



**EJMS**

**EUROPEAN JOURNAL OF  
MULTIDISCIPLINARY STUDIES**

January-April 2017

Volume 2, Issue 1

ISSN 2414-8385 (Online)

ISSN 2414-8377 (Print)

ISSN 2414-8377



REVISTIA  
PUBLISHING AND RESEARCH

EUROPEAN JOURNAL OF MULTIDISCIPLINARY STUDIES

January-April 2017

Volume 2, Issue 1

Every reasonable effort has been made to ensure that the material in this book is true, correct, complete, and appropriate at the time of writing. Nevertheless, the publishers, the editors and the authors do not accept responsibility for any omission or error, or for any injury, damage, loss, or financial consequences arising from the use of the book. The views expressed by contributors do not necessarily reflect those of Revistia.

Typeset by Revistia

Copyright © Revistia. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher or author, except in the case of a reviewer, who may quote brief passages embodied in critical articles or in a review.

Address: 11, Portland Road, London, SE25 4UF, United Kingdom

Tel: +44 2080680407

Web: <https://ejms.revistia.com>

Email: [office@revistia.com](mailto:office@revistia.com)

Indexed in Elsevier's Mendeley, WorldCat, RePEc & Ideas, Google Scholar, Index Copenicus, Crossref

## **International Editorial and Scientific Advisory Board**

**Javier Cachón Zagalaz**, PhD - Universidad de Jaén, Spain

**Sevim Yilmaz**, PhD - Pamukkale University, Denizli Turkey

**Bartosz Kaźmierczak**, PhD - Poznań University of Technology, Poland

**Souad Guessar**, PhD - Tahri Mohamed University of Béchar, Algeria

**Warda Sada Gerges**, PhD - Kaye College of Education, Israel

**Gonca Atıcı**, PhD - Istanbul University, School of Business, Turkey

**Enkhtuya Dandar** - University of Science and Technology, Mongolia

**Sri Nuryanti**, PhD - Indonesian Institute of Sciences, Indonesia

**Balazs Hohmann**, PhD - University of Pécs, Hungary

**Basira Azizaliyeva**, PhD - National Academy of Sciences, Azerbaijan

**Natalia Kharadze**, PhD - Ivane Javakhishvili Tbilisi State University, Georgia

**Selma Maria Abdalla Dias Barbosa**, PhD - Federal University of Tocantins, UFT, Brazil

**Neriman Kara** - Signature Executive Academy UK

**Gani Pllana**, PhD - Faculty of Mechanical Engineering, University of "Hasan Prishtina", Kosovo

**Tatiana Pischina**, PhD - Academy of Economic Studies, Moldova

**Thanapauge Chamaratana**, PhD - Khon Kaen University, Thailand

**Sophia Moralishvili**, PhD - Georgian Technical University, Tblis, Georgia

**Irina Golitsyna**, PhD - Kazan (Volga) Federal University, Russia

**Michelle Nave Valadao**, PhD - Federal University of Viçosa, Brazil

**Ekaterine Gulua**, PhD - Ivane Javakhishvili Tbilisi State University, Georgia

**Mariam Gersamia**, PhD - Ivane Javakhishvili Tbilisi State University, Georgia

**José Jesús Alvarado Cabral**, PhD - Centro de Actualización Del Magisterio, Durango, México

**Jean d'Amour** - Åbo Akademi University, Finland

**Ornela Bilali**, PhD - "Aleksander Xhuvani" University, Albania

**Niyazi Berk**, PhD - Bahcesehir University, Istanbul, Turkey

**Suo Yan Ju**, PhD - University Science Islam, Malaysia

**Jesus Francisco Gutierrez Ocampo**, PhD - Tecnológico Nacional de Mexico

**Goran Sučić**, PhD - Filozofski fakultet, sveučilišta u Splitu, Hrvatska

**Ewa Jurczyk-Romanowska**, PhD - University of Wroclaw, Poland

**Siavash Bakhtiar**, PhD - School of Linguistics, Queen Mary University of London, UK

**Chandrasekaran Nagarajan**, PhD - IFMR Graduate School of Business, India

**Carmen Cecilia Espinoza Melo**, PhD - Universidad Católica de la Santísima Concepción in Chile

**Felice Corona**, PhD - University of Salerno, Italy  
**Lulzim Murtezani**, PhD - State University of Tetovo, FYROM  
**Ebrahim Roumina**, PhD - Tarbiat Modares University, Iran  
**Gazment Koduzi**, PhD - University "Aleksander Xhuvani", Elbasan, Albania  
**Sindorela Doli-Kryeziu** - University of Gjakova "Fehmi Agani", Kosovo  
**Nicos Rodosthenous**, PhD - Aristotle University of Thessaloniki, Greece  
**Irene Salmaso**, PhD - University of Florence, Italy  
**Non Naprathansuk**, PhD - Maejo University, Chiang Mai, Thailand  
**Sassi Boudemagh Souad**, PhD - Université Constantine 3 Salah Boubnider, Algérie  
**Nino Orjonikidze**, PhD - Gori State Teaching University, Georgia  
**M. Edward Kenneth Lebaka**, PhD - University of South Africa (UNISA)  
**Sohail Amjad** - University of Engineering and Technology, Mardan

## TABLE OF CONTENTS

<b>THE IMPORTANCE OF COMMUNICATION, COOPERATION OF THE LEADER IN THE PROCESS OF LEADERSHIP IN EDUCATION.....</b>	<b>7</b>
MSC, MARIGONË KRYPA.....	7
<b>IMPORTANCE OF COMMUNICATION DURING CHANGE: A CASE OF THE MUNICIPALITY OF VLORA.....</b>	<b>15</b>
PHD CAND. REZARTA HASANAJ .....	15
PROF. ASOC. MIMOZA MANXHARI .....	15
<b>EDUCATIONAL PRACTICE FOR THE PUPILS' MOTIVATION, FOR THE REALISATION OF THE MEANINGFUL READING.....</b>	<b>20</b>
ADRIANA QAFA .....	20
<b>CAUSAL CONNECTORS IN ALBANIAN LANGUAGE - CAUSAL CONJUNCTIONS.....</b>	<b>24</b>
FABIANA VELENCIA.....	24
ALKETA IPEKU.....	24
<b>FUNCTIONING OF ANGEL INVESTOR ECOSYSTEM IN TURKEY: A STUDY ON AEGEAN REGION ANGEL INVESTORS.....</b>	<b>32</b>
ELIF DURSUN.....	32
FAHREDDIN TEKIN .....	32
AKIN KARAOSMANOGLU .....	32
<b>DISCRIMINATION OF ROMA WOMEN REGARDING THEIR ACCESS TO REPRODUCTIVE HEALTH SERVICES IN ALBANIA.....</b>	<b>41</b>
DR NADIA RUSI .....	41
<b>THE FISCAL PROBLEMS OF SMALL BUSINESS IN ALBANIA.....</b>	<b>51</b>
MSC. EDVIN XHANGO.....	51
<b>THE IMPORTANCE OF INSURANCE PREMIUM PAYMENT MOMENT, ONE OF THE KEY ELEMENTS OF INSURANCE CONTRACT AND THE RESPECTIVE PROBLEMATIC.....</b>	<b>57</b>
DR. JULIANA BYLYKBASHI.....	57
<b>INCLUSION OF ICT DURING THE TRANSFORMATION OF THE ENVIRONMENT OF LEARNING OF THE CURRENT WITH THAT ONE IN THE CENTRE FOR THE STUDENTS – EXPERIENCE AND ATTITUDES OF THE TEACHERS..</b>	<b>65</b>
FRESKINA MULA.....	65
SHQIPE MULA.....	65
<b>REGULATION OF THE DESSOLUTION MARRIAGE CONSEQUENCES BY THE PRENUPTIAL AGREEMENT .....</b>	<b>72</b>
BLERINA DODAJ .....	72
<b>MUSIC AND DEVELOPMENT OF CREATIVE PERSONALITY WITHIN HIGHER EDUCATION ENVIRONMENT. AESTHETIC AND SEMIOTIC APPROACH.....</b>	<b>78</b>
IRINA CHEREMISOVA.....	78
<b>TURKISH GEOECONOMICS AND ITS INFLUENCE IN ALBANIA.....</b>	<b>88</b>
BLENDI LAMI .....	88

<b>INFLUENCE OF TURKISH FOREIGN POLICY IN ALBANIA.....</b>	<b>98</b>
BLENDI LAMI .....	98
<b>SUCCESS FACTORS IN DECISION MAKING AND NEGOTIATION PROCESSES FOR RAW MATERIAL SUPPLY TRANSACTIONS.....</b>	<b>107</b>
MAG. ALEXANDER STELZER.....	107
<b>PHRASEOLOGISMS IN THE POLITICAL LANGUAGE: AN EXAMPLE OF POLITICAL SPEECHES IN THE GERMAN- ALBANIAN LANGUAGE PAIR .....</b>	<b>110</b>
PROF. AS. DR. EMA KRISTO.....	110

## The Importance of Communication, Cooperation of the Leader in the Process of Leadership in Education

MSc, Marigonë Krypa

European University of Tirana, Albania

### Abstract

Communication is a complex process and an important element of human activity. Communication is an act of transferring data and information from one person to another person and also a skill that is learned through life. By different authors there are different definitions and descriptions of the communication process. Presented in this paper is the importance of the communication process leader during leadership, effective communication factors, ineffective and communication. Leader during the leadership uses different ways of communication are covered: Interviews, communication with two or more people, meetings, meetings, masiv - media communication, public communication, etc. Organizing meetings during the show director community must correctly, be prepared and be a good example for others.

**Keywords:** Leader, communication, efectiv, skills, good organization, information

### Introduction

The art of communication and speech is a born master of unique and strong weapon which distinguishes a leader from another. Effective communication is an important part of the culture of communication, it is the basic tool for determining the trust and relationships with others, where its positive impact depends on how we are able to use, or to transmit the information to others. It's clearly expressing an opinion in speech or in writing is a factor which eliminates the communication problems. Misunderstandings are some of the problems that often occur in the process of leadership to the leaders, so great care should be taken in this regard.

A director of an institution or can not achieve anything only if it does not cooperate with the manager or other employees and, if action has not the support of other people, this is an issue very hard that the share of management and leadership. The report is a replacement director of the school with the teachers, relationships, communication and collaboration are key to the efficient functioning of the school. Communication and its mode of use with others is a tool for creating strong relationships that enable proper cooperation and support from other schools. Creating new connections with institutions and the establishment of collaborations is part of the success of the work. Organize good time director, organizing meetings, activities, meeting with people, communication mode of communication, and relationship management activities and meetings are important for the functioning of the school.

### Communication

Communication is a key element in any human activity. Communication is a learned skill.

However, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this communication skill (Juliana, 2016:2).

Communication is a word derived from the Latin word *communis* or *communicare*, which means 'to make common' or 'to share'. Communication is the act of conveying intended meaning to another person through the use of mutually understood signs and language (Juliana, 2016:2).

The process of speech and means of communication is a special quality of school leaders. One of the unique basic features which distinguishes man from other living beings is the ability of the communication process, the expression of feelings, emotions, thoughts, etc.

Usually when we want a leader to guide us in the work we want to choose the person who has good skills of leadership is motivational, also one person that can be communicative and could have a good language communication which he use.

Some people seem to be born with a natural energy and confidence. Others must work at it. For all of us, the qualities of those who lead and succeed can be learned and strengthened. All it takes is a conscious effort to learn and apply personal communication skills on a consistent basis with the help of some honest feedback (Decker:7). Also, Bernard Baruch said that "The ability to express an idea is well nigh as important as the idea itself".

There are various descriptions and definitions for the communication process. Communication is a tool which makes information transfer from the donor to the recipient provided that makers to understand that, while the organization or institution is a means of communication that connects people to the realization of a common goal.

Effective communication is heavily dependent on effective listening, something many of us may not be fully proficient at. An additional purpose of effective listening is to convey interest and respect for the other person (Dixon:11).

"Communication is defined as the process by which ideas, information, opinions, attitudes and feelings are carried from one person to another. Human communication is the process of understanding between two or more people. What makes human communication unique is its superior ability to create and use symbols, because this is the skill that enables you to share the experience people (Morina, 2012: 7)."

Communication is the process by which information, knowledge and understanding are transferred from one person to another person, and a good opportunity to express attitude, opinion. Pleasures and discontent on a particular issue. A leader, a leader or manager of an institution most of the time spends communicating.

Communication between supervisors and staff is essential on many levels, from the top down, laterally or from the bottom up. Communication can effectively increase morale in the workplace but it can also increase dissention and worker dissatisfaction (Duncan, 2009:1).

According to the authors Scheiring and Mattheis et al, in research conducted in the education sector, they describe that communication is multi-dimensional, it is extremely important for the welfare of the school and practiced by all stakeholders in the school. The school director presents the model for effective communication (Scheiring, 2012: 9).

Communication is perhaps the most important part of the school, because if fighting all groups of stakeholders in a school are well informed and know how to communicate with each other, they are all the more motivated to achieve quality in school and working together in so interdependent in various fields (Mattheis, et al., 2012: 6). Communication is a priority which impacts positively on the management of a school or institution and a tool which creates the opportunity to increase the quality of work by the school. The best option school director tells a confident, effective and lasting respect from others, he should use a regular communication with teachers, parents, school leaders. The key to solving any problem, within and outside the school is good communication. Good communication by the school principal means cooperation, information, being involved and respect for ideas or suggestions from others about a particular activity. According to the authors Scheiring, H., Mattheis, C., et al, and research carried out in the education sector, they describe the causes of effective and ineffective communication (Mattheis & al, 2012: 10):

Effective communication versus bad communication	
What disrupts communication	What helps communication
<ul style="list-style-type: none"> <li>• Have attitude - "I know!"</li> <li>• Not Listening</li> <li>• Being judgmental</li> <li>• Focus on 'who' rather than the 'what'</li> <li>• Blaming</li> <li>• Standing behind a single personal agenda</li> <li>• Misrepresentation or withholding information</li> <li>• Being argumentative</li> <li>• Being justifying</li> </ul>	<ul style="list-style-type: none"> <li>• Look instead to tell</li> <li>• Listen actively</li> <li>• Push trial</li> <li>• Focus on 'what', stand on the issue!</li> <li>• Troubleshooting - appropriate allocation of responsibilities for action</li> <li>• Understand your interests and those of others and seek common ground</li> <li>• Share information</li> </ul>

Table 1. Poor communication towards effective communication (Mattheis & al, 2012:10)



The table presented above on the causes of effective and ineffective communication that are due to bad communication towards effective communication along with factors that disrupt communication and factors that help the communication process.

Since communication is a process of exchange of information that takes place every day and he is considered to be the art of the success of a school principal, through speech director of transmitting information, knowledge, experiences, opportunities to teachers, students, staff working or to others. Its communication during working hours with others represents success in career and professional level, because it does not matter how long talks like the director of a school but "what speaks". According to some studies indicated that women speak more leaders than male leaders, while some other authors show otherwise, but as long as there are characters, traits and personalities of different women and men can not judge in this case.

By Paul Waltzawick people can not communicate and the ability to formulate and transmit thoughts in verbal terms is mandatory for the human being. For the dog a successful and effective communication by the director of the school, the process of transmission of information must be:

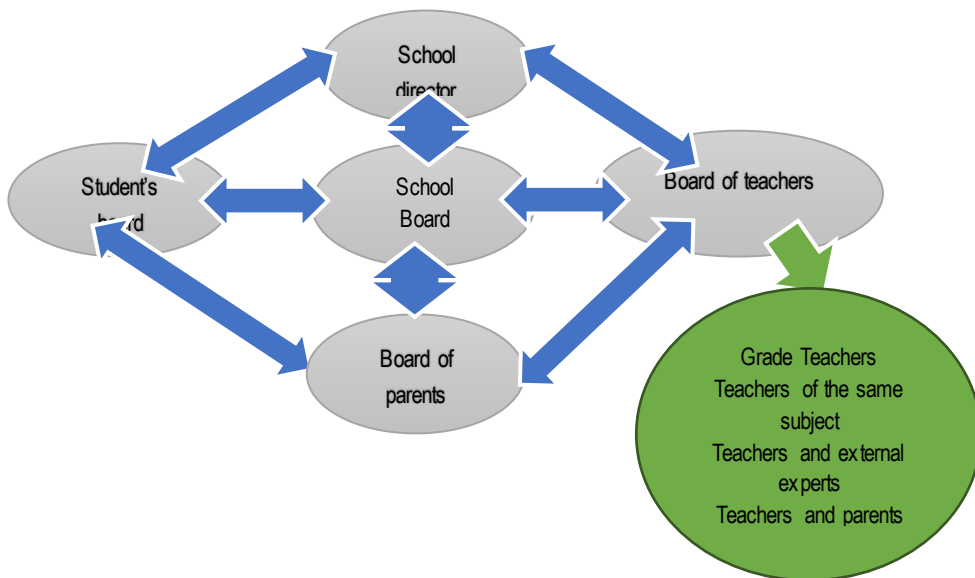


Figure. 1 method of communication within the school (Mattheis & al, 2012, p. 7)

The chart below attempts to show different groups and structures of communication between them, for example, teachers should regularly communicate internally about teaching, learning, students, projects, etc. (Mattheis & al, 2012, p. 7)

### Forms of Communication

The author Bert Decker describes that vocal delivery and the visual elements, as well as personality, likeability, and openness are the primary ingredients of high-level interpersonal communications. But what specific behavioral characteristics and traits make up these important ingredients and behavioral skills are (Decker:13):

- Eye Communication
- Posture and Movement
- Gestures and Facial Expressions
- Dress and Appearance
- Voice and Vocal Variety
- Language, Nonverbal, and Pauses
- Listener Involvement
- Humor

## The Natural Self

Director of communications process with others may be in various forms and ways such as: interviews, communicating with two or more people, meetings, meetings, masiv-media communication, public communication, etc.

### Interviews

During the working career as director of the school will definitely ket numerous occasions the interview by different persons, research, student, students, teachers, etc., on various issues about the profession, how to manage the school, successes and achievements It is shown in leadership activities or other professional topics. Director must always be ready to give correct answers, the cautions, provide accurate information, etc.

The interview is a process of communication that takes place between two persoarve called interviewer and interviewee. in this case the interviewer is the person who asks questions and the interviewee is the director of the school.

According to the authors Morina and develop interview Asllani with higher mental processes. Through mergers and sharing of information in the interview situation or by participation in various interviews, we gain insight into the decision making and problem solving as well as the growth of our intellectual capacity (Morina, 2012:20).

### Meetings and appointments

Meetings and appointments organized by the director to be more successful and effective, they must first be well planned and teachers need to be informed on the topic that will be discussed at meeting. The author David E. Hartl said that "Meetings are a primary process for organizational life". Meetings are a form of organizing a group of people on getting any vention, discussing an issue, problem, planning. The meetings are part of the daily work of the director, which are organized within the school in order to discuss an event which has occurred or about what might happen in certain circumstances. Any decision taken by the school director should be based on facts and data, to be convincingly sober and reasonable.

"Meetings can often be" cabinet "of professionalism of employees and assist in career development, because employees better understand the nature of colleagues. Office meetings are not fun, but you should take part in them and to display more professionalism and respectful behavior to your colleagues " (Different authors, 2015). Usually held meetings with teachers several times during the first semester and second, depending on the cases and problems that occur in school. The meetings are organized at the beginning of the school year with teachers always have to present ourselves as a director before the session starts and should continue with presentations by the Deputy Director, the teachers new if there and then have begun to point mentioned, problems that must reviewed during the meeting.

Before the session starts a very important feature which characterizes the accuracy, reliability and professionalism of the director is that meetings are set schedule and you do not waste time to others. Coating which keeps the director before entering the meeting should jet in accordance with the code of professional ethics, in order to show credibility in front of others. Another feature of the gold and very important which makes the director to tell a good impression at the meeting is the way of speech, expression of opinions and the appropriate use of intonation of the voice in order to be sufficient and clear all teachers who are participating in the meeting. Also before the session starts director should be prepared what will be discussed at the meeting, create an agenda with the main points or topics that will be discussed, choose the manner or method appropriate moderation and also is very important to know to ask questions about the topic that has been discussed. It should also be provided and the fact that the director of the school should be able to answer questions or uncertainties that may have teachers during the discussion at the meeting. During the meeting, the Director should express his opinion about the extent information is required and you must involve all participants in the discussion, because meetings are not effective monologue. Usually it is not polite to interrupt others if they speak, but as the case may happen to be required to terminate any of the conversations of the participants in the meeting.

Depending on the topic, case, issue or problem to be treated for the duration of the meetings can be short or long. If meetings are long, preferably served something to drink in a meeting to be more entertaining for the participants because the place irrespective of time than would stay minutes will pass quickly, and at the same time leave the monotony of staying passive on the chair. In private schools in Kosovo during the meetings organized by the school with teaching participants usually served: tea, coffee, fruit juice, etc.

Meetings as a form of organization of work by the school also have weaknesses in the planning or the organization of the meeting and has many advantages and benefits of these meetings.

Strengths and weaknesses of meetings	
Advantages / benefits of meetings	Weaknesses of meetings
<ul style="list-style-type: none"> <li>• Measurable progress,</li> <li>• Planning of next steps,</li> <li>• Assistance for communication,</li> <li>• Exchange ideas,</li> <li>• Exchange of pedagogical questions,</li> <li>• Support for students or teachers,</li> <li>• Involvement of people in activities, projects, processes</li> <li>• Learning from each other,</li> <li>• Develop the capacity working each other,</li> <li>• Encourage commitments and ideas action,</li> <li>• Support the skills to identify the best results,</li> <li>• Mutual cooperation in conducting actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sending invitations late,</li> <li>• Invitations without time members, and points for discussion (content)</li> <li>• Use a room that is too small or too noisy,</li> <li>• If not seen the agenda before the meeting,</li> <li>• Meeting without purpose or agenda,</li> <li>• Preparation weak or insufficient, distribution of documents at the meeting,</li> <li>• chairmanship ineffective/ lack of control,</li> <li>• Discussion of irrelevant information,</li> <li>• Moderation ineffective</li> <li>• 'speech' as head by excluding other participants</li> <li>• Failure of the meeting time,</li> <li>• Non-implementation of the agenda,</li> <li>• Failure to peer discussions in meeting,</li> <li>• The use of mobile phones in the meeting,</li> <li>• Lack of record keeping and its split with participants, etc.</li> </ul>

Table 2. Strengths and weaknesses of meetings (Mattheis & al, 2012:27)

In this table are presented meetings strengths and weaknesses facing the school principal together with the advantages / benefits of meetings and meetings weaknesses.

### Communication problems

Some of the numerous problems faced by school directors are misunderstandings in communication with others. During communication, it is very important that school principals and send a clear message to accept. The message communicated by the school should be recognized as thought because something probably very small tone of voice as much as possible to transmit error message and cause misunderstanding of the purpose and meaning of the message. During communication with other school principal care must be taken:

- Have a clear purpose and opinion
- The chooses his words carefully when communicating
- The content is to be short and be understood
- Ensure that everyone should have received such information

### Levels of communication

There are different types and ways of communication which can use a leading - the director of an educational institution such as: verbal and nonverbal communication, verbal, written, etc. Verbal communication is a communication process very important man and the golden key of a leader is a special quality and distinct innate in humans. This type of communication and transmission of messages encryption is done through words and speech. Verbal communication involves using speech to exchange information with others. We usually communicate verbally in face-to-face conversations such as; meetings, interviews, conferences, speeches, phone calls e. t. c. Much of the communication that takes place between people is both verbal and non-verbal; that is, it is based on language and gestures (Juliana, 2016:4).

**Nonverbal communication** - On the basis of that communication is carried with the use of any technical device which addresses a large number of people, this communication is directly related to mass communication and media. Such communication is not easy and is often referred to as "the language of communication of feelings" because during the presentation to the media except express opinions at the same time can express emotions, attitude, style attitude, tone of voice, orientation, etc.

**Communication is the transfer or forwards written-** information and messages through the writing process. Messages can be sent through Viber, email or official letter, invitation or similar forms *tjeravtë*. The process of communication via email or other formve messaging, today is an indispensable part of the director's work. During the process of writing the email and sending it should be careful to show professionalism and sportsmanship, ways of writing is clear and easy to understand or easy to read should use an e professional who fits the position of the person who sent the email. Before you write a letter, as director of the school should always be careful in the way of writing, not ket errors script, use a professional greetings official and also as part of very important professional ethics is we are correct and return to answer all e-mails, calls, messages that we have received. How good working principle considered if we read an article some time before you send. For all meetings, communications, events, plans, *qartësitë* without *qartësitë* that occur during the day, etc. All these need to keep a notebook - block notes every day, except plans, formal concepts that keep on file.

**Formal non-verbal communication**

According to the decision of MESTStrategy developed communication in the education sector (Kasneçi, 2011:8)

Oral communication	Written communication
Oral communication is more open to misunderstanding than that in writing • There is a preference for a style more oral communication than personal a written communication It can be traced.	• Communication in writing is more efficient and effective to ensure that all relevant stakeholders receive the same message, and saves labor and time to contact people one by one separately . • Increases consistency and because communication is documented and can be traced.

**Cooperation**

Cooperation is a very important process and is the most powerful weapon of the success of a leader, business, organization, institution or country. In qof be that all staff within the school have a good cooperation between themselves and between them resulting in a positive working climate. Working in collaboration with school staff and school relationship with more partners from abroad is necessary and inevitable which also turns out to be the stimulating factor which influences the quality of the school. At school the opportunity to cooperate and communicate with various factors and external partner is quite large.

To realize a twinning with an institution, the school must develop a project which will be supported in developing a comprehensive strategy to ensure quality in the school. From such cooperation benefit students, teachers and schools. The school as an institution can establish cooperation with:

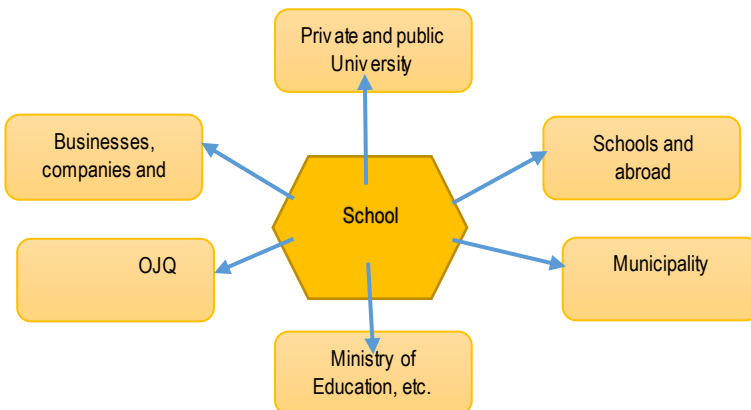


Figure. 2 collaborations between schools and external partners

Through this figure is presented the possibility of cooperation - cooperation between schools and external partners and stakeholders.

School cooperation with different universities enables students an easier orientation in career towards their chosen profession. Through the cooperation of the school with other schools within or outside the country, they can exchange goods, activities or competitions in the various subjects, work experience, temporary visits of students and teachers, etc.

Through various NGOs inside and outside the country in which schools can establish cooperative links, school as an institution can have much better material benefits from the organization. For example:

Currently there are available these Non-Governmental Organizations: Beep, DAAD, GIZ, USAID Basic Education Program, I love Kosovo, Caritas, Terre des Homes (Swiss NGO), etc.

If it comes to a vocational school then it is good that schools let connections with as many businesses, hotels and organizations in order to enable students performing work practice and prepare their professional training. In secondary school student's internship takes longer than necessary and is completing the theory learned in school and as a positive result by the students is to link the theoretical with the practical.

Currently, Kosovo student practice this direction become makeshift classrooms in these schools, and students in a visit organized on their own businesses the most. The possibility that students perform best practice depends on the personnel working in these schools. (Shala, October 2015, p. 10)

For example, if a school in Kosovo's leadership "Hospitality and Tourism creates connections with a restaurant or hotel in a seaside location in Albania, it would be good for the students of the direction of practical work in coastal areas during holidays summer, so that students become more familiar with the products of the sea, their importance and preparation, hotel and restaurant management, tourism and requirements of tourists, etc.

School of Economics would be best to create as many links with various businesses in order to enable the creation of an effective system of professional practices that high school students to obtain practical skills by drejtimeve- different profiles.

A good cooperation: (Mattheis & al, 2012, p. 12)

- The increased power to support teachers and students through teaching and learning,
- support the principal and school staff to achieve a higher quality school,
- creates opportunities for new teaching and learning, for example in practice firms and institutions,
- helps, for example, in financing and organizing excursions or development teaching and learning materials,
- creates a new kind of school culture and school profile,
- gives students the opportunity to learn more about their capabilities and They are planning their professional career,
- meets the requirements of the education legislation

## Conclusions

A leader of the market, as crucial to success in leadership in his career he uses various forms of persuasive communication to express opinions to others, successes, problems, joys and grievances. Lidërit care, fairness, respect his schedule and professional preparation before meetings makes it strong person, ambitious and serious work ethic. Always before using any form of communication we need to have a goal which we intend to achieve, if it comes to meeting or meetings we should draw attention to others through speech and to achieve the intended purpose. Sending messages, emails, formal letters, or invitations to others is a process that should be taken very carefully lest there be any mistake in writing the show as much professionalism, we have clarity in expressing thoughts and not use humor if missive. A leader who plans good things should never make promises you can not fulfill, because it can affect the loss of trust for others. Good communication is a key to solving the problems and is a unique qualities of a strong leader.

## References

- [1] Decker, B. (n. d. ). Communication skills for leaders, third edition. San Francisko: Axzo press.
- [2] Dixon, T. O. (n. d. ). Communication skills. University of Ulster.
- [3] DKA. (Janar 2012). Plani i punës një vjeçare, Drejtoria Komunale e Arsimit, vit shkollor 2011/2012, Nr. prot. 07-4/2012. Mitrovicë: Drejtoria Komunale e Arsimit.

- [4] Duncan, K. (2009). Leadership and Communication. Improving leadership and communication Skills for Municipal Managers and. Ontario.
- [5] Hyseni, H., et al, Qeverisja dhe udhëheqja në arsim, 2003
- [6] Juliana. (2016). Communication skills for undergraduates, Lecture notes. Amond University.
- [7] Kasneci, M. A. (2011). Strategjia e komunikimit në sektorin e arsimit. Prishtinë: GIZ, MASHTMinistria e Arsimit Shkencës dhe Teknologjisw.
- [8] Koleci, B. & Reqica, F. Bazat e Menaxhmentit
- [9] Mattheis, C., & al, e. (2012). Komunikimi dhe bashkëpunimi: Zhvillimi i kapaciteteve në udhëheqjen arsimore. Prishtinë: GIZ
- [10] Mazreku, I., Bazat e menaxhimit, Prishtinë 2010
- [11] Morina, D. A. (2012). Administrim biznesi. Prishtinë: Suat Berisha. ndryshëm, A. t. (2015, Gusht 13). si-te-silleni-ne-mbledhjet-e-zyres. Retrieved from sfidabiznesi: <https://sfidabiznesi.com/si-te-silleni-ne-mbledhjet-e-zyres/>
- [12] Pierce, M., Stapleton, D., Drejtori i shkollës i shekullit 21, 2011
- [13] Ramosaj, B. (2007). Management. UP, botim i pestë. Prishtinë.
- [14] Scheiring, H. M. (2012). Seminari Katër Komunikimi, Marrëdhëniet dhe Menaxhimi. Prishtinë: GIZ
- [15] Shala, D. (October 2015). Strategjia për rritjen e bashkëpunimit, gjithpërfshirjen dhe zhvillimin e shkollave të mesme profesionale dega Hotelieri-Turizëm në Komunat Pejë, Gjakovë dhe Prizren. Pejë: SEED.
- [16] Zeqiri, I., Menaxhmenti, Tetovë, 2006

## Importance of Communication During Change: A Case of the Municipality of Vlores

**PhD Cand. Rezarta Hasanaj**

Department of Business, University of Ismail Qemali, Vlores, Albania

**Prof. Asoc. Mimoza Manxhari**

Department of Management, Faculty of Economics, University of Tirana

### Abstract

Public sector organizations are often perceived as resisting change. One of the most important changes in Albania is the implementation of the administrative –territorial reform. Literature suggests that one of the critical factors in all change, and one of the toughest issues in an organization, which brings the frequent failure of change efforts, is communication. This paper, presents the importance of effective communication in change management in public sector.

**Keywords:** change; change management; change in public sector; communication and change

### Introduction

Public sector organizations are often perceived as resisting changing. One of the most important changes in Albania is the implementation of the administrative –territorial reform. Thus, it is in a time of change. Literature suggests that one of the critical factors in all change, and one of the toughest issues in an organization, which brings the frequent failure of change efforts, is communication. This paper, presents the importance of effective communication in change management in public sector.

In addition, it is regular and effective communications that reduces levels of uncertainty and reduces the impact of resistance in an organization. A new strategy, system will not succeed, without organizational adoption; thus, communication is essential to the effective implementation of organizational change (Schweiger and Denisi, 1991). DiFOnzo suggests, poorly managed change communication results in rumors and resistance to change, overstating the negative aspects of the change. The model of planned organizational change displays the importance of communication. Robertson et al. , 1993). In other words, success of change is dependent on the ability of the organization to change the behavior of its employees. Thus, communication about the change is important, and information to these employees is vital. Conclusion about the importance of communication in organizational change is demonstrated and agreed on (Lewis, 2006).

## II. COMMUNICATION AND CHANGE

### A. Communication

Those working on reforms are aware that implementing change can be difficult. It has often been seen that government ministries disagree on policy, the private sector may resist changes to their working environment, while the public may be wary of any policy that adds to their financial or social burden. Communication is an action between at least two persons, where messages are delivered, received and reacted to among participants. It proves to be the most significant tools in social life and business management.

The importance of communication is discussed by many authors, such as Kotter and Schlesinger, during a change process. Kotter and Schlesinger argued that one of the common ways to overcome resistance to change is to inform people about it in advance. Employees need to be informed on when the change will take place, how it will be implemented, what is anticipated of them, how they will be affected from the change in their jobs, and how the company will sustain and motivate them to be more dedicated to the change. In addition, state that employees have a need for assurance in their working

environment (Gilgeous and Chambers, 1991). What this means is that, it is critical for managers to be able to predict the outcome of the change and guarantee that every employee has reasonable information of why, what and how the change is put into practice. Early communication can decrease pessimism and uncertainty, minimize rumors before they spread throughout the whole organization.

## **B. Communicating Change**

Communication is generally at the core of any successful reform initiative. It is recommended by change management literature that communication is important to the accomplishment of change programs (Caruth & Rachel, 1985). According to Lewis, communication and organizational change are processes that are connected together. Communication is used every day by employees at the work place. Deresky, mentions in his work that managers use communication to organize activities, to motivate people, to inform and to discuss opportunity or plans. Communication incorporates timing, message content and its methods. Managers should understand that effective communication is the key to implement change and make it a success. Barrett disputes that where there is not a reliable communication, the hearts and minds of the employees are never captured. Public administrators can be seen as the link between the public and policy makers. To operate effectively, public administrators should take into consideration the public's needs and worries. According to Beckman, good communication skills can assist public administrators discuss with members of the public about different issues which then be discussed with policy makers. Whereas the policy makers may not always act precisely as the public would like, the community can feel content that policy decisions take place when information flows freely. However, during an administrative –territorial reform it is important to lower resistance of employees with effective communication. If employees are aware of where they exactly, how they are effected and what they are expected to do, could help during a change process. Good communication would not only help employees but also the public with the reform.

## **C. Effective Communication**

Burke suggests that during a major change effort communicating too much is difficult. While Vuuren, Klandermans at all, argue that rich, open and honest communication, which appears in management's readiness to answer every question asked about any planned changes. Clamptt, DeKoch at all, state that in a rather unstructured change project, employees want to know where their position is and what will occur next more than ever, or else important procedures and phases may be disregarded and resources may be allocated for completing less important actions. Thus, that one factor essential for the success of change is the ability to communicate to employees the kind of changes will cause as the tasks and working environment. In addition, Kaufman suggests that the more open and detailed communication starts, the more trust is likely to build between different parties implicated in the change (Kaufman 1992).

Furthermore, communication is an important tool constructing common understanding of organization's goals and direction. What communication aims is therefore, to provide the necessary information to employees while answering the following questions: what the change is about why is it started, what parts of the institute are involve in change and what are its objectives and schedules. Kotter suggests that during change lacking of communication does not let loose the real power of setting goals, envisioning, and planning.

In addition, Kotter suggests that the most effective method of communication is to use as many different approaches to communicate, and to repeat the message several times in every probable occasion, official or unofficial. According to Kotter (1996,). He also suggests that the main reason communication is not unsuccessful is simply because not enough effort is put in doing it. It is often assumed that the vision and plan that top management or the group of change has worked on for months can be clear and easily digested from the rest of the employees in a period of time the planned change and the heart of it. Kotter 1996.)

## **III. COMMUNICATION STRATEGY**

According to Klein, the communication strategy should match with the general stages of the change process and the appropriate related information necessary. Taking into consideration Lewin's change model, Klein has acknowledged the objectives and communication needs for each stage of the change process.

### **• Communicating during the unfreezing stage**

The key communication objective in this stage is to get ready the staff and the organization for the change. Resistance will increase at the same rate with change. In other words, the more resistance means the bigger the change. However, this



resistance could be lowered if the communication strategy is designed to account for the early resistance (Klein, 1996). Hi suggests that in order to prepare the organization for the change, it is important to communicate why there is a need for change and what is going to happen. In addition, if the change is an organization-wide change; the CEO of the company should be the first to communicate the message. Even though written communication followed by question and answers gathering has been confirmed to be an effective way of communication; however, face-to-face communication is key in this stage (Klein, 1996).

- Communicating during the move stage

During the implementation of change, there is a lot of organizational activity. In this stage there is a high level of uncertainty due to the fact that most of employees are not directly implicated in the change process and are not aware of exactly what is happening. Hence, communication in this stage is very significant and has aims to: provide with detailed and accurate information of what is happening to the staff not directly involved in change implementation; to provide information about their roles in the change process to the staff involved in the change process, in addition to provide the necessary information about how the change will affect them including their new roles and responsibilities; and finally to clear the area from any misinformation that flows through the organization "Because the change is beginning to have more tangible outcomes and some organizational impact, the communication should have a more specific character than in the first stage (Klein, 1996)."

- Communicating during the refreezing stage

The main objectives during this stage are to construct structures and processes that hold up the new ways. In addition, communication should be focused on responding to employees' questions concerning effectiveness, rewards, relationship roles and control. In this stage, the responsibility of communicating with employees is down the hierarchy to supervisory management. The information flow should be incessant, concrete and multidirectional, so that employees have adequate understanding of the personal implications the change has. Because of the expected misunderstandings that may take place in this stage, communication should primarily concentrate on making public the success of the change and spread the word to employees (Klein, 1996).

#### IV. RESEARCH METHODOLOGY

The research design employed for this study involved structured interviews of fifteen employees over the last three years. For the purpose of this study, the target population includes of individuals employed at all levels within the municipality of Vlora.

Within the municipality, the importance of communication as viewed by the interviewees is reflected in the following comments:

*On a general level, communication within municipality is not effective due to the fact that to us, employees, not much is communicated...*

*There needs to be an open line of communication from top to bottom. The information we receive is mainly from rumors than we do from bosses and that is sad. You need to give employees an overview of what is happening.*

*We need to know facts. I do not believe that all information is presented in an open manner. Quite often one gets the feeling that decisions already made are being sold or imposed to you. So I don't think this workplace fosters open expression or opinions if you have a different point of view from those presented to you.*

In addition to these comments, it was also mentioned by a few of the employees that they felt that the issue of openness and trust between units within Municipality, as well individual employees, was being worn due to poor communication.

*I cannot tell you how important communication is and my experience has taught me that when communicated is not truthfully then you do not trust ... If your communication is opened and honest, change can be easy.*

The issue of communication being a time consuming process was echoed by 'Ana who asserted that

*Communication needs to be at all times. Frequently people with my experience are very aware of changes that are going on a long time before it is officially spoken which leads to a lot of rumors and misinformation. Thus, timely communication is essential.*

Also, some employees clearly state that there was a lack of information about the daily activities within municipality due to the big gap between management and lower level employees and that most employees were not taking part in the change process.

With regard to the subject of communication effectiveness within the municipality, the following conclusions were drawn:

Objectives were not clearly communicated in an open way.

Communication within municipality was not very effective in that it did not provide sufficient information and did not allow much discussion when meetings were held.

Most employees felt less positive about how well their manager was informing them about municipality matters.

In general communication in municipality was viewed as being helpful.

#### **IV. CONCLUSION**

Effective communication can be the key to a change process. It can help employees get engaged in the change process as well make them aware of the vision and objectives related to the change. In turn it helps organizations to persuade employees that the status quo is no longer satisfactory and motivates them to support the new state. Thus, in order to implement change successfully and maximize the productivity of persons involved in the change process, communication should be viewed by organizations as a key lever during change.

#### **References**

- [1] Barrett, D. J. 2002). "Change communication: using strategic employee communication to facilitate major change". *Corporate Communications: An International Journal*, Vol. 7. 4.
- [2] Brown, M. , & Cregan, C. 2008). "Organizational change cynism: the role of employee involvement". Wiley InterScience.
- [3] Bauner, R. 2016). <http://blogs.worldbank.org/category/tags/communication-reform> Communication for Reform 10 reasons to apply for World Bank-Annenberg Summer Institute, Retrieved March 07, 2016.
- [4] Caruth, J. , Middlebrook, B. & Rachel, F. 1985). "Overcoming resistance to change". *Advanced Journal of Management*, Vol. 50, 3
- [5] Clampitt, P. G. , DeKoch, R. J. and Cashman, T. 2000). "A strategy for communicating about uncertainty". *Academy of Management Executive*. Vol. 14 No. 4, pp. 41-57.
- [6] Daly, F. , Teague, P. and Kitchen, P. 2003). "Exploring the role of internal communication during organizational change", *Corporate Communications: An International Journal*, Vol. 8 No. 3, pp. 153-62.
- [7] Deresky, H. 2000). "International management: managing across borders and culture " 3rd Ed. New Jersey: Prentice Hall
- [8] De Ridder, J. 2003). "Organisational communication and supportive employees". *Human Resource Management Journal*. Vol. 13. 4.
- [9] DiFonzo, N. , & Bordia, P. 1998). "A tale of tow corporations: Managing uncertainty during organizational Change". *Human Resource Management*, 295-303.
- [10] Francis, D. 1989). "Organisational Communication" *Corporate Communications: An International Journal*, Vol. 5. 4.
- [11] Gilgeous, V. & Chambers, S. , (1999). "Initiatives for managing resistance to change". *Journal of General Management*. Vol. 25. 2, 1999

- [12] Hartley, J. , Klandermans, B. and van Vuuren, T. Eds) *Job Insecurity: Coping with Jobs at Risk*. Sage Publishers: London, pp. 79-103.
- [13] Kaufman, R. 1992). *Change Management Communication: Laying the ground work for a successful communication strategy*. The Parker Avery Group. Retrieved Nov. 5, 2016
- [14] Klein, S. M. , (1996). "A management communication strategy for change". *Journal of Organizational Change Management*. Vol. 9. 2
- [15] Kotter, J. P. 1995). "Why Transformation Efforts Fail". *Harvard Business Review*. Vol. 73. 2) 2: 59-67.
- [16] Kotter, J. P. 1996). *Leading Change*. Harvard Business School Press.
- [17] Lewin, K. 1951). *Field theory in social science*. Harper and Row: New York
- [18] Lewis, K. 1999). "Disseminating information and soliciting input during planned organizational change: implementers' targets, sources, and channels for communicating". *Management Communication Quarterly*, Vol. 13. 1) pp. 43-75.
- [19] Lewis, K. 2006). "Employee perspectives on implementation communication as predictors of perceptions of success and resistance". *Western Journal of Communication*. 70 (1), 23-46.
- [20] Tannenbaum, R. 1971), "Organisational change has to come through individual change" *Innovation Journal*. Vol. 23 (1) pp. 36-43.
- [21] Scheweiger, D. , & DeNisi, A. 1991). "Communication with employees following a merger: A (longitudinal field experiment)". *Academy of Management Journal*. 110-135.
- [22] Vuuren, T. , Klandermans, B. , Jacobson, D. and Hartley, J. 1991), "Employees' reactions to job insecurity", *Academy of Management Review*, Vol 20 (3), p. 514-586.

## Educational Practice for the Pupils' Motivation, for the Realisation of the Meaningful Reading

Adriana Qafa

### Abstract

In this study, I will present some ideas on today educational practice for the pupils' motivation, for the realization of the meaningful reading. There is a special place for the methodical ranking of the reading process, from the beginning in the school age until to expressive reading as the highest place of the literature reading; the main requests of this reading, like the deep meaning of the subject, exploration of the idea, and the other elements of the subject, implementation of the technique's rules of the expressive reading, such as breathing, voice, diction, intonation, spelling, stoppages, logical emphasizes, emotional expressions, temper, timber, gesticulations, and mimic. There is also highlighted the fact that the used method comes from the pupils' results and depends on the capability and level of the teacher, from the programming's scale, the tools that are put into disposition, the age and the level of the pupils, and from the environment that the teacher creates during the courses. At the end, there are some practical guidelines for the realization of the expressive reading in the literature subject.

**Keywords:** expressive reading, educational method, expressive reading techniques, level of teacher, practical guidelines.

### Introduction

Along reading, speaking and listening, reading like a communicative skill, is a very important activity and also an important source of knowledge; thus, it takes a very important place in the program of the subject for literary reading in school. This fact realizes a good knowledge from the teacher to the process of reading and the realization of an effective teaching toward students to become good readers, active and capable to be involved in independent ways and reading activities.

Today, reading has gained a new characteristic, new elements that must be known and promoted for the progress of each individual. In a special way, school must know these characteristics; through it enables a high quality of pupils' achievements in the whole teaching process. The problems of pupils in reading based in all educational levels, have great importance, after that, we generally meet in a superficial from the parts of a low results that come as a result quality of teaching and learning. It's increasingly spoken in the educational practice, nowadays, the motivation of a meaningful and expressive reading.

There are different practices to achieve a good reading that are followed by successful strategies and techniques that are linked a lot with the penetration of pupils in content and the deep meaning of the texts we read.

The quality and validity of reading is an important aspect of teacher's work in school, not only in literary reading of subject. There are a lot of studies that bright in the quality of reading. Today, in many specialized institutions are prepared tests where a new technology is applied to evaluate reading in understanding plan, quality and its speed too. We are all conscious of a poll applied by the World Bank in Albania where noticed that 57 % of pupils till the age of 15, didn't know to read, according to the actual reading it doesn't mean decoding but skills of pupils to rebuild the structure and content of expressed ideas in different literal parts and beyond.

These verify that pupils are not only able to summarize texts' summaries but they are rarely courage to support the evaluation of interpretation. This observation leads to another conclusion that the ways of reading reflects a low level of thinking process, there lacks a literary reading and the critical analysis of the literal text. This raises the task of teachers to direct pupils developing the ability of highest level of thinking. By looking at learning as a cognitive process of a higher level, it requires an understanding, conclusions, making the time of literary reading is a logic place to start the process.

The pupils must learn and read to decide in situations that create conditions of a real reading. Thus, to learn how to read means to actually read. The meaningful and expressive process reading passes in some steps from the first class and

higher to get better till it becomes perfect as a process. When the child enters in school, he has formulated some hypothesis about writing, in this way he is now a reader, and this experience must be taken into consideration during further teaching of reading in school.

Later, we see the transition of early reading in the automation process of reading where pupils are involved in an intentional reading to decode difficult texts and new words (unknown words) and also to read faster.

The last step, which is achieved through reading in the subject of literary reading, pupil achieves to control the meaning of the text he has read, to read with rhythm and intonation, to use his experience in reading and recreate the meaning of different literary texts.

This is a methodical ranking of reading process; it makes us think that pupils firstly "learn how to read" and later "read how to learn". This alternative attracts the attention of the school, didactics over reports and relations where reading must have been like a process, and also as an artistic literacy reading. This shows that lots of researchers have seen reading as a communicative activity in many uses; it must serve to all fields of knowledge and literature. In many researches of the language field and didactics where prevails the idea that reading must be involved and goes to a continued demand of the whole text, of the whole school curriculum and also some demands in all school subjects.

In her work M. Gjokutaj has written: "In the practice of Albanian schools, there are places for modifications and reconceptions because the dominance of idea for a long time that reading is an aim mainly in the subject of artistic, literary reading has forwarded a bias in the process of reading by creating reductions in other school subjects. (1)

But the question is, how should be a reader to whom we should aspire to?

Traditionally, the expressive reading was done in a certain stage of the class, usually after the presentation of the topic before the development of the content. So its object is seen only the book of the literary reading, where teachers only in this case raise up the demands for an expressive reading. This has been a close overview of reading that didn't respond to its final objectives.

The expressive reading must permeate the whole class of the literary reading and hunts out only through reading of literary pieces, but also in other instruments of reading for example, assignments, homework done by pupils, creative works with writing, other school's texts aims a reader to understand better the aims and objectives of reading and applies new rules to be able to identify the important information in a text by bringing knowledge or early experiences to build a meaning in its text. Thus, a good reader reads to answer the questions, to learn from a written text and it comes true when achieves the rates of a meaningful and expressive reading.

Like many other reading processes, a meaningful and expressive reading must not realize without practice, without the teacher's example because it couldn't let since the first steps of pupils to look after themselves. Firstly, pupils must know and then own mechanisms that are necessary for the embezzlement of expressive reading. If a pupil tries to not the power and the beauty of language like a tool, not only in communication but also in expressive reading, this depends on a passionate work of teacher who creates an atmosphere that stimulates pupils' trial and judgements. They should be encouraged to ask questions, to make predictions and organize ideas that support their judgements about the information they get from the literary parts.

Teachers, who encourage discussions before the reading process, help pupils to activate previous knowledge, also allow pupils search further through reading that is necessary need. In this way, teacher helps pupils to identify the aims for reading to formulate hypothesis and test the truth of their hypothesis through the reading process. He leads the discussion by evaluating every meaning or interpretation given by pupils, every judgement in a way form a sub-context as it is said by Koçi Petriti, first operation of the text deals with the philology (2). So, with the explanation of vocabulary by giving the proper context for new words, a word has different meanings in different contexts.

The importance of the expressive reading is clear in the content of the subject's program of the literary reading. There focuses that, pupils should win the reading technique to enable an expressive way of reading, a right conscious one, a fluent reading by respecting the rates of spelling and writing to know and apply in practice for the elements of the expressive reading with gradual increase from class to class accompanied with breathing, stoppages, intonation of spelling and understanding of literal parts in the whole text, after that, it makes an attractive content, it raises up vivid pictures of pupils,

it promotes the interest, light up imagination, pays attention, helps them to distinguish which has the main valuable importance and it makes pupils feel and live the literary texts.

The expressive reading involves all included parts of a literary passage, content, ideas, structure, artistic tools, the stylistic of language, all accompanied with writing and spelling, with practical character of literature and language. He, generally reads, understands, lives more with literary passage, and applies the spoken and written texts in relations with others and his personal life.

In front of a text the reader creates its meaning for all those who read it. The comprehension of a text is an act of work and the structure of understanding in different levels. Thus, in a class, pupils can give interpretations from a text's reading. Based on this result, there are different thoughts from different researchers. Some researchers think that the meaning is inside the literary text and belongs to the text that discovered it.

In this case, the problem often stays in the facts. That interpretation of the reader may not be fixed with the author's one. Other researchers protect the thought that meaning is not in the text depends on the knowledge that the reader has opposite the text.

According to this viewpoint, each reaction of the reader from the text has the common values as it is said that: "A realised description mustn't ever be a simple numeration, its values consist before all the unity of the described details pre-determined to realize an effect. This unity, this effect declares the spiritual state and mood of the person who did the description. (3)

Each reading is the structure of meaning and comes out from a numerous visual and abstract indicators. But, it exists even a concept of an independent meaning from the reader and this is the meaning that the author gives to his text. For this reason, to read means to not only build a meaning but in the same time to rebuild the meaning that the author has wanted to give to his text. The structure and the re-structure include more than a simple intellectual activity because reading changes. So, we may say that writing has not a single meaning. To read what is written, may be in different forms, but to read means to read even what isn't written, thus to read what is written between lines. To achieve this, in the center of the lesson, we see the reader, where the pupil is promoted to participate in a colloquial, conversation, over the given meanings of the literary text. With the concept of reading between lines, the reader recognizes the views and aims to interpret and judge his thoughts.

Except this kind of reading, meaning and the aim of reading process of literary text achieves it through reading beyond the lines where we face the suppositions linked with the results and taking out of the conclusions that aren't expressed from the author in literary pieces. The process of analyses allows pupils to make new synthesis, understand and reflect deeply linked with the importance of the ideas. This purpose of work with literary text surely has difficulties because it searches a lot of facts above all the cultural information of pupils, a rich and personal experience. But this doesn't mean that it's not reachable because a good teacher knows how to function the personal experiences of his pupils.

Teacher asks different questions, such as: If what the author says is true, what other conclusions can we come out? If things weren't as the author has mentioned, but differently, which is our viewpoints? What differences do we expect if events come from the author's view? What kind of differences do you want to see and why? There are other questions that move on the pupils and reader's fantasy by enriching the meaning of the stories with their experiences, where is included the reader's experience. So, the pupils must not be in the repetitive level of communication and also to create a parallel text's creation.

To achieve this, in the literary reading class, develops a talk throughout highlight values, factors and subjects of literal communication. As we mentioned above, questions that are asked to pupils must be numerous by leading to the content, characters, the message's clearance, artistic language, etc. The character of question gradually gets more difficult till it joins to questions with creative characters. The teacher should look after the pupils, to speak more, to express his thoughts freely, to give arguments by arguing them, to evaluate the text in maximum, to not forget the context and the message that come out from the text and contexts, because thoughts and movements of the reader come out not only from the text, but also must be argued with pupils' facts. In this viewpoint, the text of the literal reading has a new development in the class.

Nowadays, our society faces with new a phenomenon that negatively indicates in the process of meaningful and expressive reading. The long stays in front of the television, computer, electronic games, all make and push the children to lower in minimum the parameters of creativity that are necessary for reading.

So, the movement of interests from electronic multimedia to the art of word needs the commitment of the society, especially schools that directs to its efforts through the word's improvement and the development of methods by finding some movements that make a good reading for pupils who are orientated from the book.

The teacher searches the formation of a positive staying over reading, when he prepares teaching, he takes into consideration not only the literal piece but even the pupil. He must be focused in differences that his pupils have in reading, he plans activities for all difficulties. Through reading he must see the way of pupils' communication with different psychological, social and linguistic levels of knowledge. The planning of the class in the subject of literary reading is another moment, which helps in the formation of an expressive reading and in the crystallization of positive pupils' staying. Here we stress a phrase of S. Mc. Namara and G. Moreton: "To plan effectively by not taking so much time, the teacher must be completely clear what his children need to know and to proceed till the end of the topic." (4)

For this, the teacher uses a lot of techniques like concentration above the act of reading as an entire one without spoiling the literal creation, by clarifying the way that the author has integrated pieces like the whole one. The insurance of success is another positive movement in the promoted process of the child to read because this stay doesn't depend from the time that pupils spend in reading. The success is to another powerful mechanism of motivation; it's like a failure that comes from his results. For this reason, a good teacher plans activities where all pupils live and feel success that dedicates to them.

Another way, except the planning of successful activities for pupils, is the knowledge of real mood for each pupil and their presentation in class. All teachers according to the subject they teach and also their personalities influence a considerable indication in the formation of all pupils. The teacher has the ability to promote pupils like active participants in the class, to support their feelings, to express warmness, enthusiasm, to understand difficulties and their needs for help, to be elastic in their staying, to increase the collaboration between pupils, to argue their thoughts, there are necessary qualities for the teacher, to give the waiting results in the school process. This realizes not only when the teacher has the leader's role in the teaching process but also has a multi planned, cultural and professional formation.

Stigler said: "We ask teachers to take a great responsibility for the formation of professional basic knowledge." (5)

In conclusion, we may say that the meaningful and expressive reading, a reading with proper intonation is the only tool, implement to judge over understanding scale of text from the reader's part.

### **Bibliografia**

- [1] M. Gjokutaj, "Karakteristika të të lexuarit të sotëm", Revista pedagogjike, nr 4, 19997, fq.96
- [2] K. Petriti, "Fjala poetike e Pandorës", fq.7
- [3] P. Tevo & Zh. Lekomt, "Komenti letrar", Tiranë, 2000, fq.13
- [4] S. McNamara & G. Moreton "Të kuptuarit e të qenit ndryshe", udhëzues për mësuesit, Tiranë, 2003, fq.28
- [5] Stigler & Herbert, (v.e.p.cit. fq.146) Revista pedagogjike, nr 3, 2005, fq.125

## Causal Connectors in Albanian Language - Causal Conjunctions

Fabiana Velencia

PhD Cand. "Aleksander Xhuvani" University, Albania

Alketa Ipeku

"Ahmet Dakli" High School, Albania

### Abstract

This paper discusses connectors, the connectors will be analyzed within their causal relationship, reasons and motives. The Albanian scholar Floqi determines the known and unknown reasons of the usage of the conjunctions and the position of these casuals, before the main clause or after the main clause. On the other hand, the scholar Mirna analysis the conjunction because as a subordinate conjunction, some of which are in the subordinate clause and in other cases followed by the main clause. The connection between these two cases manifest themselves in a linear way, it is typical of subordinate conjunctions that may even be at the beginning or after the main clause. In addition, the coordination conjunction gives the clause after the main one.

**Keywords:** Albanian language, cause-effect, conjunction, subordinate, main clause, because, that, position.

### Introduction

When it comes to analyzing the causal relationship, we analyze the causes, reasons and motives. In order to realize the causal relationships, we have presence of the connectors, adverbs and prepositions. In the structure of the causal relationships built with prepositions there is the companionship of a group that follows:

Preposition nominal group plays the role of the cause

Për shkak + grup emëror

Floqi <sup>1</sup>analyzes in details the subordinate connectors and causal relationships, so in this paper we will focus on the characteristics and their usage.

#### Because

The conjunction because grouped as a proposition, it is used for an unknown reason, because it is not known or can not be determined. <sup>2</sup>

Because *he loved her.*

(Sepse *e donte.* )

Because *I can not stand this.*

(Sepse *nuk duroj dot.* )

*Because is given as a causal conjunction, placed at the beginning of the subordinate sentence to show causal reason or cause of something like: because, for the reason, as.*

*She didn't speak, because she was tired.*

---

<sup>1</sup> Floqi, S. (1996). Periudhë me fjali të v arur shkakore. Studime Filologjike N.2, Page 4

<sup>2</sup> Akademia e Shkencave të Shqipërisë. Fjalori i Gjuhës Shqipe . Tiranë, (2006). Page 1742



(Nuk foli, sepse ishte i lodhur. )

No one could hear him, because he was away.

(Nuk e dëgjoj njëri, sepse ishte larg. )

If we analyze attentively the adverb that in the case of using the "Albanian Language dictionary". Because I do not know. Because it can be replaced with: which is the reason / for what reason and in this case it is shown as a conjunction exp; I do not know the reason.

Furthermore, it is evident that because it is a causal connector and frequent use at the beginning of the sentence indicates text as a function connector. Because it is placed at the beginning of a sentence after a question.

Why should I forget, what in the day is done? - Said the priest.

( Përse duhet të harroj, atë që shkoj ditën?- tha prifti. )

Because we have a home with these miserable. <sup>1</sup>

(Sepse ne kemi një atdhe me këta të mjerë. )

The conjunction because can be placed after a pause, (comma) or after a point. <sup>2</sup>

Perhaps, because they just came out of the clash and they were wounded.

(Ndoshta, sepse ato porsa kishin dalë nga përleshja dhe ishin të plagosur. )

Pitt Mima<sup>3</sup> analysis the conjunction because as a subordinate conjunction, some of which are in the subordinate clause and in other cases followed by the main clause. The connection between these two cases manifest themselves in a linear way, it is typical of subordinate conjunctions that may even be at the beginning or after the main clause. On the other hand, the coordination conjunction gives the clause after the main one.

Because there was frost last night, the tomato plants have died.

(Sepse ishte ngricë mbrëmë, bimët e domates u thanë. )

The tomato plants have died because there was frost last night.

(Bimët e domates u thanë sepse ishte ngricë mbrëmë. )

The sentence begins with the subordinate conjunction and accompanied by commas before the main sentence, whereas in the second case because the subordinate sentence is set after the main one, even when it is accompanied by commas.

Because the weather is nice, I go out.

(Sepse është kohë e mirë, unë dal. )

I go out, because the weather is nice.

(Unë dal, sepse koha është e mirë. )

A distinction between coordination and subordinate conjunction with the articles is that the subordinate can be in the coordination one and the subordinate cannot.

One should ask his opinion first, because he is the oldest member of the club and because he is also one of its founders.

---

<sup>1</sup> Kadare, I "The General of the Dead Army" Page 39

<sup>2</sup> Akademia e Shkencave të Shqipërisë " Garamitka e Gjuhës Shqipe 2", Tiranë (2002). Page 571

<sup>3</sup> Pitt, M.. (2003) " How to express yourself with a causal connective: subjectivity and causal. Connectives in Dutch, German and French. Amsterdam: New York. Rodopi. Page15

(Pikë së pari Ohe duhet të kërkojë opinionin e tij, sepse ai është pjestari më i vjetër i grupit dhe sepse ai është gjithashtu një nga themeluesit e tij. )

*The tomato plants have died because it has been freezing, and because they were in the wind.*

*(Bimet e domates u thanë sepse ka qenë ngricë, dhe sepse bimët ishin në erë. )*

*I will not go out, because I am ill and because I am still feverish.*

*(Unë nuk do të dal, sepse jam sëmurë dhe ende me ethe. )*

*She did not come, because she had no time, and because she is not interested in it anyway.*

*(Ajo nuk erdhi, sepse nuk pati kohë, dhe sepse nuk i interson aspak. )*

Structural differences can be given in the clauses that are linked with subordinate conjunctions and that, and are seen as the coordinative conjunction.

Pitt<sup>1</sup> calls subordinate conjunction "hybrid" and "pur sang" "Cleft" extra can be applied to subordinate conjunctions "genuine".<sup>2</sup>

*It is because he is fat that he is short of breath.*

*(Sepse është i shendoshë ka frymarrje të shkurtër. )*

*Ngaqë është i shendoshë ka frymarrje të shkurtër.*

*It is because he was eaten too much that he is sick.*

*(Për shkak se ka ngrënë shumë është sëmurë. )*

Consider the case of an adverb, from it we can apply the case "genuine" "real".

*He has searched a new job, particularly because he thought he was not paid enough.*

*(Ai ka kërkuar për një punë të re, veçanërisht sepse mendonte se nuk paguhej mjaftueshëm. )*

*He went out, just because the doctor told him.*

*(Ai doli, vetëm sepse doktori i tha atij. )*

These kinds of relationships listed above can give denial, the question the compound operator of quantitative and a sustainable word.

The usage of the connector because in its initial position. we note in response after a question in a conversation. when it is requested more clarification and in this structure, can be found in cases of the questions adverb why. In addition, this connector can also be found at the beginning of the sentence and this Ismail Kadare, has used it as a styling feature.

*-Why they say "emerged partisan" Because... because it has gone out of the city.<sup>3</sup>*

*(-Pse thonë "ka dalë partisan" Sepse...sepse ka dalë nga qyteti. )*

*-Why I must get bored for those that went? - the priest said.*

*(- Përse duhet të harroj atë që shkoj ditën? – tha prifti. )*

*Because we have a home with these miserable.*

---

<sup>1</sup> Pitt, M .How to express yourself with a causal connective: subjectivity and causal. Connectives in Dutch, German and French. Amsterdam: Neë York. Rodopi, 2003. Page 17

<sup>2</sup> This is a complex sentence in English its structure It +to be + the subordinate clause exp: It's money that I love. (Janë paratë ato që dua).

<sup>3</sup> Kadare, I .The General of the Dead Army . Page 175

*(Sepse ne kemi një atdhe me këta të mjerë. <sup>1</sup>)*

*She plucked hardly a handful of mud and said to herself: Ah, if I had been in army troops who had with him a shovel and dig fast, fast, fast.*

*Because there with feet hanging with a water mill, in there was laid down my close friend. <sup>2</sup>*

*(Ajo shkulte me zor një grusht baltë dhe thoshte me vete: Ah, sikur të kisha qenë në trupat e xheniervë që të kisha me vete një lopatë dhe të germoja shpejt, shpejt, shpejt. Sepse atje pranë me këmbë të varura me një mulli me ujë, ishtë shtrirë përmbys shoku im i ngushtë. )*

The connector because, as it found in the communication process as explained above but not always associated with an interrogative adverb with the progressive statements.

*-Tak, Tak, tak: And when I returned, barely step off.*

*-Because it was the first time that I was opening the door with one hand - continued with a hidden ton of. <sup>3</sup>*

*(-Tak, tak, tak: Pastaj kur u ktheva, mezi hapa portën.*

*-Sepse ishte hera e parë që e hapja portën me një dorë, - vazhdoi me një ton të fshehtë. )*

In Sweester studies we also look cases when adjectival uses of particles or correlative conjunction in sentences with the taking the record articles where by which a fact can be emphasized as the only factor can stand out among other possible causes. <sup>4</sup>

*Reinforcing particles precisely located before causal conjunction because it highlights a due fact.*

*I carried everything with great pleasure, just because I kept my interest secret.*

*(E kryeja çdo gjë me kënaqësi të madhe, pikërisht sepse e mbajta të fshehtë interesin tim. )*

*But the particles only or solely (supposedly) emphasizes the assertion of a fact due only to what is stated in the foremost.*

*He didn't like her only because she had not finished the studies.*

*(Nuk e pëlqente vetëm sepse nuk kishte mbaruar studimet. )*

On the other hand, the word maybe or supposedly give uncertainty or suspicion of a fact.

*Ben Affleck is very serious these days. Speaks little heavier, the old jokes are missing.*

*Maybe he because just turned 40 and admits that he has been facing the fear of bad ideas, things that did not exist before in him. <sup>5</sup>*

*(Ben Affleck është shumë serioz këto ditë. Të flet pak rëndë, janë zhdukur batutat dhe shakatë e dikurshme. Ndoshta, sepse sapo ka mbushur 40 vjeç dhe pranon se kjo e ka vënë përballë ideve të këqija të frikës, gjëra që më parë që nuk ekzistonin tek ai. )*

The connector because is used on structures seen in elliptical sentences after the demonstrative adjective this.

*It came with no expectations. That's because they had not explained the situation here.*

*(I erdhi pa pritur. Kjo sepse nuk ja kishin shpjeguar situatën. )*

---

<sup>1</sup> Kadare, I. The General of the Dead Army. Page 39

<sup>2</sup> Kadare, I. The General of the Dead Army. Page 28

<sup>3</sup> Kadare, I. The General of the Dead Army. Page 269

<sup>4</sup> Sweester, E. (1990). From etymology to pragmatics metaphorical and cultural aspects of semantics structure, Cambridge. University Press., Page 76

<sup>5</sup> "Shqip" newspaper 15.10.2012

*I can say that we have cooperated very well in team and we have realized a toned video.*

*I say this not because of me, but anyone who has seen it was wonderfully. <sup>1</sup>*

*(Mund të them se kemi bashkëpunuar në ekip shumë të mirë dhe kemi realizuar një klip dinjitoz. Kjo jo sepse e them unë, po kushdo që e ka parë është mrekulluar. )*

The connector because can be separated from causal sentence by sentence fixer:

*When the boss rang frantically begin to fall, because we have to know, in our office there is a whole system of ringtones.*

*(Kur zilja e shefit filloj të bjerë me furi, sepse duhet ta dini, në zyrën tonë është një system i tërë zillesh. )<sup>2</sup>*

A new information or based information that is known to the receiver of the text can be shown via connector because, for. Thus, in the following case, it is shown how the information about cause and effect are both new to the receiver of the text.

*2011 is a special year for the Albanian Red Cross, because it marks the 90th anniversary of its creation.*

*Viti 2011 është një vit i veçantë për Kryqin e Kuq Shqipëtar, sepse shënon 90-vjetorin e krijimit të tij. <sup>3</sup>*

The following example will analyze at the known consequences but not the cause. Due to information obtained from the first connector viewed the information is known but previously issued a new information related cause that is for concern, about the fact that students will not have access to university education.

*The Ministry of Education communicates the issue of free quotas for universities will accept students who are 20000 by 40000. For the opposition, it is worrisome because it can bully students apply abroad or remain without education.*

*(Ministria e Arsimit komunikon çështjen e kuotave të lira për universitetet studentët që do të pranohen janë 20000 nga 40000. Për opozitën kjo është shqetësuese sepse mund t'i detyroj studentët të aplikojnë jashtë vendit ose të mbeten pa shkollim. )<sup>4</sup>*

That

Subordinate causal connector that is one of the most used one and expresses: a close cause, direct cause, or can be motivated an end or a supposition, a question, a claim conditional, it can justify the mention of any word or the other expression. <sup>5</sup>

*They didn't go to the movies that they expect Tana's phone call.*

*(Nuk shkuan në kinema se prisnin të telefononte Tana. )*

This conjunction in terms of cause and effect is identical with the connector because and can be substituted for it.

This connector is ambiguous two ways of reading;

focus on the whole relationship falls

By way of reading is achieved by "hybrid" connectors

*He didn't go that sought. (But that was bothering)*

*Nuk iku se e kërkuan. ( Por se u mërzit)*

*He didn't go that sought. (He doesn't go if required)*

*Nuk iku se e kërkuan. (Nuk ikën nëse e kërkojnë)*

---

<sup>1</sup> "Telegraf" newspaper 09.12.2012

<sup>2</sup> Floqi, S.(1966) Periudhë me fjali të varur shkakore. Studime Filologjike N.2, 1966. Page 4

<sup>3</sup> <http://www.kksh.org.al>

<sup>4</sup> [www.top-channel.al](http://www.top-channel.al)

<sup>5</sup> Akademia e Shkencave e Shqipërisë, Gramatika e Gjuhës Shqipe2. (2012). Tiranë. Page 564

Moreover, the structure when the answer why:

*Why did it happen? –That I do not know.*

*(-Pse ndodhi? -Se nuk e di. )*

*This use at the beginning of the sentence that is more usable in speaking.*

The example where the connector is placed on top of the sentence and realized with long pauses between sentences is given in the following sentence.

*I do not talk to her anymore. That she offended me.*

*(Nuk i flas më. Se më ofendoj. )*

*They will hang out, that the rain stopped.*

*(Ato do të dalin, se shiu ndaloj. )*

The realization of reading these statements is made in the following ways:

- a) They shall hang out, and the reason for this is that the rain stopped.
- b) I am convinced that emerge to hang out, and the reason for this is that the rain stopped.
- c) I suppose that they go to a picnic, for the day is beautiful.

But if the causal vibrating positions changes and the causal relationship at the outset can not be read in this way.

*That the rain stopped, they will hang out.*

*(Se shiu ndaloj, ato do të dalin. )*

As explained this connector is not used in causal sentences, if the subordinate sentence is placed before the main one, but can establish another causal connector because.

*\* That he later apologized.*

*(\*Se vonë ai kërkoi ndjesë. )*

*Because of the free order, that is placed before the verb which is the most used position.*

*He apologized that he was late.*

*Ai kërkoi ndjesë se ishtë vonë.*

*He apologized that he was late.*

*(Ai kërkoi ndjesë se vonë ishte. )*

The conjunction that can be used after a particle as what, supposedly, perhaps.

*Exactly that it is scandalous, Trump policy is working.*

*(Pikërisht se skandaloz, politika e Trump po funksionon. )<sup>1</sup>*

*The United States alleged to have begun to transfer nuclear weapons from Turkey to Romania due to worsening relations between Ankara with Washington...*

---

<sup>1</sup> Tema 10.12.2015

*(Shtetet e Bashkuara të Amerikës gjoja se kanë filluar të transferojnë armët atomike nga Turqija në Rumani për shkak të keqësimit të marrëdhënieve ndërmjet Washingtonit e Ankarasë...)*<sup>1</sup>

*Maybe that you know, but today is the richest footballer in the world.*

*(Ndoshta se njihni, por sot është futbollisti më i pasur në botë. )*<sup>2</sup>

The connector that can be shown that the cause and effect are both new to the recipient in case the text below is provided in the foreground as new information why the Albanian society is in the grip of a strong crisis of confidence.

*In fact it is very upsetting, are unthinkable the measures of such crime..... These show that the Albanian society is in the grip of a strong crisis of mistrust, support and security.*

*(Në fakt është shumë tronditëse, janë të paimagjinueshme për masat e këtij lloj krimi..... Këto tregojnë se shoqëria shqiptare është e mbërthyer nga një krizë e fortë mungese besimi, mbështetje dhe sigurie. )*<sup>3</sup>

*Obviously not a diary, that as I said earlier, I would write something else.....*

*(Natyrisht jo një ditar se siç e thashë më parë, diçka tjetër do të shkruaja..... )*

*I asked for Vera, that she is not related to her....*

*(Për Verën të kam pyetur, se nuk e ka gjë ajo.... )*<sup>4</sup>

In this case the information provided above sentences tied to the connector that is known by the receiver of the text. Warnings by using the expression as I said that the treated information is considered as known by the speaker.

## Conclusions

According to the analysis conducted in connection with the relation to the structure of information, it may be seen the connector because, for with high flexibility connector, after realizes expressed various relations known and unknown cause-effect.

The connector because there is a high usage compared to other connectors, in answer to questions with the interrogative adverb why though it seems clear that the recipient source wants to know more information to the cause, which may be related with morphological construction of this connector (that+ though ) though - it is an integral part for adverb.

In the second part of the paper. the connector that regarding to the relationship of the structure of the information realizes the expression of different relationships, known and unknown causal. According to the sentence given note the use of this connector at the beginning of the sentence and the sentence topic.

## Bibliography

- [1] Akademia e Shkencave të Shqipërisë " Gramatika e Gjuhës Shqipe 2", (2002) Tiranë.
- [2] Akademia e Shkencave të Shqipërisë. Fjalori i Gjuhës Shqipe. ( 2006). Tiranë,
- [3] Akademia e Shkencave e Shqipërisë, Gramatika e Gjuhës Shqipe2. (2012). Tiranë.
- [4] Dijk, T. (1979). *Pragmatic Connectives*. Journal of Pragmatics 3. North Holland:Publishing Company.
- [5] Floqi, S. (1966). Periudhë me fjali të varur shkakore” Studime Filologjike N. 2
- [6] Kadare, I “The General of the Dead Army”

---

<sup>1</sup> Dritaria. Net 19.08.2016

<sup>2</sup> Bota sot 13.10.2015

<sup>3</sup> Gazeta Shqip 07.12.2016

<sup>4</sup> Google books 2015 <http://books.google.co.uk>

- [7] Newmeyer, F. (\*1980). *Linguistic theory in America*. New York.
- [8] Pitt, M. (2003). How to express yourself with a causal connective: subjectivity and causal. Connectives in Dutch, German and French. Amsterdam: Neë York. Rodo pi
- [9] Robins, H. (1964). *General Linguistics*. Longman.
- [10] Sapir, E (1921). *Language*. New York,
- [11] Sweester, E. (1990). From etymology to pragmatics metaphorical and cultural aspekts of semantics structure, Cambridge. University Press.
- [12] Bota sot 13. 10. 2015
- [13] Dritaria. Net 19. 08. 2016
- [14] Gazeta Shqip 07. 12. 2016
- [15] Google books 2015 <http://books.google.co.uk>
- [16] "Shqip" newspaper 15. 10. 2012
- [17] Tema 10. 12. 2015
- [18] "Telegraf" newspaper 09. 12. 2012
- [19] [www.top-channel.al](http://www.top-channel.al)
- [20] <http://www.kksh.org.al>

## Functioning of Angel Investor Ecosystem in Turkey: A Study on Aegean Region Angel Investors

Elif Dursun

Dokuz Eylul University/MBA Student

Fahreddin Tekin

Dokuz Eylul University/MBA Student

Akın Karaosmanoglu

Ege University/MBA Student

### Abstract

Turkey is at its infancy regarding the Angel Investment Ecosystem although it has a huge potential of Entrepreneurial Activities. There exist various alternatives for promoting start-ups or individual entrepreneurs such as KOSGEB, TOBB, bank loans, Incentives of Ministry of Economics, etc. However, those also come with strict procedures and bureaucracy which discourage the entrepreneurs having creative ideas. In this regard, angel investors are seemed to be the shortcuts to the actualization of the idea and the achievement eventually. Angel Investment Ecosystem in Turkey is also advantageous because it is backed up by Regulations published in 2013 (Individual Participation Capital Legislation published on 15 February 2013, in official newspaper of Turkish Republic). In this study, a broad history of Angel Investment Ecosystem in Turkey is analysed to form a pattern on Angel Investors' decision making process and angels' role on the actualization of entrepreneurial idea. We use samples from Aegean Region in which contains high potential of improvement in this Ecosystem. Angel Investors from Aegean Region and the entrepreneurs they have invested on are interviewed to gather information for understanding of how the angels decide and how the Ecosystem functions. Comments on findings and foresights for the future of angel investing in Turkey are presented as the conclusion.

**Keywords:** Angel Investment Ecosystem, Angel Investors, Decision Making Process of Angels, Entrepreneurship

### INTRODUCTION

Entrepreneurship as an important fact for the welfare of economies has various challenges while starting up. One of the main challenges for the new entrepreneurs is finding financial resources. There exist different financing alternatives available to the start-ups, which could be grouped as formal (government related) and informal financing (mainly angel investors). Although the government tries to provide financial resources, this is not enough for new entrepreneurs. According to the previous researches, formal financing is much harder than the informal due to the fact that they require more bureaucracy, thus making it less preferable. Other issues are, formal financial resources cannot be provided to every sector, and the people who will evaluate it might not have the required qualifications to understand it although the business idea is very innovative and inspiring. At this point, the importance of angel investors emerges. Providing unique evaluation standards and their distance to bureaucratic procedures make angel investors very popular today. Angel investors generally invest in businesses that are new and, they look for value added products and services (Uckun, 2009).

Finding accurate data on angel investors is hard since it is quite private and not preferred to be released resulting from its personal nature of angel investors. Most of the data released in this area consist of estimations or derived from samples of previous studies of consulting firms. Pool of potential angel investors is 3-6 million individuals with net worth above \$1 million and it is reported that 25% of high net worth individuals are angels (Morrisette, 2007). According to Mason (2005), some 3.4% of the adult population in the 18 countries where information is available meet the definition of being an informal



investor. They provide \$196m per year to new and growing companies, equivalent to 1.1% of the GDP of these countries, and accounting for between 60% and 90% of total venture capital, including institutional sources.

The angel market appears to be very heterogeneous and localized (Prowse, 1998). Therefore, generalizing the findings becomes harder as they differ in terms of demographics, experiences, psychological motivators, networks, and so on. With the diverse advantages, which angels provide for entrepreneurs, angels seem to be the best financing option for beginning stage of firms. There are many good examples of firms that are supported by angels as they start. Google, Apple, Amazon.com (Ibrahim, 2007), and Henry Ford (Morrisette, 2007) are among those examples.

In Turkey, business angels are very rare, and the history of angel investing does not go much back, which nearly has 12-year life-time till now. There are many alternative sources of finance for new entrepreneurs in Turkey such as KOSGEB, TOBB, bank loans, Incentives of Ministry of Economics, etc. However, those also come with strict procedures and bureaucracy which discourage the entrepreneurs having creative ideas. Therefore, Turkish entrepreneurs apply to the informal ways including family, relatives, friends, or business angel investors to start their business. Angel investors that will support the entrepreneur might be from the neighbourhood of entrepreneur as well as an unknown angel who is willing to invest. Turkey has a recently growing ecosystem of business angel network, and the characteristics of this ecosystem is a subject that needs to be researched for providing useful information to the future entrepreneurs and investors.

Therefore, this study aims to analyse Turkish business angel ecosystem to form a pattern on angel investors' decision making process, and to understand angels' role on the actualization of entrepreneurial ideas. Our paper consists of 3 Sections. In Section 1, we provide an overview of the literature including definition of business angels and the history of business angel ecosystem in Turkey. In Section 2, we explain our methodology, and release our findings. In Section 3, we provide our final comments on the findings by evaluating them within our literature review framework.

## LITERATURE REVIEW

### Definition of Angel Investor

The term angel investor originally referred to wealthy people who invested in Broadway productions. Today, however, angel investors do much more. "An angel investor is a person who provides capital, in the form of debt or equity, from his own funds to a private business, which is often an early-stage company but not exclusively, owned and operated by someone else, who is neither a friend nor family member" (Rodriguez, 2011).

Angel Investors are generally wealthy individuals, typically fellow entrepreneurs, willing to invest in the very early stages of a venture's development (Morrisette, 2007). Business angels are conventionally defined as *high net worth individuals who invest their own money, along with their time and expertise, directly in unquoted companies in which they have no family connection, in the hope of financial gain* (Mason, 2005).

According to another definition by PWC (2013), business angels are defined as affluent individual investors who invest their personal assets and/or experience and know-how to innovative, high-growth potential companies in need of seeding, start-up or growth capital.

Typically, angel investors have the following characteristics in common (Uckun, 2009);

Those who earn more than 100,000 dollars,

40-60 years old,

Whose assets are more than \$ 1,000,000,

Have previous successful entrepreneurship experience,

Await return from the investment after 5-7 years - but some wants cash return within a couple of years after investment,

Prefer to invest in nearby locations. The travel time should not exceed the half of a day,

Enjoy mentoring and being a part of it

Invest over \$150,000, but this amount can also be the sum of the personal investments made by groups of other angel investors.

Are willing to invest in industries they are familiar/experienced with/in,

Give importance to cash inflow and revenue,

Know the market and technology dynamics very well,

Are qualified as investors who provide added value and consultancy of money.

### **Business Angel Investment Ecosystem in Turkey**

History of business angel investment in Turkey consists of a short period when compared to developed countries. This is due to the fact that Turkey has had long-lasting economic and financial crisis, instability of economy, and huge potential of risk for enterprises before the 2000s. Angel financing has emerged as an alternative tool to support start-ups when the economy has finally stabilized after 2000 (Bayar, 2012).

Angel investment has been brought into Turkey by LabX that has been established within Helix Yönetim Danışmanlık in 2006. It is established to serve as a bridge between angels and the entrepreneurs who do not have enough capital to actualize their business idea. As valid for the world, for Turkey also the actual data of angel investors and angel investment capital is not known precisely. The system of angel networks are recently transforming into institutionalized ecosystems, and various institutions has been performing as supportive organs for those angel networks/angels TUSIAD, Sabanci University, ODTU, etc. (Uluyol, 2008).

Within the fast growing younger population, Turkey carries high rate of entrepreneurial potential (nearly 60%) and positive attitudes (nearly 70%) towards entrepreneurship according to the results of Amway Global Entrepreneurship Report 2014. However, those rates decreased in 2016 report as 42% and 33%. Also, according to another report from Oracle Capital Group (2014), Turkey is the second entrepreneurial country among 33 countries. Report also shows that Turkish entrepreneurs have low rate of fear to fail, they are risk takers, and attempted to self-fund.

Those aspects of entrepreneurs reveal reasons for emergence of business angels and they have an important role in supporting for pre-set stage of entrepreneurial activities. According to EBAN's European Early Stage Market Statistics 2015, Turkey has grown at 38% rate between 2014 and 2015 in terms of total business angel investment, and has 15 business angel networks as of 2015. Report also displays a growing performance of angel investment networks. Active angel groups include (Altuntas, 2015):

Links Angel BAN

Galata BAN

Metutech BAN

Sirketortagim BAN

BUBA BAN

EGIAD BAN

Lab X

Keiretsu Forum Istanbul

E-Tohum

BIC Angels

Within this framework, there have been four major developments in the Turkish angel ecosystem (Altuntas, 2016):

A new Angel Investment Law

A fast-developing angel investment community

Turkish Business Angel Association's (TBAA) global performance

Attempts by Borsa Istanbul to create more liquidity for start-ups.

Government also supported those who support entrepreneurial activities to foster growth in this area and released Angel Investment Law in 2013. Article 1-(1) indicates the purpose of this law clearly as “The purpose of this regulation is to determine procedures and principles regarding the support for Business Angel Capital, a financial instrument for start-ups and early stage enterprises experiencing difficulties in access to finance due to high risk they have...” (Angel Investment Law, 2013).

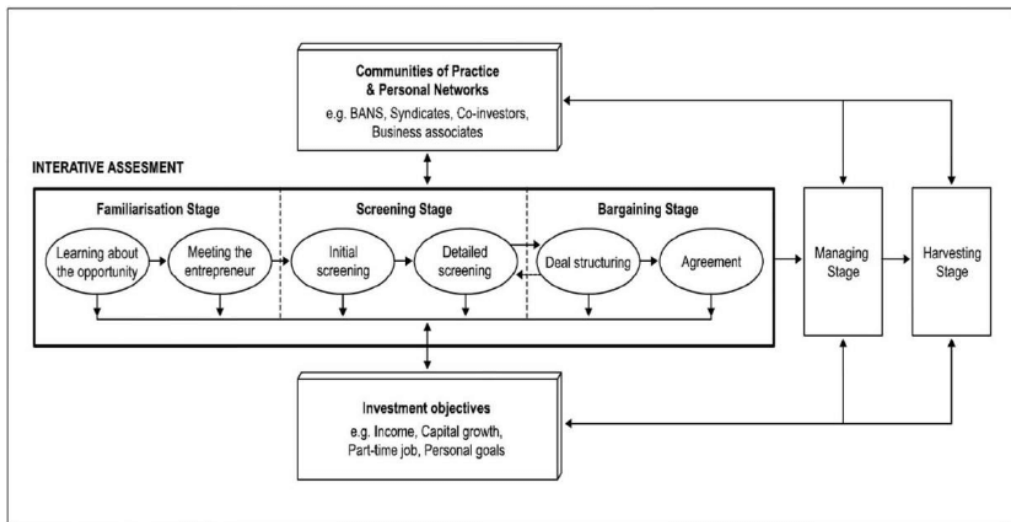
The law aims to increase professionalism and ethics among angel investors, make angel investments more attractive through state support, and ultimately make angel capital an institutionalized and trustworthy source of finance. Under the law, the Turkish Treasury licenses business angels who want to benefit from tax incentives for their investments (Accredited angel networks can provide the license applications. ). Accordingly, 75% of the participation shares of qualifying Turkish resident joint-stock companies held by angels can be deducted from the angel’s annual income tax base in the calendar year the shares are held (Altuntas, 2015).

Following qualifications are required for being accredited as a business angel (PWC, 2013): (1) Having high income or wealth (An annual gross income above TL200,000, or net assets above TL1 million), (2) Having experience (Two years of experience as a manager/director in a financial institution or a company with a TL25 million turnover, have one year of membership in a local business angel network with shares in three SMEs, or have TL20,000-plus investments in three technology companies supported by an incubator).

### METHODOLOGY AND FINDINGS

In this research, a qualitative study has been carried out to form a pattern on how angel investors decide, how they help entrepreneurs to actualize their creative and innovative ideas, and how the ecosystem of business angels in Turkey functions. For this reason, we tried to unleash some specific characteristics of business angels first, and then analysed their decision processes. While analysing their investment decision processes, we have utilized from the Model of Angel Investment Process displayed in Exhibit 1. Due to the nature of subject, we conducted a qualitative research method. Our findings are derived from the in-depth interviews that we conduct with limited number of angel investors in Aegean Region. Also from our literature review, we could realize that previous researches’ findings depend on qualitative research techniques to better understand the characteristics of angels.

Exhibit 1: A Model of Angel Investment Process



Source: Paul, Whittam, & Wyper, 2007

Major limitations to our study could be listed as (1) limited data and information about business angels released to the public, (2) unwillingness of business angels to be known or found by others, (3) investments done by angels are generally not recorded or not wanted to be recorded, (4) limited availability of contacts of business angels reached, (5) short time of business angel history in Turkey, and (6) limited number of formal angel networks in Turkey.

## **Our Findings**

### ***How Angel Investors Decide?***

One of the main reasons triggering angels to invest is the return on investment they make. However, this is not the only motivation to get them invest on new entrepreneurs. As a result of our interviews with business angels, other factors motivating them to support entrepreneurial activities could be listed as followings:

Fostering entrepreneurship in Turkey to develop employment opportunities for the new generations. Cardon (2009) explains this as "the passion of entrepreneurship".

Fostering innovation and creativeness to enable sustainability in Turkish economy.

Being in a dynamic, energetic, and exciting atmosphere to enhance life experiences.

Being in an atmosphere where mutual learning – angel mentors entrepreneur, while entrepreneur provides innovative and creative ideas - occurs.

Supporting social entrepreneurship to provide benefits for the society.

Those projects that are nationally and internationally differentiate themselves attract the motivation of angels.

Developing more on their own business.

Fostering technological developments in Turkey to be able to produce our own high-tech products.

The stage of entrepreneurship (mostly the beginning stage or start-ups are supported) and the sector (those sectors the angel has experience mostly preferred to be invested) where it relates.

As Van Onasbrugge and Robinson (2000) evaluated the factors affecting investment decisions of angel investors in three categories, our findings show that angels have economic, social, and personal motivators while deciding on investments. Vance (2005) says that there are 4 basic factors that angels consider while investing, (1) Characteristics of entrepreneur, (2) Features of project, (3) Content of deal they make with entrepreneur and (4) Individual expectations of angels from both entrepreneur and project. When we review other findings of researches done on this subject, we see that personal motivators also have an important role on decision making process (Wetzel, 1982; 1983). Etzioni (1988) in his study pointed out that angels are driven by others' pain/hardships as much as their own interests while investing on a projects. Wiltbank, et al. (2009), has found out that angels take important roles on management, marketing, and decision processes along with financial supports. They also support the entrepreneur within the borders of their experiences and know-how. Sudek (2007) in his study, states that angels also act as full or part-time consultant.

### ***How Angel Investors Help Entrepreneurs to Actualize Their Idea?***

Angels' main role could be identified as, to decide how much to invest, how much to own in the investment return/management, and how much funding and what kind of sourcing to obtain in later stages of invested projects (Elitzur & Gavius, 2003). However, they might have different roles further than those.

Especially those angels, who would prefer to be actively engaged in the project, help entrepreneurs to bring their projects into action from different aspects other than financial funding only. Our findings about the subjects they help are as the followings:

Our first observation gathers around managerial and mentoring activities that angels provide.

At the beginning stages, one of the investors state that they were engaged in daily managerial activities but as the business grows, angel could only act within managerial boards as mentor and controller.

Another angel states that, he helps preparing business plans, tracking of processes, internal auditing, and management issues.

Another says, "rather than daily activities, I play at the backstage as a mentor on business strategies and managerial issues, but this also depends on capabilities of entrepreneur. Watching from behind and mentoring accordingly is my major role."

Our second observation gathers around the benefit angels provide on marketing & sales activities.

Most of the angels have commented on this subject as they mainly help with strategic decisions of marketing activities, preparing marketing strategies & marketing plans, conducting PR activities, and finally they allow entrepreneurs to benefit from their network.

Our third observation is on business knowledge, expertise, and network of angels. Angels mostly prefer to invest on sectors that they have previous experience, they are familiar with. Therefore, they do not hesitate to share their know-how with entrepreneur to better develop and have positive returns on investments they make.

Our forth observation shows that angels also consider later stages & sustainability of projects, and make effort to help entrepreneurs reaching proper sources of funding, financial help, incentives, and other supports provided for start-ups such as KOSGEB incentives etc. Most of the angels state that they actively follow news on incentives and different kinds of financing alternatives available on the sectors, and then inform entrepreneurs to benefit from those alternatives.

Our last observation is about the human resource of projects. As we state in our third observation, angels make available their networks to the entrepreneurs. These networks are also useful in terms of HR perspective of start-ups. Angels are also providing proper employment of key people to the required positions. One of the angels says, he especially acknowledges that a strong team would overcome many difficulties and uncertainties, therefore he proposes possible candidates to the key positions. Another angel goes a bit further and says that they have active role on employment processes such as review of resumes, interviewing the candidates, and giving orientations to the filled positions. However, some angels prefer not to intervene with this issue a lot, and leave the team building to the entrepreneur.

Our findings are also supported by other research findings. Angel investors, are not only provider of financial resources, but also they share the information necessary for the entrepreneurs (Kuratko, 2009). Angel investors act as management support and trainer, and are also effective in decisions taken on important issues (Sakaryali, 2014). Angel investors provide benefits to entrepreneurs from their own network, take part in management, recruitment and training and actively involved in the supply of resources (Karabayir, et al. 2012). Angel investors are successful entrepreneurs who are looking for different investing fields, and business ideas (Osnabrugge, 2000). They are also considering the personal qualities and characteristics of the entrepreneur (Harrison and Mason, 2002). Angels also may help solve major operational problems, evaluate capital expenditures, and develop the company's long-term strategy. They may often take a formal position as a paid part-time or full-time consultant to the firm (Prowse, 1998).

### ***Main Findings on Characteristics of Angels***

From our findings we could define different profiles of angel investors:

One of the profiles would be profit seeking angels who actually consider the return on investment more than any other motivating factors to invest. They pay more attention on financial return in short term (1 or 2 year) or growing their own businesses. Their first concern would be the break-even point in assessment process of project rather than other benefits to the society or economy. They take no chance on risky projects, and they do act according to concrete pictures. If they realize that the project will be profitable in the long run, they prefer to hold major ownership and control of project, thus take most of the profit.

Second profile would be opportunistic angels who always seek out different and innovative ideas/projects to invest on. Those angels generally follow trends and dynamics of market, and search for entrepreneurs that make themselves remarkable on this market. While doing this, angels use different kinds of channels such as national/international entrepreneurship resources such as Wall Street Journals, etc., news from pioneer schools and universities on this subject, websites, blogs, conferences, fairs, etc.

Third profile would be active angels who take part in the organization as if they are the entrepreneur. Those angels help entrepreneurs at almost every issue from management to the marketing, recruitment, PR, accounting/financing, and consultancy. They become simply a part of project and try to enhance it further as well as sustainability. However, we could not define an opposite of this term for angels as passive in Turkey because, this term could be confused with sponsorship. Prowse (1998) defines passive angels as those who provide only money and rarely monitor the firm closely. For Turkey, this is very rare that we could say even do not exist, because most of the angels wants to be informed and aware of current position of their investment. Therefore, they actively take part in at least management. Passive angel definition could be match with sponsorship term in Turkey, because sponsorship organizations or bodies do not take part in any activity after they give financial support to the start-ups.

Our last profile would be risk taker angels who invest on new/untried ideas. Angels state that they find exciting to give chance for untried ideas, which they also think it would survive in the market. Angels are also aware that those ideas that have been tried before have low margins, low return, strict entry rules, and low share among market. Therefore, taking their chance on new start-ups is most preferred by angel investors. Also the statistics of fear of failure, and risk taking from Oracle Capital Group's 2014 report supports that both angels and entrepreneurs are generally fit into this profile.

### CONCLUSION AND COMMENTS

From our literature review and findings, we see that angel investment ecosystem is recently developing in Turkey, and more effort on this area is needed to catch up with developed countries. There are various advantages of angel investing for the economy and entrepreneurs such as providing added value and providing mentorship to the start-ups as well as financing. On the other hand, it might also be disadvantageous if the angel is to be profiteer, harming the creativeness and sustainability of projects along with discouraging entrepreneurs.

We see that there are different profiles of angels in business angel ecosystem in Turkey. This is could also be harmful and confusing for the entrepreneurs to find the right angel investor for actualization of their projects in a way that they missioned. For example, the social entrepreneurs would be taken to different points if they could not match with the correct angel profile, when as those projects could be beneficial for the angel, the entrepreneur, and the society.

Other important issue is the sectors that angels focus on. We see that angels follow the investment and entrepreneurship trends nationally and internationally. This is very advantageous for the entrepreneurs to be more creative and different from others. However, here there exist some ignored areas such as environmental issues. Most of the angels focus on technology investments but ignore agricultural and environmental issues of future. When we consider that there will be extinction of species, limited resources, and environmental problems, angels should also direct their investments on those kinds of entrepreneurial projects.

According to our findings, angels have active roles on helping entrepreneurs to make their projects actual and profitable. There are different areas they help such as management, marketing, mentoring, and so on. Those are important for the entrepreneurs because they will be like a child in a sea for the first time when they enter into the market with their projects. Angels are like swimming trainers for those entrepreneurs. Therefore, those benefits provided by angels are very essential to the survival & sustainability of projects. If those benefits are properly utilized by entrepreneurs, it will probably double the return of investment and satisfy expectations of both parties.

Today, it is easier to reach investors or entrepreneurs since the networks and contact channels are very developed with the technology. There are different platforms that make it available to meet with angel investors and entrepreneurs. Some of those platforms are e. g. conferences, competition events, fairs, web sites of angel networks. Therefore, angels and entrepreneurs should follow those kinds of meeting points for correct matching.

As Exhibit 1 display, there are different stages that entrepreneurs and angels pass through. However, this process is more informal in Turkey. Those stages are not exact and lived during the actualization of projects. Also those stages would have different life-time according to the matching of parties. If entrepreneur is matched with the appropriate angel, this stages and time would be lessened. Therefore, entrepreneurs should be careful while selecting their angels or vice versa.

Our suggestions for the entrepreneurs would be to carefully analyse expectations and capabilities of angels. They should be demanding and aware of their own competitive advantages when compared to their rivals. They should prepare realistic

business plans that clearly present future of project to convince angels for investment decision. They should carefully consider motivating factors for angel investors as we state in our findings.

This study is an escalator to form a proper model of angel investors decision processes in Turkey because the ecosystem of angels differ from other countries in terms of cultural aspects. Therefore, these aspects are important to be studied for a better understanding of this ecosystem. This subject is important to be understood because it carries huge importance for the welfare of country as well as society in terms of fostering employment and innovative entrepreneurial ideas that would reveal societal benefits.

## References

- [1] Altuntas, B. (2015). Chapter 14 in Angels without Borders Trends and Policies Shaping Angel Investment Worldwide, Turkey Section, pp. 151-155 from *World Scientific Publishing Co. Pte. Ltd.*
- [2] Altuntas, B. (2016). Early Stage Investment in Europe Today – What Incentives Do Business Angels Need? *The European Trade Association for Business Angels, Seed Funds, and other Early Stage Market Players (EBAN) & Hellenic Business Angels Network (HEBAN)*. July, 2016.
- [3] Amway Global Entrepreneurship Report 2014 & 2016. Accessed at [http://www.amwaytoday.com.au/Business\\_News/Amway\\_News/](http://www.amwaytoday.com.au/Business_News/Amway_News/)
- [4] Bayar, Y. (2012). Girişimcilik Finansmanında Risk Sermayesi ve Melek Finansmanı. *Girişimcilik ve Kalkınma Dergisi* (7:2) 2012, pp. 133-144.
- [5] Branscomb, L. M. and Philip, A. (2002). Between Invention and Innovation: An Analysis of Funding for Early-Stage Technology Development. Prepared for Economic Assessment Office, Advanced Technology Program, *National Institute of Standards and Technology*.
- [6] Cardon, M. S., Sudek, R. and Mitteness, C. (2009). The Impact of Perceived Entrepreneurial Passion on Angel Investing. *Frontiers of Entrepreneurship Research* 29(2): 1-15.
- [7] EBAN, Statistics Compendium 2015. European Early Stage Market Statistics. Published in May 2016.
- [8] Elitzur, R. & Gaviols, A. (2003). Contracting, Signaling, and Moral Hazard: A Model of Entrepreneurs, 'Angels,' and Venture Capitalists. *Journal of Business Venturing* 18 (2003) 709–725. Elsevier Science Inc.
- [9] Etzioni, A. (1988). The Moral Dimension: Towards a New Economics. *The Free Press*, New York.
- [10] Global Entrepreneurial Report (2014). *Oracle Capital Group*, 8-12 Welbeck Way London, UK. Online Accessed at <http://orcap.co.uk/category/surveys/>
- [11] Harrison, R. T. and Mason, C. M. (2002) Backing the Horse or the Jockey? Agency Costs, Information and the Evaluation of Risk by Business Angels. Paper presented at the 22nd *Babson College – Kaufman Foundation Entrepreneurship Conference*, University of Colorado at Boulder, 6 – 8 June.
- [12] İbrahim, D. M. (2007). The (Not So) Puzzling Behavior of Angel Investors. *Vanderbilt Law Review*, Vol. 61:5:1405:2008. Retrieved from <http://ssrn.com/abstract=984899>
- [13] Karabayir, E. M., Gulsen, A. Z., Ciftci, S. & Muzaffar, H. (2012). The Role of Entrepreneurial Orientation on Angel Investors' Investment Decisions: A Study of Turkish Angel Investors. *Ankara Universitesi*. 67(2) 69-93.
- [14] Kuratko, D. F. (2009). *Entrepreneurship: Theory, Process, and Practice*, Ninth Edition, *South-Western*.
- [15] Mason, C. M. (2005). *Informal Sources of Venture Finance*. *Hunter Centre for Entrepreneurship & University of Strathclyde*, Glasgow G1 1XH, United Kingdom. Revised in August 2005.
- [16] Mayfield, W. (2000). What is Informal Venture Capital and Who are Angels?. *Kansas Economic Report*, Spring 2000, 28, *Wichita State University*, Wichita, Kansas.

- [17] Morrisette, S. G. (2007). A Profile of Angel Investors. *The Journal of Private Equity*. Euromoney Institutional Investor PLC. Summer 2007.
- [18] Osnabrugge, M. V. (2000). A Comparison of Business Angel and Venture Capitalist Investment Procedures: An Agency Theory-Based Analysis. *Venture Capital*, 2 (2): 91-109.
- [19] Osnabrugge, M. V. and Robert J. R. (2000). Angel Investing: Matching Start-up Funds with Start-up Companies: The Guide for Entrepreneurs Individual Investors and Venture Capitalist. *Jossey-Bass*, San Francisco
- [20] Paul, S., Whittam, G., & Wyper, J. (2007) Towards a Model of the Business Angel Investment Process. *Venture Capital*, 9 (2), 107 – 125
- [21] Prowse, S. (1998). Angel Investors and the Market for Angel Investments. *Journal of Banking & Finance*, 22 (1998) 785-792. Elsevier Science B. V.
- [22] PWC– Yalçın, B., et al. (2013). Business Angels in Turkey. *Asset Management Bulletin. PricewaterhouseCoopers Turkey*. February 2013.
- [23] Rodriguez, E. M. (2011). Angel Financing: Matching Start-Up Firms with Angel Investors. *Claremont McKenna College*. CMC Senior Theses. Paper 136. Retrieved from [http://scholarship.claremont.edu/cmc\\_theses/136](http://scholarship.claremont.edu/cmc_theses/136)
- [24] Sakaryalı, D. A. M. (2014). Innovation and Venture Capital. *Journal of Entrepreneurship and Development*. 9(11). 183-210.
- [25] Sudek, R. (2007). Angel Investment Criteria. *Journal of Small Business Strategy*, 17(2): 89-103.
- [26] Uckun, N. (2009). "KOBİ'lerin Finansal Sorunlarına Melek Sermaye Çare Olabilir mi?" *Muhasebe ve Finansman Dergisi*, Sayı 41, Ocak, 121-130.
- [27] Uluyol, O. (2008) Girişimcilikte Alternatif Bir Finansman Modeli Olarak Melek Finansman Yöntemi. *Sustainable Competition and Resource-Based View in Global Markets*. Girişimcilik ve Kalkınma Dergisi, Cilt 3, Sayı 2, 43-68. ;
- [28] Vance, D. E. (2005). Raising Capital. *Springer Press*, Camden, New Jersey.
- [29] Wetzel, W. E. (1982). Risk Capital Research. *Encyclopaedia of Entrepreneurship*, Kent, Calvin A., Donald L. Sexton and Karl H. Vesper (eds. ), Prentice Hall, Englewood Cliffs, New Jersey.
- [30] Wetzel, W. E. (1983). Angels and Informal Risk Capital. *Sloan Management Review*, 24 (4): 23-34.
- [31] Wiltbank, R., Stuart, R., Nicholas, D., and Saras D. S. (2009). Prediction and Control under Uncertainty: Outcomes in Angel Investing. *Journal of Business Venturing*, 24 (2): 116-133.



## Discrimination of Roma Women Regarding Their Access to Reproductive Health Services in Albania

Dr Nadia Rusi

University of Tirana, Faculty of Law

### Abstract

The situation of Roma women regarding the provision of the reproductive health services is a sensitive issue in the Albanian reality, in the framework of the implementation of the fundamental rights and in the framework of achieving social justice. Previous reports with their focus on "Roma population" have brought surveys related to different fields, including employment, education and estimation of the general situation of Roma community in such fields. From this point of view it is estimated that there is a lack of special reports treating only the situation of Roma women, in different aspects of their economic, social, cultural life and their health as well. Furthermore, a review of the previous literature in such a field shows a lack of study regarding the situation of Roma women in their access to reproductive health services. Taking into consideration the reasons mentioned above, this paper aims to serve as an orientation for the course of the State & Community Policies in such a field. The paper is focused in three main aspects: analysis of the Albanian normative framework in regard to reproductive health, situation of Roma women regarding their access in reproductive health services and drawing conclusions regarding the equal treatment of Roma women in the field of reproductive health.

**Keywords:** Roma women, discrimination, reproductive health

### 1. Introduction

Reproductive health is a very important part of general health, constituting a central feature of the human development. As a universal concept, the reproductive health is of special importance for women, especially during their reproductive years. Due to the importance of such a concept for the general health, it can be considered as a pre-condition for the economic social and human development.<sup>1</sup>

At a world level, the International Conference on Population and Development (ICDP), held in Cairo, in 1994, was the first conference that accepted the development of a Programme of Action to address the reproductive health. Before these years, the notion of reproductive health was almost unknown, due to the state policies orientated towards the demographic growth of the population. The approach to the reproductive health services approved by ICDP was based on the views regarding the estimation of women and on the concern for their health and prosperity. Furthermore, the reproductive health capacity was transformed from a means of population control into an issue of strengthening women to exercise their personal autonomy in relation to their sexual and reproductive health within their sexual, economic and cultural context<sup>2</sup>. The concept "reproductive health" was defined in paragraph 7.2 of the Programme of Action (ICDP, 1994) as "*a state of complete physical, mental and social wellbeing in all matters relating to the reproductive health system*" Reproductive health therefore "*implies that people are able to have a satisfying and safe sex life and that they have the capacity to reproduce and the freedom to decide if, when and how often to do so*".<sup>3</sup>

---

<sup>1</sup> For further information see: United Nations "Guidelines on reproductive health" in its online format at <http://www.un.org/popin/unfpa/taskforce/guide/iatfrehp.gdl.html> referred on 15.10.2015.

<sup>2</sup> Carmel Shalev "Rights to Sexual and Reproductive Health - the ICPD and the Convention on the Elimination of All Forms of Discrimination Against Women", article presented in the International Conference on Reproductive Health, Mumbai (India), 15-19 March 1998, jointly organised by the Indian Society for the Study of Reproduction and Fertility and the UNDP/UNFPA/WHO/World Bank Special Programme of Research, Development and Research Training in Human Reproduction tek <http://www.un.org/womenwatch/daw/csw/shalev.htm>

<sup>3</sup> *Ibid.*

At the same time, in Albania, the concept of family planning and modern contraception before the '90-ties was a taboo, due to strictly followed pro-natal policies during the time of mono-party system. Modern contraceptive methods were almost unknown for the wide population, while in pharmacies could be found only a limited number (mainly of condoms) which were given only in special cases.<sup>1</sup> Abortion was considered illegal. Abortion was considered as a criminal offence and the women who aborted were stigmatized and prejudiced by the society<sup>2</sup>.

After the '90-ties, with the change of the political system, Albania started to embrace the concepts of family planning, the modern contraception, the reproductive and sexual health, by formatting and completing the legal framework of the reproductive health.<sup>3</sup> From this moment and on, the right to benefit from the health services, in general and from the reproductive health services in particular, is considered to be part of the fundamental human rights. The law "*On the health care in the Republic of Albania*" defines and guarantees equal rights in the health care services, based upon non-discrimination, and is considered as a fundamental principle. The setting up of the health care service is based upon the efficiency and the quality of the service by guaranteeing the safety of the patient and impartiality. Being fair in the treatment means offering the health care services taking into consideration all the different needs that the individuals have, aiming at setting up an adequate system and sensitive from the gender point of view. Equal treatment and non-discrimination of Roma women in relation to their access to the reproductive health services is part of the obligations of the Albanian State in compliance with the international standards.

From a methodological point of view, the compiling of this paper and identification of accurate findings, are based upon the combination of qualitative and quantitative methods. The review of the existing legislation and of the existing literature, related to the issue, has been the main source regarding the theoretical point of view. Meanwhile, in order to reflect the concrete situation of Roma women regarding their access to reproductive services, the paper is based on the questionnaires prepared by the author for this aim. The report is based as well on the direct interviews performed by the author with Roma women. In order to set up a trust relationship with Roma women, the filling in of the questionnaires and interviews were realized with the intermediation of experts belonging to Roma community, or with the intermediation of the organizations defending the Roma women rights. There were interviewed 70 Roma women of the age group from 16 to 60 years old and were organised 4 meetings with 8 roma women each one. Delivery of questionnaires was extended in some cities of Albania, such as in Korça, Pogradec and Tirana, where the concentration of such a population is higher than in other cities/towns. Details, gathered findings and data analysis are reflected in the respective parts of the paper. Data analysis is based on the principles of participation in a study/survey by not using in any case personally identified information.

## 2. National legal standards in the field of reproductive health

The constitution of the Republic of Albania (1998) includes the highest legal standard in guaranteeing of the fundamental rights. In the Constitution of RA, the protection of the health of the mother and of the child constitutes one of the main basic obligations of the state. Article 55 of the Constitution defines that "*Citizens enjoy in an equal manner the right to health care from the state.*" The Constitution defines expressively in article 54 that children, the young, pregnant women and new mothers have the right to special protection by the state.

Also, the Albanian legislation in the field of protection of equality and non-discrimination guarantees equal access in public services, including reproductive health services despite the race or the ethnic origin. This means that the Albanian state has the positive obligation to guarantee the full access of Roma women in all the components of the services in the field of reproductive health.

Law "On protection from discrimination" regulates the implementation and the respecting of the equality principle in relation to a number of unlimited reasons including *inter alia* the race and the ethnic origin. The aim of this law is to ensure the right of each person (including Roma women) to be treated equally under the law, to have equal possibilities and opportunities

---

<sup>1</sup> ACPD and UNFPA "Alternative Report of NGO-s on the situation in the country related to the reproductive health components", pg 6.

<sup>2</sup> Gjonça, A., Aassve, A., and Mencarini, L. 2009, "The highest fertility in Europe—for how long?" Determinants of fertility change in Albania, Demography 52(5):76–96 [English edition].

<sup>3</sup> See above, Ref.4.

to exercise their rights (understand “in the field of the reproductive health”) as well as an effective protection from discrimination due to the ethnic origin.<sup>1</sup>

Article 20 of this law ensures protection against discrimination in the field of goods and services. In a specific way the right to profit from the services having to do with the health (including reproductive health as well) is guaranteed in letter (b) of the second paragraph of article 20. For the aim of this paper, discrimination of Roma women regarding their benefit and access to the reproductive health services implies that the physic individual and/or the legal entity that offers goods or services in relation to reproductive health, whether or not with payment

refuses to offer a woman goods or services due to her Roma origin;

Refuses to offer a Roma woman goods or services in a similar manner, or with similar qualities, or in conditions similar to that in which those goods or services are offered to others.<sup>2</sup>

Guaranteeing a high health care, either physical or mental is part of the social objectives of the Albanian State (Article 59/1 (c)). Nevertheless, in the Constitution text is identified the lack of special provisions protecting the reproductive rights. Based on this identification, it is necessary to refer to specific laws that regulate the field of reproductive health: Law no.8045, dated 07.12.1995 “On termination of pregnancy” and Law no.8876, dated 4.4.2002, “On reproductive health”.

According to the law “On reproductive health” the term “*reproductive health*” means general physical and mental well-being, as a whole, with the absence of problematic incapacities and illnesses, as well as every other basic conditioning provision that the reproductive system needs for the functions, processes and ability for a satisfactory and safe sexual life. It means the ability of people to reproduce and their freedom to choose the manner and time of reproduction, as well as to be informed of where they can do this and where they can find such services.<sup>3</sup>

Article 3 of this law defines that the reproductive health care includes an entirety of methods, techniques and health services that affect the reproductive health of people, preventing and solving their problems, as below:

The right of Roma women to benefit services counseling and information on family planning.

Law “On reproductive health” foresees that “*Every woman, free and excluded from any form of discrimination, obligation or force, has the right to control and freely to decide about all questions related to her sexuality and her sexual and reproductive health.*” The law sanctions the right of each individual to decide freely, but by respecting the desire of each partner, regarding the time, the number of births and the intervals of birth giving, to get informed for the necessary means of realizing and to request for the highest standards of the reproductive and sexual health. From this point of view, the Law “On reproductive health” guarantees to each individual the decision-making to exercise the reproductive rights according to their interests and desire, free from discrimination, obligation and violence.<sup>4</sup> This freedom in decision-making implies that no woman could be forced to be pregnant and every medical intervention related to the reproductive health should be realized with the free consent of the person upon whom the medical intervention will happen.<sup>5</sup>

Women’s right for information is defined as well in the law “On Termination of pregnancy”. Article 2 of this law sanctions that the woman has the right of accurate information and counseling before termination of pregnancy. Counseling and information regarding the family planning service after the termination of pregnancy is considered as an immediate issue to avoid the unwanted pregnancies.

Also, an important role should be played by planning & counseling clinics for women. According to the law, such clinics should give the women who have requested to terminate the pregnancy, the proper information and counseling. The law allows termination of pregnancy only with the consent of the woman. Nevertheless the law defines that when it is possible, in counseling and in decision taking for the termination of pregnancy can participate the husband as well. In cases of

---

<sup>1</sup> Article 2 of the law No. 10221, dated on 4.2.2010 “On protection from discrimination”

<sup>2</sup> Article 20/1 of the law “No. 10221, dated 4.2.2010 “On protection from discrimination”

<sup>3</sup> See definition of “reproductive health” in article 2 of the law no.8876, dated 4.4.2002, “On reproductive health”

<sup>4</sup> Article 8 of the law no.8876, dated 4.4.2002, “On reproductive health”

<sup>5</sup> Article 9 of the law no.8876, dated 4.4.2002, “On reproductive health”

voluntary termination of pregnancy the right for information implies the obligation of the doctor to inform the woman in relation to:

Medical risks/threats deriving from termination of pregnancy

The rights, the assistance and the guaranteed advantaged in relation to the family, the mother and the child

Institutions and bodies that can offer moral & financial support to the woman

Clinics and hospitals who realize the termination of pregnancy.<sup>1</sup>

If the woman repeats her request for termination of pregnancy after getting the information, the doctor asks for a written consent from the woman. The confirmation should be given within 7 days from the first request. In cases that there is a minor girl up to 16 years old, the law foresees that for the termination of the pregnancy it isn't necessary to get only the request and the consent from the girl. In such cases, is necessary to be deposited the consent of the parents or of the legal guardian of the girl?<sup>2</sup>

Law "On termination of pregnancy" foresees that the woman may ask for the termination of pregnancy with her own will, within the 12<sup>th</sup> week of pregnancy, if she judges that pregnancy creates psychological problems to her<sup>3</sup> and up to the 22<sup>nd</sup> week of pregnancy in case of identification of medical problems. Termination of pregnancy is allowed for social reasons, within the 22<sup>nd</sup> week, in case that a commission composed of 3 specialists assess that pregnancy has come as a result of rape, or as a result of any other sexual crime, as well as in cases when there are certified other social reasons.<sup>4</sup>

### **The right of women to benefit from the services of prenatal care, safe delivery and postnatal care.**

Law "On reproductive health" guarantees the right of women for a safe motherhood. According to this law, each woman should take the necessary care in order to have good health from pregnancy up to giving birth to the child. In this point of view, each woman should have access in all the services offered, with a high quality, before delivery, during and after delivery, for the prevention of unwanted pregnancy, prevention of unsafe abortion and premature delivery. In this context, family planning services should be used and promoted to protect the woman health and to avoid the unwanted pregnancy. General checks before delivery is allowed for all the women.<sup>5</sup> Provision of health protection during pregnancy and the assistance during delivery are necessary to minimize the risk for the health of the woman, of the fetus, of the newborn, or of the child.

The right of women to information and to benefit from services on sexuality and on reproductive health.

Law "On reproductive health" guarantees the right of each individual to be informed, advised, to get the education and the necessary health and social service to enjoy good sexual health, as well as to exercise their reproductive and sexual rights.<sup>6</sup> Every woman has the right to freely control her reproductive life, as well as to benefit from the use of safe methods, which should be affordable and acceptable for the family planning. Before using such methods, every woman should take the proper information regarding the risks and the advantages of each method including the use of condoms, vaginal barrier methods, oral contraceptives, implants, injection methods, IUD, voluntary male and female sterilization and the emergency contraception.<sup>7</sup>

The right of women for safe services, affordable and acceptable in the field of the reproductive health<sup>8</sup>

---

<sup>1</sup> Article 4 of the law no. 8045, dated 07.12.1995 "On termination of pregnancy".

<sup>2</sup> Article 8 of the law no. 8045, dated 07.12.1995 "On termination of pregnancy".

<sup>3</sup> Article 10 of the law no. 8045, dated 07.12.1995 "On termination of pregnancy".

<sup>4</sup> Article 11 of the law no. 8045, dated 07.12.1995 "On termination of pregnancy".

<sup>5</sup> Article 27 of the law no. 8876, dated 4.4.2002, "On reproductive health"

<sup>6</sup> Article 5 of the law no. 8876, dated 4.4.2002, "On reproduction health".

<sup>7</sup> See article 26 of the law no. 8876, dated 4.4.2002, "On reproduction health"

<sup>8</sup> Article 10 of the law no. 8876, dated 4.4.2002, "On reproduction health"

Law "On reproductive health" foresees the right of all individuals for useful, acceptable, accessible and qualitative services in the field of reproductive health<sup>1</sup>. According to this law "All individuals have the right to benefit from scientific progress and new technologies related to reproduction and sexuality, when they are safe and acceptable."<sup>2</sup> The health services in the field of the reproductive health should be easily achievable from Roma women, in order to enable them to have possibilities to benefit from them aiming at the protection of their sexual and reproductive health. The legislation defines that all pregnant women enjoy for free the periodic medical following of their pregnancy, the birth and after the birth, especially obligatory pre-natal and post-natal examinations, which are designated by act of the Minister of Health.<sup>3</sup> The obligatory examinations prescribed by the doctor are offered without payment and every woman has the right to have for free her personal journal on the progress of the pregnancy. It is important that the health services should have a special individual character, which means that they should be offered for every woman by taking into consideration the health situation, the age and the individual characteristics.

Certain services of the reproductive health can help women treat their infertility. For this aim, the law "On reproductive health" defines their right to benefit from the application of the modern technological methods for the reproduction after taking the necessary information on the contents of the supplementary reproductive technologies, on their efficiency, on the optimal periods for their application, on the medical consequences and on the potential side effects, as well as on the information on the validity of other methods on treating the infertility.<sup>4</sup>

#### Protection of breastfeeding

In 1999, the Assembly of the Republic of Albania approved a law on the protection of breastfeeding<sup>5</sup>. More than defining the rules for the protection of breastfeeding, this law defines the rules of trading the alternative products of the child's food. Previous surveys in this field have considered the law "On promotion and protection of breastfeeding" as a law drafted only to discourage the substitution of breast milk with the artificial one, in order to define rules in trading the products for little children and to spread the information regarding the advantages of the breastfeeding. Based on this in the evaluation report of CEDAW for Albania (2005), it is highlighted that the protection dedicated by the Albanian legislation to breastfeeding is limited and provisions or programs to provide the proper food for the new mothers lack in general.<sup>6</sup>

The law defines the obligation of the directors of the health centers and of the health authorities, either local or national ones, to promote, to support and to protect breastfeeding and to make public the problems created by the alternative feeding. Nevertheless, the law contains few and insufficient provisions to promote and to guarantee breastfeeding of the child. The law doesn't foresee measures to support the mother for the breastfeeding of the child with her natural milk.<sup>7</sup>

#### 3: Discrimination of Roma women regarding their access in the reproductive health

Roma community composes one of the cultural and language minorities in Albania having many problems regarding their economic situation and the regarding the barriers they have to face during their everyday life. There is a lack of official statistics related to the number of Roma population in Albania. So, this paper will refer to the statistics given by the studies performed by the Roma organizations in Albania and by independent institutions. Their statistics give a number of the population that varies from 90 to 120 thousand and most of them live in urbane zones and in the suburbs of the cities<sup>8</sup>. At the same time, these studies have highlighted that the growth of Roma population is 3 %, by over passing the percentage of the growth of the Albanian population.<sup>9</sup> This paper, even though it doesn't cover all Roma community, through the analysis of the personal experiences of Roma women, highlights that Roma women have lower access to the services offered in the field of the reproductive health and in the field of family planning than the other part of the women. Their health situation is worse compared with the other part of the population. This is influenced by the economic situation of

---

<sup>1</sup> Anastas. A " Women's rights in the Albanian legislation", Information booklet, OSCE-Presence in Albania, 2010

<sup>2</sup> Article 10/3 of the law no.8876, dated 4.4.2002, "On reproductive health"

<sup>3</sup> Article 24 of the law no.8876, dated 4.4.2002, "On reproductive health"

<sup>4</sup> Article 20 of the law no.8876, dated 4.4.2002, "On reproductive health"

<sup>5</sup> Law No. 8528, dated. 23.9. 1999, "Promotion and protection of breastfeeding"

<sup>6</sup> See USAID "Report on evaluation of implementation of the Conv ention on Elimination of all Forms of Discrimination Against Women, in Albania, December 2005, page 47.

<sup>7</sup> Anastas. A "The rights of women in the Albanian Legislation", informative booklet, OSCE Presence in Albania, 2010, page 38.

<sup>8</sup> For more see "The decade of Roma inclusion 2012-2015", page 6.

<sup>9</sup> Ibid.

Roma women and by the style of their life. In order for this paper to be of as much help as possible to the Roma community, based upon the questionnaires and upon the interviews performed with Roma women, it will offer, in this part of it, an analysis of the scope of discrimination towards Roma women in the field of the reproductive health. It will identify some of the most frequent practices of discrimination towards Roma women in two main directions: firstly, under the framework of the differentiated treatment of Roma women from the providers of the reproductive health services and secondly considering such a treatment from the point of view of Roma women access in reproductive health services and the existing institutional barriers.

#### The differentiated treatment:

In general terms the differentiated treatment of Roma women during the provision of the reproductive health services includes: scornful treatment, superficial treatment, verbal abuse, providing separated services, delayed care, refusal of care provision from the doctors, etc. In order to make better known the practices of differentiated treatment the following part of the paper is focused upon the treatment of concrete situations which are evidenced in different cases. The differentiated treatment from the provider of the services especially from the medical personnel in many cases goes against the rules of ethics norming the relations between the medical personnel and the patient. It is clearly set that such relations are not affected by the ethnic origin of the patient in any case. The key issues identified in relation to such a treatment are as follows:

#### **Refusal of the specialized medical personnel to offer services to Roma women:**

In general, refusal apply by the respective medical personnel who are obliged to offer the health service required by Roma women. The reasons of the differentiated treatment may be different. Such reasons may be related either to the ethnic origin or to lack of offering money from Roma women. So in some cases, the medical personnel refuse to offer the proper treatment to Roma women based on the fact that Roma women are poor and as a consequence they are not going to pay them. **Request for informal payment** is considered as the reason of not offering the medical services and the medical care to the majority of the women included in the survey. 68% of the interviewed women reported that the doctors have requested money to assist in the moments of child birth. In their interviews Roma women have stated: *"I was about to give birth to my child. No one approached me. The doctors requested money. I felt abandoned"* (M.M 30 years old). *"I remember that no one cared to bring my child to me. Such a situation continued to happen till the moment that my husband offered money to them. I don't know where he found that sum of money, because we didn't have any possibility"* (G.M 27 years old) *"The doctors have treated me normally...but I paid money to them"* (E.T 45 years old).

The informal payment as a discriminatory criterion is identified even in previous studies focused on Roma population. So in an evaluation of the situation of Roma population in 2011 has resulted that *"Almost 83% of the interviewed individuals of Roma community pay bribes for health services in the public health centers and in public hospitals. Informal payments and other corruptive forms of payment bring about the increase of the costs for the health services, improper health treatment and health deterioration."*<sup>1</sup> In other cases, the differentiated treatment was simulated by ethnic factors. In such situations the doctors refuse to provide services of reproductive health to Roma women **due to their origin**. *"The doctors do not want to provide medical checks for us because we come from Roma community. They mock on us. They say: you have a lot of children"* (E.H 25 years old). *"I was waiting in the corridor to be medically checked. I heard two nurses talking to each other [One of them said "I can't stand Roma community. Their women are always pregnant. This one here (speaking for me) is not more than 15.]"* (S.H 21 years old).

#### 3.1.2 Providing reproductive health services not with the same quality

Another practice of differentiated training is **providing reproductive health services not with the same quality** as it is offered to women who do not belong to Roma community. It is worth emphasizing as cases of differentiated practices such as providing superficial medical check, within a very short time, or delaying for a long time the provision of necessary services to Roma women. *"Nurses were indifferent towards me. They didn't treat me the same with the others"* (M.M 20 years old) *"The doctors were not careful at all with me. The doctors didn't provide me a proper medical care. After I gave birth to my child I had infection"* (G.M 40 years old). Besides the superficial treatment, another identified situation among

---

<sup>1</sup> See Center for Economic and Social Studies (CESS) "Study on evaluation of the needs of Roma and Egyptian communities in Albania", Tirana, 29 February 2012, page 33.

Roma women is the delay of the service (Roma women are left to wait for long periods of time). According to them, the doctors wanted to finish all their visits with non-Roma women and then, if the doctor had time he/she may offer medical checks for Roma women. M.M tells that "When I want to give birth to my child, I was told to wait, because there were other patients. I could hardly stand". M.R speaks of a similar situation: "When I went to the doctor for a sonography, I was left to wait. All the other cases finished before me".

### 3.1.3 **Inferior treatment of Roma women from the specialized medical personnel:**

Inferior cases are related to all those cases when Roma women "are maltreated" by the medical personnel through verbal abuse, insults based on their ethnic origin, or there are cases of benefiting from reproductive health services under conditions that are not the same as the conditions under which the patients coming from non-Roma origin profit such services. Roma women tell the doctors mock on them. Sometimes they offend them or they keep away from Roma women "due to their lack of cleanness", due to "high number of children", or due to "frequency of pregnancy".

### 3.2 Lack of access of Roma women regarding the reproductive health services

Based on an assessment of Roma women situation regarding their access to reproductive health services it results that Roma women face with a lot of barriers in order to have such services. It is important to make known such barriers, in order to lead the Albanian policymakers towards strategies and Plans of Action that address directly the removal of such barriers, or at least guarantee a gradual minimization of them. On the other side, the existence of barriers, especially the existence of institutional barriers regarding the access of Roma women in benefiting from reproductive health services, may bring about either a direct, or an indirect discrimination referring to the consequences coming as a result of not taking measures to eliminate such barriers. Lack of access due to barriers produces "exclusion from the provision of services in such a field due to the ethnic origin from Roma community". Such barriers may be divided into four main categories, which are as follows: information barriers, geographical barriers, economic barriers and institutional ones.

#### 3.2.1 Lack of information regarding the components of the reproductive health

Regarding the information **barriers**, it is identified that the majority of Roma women do not have any access to information on the provided services under the framework of family planning, on the concepts of reproductive system and on the components of the reproductive health. Roma women were asked in relation to their sources of information on such services. Almost 70% of them mentioned as their source of information their mother/ their sister/ TV. 20% of them defined as a source of information the teachers at school, while 10 % of the participants in the study mentioned as a source of information the school texts (biology). It is worth emphasizing the fact that none of the interviewees mentioned the doctors as a source of information on the components of the reproductive health services and of the family planning.

Roma women didn't have information regarding the methods used to avoid the unwanted pregnancy. Roma women had lack of access in information in relation to the contraceptive methods in favor of family planning and in avoidance of unwanted pregnancy. They also lacked information relating to their use. In a lot of cases, the women emphasized the fact that they were not interested in the usage of such methods, because they cost money. According to the interviewees, the abortion is the main method used to terminate the pregnancy. To make an abortion or not is not decided by Roma woman herself, but it is a decision taken by other members of the family. The decision is taken usually by her husband, by her mother in law, or by her parents.

Some of the interviewees reported that in the health centers where they have gone there have been some informative booklets related to such issues, but some of them said as follows: "I do not understand booklets given to me, because I do not know how to read. I do not understand doctors as well when they speak."(E.H 36 years old) "It has never been organized any training with us. We should be gathered and the doctors should explain to us such issues. We can not understand such things by ourselves."(A.K 25 years old). The access to information is related as well to the low access of Roma women to institutions of providing education services. Lacking the necessary education, it is very difficult for Roma women to understand and to absorb the proper information given sometimes even through the TV transmissions as a source of information. Based on what is described above it is very much important to take measures to ensure raising of Roma women access to the information on the understanding and on the functioning of the kinds, on the manners and on the cases of using the available methods on family planning and on the avoidance of unwanted pregnancy.

#### 3.2.2 Lack of documents.

Another barrier hindering Roma women regarding their access in such services is **lack of proper documents to benefit from the services**. Reproductive health services are provided only to the women who are in possession of a Health Card. Roma women who are not issued with a Health Card can lose their access to the institutions who offer such services. Among the interviewed Roma women there was a part of them who were not registered, who didn't have the identity card, who were not employed, or who did informal work (didn't have any regular employment contract), who haven't registered their children, who didn't have birth certificates, etc. Each of the documents mentioned above may be a condition to be fulfilled in order to benefit from the public health insurances. Being not insured, Roma women do not have access even in the services provided by the reproductive health. One of Roma women said: *"I was told that if you don't have a Health Card you would profit nothing free of charge. Per each check up you are going to do, you are going to pay"*. Roma women relate the reasons and the obstacles to be issued with the necessary documents with the institutional barriers. They were asked on the reasons of not been issued with the Health Cards. Some of them answered: *"There are needed a lot of documents. You have to wait a lot of time to get the Health Card"*. One of the activists who protects the rights of Roma women told as follows: *"Roma girls face difficulties in being provided with Health Cards. We have assisted a case. G.M was only 14 years old. She got married with a boy who was 18 years old and she immediately remained pregnant. She couldn't go to the doctor to check whether her child was growing up normally, or just to know the sex of her child, because she didn't have a Health Card, so no one took care of her. We assisted her to issue her Health Card. So only in her last month of pregnancy she could have the first sonography of her child."* The same activist in relation to the difficulties of providing Roma women and girls with the Health Cards highlighted: *"we have encountered a lot of difficulties in different institutions. It has been so difficult to obtain Health Cards for Roma women and girls due to the set of documents needed. Roma women and girls didn't have such documents. So I had to go in different institutions to get these documents. We had to spend months in order to obtain a Health Card. Not all the doors of the institutions are opened for them."* On what is described above the respective state institutions not only shouldn't become an obstacle themselves in issuing health Cards for Roma women, but they have to take the necessary measures to raise the institutional cooperation in order to ensure Roma women all the opportunities and not to wander from one institution to the other to gather the necessary documents. The institutions should facilitate the procedures to issue Health Cards for Roma women. On the other side it is considered necessary holding of informing session for Roma women and girls in relation to the necessity of registration and of being issued with the personal Health Card. They should be informed as well regarding the necessary documents needed to get registered and on the benefits deriving as a result of being registered in the respective institutions.

### 3.2.3 Physical/geographical barriers

Regarding the physical/geographical barriers, monitoring of discriminatory practices towards Roma women has proved that **lack of health care centers/ care centers for women in the area of living of Roma population** is one of the cases of discrimination towards such a population. The majority of roma women reported that there wasn't any health care centers set up near the areas where they live. In order to consult the doctor or to have certain check ups they have to travel a lot.

Roma population usually is settled in the suburbs of the cities, so their living area is away from service providers. Such a distance limits the access of Roma women to reproductive health care services. The transport costs sometimes are very expensive for them. Such a situation brings as a result lack of access of Roma women to the doctors during the whole period of before and after giving birth to their child. Lack of centers near their locations cause a lot of problems for them. Even when Roma women have got information in relation to family planning, their access in the provided services in these centers become impossible due to the distance and due to transport costs. So, as a result, such barriers may oblige Roma women to apply the "domestic" forms and to try the informal "clinics" in cases of abortions. Such a form of discrimination becomes stronger with Roma women and girls who live in rural areas, or in isolated areas.

Physical barriers to the access of Roma women in the centers where such services are provided come as well as a result of frequent displacement of such a community from one area to the other, from one village/city to the other. As a rule such a displacement should be followed by the transfer of the respective documents as well, in order to deregister the Roma population from one public health center and to register them in the public health center in the area where they are displaced. During the interviews realized with Roma women, some of them considered the transfer of documents from one health center to the other as irrelevant due to lack of access in such centers, due to informal payment, due to long time spent for the procedures, etc.



Under such conditions, should be taken measures to ensure an equal access in the centers providing reproductive health care services for all Roma women and girls despite the area where they come from. New health care centers should be set up in order to offer an equal service to all categories of the population.

### 3.2.4 **Lack of cultural intermediators**

Lack of cultural intermediators is another barrier that hinders the access of Roma women to the institutions and centers that offer reproductive health services, especially for those Roma women who do not speak and understand the Albanian language. Almost all the previous surveys performed in relation to the peculiarities of Roma population have come to the conclusion that they are a language minority. This finding implies the fact that Roma population speaks its own language. Even that Roma women live in Albania, a part of them doesn't speak the Albanian language. Lack of language knowledge is one of the reasons of their discrimination, because due to lack of communication in the Albanian language they lose the provided health care services. Roma women were asked whether their limited knowledge in the written and spoken Albanian language has been a barrier in getting the full and clear information in relation to the services in general and to the reproductive health services in particular. They were also asked whether the limited knowledge in Albanian language has created problems in getting such services. Roma women answered as follows: "It is very difficult for me to explain to the doctor my own health problems during the pregnancy, because I do not understand the language they use". "Yes, it is a barrier. I don't know how to read and write" (A.K 30 years old). "It is difficult for me; I do not understand the doctors when they speak. I do not understand what they tell me to do" (E.Zh). Based on the situations described above and taking into consideration the low access of this community in the educational institutions, it is necessary to have the presence of the cultural intermediators coming from this community and employed by the institutions that offer reproductive health services.

## 4. Conclusions

Equal treatment and non-discrimination of Roma women regarding their access to the reproductive health services are part of the obligations undertaken by the Albanian State to implement the International Rights in such a field. Acknowledgement of the equal rights of Roma women and setting up a proper environment to fully implement their rights is as well part of the challenges that the Albanian policymakers and lawmakers have to face and address during all the period of Roma decade (2010-2015).

This paper identified that Roma women in a way or in another, are excluded from the possibility of applying into practice, in an equal and full way, their reproductive rights. Their access to the reproductive health services is hindered from the existence of a lot of barriers of the economic, geographical, informative and institutional character. The differentiated treatment offered to this ethnic category of the population and the lack of equal access are in themselves forms of direct and indirect discrimination of the public or private providers of services in such a field.

The doctors refuse to offer services to Roma women in the field of reproductive health for two main reasons: Roma women are in a very difficult economic situation, so usually they do not have possibilities to pay for the doctor (in an informal way), in order to profit the service. The second reason is related mostly to their ethnic origin. The doctors hinder the access of Roma women in the services provided in this field. Fight against corruption remains one of the most important challenges that the Albanian health service is facing with.

Roma women have to wait for a longer time as compared to other women coming from a non-Roma origin for the same provided services. They face lack of access in some cases. They face as well with the prejudices and with the insults regarding the high number of children they have and regarding their personal hygiene. In their relations with Roma women medical personnel do not respect the principles of the Code of Ethics that defines the relations of the doctor with his patients. On the contrary, there are cases of prejudices in the doctors' behavior towards such an ethnic category of the population and such prejudices are turned into racial discrimination.

Weak infrastructure and the geographical barriers bring about another problem that influences in the discrimination of Roma women regarding the provision of reproductive health services. Consulting centers for women and the health care centers in most of the cases are less accessible or sometimes not at all accessible for Roma women due to the large distance of the centers from Roma population areas of living. The transportation costs are not affordable for this category of the population. Such a distance brings as a result that Roma women suffer from a lot of health problems during their period of

pregnancy, because they can not have access to continuous and periodic medical checks, either in the period before giving birth to their children, or in the period after they have given birth to their children.

A part of Roma women do not have access in public services offered in the field of the reproductive health, due to lack of necessary documents. Other identified problems are lack of information and low level of awareness raising among Roma women regarding the components of the reproductive health and family planning. The reasons that influence in lack of information are as follows: low educational level of Roma women, difficulties in understanding the Albanian language, lack of training in relation to family planning and to use of contraceptive methods to avoid the unwanted pregnancy etc. Due to low awareness and due to lack of information, abortion remains for the majority of Roma women the best and the most practical solution in cases of an unwanted pregnancy.

Lack of cultural intermediators is another barrier hindering Roma women access to institutions and centers that offer reproductive health services, especially for those women who do not understand the Albanian language. Low awareness level of Roma women has brought about lack of treatment of their cases in the specialized bodies/institutions that protect the equal treatment (such as the institution of the Commissioner for the Protection from Discrimination). Roma women have very little information, or they do not have information at all regarding the available legal instruments in the Albanian legislation to condemn the cases of racial discrimination in the field of provision of services. The law "On protection from discrimination" is accessible in Roma language, but still it is not known by the majority of Roma women. Lack of information is related not only to the treatment of discrimination cases, but it is related as well to the scope of rights that they enjoy by the Albanian law in the field of reproductive health.

## The Fiscal Problems of Small Business in Albania

MSc. Edvin Xhango

### Abstract

The aim of this study is the analysis of the fiscal law framework focused in the small businesses in Albania. The methodology used is a systematic literature review based mainly on Albanian legislation. Based on the Albanian fiscal legislation, classification of businesses it was done based on the sales that are realized. For over twenty - five years, taxes on small business often have changed, but the base of the manner for calculation of the tax is not change, it is relating with the turnover that is realize during one year. The study reached some conclusions. Thus, a) the review of groups that are included on the revision of the VAT and b) the review of profit tax small business.

**Keywords:** small business, small business tax, turnover

JEL Classifications: M, H, K

### Introduction

Before talking about the reasons that push us to discuss the problems of small business it is important to show at the beginning what are the elements that qualify as a small business entity in Albania.

In fact, there are different classifications but what is observe is that the definition is similar to that in Europe, only the size and performance of the entity change. The difference consists first in the number of employees, which is the main criterion used in both definitions and second the criterion of the turnover.

Small and medium enterprises make up the most important economy in Albania. They constitute 94.5% of the total number of businesses and employed to 77.4% of individuals who are busy with work (INSTAT, 2009). These statistics show the importance of small business entities for the economy of Albania. Unfortunately, the importance of small businesses was not reflected in the economic legislation.

Albanian businesses for tax purposes are classified in fourth categories:

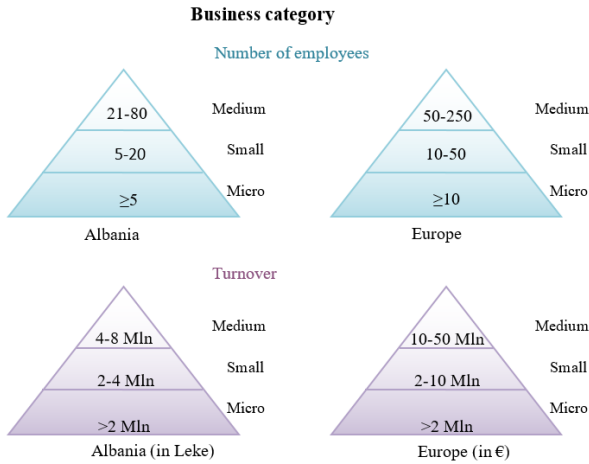
The first category realizes annual turnover businesses (annual revenues) up to 2 million (business ambulant)

The second category of businesses that realize turnover (annual income) load of 2 to 5 million (excluding VAT small business)

The third category of businesses that realize turnover (annual income) from 5 to 8 million (VAT small business)

The fourth category are businesses that realize an annual turnover over 8 million (big business)

**Figure 1**



Source: INSTAT (2009)

The main reason that small business is select to study issues related to fiscal legislation are the fact that

Small business contributes to increasing employment.

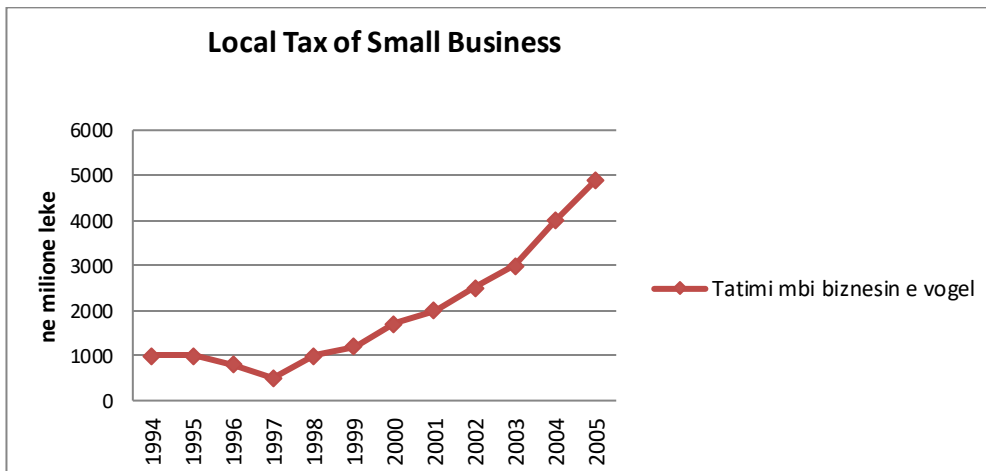
Small business mainly uses national resources.

Small business is the main contributor of the social insurance scheme and health care system

Small business is the main contributor to the budgets of local budget

Below are some data that compare budget revenues by type of business

**Figure 2**



Source: General Directory of Taxes (2008)

The performance of this tax is more than satisfactory (if we refer to the chart), it has recorded an average annual growth of more than 24 percent since 1994. As noted, the first years of application of this tax have been difficult, not only from the fact that the volume of the work of small businesses was modest, but also for the culture of society paying taxes low. The years 1996 - 1997 marked regression in the implementation of this tax as revenue fell 14 and 49 percent respectively during these years. It was because of unsuccessful businesses and due to non-functioning state. In 1998 the tax revenue recovered, marking an increase of over 136 %. During the period 1999 - 2004, the average annual increase of this tax has been over 28.5 percent. While local tax on small business for 2008 reaching 1.8 billion

**Table 1**

**The income generated over the years by three groups of subjects (in mil All)**

No.	Type	2003	2004	04/05	2005	05/04	2006	06/05	2007	07/06	2008	08/07
1	SB	8. 322	9. 835	18%	11. 04	12. 2%	12. 147	10%	12. 602	3. 70%	15. 303	21. 40%
2	MB	1.78	2. 071	16. 3%	2. 084	-0	2. 275	9. 10%	2. 344	3%	3. 118	33%
3	BB	142	252	77. 4%	242	-0	217	-	233	7. 30%	394	69%
4	Others	59	206	349%	318	54%	394	23%	456	15. 7%	457	0%

Source: Newsletter of Directorate General of Tax, 2008

During 2008, we have an increase of 21.4 % for Small Business, 33 % for Big Business and 69% for VIP business. We can clearly see a significant increase in small business income.

### Literature review

In the high-income economies, MSMEs are not only denser in the business structure, but also employ a higher percentage of the workforce. In half of the high-income economies covered, formal MSMEs employed at least 45 percent of the workforce, compared to only 27 percent in low-income economies (Kushnir, Mirmulstein and Ramalho, 2007).

Competition from the informal sector and corruption among government officials also pose significant challenges for firms. Objective measures of the size of the informal sector, barriers to entry into and exit from the formal market, and the existence of informal payments shed light on the importance of these obstacles to the existence of MSMEs (Kushnir et al, 2007).

Nevertheless, small business is disproportionately vulnerable to tight regulation, high taxation, bureaucratic burdens, and even corruption (e.g. Aidis, 2003), (Bartlet et al., 2005), (Borozan et al., 2005)). It is thus believed to be prone to leaking into the shadow economy. On the other hand, the increased internationalization of the economy and increasing competitive market pressures have promoted flexibility and innovativeness, but – along with the growth in small business – have deepened income inequalities. In such harsher competitive global circumstances, people have been forced to seek alternative sources of income. This has further encouraged and increased small business activities, but at the same time many of the new businesses have been started up in the shadow economy. High taxes and high bureaucratic transaction costs have increased this shift into the shadow economy.

European Commission (2004) and OECD (2002) underline a direct causality between small businesses, as proxied by the number of self-employed persons, and the shadow economy. It is assumed that small businesses, being flexible and easier to conceal from the authorities, have more scope to work undetected in the shadow economy. Furthermore, higher taxes and other regulations increase the incentives to hide

Taxes and social security contributions add to the cost of labour in the official economy and hence are key factors driving the growth of the shadow economy (Shende, 2002). The bigger the difference between the total cost of labour in the official economy and the after-tax earnings from work, the greater the incentive for employers and employees to avoid this difference and participate in the shadow economy. The difference can be very large; in Germany and Austria, for example, the tax and social security payments by firms and their workers amount to the wages that workers effectively earn. Since

the difference depends broadly on the social security system and the tax regime, these are key determinants of the shadow economy. Several studies have found strong evidence that the tax regime influences the shadow economy.

### **How has evolved tax legislation on small businesses and the problems that are encountered**

In 1993 the law "*On taxes on small businesses*" was approved which divided into two groups all the businesses in Albania; in subjects with a turnover of up to two million and, in entities with a turnover of up to five million. For small businesses with a turnover of up to two million the way of calculating tax liabilities has not been changed. They all the time have had a fixed fee regardless of the realized turnover, type of activity or location.

Small business entities with a turnover of over two million ALL have been subject to constant legal changes regarding fiscal obligations. According to this law, small businesses with annual turnover of 2- 5 million ALL, had a taxation depending on the amount of revenues and performing subject activity.

With the changes made in the law of 1998 the tax rate was determined on 4% of the sale turnover. In the case of fixed tax rate the location and type of activity are not taken into account. With the changes of 1998, the tax was calculated on the basis of the sales turnover, and depended not on other expenses or even on the markup which is different for different businesses. For example the same markup used in a cafe or restaurant is not the same as the markup in a market that sells food. This fact was taken into consideration in the law of 1993, where the tax rate was based on the type of activity. Nevertheless, both cases have not taken into account the location, a fact that disregards specific areas with extreme poverty.

In 2002, taxes for small businesses is only subordinated to the city and the industry in which the entity operates, being only a fixed amount similar to the manner of determining the obligations of businesses up to two million.

By 2006, the way of small business tax has not undergone significant changes. The changes made in fiscal 2006 scheme envisage a mix of the previous system, fixed fee that depends on the location and type of activity adding the tax on sales realized by the entity. In this way small businesses become subject to two separate taxes for the same thing.

This means that the tax burden for the service business was:

$$TSB + TS \text{ (tax of sale)} = 35000 + 0.15 * 2.000.000 = 65.000 \text{ ALL or } 3\% \text{ of the proceeds of the unit}$$

If we analyze the trade sector retail:

$$TBV + TS \text{ (tax of sale)} = 60.000 + 0.015 * 8.000.000 = 180.000 \text{ or } 2.25\%$$

This means that the bigger the turnover the smaller the tax level as relative value. In this case, we are dealing with a favour (in relative value) to the business with greater turnover, (compared with the scheme that defined the previous law in which all businesses with a turnover of 2-8 million had a tax of 4% over the sales turnover.

### **Fiscal reform nowadays**

After 2009, it has become a comprehensive reform on fiscal obligations, thus:

The concept of the personal income tax was introduced, which is identical to the concept of income tax in the case of the big business - the calculated profit and the way of payment of the tax profit. This because: *first* the profit is calculated as the difference between the revenues with known expenses, which are defined as for the big business, *and second* (the paid amount of the small business tax (SBT) is deducted from the personal income tax (PIT), like in the case of the big business the prepaid income tax was deducted.

Medium-sized businesses must be register in the VAT scheme, which enhances the fiscal burden for these businesses perhaps at the levels of large business. This because municipal taxes approximate the minimal value of the income tax. However, this action reduces the possibility for tax evasion, as the companies become more concerned to record the supplies with tax bills. Also, become more responsive to sell items associated with tax bill.

Quite significant was the reduction of contributions for compulsory social insurance and health care for employees which is a facility for the business

At the beginning except financial costs (these changes also were associated with technical difficulties):

It was unclear relationship of the businesses with the tax administration. That means the process of tax evaluation will be carry out by the local tax administration or the central government.

It was unclear if VAT would be evaluating and how would be evaluated the available inventory and other tangible assets that were in the entity at the 1 January 2010.

In 2015, there were other significant changes in the fiscal obligations for small business. Thus:

All fiscal obligations for businesses with a turnover of up to five million were taken away. This facilitated the activity of these businesses by the fiscal burden, but the difference between small- and micro-sized business became greater.

The small business income tax was lowered.

These changes are important because facilitate the businesses with modest turnover. The shortcoming of these changes is that the not fair competition increases and distorts the market because the business tax burden for a slightly larger turnover is quite heavy. Therefore, businesses with a turnover exceeding five million All are subject to VAT and income tax, compared to their competitors who have turnover below five million All, but fiscal burden for them is zero. This action will promote the subjects tend to be business entities of up to five million All.

### **Free Professions**

Free professions are well-qualified individuals who provide qualified services as legal, medical, financial, etc. Until 2006, the providers have to implement the same legal definitions as other small businesses. In 2006, it was determined that these businesses will be subjected to VAT for services provided regardless of realized turnover. In 2015, the reference salary for these professionals was defined in the schema for payments of social and health security. This reference salary was around three times greater than the salary for other self-employed.

### **Conclusions and recommendations**

#### **Conclusion**

The transition of small business to the VAT scheme is right, because it leads to the formalization of the sector of small businesses. Until now small businesses were more interested to find cheaper products and services although they can take without a receipt. So the wholesalers become a small discount and no bill was given. Passing on the VAT scheme the entrepreneurs of the small business increasingly will seek to obtain the bill then would go to the formalization of the economy.

The fiscal burden for businesses should be reviewed as who benefits from the services should contribute to the services he received.

The fiscal load for freelancers should be reviewed because it is very discouraging when this burden is equal to this for the medium-sized businesses.

The increased of the recognized expenses will increase the degree of formality, because in this way businesses will be interested to take the bill from entities that provide them the services. Some of the various expenses of the business are not recognize for tax purposes by the law, then called not recognized expenses. For the sake of a price small businesses are more interested in the offer than to get the bill, which it leads to tax evasion.

#### **Recommendations**

Involved into the scheme of VAT that the business turnover of 2-5 All. This order for these businesses to be interested to receive the tax bill.

Exemption from VAT of freelancers. As noted in literature review, due to tax evasion are high, as is the case for VAT. Also this is a business that can be developed at home makes it difficult to identify him.

Recognition by the tax authorities of all expenditures with proper documentation. So that businesses will carry the costs will be loaded with payment of tax. Businesses are also interested to receive receipts for these expenses and the state to obtain income from the company that will conduct the sale

Inclusion of the business up to two million All in taxes on small businesses. In this way all businesses will contribute to services obtained.

Treatment of freelancers like all businesses. A different approach would be unjust because taxes are determined based on the income generated.

## 5. Reference

- [1] Albanian Institute of Statistics. Annual Bulletin. Available at [www.instat.gov.al](http://www.instat.gov.al) [Accessed on 17 April 2016]
- [2] Beaver, G. & Ross, C. (2000). Enterprise in recession: The role and context of strategy. *International Journal of Entrepreneurship and Innovation*, 1 (1), 23–31.
- [3] Bumgardner, M., Buehlmann, U., Schuler, A., & Crissey, J. (2011). Competitive actions of smaller firms in a declining market. *Journal of Small Business Management*, 49 (4), 578–598
- [4] Fairlie, R. W. (2010). *Kauffman Index of Entrepreneurial Activity, 1996–2009*. Kansas City, MO: The Kauffman Foundation of Entrepreneurship.
- [5] Generale Directory of Taxes-Albania. Annual Bulletin. Available at [http://www.google.com/search?hl=en&rls=com.microsoft:en-US&rlz=117GPEA\\_en&&sa=X&ei=4N4xTPz1FKCfOMKqqelB&ved=0CBEQBSgA&q=Burimi+%3ABuletini+informativ+I+DPTTV-se+per+vitin+2008&spell=1](http://www.google.com/search?hl=en&rls=com.microsoft:en-US&rlz=117GPEA_en&&sa=X&ei=4N4xTPz1FKCfOMKqqelB&ved=0CBEQBSgA&q=Burimi+%3ABuletini+informativ+I+DPTTV-se+per+vitin+2008&spell=1) [Accessed on 1 May 2016]
- [6] Kushnir, K., Mirmulstein, M., Ramalho, R., (2010). Micro small and medium enterprises around the world: How many are there, and what effects the count? Available at <http://www.ific.org/wps/wcm/connect/9ae1dd80495860d6a482b519583b6d16/MSME-CI-AnalysisNote.pdf?MOD=AJPERES> [Accessed on 20 May 2016]
- [7] Penrose, E. (1995). *The Theory of the Growth of Firms*, 3rd ed. Oxford, NY: Oxford University Press.
- [8] Shende, S., (2002) Informal economy. The special tax regime for small and micro businesses: Design and implementation. Available at <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan006632.pdf> [Accessed on 17 May 2016]



## The Importance of Insurance Premium Payment Moment, One of the Key Elements of Insurance Contract and the Respective Problematic

Dr. Juliana Bylykbashi

### Abstract

The goal of this paperwork refers to civil specific legal insurance relationships, like premium payment. The motive to deal with this aspect comes because of various doctrinal interpretations and especially because of some legal situations which present problematics in its definition according to Albanian civil legislation which provides insurance contract and its interpretations encountered during the Albanian judicial practice. The questions coming up dealing this issue are: Depending on premium payment moment, how is the insurance contract classified, as a consensual or a real one? On the other side, depending on the answer of the first question, when an insurance contract is considered valid: when the deal is concluded or once the premium is paid? And in the end, according to the answers of the aforementioned questions, there comes an important issue, the one of determining the time when the insurer responsibility starts toward the insured, regarding the contract conclusion, as provided in Article 1124 of the Civil Code of Republic of Albania, or premium payment, either partial or full premium payment, which is the principal reasons that precedes the initial of insurer's responsibility. This paperwork is basically relied on doctrinal interpretations regarding the abovementioned questions, the interpretation of Albanian Courts of Articles 1124 and 1125 of the Civil Code of Republic of Albania, and on courts decision upon these issues.

**Keywords:** The Importance of Insurance Premium Payment Moment, One of the Key Elements of Insurance Contract and the Respective Problematic

### Introduction

The insurance contract is a very important contractual relationship in civil circulation. Considering that human society always tends towards prosperity, to the economic growth and development of the country and along with people needs to transfer risk from various cases (or calamities), the insurance contract is constantly having more active and executive space in Albania. We encounter this development either quantitatively (the constant growing number of citizens voluntarily addressed to this institution) or qualitatively like introducing on market of insuring mediator who insures the best possible terms for insurance contract, and the best protection for consumer and policyholder.

In the history of legal arrangement of insurance contract, actually in Albania, the arrangement through legal provisions of this contract dates early, since the time of Albanian state birth, but the first time of legal arrangement of this relationship was done on approval of the Albanian trade Code in 1932<sup>1</sup>. During the years after the Second World War the insurance contract in Albania was arranged by Law no. 2359 of year 1956 "On legal actions and liabilities"<sup>2</sup>, which arranges among others the insurance contract as well, its conclusion, the object, the subjects and rights and obligations of contractual parties, and many other significant aspects. This is a very important law *inter alia* the actual civil legislation<sup>4</sup> has transposed almost the same provisions which refer to the insurance contract arrangement, despite the amendments of such legislation over the years for various eras. We find the insurance contractual relationship even in the Civil Code of 1981, regardless

---

<sup>1</sup> The trade Code dates in 1932, published in the Official Gazette of March 5<sup>th</sup>, 1932. Its compilation was stimulated from need to arrange trade companies' activity especially of Italian companies, which dominated in Albania. For more information: A. Luarasi, mentioned work, pg. 405-406

<sup>2</sup> Provisions of the above mentioned law cited "*de jure*" the increase of the role of legal actions in relationships between persons, but as shown in later practices in Albania "*de facto*" their role was limited to the maximum as a result of acting in current political-economical background.

the shortening of such contract because of time circumstances. <sup>1</sup> The importance of insurance contract can also be seen from specific arrangement this contract has in the Albanian civil legislation. The legal norms arranging the insurance contract in Albania have submitted a great development even through legal amendments done through various changes. In legal providing of insurances we mention the Civil Code of Republic of Albania of year 1994 (actually in force) to the insurance contract provision. In addition, the concept of insurances, their provision, insuring by insurance companies, the interior legal organization of such companies, as trade companies in form of shareholding companies, the insurance concept and that of re-insurance, and the mediation are object of arrangement of the Law no. 52, date 22. 05. 2014 "For the Insurance and Re-Insurance Activity" of year 2014. Meanwhile, a special attention the legislation pays to the obligatory insurance in transport sector", of year 2009. As it seems, the legal arranging framework is so wide, and it shows the importance of insurance contract and insurance activity.

Notwithstanding, to argue this paperwork I am specifically stopping on some of provisions of XXIII Chapter of the Civil Code of Republic of Albania, related to the insurance contract arrangement. The insurance Contract differs in many issues from the other sorts of typical contracts provided by this Code. Just because of their very special sort, often a lot of various problems have been raised in practice needing the legal interpretation of provisions in this Code, by Albanian Courts.

The Insurance Contract, by the Civil Code of Republic of Albania is a special and distinctive contract from all the other typical contracts because its object is "delegation of responsibility for damage reward". <sup>2</sup> This means that the insurer through the insurance contract is obliged to indemnify the damage submitted by the insured for his person/or property. This insurance consists also to the return of an approximate damaged cash value. <sup>3</sup>

In material sense through civil legal relationship of insurance one party transfers to the other party the damage risk, which is the obligation for reward of a damage, in case it happens, despite this damage has not been caused because of the second party. <sup>4</sup>

If we deal with the legal nature of insurance contract according to the legal provisions, the insurance contract as a bilateral legal action is distinguished by the reciprocity of obligation of the parties to one another. Moreover, the insurance contract is a term contract, which consists in time when this contract brings legal consequences, time when the insurance premium has to be paid to the insured and time when the insurance reward must be paid by the insurer. <sup>5</sup>

According to the definition of insurance contract given by Article 1113 of the Civil Code of Republic of Albania, through this contract, one party the insurer, **if the circumstances provided by the contract are proved**, which is the insurance case, undertakes to pay to the other party, to the insured or to a third person, when the insurance contract is entered in benefit of a third person, a cash reward within the amount provided by this contract, according to a premium paid by the insured. From this definition we issue another characteristic of the insurance contract, as a conditional contract<sup>6</sup> on suspensive condition when the rights and obligations are raised in case the case happens. <sup>7</sup>

The goal of analyzing some of the insurance contract characteristics specifically serves to dealing one of the most key elements of insurance contract, to the insurance premium and to its paying moment. Like it results from the Civil Code of Republic of Albania, the insurance contract is a formal contract, a solemn one, so the shape must be for the effect of *ad*

---

<sup>1</sup> The code of year 1981 arranged only the property insurance contract, and it has no provisions or paragraph about legal arrangement of person's insurance contract, which really consisted to a very big shortcoming of this Code. The basic principle of arranging such civil legal relationships of that time was the centralization principle, the lack of using class and the elimination of private property.

<sup>2</sup> Skrame Olti, Commentary of the Civil Code of Republic of Albania, the second volume, edition of Onufri, 2011, pg. 655

<sup>3</sup> Tutulani-Semini Mariana, The law of Obligations and Contracts, Special Part, Tirana, 2006, Pg. 171

<sup>4</sup> *Ibidem*,

<sup>5</sup> Nuni A, Mustafaj, I. Vokshi A, The right of liabilities II", Tirana, 2008.

<sup>6</sup> In article 84 of the Albanian Civil Code it is established that: "The legal transaction is conditioned when the derivation of extinguishment of rights and obligations foreseen in it depends on the event which is not known if it would happen."

<sup>7</sup> The Albanian civil code recognizes 2 types of conditions, the suspending one and the resolving one. When the condition is suspensive the legal action does not bring the consequences wished by the parties. The rights and obligations provided by the conditional legal action are related to the condition, the party who has the rights cannot submit any request to the obligated party. In addition, the obligated party cannot affect or threaten the loss of the other party's right because if the event is proved, it has to reward the damage to the other party.

*substantiam*, which is in written through the insurance policy or proof<sup>1</sup>. From literal analysis and interpretation of definition given by the Civil Code in its Article 1113 it is clear that the insurer "...will undertake to pay to the other party ...a reward in cash, only against a premium paid by the insured" This means that the premium payment is an essential condition of the insured which enables the execution of insurance contract by the insurer, so the cover that the last one will undertake to make to the insured in case of proving one of the insurance events. In the interpretation a *contrario* this means that not paying the premium by the insured, does not bring any legal consequences for the insurer, no contract obligation for him, so we conclude that not paying the premium releases the insurer from the responsibility to reward the insured, which means that we are not in a contract any more. If we had an effective contract there would be legal consequences for the parties, but in this case we do not have any legal consequences. Nevertheless, the above mentioned provisions are inseparable from articles 1124 and 1125 of the Civil Code of Republic of Albania.

The question coming from the interpretation of these provisions is related to the moment of entering in force of the insurance contract and as a result to the insurer's responsibility. On one side, paying the premium is an essential condition for the existence of the insurance contract or is its payment one of the main obligations of the insured, which comes from already existent insurance contract?

The issue of insurance premium is one of the main and significant points in insurance issues because paying the insurance premium corresponds exactly to the provision of insurer of the insured risk worth. The insurance premium is the risk price *preptium periculi*. Not paying the insurance premium, in some cases can bring the release of insurer from the obligation to cover the insurance in case the insured event is proved. This is also one of the main and the most important obligations of the policyholders. <sup>2</sup> On the other side, one of the characteristics which distinguishes the insurance contract from the other typical contracts according to the Civil Code of Republic of Albania is the special moment when this contract enters in force. According to the Civil Code of Republic of Albania, the insurance Contract enters in force at 24 o' clock of the day when the contract is concluded. <sup>3</sup> In relation with this provision I also refer to the relevant article of the Civil Code which provides that not paying the premium or the first installment on term<sup>4</sup> entails the suspension of the insurance contract, till at 24 o' clock of the day when the insured pays the amount he owes to. <sup>5</sup> (Considering these two viewpoints compared to one another it seems that we have two various provisions or better say two provisions conceptually not clear, something that takes to their various interpretations and there are problems during their enforcement in practice when the parties, the insured can pretend the insurance cover by one side, because of a contract entered with the insurer, but on the other side the insurer does not meet their request because of the contract suspensions, which comes because of not paying the premium. If we would take a hypothetical case, if the insurance event happens because the contract between the parties is engaged between 16 o' clock of making contract and 24 of the moment when the contract enters in force, would we be in conditions where the insurer must indemnify the insured? Therefore, it is important to determine the moment when the insurance contract enters in force.

According to the above mentioned legal provisions, it comes up that the contract enters in force at 24 of the day after the contract conclusion, therefore the parties have the rights and liabilities beginig at this moment, but on the other side the contract is suspended till at 24 of insurance premium payment or of its first installment. So, in case the parties enter in this insurance contract, but the insured does not pay the premium, then we do not have a contract, for as long as there are no rights and obligations between them. *It would be more right, to express directly that the insurance contract enters in force only after paying the insurance premium, so at 24 of the day when the premium is paid. This because we have double doubts in the Civil Code for the same object of arrangement, but expressed in various ways and meanings.* On one side it is explicitly expressed that the insurance contract enters in force at 24 of the day of contract conclusion, but on the other side it comes that the contract does not enter in force, because the rights and obligations of the parties, which essentially are the reason for which the parties enters in legal relationship of obligation, are suspended till at 24 of paying the premium.

If referred to article 1125 as a moment of effectively entering in force, then the contract is considered entered at this moment and the provision in article 1124 can be considered as a form of "preliminary contract", which are contracts object of which

---

<sup>1</sup> Article 1114 of the Civil Code of Republic of Albania, 1994.

<sup>2</sup> Luik Olavi-Jüri, Kontautas Tomas, Current Issues of Business and Law, 2012.

<sup>3</sup> See, the first paragraph of Article 1124 of the Civil Code of Republic of Albania

<sup>4</sup> Paying the premium can be unique or periodic. If unique it has to be totally paid in advance, if periodically it has to be paid within the terms established in policy.

<sup>5</sup> See, the first paragraph, the second sentence of Article 1125 of the Civil Code of Republic of Albania.

is entering in contract in the future, and not an insurance contract, except the case when the insured pays the insurance premium since at the moment of entering in contract according to Article 1124, but regarding entering in force, anew we have the arrangement of (Article 1125, entrance in force of contract at 24 of premium payment.

On the other side, in interpretation of abovementioned provisions, if we consider the insurance contract enters in force according to article 1124, so at 24 after the contract is concluded, then we conclude that the insurance contract is a consensual one, which enters in force after reaching the deal between the contract parties, without the need that one party gives or consign a certain object. So, the parties are considered to be in legal obligation relationships, enjoying the relevant and mutual rights and obligations. According to this interpretation, this means that in an hypothetical case if two subjects enter in an insurance contract, the insuring company issues the insurance policy, and according to the Civil Code, since at this moment this contract is considered valid, but the insured does not pay the premium, then considering that the insurance contract is a consensual contract according to Article 1124 of the Civil Code, the insured despite not paying the insurance premium, he has the right to pretend and profit from damage cover, if this damage or risk is proved to happen after 24 of entering in this contract.

But in no practical cases it does not happen so, except if the parties have agreed on this way of reward, something very difficult, considering that the main goal of insurance companies, as trade companies is profit realization.

Nevertheless, in continue of interpretation of the two above mentioned provisions we take the other overview, that of the insurance contract consideration as a real one, which enters in force not at the moment when the deal is reached between the contract parties, but one of the parties is indispensably to give or consign a certain object to be considered entered in force. Only at this moment, the parties have their relative and mutual rights and obligations otherwise we do not have any more legal relationships of obligation between the subjects. So paying the premium is a *condition sine qua non* of existence of this contract.

As such, it enters in force only after the insured pays the insurance premium, regardless the fact when pays it, once after the deal, the conclusion of contract and issuance of insurance policy or after this moment, always in respect of terms established in the Civil Code and in the Contract between the parties. Otherwise, which would be the goal that the legislation offers for an insurance contract existence according to Article 1124<sup>1</sup>, (a contract without legal power, for as long as it remains such by Article 1125 and the possibility this contract has to produce any legal consequences, desired by the parties. I think that, the goal of legislator could have been only this, like *ut supra* interpreted. Otherwise, if we considered the insurance contract a consensual one, then the fact that the insurer is right not to meet his contractual obligation according to Article 1125, because the insurance premium has not been paid by the insured would be considered legitimated by the legislator as one of the cases of non-execution of contractual obligation by one party, because the other party has not met the obligation reciprocally, something that would confront with the general law principles, and especially with the liabilities law principles.

According to these principles, the creditor and debtor must behave correctly, unbiased and according to reasonable requirements<sup>2</sup> of other principle showing the necessary care and bein accurate in meeting the obligation. <sup>3</sup> The creditor, in our case the insurer, in no case can avoid fulfilling his obligation through reasoning that the debtor has not executed the contractual obligations. Otherwise, he must continue realizing his obligations, according to the conditions established in the Civil Code and in the contract, and the effects of non-execution are specifically arranged by the Civil Code, where in such cases the right is conferred by the creditor's right to pretend a damage reward in case of non-execution or delayed execution of the obligation by debtor. <sup>4</sup> Therefore, considering all these principles, the only reason why it is provided in this way in Article 1125, when the contract "is suspended" which is the insurer does not cover the insurance case up to the moment of paying the premium, we conclude that the insurance contract can be a real contract. According to another author of law,

---

<sup>1</sup>We must say that article 1124 finds the execution only for the property insurance contract, because according to the fourth paragraph of the same article it does not apply for the life insurance contract.

<sup>2</sup>Article 422 of the Civil Code of Republic of Albania, 1994.

<sup>3</sup>Article 455 of the Civil Code of Republic of Albania, 1994.

<sup>4</sup>Article 476 and followings of the Civil Code of Republic of Albania, 1994.

the insurance contract is a formal and real contract, which is considered engaged only after the insured pays to insurance premium to the insurer.<sup>1</sup>

If we analyzed legal provisions on consensual and real actions, the real legal actions are the legal ones which require not only the expression of will, but even the consignment of object, that is the object of legal action. *We have to distinguish the fact when the consignment of object is done on goal of execution in a consensual legal act because in this case, the object consignment is made for the effect of obligation execution. Therefore the object consignment does not transfer the legal act to real legal act<sup>2</sup>.* In the real legal act the consignment of object is necessary for its validity which makes this qualify.

The abovementioned discussion does not remain only in the aspect of a simply doctrinal debate, but of great importance in practice. This because, both provisions can be used interpreted by both parties in a judicial proceeding, where one expresses that the Civil Code has given the right to contract existence, creating expectancy to this party about realizing the right he pretends, while the consecutive articles put this fact down. Therefore, it would be more correct that the way of expression by this articles was more clear. So in these provisions somewhere it can be accepted that the insurance contract is a real one, according to Article 1125, but on the other side in the same article it is used the legal term of "suspension" of the insurance contract. A contract which has never existed cannot be dissolved.<sup>3</sup> This because considering that the insurance contract enters in force at 24 of the day of paying the premium insurance or of its first installment as long as the insured has not paid the insurance premium or its first installment, we are not before e contract dissolution, because this contract is still not engaged, so, it does not exist and an inexistent contract cannot be dissolved.<sup>4</sup>

Even the albanian judicial practice, which has faced this problem and by the request of subjects to interpret these legal cases, has various viewpoints still not unified. In the judicial case of ("Real X L. t. d. against Sigal joint stock company" has two judicial sentences, one of the Judicial District Court of Tirana<sup>5</sup> and one of the Appeal Court of Tirana<sup>6</sup>, which support the above mentioned interpretation, but there is also a decision, for the same case, of the Civil College of Supreme Court<sup>7</sup>, which has kept a contrary attitude, but declared by the Constitutional Court of the Republic of Albania as unconstitutional for not respecting of due legal process<sup>8</sup> which is Article 42 of Constitution of Republic of Albania and Article 6 of the European Convention of Human Rights (ECHR). At this point, an insurance contract of goods is entered between the companies "Real X" L. t. d. the plaintiff and "Sigal" J. s. company the defendant. But, according to the practices used before between them, it is accepted that the insurance premium is paid later than the issuance of insurance policy. But when the insurance event happens and there is a damage before the insurance premium is paid by the insured, the parties raise their claims as treated above in consideration of provisions 1124 and 1125 of the Civil Code.

Both courts, that of the first grade and that of appeal keep the evaluation that the insurance contract has never brought any legal consequences for the parties. The insurance contract has never entered in force, because the main condition to enter in the insurance contract is that of paying the premium. *The moment of starting the responsibility of insurer is related to the payment of insurance premium, regardless the fact that the contract is signed, the effects of the contract are conditionally or obligatorily related to premium payment.* Moreover, the courts express that since when the insurance contract has been cancelled, up to the moment of premium payment, the moment of certifying the event makes it invalid, because till at this moment Real X, the insured, has had all the practical and legal possibilities to pay the insurance premium, but after the event any such possibility is cancelled, because not paying the premium also brings the cancellation of contract releasing the insured from meeting the obligation. Meanwhile, on the other side, the absolute impossibility of paying premium when the event happens, transforms a suspended insurance contract to an invalid contract.<sup>9</sup>

Whereas, the Civil College of Supreme Court, making a re-evaluation of all the case facts, reasons for which, among others the Constitutional Court is hit for illegitimacy holds a contrary attitude. The Civil College provides that the insurance contract

---

<sup>1</sup>Skrame Olti, Comentary of the Civil Code of Republic of Albania, Second Volume, edition of Onufri, 2011, pg. 655

<sup>2</sup>Kondili Valentina, the Civil Law, General Part, edition Maluka, 2007, pg.227

<sup>3</sup>Decision no.269 date 24.05.2012 of the civil college of the Supreme Court.

<sup>4</sup>Hasneziri. Luan, Contract Insurance according to the Civil Code of Republic of Albania, Doctorate work.

<sup>5</sup>Decision no. 8071 date 29.10.2010

<sup>6</sup>Decision no.1461 date 21.06.2011

<sup>7</sup>Decision of the Civil College of the Supreme Court no. 269, date 24.05.2012

<sup>8</sup>Decision of Constitutional Court no. 27 date 24.06.2013

<sup>9</sup>Decision of the Civil College of Supreme Court no. 269, date 24.05.2012

was engaged. It holds the attitude that the property insurance contract is a consensual contract and though when the insurance event happened, the insured party has not fulfilled his own obligation (paying premium), for what above argued, the insurer, the defendant party has the obligation to pay to the plaintiff, the insured, the insurance reward within the limit of amount provided in the contract. <sup>1</sup>

In no moment the Civil College explains further the consequences of payment or not of premium by the side of the insured, because the insurer has covered and rewarded the insurance and because the insured has not paid the insurance premium. Would the insured have the right to ask further for the payment of premium by the insured? If so, the insured person could be able to pay even the premium later or not, something not expressed in the Civil Code, being left not arranged as logical result of resolution given by the Civil College to forward this case. Anyway, beyond the reasons, for which Decision no. 269, date 24. 05. 2012 of Civil College of the Supreme Court has been sent to the Constitutional Court, important for this paperwork is the attitude kept from each court.

However, considering the interpretations derived from court decisions we can come to some conclusions. The Civil College evaluates that the insurance contract was in force though the insurance premium was not paid. But, on the other side, this College refers more to the fact that the first instance courts refer to general provisions to resolve the case, the property insurance contract and not to special provisions of the insurance contract of goods during the transport, provided by the Civil Code of Republic of Albania.

Regarding this aspect, considering also the facts of this case the right solution is that the district courts referred to the special provisions about entering in force of the insurance contract for goods during transport since at the beginning, according to the principle of "*lex specialis, generalis derogate*". Therefore, the insurance contract for goods during transport according to article 1148 enters in force at the moment the goods are taken into consignment by the transporter and it ends at the moment of delivery to receiver. Anyway, if we did not have these facts, but a property insurance contract, the interpretation of district courts would be more correct. To my opinion and in context of interpretation of legal provisions of the Civil Code the attention must go to the real and common goal of the contracting parties. The real goal of the parties has been providing insurance of goods by the insurance company, towards premium payment by the insured. The insurance premium payment has never been fulfilled and as a result the suspended contract does not bring any legal consequences for the parties. <sup>2</sup>

In conclusion, except the opinion of some authors that the insurance contract is a real contract, fact to which all the following legal consequences are related, like the entrance in force and the initial of responsibility of the parties, the contractual prediction between the parties is important as well. One of the most important principles in civil law is precisely the will autonomy and the parties must not neglect in this aspect. In lack of clear and understandable provisions in the Civil Code for everyone, in this case it would be more accurate if the parties determine to their will all the cases where they can act to their free will, when the Civil Code itself allows the parties to act through its permissive provisions. If the parties agree with entrance in force of the insurance contract even about paying premium at a later moment, if parties provide this in the contract, to pay the insurance premium, moment which should be clearly determined in the contract, like terms, conditions, installments, after making deal, then the legal situations would be more clear for the parties and therefore the contract becomes a law for them.

Moreover, it would be more correct if legislation made a more accurate definition of the above mentioned issues. For instance, at European level, the European Commission is in process of preparing a Common Framework of references for the European law (European Common Frame of Reference), which refers to the general law of obligations, and especially to the insurance contracts, creating the Principles of European Law for Insurance Contract, principles which apply as second regime, and for which the parties would be free to apply or not in their contractual relationships. <sup>3</sup>

In one of the articles of Principles of European Law of Insurance Contract, it is provided that when the insured makes the payment of the first installment or of all the insurance premium, in order to know if the insurances will be covered by the insurer, these conditions must be indispensably clearly defined in the insurance contract, otherwise they remain effectless

---

<sup>1</sup> *Ibidem*.

<sup>2</sup> This case was judged again by the Civil College of the Supreme Court with another judging board, the decision of the civil College of the Supreme Court no. 11117-01956-00-2013 date 16.01.2015 where it reached in exactly aforementioned conclusion.

<sup>3</sup> Luik Olavi-Jüri, Kontautas Tomàs, Current Issues of Business and Law, 2012

except when: firstly, the conditions have been communicated to the insured applicant in a understandable language and he must have been asked expressly that in case of non paying the insurance premium he loses the right to be covered with insurance by the insurance company, or secondly, if 2 (two) weeks have passed after taking the communication of such condition, by the insurer, and the insured has not paid the insurance premium yet.<sup>1</sup> Nevertheless, according to the Principles of European Law of Insurance Contract, the entrance in force of insurance contract is not compulsory after paying the premium. But on the other hand, this provision does not exclude any deal about the effect that paying the insurance premium is a condition of responsibility activation for the insured to cover the insurance and in case such thing is required then it has to be explicitly expressed.<sup>2</sup>

One of the reasons why it is thought that covering with insurance by the insurer should not be done for as long as the insured has not paid the insurance premium is because of fraud and to avoid the fraudulent behaviors. Therefore, in this context it is more reasonable that the insurer does not provide the insurance for all those policyholders who have not paid the premium.

According to the Principles of European Law of Insurance Contract, it is significant that payment of insurance premium is made demandable before the insured event happens, so the last term to pay the insurance premium must be *ex ante* matured. Otherwise, the insured does not have any obligation to cover the damages. In all these cases, the insurer must have informed the insured about the consequences that come in case of not paying the premium of the insurance contract. In some foreign legislations for example in Latvia it is applied the principle of *no premium, no risk...no cover* or not paying premium makes the risk not covered.<sup>3</sup> Whereas unlike our legislation, which gives space to interpretation, there are legislations which have expressly provided such situation. For example, the civil legislation in Latvia provides that an insurance contract enters in force since at the moment when the premium is paid by the insured, for as long as it is not otherwise provided. If the premium is not paid, the contract is considered terminated, if not otherwise provided by the parties.<sup>4</sup> Exactly here it raises the question if the insurance contract is a real or a consensual contract. But some various authors agree that though an insurance contract would formally be consensual, in many cases and from many legislations it is accepted that in order to consider a contract valid the premium or its first installment must be paid, something that makes this contract be real. Usually, in the wide practice of insurance contracts in various countries paying the premium is a preliminary condition so that the right to be covered with insurance enters in force, whereas all the other obligations start since at the moment when the contract is considered concluded.<sup>5</sup> But when the contract will be considered concluded? In this case, it depends on the way how the domestic contract or the contract provides it, if the payment is established as a key contract condition like *condition sine qua non* for the contract or like an obligation which derives because the contract has already come into force. If the insurance case happens at the moment of making the contract, but before one of premium installments is paid, which is the first installment is paid, the insurer is obliged to pay his obligation.<sup>6</sup> Even this provision certifies the fact that the contract has not existed before, but it starts to enter in force after paying the premium or its installments.

Finally, one of the other reasons why the premium or one of its installments must be paid, except the ones mentioned above, and avoidance of fraud and abuses by the insured is that the real goal of insurance companies is to cover the risk events with insurance, but being trade companies they intend to realize their profits. Considering the last one, the insurance companies choose or not to insure depending on risks they undertake to insure, like the object to insure, the real circumstances of properties that can be insured, the characteristics of persons who want to be insured in case of life insurance etc. So, one of the goals of insurance companies is to guarantee that the policyholder will pay the premium, because after all it is his essential obligation to keep the insured under insurance cover.

---

<sup>1</sup> Article 5 of Principles for the European Law of Insurance Contract

<sup>2</sup> Luik Olavi-Jüri, Kontautas Tomas, Current Issues of Business and Law, 2012

<sup>3</sup> *Ibidem*

<sup>4</sup> *Ibidem*.

<sup>5</sup> Luik Olavi-Jüri, Kontautas Tomas, Current Issues of Business and Law, 2012

<sup>6</sup> *Ibidem*.

## Conclusions

As widely treated above, we can conclude that according to the above mentioned reasoning, to overviews of other countries legislations, of various authors of law, of attitudes of courts and referring to the general insurance practice, the second paragraph of article 1125 of the Civil Code presents a problem in its meaning and so it is necessary to make an amendment.

Secondly, the insurance contract is a consensual, a legal act for completion of which it is required the expression of the parties' will, regarding the term of the contract, paying premium, the term of paying the premium, the other conditions of the contract, etj. and the consignment of the object in cases of insurance relationship (cash) so paying the insurance premium is made intending the execution of a legal consensual act, because in this case, the consignment of the object is made for the effect of obligation execution. Therefore, the object consignment does not turn the legal act to a real legal one.

Thirdly, the beginning moment of insurer's responsibility is related to the payment of insurance premium which is the condition to begin or continue the effective insurance warranty according to the contract signed between the parties implying that despite the fact the contract is signed, the effects of the contract are related to premium payment conditionally and obligatorily.

Fourthly, it is significant that paying the insurance premium has become demandable before that the insurance event happens, so the last term to pay the insurance premium must be *ex ante* matured. Otherwise, the insurer does not have any obligation to cover the damages. In all these cases, the insurer must have always informed the insured about the consequences that come in case of not paying the premium, in insurance contract.

In conclusion, it is important that in cases when the permissive provisions refer to the autonomy of the parties, the parties have to arrange and provide any possible situation to avoid future conflicts as much as possible.

## Bibliography

- [1] Civil Code of Republic of Albania, 1994.
- [2] Civil Code of Republic of Albania, of year 1981,
- [3] Law no. 52, date 22. 05. 2014 "For the Insurance and Reinsurance activity".
- [4] Law no no. 2359 of year 1956 "On legal transactions and obligations"
- [5] Law "For Obligatory insurance in transport sector", of year 2009,
- [6] Tutulani-Semini Mariana, "The law of obligations and contracts, Special Part" (2006,
- [7] Skrame Olti, Comentary of the civil Code of Republic of Albania, second volume, edition Onufri 2011, pg. 655
- [8] Kondili Valentina, The Civil Law, general part, editions Maluka, 2007, pg. 227
- [9] Nuni A, Mustafaj, I. Vokshi A, The law of liabilities II", Tirana, 2008.
- [10] Hasneziri. Luan, The insurance Contract according to the Civil Code of Republic of Albania, Doctorate work.
- [11] Luik Olavi-Jüri, Kontautas Tomas, Current Issues of Business and Law, 2012
- [12] Sentence no. 8071 date 29. 10. 2010 of Judicial District Court of Tirana
- [13] Sentence no. 1461 date 21. 06. 2011 of Court of Appeal of Tirana
- [14] Decision of the Civil College of Supreme Court no. 11117-01956-00-2013 date 16. 01. 2015
- [15] Decision of the Civil College of the Supreme Court no. 269, date 24. 05. 2012,
- [16] Decision of Constitutional Court no. 27 date 24. 06. 2013.



## **Inclusion of Ict During the Transformation of the Environment of Learning of the Current with that One in the Centre for the Students – Experience and Attitudes of the Teachers**

**Freskina Mula**

University of Gjakova “Fehmi Agani”

**Shqipe Mula**

University of Prizren “Ukshin Hoti”

### **Abstract**

The integration of the technology in education will mean a lot for the basic skills of computerizing and computers programs in a classroom. Effective integration of these technological skills should occur across the curriculum in ways that studies show deepening and enhancing of the learning process. The purpose of this paper addresses the fundamental issue of how schools, teachers and students are ready to use the basic tools of ICT (radio, TV, mobile phones, computers, laptops, projector, application programs, Word, Excel, Power-Point etc. ) during the teaching / learning process, knowing the rapid development of technology. Given the fact that the population in Kosovo consists mainly of new age, youth (age 15-24) who include 55. 3% of the population involved in the educational process [www.ks-gov.net/esk](http://www.ks-gov.net/esk), then from these data we can draw an image that the use of new technologies by young people and it is necessary installation requirement of ICT in schools, therefore there stems the need for this research. The survey was conducted in five schools of lower secondary education in the municipality of Gjakova/Republic of Kosovo. For conducting this paper there were used these methods: theoretical analysis method, the analysis of pedagogical documentation, the inductive method, comparative and statistical and research instrument was a questionnaire, which is applied to teachers and students. These changes, switching from traditional learning in contemporary learning using the technology undoubtedly help students and enables them to interact theoretical and practical knowledge in order to more easily apply the knowledge acquired.

**Keywords:** Education, Information and Communication Technology ICT, teaching, learning, teachers, students, classes.

### **Introduction**

#### **Using ICT to improve the quality of education**

Improving the quality of education and training is a critical issue, particularly in a time of educational expansion. ICTs increase the quality of education in several ways: by increasing student motivation and engagement, facilitating the acquisition of basic skills, and improving teacher training. ICT are also transformative tools that when used properly promote the establishment of a concentration environment for pupils.

Research has shown that proper use of ICT can accelerate the paradigm shift both in content and pedagogy that is at the heart of education reform in the 21<sup>st</sup> century. (US Department of Labor (1999), "Trends and Challenges Future work - for Work in the 21<sup>st</sup> Century", available from <http://www.ncrel.org/engage/skills/21skills.htm>, accessed 31 May 20014).

The motivation for learning: ICT tools such as video, television programs and multimedia computers that combine text, sounds, colors and moving images can be used to provide content challenging and authentic, that will engage students in the learning process. More than any other type of ICT, computers connected to a network with Internet connections increase the motivation of students as they can combine the wealth of media and interoperability of ICT opportunities to connect with real people and to participate in real events in the world.

Facilitating the acquisition of basic skills. Transmission of basic skills and concepts that are the foundation skills of high-level thinking and creativity can be facilitated by ICT through training, repetition and practice.

Increased training for teachers. ICT is also intended to have access to teachers and teachers in training to improve access ([http://www.izha.edu.al/files/standarte/Standarde\\_mesuesi\\_TIK.pdf](http://www.izha.edu.al/files/standarte/Standarde_mesuesi_TIK.pdf)).

### **Participatory learning with ICT**

Active learning. Mobilizing ICT expands learning tools for computation, examination and analysis of information, thus providing a platform for students to analyze and construct the new information. Students need to learn how they, whenever appropriate, work in real life, to approach the problem in depth, making learning less abstract and more relevant to life situations. In this way, and in contrast with role learning, ICT promotes student engagement. ICT learning is "in time" learning in which students can choose what to learn and when they need to learn it.

Cooperative learning. ICT in learning encourages interaction and cooperation among students, teachers and experts, regardless of where they are. ICT offers students the opportunity to work with people of different cultures, helping to enhance students' communication skills and global awareness. It is the model of lifelong learning, extending learning space to include not only colleagues, but also mentors and experts from various fields.

Creative Learning. ICT supported learning promotes interoperability of existing information and real-world creating productive than the regulation of the information obtained.

Integrative learning. ICT promotes learning with a thematic approach, integrating teaching and learning. This approach eliminates the artificial division between different disciplines between theory and practice that characterizes the traditional classroom approach.

Learning evaluation. ICT enhances student learning and diagnose drives. Otherwise, ICT enhances learning evaluation and that there are many different paths to articulate the knowledge, allows students to explore and discover how simple it is to listen and not to forget.

### **Kosovo Case**

*ECDL (European Computer Driving License)* It is a project for the training and certification of employees of public education that they will be able as individuals to empower, develop, promote, independent and ready to apply their knowledge gained during the training you put in the service of teaching through technology (<http://www.ecdl-kosova.org/web>).

This program in Kosovo began in December 2009, initiated by the Ministry of Education, Science and Technology (MEST) including pre-university teachers from all regions of Kosovo. Until June 2011 through ECDL test centers have trained over 2,000 pre-university teachers. Overall, 60% of teachers who are trained in ECDL have obtained ECDL certificates. Unlike the percentage of active teachers certified ECDL is an average of 70%. Since the beginning of the project until the beginning of June 2011 with 6,102 persons have been certified and 2,787 graduate teachers.

The Government of the Republic of Kosovo, namely the Ministry of European Integration through EPAP action plan for positioning 89/2 ECDL certification as standard for all civil servants. (<http://ecdl-kosova.org/about-us/>).

### **Research methods and sample**

In this research titled "The inclusion of ICT in transforming the current learning environment to students at the center" is used survey methods, and as a basic instrument for information gathering was questionnaire. The survey was conducted with 5 schools with teachers of lower secondary education from classes VI to IX of Gjakova municipality. The questionnaire contains questions such as access and choice type questions to round up option. This study included sampling quota in 5 schools of Gjakova.

The study was based on a sample of 50 teachers of these schools. Representative group of teachers has been selected for sampling research non-probability to all subjects.

### **Descriptive analysis of the results of questionnaires conducted with teachers**

Description of sample analysis included demographic characteristics of teachers: gender (Women 29 (58%) and males 21

(42%)), age (from 25 to 61 years) and the schools where they teach (in total 5 schools).

When asked about ways of teaching: "by which students learn more?" And giving explanation that traditional way represents the learning explanation-written and modern way represents the explanation using technological equipment by 50 teachers involved research, only 2 (4%) of them have concluded that the most appropriate is the traditional way by which students learn more. Of 48 teachers (96%) of them have expressed that students learn more from the modern way of teaching.

On the question of "what kind of courses teachers have committed to progress on use of ICT in teaching?" Of 50 teachers indicated they were participating courses to advanced technology and to use it in teaching. 9 (18%) of teachers have expressed that they have followed the course of Didactic Center in cooperation with Kosovo Education Center (KEC). 20 (40%) of teachers reported that they have finished the course from ECDL course. 3 (6%) reported that teachers have received only private program to enable technology. Also 5 (10%) reported having other courses to enabling technology. However, 13 (26%) reported that teachers have completed all courses KEC, ECDL, and private and just to be able to use technology in teaching process. As a matter of education today is that teachers are trained to use the technology in teaching that their student be make learning more attractive. ECDL course has been a project that has been obligatory for all teachers. Table 8, from all teachers who are involved in the questionnaire showed that 41 (82%) of them are involved in ECDL courses, while only 9 (18%) of them are not included in courses of ECDL.

The table shows that 22 (44%) teachers have successfully completed 7 modules of ECDL course and obtained a degree. 4 modules are performed or followed from 9 (18%) teachers who have managed only to be certified for ECDL courses. 9 (18%) teachers who are not included in the courses of ECDL are teachers who either are old and they need a few years to retire or are teachers who have remained without being involved in courses ECDL due the termination of the project.

In the question asked how often teachers use technology, 29 teachers (58%) of them said they use the technology only in special educational units.

And 86 (26.5%) students said that teachers use technology in only one lesson a week, and 7 (14%) teachers involved have concluded that the use of technology in one lesson per week. 4 (8%) have found that teachers do not use technology at all.

Teachers being asked "what equipment they use most often when teaching?", they have responded, 8 (16%) of them use the projector. But there is no teacher reported that use radio during the teaching process. Only 4 respondents (8%) reported that they use in demonstrating the learning process the laptop. However, even in this question reported that teachers do not use TV as technological equipment for demonstration of learning. Continuity of results has been the combination of devices that have become teachers to demonstrate teaching and 8 (16%) of teachers reported that they use the laptop with the projector.

Teachers have reported that their children are motivated for the learning process when they are using the combined texts with pictures, video and audio. Also 18 (22%) have reported that students are motivated when used photos, video and audio, so without using the texts. During the reporting of the teachers only 1 (2%) have reported that students are motivated when teachers use only the texts.

When teachers were asked that: "They think that the lesson in which use the technology?", 32 (64%) of them reported that it is highly effective, 12 (24%) reported that it is appropriate, while 6 (12%) of them reported that the time is appropriate and effective even when they use the technology.

By asking teachers how they use technology to enable the subject they teach, of the total 50 teachers were included in the survey, 27 (54%) of them reported that they use to be trained only in some units teaching special. 8 (16%) of them reported that they use the technology to enable per lesson. 8 (16%) reported that they use the technology to enable only one lesson per week. 5 (10%) of teachers reported that they use only once a month. 2 (4%) of teachers reported they did not use all the technology to enable their unit.

When asked "what role does technology in teaching and technology replaces a teacher's role?", Given in the table are reports of 50 teachers. 33 (66%) of teachers reported that technology facilitates the work of teachers. 3 (6%) answered that the technology does not replace the role of teachers. 13 (26%) report that technology not only facilitates the teacher's work but technology cannot replace the role of teachers. Only 1 (2%) reported that technology is replacing the role of teachers.

No teacher has reported that the technology prevents the teacher during learning process.

The results to the question "how ICT impacts on the efficient and systematic in teaching?", 50 teachers have reported systematic and efficient use of ICT. 47 (94%) of teachers have reported that the use of ICT enhances learning outcomes of students. 2 (4%) reported that teachers have efficient and systematic use of ICT little impact on learning outcomes of students. 1 (2%) reported that teachers use ICT does not affect the results. This shows that teachers are aware that teaching in association with ICT leads to increased student achievement.

### **Completion**

Overall, this study suggests that teaching using ICT equipment affects the results in student learning. All those involved in creating the appropriate conditions for teaching of educational institutions: Ministry of Education, Science and Technology of the Republic of Kosovo, the Municipal Directorate of Education in Gjakova, schools, teachers and other members contributing to the community - have responsibilities important to promote the fundamental right of the child to quality education.

This study followed a range of needs of importance for future study which will assess risk factors of non-integration of ICT in teaching and the interaction of other factors in the appearance of problems of learning to Kosovar students.

Integration of ICT requires new types of skills, abilities and attitudes. General literature shows that successful integration of ICT depends on many factors. National policies as well as policies and actions taken to schools to be coordinated with each other to have a profound positive impact on the same. Similarly, there should be a joint plan of ICT integration, support and training for all participants involved in the integration process. Care should be taken to coordinate the attitudes and beliefs of all stakeholders.

This study provides a first step, but necessary to understand how technology is integrated in education and how has it been accepted by educational institutions and how it is used in teaching and learning.

### **Recommendations**

To be confronted with changes that challenge the community and educational institution today, especially with the integration of ICT, it is more than necessary to design policies and strategies with long-term educational goals. There are three general aims of education presented by the Council for Education, development of the individual, the development of society and economic development, ensuring the habit of the workforce, and developing long-term strategies of ICT integration.

Teachers:

It is needed to be trained to cope more easily with the change, uncertainty, innovation that brings the complexity of technology integration.

The use of ICT to organize regularly in shape during the teaching and not use it as a complementary activity.

To ensure that all students are able to benefit from the use of appropriate means of ICT in all subjects that are taught.

### **References**

- [1] Bajpai A., Srikant M., (2010), Role of ICT in Enhancing the Educational Productivity, December 2014, 20-23.
- [2] Condie R., Munro B., Seagraves L., Kenesson S., The impact of ICT in schools – a landscape review, University of Strathclyde Sweden, Sweden.
- [3] Institute of Curriculum and Standards, (2005) Technological Education Program, Tirana
- [4] Ministry of Education, Science and Technology, (2012) Guidelines for improving practices in the classroom, Pristina. [http://www.izha.edu.al/files/standartet/Standarde\\_mesuesi\\_TIK.pdf](http://www.izha.edu.al/files/standartet/Standarde_mesuesi_TIK.pdf)
- [5] <http://www.ecdl-kosova.org/web/>
- [6] <http://www.sbashk-rks.org/>

**Tables**

*Table 1. Demographic characteristics of the sample of teachers*

Characteristics	N	Percentage (%)
<b>Gender</b>		
Male	21	42.0
Female	29	58.0
<b>Age</b>		
1950 - 1960	12	24
1961 - 1970	15	30
1971 – 1980	10	20
1981 – 1990	12	24
Over 1990	1	2
<b>Schools</b>		
"Yll Morina" Gjakova	10	20
"Zekeria Rexha", Gjakovë	10	20
"Zef Lush Marku" Brekoc	10	20
"Jahe Salihu" Molliq	10	20
"Durak Ahmeti" Demjan	10	20
<b>Places</b>		
City	20	40
Village	30	60

*Table 2. Ways of teaching from which students learn more*

	N	%
Traditional way	2	4
Contemporary way	48	96
Total:	50	100%

N=Teachers number % = percentage

*Table 3. Courses that have committed to advancing the use of ICT*

	N	%
Didactic Centre course - KEC	9	18
ECDL	20	40
Private course	3	6
Others	5	10
KEC, ECDL and Private course	13	26
Total	50	100%

*Table 4. ECDL modules that have committed teachers*

	N	%
1 Module	1	2
2 Modules	1	2
3 Modules	3	6
4 Modules	9	18
5 Modules	3	6
6 Modules	2	4
7 Modules	22	44
None	9	18
Total	50	100%

Table 5. How often teachers use technology.

	N	%
In every lesson	5	10
In one lesson per week	7	14
Once a month	5	10
Only in special teaching unit	29	58
Do not use	4	8
Total	50	100%

Table 6. Equipment that teachers often use in teaching.

	N	%
Tv	0	0
Radio	0	0
Laptop	4	8
Others	6	12
Laptop and Projector	11	22
Combination of equipment	15	30
Neither	6	12
Total	50	100%

Table 7. The forms that the students are more motivated

	N	%
Texts	1	2
Photography	6	12
Video	6	12
Audio-video	5	10
Others	2	4
Texts, Photography, Video and Audio-video	19	38

Photography , Video and Audio-video	11	22
Total	50	100%

Table 8. Learning in which teachers use technology.

	N	%
Effective	32	64
Suitable	12	24
Effective and suitable	6	12
Total	50	100%

Table 9. Ability with technology for case

	N	%
In every lesson	8	16
In one lesson per week	8	16
Once a month	5	10
Only in special teaching unit	27	54
Do not use	2	4
Total	50	100%

Table 10. The role of teachers and their replacement by technology

	N	%
Technology facilitates the work of teachers but technology does not replace the role of teachers	13	26
Technology facilitates the work of teachers	33	66
Technology prevents the teacher during teaching	0	0
Technology is replacing the work of teachers	1	2
Technology does not replace the role of teachers	3	6
Total	50	100%

Table 11. Efficient and systematic use of ICT

	N	%
Increase the learning outcomes of students	47	94
Little affect on result	2	4
It does not affect in result	1	2
Total	50	100%

## Regulation of the Dissolution Marriage Consequences by the Prenuptial Agreement

Blerina DODAJ

PHD Cand., EUROPEAN UNIVERSITY OF TIRANA, lawyer

### Abstract

The statistics shows an increase of divorce number, assigns each of us, scholars of the law, lawmakers, applicators of the legal norms, to find an appropriate way to regulate every consequence that derives from the process of divorce. It is obvious that the known social problem of divorce affects a considerable number of subjects, starting from those directly implicated in the process or other third persons, whom interacted in a way or another with the subjects of the divorce itself. This process directly affects the spouses and children, if there are any, by considering for them not only the conclusion of an actual status but also as the beginning of a new life that both have its bright and dark aspects.

**Keywords:** Regulation of the Dissolution Marriage Consequences by the Prenuptial Agreement.

### Introduction

In our legislation, more accurately in the family code chapter III<sup>1</sup>, that we can note are the consequences of dissolution of marriage, according the parties involved in this process. Starting from the usage of the maiden surname for women, contribute compensation, usage familiar apartment, child alimony support, obligation of growth and education of children. The institution in charge in the Civil Court, which takes the maximal care and effort in providing justice for the dissolution of conflicts of this nature, by analyzing very carefully every element in order to properly regulate the consequences of the dissolution of marriage for both spouses, and most importantly for the minors, for the whom the court the court has their best interest a priority. The confrontation with the process of marriage dissolution engages both spouses to properly reconsider and deeply analyze all the consequences that will derive from the process of divorce since they may be under pressure and not always be able to reason at their best. The Marriage contract gives them the opportunity to regulate these outcomes and solve the conflicts at their best interest, at the beginning of the marriage or during the optimal continuance of the marriage.

The object of the prenuptial agreement, can't be marginalized only in the regulation of physical and monetary goods, because the freedom of spouses to behave as they want can not affect the obligations and rights that derive from the concept of marriage itself, as child responsibility, regulation of legal administration and custody. However other such as, the house, food obligation, supplementary compensation, are all elements that can be all, in absence of conflict, perfectly regulated in the prenuptial agreement. The Prediction of the effects of the divorce should be treated as a way of protection for the subjects affected by the process, because each of the spouses can decide for better terms, in the case both spouses consent, at the moment of conflict.

### LEGAL FORECAST OF MARRIAGE DISSOLUTION CONSEQUENCES

All cases of divorce, subject to the consequences of social, psychological, economic and most importantly legal ones. Concretely, within the effects it is clear that only the legal ones are inevitable and are rational assessment elements who court decides only through its main function for our justice. The law in the Family Code, Chapter III, are expressly provided the dissolution of marriage, ranking them by nature and by entities. Analyzing the subjects involved in the process of marriage, specifically spouses and subsequently followed by children, if there are, is predicted the way they will be governed primarily economic relations, housing and taking care of children and keep these reports in the best interests of the

---

<sup>1</sup> Law 9062, date 08.05.2003 "Family Code", Article 145-162



children. Referring to the provisions of the consequences of divorce for spouses and consequences of divorce for children. These divisions of this nature, the legislator made them by analyzing who directly affects and where it is necessary to become legal intervention to avoid inequities, abuses and further damage that may be caused to family members of dissolution of marriage.

All the protection that law provides in case of this nature, it is protection provided to the family and sensibility that this institute of law regards to its social aspect. This protection is attributed to the family life as one of the four dimensions of an individual personal life<sup>1</sup>, highlighting the importance of the family and any action to damage her. One of the ways of making family life is marriage, which is the basic of family unity<sup>2</sup>, and the latest interpretation of European case law, this is not limited to gender or number expanding so the potential of creating family and consequently extending the legislation which will regulate these new relations to family members. By thinking about the importance of family life and ruin it, and returning the family members to the previous legal status in society, there are enough consequences, as much as apparently it is like a challenge the fulfillment of judicial entities which are affected by solution marriage to integrate into society without social distinction. Verily, this is why law interferes by predicting what are the inevitable consequences that the members of the family can have after divorce, providing them legal guarantees for the surname, residence, economy as well as mutual economic assistance or even the possibility of maintaining family relations after divorce. Interpretations that our law makes, to the consequences related to spouses and consequences related to children we can notice institutes of law, who come to help the "weakest" parent, and help the children in their best interest. Since the literal interpretation of legal regulation "consequences of divorce" begins the first consequences, concretely the dissolution of marriage, at the moment there is no more marriage and the willpower of the spouses is concentrated in the change of their status. Changes which accompanied the impact on the data of their identity, concretely the dissolution of the marriage, the spouse who had changed his name to respect marriage, already regains his surname before marriage. Immediate impact and directly identifying husband's surname as amended, which in practice translates into administrative complication of procedures relating to the representation of himself with other persons. Not only genuine change of identity, but also the complication of access and benefits, legal attributed to any citizen, but in this case is more complicated for the person who changed the surname. This process in the face of third parts, putted in doubt unity of the two surnames in a person, a phase which will last for as long as we will the recovery last.

The second consequence, respect to spouses, can be considered a repairment to spouse whome can be harmed or caused a difference in dissolution of marriage. Specifically, it is the compensation contribute, the institute which has a considerable force, that in a few cases can be found the terminology "the court can force ..." <sup>3</sup> the head because of interference in family relations juridicial structure is always prudent and there is place for recomandation in the solution that can deliver the court in the interpretation of this provision it is clear that legislative intervention is in order to protect the spouse that could be more damaged by the divorce. It is worth explaining what we mean by husband injured after legal treatment consists in the economic concept, where inequality in provision states that creates the dissolution of marriage with regard to division of property. This divided provision is a bit confusing, since our legislation, the trial of marriage dissolution is in a second phase and it may not be possible to predict at the moment of dissolution of marriage, except as provided dissolution of marriage by mutual consent of the spouses, with the signing of the agreement determines the spouse<sup>4</sup> who created a kind of inequality. Pursuant to Family Code, Article 149 clarify what are the elements to be brought to the attention of the Court to determine the compensation, but again these are not related to the division of assets and judicial investigation of these elements can not be completed.

Last consequences for the spouses, in the process of dissolution of marriage has to do with the apartment, which has accompanied almost always spouses in divorce, creating more damages. The weakest spouse, unsupported remains with no shelter, only as a result of dissolution of marriage. The contribution of the husband in the family may have been different, but whether the legislation would not intervene, can be considered incalculable and social consequences can be heavy but not integrating him/her into the society. This right is not an priority, as required condition to benefit from this provision are substantial, estimated depending on the other elements, facing opportunities and not always fulfill these conditions, where

---

<sup>1</sup> Article 8, European Convention of Human Rights

<sup>2</sup> Article 1, Family Code, number law 9062, date 08.05.2003

<sup>3</sup> Article 147, Family Code, number law 9062 date 08.05.2003

<sup>4</sup> Neni 125 Kodi I Familjes, number law 9062 date 08.05.2003

the provision become applicable.

Other consequences of the divorce dealing with the second group of subjects, the children, as I mentioned above, if there are children from a previous marriage, the attention to the problems that may cause to them is moved mainly to younger. The legal treatment, inspired by the principle of respecting the highest interest of the child, tries to predict and regulate in law, the way of exercising parental responsibilities, visits with the other parent, alimony. Elements that the court in these cases can not evaluate alone after making investigation with the evidences presented in the court, sets psychologists or sociologists experts to give their opinion about the divorce effects on children.

### **THE CONSEQUENCE REGULATIONS OF PRENUPTIAL AGREEMENT**

The prenuptial agreement object, can not be confined only to the regulation of property regime, as long as the freedom of the spouses to operate with their commitments in the marriage, can not avoid the rights and obligations that derives from the marriage, parental responsibility, rules of legal administration and custody, while the apartment, having food, the compensation, etc. are absolutely all elements which, are all better regulated in the absence of the conflict than the final judgment. The forecast of marriage dissolution consequences in the prenuptial agreement should be seen as a defense for the subjects affected in this process, because each spouse can decide better in terms of understanding with the other spouse, rather than in the confrontational moment.

During the development of the legal process of divorce, the problems encountered by the spouses are the protection of their rights as well as those of the children, because each spouse being in conflict makes them only the litigants forgetting their membership in a family. Precisely, the prediction of how to deriv the consequences of divorce after marriage, in these subjects are a family of their own and take this status as efficient both, for spouses as well as for the children. Each member of the family, getting protected, and feeling it more than being forced, makes dhe spouses go to divorce and not avoid it, if the marriage has lost its sense and its purpose. The nature of the prenuptial agreement, accommodates consequences of divorce, because besides how to fix wealth increased during the marriage and will develop autonomy property of each spouse, it is possible to predict and that during the course of life spousal predisposition of everyone who has to take the consequences that flow from marriage. Guarantee regulation of the consequences of the dissolution of marriage in the prenuptial agreement is not only the final moment but at the beginning of the marriage, each spouse may feel more protected in relation to his position during the marriage without impeding any moment his will about continuing his marriage might be damaged after the divorce. Cases from practice show that the "weak" spouse avoid seeking divorce because it is not safe about his house after the divorce is not sure whether his children will have the opportunity to get feed by the other spouse and almost never spouses not benefit from the compensation in the process of dissolution of marriage, in some cases on issues probative, in some other time and some reluctance by the lack of information.

So, forecast that in the prenuptial agreement obligations after the marriage dissolution, should be taken as a guarantee for the weaker spouse and the protection of the children involved in divorce. None of the parents can not give up in alimony to his children, but often the tribunal process of marriage dissolution has not been positive approached by the spouses, with the understanding of their marriage dissolutions, and consequently this is reflected in the only juridical remedies that they have to oppose each other, forgetting the obligations that they have from this kind of phase, and automatically is damaged the highest interest of the child, to obtain a higher food pension or to rate as right as possible the leaving for their raising and education, or the way of the visits with the other parent. There are a few cases where children who are raised and educated by their mother, have a radical change of their living, going away from their apartment, often they remain homeless because this has not found the good willpower of their father and therefore what the law provides the court can not guarantee. In the existence of the prenuptial agreement, this forecast would be for both spouses and for children, considering this space in the prenuptial agreement a form of legal reserve, without promoting and without impeding divorce, except that improving the status of each subject involved in the dissolution of marriage, except tribunal process.

As the consequences above are discussed, explaining the precedence that the law does to the phenomenon, to reduce a little the damage for the subject more damaged to the one considered less damaged, practice has shown that the importance of regulation of these consequences is considerable, as the spouses at this phase of dissolution of the marriage are not limited only to the loss of the willpower to cooperate to simplify the life of each other, but this problem has been evolved damaging also the children in different ways from their illegal behaviour. Often, in the Republic of Albania, the parent who has the children to raise and educate, abuses with this right and duty that the court has given to them by using the children to attract attention or revenge against ex-spouse. In the absence of the willpower to implement the decision of

the court, our legislation, is not enough only with the consequences regulation, but also has expected sanctions by the not implementation, particularly in criminal law there are specific provisions that sanction this kind of behaviors, "Denial of livelihood" <sup>1</sup>, "Illegal taking of a child" <sup>2</sup>, "Preventing the execution of court decision" <sup>3</sup>, provisions which belong to the actors of these injustices, affecting court decisions that have given justice in a conflict resolution. This rating, is joined to the purpose of this work about the importance of the legal consequences of marriage dissolution in the prenuptial agreement. By not focusing on concrete elements of the contract of marriage, about the object, subject, scope, implementation and the legal power that it has, as already known, in a section of its forecast of these consequences would by analogy, almost like the agreement envisaged in our legislation<sup>4</sup>, to the dissolution of marriage by mutual consent of the spouses since it is an act which is formulated precisely in the final moment of marriage. Prediction of this way of divorce, with the request of the both sides conditioned by legislation from the deposition of an agreement, which regulates the consequences of divorce. The prenuptial section, forecasted as the consequences of the dissolution of marriage and agreement for dissolution of marriage by mutual consent differs because the different moments in which are formulated. The first one, has to do with the regulation of each consequence during the marriage about the economy, the administration except those that the law forbids spouses to decide by themselves and the other to predict as will be operated for each spouse, at the time of connection marriage, in the other hand the second has to do with the regulation of the consequences of the dissolution of marriage just as the spouses by their own free will an mutual, too, when they think that marriage should not proceed, they propose to the court a draft agreement, not only for the marriage resolution, but also for the regulation of the consequences of the divorce.

In this point consist not only the difference, but also the importance of consequences forecasting, in a calmer moment and productive terms of clarity of judgment and goodwill in the responsibilities incurred from this process. In the marriage contract, they can fix problems related to the surname, setting common surname or each of the spouse can maintain his surname, if the marriage is dissolved, in this way eliminating the uncertainty about how will be the surname of each spouse conditioned on progress of the couple, this element which can stop each of the partners to take on personal activities.

During the marriage, the involvement in the different activities, can be spacious and the surname changing consequences, has conditioned the decision to end this formal marriage, behalf of realizing the social and intellectual aims. Often this legal element has been used as oppression to maintain the marriage against the free will of the other spouse, as a result of identity documents, activities abroad, or their opportunities for professional growth. Regulation of this consequence, when the spouses are calm with each other and in full harmony, in the moment of the wedlock, it doesn't leave any space to use the surname as a chantage for the dissolution of marriage.

Particular importance in consequences addressing, has the compensatory allowance, as the newest element of the last code, in support of the spouse, considered the most damaging spouse, to eliminate the most serious consequences in life after marriage.

The forecast of this element in the prenuptial agreement, should be considered as a higher level of understanding of the spouses, to the point that it may seem like deletion the consequence of any thought of dissolution of marriage.

Spouses in the prenuptial agreement, can not know exactly which of the spouses in case of divorce, will be weaker and will be considered affected by the divorce, but the forecast of this element in the contract, receives an other form, in the context of goodwill for the commitment and willingness that takes each of the spouse, to accept the payment of the compensation contribute in the interest of the other spouse, that in the moment of the marriage dissolution should be considered damaged.

Once again evaluation of the legal elements that has sanctioned the Family Code Article 149, relating to age, health status, time spent in regard with raising children, predisposition for new jobs, etc. is the right of the court to decide, and can't be a priori applicable. To set the concrete amount of the compensation contribution, is a right that belongs to the court, evaluating the elements in the moment of the marriage dissolution. Juridical value of forecast of this consequence since in the prenuptial agreement, has valued as a double protect, which is offered to the damaged husband after the divorce, not only by law but also mutual free will of spouses in the contract approved the security of each spouse after the divorce.

---

<sup>1</sup> Article 125 of Penal Code, number law 7895, date 27.01.1995

<sup>2</sup> Article 127 of Penal Code, number law 7895, date 27.01.1995

<sup>3</sup> Article 320 of Penal Code, number law 7895, date 27.01.1995

<sup>4</sup> Article 125 of Family Code, number law 7895, date 08.05.2003

Which may be the attitude of the spouses in a prenuptial agreement, in relation to the right for the dwelling use? At the time of the prenuptial agreement execute, the spouses may have or not have wealth, in any case is worth addressing this element in the contract, by providing a fundamental right to the spouse. Firstly we should clarify what is called family accommodation? For this comes to our aid the European jurisprudence, the interpretation of the ECHR of Article 8 of the ECHR, considering the home an element of private life, and the complaints concerning the observance of this right, this court has expanded the interpretation of family home<sup>1</sup>, considering it an environment where the spouses have chosen to live, despite the extensive overseas operations, which can carry out entities that use this home, but their stay and includes its peaceful possession. In the prenuptial agreement the spouses can predict how it will be resolved this consequence, to not refuse to each other a fundamental right and not just to them but if they have children much more prevails the necessity of securing the home for the children, avoiding the differences that can be caused to the children after the parent divorce.

In case that the spouses by their own free will, determine in the prenuptial agreement, who will be considered family home and this home should exist in the moment of the contract signing, so the regulation of this consequences in the prenuptial agreement, becomes more possible and more specific and takes the appropriate values, as a guarantee that is required for each spouse and for the children, too. This sort of problematic consequences, has a special treatment because the children relation, that are often the victims of this process, even though the legislation has labored to provide them, the legal guarantees, defending the principle of the highest interest of the children, the practice has shown that the goodwill of parents is crucial in this stage of their rehabilitation. Based in the free will principle in contract signature, the prenuptial agreement, represents the highest form of expression of the will of the spouses, within the legal framework by taking fully collaboration in the adjustment of the consequences. This aspect conduct to the prenuptial agreement, the image of a legal remedy that comes to the benefit of children, too, according to the fact that the spouses in the contract conclusion, stipulate that they undertake to provide their children the same life even after marriage. In this contract the spouses may determine the obligation that they have in terms of creating and providing conditions for a peaceful family, of their children, independently of the spouses desire to be married or not. This forecast to contract marriage discharged the spouses from the responsibility for fictive and conditioned marriage, thereby giving more health to the family and the marriage, too, which in any given case, the life of children after divorce is not due to be a member of a fictive family. The commitment undertaken by the contract, in relation to obligation of alimony, for children of both spouses and the possibility of obtaining income therefrom by sending in their interest a part of spouses incomes, that will be evaluated by the court again, to evaluate all conditions that the law requires with respect to the contribution in the upbringing and education of children. In the contract may not be quantified the value of the contribute for the alimony, but is expressed the willingness that in case of the eventual marriage dissolution, the spouses in the quality of parents, determine which of the spouses shall make this payment and will be operated according the application parental responsibility.

The conditioning that finds this sanction is concerned with two aspects, the fact that the spouses can expresses themselves only in the fact that which spouse will hold the responsibility for the children growth, but in any moment can't abstain from this obligation and releases off the spouses from the consequences that can come from the dissolution of marriage. The most current problems are arranging children visits, a fact which is important for children to promote more the possibility of establishing a family life that parents has the obligation to create the possibility to meet the other parent that is not settle from the court. In these circumstances the forecast in the prenuptial agreement, is a double guarantee that at the time of the marriage bond, and the behavior of spouses at the time of the divorce and after it, is more understanding. Spouses are frequently in the total absence of information, up not knowing that the children after the divorce have the right to meet with both parents, that makes it possible for a family life and the spouses have the duty to implement the court's decision creating the best conditions for a family life. If the spouses can predict that in the prenuptial agreement, their will in relation to their obligation to the children and the commitment that takes each of them to fulfill the conditions for a family environment. Prenuptial agreement case, doesn't leave the husband surprised in relation of contract consequences, this sort of forecast is in the children interest, too, the children enjoyed the right to family life and parents to exercise parental responsibility unconditionally by divorce and social problems arising from the divorce.

### **III. THE PRENUPTIAL AGREEMENT FINAL APPLICATION, FOR THE MARRIAGE DISSOLUTION CONSEQUENCES.**

The moment of entering into marriage, coupled with adjustment by prenuptial agreement, in relation to the property regime, reaches the highest level of validation and disposition of the free will of the spouses in respect of any consequence that

---

<sup>1</sup> Gillow and Gillow v United Kingdom, date 24 November 1986, paragraph 46

may come during and after the divorce.

Acquaintance these consequences reduces firstly the consequences for themselves, and secondly gives to the spouses the possibility to react in equanimity as it had anticipated at the time by their own will choosing the performance of conjugal and family life. Prenuptial agreement is limited to the inability to avoid the rights and obligations arising from the marriage, parental responsibility, rules of legal administration and custody, but the others they can regulate marriage contract without any difficulties encountered. Considering that our legislation, is crisscrossed by freedom contractor in connection with the subject of contracts within the type of regulation that made the prenuptial agreement, the spouses may choose, institutes of law in the contract, reinforcing them even more than the law, as guaranteed by their own free will. Specifically, the consequences of divorce are not provided that can be regulated by the prenuptial agreement, but are neither prohibited their sanctioning in the prenuptial agreement, would cause incorrect intervention in the selection of the right institutes. Not surprisingly, in this paper we addressed in an analogous agreement that fulfilled by spouses in case of divorce by mutual consent of the spouses, explaining that the effects of divorce can be left in the free will of the spouses, their prediction simply in the prenuptial agreement, shifts this deal in time considering that it is much more in spouse interest and children, if any, being prepared in the start that in the end. As the agreement presented to the court for dissolution of marriage by mutual consent of the spouses the prenuptial agreement, as well as its section for dissolution of marriage will be the subject of incidental interpretation where the spouses will be confronting the spouses free will with the law, and the concrete case with the prediction in prenuptial agreement. This is why it is deemed eligible that the prenuptial agreement should be evaluated from the court as a condition for the juridical power to protect the fundamental rights, that happens in the usage of the legal assets that court has. The existence of such a contract together with section regulating the consequences of divorce, only increased more aware of the obligations that derive from marriage and puts spouses on higher responsibility in protecting themselves and their children, if the court finds no derogation of liabilities, abuse and arbitrariness to the obligations and responsibilities of one spouse decides to approve it and its implementation of the free will of the parties. It is obvious that all the way that pursue this legal act that is done on behalf of the special protection for the family in front of the law to increase the security and the guarantee of the spouse and children rights. In conclusion this prediction, in the prenuptial agreement, only raise the possibility to prevent the hardest indication of the consequences of the marriage dissolution, transforming it in legal process and not in a social drama, as the most cases treat the divorce.

## Music and Development of Creative Personality Within Higher Education Environment. Aesthetic and Semiotic Approach

Irina Cheremisova

Prof. Dr., Head of the Department of Psychology, Volgograd State University.

### Abstract

The article presents the results of the study confirming effectiveness of psychological support of creative personality development by means of music from the perspective of a new aesthetic-semiotic approach. The author proves that musical education determines development of creative personality. In addition to the above music is understood as a complex psychosemantic text, polysemantic and with a lot of different meanings. The study is centered around the use of classical music masterpieces performed "live" in psychological work. Basing on the analysis of researches the author developed a psychological mechanism for creative personality development by means of music, consisting of a system of interrelated conditions. The author describes types, methods, techniques aimed to develop musical creative personality with due account for specifics of modern educational environment of the university, based on the presented psychological mechanism. In the course of ascertaining experiment the following tasks were solved: 1) determine the level of musical and creative development of students from experimental and control groups; 2) identify characteristics of musical and creative development of University students. Results of the formative experiment showed that the implementation of a special educational program in the educational process significantly accelerates development of musicality and creativity of an individual and strengthens internal relationship of those characteristics ( $p < 0.01$ ). A distinctive feature of the musical and semantic model of psychological support of creative personality development by means of music is that it can be applied at any stage of education in any educational institution.

**Keywords:** music, musical education, classical music, aesthetic education, self-education, development of creative personality, secondary musical personality, elite education, synaesthesia

### 1. Introduction

Global and local challenges and complexity of scenarios for the future require strengthening of the interdisciplinary approach and the relationship of environmental, economic, socio-cultural aspects in the education sector. This problem is particularly relevant at the stage of higher education.

Modern labor market changes very quickly and careers for which students are studying today may be in low demand tomorrow. Hence the urgent need for a future professional to rearrange, reorient himself quickly, to adjust to changes in the labor market.

The current situation in Russia, major changes in the socio-political, economic and cultural life of the country makes actual the issue of higher professional education reform. Professional training is a priority while cultural and intellectual development of the student, an important component of higher education, often gets overlooked (Ponomarenko, 2004; Ryzhov, 2012; Terelyanskaya, Kurysheva, 2012; Vorobyeva, et. al., 2014).

The highlighted aspects of the problem of supporting decent higher education are determining the relevance of development of new approaches to psychological support of creative development of students, fostering the culture of personality through engaging a person to the general culture.

Figurnovskaya (1997) analyzes the impact of humanities training on development of creativity and intelligence of an individual in the context of prospects for improvement and development of elite education. She argues that elite education can be used for improvement of general culture of children and young people, their intellectual development.

The concepts of "elite education", "elite university", "elite school", etc. have recently been used quite often in the modern academic literature. In our study, the term "elite" will mean people with personal dignity, rich internal culture. By "elite" education we mean education of high quality. The main goal of elite education is to form in an individual the base of elite consciousness. The final product of the elite education is an individual with broad educational background, ready for active creative work, bearer of elite consciousness capable to be leader in his or her field. Professor of an elite educational institution is a creative person actively participating in scientific inquiry in the problematic field of the subject that is being taught; in a constant process of self improvement and self-education; using completely new teaching methods (Ashin, Berezhnova, Karabushhenko, 1998; Dobrynina, Kuhtevich, 1996; Kuryshcheva, 2011 b; Figurnovskaya, 1997 etc. ).

Orienting educational process towards elitism as the principle makes manager, teacher and student think and act according to this principle. By psychologically including themselves to this category, all actors of the educational process have already subconsciously begin constructing special educational system. Elitization of an educational institution begins with psychological and intellectual levels, and only then takes shape in material and technical base.

### **The Objectives**

Detected contradictions helped to identify and formulate the problem of the study that lies in search for ways of comprehensive solution of problems of creative person development in educational process, in determination of the most optimal conditions for it. The solution of this problem is related to development of scientifically grounded content of psychological support of musical and creative personal development of a student based on use of music formative potential.

The purpose of the study: develop a concept for creative personality development by means of music and verify it in the course of experimental work.

#### **The objectives of the study were:**

to carry out a systematic analysis of the problem of creative personality development in contemporary educational psychology and to develop conceptual basis for studying and optimizing musical and creative personal development of a student;

to substantiate the nature and highlight structural and substantive components of the secondary musical personality as a result of music education;

to develop and test theoretical model of psychological support of creative personal development by means of music and evaluate its effectiveness;

within the theoretical model, to develop evaluation criteria and levels of musical and creative development of personality in relation to high school education;

to identify and provide a theoretical basis for psycho-pedagogical factors, conditions and mechanisms of creative development of personality in the process of music education; determine the structure of musical creative developmental environment;

to develop and test a program of psychological support of musical and creative personality development.

### **2. Materials, Methods**

Theoretical analysis of research papers on questions of creative personal development (Burton, etc. al., 2008; Feldman, etc. al., 1994; Gardner, 1988; Guilford, 1967; Ozhiganova, 2001; Ponomarjov, 1976; Rogers, 1961; Taylor, 1998; Torrance, 1963; Yakovleva, 1997 etc. ) allowed to determine the basic framework of our study.

Many researchers and artists emphasize inspirational role of music for creative activity and argue that even just perception of music in its developed form is a creative process (Berdyayev, 1993; Buber, 1998; Gurevich, 2001; Zemtsovsky, 1992; Huizinga, 2010; Kagan, 1996; Kechhuashvili, 1957; Lozinskaya, 2008; Losev, 1960; Samsonova, 2008; Stelmashuk, 2005, etc. )

Musicologists, philosophers, cultural studies scholars, psychologists see the objective of music in forming environment for creation and distribution of spiritual cultural values capable to become ideals for stimulating harmonious social development (Kolyadenko, 2003; Kulbizhekov, 2008; Teplov, 1985; Rafikova, 2006; Ryzhov, 2012; Toropova, 2008 etc. ). This is

particularly true for classical music, because cultural values are reflected with especial vividness in the processes of creating musical works by the composer and of perception of classical music by performers and listeners (Kagan, 1996; Kurysheva, 2008 b).

However, theoretical analysis of academic and academic-methodical literature and monitoring of processes in fields of musical expression and music education allowed us to document main contradictions related to the whole system of psychological provision of creative personal development by means of music in the educational process and requiring a solution (Lazutina, 2009; Seashore, 1990; Toropova, 2008 etc. ).

The main contradiction lies in the fact that theoretical studies of music emphasize its significance for society, for the individual, accentuate the outstanding role it plays in culture. At the same time, ways in which music functions in culture and educations, processes of formation of socially meaningful ideals by the art of music remain unclear.

The most effective approach to form prospects for musical and creative, aesthetic and spiritual development of students is the new aesthetic-semiotic approach (Kurysheva, 2011 a), which is described in the study as a specific form of interconnection, convergence of student-centered, activity based, anthropological, cultural, synergistic, ontological, semiotic approaches and aesthetic concepts. Our view is that this approach largely determines the substantive and procedural basis of humanization of education; holistic view of patterns of development of human as the natural, social and spiritual creature; holistic view of the content of education as learn experience, represented in the unity of values and meanings. We believe that a teacher-psychologist should be at the center of organizing interaction aimed at musical and creative development of personality in the educational space, with specific forms of professional activity aimed to promote musical and creative development of students at different education stages.

Key concepts (categories) form methodological basis of any approach. The aesthetic-semiotic approach (Kurysheva, 2011 a) requires understanding of:

music as complex psycho-semantic text full of universal and personal meanings (national culture, style of the era, composer, musical text as a field of meanings, etc. );

education as a purposefully organized process of creative personality development within musical culture, process of learning it through development of musical sense and musical consciousness of an individual through cultural meanings and experiences;

creative development as a process of formation and strengthening of musical and cognitive, motivational, emotional, communication, activity-related, axiological (spiritual and moral) characteristics of creative personality in musical-creative activity.

The concept of "personality" in the aesthetic and semiotic approach includes all diverse aspects of being an individual: natural, social, spiritual, historical aspects. The personality is a person that is a unique subject of inculturation and socialization (Kurysheva, 2011 b).

As a result of theoretical and methodological analysis of ideas and concepts related with the question of personality and typicality of development and created by the leading Russian psychologists and psychophysicologists we used the concept of musical abilities developed by Teplov (1946) as the theoretical basis of our research of the psychological foundations of musicality. Analysis of studies conducted in recent years has shown that main points made by Teplov still serve as the main reference points for the majority of Russian studies of musicality, at the same time having undergone a significant development (Vetugina, 1968; Gotsdiner, 1993; Tarasova, 1988; Toropova, 2009 etc. ). Teplov (1985) defined musicality as a complex of individual psychological characteristics required for a particular musical activity and not any other, but at the same time related with all kinds of musical activity (listening, performance, creation). Teplov (1985) considered experiencing music as expression of some content to be the main feature of musicality.

In particular he noted that musicality is common for all (or almost all) people and at the same time it is different for different people (Teplov, 1985).

This conclusion is supported by more recent results of studies made by the psychophysiological laboratory of the Institute of Psychology of the Russian Academy of Sciences (Knyazeva, Lebedev, Toropova, 2001). Knyazeva and Lebedev conducted objective psychophysiological study of impression musicality, using EEG as a diagnostic tool for variety of mental



processes. Analysis of the results of the study allowed them to conclude that musicality is not just a professional characteristic, but a natural quality, and to some extent is inherent in every human being. Analysis of background EEGs of musicians and other professionals revealed significant differences between them. The researchers found out that the "musical" brain has a larger number of possible states, in other words, higher plasticity. They note that music is rather complex semantic text that requires perceiving brain to do fine analytical work in identifying and structuring audio information flow. The results prove that musical activity leads to increase in plasticity of psychophysiological brain structure required for performing musical tasks.

Experimental studies conducted by Novitskaya (1984) with use of special techniques and equipment revealed differentiated impact of classical and pop music to various brain structures. The studies showed that rock and disco music provoked emotional dullness and negative emotions, stifled creative and thinking activity but increased motor activity. On the contrary, classical music brought enlightened and good feelings and states, stimulating mental and creative processes in the subjects.

Methodological framework of the study of formative potentials of music is determined by complexity and multidimensionality of the subject of the study. In the development of author's musical-semantic model, we relied on some provisions of the synergistic approach (Ivanitsky, 1985; Loskutov, 1990; Haken, 2001 etc. ) This approach focuses on multidimensional, complex nature of objects and phenomena that are constantly evolving, self-organization and self-improvement of systems.

A characteristic feature of the synergistic approach to education is recognizing possibility of multiple ways to transform a personality and quickly solve a critical, precarious educational situation. This manifestation of the human psyche was described by Ushinskiy: "...in the endlessly rich human nature there are such phenomena when a strong emotional shock, extraordinary burst of feeling, strong inspiration at a sweep destroy the most harmful inclinations and ingrained habits, as if erasing, burning in their flame all previous life of the person to start a new one under a new banner" (Ushinskiy, 1970: 155).

Therefore, in our study emphasis is put on the best samples of musical art, masterpieces of classical music. In our study, by "musical masterpiece" we mean a unique, unparalleled creation of the composer, carrying highly spiritual cultural values and capable to serve as the ideal, stimulating harmonious personal and social development (Kuryшева, 2011 b).

Many researchers analysed the question of extramusical phenomena arising during perception of music (Kechhuashvili, 1957; Toropova, Simakova, 2014 etc. ). Those are, for example, visual imagery and associations, symbolic figures, pictures, lighting and color effects.

It was shown that presence of extramusical phenomena cannot be regarded as a prerequisite of adequate music perception, but their presence in most of subjects allows to retrace "undertones" of listener's impression (Kechhuashvili, 1957).

Analysis of the results of the monitoring and review of literature (Kolyadenko, 2003; Kulbizhekov, 2008; Kyshtymova, 2008; Lazutina, 2009; Rafikova, 2006; Toropova, 2008 etc. ) allowed to propose the hypothesis that psychological mechanism for creative personality development by means of music is a system of interrelated conditions, factors for optimization of this process. These include (Kuryшева, 2010 b):

- complexity, polysemy and semantic versatility of musical text;
- modeling during creative process of musical perception (thought experiment in musical activity),
- psychical phenomenon of synaesthesia of musical-artistic consciousness;
- polymodality of musical perception;
- symbolism in music, archetypes of musical consciousness and their interaction;
- psychological mechanism of empathy, compassion, co-creation in the process of musical perception;
- musical inculturation serves as a universal developing mechanism.

### **The Hypothesis**

The overall hypothesis of the study lies in the assumption that optimum effectiveness in music as a mean of creative personal development is ensured by the aesthetic-semiotic approach to mass music education and the musical semantic model of psychological support of the process developed on the basis of this approach.

This hypothesis is revealed through the following special assumptions that should be verified theoretically and experimentally:

the result of music education is formation of secondary musical personality that is defined as musically and creatively active entity able to discover, describe, evaluate, and change surrounding reality and their own musical and creative environment and also interact with music and means of musical art in the process of musical activity. Level of development of musical consciousness, its level of musical language and musical-verbal competence depends on level of development of properties and abilities that form psychological structure of secondary musical personality. Structure of the secondary musical personality consists of musical-cognitive, motivational, emotional, communicational, activity-related, spiritual and moral components;

basic psychological conditions for effective musical and creative personal development include: 1) richness of emotions and imagery and intellectual and moral content of musical works used in developmental program; 2) diversity of musical and creative activity in motivational, emotional, cognitive, communicative, activity based and moral aspects with account for age-specific psychological characteristics; 3) creation of musical creative environment for development in process of formative work; 4) creative personality of an educator with high level of musicality and productive creative activity; 5) focus of the formative program on developing in a student integral creative personality;

development of creative personality by means of music with account for above-mentioned conditions is realized through the program of psychological support aimed to enhance psychological mechanisms of musical and creative development and contributes to formation of secondary musical personality at the highest levels of music education; the complex nature of the program involves realizing it in cognitive, motivational, operational, reflexive and spiritual directions through establishment of musical and creative developmental environment;

musical-semantic model of psychological support of creative personal development that is built on the principles of student-centered approach, subjectivity, cultural conformity, conformity to natural laws, optimal psychological security, integrity, uniqueness, unconditional love, synergy, aesthetics, meaningfulness, dialogueness, integrates complex of psychological conditions necessary and sufficient for musical and creative development of personality;

music determines development of creative personality, significantly accelerates and optimizes this process, contributes to spiritual and moral personal development, strengthens the need for self-fulfillment and self-actualization of an individual; these processes are ensured by specific character of the musical text, especially that of masterpieces as works of maximum aesthetic-artistic value, the main criteria of which are: existential and axiological authenticity, richness of emotions and imagery, spiritual and moral content, artistic perfection, inexhaustibility of semantic intention.

### Sampling

To explore the musical and creative level of the subject we, first and foremost, had to determine criteria or indicators of productivity of musicality development, musical and creative personal development within higher education. By productive musical and creative personality development we understand primarily personal development of the student, formation of all the components of his secondary musical personality in the process of education.

The formative experiment, the main purpose of which was to create and test model of psychological support and evaluate its effectiveness under conditions of the educational process in a University, had been carried out from 2006 to 2011 on the basis of the Humanities Institute of Volzhsky (branch) of Volgograd State University, Nizhny Novgorod branch of the Institute of Business and Politics. During the experiment, for all subject groups we used a variety of psychodiagnostical techniques.

In order to identify effectiveness of support of musical creative personal development at higher education stages in musical and creative environment we found it useful to compare 3 groups of subjects participating in the experimental study: The group E1 is the experimental group of students included in the program of psychological support (N=60); E2 is an experimental group of students who participate in the formative experiment at the school stage (N=33); K group is a control group of students participating in ascertaining and control experiments (N=90).

## Methods

To accomplish the established goals and confirm the initial hypothesis we used a variety of interrelated and complementary research methods: study and analysis of theoretical and applied research in developmental and educational psychology on the subject of the study, empirical methods: experiment (ascertaining and forming); testing, surveys, observation, psycho-semiotic analysis of statements, self-observational essays, content-analysis of statements, essays-musical impressions; analysis of products of creative activity, projective methods.

Also quantitative and qualitative comparative analysis of data obtained during the study were used. To confirm validity of the obtained results mathematical methods of processing the obtained data were used.

The process of creative development of personality by means of music within conceptual musical semantic model involves creation of a common space of specially-organized musical creative environment (Kuryshcheva, 2010 a), based on an original artistic and aesthetic development of values of the world musical culture, perception of works of classical music as the best examples of manifestations of the human (composer, performer) spiritual life, in the development of dialogical communication between educator, psychologist and students in the process of perception of music. Especially important for formation of musical creative environment is using "live" classical music (Kuryshcheva, 2008 a). By the concept of "live music" we mean the process of musical communication determined by the sound of music performed "live" in a concert setting, in a situation of domestic music-making with the use of one or more brass, strings, percussion musical instruments, excluding electronic musical instruments.

The main factor of psychological effect of music on the development of musicality and activation of creative potential is richness of emotions and imagery and intellectual and moral content (spirituality) of classical music masterpieces.

We consider those works to be part of "tuning fork" culture. The "tuning fork" culture (Kyshtymova, 2008) contains attitudes of four ideological semantic levels: everyday life, social, national and cultural, spiritual. For development of creativity system dominance of the highest-spiritual level of meaning is important. The more internalized values of the "tuning fork" culture there are, the more there are alternative meanings, options for individual choice of free behavior, more opportunities to estimate probable models of action and creative actualization of one of them (Kyshtymova, 2008). The degree of inculturation largely determines the level of creativity. Creative personality is forming within the culture. In our study, we use the concept of the "tuning fork" musical culture.

The music in question is inherently intonational and has primarily emotional and expressive character, uses mostly tones instead of noise, is based on an 12-step tempered pitch and the special tone organization called tonality.

There is no system of musical means that would be uniform for all times and nations. There are different systems, different musical languages, although there are similarities between them. Here we refer to the tonal system that formed in European professional music of the XVII century, that had been completely dominant for the following two centuries and still has a great value now, after creation of atonal music. This is so far the only music system that has spread across the whole world and has been accepted by the widest range of listeners as the basis of high art, and in particular monumental art.

We will analyze methods and techniques of developing individuality in the process of perception, performance, creation of music and music-related artistic activities.

1. Writing essays about musical impressions, feelings or speaking about them, self observational essays. Listeners were free to describe anything they wanted to, without any context except of the directive to "listen to yourself". We have developed a framework for analysis of the results (Kuryshcheva, 2007). The following characteristics can be evaluated during analysis of written works: level of association generalizations, presence or absence of an emotional component, motivation for consciously directed activity, movement, desire to sing, write or read poems, presence or absence of memories, especially accompanied by self-awareness (lightness/heaviness, heat/cold).

2. Creative tasks using potential of the fine arts (sculpture, painting, graphics, artistic photography). Evocation by students of artistic images and moods inspired by music by the means of fine arts. Ability to choose the following things based on impressions from a particular piece of music: a certain color, color scheme, shapes (circle, square, triangle, line, splash of color); types of fine art (drawing, printing, applied ornament, form, construction); handicraft techniques (sculpture, wood carving, pyrography, carving, flower arranging, weaving, embroidery, toy-making); correspondent example of the art, literature.

3. Verbal, vocal, instrumental, rhythmic, plastic improvisation under the impression from music (composing a poem, story, fairy tale; writing a song, instrumental play; knocking, clapping, stamping the rhythm; conducting, dance moves).

The following are examples of creative tasks performed during the perception of music.

Task. Listen to character pieces from The Seasons by Tchaikovsky ("February: Carnival", "April: Snowdrop", "July: Song of the Reaper", "November: Troika") and try to guess the month depicted in the music piece and choose a color appropriate for the music. During the second performance (title is given, the related poem is not read along) try to understand and write down the content of the music, what is portrayed and expressed in it. The works can include humorous stories; descriptions of nature; student's feelings, mood; situations. We should note that only few works were dry lists of objects with 1-2 characteristics, actions. Mostly works contained: optimistic view of the future, hopes for the best.

Students were offered tasks for independent work with use of exercises based on the psychological mechanism of synaesthesia (Cheremisova, 2016). After familiarizing students with exhibits of the photo exhibition of artistic paintings, they were asked to share their impressions in the form of reflection essays; choose music masterpieces they associated with those exhibits.

For example, after visiting the exhibition of artistic photography students of the Psychology Department posted on their pages of the social network Vkontakte musical works which, in their view, corresponded to the most memorable photos. These were works of Wolfgang Amadeus Mozart, Ludwig V. Beethoven, Johann Sebastian Bach etc. Their numerous friends who visited their pages could listen to this music. Options of the social network Vkontakte in most cases allow you to find your favorite piece of music in the best performance and post it on your webpage. This form of communication through music in work with students allows professor to demonstrate his or her musical preferences of high musical and artistic taste.

The wider repertoire of art languages that the student becomes acquainted in the process is, the more opportunities to express meanings he or she gets. During such lessons actualization of musical text perceived by recipients becomes more and more corresponding to the peculiarities of personal meaning which a person gives to the perceived text and to the objective semantic content of it.

### Procedure

Within the experimental study at the stage of ascertaining experiment the following objectives were set:

- 1) to determine the level of musical and creative development of students from experimental and control groups;
- 3) to identify characteristics of musical and creative development of University students.

In conditions of experimental work on the program "Up to the Stairs of Music to the Heights of Art" psychological mechanism of creative personality development by means of music was tasted and efficiency of the proposed model was confirmed. Implementation of this program in the University has some specific characteristics.

Firstly, there are no music lessons in the educational process of the universities (except musical educational institutions). Because of this, we used background music that accompanied various moments of the student life: broadcast music pieces at the beginning and during the day, during breaks, in the dining hall, have musicians perform in the lobby (for example, string quartet) or on the street in front of the entrance to the university (for example, two saxophonists).

Secondly, due to large number of student groups and large size of audiences listening to music was the main type of musical creative activity (Teplov, 1946), since it is the most affordable type in conditions of teaching process in higher education.

Thirdly, the university has large number of holidays, that create a special atmosphere of college life, providing great opportunities for other kinds of artistic activities related to music (performance and writing). Students, teachers, university employees and students of musical educational institutions, professional musicians from the Philharmonia participated in these celebrations.

Fourthly, there was possibility to participate in the activities of student musical performance group. Such group can be a student choir, vocal or instrumental group.

Relations with musical educational institutions were used for this music perception. This allowed to involve a larger number of students in the perception of musical masterpieces. Young musicians of the musical educational institutes must develop their professional performance skills by, repeatedly performing finished pieces of music to the audience at concerts, while students of universities that are not related to music need to listen to the "live" music.

### 3. Results and discussion

In general, basing on the results of ascertaining experiment it was concluded that there is no any effective system of purposeful support of the process of musical and creative development within higher education.

The results of the study showed that: a large part of young students was not very familiar with masterpieces of world musical art and finds music surrogates satisfying enough, has little creative musical experience. Most of the teachers did not know specifics of the psycho-physiological effects of music on people; lacked knowledge about the possible forms of work for development of musicality and creative abilities of students in the educational process; often had a superficial understanding of the psychology of creativity and the psychology of musical perception; underestimated formative and transformative potential of music.

Subjects with higher levels of musicality had higher rates of overall creative abilities; the correlation coefficient of musicality indicators and creative development level is positive and meaningful and is 0.56 ( $p < 0.05$ ), confirming the possibility of using means of musical art for development of creative abilities.

Diagnosing of musical and creative personality development of the university students was carried out in accordance with the structure of psychological readiness for creative activity. The main components of psychological readiness to be investigated are cognitive, motivational, operational, reflexive and spiritually-moral (axiological) component.

As shown by the results of ascertaining and formative experiments, there were significant changes in indicators of axiological personality characteristics of students: in the experimental groups, a significant increase of indicators characterizing the level of sense of purpose in life, awareness of the goals of it was noted. Any significant changes in these indicators among students in the control group were not detected.

In addition, analysis of the self-observational essays, essays-musical impressions, reflection essays; analysis of process and results of creative activity of students showed that musical and creative development of students, with indicators relevant to the high readiness level may indicate formation of secondary musical personality, full-fledged subject of musical culture. Such a person has strong motivation for musical and creative activity; need to perceive complex, profound musical texts; sufficient level of musical competence and musical abilities for perception of classical music masterpieces, which includes qualitative characteristics of artistic and aesthetic perception. Artistic and aesthetic perception of music is characterized by sort of co-creation, such understanding of art where relations between the listener and the author of the work should be construed as dialogue.

Thus, on the basis of the totality of the obtained results of the study we can conclude that in the context of our theoretical and applied psycho-pedagogical models of musical and creative development of personality in the educational process of the university, conditions for effective support of creative development are provided.

In the process of our theoretical and experimental study on finding comprehensive solutions for problems of musical creative personal development of a student within higher education and development of science-based approach for a psychologist to establish psychological-pedagogical conditions to effectively support creative development, the set tasks were resolved, and the results of the study confirmed all hypotheses set by us.

1. The comparative analysis of existing approaches to the educational process has shown that, with all the variety of views on the problem of correlation of education and a person, of education and culture, it is possible to identify general provisions that unite these approaches in the context of the modern educational paradigm. The realization that the modern period in development of education is characterized by the tendency to integrate different approaches allowed us to develop and substantiate the aesthetic-semiotic approach as methodological basis for choosing and constructing the content of education.

2. On the basis of the aesthetic-semiotic approach we developed a conceptual musical-semantic model of psychological support of creative personal development with components of psychological support by means of music within "musical-

creative environment" in the process of mass music education (Kuryshva, 2011 b). The model is represented by a combination of interrelated objectives, stages, content, methods and conditions of creative personality development by means of music. Basing on results of mass music education we justified the content and identified structural and substantive components of the secondary musical personality.

3. Results of the formative experiment showed that the implementation of the special educational program "Up to the Stairs of Music to the Heights of Art" in the educational process and educational work significantly accelerates and optimizes development of musicality and creativity of the individual and strengthens internal relationship of musicality and creativity. Under such conditions, correlation of musicality indicators and creative development level significantly increases and is represented by the coefficient of 0.68 ( $p < 0.01$ ).

A distinctive feature of our model of musical and creative personal development is that it stays effective at all stages of mass musical education. This secured continuity of musical education of the individual, expanded the possibilities of musical and creative development of personality in adolescence within higher education environment.

#### 4. Conclusions

The results of our study suggest that our concept of musical and creative personality development in the educational process solves complex challenges of aesthetic, creative development of youth, spiritualization of education, contributes to development of dialogical communication between educators, psychologists, and young people, improves musical competence and culture of all actors of the educational process.

#### References:

- [1] Burton, J., Horowitz, R., Abeles, H. (2008). *Learning In and Through the Arts*. New York: Columbia University.
- [2] Cheremisova, I. V. (2016). Development of Intelligence in Children with Neurological Diseases by Means of Music-to-color Synaesthesia. Aesthetic and Semiotic Approach. *International Journal of Psychophysiology*, 108, 158.
- [3] Feldman, D. Y., Chikszentmihalyi, M., Gardner, H. (1994). *Changing the world: A framework for the study of creativity*. Yale: Yale Press.
- [4] Figurovskaya, V. M. (1997). Elite Education: Scientific Content and Theoretical Underpinning of the Problem. *Problemy Obrazovaniya*. Collection of research papers. Novosibirsk: Novosibirsk State University of Economics and Management, 4–8.
- [5] Gardner, H. (1988). Creative lives and creative works: *A synthetic scientific approach*. In R. J. Sternberg (Eds.), *The nature of creativity*. New York: Cambridge University Press, 298–321.
- [6] Kechhuashvili, G. N. (1957). On Characteristics of Visual Images During Music Perception. *Voprosy psichologii*, 1, 25-33.
- [7] Knyazeva, T. S., Lebedev, A. N. (2001). Diagnosing Musicality with EEG. *Psychologicheskyy zhurnal*, 22 (6), 87-91.
- [8] Kolyadenko, N. P. (2003). *Musical and aesthetic education: Synesthesia and the combined effect of the Arts*. Novosibirsk: Publishing house of Novosibirsk State Conservatory named after M. I. Glinka.
- [9] Kulbizhekov, V. N. (2008). *Thought Experiment as a Basis for Modern Classical Music: Philosophical-Aesthetic Analysis*, PhD. Thesis. Moscow, Moscow State University, Russia.
- [10] Kurisheva, I. V. (2008 a). Fundamental psychophysiology of music therapy of neurological diseases. *International Journal of Psychophysiology*, 69 (3), 302.
- [11] Kuryshva, I. V. (2007). *Psychotherapeutic Exercises with the Use of Color and Music as Means to Optimize Psychosocial Adaptation of Employees in the Context of Innovation Policy of an Organization*. *Psychosocial Adaptation in Transforming Society: Problems and Prospects*. Belarusian State University, Minsk, 137-138.

- [12] Kuryшева, I. V. (2008 b). Psychological conditions of development of creative potential of senior pupils by means of musical art. Nizhniy Novgorod: NFUPS.
- [13] Kuryшева, I. V. (2010 a). Musical and Creative environment as a Factor of Creative Personality Development of a Humanities University Student. Higher Education Today, 8, 85-87.
- [14] Kuryшева, I. V. (2010 b). Psychological mechanism of development of the creative person means musical art. Mir Nauki, Kul'tury, Obrazovaniya, 6 (25-2), 103-107.
- [15] Kuryшева, I. V. (2011 a). Musical and creative development of the person: the aesthetic-semiotic approach. Mir Nauki, Kul'tury, Obrazovaniya, 3 (28), 93-98.
- [16] Kuryшева (Cheremisova), I. V. (2011 b). Psychological bases of the musical and creative development of personality in the educational process. Dr. psych. sci. diss. N. Novgorod.
- [17] Kyshtymova, I. M. (2008). Psychosemiotics of Creativity. Irkutsk: Publishing house of Irkutsk State University.
- [18] Lazutina, T. V. (2009). Onto-epistemological and Axiological Basics of Music Language, Dr. filosof. sci. diss., Ural State University, Ekaterinburg, Russia.
- [19] Ponomarenko, V. A. (2004). Psychology of spirituality professional. Moscow: RAS Ipanema.
- [20] Rafikova, A. R. (2006). Semantics musical text: philosophical analysis, PhD. Thesis. Chuvashskiy State University, Cheboksary, Russia.
- [21] Rogers, C. R. (1954). Toward a theory of creativity. ETS: A Review of General Semantics, 1954 (11), 249-260.
- [22] Ryzhov, V. V. (2012). Personality, creativity, and spirituality. St. Petersburg, St. Petersburg Christian University Publ.
- [23] Seashore, C. E. (1990). Psychology of Music. New York: Dover Publications.
- [24] Teplov, B. M. (1985). Psychology musical abilities. Selected Works. Moscow: Pedagogy, 1.
- [25] Terelyanskaya, I. V., Kuryшева, I. V. (2012). Psychological approaches to the concept of competitiveness of the person. Mir Nauki, Kul'tury, Obrazovaniya, 4 (25-2). 108-111.
- [26] Toropova, A. V. (2008). Homo Musicus Reflected in Music-Psychological and Musical-Pedagogical Anthropology. Moscow: Academic Publishing Center GRAF-PRESS.
- [27] Torrance, E. P. (1963). Education and Creative Potential. Minneapolis: Personnel press.
- [28] Ushinskiy, K. D. (1970). Materials for the third volume of Pedagogical Anthropology. Moscow: Prosvescheniye.
- [29] Vorobyeva E., Talalaeva L., Pomazkova N., Sokurenko A., SamoiloVA N. (2014). Age dynamics of verbal creativity at pupils of multidisciplinary institution of additional education. Procedia – Social and Behavioral Sciences, 146, 483-486.

## Turkish Geoeconomics and Its Influence in Albania

**Blendi Lami**

Lecturer, European University of Tirana

### Abstract

Geopolitics is often used in reference to the use of geography in determining and shaping the international relations/foreign policy agenda of individual nation states. According to the proponents of the concept of geopolitics, political predominance in the international political system is not just a question of the general power and human resources at a country's disposal, but also of the geographical undertones within which a particular country exercises its available chunks of power. The rise of geoeconomics as an eminent replacement to geopolitics even becomes more significant in place of Turkey owing to its geopolitical position. The country is strategically surrounded by Europe, Asia, the Middle East and former Soviet states. The dynamics provided by the geopolitical position Turkey ushered in increased calls for the country to take up an active role in its foreign policy endeavors, and with it, a utilization of geoeconomics as a formidable strategy to push for Turkey's agenda in the Balkan region, especially Albania. Based on the geoeconomic and geocultural conception of the Balkan region, Davutoglu, the architect of new Turkish foreign policy, contents that the only way Balkan states can maintain their strategic importance is by reestablishing their success through intensive political dialogues and pursuing integrated economic policies. These are the endeavors of a country keen on utilizing economic values and principles to cement its political power in the Balkan region, and supplement its political influence over Albanian territories.

**Keywords:** geoeconomics, international economic system, economic diplomacy, foreign policy strategy, strategic depth

### Introduction

The field of international relations has witnessed immense changes especially in the post Cold War period. Such changes emanate from the fact that the end of the Cold War ushered in a completely new era in the global international system as represented by the rise and the consequent collapse of the Soviet Union and the inception of multi-polarity in the international political system. In addition to a realignment of the global political scene, the post Cold War period has also witnessed a rise in economic aspects and their roles in the international political scene or other, transformation of geopolitics to geoeconomics. Countries are now utilizing different economic aspects to bolster their presence in international relations. The case for economic values in international relations is further supplemented by the present day wave of globalization and increased bilateral economic and trade interactions among countries. Countries cannot resist the urge to forge formidable economic interactions among themselves given the fact that the international economic system is now more or less interconnected (Kiniklioglu, 2011).

However, borrowing from the precedents of the realist theory of international relations, state relations are guided by a number of principles. The first one is the need to maximize their selfish national state interests. A state would therefore, relate with another state depending on what such a relationship confers certain positive benefits in the form of state interests. State interests are also supplemented by the need to safeguard ones' existence through military developments and forging of good regional or global military relations. Finally, countries are also always keen on maximizing their political and economic power both within the global and regional scenes. Most international relations move by any state would confer one or all of these principles, at least, when viewed from a realist perspective (Larrabee, 2010).

State interactions in the Balkan region have attracted wide attentions in the global academic world partly due to its historical background, geopolitical position and significance in the politics of the Cold War period. At the centre stage of the theoretical inquiries on state interactions in the larger Balkan region and the former Ottoman Empire, are the relations between Turkey and a vast majority of its neighbors specifically Albania, Kosovo and Macedonia. The increased interest in the ensuing



relations between Turkey and each of these countries is attributed to the fact that these countries largely share identical historical backgrounds cutting across their physical proximity, shared religious values and populations among others. Population wise, close to 1.3 million of the current Turkish population boasts of partial Albanian origins and there is also a considerable number of Turks in Kosovo (Akçakar, 2007).

Historically, Turkey has often emerged the strongest and high ranking of the above four countries, largely due to its geopolitical position, economic wellbeing and period of independence among other factors. The country has since tried to utilize its supreme position to amass an influence over most territories in the Balkan region and specifically, those territories occupied by Albanians. Different political regimes in Turkey have tried to review their country's foreign policy agenda to reflect the emerging global and regional political trends. Based on an aggregate of existing international relations literature, Turkey chose to pursue a rather passive and reconciliatory approach when relating with its immediate neighbors. Such a move was considered by the country's policy making clout as a sure way of safeguarding Turkey's territorial integrity and sovereignty in a rather tumultuous region (Bal, 2004).

The end of the cold war altered the international political scene thereby precipitating a revision of Turkey's historical approach in its relations with other countries in the Balkan region. Such a revision was represented by the taking up a more active role by the country in Balkan territories and most importantly, the adoption of a new economic and multidimensional approach in international relations. Emboldened by the significance of the Balkans region in politics, the new Turkish foreign policy strategy, under the stewardship of AKP and the strategic views of Ahmet Davatoglu, Turkey has once against re-established itself as a force to reckon with in the Balkan region (Davutoglu, 2009).

At the centre stage of Turkey's new foreign policy approach are its economic capabilities and the consequent transition of the global international relations scene from the geopolitical principles to geoeconomic principles. In the wake of these developments, this paper seeks to look at the extent to which Turkey is playing with the card of geoeconomics in its political influence on Albania and other territories inhabited by Albanians, specifically, Kosovo and Macedonia. The paper is organized into four major sections including the literature review section, which gives a short review of previously works on the relations between Turkey and the above three territories. The literature review is followed by an analysis and discussion on geoeconomics in Turkey's present day foreign policy in Kosovo, Macedonia and Albania. A short conclusion summarizes the main findings of the entire paper.

## **Methodology**

### *Purpose and objectives of this paper*

This paper focuses on explaining the basic concepts related to Turkish geoeconomics in Albania, as part of Turkey's foreign policy strategic vision. This is intended by the new principles of Turkish foreign policy and the "strategic depth" doctrine since the AKP came to power. Therefore, this study has a special importance because it identifies and analyzes the mechanisms explaining why Turkish policymakers have adopted these concepts during this period. In this regard, there is a special focus on the perception of actors, their discourses and strategic documents. In view of achieving the goal, the objectives in this paper are: analyzing key concepts that explain Turkish geoeconomics; analyzing Turkish and Albanian geopolitical elements; explaining the major shift in Turkey's foreign policy, providing the level of Turkish involvement in the Western Balkans; and analyzing how Turkey is currently playing the geoeconomic card.

### *Research questions and hypothesis*

Basic research questions are: How are the principles of foreign policy materialized into Turkish influence in Albania? How is Turkey playing the geoeconomic card?

The basic hypothesis is: Geoeconomics, as part of Turkey's foreign policy strategic vision, has created direct influence in the Balkans, especially Albania and territories inhabited by Albanians.

Given that the main purpose of this paper discusses the influence of Turkish geoeconomics, the methodology used is based on qualitative approach - analysis of discourse - focused on the operationalization of key concepts. Due to holistic nature of the problem, the methodology used is based on secondary approach. Regarding secondary sources, the author has used some theoretical perspectives of well-known authors in the field of international relations and political science. Regarding the theories used, there is a combination between two perspectives of international relations: realism and liberalism. It is also used the geopolitical orientation, which means that researchers in this area build certain ideas of the

country, and these ideas have political influence and reinforce their behavior; these are ideas that influence how we, the people, process our notions of countries and politics (Bryman, 2004, fq. 24).

### **Literature Review: Historical Background and Development of Turkey's Foreign Policy towards Albania and other countries in the Larger Balkan region**

Historically, the Republic of Turkey has formulated its foreign policy along certain identical lines including the later 19<sup>th</sup> century Ottoman heritage, the safeguarding of a strong existence in the wake of the dismemberment of this particular empire, and finally, a push for the cementing of the country's legitimacy and territorial integrity in the international scene. In addition to this was also western positivism and rationalist orientation emanating from the country's position as newly founded republican state. All these developments have in one way or the other ensured that respective political regimes construct this particular country's foreign policy along the lines of security, territorial integrity and sovereignty (Buyukcolak, 1999).

Throughout the process of pushing for these main foreign policy agendas, Turkey is forced to progressively adopt the principles of geopolitics and cautious real public diplomacy as key shapers of its foreign policy for the later parts of the last century. The above factors greatly influenced Turkey's relations with most states in the Balkan Peninsular in the 20<sup>th</sup> century. Turkish political authorities sought to maintain the status quo and prevent the escalation of any formal conflict with any of the Balkan states; a conflict capable of putting into risk the integral sovereignty status of the country. This explains why the country promoted its diplomatic endeavors through the establishment of strong multilateral relations with other states in the Balkan region (Deringil, 2004).

Major changes in the foreign policy agenda of Turkey have however been witnessed across different periods in the history of the world. The first of such changes, and one which partly disoriented the above outlined structure was the Second World War. In the views of Murinson (2006), the inception of the World War II greatly reorganized the political structure at both the global and regional levels. By the time this war came to an end, power arrangements in the international political scene had changed greatly and a significant chunk of the Balkan region had lost its significance for Turkey in as far as its geostrategic endeavors were concerned (Dautovic, 2011).

Another major shift in Turkey's foreign policy strategies was realized in the course of the Cold War where the country became an important ally of the Western political alignment in the Balkan region. This particular realignment greatly went against the grains given that most countries in this region chose to align their foreign policy agenda with the Eastern socialist bloc. This meant that the country maintained seemingly limited ties with Balkan states during the Cold War period and the country was further forced to change its foreign policy interactions' model after the end of the Cold War. This was necessitated by the emergence of multi-polarity as the dominant model in the international political system (Larrabee, 2010).

Turkey was as result of the multi-polar global political structure, rendered with a wide range of foreign policy challenges including a questioning of the credibility of its largely traditional strategy in its foreign relations. In order to properly react to the changes brought about by the ensuing Cold War, Turkey streamlined its foreign policy and adopted a more passive and reactive approach, at least up to the early/mid 1990s when it began taking up a more assertive foreign policy approach, especially on matters involving the Balkan region. Such a shift was largely in response to the ensuing wars and security concerns in this region although this assertive approach was changed in the end of the 20<sup>th</sup> and the beginning of the 21<sup>st</sup> centuries (Szigetvári, 2012).

A final turn in Turkey's foreign policy strategy was realized after the 2002 elections and the rise to power by the Justice and Development Party (AKP). The ascendancy into power by the AKP is often cited as representing a major shift in Turkey's strategy in the global political scene. This not only created a new foreign policy agenda for Turkey, as a country, but also invoked a much needed momentum to the Turkish foreign policy agenda (Uzer, 2010).

The chief drafter of the then new Turkish foreign policy was Professor Ahmet Davutoglu, who took over the country's chief foreign policy advisor's docket and was tasked with advising the Turkish prime minister. Davutoglu later took over a prime role after becoming Turkey's minister of foreign affairs in 2009, and later he became Prime Minister. Since its publication in 2001, his book, "Strategic Depth: Turkey's International Position" provided the basic principles and objectives of Turkey's present day foreign policy and has gone a long way in influencing the country's relations with Balkan countries and the rest of the world in the AKP regime (Bechev, 2012).

## **Geopolitics and the Rise of Geo-economics in International Relations**

Geopolitics is often used in reference to the use of geography in determining and shaping the international relations/foreign policy agenda of individual nation states. According to the proponents of the concept of geopolitics, political predominance in the international political system is not just a question of the general power and human resources at a country's disposal, but also of the geographical undertones within which a particular country exercises its available chunks of power. It is however worth noting that geography does not solely shape a country's conduct and relations with other countries, but rather does present countries and their individual policy makers with a path to align their foreign policy strategies with (Oktav, 2013).

Of major significance in the utilization of geopolitics in guiding a country's foreign policy agenda is the geopolitical code. This is rather the mapping of the main priorities, weaknesses and opportunities provided by the geography of a given country. Here, a country has to critically assess its neighbors, potential enemies, and ways of fostering good ties with its friends at the same time countering the prospective threats of its enemies. Forging a formidable way to achieve all these however calls for the utilization of a number of values ranging from economic strengths, cultural values and educational linkages among others (Uzer, 2010).

The rise of geo-economics as an eminent replacement to geopolitics even becomes more significant in place of Turkey owing to its geopolitical position. The country is strategically surrounded by Europe, Asia, the Middle East and former Soviet states. This does not only provide opportunities for the country, but also presents with it a wide range of difficulties in as far as the drafting of a sound foreign policy strategy is concerned. The dynamics provided by the geopolitical position Turkey ushered in increased calls for the country to take up an active role in its foreign policy endeavors, and with it, a utilization of geo-economics as a formidable strategy to push for Turkey's agenda in the Balkan region. Such calls and the coming into the fore front of Ahmet Davutoglu ensured that Turkey had to redefine geopolitics and adopt more of geo-economics, especially in its relations with its immediate neighbors (Oksuz, 2007).

### **Turkey's Relations with the Balkans**

What constitutes the present day Balkan countries was once under the traditional Ottoman Empire, at least up to the end of the Balkan Wars in the early 20<sup>th</sup> century. Ottoman viewed the Balkan region as part of his most treasured territories both politically and economically. These territories not only provided an avenue through which Ottoman could reach out to Europe, but also presented good grounds for the expansion of the larger Ottoman Empire thereby raising the stakes of the same empire in Europe. The Balkan region would however serve as the main naval for the consequent decline of the Ottoman Empire. Additionally, the foundation of the present day Nation state of Turkey, owes its existence to the Balkan region given the fact that nationalist and reformist escapades leading up to the creation of Turkey as a nation state, traces their origins in the Balkan territories (Winrow, 1993).

According to Oktav (2013), the Balkan wars, the dissolution of the Ottoman Empire, and the First World War complicated the international relations and political situation of the newly created Turkish state. This ensured that Turkey would concentrate on internal stabilization, maintenance of state sovereignty and territorial integrity as its main international relations priority as envisaged in the details of Treaty of Lausanne signed in 1923. Turkey was as a result of these particular foreign policy priorities, less focused on territorial expansion or other, a scramble over the former Ottoman Empire. The country was rather keen on co-existing with its neighborhood Balkan states under the principles of state cooperation and territorial integrity.

To push for the realization of state sovereignty, Turkey signed friendship treaties with the Balkan states of Albania and Yugoslavia in 1923 and 1925 respectively. These particular treaties coupled with similar two other identical ones with Bulgaria and Greece in the late 1930s, further emphasized Turkey's foreign policy priorities in the Balkan region immediately after its establishment as an independent nation state. In the views of Winrow (1993), the seemingly less aggressive foreign policy course pursued by Turkey in the late 1920s and early 1930s can be attributed to the fact that the country was yet to establish itself as regional political and economic powerhouse. Limited capabilities therefore ensured that Turkey could not categorically align its foreign policy agenda with the precedents of geo-economics (Grigoriadis, 2010).

The great economic crisis of the late 1920s provided a good opportunity for Turkey to pursue an aggressive foreign policy towards the Balkan states. This was firstly necessitated by the fact that the region lacked a strong economic and political leader. This presented the first clear chance for Turkey to pursue the geo-economic approach in its relations with a good

number of the Balkan states as indicated by the establishment of strong bilateral relations between Turkey and some of these states. However, peace, political neutrality and a maintenance of the status quo still remained at the forefront of Turkey's foreign policy priority in as far as its relations with Balkan states were concerned (Szigetvári, 2012).

The politics of the Cold War period and consequent political realignments towards either the eastern or western blocs further represented another major shift in Turkey's foreign policy towards a good number of countries in the large Balkan region. During earlier times of the Cold War, the country was more or less keen on abolishing its political neutrality stance, possibly as a way of checking the spread of communism. This forced the country's foreign policy crusaders to develop a cold shoulder towards any Balkan state whose foreign policy agenda drifted towards Communism and the Soviet Union while maintaining some good ties with those states aligning themselves with the Western ideologies (Mitrovic, 2014).

The above trend was to be changed later in the late 1960s after western countries started opening up to their eastern counterparts. In response to this shift of course, Turkey became more open to the idea of re-establishing a new wave of ties with a good number of Balkan states through an expansion of trade and cultural ties. There was for instance an increase in the trade and economic interactions between Turkey and other Balkan states although these states accounted for less than two percent of Turkey's total imports and less than four percent of its exports.

Turkey began giving due emphasis on its economic wellbeing and that of its neighbors during the late 1980s. This was demonstrated by the country's political leadership's inclination towards a push for the attainment of greater heights of economic liberalization both domestically and regionally. This course was further supplemented by the then emerging geostrategic significance of Yugoslavia following the collapse of the bipolar system after the end of the Cold War. Turkey got more concerned with the economic and political plight of Yugoslavia and its other Balkan neighbors thereby cementing the utilization of geoeconomics in its foreign policy (Pope, 2010).

### **Davutoglu's Doctrine and Turkey's New Foreign Policy in Practice**

Immediately after the end of the Cold War, Turkey was forced to reconsider its foreign policy stance in a much changed post-Cold War period. There was seemingly a wave of uncertainty regarding the country's actual foreign policy path, especially when it came to its relations with the neighboring Balkan states. This precipitated a wave of reactions from different players both in the political and academic fields with most of them pushing for an adoption of a completely new Turkish foreign policy. A dominant figure in the push for a new Turkish foreign policy was Ahmet Davutoglu, whose work, as was noted earlier in this paper, formed the background for a new foreign policy strategy in Turkey. Davutoglu's key argument was that the collapse of the bipolar system led to seemingly major geopolitical and geoeconomic vacuums in the Balkan region and this provided a good opportunity for Turkey to re-establish itself as a political/economic power to reckon with in this region (Grigoriadis, 2010).

In one of his 2009 speeches, Davutoglu defined the Balkan region from a geopolitical, geoeconomic and geocultural perspectives. From a geoeconomic point of view, the Balkan region represents a "transaction area," cutting across the sea and land borders. The Balkan is also representative of wide cultural interactions and major cultural diversities often come into the play in most Balkan countries' foreign policy endeavors.

Based on the above geoeconomic and geo-cultural conception of the Balkan region, Davutoglu contends that the only way Balkan states can maintain their strategic importance is by reestablishing their success through intensive political dialogues and pursuing integrated economic policies. Turkey's traditional legacy and position places it at the core of activities in the Balkan and it is therefore upon itself to oversee the state of affairs in this region (Hale, 2012).

At the center stage of Davutoglu's views, as demonstrated by his arguments in the book "Strategic Depth: Turkey's international position", was the taking up of an assertive economic role by Turkey in the Balkan region. His assumptions were actually built on the principles of Neo-Ottomanism and multi-dimensionality in foreign policy. New-Ottomanism was largely furthered by former Turkey president, Turgut Ozal and strongly dealt with the issue of economic liberalization and a cementing of Turkey's economic influence in the larger Balkan region (Mitrovic, 2014).

Since 2009, Turkey has formulated its foreign policy towards Balkan countries, along Davutoglu's ideas. The Balkan offers strategic geographical and economic advantages to Turkey partly due to its historical background. Countries in this region consequently aid Turkey's political ambitions in Europe and the country is therefore indebted to closely monitor economic, social and political developments in most of these countries, at least for its political benefits. Turkey's present day foreign

policy is hinged on the principles of regional ownership and inclusiveness-attainable through a preservation of multi-ethnicity, economic integration and the construction of multi-cultural and multi-religious structures. The country has in turn shown major interests in the creation of good cooperation and integrative platforms as demonstrated by the formation of the Southeast European Cooperation Process (SEECP). The push towards integration has on the other hand laid the ground for Turkey to utilize the card of geoeconomics, especially when it comes to its relations with Albanian-settled countries.

## Analysis

### Geo-economics in Turkish Relations with Albania, Kosovo and Macedonia

Turkey's adoption of geo-economics strategies to cement its political relations with countries in the Balkan territory is firstly indicated by its decision to sign a wide range of bilateral economic agreements with most of these countries. One of such agreements was signed between Turkey and the Republic of Macedonia in 1999 and was generally aimed at strengthening existing relations between the two countries, especially in the area of economic integration.

Apart from the signing of general economic and trade Agreements, Turkey's foreign trade with the above three countries has been on the rise from the onset of the 21<sup>st</sup> century. The country's exports to almost all of these countries grew by a couple of percentages largely due to the signing of free trade agreements and Turkey's push towards cementing its economic wellbeing in the large Balkan region. Additionally, Turkey has more than doubled its foreign policy investments in Macedonia, Kosovo, and Albania. Within the larger Balkan region for instance, Turkey's foreign policy investment jumped from mere 30 million dollars in 2002 to close to 190 million dollars in 2011. Such increases indicate the seriousness with which Turkey is viewing geoeconomics as a formidable tool to cement its political influence over the Balkan countries. Kosovo enjoys the largest share of Turkey's foreign direct investments in the Balkan region.

From a country point of view, Turkey initially recognized the state of Macedonia immediately after the latter successfully caved out of Yugoslavia in 1991. According to most foreign policy scholars, Turkey's prospective pursuit for a geoeconomics approach in its foreign policy relations with Macedonia was largely supported by the fact that the latter was one of the least developed regions of Yugoslavia. The country faced brutal economic challenges and neither was it doing well socially, given the then ensuing ethnic squabbles pitting people of Albanian decent and other majority ethnic groups. From an international relations perspective, Macedonia was also reeling from the seemingly hostile political and economic policies adopted by Greece. Greece had objected the recognition of Macedonia by European Union countries and even curtailed EU's economic assistance to Macedonia (Szigetvári, 2012).

Staring at the pit of economic and social collapse, Macedonia had to establish some friendly economic and political ties with Turkey, the second country to recognize Macedonia as an independent state. The former took up this opportunity and laid the background for strong political and economic relations with Macedonia as firstly indicated by its position as the first state to open up a fully functional embassy in Macedonia (Mitrovic, 2014).

Turkey's utilization of the geoeconomics card is consequently highlighted by the swiftness with which the country took advantage of ensuing economic difficulties in Macedonia to cement its foreign policy and political influence over Macedonia. The country's seemingly strong will to cement its ties with Macedonia when the latter was still grappling with the problem of attaining a full international recognition, was informed by geo-economic motives. This should not however imply a disregard of Turkey's quest to safeguard the plight of its Turkish population in Macedonia. It is all the same worth admitting the fact that Macedonia was at this time facing more of an economic than a social challenge and Turkey's decision to build good ties with this state had more to do with economic factors than social factors.

Additionally, Turkey's geo-economics steps are further indicated by its active roles in the establishment of economic bilateral and multilateral agreements with Balkan states. For instance, the country was at the forefront in pushing for the establishment of the South East Europe Cooperative Initiative (SECI) in 1996, with the sole aim of advancing regional cooperation, especially in the economic and environmental areas. The country was at took active part in improving the SECI and even engineered the creation of a platform through which member countries could cooperate in stock exchange markets. This particular move generally represents the endeavors of a country keen on utilizing economic values and principles to cement its political power in the Balkan region, and by far, supplement its political influence over Albanian territories (Rubin & Kirisci, 2001).

Albania was more or less sailing through similar conditions with Macedonia. The country was for instance, one of the least developed Balkan states after the end of the Cold War largely as a result of its previous inclination towards communist economic policies on the course of the Cold War. There was therefore an urge to change the economic plight of the country by adopting market economy principles in the early 1990s - given the fact that Albania is one of the most significant territories for Turkey's foreign policy strategies in the larger Balkan region.

The significance of Albania to Turkey is shown by the fact that Albania was at the centre stage of the seemingly difficult relations between Turkey and Greece. In a sharp response to the ensuing political squabbles between Albania and Greece, Turkey quickly took the initiative of supplementing its political influence over Albania by signing a bilateral trade and economic Agreement with Albania in the late 1980s (Pope, 2010).

Progressive slow, but rather far reaching economic in-surges by Greece in Macedonia and Albania and the swiftness with which Turkey moved to counter Greece, further a go a long way in highlighting the extent to which Turkey played and is still playing with the card of geoeconomics to cement its political influence over Albania, Macedonia and Kosovo. For instance, significant investments by Greece in Macedonia and Albania at the beginning of the 21<sup>st</sup> century precipitated a swift move by Turkey to cement its economic and political relations with the two countries above. Turkey was therefore keen on utilizing geoeconomics to fend off the prospective threat offered by Greece's ensuing political influence over Macedonia and Albania (Mitrovic, 2014).

As noted above, Turkey still considers Albania as one of its main economic partners in the larger Balkan region. This is because, Albania not only boasts of favorable investment opportunities, but also offers a good outlet between the Balkan region and other countries in Europe and the Mediterranean region. Realizing the economic potential and worthiness of Albania, Turkey has seized the opportunity and moved towards establishing strong trade and other commercial ties with this particular country and such ties have in one way or the other placed Turkey in a better place to master strong control over Albania and other Albanians' settled territories. The two countries have since the late 1980s sought to cement their trade and economic ties through the signing of the two trade/economic related agreements between 1986 and 1988 (Oksuz, 2007).

A similar free trade agreement between the two countries was also signed in May 2008. Although these agreements point out to seemingly mutually beneficial trade and economic interactions, Turkey has used the same agreements to bolster its political influence on Albania. These particular Agreements set the tone for an increase in Turkey's exports and foreign direct investments in Albania. Such moves definitely serve as representations of the former's push towards cementing her political influence on Albania. For instance, the 2008 Agreement gives Turkish exporters an upper hand in their trade endeavors with Albania and this definitely gives Turkey a formidable chance through which it can politically influence Albanians' inhabited territories (Szigetvári, 2012).

The 2008 Free Trade Agreement consequently provided an avenue through which Turkey could economically endear itself to Albania and consequently cement its political influences on a large part of the Balkan territory. In these agreements, Turkey offered what could be termed as economic and trade goodies to Albania as indicated by a decision to nullify custom duties on all Albanian originating commodities in exchange of only 80% customs duty waiver on Turkish goods in Albania. The fact that the terms of most agreements between Turkey and Albania offer significant advantages to Albania is a clear indication of Turkey's intentions to utilize the card of geoeconomics in its international relations with Albania (Mitrovic, 2014).

From a different perspective, Turkey has further taken advantage of the significance of the Agricultural sector to the economic prospects of Albania, and as a result, tries to get into trade/economic agreements with the latter, all with the aim of bettering its political influence on Albanians' inhabited territories in the large Balkan territory. To date, Turkey imports a wide range of agricultural products for Albania and such imports only supplement Turkey's political influence (Blitz, 2006).

However, Turkey is not the biggest export or import trade partner to Albania, but, the two countries still enjoy a boom in their trade and economic relations. For instance, Turkey was ranked among the top ten Albania's biggest export partners with an export market share of close to 2.0% in 2008. This was way below the 11.8% and 6.6% export shares commanded by Greece and Kosovo respectively. The country ranks a little bit higher among Albania's leading import partners although this particular country's rank is still way below that of Greece and Italy. Based on these 2008 export and import market share figures, it is evident that Turkey is not necessarily the leading economic and trade partner to the state of Albania.

However, it is only fair to acknowledge the fact that Turkey is partly using geoeconomic principles to supplement its political influence over Albania. It still ranks among the first three import partners to Albania and such a rank shows how the country is still keen on utilizing economic practices like trade partnerships to amass a considerable political influence on Albania and other neighboring states (Grigoriadis, 2010).

## Discussion

The recently adopted, Turkish foreign policy strategy consequently goes a long way in highlighting the extent to which this country is committed to the utilization of geoeconomic principles to amass a significant influence on the Albanians' inhabited territories of Albania, Kosovo and Macedonia. Since Davutoglu's appointment as minister of foreign affairs, Turkey adopted a new foreign policy strategy built on five main operational and methodological principles (Davutoglu, 2008).

The first methodological principle guiding Turkey's foreign policy agenda promotes the establishment of good relations with neighboring states, purely based on a clearly set out vision. It is however the third methodological principle that sets the ground for the use of geoeconomic principles in Turkey's foreign policy, especially in the larger Balkan region. The third principle emphasizes on the use of instruments of soft power, and creating a balance between these same instruments and other hard ones, all with the aim of creating a new discourse and diplomatic approach whose main priority is "Turkey's civil-economic power" (Ozcan, 2008).

The above principle largely highlights the focus with which Turkey views economic practices as practical avenues through which the country can flex its muscles as far as amassing greater influence on Albania, Kosovo and Macedonia is concerned. From a different perspective, one of the 2009's Turkish foreign policy operative principles further leaves a wider room for the use of geoeconomics to bolster the country's political influence on Albania and its neighboring countries. This is basically what Davutoglu denotes to as the "zero problem policy towards Turkey's neighbors" and authorizes Turkish foreign policy implementers to maximize the country's cooperation with neighboring countries by utilizing both multilateral and bilateral cooperation measures (Kosebalaban, 2011).

Additionally, Turkey has also pursued the maintenance of high levels of activity across the social, political, military, and most importantly, economic divides. This new operational principle paves way for the conception of neighborhood as an opportunity rather than as a security threat and surely puts Turkey in a sole position to use existing economic avenues to marshal strong political influence over its neighbors. The newly incepted neighborhood approach consequently serves as a solid ground for soft power tools such as economic values in shaping the relations between Turkey and other Albanian territories. It is on the basis of this approach that the country has prioritized the improvement of its trade, energy and other economic-related interactions with its neighbors. Alongside the second operative principle is also a push for greater levels of regional economic integration as way of promoting peace and security in the large Balkan region (Elsie, 2010).

A major incentive for Turkey's new push towards marshalling a strong influence on Albania and its other Albanians' neighboring territories are the sure positive prospects wielded by the Turkish economy in the past few years. Turkey was ranked at position 16 in the world economy in 2010 and at the 18<sup>th</sup> position in 2011. This seemingly good prospect in the country's economy has ensured that Turkish authorities embrace economic expansion as a key component of their country's foreign policy (Hale, 2012).

Turkey still views the line cutting across the geographical territories of Middle Bosnia, Kosovo, Albania, Macedonia and a significant part of Bulgaria, as a critical geocultural and geopolitical vein in the larger Balkan region. Turkish foreign policy makers are therefore keen on ensuring that this line remains intact. To attain this course, the country remains devoted to supporting Albania and other Albanian territories, and this support is always aimed at strengthening Turkey's political influence in the region (Pope, 2010).

Any consequent division of Albanians in the Balkan region will not only lead to their economic weakening, but also pave way for the disintegration of the traditional Ottoman legacy. Turkey is therefore bound to fend off any prospective disappearance of the Ottoman legacy since such a disappearance only implies significant reductions in the country's political influence in the Balkan region. The only way Turkey is to supplement its political influence in the region is by pursuing geoeconomics as a key driver of its foreign policy towards Albania and other Albanians' dominated territories. Geoeconomics principles offer a sure way through which Turkey can maintain internal stability in Albania, Kosovo and Macedonia, strengthen cultural identity in the Balkan region, and strengthen both social and economic connections among Albanians and between Albanians and other Muslim communities (Hale, 2012).

The stake for Turkey is even much higher when it comes to its relations with Kosovo. As noted by Bechev (2012), Kosovo plays a vital role in maintenance of stability and togetherness among Albanians in the Balkans. Any prospective political/economic unrest in Kosovo can therefore easily spread over to other Albanians' settled territories, thereby destabilizing most states in the Balkan, and with that, a threat to Turkey's political influence. The same also applies to Macedonia which has had a previous history of ethnic and religious sensitivities. In fact, the presence of huge Albanian populations in Macedonia and more than 90 % in Kosovo means that any crisis in these countries can easily draw the attention of Greece and Serbia (Pope, 2010).

Given the fact that Serbia and Greece are often in the opposing ends of Turkey's regional political maneuvers, the latter would definitely not dream of the presence of an anti-Turkish regional alliance pitting Greece, Serbia and Bulgaria. The country thus remains with no choice other than using geoeconomics to bolster its political influence on Albania and the other Albanians' settled territories of Macedonia and Kosovo. This is why Turkish political players are keen on pushing for a progressive economic support for, interconnectedness and cooperation among Albanians across the three countries of Albania, Kosovo and Macedonia (Mitrovic, 2014).

Apart from any trade imbalances, the larger Balkan region still does not feature among the top trading partners to Turkey as would be expected. For instance, the European Union and a large number of European countries have seen their economic/trade relations with Turkey improve at the expense of those of most Balkan states. The EU still remains Turkey's biggest trade partner and such non-Albanians' settled countries like Serbia still ranks high among Turkey's trade partners ahead of Albania, Macedonia and Kosovo. It can therefore be possibly argued that Turkey is yet to exhaust its geoeconomics potential in the above three countries.

### Conclusion

Emboldened by the significance of the Balkans region in politics, the new Turkish foreign policy strategy, under the stewardship of AKP and the strategic views of Ahmet Davutoglu and his doctrine, "Strategic Depth", Turkey has once again re-established itself as a force to reckon with in as far as the political control of Balkan states is concerned. As indicated in the detailed discussion above, Turkey is increasingly using geoeconomics values such as foreign direct investments, signing of free trade agreements and other forms of economic support to cement its political influence on Albania, Kosovo and Macedonia. Critical in Turkey's continued use of geoeconomics is not only the strengthening of the country's political influence, but also the maintenance of greater level of stability in these regions to fend off prospective threats from Greece and Serbia. Progressive trade imbalances in the economic-trade relations between Turkey and the above countries however, imply that Turkey might not be effectively playing with the card of geoeconomics in the large Balkan region.

### References

- [1] Akcakar, B. (2007). *Turkey's New European Era: Foreign Policy on the Road to EU Membership*. New York: Rowman & Littlefield
- [2] Bal, I. (2004). *Turkish Foreign Policy in Post Cold War Era*. York: Universal Publishers
- [3] Bechev, D. (2012). Turkey in the Balkans: Taking a Broader View. *Insight Turkey*, 14(1), 131-146
- [4] Blitz, B. (2006). *War Change in the Balkans: Nationalism, Conflict and Cooperation*. Cambridge: Cambridge University press
- [5] Bryman, A. (2004). *Social Research Methods* (2<sup>nd</sup> ed), Oxford: Oxford University Press
- [6] Buyukcolak, K. (1999). War of Projects: Turkish-Greek Rivalry in the Balkans in the Post-Cold War Period. *Turkish Review of Balkan Studies*, 4, 133-135
- [7] Dautovic, M. (2011). Turkish Foreign Policy in the Balkans. *RUSI Newbrief*, 31 (1), 12-14
- [8] Davutoglu, A. (2008). Turkey's Foreign Policy Vision: An Assessment of 2007. *Insight Turkey*, 10(1), 77-96
- [9] Davutoglu, A. (2009). Principles of Turkish Foreign Policy. *Speech at SETA Foundations Washington D. C. Branch*. December 8



- [10] Deringil, S. (2004). *Turkish Foreign Policy During the Second World War: An Active Neutrality*. Cambridge: Cambridge University press
- [11] Elsie, R. (2010). *Historical Dictionary of Albania*. New York: Rowman & Littlefield
- [12] Grigoriadis, I. (2010). The Davutoglu Doctrine and Turkish Foreign Policy. *Hellenic Foundation for European and Foreign Policy Working Paper*. 8, 1-11
- [13] Hale, W. (2012). *Turkish Foreign Policy, 1774-2000*. London: Routledge
- [14] Kinikioğlu, S. (2011). Turkey's Neighborhood Policy: Reintegration into Multiple Regions. In Bechev, D. What Does Turkey think? *European Council on Foreign Relations*, s. 63-68
- [15] Kosebalaban, H. (2011). *Turkish Foreign Policy: Islam, Nationalism, and Globalization*. New York: Palgrave Macmillan
- [16] Larrabee, S (2010). Turkey's New Geopolitics. *Survival*, 52(2), 157-180
- [17] Mitrovic, M. (2014). Turkish Foreign Policy Towards the Balkans: The Influence of Traditional Determinants on Davutoglu's Conception of Turkey-Balkan Relations. *GeT MA Working Paper Series*, 10., 3-69 <http://edoc.hu-berlin.de/series/getmaseries/2014-10/PDF/10.pdf>
- [18] Murinson, A. (2006). The Strategic Depth Doctrine of Turkish Foreign Policy. *Middle Eastern Studies*, 42(6), 945-964
- [19] Oktav, O. (2013). *Turkey in the 21<sup>st</sup> Century: Quest for a New Foreign Policy*. London: Ashgate Publishing
- [20] Oksuz, H. (2007). Turkey's Balkan Policy (1923-2007). *Turkish Review of Balkan Studies*. 12, 129-186
- [21] Ozcan, M. (2008). *Harmonizing Foreign Policy: Turkey, the EU and the Middle East*. New York: Ashgate Publishing
- [22] Pope, H. (2010). Pax Ottoman? The Mixed Success of Turkey's New Foreign Policy. *Foreign Affairs Essay*, Nov/Dec
- [23] Rubin, B. & Kirisci, K. (2001). *Turkey in World Politics: An Emerging Multiregional Power*. London: Lynne Rienner Publishers
- [24] Szigetvári, T. (2012). Turkey is back: Turkish interest on the Western Balkans. *EU Frontier Study* 9, 1-18
- [25] Uzer, U. (2010). *Identity and Turkish Foreign Policy: The Kemalist Influence in Cyprus and the Caucasus*. New York: I. B. Taurus
- [26] Winrow, G. (1993). *Where East Meets West: Turkey and the Balkans*. Exeter: institute for European Defense and Strategic Studies

## Influence of Turkish Foreign Policy in Albania

Blendi Lami

Lecturer/European University of Tirana

### Abstract

This paper inquires into the overall picture of the Turkish foreign policy toward Western Balkans, and especially Albania, on the geopolitical plan. It explores the new Turkish policy principles, Davutoglu's strategic vision, and the extent to which the geopolitics of both Turkey and Albania inform Turkish foreign policy. This paper also delineates the perceptions of Albania towards Turkey's foreign policy and contradictions of the same policy. According to Davutoglu, the architect of Turkish foreign policy, Turkey is a Middle Eastern, Balkan, Caucasian, Central Asian, Caspian, Mediterranean, Gulf and Black Sea country, can simultaneously exercise influence in all these regions and thus claim a global strategic role, rejecting the perception of Turkey as a bridge between Islam and the West, as this would relegate Turkey to an instrument for the promotion of the strategic interests of other countries. To achieve this, Turkey should capitalise on its soft power potential. Davutoglu argues that Turkey possesses "strategic depth" due to its history and geographic position and lists Turkey among a small group of countries which he calls "central powers". Taking such a role Turkey has also great interest in Albania as it is considered the best state to promote Turkish interests within the Western Balkan region. However, there are several obstacles limiting Turkey's full penetration into the Western Balkans.

**Keywords:** strategic depth, soft power, proactive foreign policy, geopolitical influence, regional power

### Introduction

Turkey's influence on the Western Balkans and particularly Albania is related to their geographical proximity (Cogos, 2013). When the Western Balkans encounters any instability, Turkey is affected politically. That is why promotion of peace and stability in the Balkans region is one of the priorities of the Turkish foreign policy. Turkey has great interest in Albania as it is considered the most appropriate state to promote Turkish interests within the Western Balkan region. Though there are several obstacles limiting Turkey's full penetration into Albania, the transformations are increasing gradually (Bagci and Doganlar, 2009, 14).

The new Turkish foreign policy is built on a holistic apprehension of historical trends and a sense of vigorous action. Turkey has rejected a reactionary foreign policy approach by developing its priorities on international and regional issues with meticulous consideration of its own situation. Most importantly, the country's position is a reflection of its geographical location, historical depth, and great legacy in international affairs. Thus, Turkey designs its policies in line with the historical trends and the apprehension of the country's situation in the larger trajectory of the world history. The country steadily questions and contemplates on its status and makes revisions where necessary. Through this deep-rooted approach to current issues, it is able to constantly handle the challenges of the serious transformations happening in the global system (Ersoy, 2004, 15).

While going through reform processes and domestic transformations, Turkey's major focus is to consolidate ties with its region. The country is devising mechanisms to reconnect with the people in Albania with whom it shares a common history and is deemed to share a common destiny. This objective is useful in shaping the foreign policy priorities of the country. The implication of this objective is that the country should work toward reconciling its differences with the neighbors through soul-searching efforts and going beyond the divisive disputes. The ties are intended to place the country in a better position to act as a responsible state at the global level.

Turkey's foreign policy has provided a basis for the country to adopt different approaches in dealing with the neighboring countries (Cogos, 2013). Turkey was previously an aspiring candidate to the European Union and a close ally to the United States. Currently, the country behaves autonomously and even at times at cross-purposes with the United States.

Currently, there is a severe crisis in the international community. This has resulted in a substantial process of political transition in the countries surrounding Turkey. Turkey's foreign policy is designed in a way that reflects the long-standing historical trends and the country's location in the broader course of the world's history. Turkey has made efforts to help neighboring countries such as Albania to achieve peace and stability, as it considers Balkans a necessary geopolitical area for its own security.

Another asset for Turkey's foreign policy is its reintegration with the neighboring states. While going through domestic reform processes and transformations, Turkey has also moved to consolidate ties with Balkans countries. Thus, a significant strength of Turkey's foreign policy is the continuing process of reconnecting with the people within the region with whom Turkey shares a common history and tend to have a common destiny. In this regard, Turkey is working toward reconciling its differences with neighboring countries and moving beyond such disputes through cooperation. Turkey envisions close ties with neighbors as a gateway to the achievement of its global goals.

## **Methodology**

### *Purpose and objectives of this paper*

This paper focuses on explaining the basic concepts related to Turkish foreign policy in Albania. This is intended by the new principles of Turkish foreign policy and the "strategic depth" doctrine since the AKP came to power. Therefore this study has a special importance because it identifies and analyzes the mechanisms explaining why Turkish policymakers have adopted these concepts during this period. In this regard, there is a special focus on the perception of actors, their discourses and strategic documents. In view of achieving the goal, the objectives in this paper are: analysis of key concepts that explain Turkish foreign policy; analysis of Turkish and Albanian geopolitical elements; analysis of the situation in Turkey, as the sending country, taking into account its position to influence regional and global expansion; and analysis of the situation in Albania, as a receiving country, considering Turkey a strategist partner.

### *Research questions and hypothesis*

Basic research questions are: How are the principles of foreign policy materialized into Turkish influence in Albania? How are the geopolitical concepts materialized into Turkish foreign policy? What is the Turkish geopolitical position for influence in the region and Albania?

The basic hypothesis is: The new perceptive in foreign policy and Davutoglu doctrine have created direct influence in the Balkans, especially Albania.

Given that the main purpose of this paper discusses the current Turkish foreign policy and Turkish geopolitics, the methodology used is based on qualitative approach - analysis of discourse - focused on the operationalization of key concepts. Due to holistic nature of the problem, the methodology used is based on secondary approach. Regarding secondary sources, the author has used some theoretical perspectives of well-known authors in the field of international relations and political science. Regarding the theories used, there is a combination between two perspectives of international relations: realism and liberalism. It is also used the geopolitical orientation, which means that researchers in this area build certain ideas of the country, and these ideas have political influence and reinforce their behavior; these are ideas that influence how we, the people, process our notions of countries and politics (Bryman, 2004, fq. 24).

## **New principles of Turkish policy**

Turkey also enjoys the ability to achieve progress through a peaceful and stable domestic order on which it can create a proactive foreign policy. Recently, Turkey formulated a balance between domestic security and personal freedoms. This enmeshment was inspired by the country's belief that it is not possible to build stability and peace on force alone. From this perspective, the country was convinced that countries that achieve stability and peace usually have tools in place to promote political legitimacy and the respect of freedoms. Despite the fact that Turkey lagged behind in the 1990s in terms of democratization and did not embrace fundamental human rights, the country has gone through a chief domestic restructuring process over the recent years. Turkish official say that Turkey has fixed many of its weaknesses with regard

to its human rights records, but lately there are signs of an authoritarian rule on the part of Erdogan. However, according to Davutoglu (2001), when he outlines the foreign policy principles, "this significant process has been facilitated by several democratization reforms executed in a determined way through strong political authority and visionary leadership" (p. 3). Particularly, the country is avoiding its past incorrect habits of perceiving the society as a possible enemy. When the country stopped worrying about the domestic challenges as a result of its expanded scope of basic freedoms, Turkey developed more self-confidence regarding its international position. This has made the country to be trusted by the international community and its regional neighbors. The formulation of the security-freedom balance has secured Turkey from huge challenges of withstanding pro-democratic transformative signals in the region that would compromise its security (Davutoglu, 2001, 2).

There are various principles that stand out as guidelines for the implementation of Turkey's foreign policy. The first principle involves pursuing a value-based foreign policy. Turkey has set out objectives that portray it as a wise country in the international community. These values place Turkey in the position of a wise country to carry out such functions as development assistance, conflict resolution, mediation, or conflict prevention. As a wise nation, Turkey aims at enhancing its capability to shape the course of development around it and develop significant contributions to the resolution of international and regional issues.

The second principle of Turkey's foreign policy is that the country should act confidently in tackling policy issues. Playing the role of a wise country requires Turkey to meet many expectations and adopt numerous tools that may be missing in the country's conventional foreign policy toolkit. Turkey endeavors to act independently and confidently in pursuing mechanisms that had not been there in the traditional foreign policy. It has also actively participated in new areas such as mediation, peace-making and international development assistance.

The third principle is that Turkey's foreign policy is to be implemented in an autonomous manner. Turkey is moving away from the psychological sense of inferiority where other powers used to design regional politics and the country only performed the roles assigned to it. This perception of inferiority is said to be deeply-rooted in many dimensions of the Turkish society, and among political elites. The country's new foreign policy is designed in relation to national priorities, irrespective of whether they will fail or succeed. The policy aims at putting off instructions from other powers and avoiding the grand schemes of others. Particularly, Turkey's foreign policy is designed in a way that puts into account the country's own situation.

The fourth principle is to seek a vision-oriented foreign policy. Turkey, as a wise country, requires a proper balance between vision management and crisis management. Currently, the world is experiencing significant global economic crisis while Turkey's neighbors are going through a difficult political transformation. Turkey is playing an active role in these transformations by applying its crisis management mechanisms and multi-dimensional diplomacy. As the country struggles to tackle the conjectural challenges in Europe, Caucasus, Balkans, and the Middle East, it seeks to maintain the wider trends and the country's holistic approach. This principle is in line with the long-standing vision of Turkey (Sulu, 176).

### **Ahmet Davutoglu doctrine "Strategic Depth"**

The Turkish Foreign Policy under the AKP is attributed to Ahmet Davutoglu, who was the chief advisor of Prime Minister Recep during the period 2002-2009, and the Minister of Foreign Affairs during 2009 – 2014, and afterwards Prime Minister (2014 – 2016). Davutoglu (2009) envisions Turkey as a central state which should play a proactive economic, political and diplomatic role. Davutoglu argues that Turkey's new geopolitical status should be viewed "as a means of gradually opening up to the world and transforming regional influence." The "strategic depth" concept lies on two major elements: geographic and historic depth (Cogos, 2013).

Even though the earlier publications of Davutoglu were derived from rather old-fashioned geopolitical approaches, his vision went through substantial modifications between the late 1990s and the early 2000s (Sayari, 2000, 143). This was not an ordinary approach for the typical AKP leadership. While geopolitics was the major framework of Davutoglu's strategic thinking, he supplemented it with liberal aspects such as encouragement of "win-win" solutions, conflict resolution, and soft power. Davutoglu (2001) points out that Turkey's strategic history and geographical position places it among the world's central powers. Thus, Turkey should go beyond its regional role, and expand throughout the entire international community (Sayari, 2000, 144).

According to Davutoglu, Turkey should establish a proactive policy in line with its geographic and historic depth that is strengthened by its Ottoman heritage. The achievement of this objective requires Turkey to utilize its soft power potential. The soft power is drawn from the historic and cultural connections that Turkey has with all regions to which it belongs, its thriving market economy, and democratic institutions. This implies that the country has to do away with the militaristic image that a military tutelage history and its strong military have portrayed to the society. Rather, Turkey should focus on the promotion of dispute resolution and economic cooperation that is capable of obviating the need for regional intervention by great powers (Yavuz 17).

Departing from his earlier arguments, Davutoglu establishes two requirements that must be met for Turkey's foreign policy to effectively influence surrounding regions such as the Western Balkans. First, Turkey needs to resolve its domestic politics. The domestic conflicts have also been manifested in the conflicts between the secularist and Islamist elements of the Turkish society. From an international perspective, Turkey needs to settle all bilateral conflicts that have hindered the country's relations with its neighbors (Kaddorah, 2010). The Turkish government, under Prime Minister Recep has followed an "idealistic" foreign policy referred to as "zero problems with neighbors" as an important aspect of its "strategic depth" advance to Turkey's foreign policy. Thus it has enhanced relations with almost all its neighbors, including Albania. It is worth noting that "zero problems with neighbors" has worked with Albania, but lately Turkey's involvement in the Middle East crises has undermined this policy – for many reasons.

In a general sense, Turkey has close geo-political ties with several states in the Western Balkans, which play a noteworthy role in Turkey's entry to continental Europe. Turkey has significantly focused on creating an environment of mutual understanding and peaceful co-existence with the Western Balkans through trade relations (Turbedar, n. d. ). This is because the stability and peace in the region are perceived as the basis for Turkey's geo-political prosperity.

Davutoglu's Doctrine has been instrumental in strengthening Albania's role in the Western Balkans (Cogos, 2013). Though Davutoglu's opponents have made attempts to destroy his policy with connotations of colonialism, there are significant positive influences of the policy on the Balkan countries, mainly Albania, Kosovo, Macedonia and Bosnia-Herzegovina. Albania and other states in the Western Balkans are considered as a "central place in modern Turks' Neo-Ottomanic self-perception of identity" and therefore, it is "of key importance for shaping of the Neo-Ottomanic concept and policy". Turkey's foreign policy with the Western Balkans revolves around exploitation of prevailing instabilities in the bid to redefine its status in the new world order following the end of the Cold War (Tase, 10).

There are some analysts who feel that Davutoglu's foreign policy with the Western Balkans has not caused much influence than the previous policy (Kucukkeles (2012). Ozal's administration also made similar attempts at ideological renewal of the foreign policy. Similarly, Ismail Cem, who was the Minister of Foreign Affairs for the DSP administration between 1997 and 2002, had criticized the absence of cultural and historical components in Turkish foreign policy. He also emphasized the importance of systematically and vigorously adding a historical element on bilateral relations with states that share a common Ottoman past. In this regard, Davutoglu's visions go in line with the policy and intellectual efforts of previous regimes (Pawel, 2010).

Through its foreign policy, Turkey has directly influenced the Western Balkans using regional cooperation (Turbedar, n. d. ). However, Turkish Balkan policy became a matter of dispute. The Albania – Bosnia-Herzegovina initiative brought up the question of whether Turkey was introducing "Neo-Ottomanism". Critics have accused Turkey of promoting inclinations similar to the Ottoman state. Conversely, the Turkish government is using all possible opportunities to prove that it has no intentions other than contributing to the consolidation of peace and stability in the Western Balkans (Turbedar, n. d. ). Currently, the Western Balkans are poorest compared to the rest of Europe. Moreover, there is a significant diversity within the region, with Albania and Kosovo being considerably poorer than others. This is somehow attributed to the fact that the two countries are not integrated in the European Union (Grigoriadis, 2010: 44).

The influence of Turkey's foreign policy on Albania is founded on the belief that Albania is a strategic country for Turkey's penetration into the Western Balkans. Both Turkey and Albania are NATO members and candidate members to European Union. There are 1.3 million people of Albanian origin in Turkey, and most still feel a connection to Albania. Furthermore, there is a well-built Turkish minority in Kosovo, a state which is mainly Albanian. The bond between Albania and Turkey emanates from historical setting of the Ottoman Empire. Albania was the last state in southeast Europe to gain independence from the Ottoman regime. To date, the two countries enjoy a stable relationship (Pawel, 2010: 66).

The recent diplomatic initiatives by Turkey are aimed at strengthening its good relations with traditional Western Balkan partners, making openings to states that Turkey has problematic relations, and playing the role of a mediator and leading multilateral projects in the bid to promote regional stability. Cooperation in the defense sector involves a well-built dimension of Turkish-Albanian bilateral relations. Teams assigned by the Turkish Air, Naval and Land Forces have been training Albanian Armed Forces and helping them in modernization and logistic elements, while Albanian soldiers dispensed to Afghanistan under the NATO framework have been serving their function under the Turkish troops deployed in this region (Pawel, 2010).

### **Turkish geopolitics**

Apart from Russia, Turkey is the only country that has territories in both Asia and Europe. This implies that the country is affected by and affects international politics in the east of the Mediterranean, the south-east of Europe, the south of the former Soviet Union, Transcaucasia, and the north of the Middle East. From a historical perspective, the most important strategic asset for Turkey has been the country's control of the straits of Bosphorus and Dardanelles. Russia had depended on these straits for express maritime way into the Mediterranean. This was also the route on which France, Britain, and the United States challenged Russia in the Black Sea in the First World War. The geographical position of Turkey makes it a point of intersection for various great powers. This has made Turkey's policy makers to apply flexibility in dealing with states such as Albania that are vulnerable to domination by a single great power (Hale, 2001: 56).

Turkey rose to a regional power in the Balkan region during the Post-Cold war period. In this regard, Turkey aimed at building reliable ties in the Balkan region for the enhancement of its position against Greece. The rivalry between Greece and Turkey compelled Turkey to obtain the support of Balkan states. Albania, on the other hand, was attempting to gain the support of a great power to tackle its international and domestic affairs.

In the entire Balkan region, Albania was the least developed country. It was extremely necessary for Albania to get external aid in order to sustain its democratic domestic political order and to recover its economy. Consequently, Albania established relations with the European countries and the United States. The support of the United States was important for Albania because Albania intended to balance the influences of Greece and Italy (Yel, 37).

Turkey's interest in Albania is greatly amplified by its rivalry with Greece. Both Greece and Turkey claimed a leading role in the Balkans. These countries have always been considering each other's actions and policies towards the Balkan region in a suspicious and accusing manner. The hostility of Greece towards some Balkan countries has been based on the perception that Greeks are the only indigenous race with the region and that they are the only ones with the capacity of integrating the whole of Balkan Peninsula. Greece has also pointed accusations on Turkey for establishing an Islamic arc and pursuing a strategy of protecting the Muslims in the region. Turkey has strong connections with Albania and Bosnia, countries that have majority of Muslim populations but with secular systems. At the same time, Turkey is closely linked to countries such as Bulgaria and Macedonia whose population majority is the Orthodox Christian. As a result of Turkey's closeness to Albania, the immigration of Albanians to Greece in search of labor increasingly caused tensions between Greece and Albania.

### **Albanian geopolitics**

The human factor plays an important role in drawing Turkey into the Balkans (Turbedar, n.d.). An approximated nine million people in the Balkans are Muslims and they form majorities of populations in Albania, Kosovo, and Bosnia-Herzegovina (Oktem, 2010). Turkey has been enabled by the region's Ottoman legacy to use its Muslim populations as securities for its proactive involvement (Poulain & Sakellariou, 2011). Until the AKP administration assumed power in 2002, Turkey's presence in the Western Balkans was restrained by the secular aspect of the Kemalist philosophy. However, it is worth noting that following centuries of migrations, unbreakable relations have been created between Turkey and the Muslim communities from the Balkans. Accordingly, Turkey remains to be the major ambassador of the Muslim part of the Balkans, the Albanian and Bosniak one, through publicizing of their interests and advocacy (Tanaskovic, 2010: 106).

Whether through political necessity or coincidence, the military and political cooperation of Turkey with Albania was the same as that of the United States in the 1990s. As a matter of fact, Turkey did not have to rely on the United States to push

for such cooperation because it already had cordial relations with Tirana. However, the fact that Turkey's and United States' interests were similar was a boost for Turkey to promote its military ties with Albania (Ulutas, 123).

There are numerous military agreements and high-level visits between the Turkey and Albania. In fact, many Turkish troops were dispatched to Albania. The 1991 visit by Turkey's chief of general staff to Tirana was the start of such contacts. The visit opened the way to the signing of a military cooperation accord. This was followed by a Turkish warship visit to the city of Durrës. This event was considered a very significant one that marked the commitment of Turkey to Albania's security and it received a warm welcome from the Albanian public. In addition, Albania and Turkey conducted joint naval exercises off the shores of Albania to indicate their cooperation (Rubin and Kirisci, 2001: 55).

Turkey promoted the creation of a strong democratic state system for the proper protection of the borders of Albania. These moves are in line with Turkey's principles of peace and stability under its foreign policy. But one of the most significant Turkish foreign policy in the Balkan region is to prevent the dominance of any other super powers over the Balkans (Ozcan, 2009: 78).

Due to a century of shifting of borders, the ethnic Albanians were left scattered across Greece, Macedonia, Montenegro, Serbia, and Kosovo (Ayduş and Progonati, 2011). The strategic geo-political position of Albania is considered an appealing and unique country of the Balkans. One reason for this is Albania's constant attempts to attain unity among its population divided by three separate religions, and a historical path filled with typical Balkan disputes. The drastic political changes within the Eastern European countries as well as in Albania in the late 1980s led to the attraction of the international attention towards the Balkans. The disputes that arose from the Balkan Peninsula hindered the European Union's steps to further its enlargement (Hale, 2001: 7).

After long years of isolationist policy, Albania has made efforts to establish a democratic country and develop multilateral and bilateral relations with international organizations and other countries (Ayduş and Progonati, 2011). Albania's geographic position as a Balkan country has made it to design its policy in a way that harmonizes the different nationalisms that have become more influential in the peninsula. This is being achieved through the preservation of the various religions and cultures while strengthening the efforts of becoming the EU member. The integration Albania to the European Union is not only a political requirement but also a moral responsibility following the whole of Albania's national interest. However, the European Union recently has conditioned Albania's interest to open negotiations on grounds that the country has to reform the judicial system. The country is undergoing a slow democratic transformation because the shift from isolationism and underdevelopment has to take time and resources. The western mentors seem nowadays interested in assisting Albania following the European path - significant developments as well as democratic progress in the country.

Kosovo solely relies on Albania for support in the international arena. This implies that Kosovo's government is usually affected directly by the developments or underdevelopments of Albania. Turkey views Kosovo as an inseparable part of its culture and history due to the five-century coexistence of Balkan aspects under the Ottoman Empire. Many Ottoman Albanians became Muslims and were quickly integrated into the Ottoman society with no discrimination (Oktem, 2010, 17). Presently, there are many Turks with Albanian origins and relatives within the Balkans. In particular, Kosovo contains a strong Turkish minority that has been left behind since the Ottoman regime. Thus, this is a good political ground for Turkey to strengthen its effect on the domestic affairs of the Balkan region (Abazi, 2008: 4).

The major challenge facing the Balkans is the different ethnicities (Ayduş and Progonati, 2011). With regard to this problem, Balkan countries need to work towards achieving regional security without international community intervention. Amongst all Balkan countries, Albania seems to be in the in the hardest position to make progress in all these transformation processes due to its previous isolationist policy. Nevertheless, Albania is endowed with the structure of a non-expansionist state. Thus, the struggles of Albanians are focused on tangible objectives such as stability, self-governance, and national freedom. The foreign policy of Albania focuses on reinforcing its stance in the Southern Balkans and the Southern Europe by establishing effective systems for fostering peace, prosperity, and democracy in the region.

Albania is the second country, after Turkey, with the largest Muslim majority population in the Balkan region. An estimated 6.5 million Albanians live in the Balkan region, though only about three million reside in Albania. There are many Albanians living in Greece, Macedonia, Montenegro, and Kosovo. Albanians who reside in Turkey regard themselves as Turks rather than Albanians. Albanians who live in Macedonia and Kosovo are considered a significant element that might affect the unity and stability of Macedonia. Albanians form about thirty percent of Macedonia's population.

Due to the fact that Kosovo's Albanian population is ninety percent, Turkey by extension to its interests in Albania, has tried to favor Kosovo's territorial integrity. Turkey had to help in solving regional issues before claiming the position of a regional power. The fact that Turkey's foreign policy considers Albania its close friend and ally in the Balkan region has made Turkey to actively support the stability of Kosovar Albanians (Kaddorah, 2010: 5).

The "Davutoglu's Doctrine" plays a very instrumental role in the proper application of AKP's principles. With regard to the Western Balkans, the most important short-term and medium-term goals of Turkish foreign policy include the need to reinforce Albania and Bosnia, and to set up a global legal structure that might place the minorities of Turkish origin under the protection of Turkey. In line with the global legal system, Turkey aims at ensuring that there is a basis for the country's involvement in matters related to the Muslim minorities in Albania. To facilitate Turkish foreign policy's interests, Davutoglu proposes a guideline which involves the utilization of intra-and-extra-regional balances that aim at preventing the formation of a Balkan coalition. In the recognition of the three historical fields of influence – the Ottoman Empire, the Orthodox-Slavic heritage and the German Nation – he suggests that the United States will opt for supporting the Turkish influence in the region than allowing the growth of the influence of Russia or Germany (Christianna, 2013).

Despite Turkey's indicative interests in Albania and Kosovo, between 1991 and 1999, Turkey refrained from unilateral involvements with these countries (Abazi, 2008: 58). In fact, the country pursued policies related to international community. Turkey facilitated the participation of Albania in international and regional organizations as a way of promoting peace and security (Huseyin and Doganlar 16).

NATO has constantly requested the Turkish government to assist Albania. This indicates that NATO perceives the military cooperation between a peculiarly significant country and one of NATO's members as an important aspect for stability within the volatile region. Turkey played an important role in supporting the membership of Albania both in NATO and other organizations.

The promotion of political integration and diplomacy as a way of resolving problems has helped in raising Turkey's soft power profile. In the bid to promote her active diplomacy efforts, Turkey's presence has become increasingly significant in diplomatic mediation of various conflicts in regions extending from the Balkans and the Middle East to Southeast Asia and the Caucasus. Factors that promote Turkish influence on Albania include: common history, geographical proximity, Turkey's growing economical influence and a foreign policy which focuses on securing allies in Turkey's integration to the European Union through the creation of friendly relations with the Western Balkans. Turkish and Albanian people are familiar with each other and this secures an ample basis for regional cooperation. Turkish prime Minister stated that "Albania is Turkey's strategic ally in the Balkans" (Likmeta, 2012: 1).

### **Albania's new perspective with Turkey considering Turkey a strategic partner**

According to Turkey's Prime Minister, Recep Tayyip Erdogan, the Turkish government is ready to side with Albanians in their self-determination and establishment of a greater Albanian nation (TESEV Foreign Policy Programme). Albanians greatly welcomed the president's assertions, though Serbia and Greek criticized them. However, in 2012, Albanian-Turkish relations went low following the Albanian vote for the motion which gave Palestine a non-member observer state position. Prime Minister Recep Tayyip Erdogan's attempts to persuade Albania to abandon the plans failed. Erdogan was surprised by this and he said that the world "heavily consisted of cowards" in reference to Albania and that Albania's move would upset their bilateral relations.

In line with Turkey's foreign policy towards Albania, Albanians also view national security, stability, and peace as the first priority objectives before any other policy objectives such as cultural enrichment, national honor, or prosperity. The complicated security situation in the Balkan region makes Turkey a very crucial player in helping Albania attain stability and peace.

On the official website of the Prime Minister's Office of the Republic of Albania, it is emphasized that Albanian new government, as soon as it came to power in 2013, welcomes Turkey as a strategic partner of Albania:

"Prime Minister Edi Rama... thanked Minister Davutoglu for the continuous support that Turkey has given to Albania. During their meeting, Rama stressed that the strategic partnership between the two countries will further strengthen the cooperation in the future... Prime Minister Rama and Foreign Minister Davutoglu also discussed the development of joint



meetings of the two governments, and welcomes Turkish advisors in the fields of energy, economy, health and public order, which would assist in the respective sectors. ”

In line with Turkey's foreign policy towards Albania, Albanian officials see an Albania which is guaranteed national security, stability and peace - as priority targets. Complicated security situation in the Balkans makes Turkey a very decisive player for helping Albania to achieve stability and peace. Despite these declarations, Albania itself, since becoming a NATO member, has not faced security problems. Therefore, referring the above statement, issued by the Prime Ministry, Albania is more interested in economic assistance rather than achieving stability. On the other hand, Turkey continues to implement the doctrine of "strategic depth". It seems like a "win-win situation" - only that Albanians have a short-term plan - to overcome the economic crisis, while Turks want to ensure long-term influence in this strategic area of Europe.

## Conclusion

The principles of Turkey's foreign policy aim at portraying Turkey as a friendly, though powerful country that prioritizes its cooperation with neighboring countries. In addition, because these principles were specifically intended for Turkey's neighboring countries, the country was trying to change its image from an Ottoman empire to a soft power country.

Through its foreign policy, Turkey has invested a lot of time and resources in its neighboring regions, particularly the Western Balkans (Poulain & Sakellariou, 2011, 67). The influence has been greatly based on Turkey's emphasis of its positive historical ties to the region. Since Albania is considered the strategic center for Turkey's involvement with the Western Balkans, Turkey has developed a great geopolitical influence over the country.

The steadily changing and significantly inter-related global realities have made predictions of future developments to be extremely difficult (Kaddorah, 2010). However, analysts indicate that the New Turkish policy has two contradicting trends. First, Turkey is growing extremely fast, with high development rates, as it takes advantage of the economic wealth in the neighboring countries such as Albania to support its implementation of the strategically planned, well-structured, and well-thought foreign policy. On the other hand, there are several geopolitically inconveniencing issues both internally and externally that have not been resolved, and they keep being replaced by others. As far as the foreign policy can enable Turkey to reap short-term benefits, the long-term achievement of Turkey's strategic goals is under a serious risk if the major issues are not resolved.

## References

- [1] Abazi, E. (2008). Kosovo Independence: An Albanian Perspective. *SETA Policy Brief*
- [2] Aydm, A. and Progonati, E. (2011). Albanian Foreign Policy in the Post Communist Era. *UNISCI Discussion Papers*, No 26
- [3] Bagci, H. and Doganlar, A. (2009). *Changing Geopolitics and Turkish Foreign Policy*. Middle East Technical University, Ankara, Turkey
- [4] Bryman, A. (2004). *Social Research Methods* ( 2<sup>nd</sup> ed), Oxford: Oxford University Press
- [5] Cogos, K. (2013). Turkish and Muslim minorities in A. Davutoglu's geopolitical thought. *Civitas Gentium*, 3(1): 133-141
- [6] Davutoglu, A. (2001) 'Principles of Turkish Foreign Policy,' *Address at SETA*.
- [7] Davutoglu, A. (2009). Turkic republics since independence: towards a common future. *Center for Strategic Research*
- [8] Ersoy, E. (2004). Old Principles, New Practices: Explaining the AKP Foreign Policy. *Turkish Policy Quarterly*, Vol 8 No. 4
- [9] Grigoriadis, I. (2010). The Davutoglu Doctrine and Turkish Foreign Policy. *Middle Eastern Studies Programme*. Web
- [10] Kucukkeles, T. (2012). Understanding Turkish Foreign Policy. *The New Turkey*.

- [11] Kaddorah, E. (2010). "The Turkish Model: Acceptability and Apprehension, " *Turkey Insight*, 12: 113. -129.
- [12] Likmeta, B. (2014). Albania's Berisha courts Turkish Alliance. *Balkan Insight*
- [13] Oktem, K. (2010). *New Islamic actors after the Wahhabi intermezzo: Turkey's return to the Muslim Balkans*. St Antony's College, University of Oxford
- [14] Ozcan, G. (2009). "Facing its Waterloo in Diplomacy: Turkey's Military in the Foreign Policy -Making Process," *New Perspectives on Turkey*, No. 40
- [15] Pawel S. (2010). "The Concept of "Strategic Depth" and the Future of Turkish Foreign Policy, "; "Global Dilemmas and Security and Development in the Middle East", *Conference in Krakow*
- [16] Poulain, L, & Sakellariou, A. (2011). Western Balkans: is Turkey back? *Centre for Strategic & International Studies*. Web. 5 April, 2014
- [17] Republic of Turkey, Ministry of Foreign Affairs. Relationships between Turkey and Albania. Web. 5 April, 2014
- [18] Rubin, M. and Kirisci, K. (2001). *Turkey in World Politics: An Emerging Multiregional Power*. Lynne Rienner Publishers
- [19] Sayari, S. (2000). "Turkish Foreign Policy in the Post-Cold War Era: the Challenges of Multi-Regionalism, " *Journal of International Affairs*, Vol. 54, No. 1,
- [20] Soyasal, M. (2004): "The Future of Turkish Foreign Policy" in Martin, L. G. and Keridid, Dimitris (eds): *BCSIA Studies in International Security*, Cambridge, The MIT Press, pp. 353-354
- [21] Sulku, M. (2010). *Political Relations between Turkey and Albania in the post-Cold War Period*. Palgrave
- [22] Tanaskovic, D. (2010). *Neo-Ottomanism – a doctrine or a foreign-policy practice*. Beograd: Sluzbeni glasnik
- [23] Tase, P. (2013). Turkey: Albania's strategic partner in the Balkans. *Spero News*.
- [24] TESEV Foreign Policy Programme (n. d. ). From Imperial Geography to Everyday Politics
- [25] Turbedar, E. (n. d. ). Turkey's Western Balkans Policy. *TEPAV Balkan Studies*.
- [26] Ulutas, U. (2010). "Turkish Foreign Policy in 2009: A Year of Pro-activity", *Insight Turkey-Commentaries*, vol 112, no 1
- [27] Hale, W. (2001) *Turkish Foreign Policy, 1774-2000*. Frank Cass: Portland.
- [28] Yavuz, H. (2006). *The Emergence of a New Turkey: Democracy and the AK Party*, UTAH, Salt Lake City
- [29] Yavuz, H. (1998). Turkish Identity and Foreign Policy in Flux: The Rise of Neo Ottomanism, *Middle East Critique*, vol. 7, no. 12
- [30] Yel, A. (2009). "A Healthy and Democratic Civil-Military Relationship in Turkey: Accountability of both Entities, *European Journal of Economic and Political Studies*, Vol. 2, No. 1

## Success Factors in Decision Making and Negotiation Processes for Raw Material Supply Transactions

Mag. Alexander Stelzer

LLM, Doctoral Student, University of Riga, Latvia

### Abstract

Problem Statement: The topics raw materials, waste and energy will be the top economic issues of the future, or influence and affect all other subjects (human resources, culture, society, etc.); all combined with technology, IT and Tech Communication. The shortage of raw materials is one of the central issues in the future perspective and this fact is already influencing the relationship between buyer, producer and supplier.

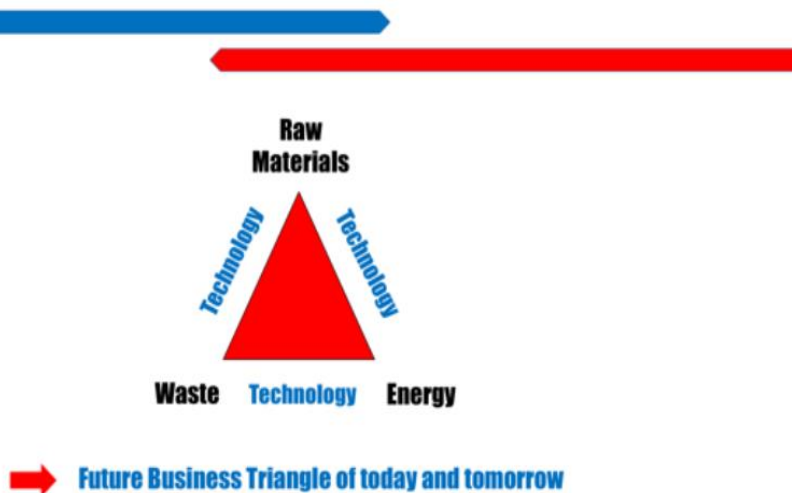
**Keywords:** Success, factors, decision making, negotiation processes, raw material, supply, transactions

### Introduction

#### Theoretical Framework

The interactions between purchasers, suppliers and producers respect to the procurement of raw materials, goods and products are examined specifically in terms of their economic and psychological satisfaction. Is it possible to satisfy all parties not only in an economical way, but also in their mental satisfaction. Harvard Negotiation Concept plus Transparency

#### Future Main Themes of Business Life



## Trading Situation

### Situation Poster



**Task:**

Evaluation of the tasks and problems between wholesalers and suppliers / partners and the creation of future models and associated tools, because of the greatest need;

→ Creation of a "toolbox" in the scientific context for real application.

Figure from the dissertation by Alexander Steiner

6

## Research Questions

Question 1: • How to run negotiations between purchasers, suppliers and producers, so that both parties are really satisfied (economically and mentally)?

Question 2: • Must the negotiations be transparent in the relation to prices, quantities, etc., so the way of approaching the interests will increase consequently the satisfaction?

## Model

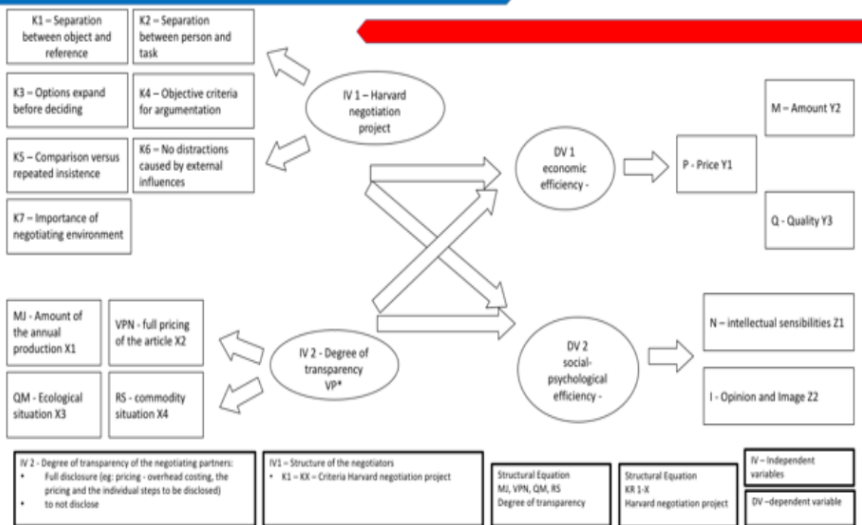


Figure from the dissertation by Alexander Steiner

12

## Hypotheses

Hypothesis H1: The structure of the negotiation process has an impact on the outcome of negotiations

Hypothesis H2: The more transparent the negotiation process, the more efficient the negotiation efficiency from the perspective

## Method

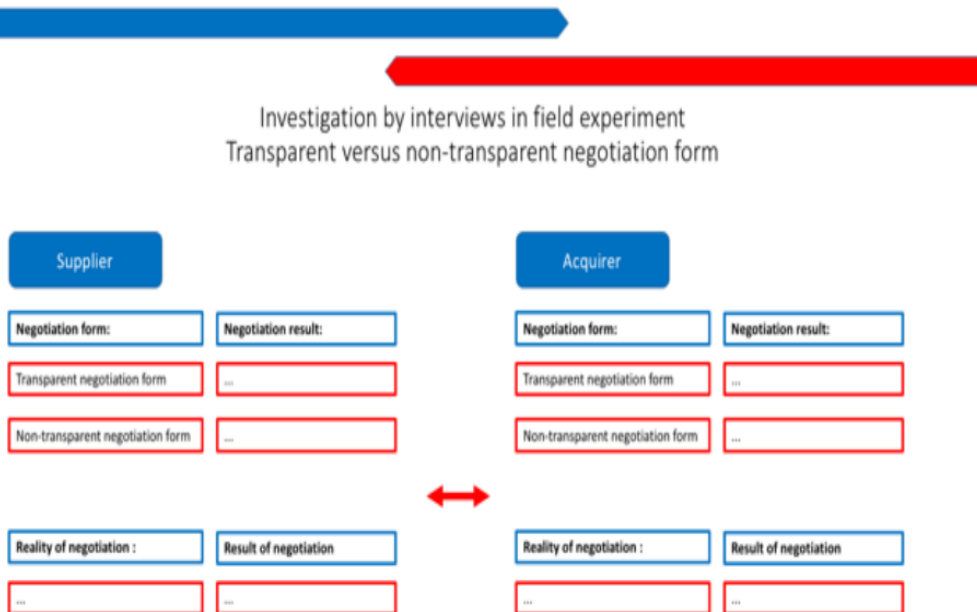


Figure from the dissertation by Alexander Steitzer

14

## Conclusion

Economic and mental satisfaction for all negotiating parties means a consequent extension of the Harvard concept with the level of transparency.

If we could resolve the "fronts" between purchasers, suppliers and producers to a cooperation in the form of a transparency, this would help the entire cycle.

(Note. This article has been adapted from the poster the author provided – Editor)

## Phraseologisms in the Political Language: An Example of Political Speeches in the German-Albanian Language Pair

Prof. As. Dr. Ema Kristo

Faculty of Human Sciences, "Aleksander Xhuvani" University

### Abstract

The need for politics to use conflicts of interest with journalistic means in the public media often leads to the use of fixed expressions, idioms and phrases. These are used by the different social groups and parties in the public discussion, in the current dispute of opinions, and especially in the struggle for political power with different contents, interests and intentions. Starting from the fact that the political language is increasingly determined by formulaic phrases, this article presents an exemplary study of political speeches in the newspapers to explain the frequency and nature of the use of phraseologisms. Exemplary texts are the newspaper texts of the 1990s. At the center of the linguistic investigation are the changes of phrases in the text - modifications as well as obvious "violations" against the phraseological norm. Through an extensive corpus with examples from the Albanian and German daily press, the question of the role of the media in the political transformation processes is problematized and examined to what extent a crystallization of political processes takes place in phraseologisms, especially as such fixed expressions focus the specific discourses of a time.

**Keywords:** Phraseologisms in the Political Language. An Example of Political Speeches in the German-Albanian Language Pair

