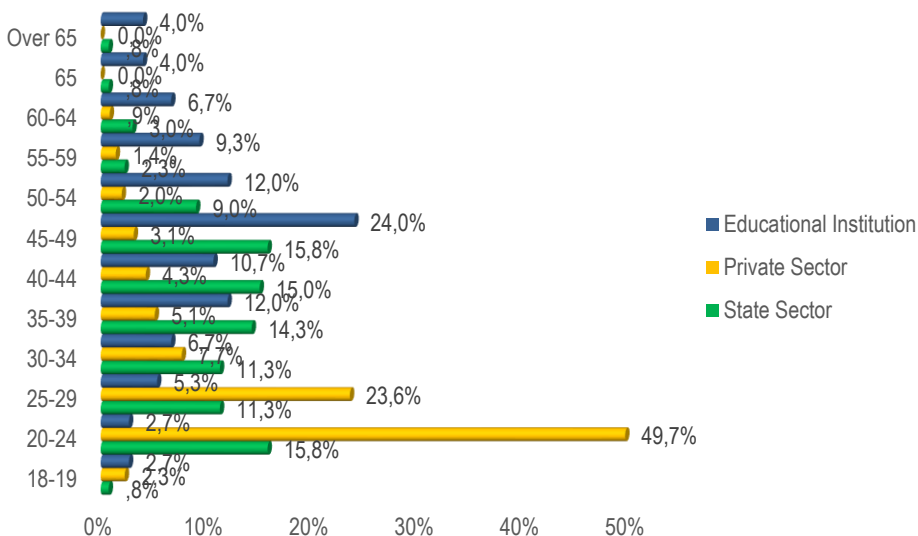
and is influenced by our traditions (Kharadze & Gulua, 2018) From the state it is necessary to make young people interested and to work on breaking the old stereotypes.

Diagram 1: Field of employment/Gender



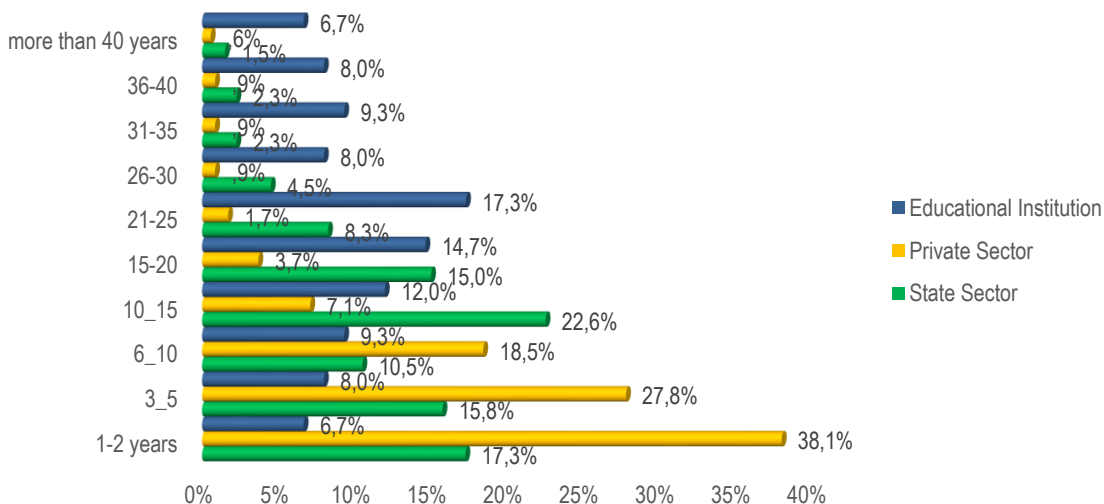
Out of the interviewed respondents in 20-24 age group 15.8% are employed in the public sector, 49.7% in the private sector and 2.7% in educational institutions, as for the 25-29 age group, 11.3% of the surveyed respondents are employed in the public sector, 23.6% in the private sector and 5.3% in educational institutions. With the increase of the age the picture is radically changed, in particular, in 45-49 age group when respondents are at the stage of maintenance from the interviewed respondents 15.8% are in the public sector, 3.1% in the private sector and 24% in educational institution, also in 50-54 age group 9% are in the public sector, 2% in the private sector and 12% in the educational institution, with the increase of the age the number of respondents in the educational institutions is significantly increased (see Diagram 2) As it seems educational field is not attractive for men. Social background does not allow them in spite of their vocation to be employed in the educational institutions, we think that this problem requires an attention. Staff aging process cannot endure the criticism, generations are less likely to change. It is important to increase the motivation of highly qualified staff, to use important initiatives to make young people interested. (Nugzar Paichadze , 2013)

Diagram 2 : Field of employment/ Age



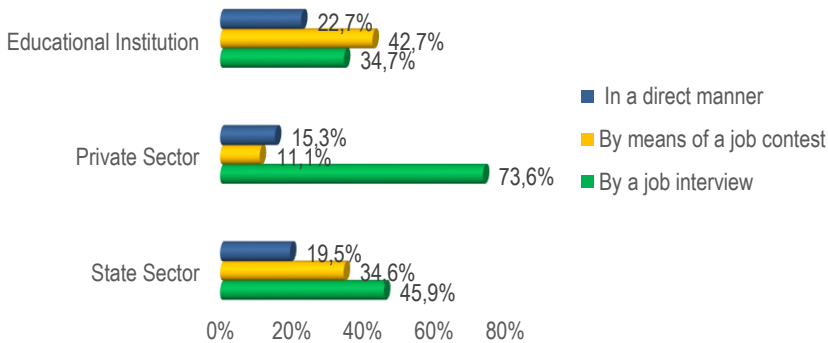
The fact that the aging process is very high in the learning institutions, is clearly shown in the research, in particular, the respondents with more than 40 years of work experience are 0.6% and this is natural because the private sector was formed during the period of the post-soviet space, on the other hand, in learning institutions 6,7% from the interviewed respondents have more than 40 years of work experience, also the number of people with 36-40 years of work experience is significantly higher in learning institutions and equals 8% while in the public and private sectors this indicator is 3,2% in total, and those who have 31-35 years of work experience in educational institutions are 9,3% and 3,2% both in private and state sectors. With the decrease in work experience the number of employed people in learning institutions also decreases, in particular, the respondents who have 3-5 years of work experience in education system are 8%, 27.8% in the private sector and 15.5% in the public sector while in the public sector the number of those with 1-2 years of work experience accounts for 17.3%, 38.1% in the private sector and 6.7% in educational institutions. It is clear that the education field is not fascinating for job seekers. In addition, other studies have shown that in some cases the people employed in education field try as much as possible to maintain their positions and not to be replaced with young people because their age limit does not allow them to continue their activities in other fields. It is natural that in this respect the state must take a number of measures. It is important that the teachers with merits to have benefits, their pensions to be increased and be able to take advantage of other useful activities. The retirement process is naturally painful and requires a psychological preparation, but both the organization and the state should care about it together not to become it a tragedy. (see Diagram 3)

Diagram 3 : Field of employment/Work experience



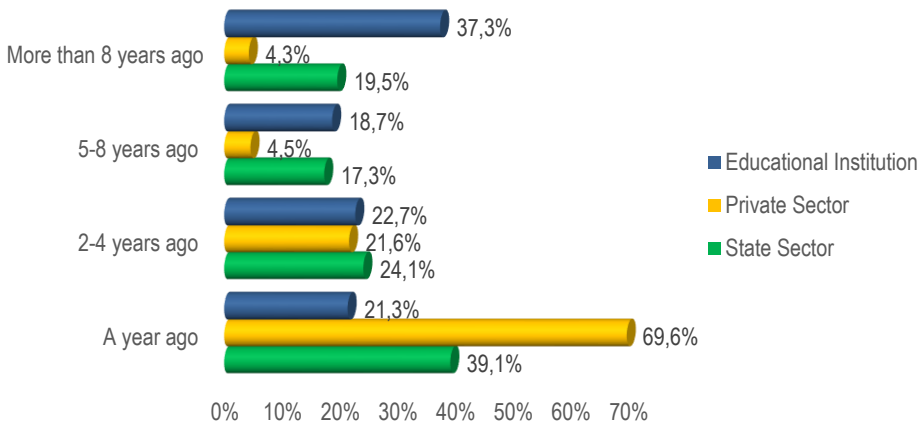
Educational institutions are not an attractive area, and it is confirmed by the fact that the highest rate of appointing people in a direct manner in educational institutions is 22.7%, while this indicator is 15.3% in the private sector and 19.5% in the state sector, the highest number of the people appointed by means of a job contest is in educational institutions and it equals 42.7% while this indicator is 11,1% in the private sector and 34.6% in the state sector. (See Diagram 4) At first glance the fact of appointing people by means of a job contest in the educational institutions is a positive indicator, however, there are problems, in the private sector there are not sharply established criteria for evaluation. Last year the Human Potential Management Laboratory devoted the study to this issue in which we were examining the assessment criteria of the professors, only students participated in the study and we analyzed their data. It is important to develop a flexible and objective system of staff assessment in the learning institution that excludes nepotism and discrimination which is the basis for a conflict in the organization. (Paresashvili, Nino; Maisuradze, Teona.; 2017)

Diagram 4 : Field of employment/You were accepted to work



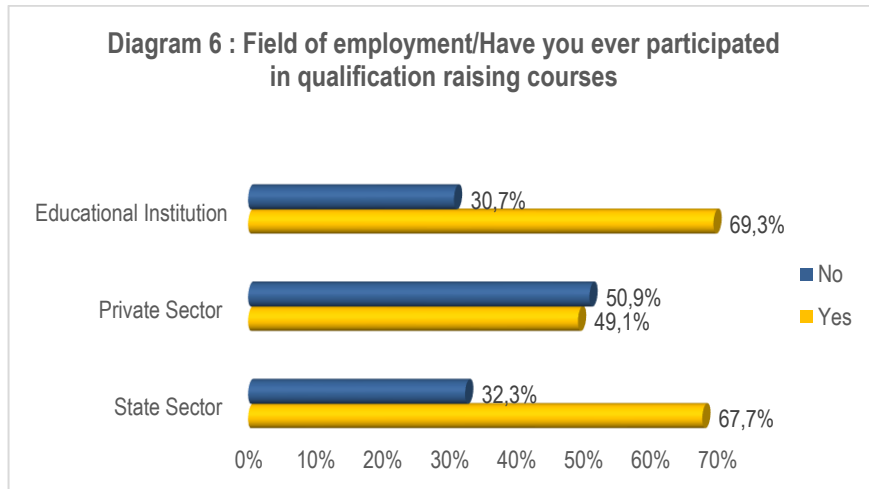
It is noteworthy that employees in the educational establishment have less opportunities of being promoted and improving their material welfare. The research has shown that the facts about the promotion of the respondents more than eight years ago are the most prevalent in the education system and is 37%, while this indicator is 4,3% in the private sector and 19,5% in the public sector. There are less possibilities for advancement in educational institutions, and maybe this is one of the reasons for why young people have less desire to be employed in these institutions. (See Diagram 5)

Diagram 5 : Field of employment/When was the last time you got a promotion

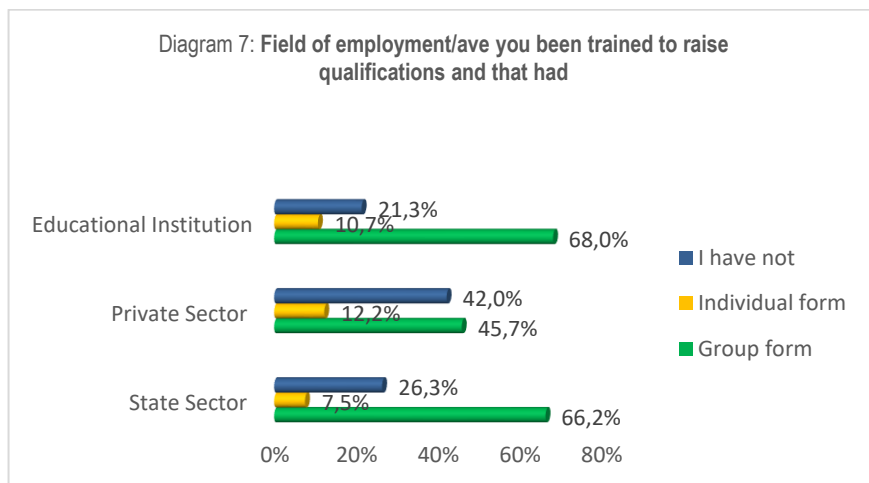


Great attention is paid to education reform in Georgia, after independence from the Soviet system education system has suffered from numerous fluctuations in the independent country. The post-Soviet system of education demanded a renewal and a number of reforms were made, though there were systemic shortcomings, and for many reasons, one of them was insufficient financing, the reform was not completed. The staff needed permanent retraining. Respectively, the survey has confirmed that 69.3% of the respondents from the educational institutions attended qualification improvement courses and

30.7% did not, the high level of attending qualification raising courses is in the state sector and the similar position was indicated by 67.7% and in the private sector – by 49.1% (See Diagram 6). It is also an important problem whether they attend these training courses for the right purpose and if they correspond to the performance of the tasks that should be done by the respondent.

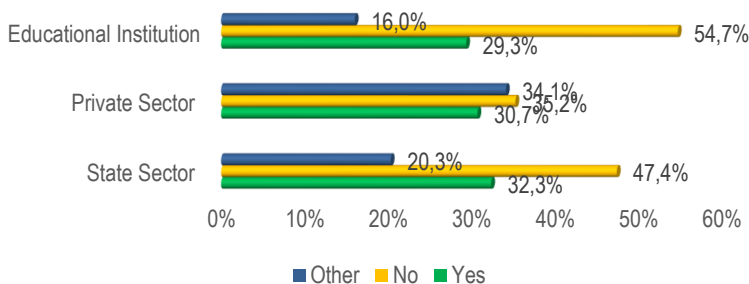


According to the survey, in the educational institutions as well as in the public sector there are many cases of qualification raising in a group form, namely 68% of the surveyed respondents in educational institutions and 66.2% in the public sector raised their qualifications in a group form (see Diagram 7) which indicates to the government expenditure.



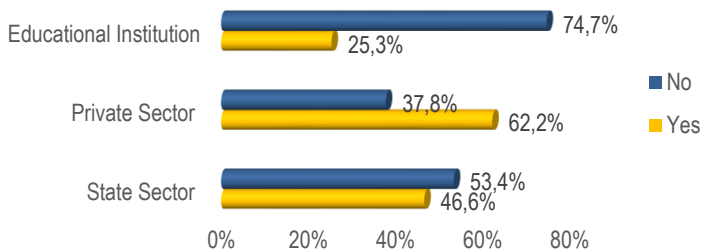
Raising qualifications in educational institutions is least followed by promoting the respondents. The study showed that 54.7% remain in their own positions after qualification raising, while in the public sector this indicator is 47.4% and 35.2% - in the private sector. The fact that the qualification raising is not followed by career improvement proves that their income is not increased. In the education system, attending such courses successfully serves only for maintaining the place. This is one of the reasons for why education sphere is not attractive to young people. (see Diagram 8)

Diagram 8: Field of employment/Have you been promoted after raising your qualification

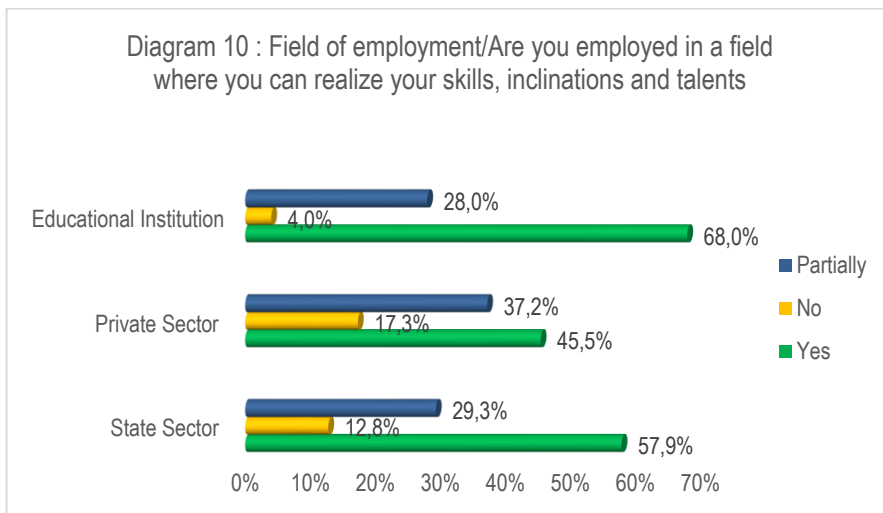


The survey data showed that after the qualification improvement in the educational institution only 25.3% of the respondents surveyed had a career movement while 74.7% of the respondents had not. In the public sector, the indicators were distributed in the following way: 46.6% had an advancement in the career after qualification raising while 53.4% had not, and in the private sector these indicators are - 62.2% and 37.8%. (See Diagram 9) The least expectation of advancement is in education field. It is important for the state to take measures and legislative amendments to grant sharp privileges to the staff of the educational system that are constantly focused on improving their skills and increasing their qualifications. Equalization or a small difference in salaries creates the feeling of a discrimination.

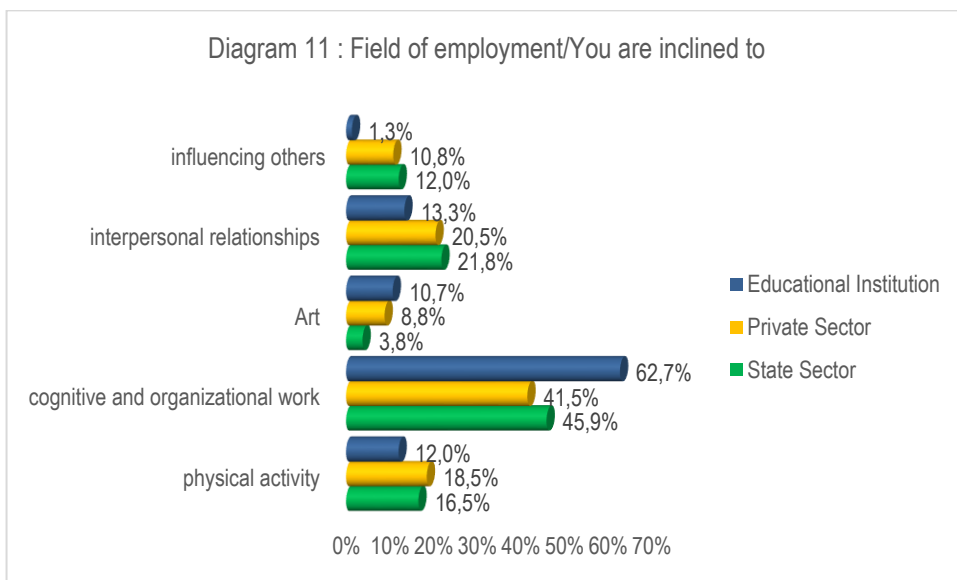
Diagram 9: Field of employment/Have you been promoted in a career over the last 5 years



In any field and especially in the educational space, it is important to select such staff who has a tendency towards these professions. The education system is a delicate organism, working with young people requires specific skills and during selecting the staff special attention should be paid to these skills. It is a pleasure to note that the most percentage - 68% in the educational institutions have indicated that they can use their skills, only 4% are not able to use their skills and it is important to think about the reduction of this percentage. (See Diagram 10)



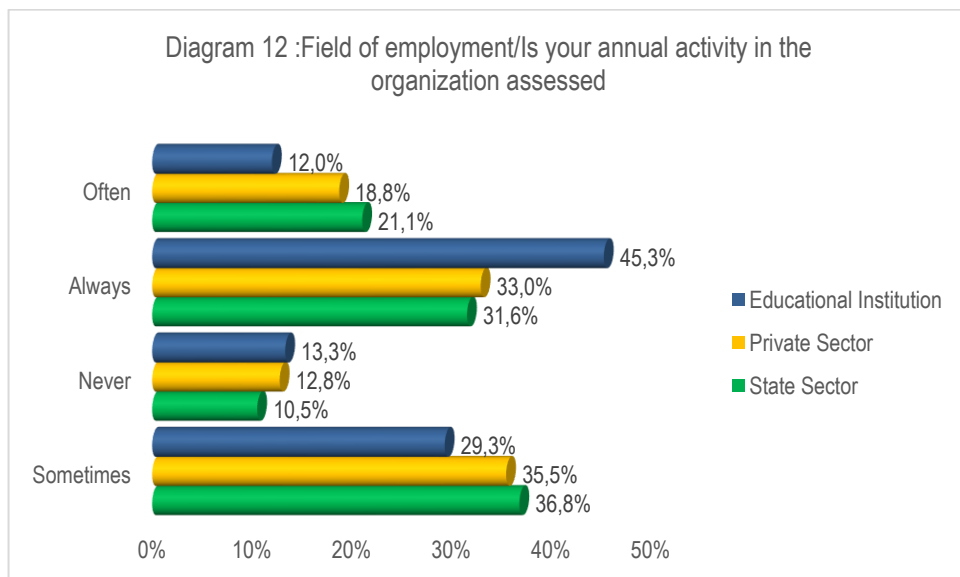
The human resource tendencies are crucially important in raising the effectiveness of their labor. The study has found that 12% of the respondents surveyed in educational institutions had an inclination to physical labor, 62.7% of the respondents surveyed in the education field have an inclination to cognitive and organizational activities, and only 13.3% indicated that they have an inclination to interpersonal relationships. It is impossible for the people employed in the education field not to be particularly attracted to communicating with people and not to have the similar habits. Otherwise, it will be impossible to have a positive impact on younger generation and their correct development. In the qualification raising programs it is important to take the shortcomings into account and retrain the employees in the educational institutions in this regard. (See Diagram 11)



In educational institutions it is important to evaluate the personnel's activities systematically. This assessment system should be based on multilateral data and include both the assessment of the audience and the results achieved by the listeners. Regrettably, the research has shown that only 45,3% in the educational institutions report their annual activities

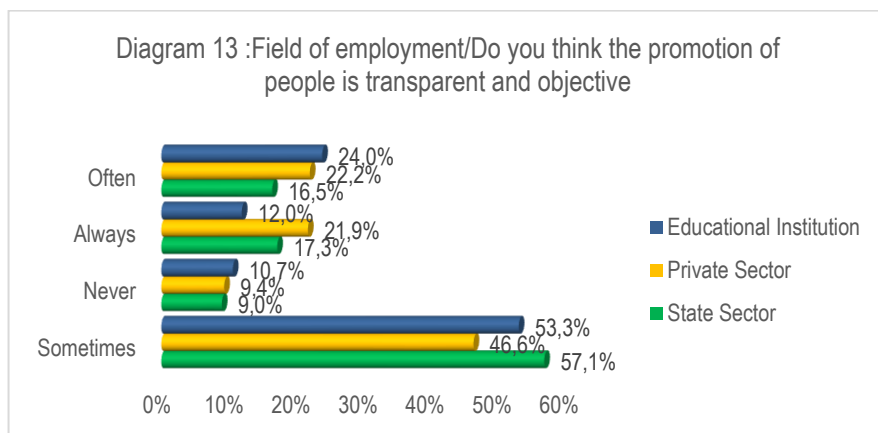
are assessed and in case of more than half of the respondents, this kind of assessment is rare and occasional. It is important to pay attention to the assessment management system. In this regard, the most positive indicator was reported by the respondents employed in the public sector, their 21.1% reported they are assessed annually (See Diagram 12).

One of the most important parts of the plan for working with staff is to plan how to use the personnel. When selecting a work place for a particular individual, qualification characteristics should be taken into consideration as well as a person's mental and physical load and a candidate's possibilities in the given field. During the personnel planning the requirements towards the applicant should exclude professional diseases, traumas during his/her future activities. In parallel to the growth and development of organizations, human resource management programs, practice and procedures should be changed and developed. Otherwise, there will be a disproportion in the development of personal and material factors of production, which will negatively affect the effectiveness of human activities (Paichadze, Chokheli, Keshelashvili, Kharkheli, Tielidze, & Tchuradze, 2017).

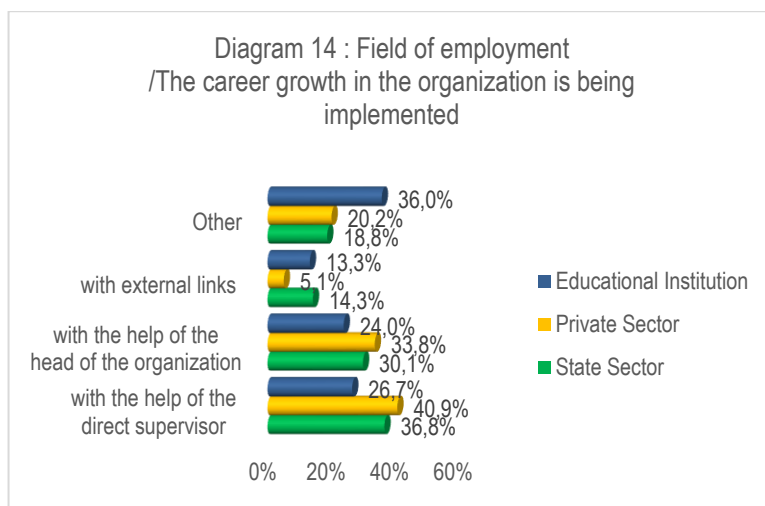


The unexpected indicators were observed in people's sense of justice during promoting people. 12% of the respondents in the learning institutions indicate that this process is always transparent. This indicator is 17.3% in the public sector and 21.9% in the private sector, 10.7% of the respondents in learning institutions, 9.4% in the public sector and 9% in the state sector categorically never consider this process to be transparent and objective (See Diagram 13). The sense of justice is the lowest in educational institutions. Then it is followed by the public sector and finally the private sector. We can assume that one of the reasons for this kind of mood in the education system is the existence of improper evaluation criteria.

In the process of selecting personnel it is important to use the following principle: active participation of organization members in forming criteria for staff selection. That is why students' opinions, such as the main resource of the university, cannot be ignored. From the basic principle of staff selection, it is important to have complexity, which implies comprehensive examination and assessment of the personality of the candidate during the selection of personnel. In our reality it is important not to violate a principle such as refraining from taking a new worker if the organization has internal resources and there is no need to fill it out from outside! We will be able to avoid conflicts in such a way (Paresashvili, Nino, 2018).

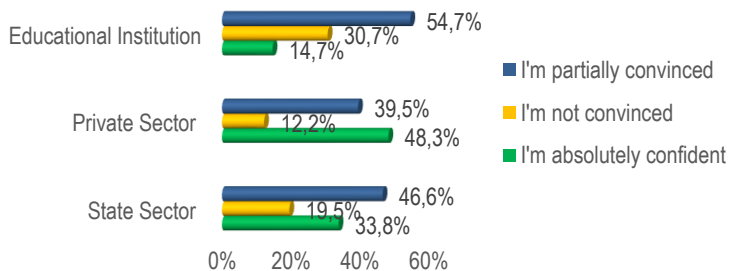


The respondents' responses about which person promotes the staff also determine the attitude towards career management. As it turned out 36% of the respondents in the education system did not answer the question while 18.8% in the public sector and 20.2% in the private sector avoided responding to this question. 13.3% from the employed people in the educational space indicate the necessity of external links for career advancement and approximately the same indicator 14.3% report this in the public sector while the private sector is much more independent in a decision making process. In the promotion process, the role of the direct supervisor is the least indicated in educational institutions and this indicator is 26.7%. (See Diagram 14) The data indicates to an unhealthy process. The most informed person about a colleague's activities and opportunities in the education system should be exactly a personal supervisor. Unnecessary interventions in the education field harm the image of the organization and complicate the attitudes between employees, which often lead to conflict situations.



The chances of success by means of career growth are the least indicated by the respondents employed in the field of education. 54.7% of the interviewed respondents are partially convinced that they will succeed, 30.7% are not sure about this and only 14.7% believe that they will succeed. There is not such a feeling of hopelessness in any field. 46.6% of the respondents employed in the state sector are partially convinced in their success, 19.5% are not sure about this, and only 33.8% are sure that they will succeed by means of their career growth. In the private sector the same figures are as follows: 39.5%, 12.2% and 48.3% (see Diagram 15).

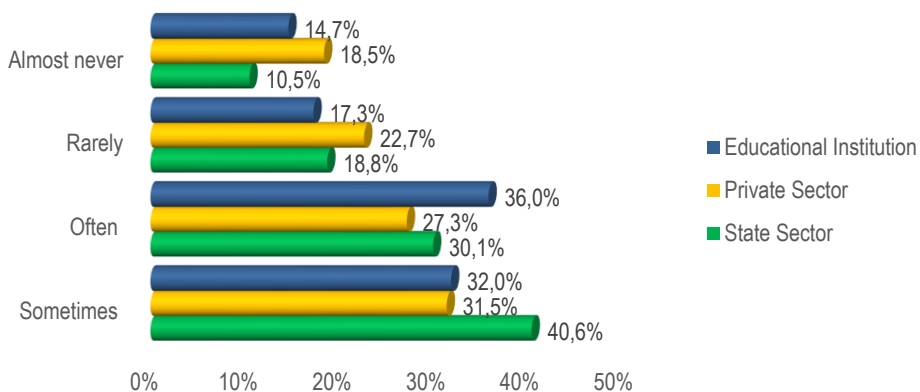
Diagram 15 : Field of employment/How much do you hope to succeed in your career



14% from the interviewed respondents in the learning institutions indicate that they have never heard about the intervention of an influential person in promoting their colleague and 36% indicate that they have "often" heard about such facts. As for the private sector, 18.5% of the interviewed respondents have never heard and 27.3% have often heard about this. In case of the public sector, the data is as follows: 10.5% and 30.1%. (See Diagram 16)

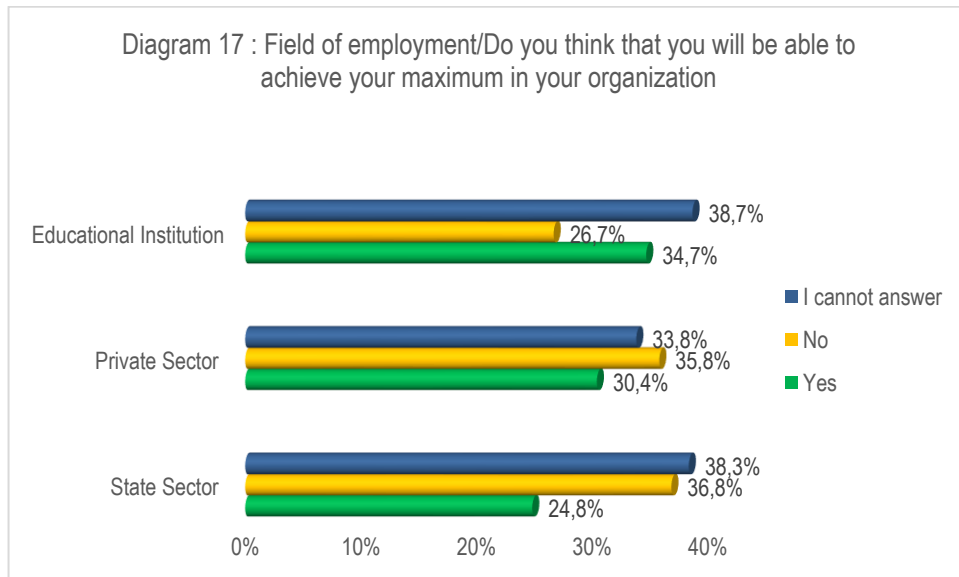
Unfortunately, the highest indicator is in educational institutions. We may assume that the respondents employed in the field of education have the closest connection with each other and have more information about each other's capabilities. Workers in learning institutions are familiar with their colleagues' scientific works, have information on various specific activities and colleagues easily evaluate each other's capabilities, thus making unfair decisions raises doubts. This is also affected by the high rate of the established, widespread nepotism in the country.

Diagram 16 : Field of employment/Have you heard whether your colleague's career is moving forward with the help of other influential people



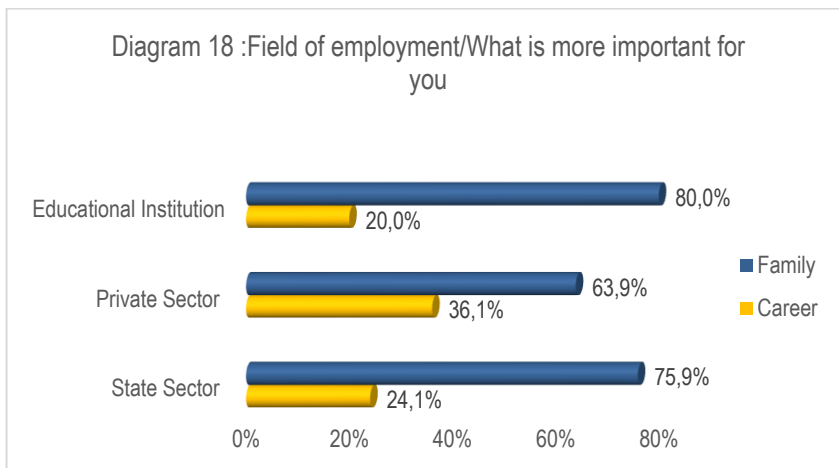
34.7% of the respondents working in educational institutions think that they will reach the maximum of their opportunities in the organization. 38.7% find it difficult to answer this question, which can also be considered as a negative signal and

26.7% think that in the organization they will not be able to realize their capabilities and achieve a maximum of their capacities. In total, 65.4% are desperate and do not see the chance to succeed in the future.(SeeDiagram17)

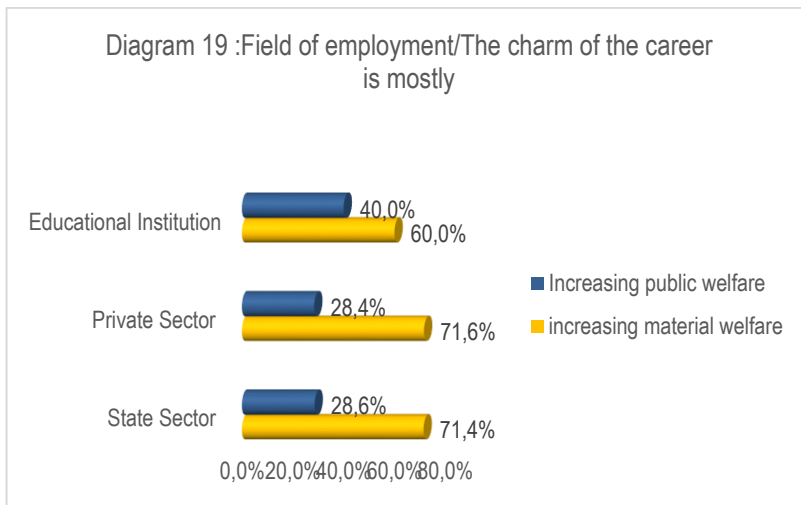


We have interesting information on how the respondents employed in different sectors make a choice between a family and a career. It turned out that 80% of the surveyed respondents in the learning institution prefer the family and only 20% prefer their career. Because of the influence of Georgian traditions, the field of education has always been associated with the place of women's employment. A woman's main duty in the family - to bring up her children was close to the education field. This attitude is still maintained nowadays. Thus, educational institutions are the choice of respondents. Thus, the respondents' choice in learning institutions is understandable.

In case of the respondents employed in the public sector the data is slightly changed and 75.9% prefer the family and 24.1% prefer the career. As for the private sector, the highest indicator of the respondents - 36.1% prefers the career. (see Diagram 18) Such an approach is clear, as the employees in the private sector perceive the organization and activities they create as "the children and family" - they create, increase and care for its maintenance. While their work is not or less perceived as the family for the employees in the public sector and in their case the career advancement is satisfaction of their ambition or in many cases increasing recognition.

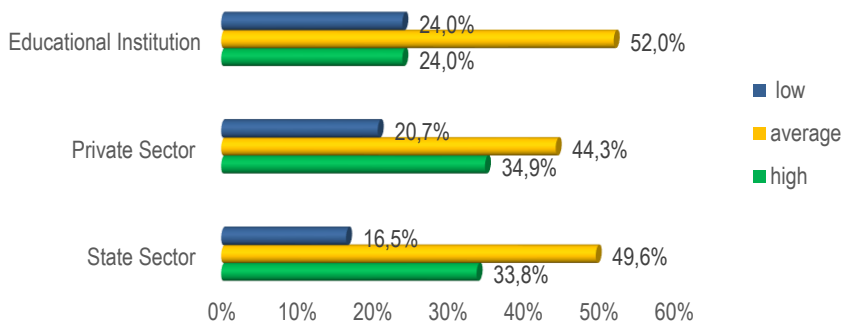


The survey has found that almost the same number of the interviewed respondents in the public and private sector think that the charm of the career is their material well-being and this number is 71.4% in the state sector and 71.6% in the private sector. As for the employees in the education field and our respondents, 60% of them believe that the career charm is increasing the family well-being and only 40% think about the growth of public welfare. In fact, these figures themselves are not bad because 30-40% of the employees who think in accordance with country interests should have a positive impact on the general situation in the organization as well as in the country. But about how honest the answers are we can judge on the basis of country's development and public attitudes depending on whether or not the democratic values are quickly established around us and ugly cultural values- destroyed. Here, naturally, I mean nepotism. (see Diagram 19)



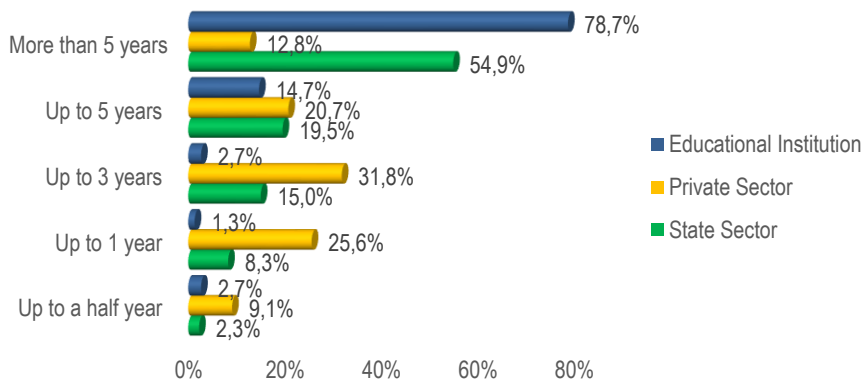
In the process of self-development people need to return investments made in education. Unfortunately, the survey has confirmed that only 24% of the respondents employed in the education system have high expectations to return these funds, 52% of the respondents have average expectations and 24% have low expectations. In case of the respondents interviewed in the state sector, data is improved and 33.8% of the respondents indicate high expectations, 49.6% have average and 16.5% have low expectations. While the respondents' data in the private sector is even better and is as follows: 34.9%, 44.3% and 20.7% (see Diagram 20). As we can see the respondents' expectations in the education system is the most negative, that is why this field is less attractive.

Diagram 20 :Field of employment/The chance to return your financial investments



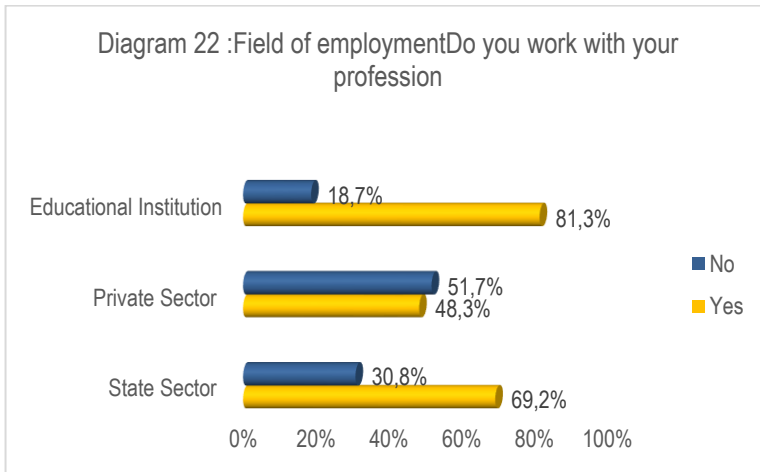
The highest percentage of work experience from one-to-two years has been observed by the private sector employees and this indicator is 66.5%, in the state sector the same indicator is 25.6% and in educational institutions - 6.7% and 78.7% of the respondents in the learning institutions have more than five years of work experience in one organization, 12.8% in the private sector and 54.9% in the state sector. (See Diagram 21). According to the data, the respondents are still most firmly in educational institutions.

Diagram 21 :Field of employment/How long do you work in one organization on average

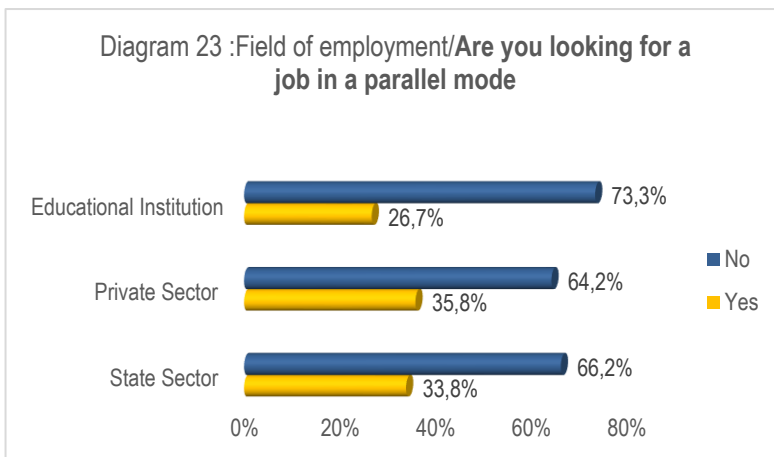


Employment by profession allows employees to use their capabilities fully if he/she has a profession chosen according to his/her own inclinations. The study has shown that 81.3% of the respondents in educational institutions work by their professions and 18.7% do not. In case of the respondents in the private sector 48.3% work by their professions and 69.2% - in the state sector (see Diagram 22)

Working by the profession indicates that the respondents correctly developed individual careers. The education field is distinguished by the most positive indicators in this case. However, in the education field 18.7% of the respondents who do not have a relevant profession for this field is high.



It is noteworthy that in any field the respondents are not satisfied with the existing situation and are looking for work. The highest number 73.3% was observed in educational institutions, 64.2% are dissatisfied with the occupied position in the private sector and are looking for work and 66.2% - in the public sector. (See Diagram 23) The picture is rather noteworthy. In all three sectors the signs of dissatisfaction emerged that can have many reasons.



Formulating hypotheses and testing the reliability of the model according to the employment field using the complicated statistical procedures.

Hypothesis HP1: Employment Field Q1 affects Q4 work experience

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,111. By means of the correlation, it was determined that between these variables there is a weak positive attitude. (See Table 1)

Table 1: Correlation		Q1 Field of employment	Q4 Work experience
Q1 Field of employment	Pearson Correlation	1	.111*
	Sig. (2-tailed)		.008
	N	560	560
Q4 Work experience	Pearson Correlation	.111*	1
	Sig. (2-tailed)	.008	
	N	560	560

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

We established a statistically important link on 0.01 level by the Chi-squared test, between Q1 employment field and Q4 work experience. (See Table 2)

Table 2: Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	183.765 ^a	18	.000
Likelihood Ratio	168.598	18	.000
Linear-by-Linear Association	6.933	1	.008
N of Valid Cases	560		

Consequently, the hypothesis HP : the employment field Q1 affects Q4 work experience, has been confirmed.

Hypothesis HP2: The employment field Q1 affects Q20 By whom the career of the respondents is advanced.

We used Pearson's Correlation Analysis to determine the strength of the connection between the variables of this hypothesis. We got the correlation coefficient 0,083. By means of the correlation, it was determined that between these variables there is a weak positive attitude on 0.05 level. (See Table 3)

Table 3 : Correlation		Field of employment	Q20 The career growth in the organization is being implemented
Q1 Field of employment	Pearson Correlation	1	.083*
	Sig. (2-tailed)		.048
	N	560	560
Q20 The career growth in the organization is being implemented	Pearson Correlation	.083*	1
	Sig. (2-tailed)	.048	
	N	560	560

*. Correlation is significant at the 0.05 level (2-tailed).

By the Chi-squared test statistically we established a statistical link on 0.05 level between the employment field Q1 and Q20 by whom the career of the respondents is advanced. (See Table 4)

Chi-Square Tests

Table 4: Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.417 ^a	6	.000
Likelihood Ratio	24.200	6	.000
Linear-by-Linear Association	3.895	1	.048
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.29.

Consequently, the hypothesis HP2: the employment field Q1 affects Q20 by whom the career of the respondents is advanced, has been confirmed.

Hypothesis HP3: The employment field Q1 affects Q23 Have you ever heard about an interference of an influential person into your colleague's career advancement.

To test the hypothesis we used the Chi-squared test. As a result, the statistical connection between variables has not been determined because the indicator is over 0,05. (See Table 5)

Table 5: Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.278 ^a	6	.159
Likelihood Ratio	9.434	6	.151
Linear-by-Linear Association	2.324	1	.127
N of Valid Cases	560		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.05.

Consequently, Hypothesis HP3: The employment field Q1 affects Q23 Have you ever heard about an interference of an influential person into your colleague's career advancement, has not been confirmed.

Conclusions and recommendations:

In the educational institutions the following career growth peculiarities have been identified: here the share of choosing people by means of a job competition is high, job and career expectations are low which reduced the attraction to the given field. The promotion of colleagues is not always objective, professional qualification raising as a rule is not accompanied by the job and career advancement and respectively, the pay rise, which reduces the interest in upgrading professional qualification.

Based on the analysis of the conducted research, the relevant bodies and the management of the learning institution should take effective measures to solve the problems.

It is interesting to study the criteria of staff assessment in the leading educational institutions in the European countries and to implement them. Without modern approaches the educational establishment will become even less attractive, the frequent trials indicate to a serious problem that should become the object of the main research.

It is interesting to conduct a joint research with our colleagues and share ideas.

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Epistemic Communities to Consolidate Educational Policies in the Internal Planning of Teacher Training College

José Jesús Alvarado Cabral

Centro de Actualización del Magisterio de Durango, México/Profesor Researcher.

Abstract

An Epistemic Community, as defined by Adler and Haas (1992), is a network of professionals with wide academic recognition as experts in a particular field of knowledge, whose legitimacy allows them to influence the formulation and execution of policies in that field. There are several fields of knowledge in which the influence of Epistemic Communities has been successful (International Relations, Medicine, Environmental Care, among others), but as appears in the available studies, there has been little formation of these communities in the Educational field. In the case of the Teacher Training Colleges of Mexico, this experience also seems to be null, but if we analyze the foundations and implications of the Epistemic Communities, the formation and implementation of this type of communities can be a real opportunity to overcome problems of legitimacy and concretion of the Federal Educational Policies that for these colleges have been formulated in our country in the most recent years. The first tasks that these communities would be the understanding and discussion of the problems of these type of colleges to enunciate alternative solutions, as well as the creation of an analytical framework for the interpretation of International, National and State Educational Policies so that, in their internal work, the Teacher Training Colleges can enunciate congruently their own institutional policies and in the short or medium term can actually put into practice these policies in aspects such as Research, Educational Innovation, Professionalization of their teachers, and the effective Use of Technologies (from ICT-Information and Communication Technologies to PET- Participation and Empowerment Technologies).

Keywords: Epistemic Communities, Educational Policies, Teacher Training Colleges and Institutions.

Introduction

The purpose of the discussion established in this paper is to explore the possibilities to link the educational policies of the Teacher Training Colleges and Institutions (TTCI), as Centro de Actualización del Magisterio (CAM) de Durango, Mexico, to the reality of these, and with it, review the role that could be carried out by Epistemic Communities (EC) in this type of institutions, which could represent a key point to find -and validate- the first ways to meet the meanings, the concordance and the subsequent effective implementation, in the short or medium term, of the educational policies in the daily practice of these institutions.

Some of the first tasks that the EC could fulfill, would be the understanding and discussion of the problems of this particular type of institutions to enunciate alternative solutions, as well as the creation of an analysis framework for the interpretation of international, national and state educational policies so that, in their internal work, the TTCI can congruently enunciate their own institutional policies and that in the short or medium term, they can really put into practice this conglomeration of policies in aspects such as research, educational innovation, professionalization of their teachers and the effective use of technologies (ICT -Information and Communication Technologies-, LKT -Learning and Knowledge Technologies-, TEP -Technologies of Empowerment and Participation-).

To guide the analysis of the joint and collaborative academic work that is done in the TTCI in Mexico, such as CAM, and the possibilities and relevance of forming Epistemic Communities in them, in the first part of this paper I perform an analysis of the state in that the research tasks are perceived, in addition to the development they have had and the work currently carried out by the Academic Teams (AT, Cuerpos Académicos –CA- in Spanish) in higher education institutions, in general, and in TTCI (the various colleges and institutions of updating the teaching profession).

In the second part of this writing I would like to discuss the definitions of the Epistemic Communities, its characteristics, functions and implications, as well as the impact they have had or could have on the formulation of policies and the improvement of governmental and / or institutional conditions, according to their fields of influence.

Research and Academic Teams in Higher Education and Teacher Training Colleges and Institutions

The research practice and the integration of Academic Teams (AT), whose main task is precisely and mainly this practice, as well as the collaborative dissemination of educational knowledge, have represented one of the most difficult policies to integrate into the dynamics of Teacher Training Colleges and Institutions (TTCI). The National Regulatory Reform in Mexico of 2009 practically forced teacher educators to include collaborative research in a formal way, a function that until then was carried out almost exclusively by universities and other specialized agencies. The TTCI had traditionally dealt with teaching practice (according to programs of study and updating, in addition to the orientations of the pedagogical paradigms in force). With some exceptions, the development of research and the dissemination of knowledge were practices unrelated to the majority of teacher educators, previous experiences were reduced to the teaching of research in the courses suggested in the degree programs and the accompaniment of the students in the construction of a 'recepional document' to reach the degree, which most of the time consisted of the application of some technical tools for the recovery and systematization of the teaching experience during the period of practice (Rodríguez Lares, Soto Soto & Alvarado Cabral, 2017). These recepional documents not only had problems of format, the design was diffuse, there was confusion in the use of the tools of the paradigms and methods, therefore, many of them could not be considered as academic research because they suffered the formalities and rigor to be. The panorama has been changing in the TTCI, since they have ventured into the offer of postgraduate programs where research begins to take a relevant role in the training of teachers as researchers. Even with everything, it seems that there is an epistemological, methodological, technical and practical breach with respect to the domain that the researchers of these institutions show in these aspects with respect to their university counterparts, who produce the largest volume of research in the different areas of knowledge in high education and at certain times, even regarding the educational problem in general. Rodríguez Lares, Soto Soto & Alvarado Cabral (2017) point out that a large part of the problem for the conformation of AT in TTCI has been the incipient culture and capacity for research and in general for academic productivity and publication.

If we review the years before the National Regulatory Reform, despite the fact that TTCI have been recognized as institutions of higher education for more than two decades, we can see how practices, cultures and academic habits have changed little. The 1984 Educational Reform assigned new responsibilities to academics, however, most were not prepared to assume the new functions, mainly research tasks (Rodríguez Lares, Soto Soto & Alvarado Cabral, 2017). Organizational changes were not made, also teachers' profiles didn't change because the current entry and promotion rules were not always respected. In fact, the homologation of 1984, that gave the TTCI status of higher education schools, left the academic processes intact; Santillán Nieto (n.d.) also points out that in general, these processes, as I mentioned, have been focused on teaching and institutionally do not develop functions of research and publication with the same intensity and continuity that do other Higher Education Institutions (HEI) in the country.

The actions for the strengthening of the TTCI, in an initial stage, had a starting point in 2005, in order to improve the competitiveness of the programs and close gaps; in 2008, the external evaluation of these institutions was initiated by the Inter-Institutional Committees for the Evaluation of Higher Education (CIEES in Spanish); the administration and the programs offered by the TTCI began to participate in the Program for the Improvement of Teaching Staff (PROMEP in Spanish) in 2009; the projection was that by 2010 all public Teacher Training Colleges would be evaluated. The comprehensive Reform Program of Teacher Training Colleges 2007-2012 aimed to professionalize the teaching staff, create communities of professional practice to address the areas of mathematics, literacy, science, foreign and native languages; in addition to designing a program for teachers to receive specialized advice and enter graduate programs of quality. Advances, as pointed out by Santillán Nieto (n.d.), have been incipient in most of the areas and the quality training has simply remained a good intention. In fact, there is little information about the experience, favorable or unfavorable, in the TTCI with the creation of such communities of professional practice, it being understood that the way of working of the teaching teams remained, in the best of cases, in the collaborative work and, above all, in the work that was carried out by the teachers from the academies, with the students in the formative path Professional Practice, known as Observation and Teaching Practice, which has always been favorable but imprecise, if we limit ourselves in a timely manner to what the aforementioned reform indicated.

In this way, reviewing the various changes that have occurred in the recent years, from the curricular redesigns of the study programs and strengthening and transformation actions undertaken by the Dirección General de Estudios Superiores para Profesionales de la Educación (General Directorate of Higher Education for Education Professionals) (DGESPE), a body dependent on the Subsecretaría de Educación Superior (Subsecretariat of Higher Education) and rector of the work of the TTCl, when analyzing the main challenges that the teacher training of the 21st century enunciates in this normative entity precisely in its base document, the *Estrategia de fortalecimiento y transformación de escuelas normales* (Strategy for the Strengthening and transformation of normal schools) (SEP, 2017), where there is challenge III: "Convertir a las Escuelas Normales en Instituciones de Educación Superior orientadas a resultados y propiciar experiencias innovadoras mediante la sinergia con otras IES"¹ (p. 25); it contains as one of its specific challenges: "Aumentar y fortalecer la producción académica de las EN (Escuelas Normales), así como la difusión e intercambio de conocimiento entre éstas y otras IES"² (p. 25); thus, we can see the importance that is granted to the production and academic diffusion in the TTCl.

What is described in the previous paragraph is directly linked to the intervention areas that the Dirección General de Estudios Superiores para Profesionales de la Educación (DGESPE) marks to grant resources in support of the academic and management development of the TTCl, mainly from the *Plan de Apoyo a la Calidad Educativa y la Transformación de las Escuelas Normales* (PACTEN) (Plan for Supporting Educational Quality and the Transformation of the Teacher Training Colleges). There are five areas of intervention, the first to be stated: "La consolidación de CA, la movilidad académica, los intercambios académicos y convenios entre IES a nivel nacional o internacional"³ (SEP, 2017, p. 66), with the first of the points mentioned, consolidation of Academic Teams (AT), "se busca integrar las funciones académicas de docencia, investigación y difusión como actividades cotidianas en las Escuelas Normales"⁴ (p. 67).

This importance that is given to the development of AT, having as essential objects the research and its publications, in Teacher Training Colleges, is reiterated in the *Guía de elaboración del PACTEN* (Development Guide of PACTEN) (SEP-DGESPE, 2016), where in congruence with the formulated in the strategy of strengthening and transformation of the TTCl, seven factors are established with very marked emphasis on the achievement of educational quality indicators. Thus, the first factor of such emphasis are Academic Teams (AT); the following are: 2. Tutoring, counseling and support programs for new students; 3. Follow-up programs for graduates; 4. National and international mobility programs; 5. Evaluation; 6. Teacher habilitation; 7. Training; and 8. Infrastructure. In the AT factor, the guide argues that what is sought is to respond to the need to strengthen the formation and consolidation of AT, to integrate them into the aforementioned academic functions: teaching, academic research and publication. Thus, it is clear that those that are normatively and primarily marked by the DGESPE, to raise significant quality indices in the TTCl, is the production and academic publication of the AT, without neglecting the work of teaching practice.

To describe more precisely the functions that AT must fulfill and what should be their desirable characteristics, it can be summarized that these are made up of a set of Associate Professors that share one or more lines of research and its objectives are mainly oriented to the generation and / or application of new knowledge (López-Velarde, n.d.). Thus, the AT would have to represent a sustenance in the institutional academic functions and with this contribute to the integration of their institutions to the Higher Education System of Mexico. In the Programa para el Desarrollo Profesional Docente (Program for the Professional Development of Teachers) (PROMEP) for universities and high schools, AT are categorized by degrees of consolidation, establishing three levels: Consolidated Academic Team (CAT), Academic Team in Consolidation (ATC) and Academic Team in Formation (ATF). The degree of consolidation of the AT is determined by the maturity of the Lines of Generation or Application of Knowledge (LGAC in Spanish), established jointly considering the common goals, where the academic products generated in relation to this line or lines constitute the evidence more consistent of the collegiate work that integrates the capacities and efforts of the AT. The aforementioned is consolidated at the moment that AT carry out applied research, or technological development and innovation in disciplinary or

¹ Convert Teacher Training Colleges into Higher Education Institutions oriented towards results and promote innovative experiences through synergy with other HEI.

² Increase and strengthen the academic production of Teacher Training Colleges, as well as the dissemination and exchange of knowledge between these and other HEI.

³ The consolidation of Academic Teams, academic mobility, academic exchanges and agreements between HEI at national or international level.

⁴ ... the aim is to integrate the academic functions of teaching, research and dissemination as daily activities in the Teacher Training Colleges.

multidisciplinary subjects and a set of academic goals and objectives. Additionally, López-Velarde points out that AT members attend, with teaching, educational innovation and intervention, educational programs related to their speciality at various levels.

In essence, the AT in the TTCl were established with the aim of fulfilling these three main criteria (Yáñez Quijada, Mungarro Matus & Figueroa López, 2014):

- Existence of common goals to generate knowledge in applied educational research and teacher training.
- Solidity and maturity of the Lines of Generation and Application of Knowledge (LGAC).
- Collegiate work in the design and application of innovative projects that generate knowledge in educational research and teacher training.

We could question here how far the TTCl have reached to meet the expectations about development of AT, at least for the case of the state of Durango, Mexico. According to PROMEP data, for January 2019, there are 6,107 AT throughout the country, of which 967 (15.8%) correspond to the area of Education, Humanities and Arts. Regarding the TTCl, at the national level there are 217 academic bodies (22.4% of the total area indicated and 3.6% of the global, very low percentage if we take into account that of 730 institutions registered in PROMEP, 260 are TTCl -35.6 % -). Of these, only two (0.9%) are Consolidated AT (from Escuela Normal de Sinaloa and Centro Regional de Formación Docente e Investigación Educativa del Estado de Chiapas), 34 (15.7%) are In Consolidation process and the rest 181 In Training (83.4%). To illustrate this data from TTCl with what happens at a global level -the total of Higher Education Institutions-, in the latter there are 1504 (24.6%) Consolidated AT, 1706 (27.9%) AT In consolidation and the rest 2897 (47.4%) In Training. I think that with these percentage differences the gap between the development of AT in HEI versus the presented in TTCl is clear. Thus, the comparison between HEI 24.6% versus TTCl 0.9% in Consolidated AT; 27.9% HEI versus 15.7% in AT In Consolidation; and 47.4% HEI versus 83.4% TTCl in AT In Training. The following table is highly illustrative:

Table 1. Comparative CA in ES and EN

	TTCl	Global HEI
Registered institutions	260 (35.6%)	730 (100%)
Amount of Academic Teams (AT)	217 (3.6%)	6107 (100%)
AT Consolidated	2 (0.9%)	1504 (24.6%)
AT In Consolidation	34 (15.7%)	1706 (27.9%)
AT In Training	181 (83.4%)	2897 (47.4%)

Source: Own construction based on PROMEP 2019 data.

In the specific case of Durango, Mexico, the data indicate that in its 5 Teacher Training Colleges and Institutions there are certified by PROMEP 11 AT (4.3% of the total of TTCl in all the country), all of this are In Training process:

- Benemérita y Centenaria Escuela Normal del Estado –ByCENED–: 3;
- Centro de Actualización del Magisterio –CAM–: 2;
- Escuela Normal Rural “J. Guadalupe Aguilera”: 5;
- Instituto de Estudios Superiores de Educación Normal “18 de Marzo” –IESEN–: 0; y
- Escuela Normal Urbana “Profr. Carlos A. Carrillo”: 1.

Here it is worth mentioning that for AT, at least in the TTCl, it has been has been requested from the national education authorities to do *Applied Research*, apparently the most desirable task in these institutions is the goal of solving a specific problem or specific educational approach (didactic, learning, of management). Few aspirations seem to be so that AT, made up of Professor Researchers, can produce *Basic Research* that seeks to achieve the purpose of obtaining and gathering information to generate a base of new knowledge that is added to the existing one.

In this way, what I have explained here serves as a framework to guide the analysis of joint and collaborative academic work done in TTCl, such as CAM Durango, and the possibilities and relevance of training Epistemic Communities in them. As we can see, the research tasks in TTCl have been entrusted as a priority to Academic Teams but then we should ask ourselves if the AT have had the expected impact on these institutions -at least quantitatively it seems that no-, besides

questioning, from the old experience that is had in TTCl of duplicity or ambiguity in the functions and attributes of individuals and work groups, if these would have the conditions to pass to the conformation of one or more Epistemic Communities (EC), which could contain, due to the previous experiences already mentioned, the interference between different work groups or, on the contrary, complementarity and support, depending on how we understand each other, as well as how we visualize the specific task and the field of influence that they would have as an academic group of researchers, professionals and / or experts.

The initial idea that I enunciate as a guide to the discussion in this paper is that it continues to require linking the Educational Policies of TTCl to the reality of these, and in that, what one or more EC could do in TTCl would be a key point to find -and validate- the first ways to meet the meanings, the concordance and the subsequent effective implementation, in the short or medium term, of these policies in the daily practice of these institutions.

In order to discuss these possibilities, I will turn to the following section to discuss the Epistemic Communities definitions, their characteristics and implications, as well as the impact they have had or could have on the formulation of policies and the improvement of governmental and / or institutional conditions according to their fields of influence.

Definition and areas of influence of the Epistemic Communities

The EC, as pointed out by Marier (2008), have been formulated as a tool to understand international relations. This theoretical emphasis is placed on how ideas are transformed into policies, in the midst of international restrictions. Thus, Haas (1992, cited by Maldonado, 2005), the first theorist who starts talking about the Epistemic Communities, defines these as networks of professionals with recognized experience and competence in a particular field. Therefore, and due to their specialized knowledge, Epistemic Communities have sufficient 'legitimacy' in the area of policies within a given field (p. 108). Maldonado (2005) adds that we use the term Epistemic Community to refer to a concrete union of individuals who share the same vision about specific problems, that is to say: an episteme (a common belief, a knowledge).

Haas (1992), in its basic approach, gives a character to the professionals that conform in networks and EC, of "professionals with recognized expertise and competence in a particular domain or issue-area" (Haas, 1992, p. 4). To this, Molina (2016) adds that with this expertise and competence, the professionals that make up the EC claim authority in this area or thematic area, based on shared political beliefs and objectives. I will analyze in later paragraphs how we can understand this *expertise* and its broad implications, since it would not be left in the simple fact of having had some practice in some area of knowledge, technology or some other vital issue that is simply raised as *experience*, as some authors translate the term into Spanish.

Although the concept of Epistemic Community comes from the field of international relations, Maldonado (2005) points out that Haas and his group developed this concept mainly on issues such as the control of nuclear weapons, the protection of the ozone layer, the formulation of free trade agreements and international aid regimes in the area of food. This breadth of influence is also noted by Loblöová (2018), who agrees that EC is a concept established from the study of international relations "but can not explain policy change at the domestic level" (p. 160). Thus, Orozco Restrepo (2016) adds, in the same sense, that these professionals who researchers and policy makers who converge and articulate in networks or interest groups, promote their vision of the world, influencing states, multilateral organizations and transnational individuals.

When we discuss the notion that is given to the concept of EC and identify and understand how it is that these networks of experts configure and redefine the policies, within the current World Order, the diverse interests and global and particular operating mechanisms of nations that make up, authors such as Molina (2016) point out that the perspective under which the degree of influence of the EC is assumed, implies that control over and through knowledge and information is an important dimension of power. For many years these groups of political power have been in the dilemma "to deal with a broader range of issues that they were traditionally accustomed to have turned to specialists to ameliorate the uncertainties and help them understand the current issues and anticipate future trends" (Haas, 1992, pp. 12-13), but with the conception and assignment of specific tasks of the EC, the decisions that the states take under their shelter nationalities are formalized and validated under the prestage that EC have in their immediate and future contexts.

In discussing the above, it would be worth highlighting the fact that the processes and the definition of policies are directly connected to certain agents and groups close to the power hierarchy and these, in turn, are subjects with particular histories and circumstances, with personal decisions, circumstantial facts and in general events that are part of the subjects' lives (Maldonado, p. 109). Although it can be seen that, regardless of whether the EC is convened for political reasons, they can

achieve their points of view and move towards objectives different from those initially envisaged by political decision makers (Haas, 1992, cited by Molina, 2016).

Consistent with previous ideas, Haas (1992) points out how modern nations have shown interest in expansion, professionalization, and a certain level of deference to the 'knowledge elite'. Löblová (2018) declares how in the past two decades "our world has become one where expert input is the norm" (p. 161). Similarly, Barry Barnes and David Edge (cited by Haas, 1992) have argued that, in modern societies, "science is near to being the source of cognitive authority: anyone who would be widely believed and trusted as an interpreter of nature needs a license from the scientific community" (p. 11). Haas concludes that many people and institutions trust the scientific community because they share the certainty that the scientific method can make public policy making more rational.

Within those possibilities of influence that the national states give with their confidence and deference to the EC, it should also be mentioned how these are feasible to institutionalize their influence and insinuate their points of view in broader international policies, by consolidating a broad level of bureaucratic power within the aforementioned national administrations and international secretariats (Haas, 1992). This is clear when we see how the work of the EC has increasingly been extended to studies on groups involved in additional problems of increasing global concern (Adler and Haas, 2009), among which mention urgent situations to attend, such as Acquired Immunodeficiency Syndrome (AIDS), deforestation, climate change and drug trafficking, among others.

Thus, to conclude this section, I can point out that the essential task that has been assigned to the EC, from various areas of knowledge, has been to undertake research programs that take into account from the beginning, the value that their ideas will have and contributions in decision making, under the understanding and establishment of patterns that contain the dialectical relationship between theory and facticity, that is, contribute to engender realities from the diffusion, permanence and adaptation to the changing environment faced by the decision makers (Orozco Restrepo, 2016).

Characteristics and functions of the Epistemic Communities

The EC has, from its conception, a *reflexivist approach*, a term that comes from the critical theory of international relations and which implies a critical vision of materialism and rationalism of the mainstream, and entails a methodological proposal about the different research programs on all in security studies, showing how they have affected the realities of States, intergovernmental organizations and transnational forces (Orozco Restrepo, 2016). The fact of establishing a reflective research program implies that it must be progressive, that is, that new discoveries on family cases of diverse areas such as security, international economic policy or the environment are generated (Adler and Haas, 2009).

This reflective approach, based on its critical vision, could also be applied to fields such as Higher Education, since the researchers who work in this field, according to El-Khawas (2000, cited by Maldonado, 2005) have had an explicit mandate to investigate and understand higher education in order to improve it. In fact, in recent years the notion of EC has begun to be used in Latin America, according to Molina (2016), to study security policies of global scope, to establish social policies promoted by international technical and financial assistance agencies, adopted and adapted by national states; and, as already mentioned, but to a lesser extent according to Molina, in studies on the role of experts in the definition of policies in Higher Education.

Maldonado (2005) refers to the seven models of use of research according to the classic planning of Carol Weiss (Nisbet, 1998, cited by Maldonado, 2005): *Linear Model* (which assumes that basic research leads to applied research, following its development and implementation); *Problem Resolution Model* (in which the research identifies the knowledge needed to direct an action); *Interactive Model* (includes researchers and decision makers in a constructive and collaborative dialogue); *Political Model* (research is used to justify a particular policy); *Tactical Model* (the need for investigation is used as an excuse to delay a decision or action); *'Illuminator' model* (where research ideas are projected and scenarios and solutions are imagined); *Intellectual Model* (the research activity broadens the horizons and increases the quality of the public debate), but clarifies that the concept of the EC can not be stay into only one of these models but at certain moments of its work and development, according to the needs and tasks assigned, can incorporate characteristics of each one or several of them.

Thus, under this approach and heterogeneous research models, the EC shares at least four aspects:

1. Certain beliefs and principles that are the basis for some of their actions,

2. Professional judgments,
3. Notions of validity, and
4. Common political agenda (Stone, 1996, cited by Maldonado, 2005).

In congruence with the previous paragraph, Haas (1992), Maldonado (2005) and others, state that EC have at least seven characteristics that define them:

- a) Common agenda under coinciding points in the research agenda.
- b) It is integrated by networks. An epistemic community is a network made up of other networks.
- c) System of shared beliefs and values.
- d) Compact size that privileges the academic prestige, the ability of the members to influence within their disciplinary field and their capacities to extend their influence and relate to important actors in the definition of policies.
- e) Give more weight to informal than formal relationships.
- f) Prestige and academic credentials as the most important capital that allows it to be distinguished from other networks or groups.
- g) Professional diversity Professional identity is not the main integrating element in an epistemic community.

Taking into account such characteristics, Adler (1992, cited by Maldonado, 2005) explicitly states that, under these premises, EC should not be confused with a profession as it crosses professional boundaries.

As I mentioned previously, the EC emerge from the field of international relations and subsequently participate in other areas of knowledge, including higher education, and its essential task is to participate in the development of national state policies and influence for its start-up. In such a way that the process to arrive at the formulation of policies, implies the following functions:

- To elucidate cause and effect relationships and provide advice on the possible outcomes of various courses of action;
- To shed light on the nature of the complex interrelationships between the problems and the chain of events that may arise both from lack of action or the institutionalization of a particular policy;
- To help define the interests of a state or factions within it; and
- To help formulate policies. (Molina, 2016).

Within this process, it is necessary to break down the moment in which the EC helps the States to identify their interests, defining and / or framing the issues of collective debate and then proposing the specific policies and identifying outstanding negotiation points (Molina , 2016); for this, it is also important that the EC exert its influence to limit the range of political controversy around a matter, the definition of the interests of States and the setting of standards (Adler and Haas, 2009).

The favorable impact of the EC in the fulfillment of such functions may occur if they are presented:

- Identification of EC membership and beliefs based on principles and causes shared by its members;
- Location of their activities and the demonstration of their influence on decision-making at different points in time;
- Identification of the credible alternative results that were executed as a result of their influence; and
- Postulates with alternative explanations for the actions of the decision makers. (Haas, 1992, cited by Molina, 2016).

Adler and Haas (2009) warn that, in order to fulfill such functions and represent an important nucleus of academic-intellectual influence in the formulation of policies, the EC should not be confused with a new hegemonic actor that acts as the origin of the political and moral direction in society. The epistemic communities are not in the business of controlling

society. The focus of these should be merely instrumental and their period of operation should be limited to the time and space that are jointly defined by their members and decision makers, starting with the problem and its solutions. As they emphatically point out: EC are neither philosophers, nor kings, nor philosophers-kings (Adler and Haas, 2009). EC do not control societies, due to their very remote scientific nature or the political or militant, but they represent an important value for them, as Haas (1992) states: "Epistemic communities need not be made of natural scientists; they can consist of social scientists or individuals from any discipline or preference who have a strong claim to a body of knowledge that is valued by society" (p. 16).

What matters is that the members of the EC, as it was already reiterated with the previous idea, are professionals respected in their own disciplines and have the capacity to influence those who compose it; but also that they must demonstrate the capacity to extend their direct or indirect influence with an always expansive pattern, eventually reaching key actors in the process of policy coordination (Adler and Haas, 2009). After all, the factors that influence the presentation of changes in the enunciation of policies based on the research carried out by the EC are: "Knowledge; causal and principled beliefs" (Haas, 1992, p. 6).

As Haas (1992) specifies, decision makers may have different incentives and reasons to consult the EC, some of them with more political motivations than others. The implication for these incentives or reasons to arise can be:

- First, following a shock of crisis, Epistemic Communities can elucidate the cause-and-effect relationships and provide advice about the likely results of various courses of action. In some cases, they can help decision makers gain a sense of who the winners and losers would be as the result of a particular action or event.
- Second, Epistemic Communities can shed light of the nature of the complex interlinkages between issues and on the chain of events that might proceed either from failure to take action or from instituting a particular policy.
- Third, Epistemic Communities can help define the self-interests of a state or factions within it. The process of elucidating the cause-and-effect relationships of problems can in fact lead to the redefinition of preconceived interests or to the identification of new interests.
- Fourth, Epistemic Communities can help formulate policies. Their role in this regard will depend on the reasons for which their advice is sought. In some cases, decision makers will seek advice to gain information which will justify or legitimate a policy that they wish to pursue for political ends. An epistemic community's efforts might thus be limited to working out the details of the policy, helping decision makers anticipate the conflicts of interest that would emerge with respect to particular points, and then building coalitions in support of the policy. (p. 15).

To conclude this section it is important to point out that, as Haas (1992) indicates, the EC ethical standards are based on its principled approach with respect to the subject in question, rather than just in a code professional. Such standards should be the support in practice to reach the degree of influence expected even in "highly certain areas of routine policymaking" (Löblová, 2018, p. 160), which then leads to a reconceptualization of the uncertainty that initially the EC is raised, an essential demand that decision makers and policy makers make to experts.

Expertise of the Epistemic Communities and the interpretation of the reality that they propose

Expertise, according to Haas (1992), is an essential characteristic of the professionals that make up the EC. As I mentioned, it can not be translated simply into 'experience' in a specific field of study, but in specific it is more related to a high level of expertise and knowledge. Before entering to discuss these implications for the professional, the Professor Researcher in the specific case of this paper, it should be noted that aspects such as leadership, management skills, effective political discourse and assertiveness are left aside, not necessarily because they are not important in the profile of this professional as part of their skills, which are regularly requested by governments and their institutions for public policymakers. As I mentioned in previous paragraphs, the characteristics of the EC and its members are very well defined but include other areas.

As Stone (1996, cited by Maldonado, 2005) mentions, it is very pertinent to nominate a network of experts to a EC, instead of the denomination 'group', since knowledge is a central aspect of power from their perspective. Recognizing the specialized knowledge they possess contributes to a more balanced analysis regarding their contribution in a field of studies (Maldonado, 2005), in which even they may have been precursors.

Haas points out (1992) that, in the second part of the 19th century, scientific rationality began to prevail over the alternative paradigms of knowledge as a model for decision making in science, "although it did not reach its peak until about fifty years later, when logical positivism and the ideas of the Vienna Circle were embraced and the entry of White-Coated professionals into the public policy process became more widespread" (p. 8). Although, as pointed out by Molina (2016), it was from the Social Sciences, in the 70s of the last century, that the role of experts and professionals in economics and social policies began to be problematized. Around that period, Molina continues, a process of profound disenchantment with the scope of science as a means to improve life in society took place, then distrust and strong criticism of the experts began to prevail. In response to these criticisms, in those years new matrices were emerging to analyze the diverse relationships between ideas, experts and policies, as well as to review the influence of expert knowledge on the configuration of political institutions and public policies and, above all, the processes that consolidate these experts as relevant social actors.

Continuing with this idea, we can emphasize the central assumption of critical approaches that indicates that professionals / experts are not only bearers of 'technical knowledge', but epistemes, paradigms, the referents they share and transmit combine elements cognitive, normative and programmatic (Molina, 2016). In a broad sense, 'knowledge', as defined by Haas (1992), is "the communicable mapping of some aspect of the reality reality by an observer in symbolic terms" (p. 21).

The English sociologist Terry Johnson (1995, cited by Molina, 2016) argues that the recognition of professional expertise derives more from the needs of legitimacy of the State itself than the esoteric knowledge and abstract knowledge that professionals develop and put into play. Thus, this author proposed as a postulate that the pre-eminence of the knowledge of experts is a condition of possibility of the modern State. In other words, the success of scientific communities, as the EC claims to be, for the construction of a social reality with universal validity, is a consequence of the official recognition of the members of these as experts. The government depends on the neutrality of expert knowledge to make governable the social reality, concludes Johnson (1995, cited by Molina, 2016).

In this triangulation with the social realities that are sought to be made 'governable' through the expert influence of the EC, it is necessary to return to the conception that Haas (1992) makes of 'episteme', as a dominant way of looking at social reality, a set of symbols and references, expectations and intentions shared by specific collections of individuals who share a vision of the world that delimits, for its members, the adequate construction of social reality. Haas suggests that networks of experts learn models and patterns of reasoning, and with this assumes, with Berger and Luckman (2001, cited by Haas, 1992), that reality is socially constructed, which implies that our concept of reality is mediated for the previous assumptions, expectations and experiences.

In this way, the EC provides consensual knowledge, but does not generate 'truth',

The epistemological impossibility of confirming access to reality means that the group responsible for articulating the dimensions of reality has great social and political influence. It can identify and represent what is of public concern, particularly in cases in which the physical manifestations of a problem are themselves unclear. (Haas, 1992, p. 23).

What the EC does to provide such consensual knowledge is to construct frameworks for analysis and interpretation based on evidence (Haas, 1992), which is what decision makers mainly require (Davies, 2012; Wilsdon, 2014; cited by Löblová, 2018). This is how effective frameworks could be formed that can ensure that problems are seen in a specific way, so that favored ideas seem common sense, and disadvantaged ideas, as unthinkable (Molina, 2016).

Conclusions: What the probable success or failure of the Epistemic Communities depends on

As I reviewed in previous sections, the epistemes that the EC builds and that could become established as dominant, based on the recognition of their expertise, contribute to explain the choice and persistence of policies, frame policies and affect their institutionalization (Molina, 2016). Dunlop (2013, cited by Molina, 2016) adds that the tasks of the EC can be successful insofar as they make their visions prevail and that they are related not only to the epistemic and institutional resources they have but also to the perspicacity policy of its members to persuade decision makers, and navigate successfully in government machinery.

Bearing in mind that the policy formulation and implementation process presents four main steps: policy innovation, dissemination, selection and persistence (Adler and Haas, 2009), one of the main factors that will influence the time that an EC maintain its influence will be the degree of consensus reached among its own members, when it loses its consensus,

its authority will decrease and the actors in charge of making political decisions will pay less attention to their advice. Other factors that will have a possible effect on the authority, influence and even permanence of the EC, are economic, political and other crises, which very likely, as a consequence, will lead the political decision makers to seek advice of new groups of experts.

This idea allows us to give an account of what the EC would require for its permanence and success in fulfilling the tasks for which they were created. As can be seen throughout this paper, the work with groups of researchers (Academic Teams) and scientific communities with influence on the formulation of policies (Epistemic Communities) has been in HEI and CCTI still not very effective. The subjects for the conformation of any of these two work teams exist; the expertise and broad knowledge, and the prestige of them is present and recognized in different ways, but it is a fact that one would have to work internally in such research groups or scientific communities, reaching a solid consensus that allow them to influence the various levels of decision makers and educational policy makers, starting with the closest, that is, at the institutional domestic level, then at the state level, and then try to do it at higher global levels.

The initial idea that I proposed as a guide to the present writing continues in a wait-and-see channel. I believe it is feasible to link in Teacher Training Colleges and Institutions educational policies with their reality through the influence of the EC; as I said, this would be extremely favorable to find -and validate- the first ways to meet the meanings, the concordance and the subsequent effective implementation, in the short or medium term, of these policies in the daily practice of these institutions, but the experience with the Academic Temas shows that the success of these enterprises will be segmented, dependent on the internal impulse of education professionals, which in the case of the Epistemic Communities, should have a fine listening receiver, institutional or governmental, that understands the value of having these for undertake and configure new ways to enunciate their policies that become truly applicable in daily practice.

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Dissecting Export Trade Patterns of Georgian Economy and the Growing Importance of the European Union Market

Davit Belkania

Ph.D., Kaposvár University, Faculty of Economic Science

Abstract

From the very beginning of its rebirth after leaving the Soviet Union, Georgia embarked on a transition to a free market economy and linked its fate to western culture. Since then, strengthening the private sector, creating an attractive investment climate, promoting trade liberalization and above all else fostering exports are the main concerns of the country. Thus, as an export-oriented country, close examination of the Georgian export performance is of great importance. Besides the decomposition of general export trends for the period of 2008-2017, this paper applies Balassa index of revealed comparative advantage (RCA) to identify the key export sectors with comparative advantage and correspondingly with higher growth potential; By this shaping the export promotion policy to prioritize those sectors as the main drivers to increase export earnings. Furthermore, the study employed export product diversification index to gauge the convergence degree of Georgian exports structure by products to the structure of the world; as it significantly affects the resistance of a country towards the trade shocks caused by a price instability of the exported commodities. Eventually, the EU-Georgia trade relationship will be assessed through the trade intensity index to check whether the value of trade between the EU and Georgia is corresponding to the expectations based on their importance in world trade. The results show the comparative advantage for nine products (HS4) that account for <60%> of total exports including all the major sectors of Georgian export production. The diversification degree of export products improved over the last decade but still very poor, thus, it is unlikely for Georgia to resist the external trade shocks in case of a price instability of the exported commodities. Furthermore, despite the removal of the main trade barriers between EU and Georgia, it appears that the bilateral trade relationship is characterized by a low-intensity pattern, meaning that there is much to trade between the partners. The problem of low-intensity can be linked to the lack of accessible export-related information that limits the ability of the new entrants to survive. As a result, discouragement of new firms to become exporters limits the diversification of export basket, which in turn negatively affects the level of trade intensity between the trade partners and decreases the potential trade benefits of bilateral agreements.

Keywords: RCA index, export, trade intensity, Georgia.

Introduction to the Core Concepts of Christian Psychotherapy

Prof. Naum Ilievski

PhD, Faculty of Psychology, International Slavic University "Gavrilo R. Derzhavin", Sveti Nikole, R. North Macedonia

Angelina Ilievska

MD, Psychotherapist, Psychiatrist, Private Practice, Skopje, R. North Macedonia

Abstract

Christian psychotherapy comes out of the two-thousand year long spiritual practice in Christianity. Its core is based upon the foundations of Christian anthropology, which defines and focuses on the human soul. The purpose of this paper is to establish Christian psychotherapy as a contemporary theory of personality development, with its own method that enables personality development and growth to a complete spiritual self-actualization and self-realization. Christian psychotherapy opens a new perspective towards man's psychological and spiritual functioning; a new dynamic model is offered for his inner functioning – not only at a psychological, but also at a spiritual level – which is useful and practically applicable with the other trends in psychotherapy. Via a descriptive method, the basic concepts are defined: (1) Stages of spiritual development; (2) A comparative parallel between the stages of spiritual development and the stages of spiritual and mental disorders with clinical psychopathological entities; (3) Primary and secondary function of the mind; (4) The FCP method (systematized by the author), which has a central role, and the client-therapist relationship; The systematization of the spiritual development of personality is found only within the frames of Christian psychotherapy; this type of systematization of the spiritual development – including a parallel comparison with the three stages of spiritual and mental disorders – has been introduced for the first time.

Keywords: stages of spiritual development, primary and secondary function of the mind, pure mind, spiritual intellect, FCP method, healing

The Need for Evidence-Based Practice in the Foster Care Field among Social Workers in Gulf Countries

Hassan Arab

A Foster Care Social Worker in the Ministry of Social Affairs in Kuwait

Abstract

The demand for Evidence-Based Practice "EBP" has been growing for a long-term and yet, there isn't a reply to this growth. Social Workers continue to rely on personal perspective, common sense, tradition when working with their clients in the foster care field as well as their personal beliefs in their assessment and intervention plans. Throughout a journey around the GCC countries to compare the adoption systems, and the social worker's work perspective in all the assessment stages, and tracing to intervention plans or treatment methods; it was noted that social workers still consume and revive an environment free of any evidence-based practices. In order to patch this glitch a sample of a practice sheet that consists of theoretical framework can be used as a temporary solution in order to provide an evidence-based practices in the foster care field.

Keywords: evidence-based practice, biopsychosocial-spiritual model, adoption social worker

Language Shift among the Arbereshe of Italy

Elsa Pollozhani

Abstract

Throughout history the world has faced migration, occupations, assimilations and explorations that have significantly influenced the way that the world functions today. Humankind has it in its nature to extend and confirm its knowledge. The world has undergone many political and cultural changes through the ages. It has witnessed different world orders, changes of borders and maps, colonization, globalization and similar significant processes. Among the many changes, language is a particular phenomenon that has faced shift, change and many times death. These are common language phenomena that require attention from scholars, researchers and most importantly from decision makers. But how much is being done for the preservation of minority languages? Not enough. Because first of all a language needs institutional and legal protection. This can be done by governments and their linguistic policies. Taking into account actions taken to date, this paper aims to study the under-researched area of Italy's policy towards *Arbëresh*, a variety of Albanian language spoken by the Albanians of Italy or the Arbëreshë. Arbëresh presents an archaic variant of Albanian, spoken five centuries ago in Albania and has managed to survive in the Albanian communities in Italy, mostly spoken in Calabria and Sicily.

Keywords: language, migration, policy, minorities, arbëresh.

The Philosophy of Existentialism in *the Magus* - the Motifs of Freedom and Suicide

Ljiljana Pticina

Faculty of Philosophy, University of Novi Sad

Abstract

John Fowles' literary opus is largely based on the philosophy of existentialism, with the motifs of freedom and suicide serving as its focal points, both closely related to freedom of choice and seen as crucial to the existentialist movement, as well as the author himself. This paper analyses Fowles' novel *The Magus* through the prism of existentialism, which means that the basic existentialist concepts are identified and located within its text, as well as the influences of the key figures of this movement. The motifs of freedom and freedom of choice in context are interpreted and linked to the theories of Freud and Jung while special emphasis is placed on the role of the anima, that is, the female principle inside the male subconsciousness. This is precisely why a separate section of this paper is dedicated to female protagonists and their role in the novel. In his works, Fowles puts an emphasis on the freedom of the individual, which is portrayed through the freedom of the mind, ideas, choice and spirit. It is cruel, always demanding action as well as acceptance and adaptation. By remodelling our own character, we also remodel the future generations and our visions of the world. The protagonist in this novel is chosen to remodel his own character, to turn from a collector into a creator, to stop depriving people of the content and to bring about a positive creative act instead. Human border acts such as suicide also belong to this field of interest. There are three cases of suicide in *The Magus* and this paper analyses their role as a symbol of the protagonist's metamorphosis upon threading onto the mythical ground.

Keywords: Philosophy of Existentialism, Magus, Motifs of Freedom, Suicide.

Crucial Issues on Introducing Mediation as a New Aspect of FLT & FLL into Tertiary Education

Victoria Safonova

Abstract

This paper discusses some needs, difficulties, and an educational management strategy for introducing mediation as an aspect of foreign language teaching and learning into Russian tertiary education. It is a well-known fact that since 2001 the Pan-European language methodology has been promoting a new vision of objectives for teaching languages in which a special emphasis is put on the necessity of moving from Lado's model of the four skills (listening, reading, speaking and writing) to the four modes of communication, such as perception, production, interaction and mediation (CEFR, 2001; North, Panthier, 2016; CEFR Companion Volume, 2018). Meanwhile, the results of evaluating the 2017-2018 language syllabuses and course-books used in 3 Russian universities somehow suggest that FL syllabus & course-book writers, and, consequently, language teachers mostly prefer to take a traditional "four-skills" path in their methodological and teaching activities and they don't feel quite confident to introduce a mediation aspect into university FLT & FLL practices. Partly, it is because of: a) experiencing some terminological difficulties in understanding the CEFR mediation metalanguage; b) encountering many difficulties in finding practical guidance for writing CEFR-oriented language syllabuses & course-books and c) the lack of reliable teaching materials for developing university students as cultural mediators in a FL course. Besides, about three fourths of 70 university teachers in their interviews have clearly stated that from their point of view, mediation in a foreign language /FL/ is the most complicated, sophisticated and time-consuming activity ever modelled in the language classroom. and that is why it would need and take much effort on the part of the teacher to develop university students' mediation skills with rather limited amount of classroom teaching time. The paper argues that what is badly needed for the improvement of this situation is the development of a step-by-step educational management strategy aiming at raising teachers' and students' awareness of mediation as an important part of their career success in today's globalized, yet multicultural and multilingual world and providing methodological support & instructional guidance on teaching mediation though a FL in institutions of higher education /HE/. The strategy suggested in the paper involves: a) investigating university teachers' didactic awareness of mediation as a new objective and as an aspect of ELT & FLL in a particular educational context; b) reaching an agreement between curriculum planners, syllabus & coursebook writers, practitioners when, how, and through what languages (only through FLs or FL+L1, or FL + L2 + L1) mediation should be taught in the CLIL classroom with an interdisciplinary approach; c) investigating if any of the CEFR mediation skills are somehow possessed by students within this or that cycle of HE; d) investigating what mediation activities may be found in FL coursebooks and their relevance in terms of developing CEFR mediation skills that are desperately needed in academic/scholarly intercultural communication; e) making decision on the type of mediation activities that should be at the core within a particular cycle of HE; f) reaching a terminological agreement on the metalanguage used by educators in their professional interaction in English and their mother tongue; g) profiling & grading discourse and functional repertoire needed to mediate a text and/or mediate concepts and/or mediate communication, and profiling mediation interaction schemata that are typical of professional interactions in academic and/or scholarly and/or business and/or social communication; h) providing didactic guidance for those university teachers who are not researchers in the field of language education and acquisition, first, in profiling the CEFR mediation scales to be used as assessment instruments in a local educational context, second, giving appropriate guidance for university teachers in order to make them more confident in developing graded mediation task-based activities aiming at integrated teaching mediation in and beyond the language classroom.

Keywords: CEFR Companion Volume, higher school institutions, university FL education, mediation as an aspect of FLT & FLL, CEFR-oriented educational management strategy.

Do Spanish Media Dream of Nordic Welfare States?

Pedro Poza Maupain

Aalborg University, Denmark

Abstract

The so-called “fairytale” narrative about Nordic exemplarity, which presents the Scandinavian countries as almost perfect societies with well-functioning parliamentary democracies, solid welfare systems, and an admirable lack of corruption, has reached unprecedented popularity in Spain during the last decade, especially as a consequence of the global economic crisis that erupted in 2007-2008. Bearing in mind that the Spanish crisis is not only economic, but also political, as well as a crisis of values, I research from a critical discursive perspective how Spanish written media depict and differentiate the Nordic countries, and whether these media are actively turning them into social, political, cultural and economic role models for crisis-stricken Spain. Regarding my theoretical and methodological approach, I intend to fill some of the gaps for which critical discourse analysis (CDA) has been criticized. As a number of scholars (e.g. Horsbøl 2016, Luke 2002, Jones 2001) have pointed out, one of the weak points of CDA is that the context dimension is underanalyzed and not sufficiently explained. Hence, my research combines a transformative approach to CDA with various social, political and cultural theories, which I use to examine the wider context in which the analyzed media texts are produced, and in which the production process takes place. The main theories used for this purpose are Marklund’s concept of Nordicity, Andersen’s view on the welfare state, Anholt’s competitive identity theory, Nye’s three dimensional chess game framework, and Habermas’ interpretation of constitutional patriotism.

Keywords: Spanish Media, Dream, Nordic Welfare States.

Post Truth Politics: A Post-Panama Gate Study of Pakistani Political Speeches

Bilal Sulemani

Abstract

An increase in understanding of post truth politics has completely changed the perception of audience/citizens regarding political speeches. Post truth politics controls audience by the appeals to emotions; rhetoric tactics suppress the need of factual reasoning. It is not a new adaptation among politician and had long been practiced but the advent of fast media has brought it into notice. Astonishing results in global political sphere are the proof of its importance in achieving certain goals i.e. Donald Trump's electoral campaign which turned out to be an unexpected event in the history of America. Current research will focus on the discourse of Pakistani Political elite in the context of political upheaval in 2017 (Panama Gate papers). The devices used by political leaders to prove their sincerity, innocence and patriotism will be the part of attention in the research. The analysis will be made by the use of Aristotle's rhetorical devices; Ethos, Pathos and Logos, and Harberma's idea of validity claims. The use post truth political tactics play a pivotal role in persuading or constructing public opinion in Pakistan. In the era of Rights to Information Acts, politicians still manipulate public opinions through their discourse, in a situation where politics has become more media focused and adversarial, facts (true or false) become an important tool by politicians in their discourse. Today politicians feel least reluctant to use 'false' facts and this practice has no limits of venue or level.

Keywords: Politics, Panama Gate Papers, truth, discourse, Aristotle.

Residential Energy Consumption Modeling Using Quantile Regression

Djula Borozan

Faculty of Economics in Osijek, Josip Juraj Strossmayer University of Osijek, Croatia

Luka Borozan

Department of Mathematics, Josip Juraj Strossmayer University of Osijek, Croatia

Abstract

Despite the fact that residential final energy consumption has been extensively studied in the European Union (EU), little is known about its quantiles. The data shows that per capita residential final energy consumption considerably varies among EU countries, depending on numerous factors. Using quantile regression, this paper aims to explore the effects of its main determinants for EU countries in year 2016. Understanding the residential final energy consumption determinants is very important. Namely, an increase in the efficiency of its usage and its reduction without jeopardizing the quality of life is desirable not only for households themselves, but also for environment and the whole society. We found statistically significant variances in the significance of the poverty and policy variable as well as the climate condition variable between quantiles. By contrast, energy prices and gross domestic product turned out to be statically significant determinants regardless of the examined quantiles of conditional distribution. Thereby, the rebound effect of gross domestic product on residential final energy consumption was weakened, while the effect of energy prices strengthened across quantiles. The results of the quantile regression analysis provided energy and environmental policy authorities with valuable additional information to formulate policies for further promotion of a wise use of energy in the residential sector.

Keywords: residential final energy consumption, rebound effect, European Union, quantile regression.

Unlearning Traditional Learning Skills While Adapting to New Online Learning Research and Application Skills

Bob Barrett

Abstract

Hedberg wrote on the topic of unlearning, and previous learning styles and skills may be a hindrance for adult learners returning back to the new and improved classroom of today's virtual learning environments. Besides teaching returning and new adult learners entering back into the world of academia, educators may need to help adult learners to "unlearn" previous traditional learning skills to better prepare them for today's various technological advancements, namely virtual or online learning. Consequently, today's online course and programs offerings are focused on the same principles, theories, and concepts offered in traditional Face-to-Face (F2F) learning environments with a more technological spin and use of computerized applications to help them with the pursuit of learning better research and application skills. In particular, today's learner has to absorb and utilize more data than in previous decades of learning and quickly learn the use of online learning tools, as well as the use of various databases and social media. Thus, educators need to help with the transition of learners from previous traditional learning environments, but also prepare them to enter into a more modernized arena of online learning applications and need for a stronger technological mastery of skills. This presentation will help to demonstrate differences between the teaching of courses in a more traditional learning classroom versus the fast-growing field of online learning. Applications for assisting with the transitions from one learning environment to the other will be shared, as well as potential learning activities and applications to help adult learners to see relevancy and value of such a transition to a more technological application of learning skills and modern-day workplace set of applications. Not all teachers or adult learners are fully prepared for such a transition, but the wave of the future has been happening for two decades, and the presenter has over 19 years of experience in the online learning field in terms of designing and developing undergraduate and graduate courses, as well as offering train the trainer and online learning courses for university professors and lecturers seeking to learn more about online learning. This presentation will help the audience to gain a working knowledge of the field and some of the basic rudiments used in daily online teaching as well as presenting future changes in the field.

Keywords: Unlearning Traditional Learning Skills, Adapting to New Online Learning Research, Application Skills.

The EAP as the Portal to an Education in the Liberal Arts (14)

Miguel Sosa

Akita International University EAP program

Abstract

As institutions evolve and the world changes around them, universities find themselves in need for periodic curriculum review and reform. One example of these changes is the curricular alignments generated between partner institutions as they work together to introduce a “world standard curriculum.” Another example is the introduction of English as a Medium of Instruction (EMI) as the *lingua franca* throughout universities. The immediate effect is that English for Academic Purposes programs (EAP) gradually shift from providing students with the basic language skills necessary to comprehend lectures, deliver presentations, complete reading and writing assignments within the requirements of the university to providing background knowledge (trans-cultural and disciplinary literacy) of the world as part of the process of gaining experience and knowledge from a broad range of liberal-arts subjects. Thus, the EAP becomes the entry point for students to become acquainted with other cultural traditions and ways of learning that they will eventually experience as they complete their study abroad requirement. This presentation reports on how the “position” of the EAP is evolving into becoming the entry point to a Liberal Arts curriculum that seeks to equip students with a balanced basic competencies across the humanities, with a focus on the development of the habit of thinking critically, an active interest in global affairs, including the nature of diverse cultures, languages, history and societies, and a strong desire to learn foreign languages, (especially English). The presentation will provide an overview of the combination of three areas of research where EAP programs in similar situations may find practical ideas: Coherence, in the form of Scaffolding and Learning (Dodge, 2009; van Lier, 2010), Awareness as Action-Based research and sociology (Bernstein, 2000), and Kindness as presented in the Development of Human Capabilities (Nussbaum, 2011). (290)

Keywords: EAP, Portal, Education, Liberal Arts.

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General Trends of Business Career Management

Natalia Kharadze

PhD in Economics, Manager of HPML, Professor of TSU,
Editorial & Scientific Advisory Board and Reviewer Team member at EUSER scientific platform

Nugzar Paichadze

PhD in Economics, Professor of TSU

Nino Paresashvili

PhD in Economics, Professor of TSU

Dea Pirtskhalaishvili

PhD Student of TSU

Abstract

Correct career management policies provide human resources with the ability to increase the required habits, skills, qualification capabilities and become recognizable. Personnel policy and career management are important and current issues, that's why it has become an object of our research. The research was conducted in the "Human Potential Management" laboratory at the Faculty of Economics and Business of Ivane Javakhsishvili Tbilisi State University. The research was conducted by an associate professor Natalia Kharadze. Associate Professors, PhD students and other students were involved in it. The questionnaire according to which the survey was carried out consisted of 32 questions and 125 options for an answer. The survey was attended by the respondents employed in Tbilisi, who were randomly selected in a short period of time. For the purpose of conducting a comprehensive research, SPSS statistical software package was used for statistical processing and data analysis. The questionnaire data discussed in the survey was filled by 560 respondents. Several hypotheses have been proved; Hypothesis HP1; Hypothesis HP3_1; Hypothesis HP3_2; Hypothesis HP3_3; hypothesis HP3_4; in which the correlation analysis has been used, Chi-squared test; While hypothesis HP2 has been used for single-factor dispersion analysis -One Way ANOVA, Cross tabulation analysis, test of homogeneity of variance (Levene). As a result of analyzing the survey data, we had the opportunity to formulate some recommendations that will allow the organizational head to reduce signs of discrimination.

Keywords: Career, management, business career, nepotism, human resources management.

Biased Survival Expectations and Its Consequences on Health and Financial Behavior

Joan Costa-Font

London School of Economics, IZA and CesIfo

Cristina Vilaplana-Prieto

University of Murcia

Abstract

Do individual's survival expectations play a fundamental role in life cycle humans and financial capital decisions? We use European end of life data from SHARE to measure the individual specific bias between subjective and actual survival realizations. Subsequently, drawing on unique data from individual's maternal history we estimate the local average treatment effect (LATE) of a subjective survival bias on health (smoking, obesity, cognitive abilities), social contacts, and financial (employment and savings) behaviors. Furthermore, given that the survey contain data on meteorological data. We estimate a measure of biased meteorological expectations to compare our results with. Three findings emerge. First, individual's exhibit biased survival expectations (BSE), but such bias differs between deceased and survivors. Second, biased survival expectations exhibit a significant heterogeneity across the life cycle, but some consistent variation with meteorological expectation bias. Third, we find that one standard deviation change in BSE affects the probability of being a smoker 0.4p (which compared to 1.5pp of biased meteorological expectations), 0.5pp the probability of drinking alcohol in the last three months (but no effect on meteorological expectation bias), the probability of having bonds, a mortgage and life insurance, as well as mutual funds by 15% and retirement accounts by 11%. The effects are consistent with evidence that BSE capture more than just individual optimism.

Keywords: Biased Survival Expectations, Consequences on Health, Financial Behavior.

The Impact of Europe's Individualism/Collectivism on the International Trade

Aurelia ILIEȘ

R.M. Ammar ZAHID

Abstract

If we are to choose between two distinct statements, that the interest of the group prevails over the interest of the individual for the majority of people and that a minority of people in our world live in societies in which the interests of the individual prevail over the interests of the group, we can conclude, as Hofstede did, that there are two categories in which nations can fit: individualists and collectivists. The purpose of our study is to investigate the impact of this cultural dimension on the international trade of most of the European countries. Regression model has been applied to the 20 years' data (1996-2015), as well as trend analyses. The findings of previous studies suggest that individualism has significant positive relationship with the imports and exports of Eastern European Countries, notably, Poland, Lithuania and Romania. Based on these results we have extended our analysis covering nations from all over the continent, focusing on a single cultural dimension and trying to proxy the variables based on the statements Hofstede used in the original study: for the individualist pole - personal time, freedom, challenge; while for the opposite, collectivist pole - training, physical conditions, use of skills. The use of our proxies are based on other cross-national studies conducted by Inglehart, the analysis of the World Values Survey that identifies secular-rational versus traditional authority dimension for which Misho concluded that the positive pole of this dimension reflects strong in-group cohesion and exclusion of members of other groups, whereas the negative pole indicates acceptance of others regardless of the group(s) to which they belong, also being characterized as exclusionism versus universalism. We have also considered three other cross-national values databases: those of Schwartz, GLOBE, and Trompenaars.

Keywords: European Culture, International trade, Hofstede cultural dimensions, Individualism vs. Collectivism, Exclusionism vs. Universalism.

Orientalism and Ottoman Modernisation in the Discourse of Postmodernism

Prof. Roida Rzayeva

Azerbaijan National Academy of Sciences

Abstract

If Orientalism is the critique of modernity, it can be rather considered in a postmodern discourse. New phenomena of global politics, changing moods of mind and cultural discourses again make Orientalism a topical subject. The East has always meant contrast for the West. Yet has it always meant the same? One should particularly note herein a philosophic approach to the problem is necessary instead of the usual and conventional political one, which mostly expresses a unilateral traditional characteristic of Orientalism and interprets it accordingly. There is an opinion Orientalism makes up a paradigm to study non-European histories and cultures using approaches coming after structuralism and postmodernism. As modernized, the East meets/clashes the West while there is no such an opposition in postmodernism, but is co-existence, which echoes the opposition characteristics of Orientalism, unlike the traditional one. At the same time, when analyzing orientalist works, we often see not a unilateral, but a synthesized approach e.g in those by Turkish one, Hamdi. In any case, many panels by orientalist artists represent combinations which follow a well-known postmodernist motto, *both that and the other*, unlike the modern world's modernist logic, *either that or this*.

Keywords : postmodernism, Orientalism, modernization, discourse, dialogue.

Extended Abstract

Today's western art studies connect the critical approach of the orientalist painting to the idea of alienating and constructing the East in the European paintings. Turkish art experts do not categorize few Turkish orientalists as the school representatives due to some elements in their pictures, most likely explicable as a result of differences between the Ottoman society and other Eastern ones, and e.g pictures by Hamdi are defined as *thoroughly composed essays about the Ottoman society created in the Western way*¹. It seems rather natural for the orientalists, who remained modern people in terms of their habits and mode of life and invented their personal East; the painters were a part of the cultural environment they depicted, the part logically generated by the local tradition historically developing.

In the 15th-17th centuries, the Ottoman Empire represented a cultural space mixing artistic traditions seemingly impossible to combine, which made the Ottoman culture extremely receptive and open for influences. Ornamental motifs are the examples thereof, which may provide for an impression that Ottoman artists wanted to try all and at once, which also echoes with postmodernism. With its natural beauty and architectural sights, Istanbul served a fairy-tale decor for the 19th century's orientalist painters. Not only does Orientalism include a prejudicial western look at the East, but also how this prejudice gradually changed. Meeting fine beliefs and lifestyles where western artists came, full of fairy-tale expectations, along with cultural transforming the empire brought to some thinking stereotypes destroyed, points of view changed and artistic experiences enriched².

The discourse based on the East – West opposition borrows typological perceiving the Orientalism history³. Because such important topics as the dialogue of cultures make up today's agenda, one can't help agreeing the following words by E. Said,

¹ Displaying the Orient: Architecture of Islam at Nineteenth-Century World's Fairs. Berkeley – Los Angeles – Oxford, 1992. P. 40-41

² Germaner, Semra (2007), "Oryantalizm ve Osmanlı Modernleşmesi", *Uluslararası Oryantalizm Sempozyumu 9-10 Aralık 2006*, 1. bs. İstanbul: İstanbul Büyükşehir Belediyesi Kültürel ve Sosyal İşler Müdürlüğü Yayınları, p. 309.

³ Keyman, E. Fuat (2007), "Edward Said ve Bir Modernite Eleştirisi Olarak Oryantalizm", *Uluslararası Oryantalizm Sempozyumu 9-10 Aralık 2006*, 1. bs. İstanbul: İstanbul Büyükşehir Belediyesi Kültürel ve Sosyal İşler Müdürlüğü Yayınları, s. 129;

*these two geographical essences support and to a certain extent reflect each other*¹. Using Said's postulate, *it is the East the West includes as a part (and vice versa)*, one could wonder in this prism if those who were painting on European history could be inventing the West in this way. After all, we often face an orientalist project and style (using Said's terminology) in the pictures, which represents a synthesis of the imagined West and East, organic due to mental distinction between the West and East, which we have tried to show through the analysis of art pieces.

¹ Саид, Э.В. Ориентализм: Западные концепции Востока, Санкт-Петербург 2006, с. 12.

Universities on Youtube: the Role of University Prestige on the Online Video Impact

Angel Meseguer-Martinez

Alejandro Ros-Galvez

Alfonso Rosa-Garcia

Abstract

The use of social media by academia is a topic of growing popularity and interest (Sugimoto et al., 2017) and YouTube, being the second largest social network after Facebook (Statista, 2018), has become the standard for the dissemination of university multimedia contents as universities are increasingly oriented towards the use of online video (Berk, 2009; Gilroy, 2010). Under these circumstances, understanding the success of university online video is important. In this vein, despite the effect of the university characteristics on the online video impact remains overwhelmingly unstudied, previous research has found a relation between research performance and the online video impact of the most prestigious universities (Meseguer-Martinez et al., 2018). In this study, we set out to analyse whether this relation can be generalisable from a theoretical perspective. After conducting a literature review, a discussion identifies university research performance as an antecedent of online video impact with the online video orientation of the university playing a moderating role on this relation. A theoretical model is eventually introduced.

Keywords: Universities on Youtube, Role of University Prestige, Online Video Impact.

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“¡Se Va a Caer, Se Va Caer !”

Fidel Azarian

CONICET, UNC, Argentina

Abstract

En el presente trabajo nos interesa recuperar algunas reflexiones actuales respecto de las articulaciones posibles entre marxismo y feminismo, por un lado, desde la preocupación teórica por las formas particulares de explotación de las mujeres y la población LGBTQ en el marco de una hegemonía global neoliberal que adquiere una nueva intensidad en Latinoamérica; por otro, desde el compromiso político con los feminismos y activismos de la disidencia sexo-genérica, movimientos sociales que en los últimos tiempos han logrado una sorprendente masividad en la movilización política y social, articulando demandas diversas y prácticas de resistencia heterogéneas, constituyéndose en un potente laboratorio de experimentación política. Si bien estas apuestas políticas e intelectuales podrían ser leídas como cuestionamientos particulares, dispersos, fragmentarios o discontinuos, su potencia radica en su capacidad de actualizar y articular contenidos históricos y lenguajes políticos marginados, descalificados, desechados por la hegemonía neoliberal-neoconservadora. El propósito de esta comunicación es analizar y poner en discusión estas prácticas de resistencia –sus legados, herencias y desafíos–, no sólo desde la creatividad política que traen a escena, sino también desde su heterogeneidad constitutiva. Nuestra propuesta busca recuperar la diversidad y complejidad de lenguajes políticos, modos de subjetivación politizantes, imaginarios emancipatorios y prácticas de resistencia de los activismos feministas y de la disidencia sexo-genérica que se han multiplicado actualmente en Argentina.

Keywords : se va a caer.

International Insertion Quality: the European Union (EU-27) Case

Eduardo Terán-Yépez

Ph.D. Student, University of Almeria

Andrea Guerrero-Mora

Ph.D. Student, University of Almeria

Abstract.

This research has a double aim. On the one hand, to introduce the International Insertion Quality (IIQ) construct. On the other hand, to present a classification of the European Union (EU-27) countries to establish which of them have a better IIQ. For this purpose, first, the IIQ construct is presented. Second, the evolution of the exports technological intensity degree of the EU-27 countries between the periods 2001-2003 and 2015-2017 is analyzed. Then, the evolution of the exports' diversification degree, both, by products and by destination markets in the same periods, is studied. This allows to observe in perspective the qualitative changes that have taken place between the two reference periods. In addition, a classification matrix of countries according to their quality of insertion in international trade is presented. The results allow arguing that Germany and France are the countries that have a higher IIQ. Also, there are nations that have a high technological content, but moderate markets diversification and/or products concentration; and other countries that have geographical and/or goods diversification, despite the fact that their exports contain a medium-low-level of technological intensity. This research allows concluding which EU-27 countries should work on their commercial policies to encourage the diversification of their exports and/or the development of products with greater technological content.

Keywords: International Insertion Quality (IIQ), export diversification, technological intensity, European Union.

The Impact of Foreign Direct Investment on Trade (Export and Import) in Turkey

Mehman Karimov

Ph.D., Kaposvár University, Faculty of Economic Science

Abstract

It is said that after globalization processes foreign direct investment start to influence trade moreover it is very complicated to deduce the relationship between trade and FDI according to theoretical analysis. Therefore, empirical studies showed that until the 1980s international trade generated direct investment but after 1980s FDI started to heavily influencing international trade. Also, results showed that the relationship can differ from one country to another. Thus, this paper is aimed to analyze the impact of Foreign Direct Investment inflow on the macroeconomic variable as a Trade (Export, Import) in Turkey. The paper covers the time period from 1974 to 2017. The time series datasets, those are obtained from World Bank and IMF database are utilized in employed statistical models as ADF Unit Root, VAR lag selection, Johansen co-integration, and the Granger Causality tests, to fulfill empirical part of the paper. Based on results, it was confirmed that there was the presence of the co-integration between analyzed series. Additionally, results of Granger causality test showed that there is unidirectional causality from Export and Import to FDI.

Keywords: FDI, Export, Import, Turkey, ADF test, Johansen co-integration test, VAR, Granger causality test.

Maturity-Model for the Evaluation of Investments into IIoT

Lennart Hammerström

Dirk Zwerenz

Kaposvári Egyetem, University of Kaposvár

Abstract

The transition from the second industrial revolution (electrification) to the third industrial revolution (automation) was accompanied by a transformation of economy into a science with a powerful mathematic foundation. The methods developed do have some inaccuracies, such as the assumption that logical agents drive the market, an assumption that was realized to be a failure in the models not long ago. The models were developed in a transition phase, while the industrial revolution took place. The models are currently not mature enough to support companies in their investment strategies for the fourth industrial revolution, the age of digitalization and interconnectedness. The purpose of this study is to create a theoretical model for the process of creating a business case for the investment in technologies within the Industrial Internet of Things (IIoT).

Keywords: Maturity-Model for the Evaluation of Investments into IIoT

Management of Process and Infrastructure in Higher Education Institution

Ekaterine Gulua

PhD in Economics, Manager of Human Potential Management Laboratory,

Assistant-Professor of TSU

Abstract

The work is dedicated to analyzing the management challenges of higher education institutions, which are discussed from two different angles: the management process and its supporting - ergonomic and infrastructural issues. The work is accomplished under the auspices of the Human Potential Management Laboratory at Ivane Javakhishvili Tbilisi State University. The present work is a continuation of the previous research items, which were devoted to studying the perceptions of university challenges. The work is based on the qualitative analysis of the Georgian higher education system and Ivane Javakhishvili Tbilisi State University management mechanisms, also the research analysis on the attitude towards the current challenges of TSU Economics and Business Faculty students and the academic personnel. 62% of the total composition of the academic personnel participated in the survey. The questionnaire included 48 closed and two open questions. The data was developed in the program "SPSS-Statistics". Preliminary hypotheses have been verified by statistical methods. Person correlation test, the Chi-square tests and linear regression, namely the ANOVA test are used to analyse the results. The analysis of the challenges based on the qualitative and quantitative research became the basis of searching ways to improve the management strategy of higher educational institutions. The challenges identified in the work and the suggested recommendations will help the stakeholders interested in the issue/field.

Keywords: Higher Education Institution, Management System challenges, Ergonomics, Infrastructure.

Integrity Advisors and the Development of Administrative Communication Culture

Balázs Hohmann J.D.

Assistant Lecturer, University of Pécs (Hungary), Faculty of Law President,
Consciously for Our Environment Association (Pécs, Hungary)

Abstract

The integrity advisers are the central actors of integrity management systems of the administrative organizational structure, whose main task is to promote the implementation of the integrity approach within state administration institutions. As a complementary part of this task, we can separate the tasks of corruption prevention and the improvement of organizational integrity, of which the latter being discussed in more detail in this research and presentation. Integrity advisers play a key role in the development of organizational culture among public administration bodies, such as bodies exercising administrative authority. Looking at the topic more closely, with regard to the activities of integrity advisers, it can be clearly established that one of the engines of their operation is the proper and deep communication, which is not only necessary within the public administration and inter-agency transactions, but it also means communication activities that can be interpreted in the relationship between the public and clients. Equally important is their training and other activities aimed at developing staff awareness, relationships, situation assessment and action practices, which, in addition to and in part within public service training, provide an opportunity to shape organizational culture. The presentation and the paper aims to show the role of integrity advisers in developing organizational culture and transparency in the administration based on recent research experience about online presence of integrity advisers and in-depth interview surveys.

Keywords: administrative procedure, integrity advisor, organizational culture, transparency.

Modes of Teaching and Learning of Indigenous Music Using Methods and Techniques Predicated on Traditional Music Education Practice: The Case of Bapedi Music Tradition

Morakeng Edward Kenneth Lebaka

Department of Art and Music, College of Human Sciences,
University of South Africa (Unisa), Pretoria, South Africa

Abstract

This paper takes a look at music education in Bapedi society in Sekhukhune district, Limpopo Province in South Africa as the transmission of musico-cultural manifestations from one generation to the other. The aim is to investigate the modes of transmission of indigenous Bapedi music. Music teaching and learning in Bapedi society is an integral part of cultural and religious life, and is rich in historical and philosophical issues. Traditional music knowledge system produces a better result to the teaching and learning of indigenous music in Bapedi culture. The research question of interest that emerges is: What are the modes of transmission for indigenous Bapedi music during the teaching and learning process? The primary source for data collection was oral interviews and observations. Secondary sources include theses, books and Journal articles. Performances were recorded in the form of audio-visual recordings and photographs. The results have shown that in Bapedi society, learning music through participation has been a constant practice. The transmission process involves participation, fostering of communal sense, concentration on the present moment and the use of musico-cultural formulae and cues for interactional purposes. It was concluded that in Bapedi society, creative music making and music identity are the obverse sides of the same coin, in that the former provides an arena in which the latter can be explored.

Keywords: Indigenous music, transmission, modes of teaching and learning, Bapedi society, Sekhukhune, Limpopo Province, South Africa.

The Gap between Media Portrayals and the Reality of Islam and Islamism in Iran and Turkey

Mahdieh Aghazadeh

Abstract

Since the Islamic revolution in Iran in 1979, the western media has mainly perceived Iran as an extremist, fundamentalist and terrorist country. While there is an anti-Iranian sentiment, Turkey is defined as a country of modern Muslims. However, developments in both countries have led them to a crossroads in the media and in reality. The current study aims to understand the existing gap between media portrayals and the reality of Islam and Islamism in Iran and Turkey – two old rivals in the Middle East. This paper argues that while Iran is portrayed as a more conservative, Islamist and suffocated country, Turkey is regarded as experiencing a more conservative walk on its Islamisation path.

Keywords: Iran and Turkey, Islamisation, Political Islam, Media Portrayal.

“Implementing the Core Curriculum of English Language in Preparatory Classes in Gjakova”

Sindorela Doli Kryeziu

Prof. Ass. Dr., University of Gjakova, Faculty of Education,
Professor of Albanian language, Kosovo

Abstract

Pre-school education represents the first level of education whereby children are educated in their families or in pre-school institutions (age 0-3 and age 3-6) or preparatory classes (age 5-6). First of all, there are dialectal differences from their everyday language, from low variety to high variety that implies the standard of Albanian language. It is understood that through communication children's development can be stimulated, encouraged and accelerated through the appropriate techniques used by the teacher. The number of English language speakers is increasing every day by reinforcing its geographic position as one of the most spoken languages around the world. In the same rate, it is noted that the number of institutions providing English language teaching as a foreign language is increased. According to the Core Curriculum of the Ministry of Education, Science and Technology in Kosovo, it is envisaged to necessarily have classes of English language learning for elementary communication in preparatory classes (age 5-6 years). Linguists define the language in different ways, the first thing that comes to mind is that through communication start all the development processes of the human being. Apart from linguistic communication an inalienable element is also the psychological one. Given that Psycholinguistics is a scientific discipline between linguistics and psychology, this paper is carried out by treating the standard Albanian from the psycholinguistic perspective. The purpose of this research is to get acquainted with the level of standard language learning at pre-school children, and how the English language influences this age.

Keywords: preparatory classes, standard language, English language, core curriculum, psycholinguistic perspective etc.

Justice as a Factor of Social Integrity

Victor V. Muravyev

Doctor of Philosophy, Cultural Studies Department professor of Syktyvkar State University named after P. Sorokin,
Syktyvkar, Russia

Abstract

The idea of social justice is universal for religious and secular ideologies. Sources of it may be divided in two kinds: natural and cultural. Natural sources are: laws of The Universe and human nature. Cultural sources are: holy texts and revelations, actions and teachings of holy messengers and wise men. Named sources may be combined at particular religious, moral, politic teachings and models of society organization

Keywords: wealth and poverty; justice; fair society; social equality;