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The Impact of Charismatic (Inspirational) Teachers in Building Positive Relationships with Their Students.

Nevila Gurra Qardaku

PhD Candidate at University of Tirana

Abstract

It is emphasized by the relevant literature that the same student engages more in the class of a teacher he /she loves and sincerely cares for and the same student does not engage much in the lesson of a teacher who she hates the student. Lack of feelings of caring of teachers against to students paralyzes learning. Learners learn more when they think the teacher likes them and they like the teacher. The path to the student's mind is through the gain of his heart. The purpose of this research is to research based on reviewing the new relationship between charismatic (inspirational) teachers and building relationships with their students. Based on the studies it was found that; Charismatic teachers (inspirational) give many advantages to building and maintaining positive relationships with all students, and this did not differ from the gender, the school sector or the career phase in which they were inspiring teachers. These teachers are empathetic, understand their students, respond to their needs, promote respect and mutual sympathy, and adapt lessons to the needs of individual students. It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, although their construction requires a lot of effort and an important adaptation period through which teachers know the students and vice versa. Conclusion; charismatic (inspirational) teachers cultivate very positive relationships with their students in the service of teaching development. This study helps teachers and decision-makers in education.

Keywords: charismatic (inspirational) teachers, empathic, honest care, earning a student's heart, high school students, positive relationship with students.

Introduction

Charisma, as defined by the Oxford Dictionary, is a type of attraction that can inspire devotion in other people. (Fu, Fua & Linb, 2014, p. 685). The words 'charismatic' and 'inspirational' have been used before in the field of education, but lately they have become more frequent (and in newer and more well-defined notions).The topic of inspirational teachers is a very current topic, given the worldwide emphasis on Derounian quality assurance measures (2017).These words are also used in recent education policy in the United Kingdom and in many other countries as well. The language of Teacher Standards published by the Department of Education (DfE) underlines this from the outset, saying that teachers should, among other things, "inspire, motivate and challenge students" (DfE, 2013, p. 7).

The purpose of this paper is to provide evidence based on recent literature reviews, especially from recent empirical studies on inspirational teachers and the relationships they create with their high school students.

Through the ages, all successful educators are charismatic teachers. Students enjoy to get close to them and listen to their ideas. Therefore, teacher charisma is definitely prominent in the learning process for students. If students like teachers, they would of course come to the class; if they enjoy the class, it is highly likely that they will dig deeper into this school subject. (Lee, Lu, Mao, Ling, Yeh, & Hsieh; 2014, f. 1144). A student asserts according to (McGonigal, 2004 quoted by Derounian, 2017) that inspirational teaching “encourages you to believe in yourself… presents new perspectives that you hadn't dreamed of… is honourable and with a strong sense of justice tempered with compassion”. Chou (1997 cited by Huang & Lin, 2013, f. 285) investigated the teacher-student relationship and suggested that teachers should pay attention to the performance of the individual self. When students are attracted by a charismatic teacher, they enjoy learning and listening to the class according to (Lin, & Huang. 2017. f. 27). Linked to the theme of positive relationships but distinct in its own right, most teachers referred to positive classroom management as an aspect that enabled inspiring teaching.

According to (Sammons, Kington, Lindorff-Vijayendran and Ortega 2014, p. 17) charismatic (inspiring) teachers give a lot of priority to building and nurturing positive relationships with all students, and this did not differ by gender, school sector or career phase in which they were inspirational teachers.It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, though building them requires a lot of effort and an important adaptation period through which teachers get to know students and vice versa. The fact that teachers need to recognize students and their families is also emphasized (UNESCO, 2015).According to (Neufel 2005) if students are in a very good relationship with their teachers, then they are more loyal to the teacher than to the peer group and see the teacher as a role model, authority and source of inspiration.When students are appropriately attached to the teacher, he / she has the natural power to give guidance and advice to the student's behavior, to set good intentions in his / her soul and to instill social values. Also according to (Neufeld 2005) from a more careful perspective, four essential qualities are primary in defining the ability to learn: an innate curiosity, an integrated mind, an ability to benefit from correction, and a good relationship with teacher. In their efforts to nurture resilience in their students, effective educators appreciate the life-long impact they have on students, acknowledge that all students want to be successful, and appreciate that the foundation for successful learning in a safe and secure classroom climate is the relationship they forge with students.

The use of so-called effective mediation practices does not limit these teachers to being inspirational. Indeed, editions show that both concepts are complementary, although some additional and important distinguishing features are also related to the practice of inspirational teaching.

According to (Michael, Richard Fiona Neil Declan and Pye, 2016) the quality of inspirational teacher relationships with students was outstanding in all the lessons observed by these students.In particular, it was identified how inspirational teachers often made a deep point of interest for the students they were teaching outside the classroom. So strong was the connection between the teacher and the student that colleagues noticed that (in some cases) when some of the teachers were absent, the class would 'deal with it', regardless of who was teaching.(Neufeld 2005) points out that when the relationship with the teacher does not work, the school teacher becomes ineffective no matter how well trained or dedicated he or she can be. According to Brooks (2003) in their efforts to nurture resilience in their students, effective educators appreciate the life-long impact they have on students, acknowledge that all students want to be successful, and appreciate that the foundation for successful learning in a safe and secure classroom climate is the relationship they forge with students.

Some of the characteristics of charismatic (inspirational) teachers are:

Charismatic (inspirational) teachers are empathetic to their students.

Whereas Goleman (1995) emphasizes empathy as a key component of emotional intelligence. According to Brooks (2003) empathy is one of the most important and vital skills of an effective teacher. Translated into the school arena, empathy is the ability of teachers to put themselves inside their students 'shoes and see the world through their students' eyes.The research suggests that students perceive a number of factors in their charismatic teachers, principally, Personal Empathy, Personal Intensity and Intellectual Challenge. (Archer 2004, f.30)

Charismatic (inspirational) teachers respond to their needs.

“I think I do develop good relationships one-to-one with pupils, and I do try to really understand each individual’s needs and what they need from me in order to be the best they can be. (…) I do try to have a good relationship with pupils because if they can’t be honest with me, then I’m not going to be able to do the best for them.” (Female, Secondary school, 11–15 years of experience) (Sammons et al. 2014, f.17).

Charismatic (inspirational) teachers promote mutual respect and sympathy and tailor lessons to the needs of individual students.

One student said the inspiring teacher was 'always the same, hospitable and completely in control'. As one student put it, 'they never involved in arguments or fights' and make students feel good about themselves. (Michael, et al. 2016, f. 26) There are high levels of trust and respect between students. The teacher models these behaviors by trusting and respecting the students through what appears to be casual conversations. However, these conversations are not casual. In fact, the teacher is giving the students an opening into their life, trusting them with this insight and respecting them.

Charismatic (inspiring) teachers display genuine care and concern for their students.

According to Archer (1994) charismatic teachers displayed care and concern for students (Archer 2004). Teachers need to know students and their families (UNESCO, 2015). According to (Michael, Richard, Fiona, Neil, Declan and Pye 2016) here's what an inspiring teacher thinks about genuine care and concern for students: *One teacher's view about inspiring teaching was as follows. She thought that relationships with students are critical to effective practice. As she put it, 'they' need to like you'. A transparent love of teaching and enthusiasm to communicate that the teacher 'wants to be there' are essential as is a love of the subject and an interest in children considered essential. She aims to couple a 'love of learning' with rigorous exam preparation to avoid any dichotomy between an exam focus and learning. Encouraging questioning is central to this.*

The effect of inspirational teaching on learners and what underpins this:

{This is the description of the wonderful climate that has characterized the classroom with students who have consistently taught an inspirational teacher - this description is made from the observation of scholars who have studied inspirational teachers in the study led by these scholars: (Michael, Richard, Fiona, Neil, Declan and Pye 2016)}.

From the start of the lesson students are eager to participate fully, they are very keen to please and all want to do well. This has nothing to do with anything the teacher has done today, but results from weeks of establishing high expectations, rewarding students and students knowing they will achieve well. The teacher creates situations where, over the lesson, every student deserves a rewarding comment. Recognition of success is never exaggerated. Instead, they are always positive, proportionate and deserving. The teacher takes the work of her students seriously communicating the importance to her students through modelling of practice, high personal professional standards and demonstrating respect for the students' efforts. The teacher uses both gestures and remarks to encourage and reward students. She uses these in a measured way, so students value them.

Links between charismatic teachers and their attributes that influence the creation of positive relationships with students.

As can be seen in Table 1, different scholars in their studies have found links between charismatic teachers and their attributes that influence the creation of positive relationships with students such as respect for students, treat students as individuals, friendly, and so on.

Table 1: Engaging student learning

Category	Attributes	Authors
Charisma	Enthusiastic	Jackson 2006, Sander et al. 2000; Lammers and Murphy 2002; Andreson 2000;; Voss & Gruber 2006;
Charisma	Helpful	Hill et al 2003; Lammers and Murphy 2002; Brown (2004)
Charisma	Approachable	Sander et al. 2000, Brown 2004; Voss & Gruber 2006;
Charisma	Listening to students	Ramsden et al 1995;
Charisma	Respect for students	Ramsden et al 1995;
Charisma	Sympathetic	Hill et al 2003;
Charisma	Caring for students (their academic progress)	Hill et al 2003; Andreson 2000; GreimlFuhrmann & Geyer 2003;
Charisma	Inspiring	Lammers and Murphy 2002;
Charisma	Communication skills	Hill et al 2003, Brown 2004
Charisma	Treat students as individuals	Voss & Gruber 2006;
Charisma	Friendly	Greiml-Fuhrmann & Geyer 2003, Voss & Gruber 2006
Charisma	Patient	Greiml-Fuhrmann & Geyer 2003
Charisma	Humour	Voss & Gruber 2006; Brown 2004; GreimlFuhrmann & Geyer 2003
Academic Skills	Knowledgeable	Hill et al 2003; Sander et al. 2000, Lammers and Murphy 2002; Voss & Gruber 2006; Brown 2004

Teaching Skills	Willing to answer questions	Brown 2004; Greiml-Fuhrmann & Geyer 2003
Teaching Skills	Offering Encouragement	Hill et al 2003; Sandler et al. (2000)
Teaching Skills	Being organized	Hill et al 2003; Sander et al. 2000, Jackson 2006
Teaching Skills	Setting clear goals	Voss & Gruber, Greiml-Fuhrmann & Geyer 2003
Teaching Skills	Offering feedback	Ramsden et al 1995; Race (2005)
Teaching Skills	Application of knowledge to the real world	Brodie & Dorfman 1994
Teaching Skills	Address classroom discipline	Jackson 2006;
Teaching Skills	Good teaching skills	Sander et al. 2000; Brown 2004; GreimlFuhrmann & Geyer 2003
Teaching Skills	Change their teaching methods	Brown 2004; Greiml-Fuhrmann & Geyer 2003; Voss & Gruber 2006;

Resource: Dean A. A. *The lost formulae to inspiring students*. Institute for interpresе. Leeds Metropolitan University.

The relationships built by charismatic (inspirational) teachers are characterized by these elements according to (Sammons et al. 2016);

I. High expectations

a. Inspirational teachers used formative feedback and through it provided encouragement for individual students,

b. Expectations were clearly expressed that students would be able to perform challenging tasks.

c. When the students wanted to do the task quickly and without getting too deep into it, the charismatic teachers did not allow the students to take a break but used further questions to help students extend their thinking.

d. Explicitly defined goals are expressed to move each student to the next level.

II. Safe and supportive space to learn - Inspirational teachers created safe spaces for students to

a. contribute

b. To make mistakes (Students seem content to offer ideas even when they are not sure if they are correct).

III. Humor - teachers used a joke sometimes tactfully when needed to create a positive climate, support classroom management, and promote student engagement and enthusiasm.

IV. Treating students as individuals - Inspirational teachers have constantly made many efforts to refer students to individuals and get to know them more.

a. They showed awareness of the lives and interests of students beyond the classroom.

b. The students were called in the name.

c. They greeted each student individually at the door before teaching.

VI. Awareness of individual targets / needs

a. Inspirational teachers provided extra support to a student in need.

b. Additional opportunities for students with better skills.

c. Teachers demonstrated awareness of each student's individual needs.

d. They also demonstrated awareness of their goals clearly by directly discussing their objectives.

VII. Sense of authority - in some of the classes where inspiring teachers taught, it was noted that occasionally the sense of authority of the teacher appeared.

VIII. Enthusiasm and mutual liking - Enthusiasm was mutual: Inspirational teachers displayed enthusiasm and satisfaction in their relationships with students but students also did the same.

An example to illustrate the theoretical part about the importance of teachers having the potential to build positive relationships with their students.

We have said that the relevant literature emphasizes that: the same student engages more in the classroom of a teacher that he / she loves and cares for, and the same student does not engage much in teaching a hating teacher. The path to the student's mind is through winning his heart.

The following is a real-life example of how the positive relationships that a teacher builds with the growing desire for a high school student to love and learn more in this teacher's subject and vice versa; not to engage in the subject of a teacher who has not built a positive relationship with him. Like John's example, there are many other students who experience the same feelings and consequently exhibit the same behavior.

The parents of a high school student, John, requested that Bob serve as a counselor for John's school program. Bob asked each of John's teachers to describe it. One teacher responded immediately, "John is one of the most defiant, opposing, motionless, lazy, irresponsible students we have at this school." Another teacher was stunned by the words she heard; and said: "I have a different view. I think John is really struggling with learning and we should figure out the best ways to teach him.

According to (Brooks, Goldstein, 2008, f. 2–3) in listening to these two descriptions of the same student, one could not help but think that the teachers were offering opinions of two very different youngsters.

After this meeting, Bob interviewed John and asked him to describe his teachers, not revealing what they had said about him. In describing the teacher who had portrayed him very negatively, John said with great force, *"She hates me, but that's okay because I hate her. And I won't do any work in her class."*

John continued,

And don't tell me that I'm only hurting myself by not doing work (he must have heard that advice on numerous occasions). What you don't understand, Dr. Brooks, is that in her eyes I am a failure. Whatever I do in her class is never going to be good enough. She doesn't expect me to pass, so why even try?

He added that from the first day of class he felt "angry vibes" from her.

She just didn't like me, and soon I didn't like her. I could tell she didn't want me in her class just by the way she spoke with me. Right away she seemed so angry with me. I really don't know why she felt that way. So, after a while, I knew there was no way I could succeed in her class, so I just decided that I wouldn't even try. It would just be a waste of time. She told me I was lazy, but if she was honest she would have to admit that she doesn't think I could ever get a good grade in her class.

When John was asked about the teacher he liked and she liked and loved John, he said;

I love her. She went out of her way the first week of school to tell me something. She said that she knew I was having trouble with learning, but she thought I was smart and she had to figure out the best way to teach me. She said that one of the reasons she became a teacher was to help all students learn. She's always there to help (Brooks, Goldstein, 2008, f. 2 - 3).

Conclusions

Relationships between inspirational teachers and students are characterized as warm, calm and friendly relationships. In classrooms where the climate was described as relaxed or friendly, teacher relationships and interactions with students were also often described in the same terms.

These teachers are empathetic, understand their students, respond to their needs, promote respect and mutual sympathy, and adapt lessons to the needs of individual students. It was also found that their relationship with students is dynamic and that they invest heavily in these relationships, although their construction requires a lot of effort and an important adaptation period through which teachers know the students and vice versa. Charismatic (inspirational) teachers cultivate very positive relationships with their students in the service of teaching development.

Inspirational teachers pay close attention to building and maintaining positive and unique relationships with their students because they know the value of positive relationships with their students and how much this relationship affects not only the learning process but also the release of potential the uniqueness that every student carries in itself.

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Good Country Index – V4 Countries Comparison

Michaela Čiefová

Dr. Department of International Economic Relations and Economic Diplomacy, Faculty of International Relations , University of Economics in Bratislava

Natália Goda

PhD Candidate, Department of International Economic Relations and Economic Diplomacy, Faculty of International Relations ,University of Economics in Bratislava

Abstract

There are currently many indices ranking countries based on their national competitiveness, happiness, human development and other criteria. A couple of years ago, the Good Country Index was introduced, whose purpose is to measure how a country contributes to the wellbeing of not only its own citizens, but the whole humanity and the planet. The fundamental idea behind the Index is the significant influence of globalisation on spreading both positive and negative trends in the world. Hence it is vital for countries to cooperate in order to handle the negative effects of globalisation. The Index consists of seven dimensions, namely Science & Technology, Culture, International Peace & Security, World Order, Planet & Climate, Prosperity & Equality, and Health & Wellbeing. In the present paper we compare the Index calculations of the Visegrad Group countries and analyse the reasons behind their respective overall positions, as well as ranking within individual sub-indices. Our special attention is dedicated to culture-related phenomena. Based on the analysis, we offer suggestions to improve the current state in the areas where the countries are less successful. The dominant research method utilised is comparative analysis.

Keywords: Good Country Index, comparison, Czech Republic, Hungary, Poland, Slovakia

Introduction

Countries can be ranked via numerous indices, such as Global Competitiveness Index (WEF, 2018), Human Development Index (UNDP, 2019), Index of Economic Freedom (Heritage Foundation, 2019), Environmental Performance Index (Yale University, 2018) and many more. Each index has its unique structure and a specific purpose. Besides, there are (sometimes considerable) differences in numbers of countries involved in them. A relatively new way of countries ranking is the Good Country Index (hereinafter referred to as "the Index") measuring how a country contributes to well-being of the humanity, or, on the contrary, how it is a burden for the world. The Index shall contribute to the ongoing debate on whether countries follow only their own interest, or whether they take also interests of the others into account (Good Country, 2019a).

The Index is based on a large scale of data acquired from international organisations, such as the United Nations (Good Country, 2019c), and includes seven dimensions, namely Science & Technology, Culture, International Peace & Security, World Order, Planet & Climate, Prosperity & Equality, and Health & Wellbeing. Each dimension is further divided into five categories. Hence the overall Index represents a complex tool incorporating 35 indicators for measurement (Good Country, 2019b). As Becker et al. (2017) point out, the Index is comprised of "direct measurements of world-friendly or world-unfriendly behaviour" and several indirect indicators.

Unlike other indices, such as the Human Development Index, the Good Country Index does not consider the existing infrastructure creating countries´ development. On the contrary, the Index rather looks at external outputs. Therefore, the countries included in the Index may provide less for their own citizens (Tan and Dramowicz, 2016). Krylová and Barder (2014) see the purpose of the Index in the emphasis it puts on the impacts that policies of a country have on other countries.

Applying the Index, we compare the countries belonging to the Visegrad Group, i.e. the Czech Republic, Hungary, Poland and Slovakia (hereinafter referred to as "V4"). Firstly, we provide an outline of the development of their "goodness" since

2014 until the last edition of the Index in 2018. Secondly, we focus on the 2018 edition and discuss individual components of the Index in detail. Throughout the paper, we pay special attention to culture-related issues. The research is concluded by a summary of strengths and weaknesses of the analysed countries, and by recommendations for the improvement of the current state.

We believe that debate on this topic is relevant also in the context of nation branding, cultural and public diplomacy, as these are currently very dynamic areas of research, and subject to contemporary economic, social and political developments (Čiefová, 2018). Moreover, nation branding has also importance in foreign political relations (Čiefová and Goda, 2019).

Literature Review

As already emphasised, the Good Country Index is a rather new tool; it was developed only in 2014. Hence, the literature on it and directly related phenomena is rather scarce. In spite of that, there are several relevant works to be mentioned here.

Becker et al. (2017) provide tools designated for users and developers of composite indicators helping them assess the impacts of the weights of individual components incorporated within the overall indicator. The authors emphasise the significance of weights ascription to the overall scores of indices. Among others, they discuss this in conjunction with the Good Country Index and conclude that adjusting the Index weights would visibly amend the country rankings.

Tan and Dramowicz (2016) conducted several analyses using the Index, such as spatial analysis including autocorrelation to identify similarities in countries and their neighbours, or non-spatial analysis to measure relationships between the Index and other relevant indices. The authors subsequently grouped the countries into clusters. They also investigated whether the substitution of the individual components of the Index by corresponding global indices may enable using "the global indices as proxy indicators to evaluate a country's 'goodness' ".

Krylová and Barder´s work (2014) can be viewed as constructive criticism of the Index, as they analyse its components and offer suggestions and recommendations for the Index to be more adequate. They are aware of the challenge of index creation, as well as the importance of proper data source selection. Referring to their own experience with the Commitment to Development Index, they underline the issues with data availability or source credibility. In this context they express their not being completely convinced by the selection of indicators and point out the fact that needed data are not always available. Regarding culture they state this dimension is based on the assumption that exporting a culture contributes to wellbeing of the others. In the authors´ opinion, some might disagree with this premise. They see the component World Order as "perhaps the most contentious", arguing that it penalises countries that generate refugees, which is unrightful in case of their suffering from conflicts or natural disasters. As example they use Vietnam that does not score very well in this dimension due to many Vietnamese people living abroad. On the other hand, Iceland or Norway are successful in the ranking, despite the inflow of economic migrants in the past. Their advice is therefore to measure the contemporary flow of refugees.

An in-depth analysis shows certain similarities between the Good Country Index and the Commitment to Development Index (CDI). They both are composed of seven categories, which, however, differ (Krylová and Barder, 2014). Besides, the CDI ranks 27 countries – the richest ones in the world – based on their being dedicated "to policies that benefit people living in poorer nations," (CGDEV, 2019).

Methodology

In the present contribution, mainly methods of qualitative research are applied, with comparative analysis being the dominant one. We compare the results for all editions of the Index for the V4 countries, i.e. for the years 2014, 2016, 2017, and 2018. Our special attention is dedicated to the most recent edition or the Index – Version 1.3, which reflects the situation for the year 2018. We conduct comparative analysis of the data for the four countries, analyse potential reasons for the given state, and accentuate their strengths and weaknesses. We specifically look at the category of Culture. In the paper, we also utilise descriptions and graphical demonstrations to better illustrate the findings. One of the methods is bibliographic recherche, although literature scarcity is a challenge to be faced. At the end of our research, we provide policy recommendations for improvements of the current state.

Analysis and Discussion

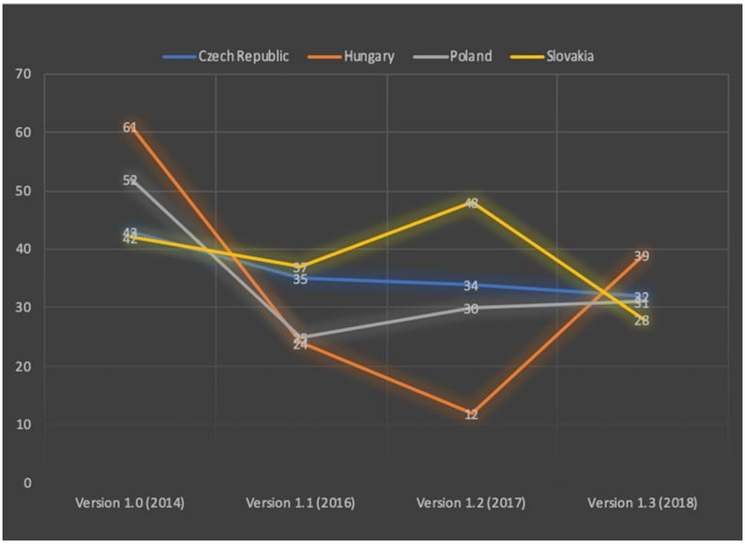
As already stated above, the Index consists of seven categories, with each of them further incorporating five indicators (Table 1). Taking into consideration the complexity of the Index, due to the limited space of the contribution we disregard detailed analysis of all 35 indicators, and rather focus on the categories as a whole.

Category	Indicator
1. Contributions to Science & Technology	1. International students 2. Journal exports 3. International publications 4. Nobel prizes 5. Patents
2. Contributions to Culture	6. Creative goods exports 7. Creative services exports 8. UNESCO dues in arrears as % of contribution 9. Freedom of movement, i.e. visa restrictions 10. Press freedom
3. Contributions to International Peace and Security	11. Peacekeeping troops 12. Dues in arrears to UN peace keeping budgets as % of contribution 13. International violent conflict (negative indicator) 14. Arms exports (negative indicator) 15. Internet security
4. Contributions to World Order	16. Charity giving 17. Refugees hosted 18. Refugees generated (negative indicator) 19. Birth rate (World Bank as negative indicator). 20. UN Treaties signed
5. Contributions to Planet and Climate	21. Ecological footprint (negative indicator). 22. Reforestation since 1992 23. Hazardous pesticides exports (negative indicator). 24. CO2 emissions (negative indicator). 25. Ozone (negative indicator).
6. Contributions to Prosperity and Equality	26. Open trading 27. UN volunteers abroad 28. Fairtrade market size 29. FDI outflows 30. Development assistance
7. Contributions to Health and Wellbeing	31. Food aid 32. Pharmaceutical exports 33. Voluntary excess donations to the WHO 34. Humanitarian aid donations 35. International Health Regulations Compliance

Table 1: Composition of the Good Country Index

Source: Authors´ own elaboration based on https://www.goodcountry.org/index/source-data.

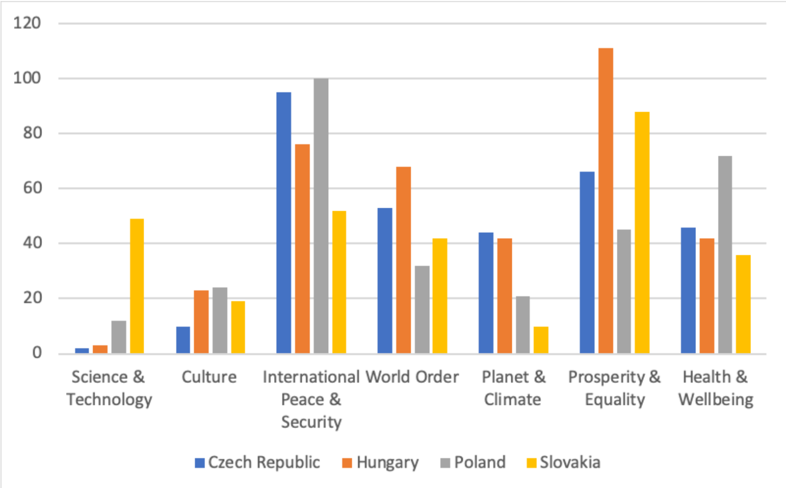
The Index was introduced in 2014 and four versions of it have been published so far. The V4 countries have developed over the years in the overall ranking of the Index. Anholt and his team have created a total of four global measurements over five years. We can see the Index is not released regularly every year, as the edition 2015 is missing. In every measurement, the countries have a distinct position in the worldwide order. It is important to notice that in each survey a different number of countries is compared and therefore the overall positioning may change slightly. Version 1.0 was created in 2014 and the overall ranking compared 125 countries. Version 1.1 was created 2 years later and, same as in Version 1.2 from 2017, 163 countries were compared. The latest Version 1.3 was created in 2018 and the number of compared countries decreased by 10 in relation to the previous year. Hence, 153 were contrasted in 2018 ranking (Good Country, 2019b).



Graph 1: Development of the Overall Rank of the V4 Countries

Source: Authors´ own elaboration based on https://www.goodcountry.org/index/results.

In the Graph 1 we can see the development of the V4 countries within the whole period of the Index existence. Each of the V4 countries demonstrates an improvement in the overall assessment in 2016 compared to 2014. In this period (2014-2016), Hungary improved its position the most among the V4 countries. It scored 61st in the first year of evaluation compared to 24th in 2016. The Czech Republic, as the only V4 country, improved annually in the overall ranking, despite the fact that it never ranked best among them. The best rated country among the V4 countries was Hungary in 2017 when it ranked 12th worldwide. According to the Graph 1, we can see that after 2017 there was a rapid deterioration of the situation within a year and Hungary occupied 39th place worldwide, which is the biggest difference from year to year compared to the V4 countries. According to the results, this quick change in the ranking can be attributed to radical change in arms export and FDI outflows, whose number also significantly changed. Poland as well as Slovakia improved from year to year in the overall ranking, except for 2017, when we see a deterioration in the overall ranking in both cases. In case of Slovakia, we see changes particularly in the category of culture, where numbers in export of creative goods significantly decreased. Likewise, the change between the years can be attributed to decrease in the number of the FDI outflows. In case of Poland, the change in overall ranking happened due to decreased food and pharmaceutical aid. In 2014, Slovakia was the best rated country worldwide among the V4 countries, followed closely by the Czech Republic. This year, Hungary had the worst ranking of the V4 countries, which it managed to change immediately in the next 2016 rating of Version 1.1. In the latest ranking (Version 1.3), Slovakia ranked 28th, the best among the V4 countries (Good Country, 2019b).



Graph 2: V4 Countries Rankings in the Version 1.3

Source: Authors´ own elaboration based on https://www.goodcountry.org/index/results.

So far, the latest version of the Index was released in 2018, comparing 153 countries. That year, all V4 countries were ranked in 1/3 of the top-rated countries. The best ranked country was Slovakia as 28th, followed by Poland on the 31th place. The Czech Republic was placed just behind Poland on the 32th place and the worst rated V4 country was Hungary on the position 39 (Graph 2).

From the seven evaluated categories, the Czech Republic was the best in the Science & Technology and Culture compared to the V4 countries, from which it was ranked 2nd in the category Science & Technology worldwide. Among the V4 countries, Poland was best placed in the categories World Order and Prosperity & Equality. Slovakia received the highest number of the best rated categories. It was best placed in three categories, namely International Peace & Security, Planet & Climate, and Health & Wellbeing. Although Hungary did not rank among the V4 countries in the best position in any of the above categories, it occupied the 3rd place worldwide after the Czech Republic in the category Science & Technology.

In a more detailed comparison, we observe the main differences between Slovakia (49th place) and the Czech Republic (2nd place) in the Science & Technology category, where Slovakia lags behind in the number of foreign students and in the number of scientists who were awarded the Nobel Prize. The number of publications in international journals also ensures that the Czech Republic was ranked on the 2nd place worldwide.

As mentioned above, Slovakia has the best results among the V4 countries in the International Peace & Security category. In comparison with Poland (100th), which received the worst ranking from the V4 countries, Slovakia ranked 52th due to low arms exports and higher numbers of peacekeeping troops sent overseas for the UN missions.

As a strong Christian country, Poland was ranked 32nd in the World Order category. It was ranked higher than the V4 countries by birth rate and high number of UN treaties signed as proxy for diplomatic action and peaceful conflict resolution.

Another category in which Slovakia was the most successful among the V4 countries (10) was Planet & Climate category. Slovakia leaves the lowest ecological footprint of the V4 countries and dominates compliance with signed multilateral environmental agreements.

Despite the low development aid, Poland ranked 45th in the Prosperity & Equality category worldwide and 1st in the V4 countries thanks to open trading and FDI outflows. Slovakia ranked best in the last category of Health & Wellbeing and achieved the highest position in comparison with the V4 countries thanks to the Pharmaceutical export and food aid.

For the purpose of this paper, we elaborate a little more on the component of culture. The largest differences in the Culture category are seen in the V4 countries between the Czech Republic (10th) and Poland (24th). Both countries are part of the

European Union, thanks to which we see only small differences in the number of countries that do not need visa to enter the Czech Republic and Poland, because they adhere to the principles of the freedom of movement. The reason of the difference between these countries in the Culture category is mainly press freedom, in which the Czech Republic is ahead, and also Export of creative goods. In all four rankings, the Czech Republic received the best evaluation from the V4 countries in the Culture category. Interesting is the fact that despite the overall improvement of the V4 countries between the years 2014-2018, in case of culture we see deterioration in Poland, Hungary and the Czech Republic as well. The Czech Republic had the slowest decrease which means only minus one place per year. According to the results, this is due to decreased export of creative services. In case of Poland and Hungary, deterioration is more significant. Compared to 2014 when Poland occupied 16th place, in 2018 it occupied 24th place worldwide. In 2014, Hungary was on position 13 worldwide, compared to 2018 and position 23. In both cases, this development was due to deterioration of the freedom of media and press as well as due to decrease in export of creative services (Good Country, 2019b).

Although the differences in placement of the countries between the individual Versions of the Index and the components might sometimes seem massive, one again needs to keep in mind the diversity of numbers of countries compared within the four Index editions.

Conclusion

The objective of this paper was to conduct a comparative analysis of the V4 countries according to the Good Country Index. The Index was first introduced in 2014, and there have been four editions of it so far. When comparing the countries results, it needs to be taken into consideration that the number of countries included in the comparison is not constant in each Index edition. A country´s position should therefore be viewed as relative. Another issue is the data availability, what is also highlighted by Krylová and Barder (2014).

The aim of this contribution was to analyse the general development of the V4 countries within the framework if the Index existence. Next, we analysed the latest version of the Index, i.e. the year 2018, in more detail. We compared the countries within all seven components of the Index. Our analysis has illuminated the strengths and weaknesses of the V4 countries in the Index components.

Based on the analysis of the 2018 edition, the countries achieve the best and the worst results in the following categories. The Czech Republic is successful predominantly in the Science & Technology category, which can be attributed for instance to publications in international journals. On the contrary, the worst score of the Czech Republic is in the category International Peace & Security, influenced also by a negative indicator – arms exports. Since the score of the Czech Republic in this category is 95th position out of 153, it is the area the policy makers should pay attention to and look for proper improvement measures. Same as in case of the Czech Republic, also Hungary demonstrates success in the sphere of science, research, and technology, and thus thanks to publications or Nobel prizes. On the other hand, the category Prosperity & Equality is much less favourable in Hungary. There is a room to increase FDI outflows or development assistance, which represent negative indicators. Besides, Hungary can still motivate people to act as UN volunteers abroad. Poland also scores well in the category Science & Technology, particularly thanks to awarded Nobel prizes and publications. Even though, we would recommend taking measures to attract more international students, for example by means of cultural diplomacy, and to increase the number of patent holders. The least successful dimension of the Index of Poland is International Peace & Security, with exporting arms being a negative indicator. As the single one out of the V4 countries, Slovakia ranks the best in the Planet & Climate category, mainly because of environmental agreements compliance and consumption of substances negatively impacting the ozone layer. In this category, Slovakia can still improve its use of renewable energy, as it represents a relatively low percentage of the overall energy mix. We believe, solar and wind energy could be a solution in certain areas of the country, although such step would surely require considerable financial input. In contrast to that, the worst position of Slovakia is in the category Prosperity & Equality, with a negative indicator concerning contributions to development assistance, or FDI outflows. We especially consider the area of development assistance to be a crucial element of countries´ "goodness". Being a direct way of contribution to the wellbeing of less developed countries, Slovakia still has potential to improve in this sphere. In our opinion, one of the ways to do so is to become more involved in international cooperation concerning projects aimed at development aid. Moreover, a country can take initiative and be more actively implementing development projects even by its own.

Regarding the cultural factor we can conclude, all four countries are relatively successful in their contribution to the outside world. In the latest Index edition, all of them scored in top 24 countries (out of 153). In Poland, exports of creative goods are on a very good level. On the other hand, the country´s disadvantage can be seen in press freedom. Both Slovakia and the Czech Republic achieved favourable results in exports of creative goods, press freedom, or freedom of movement. Some improvement can be made in the area of exports of creative services. The freedom of press seems to be the most serious problem in Hungary. Hindering press and the media from covering a broad spectrum of topics and controlling the content is in contradiction with the principles of democracy. It is an interesting finding that both Poland and Hungary demonstrate a certain lack of press freedom, as guaranteeing freedom of expression is also one of the conditions to be fulfilled when applying for the EU membership according to the Lisbon Treaty (EC, 2019); yet both countries are already EU Member States. Should it be too difficult for the countries to improve in this matter, we would at least recommend preventing the current situation from worsening. On the other hand, Hungary´s results regarding exports of creative goods and creative services, and freedom of movement can be evaluated as positive.

We have already emphasised the complexity of the Index. Due to limited space, it is not possible to thoroughly discuss all 35 indicators in relation to all four countries. However, we are convinced the Index can provide policy makers, organisations as well as individuals with incentives to consider the areas where a country can improve. We believe, in some cases it would be feasible to take improvement measures and thus to provide more for the others.

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Rethinking Teacher Training According to 21st Century Competences

Mihaela Voinea

Department of Psychology, Education and Teacher Training, Transilvania University of Brasov, Romania

Abstract

One of the demands of our educational system is the orientantion towards sustenability. To prepare people for future we need teachers who are able to develop the 21stcentury competences – the six macro-level competences are considered universally relevant: life-long learning, multi-literatenes, trans-disciplinarity, self-agency, interacting with others and interacting in and with the world. (Marope, 2018). This article focuses on researching the way in which pedagogical practices are changed and on studying the factors which are involved in educational changes. A longitudinaly study on ten years (2008-2018) was set up. Our purpose was to look for and describe how the educational practice has changed. The changes in educational practices are produced when they are sustained by educational politics and environmental factors as well as the teacher`s abilities and traits: reflections, novelty, openness, learning, critical thinking. The gap between present educational practice and future demands can be reduced if system teacher training is rethought according to 21stcentury competences. Transformative learning in teacher training is an adequate way of developing teacher`s competences.

Keywords: teacher training; future competences; transformative learning

1. Introduction

It is a common ideea that schools must be changed according to the new 21stcentury demands. All educational researchers, educators and parents underline the need for a new strategy of education focussed on competences for the future: life-long learning, multi-literateness, trans-disciplinarity, self-agency, interacting with others and interacting in and with the world.(Marope, 2018). It is important to underline that changing times are transforming the nature and the role of competencies in every day people`s lives as it was demonstrated by a lot of international education documents (Marope, Griffin, Gallanher, 2017; Marope, 2018). For example the cognitive competences are redefined from 21st century perspective not only critical thinking and problem resolving, but as a metha-cognitive competences which involve design thinking. Also, the communication and collaboration, social and civic competences are defined according to new future social trends.

Among these future competences, critical thinking and social-emotional skills are always mentioned. These competences are necessary more today, because our world is changing every day, it is complex and demanding.

The major challenge for the educational system is: What type of changes have to make the teachers in their educational practice? What can the teachers do for a sustainable education? How must training the teachers for new digital generation who will work and live in the future be? This article underlines the idea that even though the educational changes are present in schools nowdays, there are not enough toproduce a significant change, if the teachers do not posses the 21st century skills.

2. (Are) The Teachers - agents of educational changes?

Even in digitalized society, when some voices speak about "the end of work" (Harari, 2018) the teaching profession remains a necessary one for society (people, in general), because, despite the fact that artificial intelligence will be used to replace people, some characteristics such as creativity or decision taking, human sensitivity cannot be modelated by robots or computers.

In the future, in an uncertain world, people (who are students now) need mental flexibility and emotional balance. The development of deep human feelings and awareness, responsibility and empathy becomes a priority of any educational system in the world, because we wouldn`t be"downgradetes people who use wrong upgradated computers with devastating effects on themselves and the world" (Harari, 2018:82)

In other words, the evolution of technogy must be accompanied by moral and emotional development. Students have to learn how to use technolgy as an useful instrument for human development, to promote a new 21st century ethic based on responsibility, self-agenc, while interacting with others and interacting in and with the world.

According to Heargreaves (2000), the development of teacher professionalism passing through four ages and the most challenging ages is the 4th which is a postmodern or post-professional one. The main characteristic of teaching and teacher professionalism, outside of new technogy communications skills, is a new type of relationships with parents (as a consequence of changing family structures, dynamic of workplace), collegues and community."Teachers have to learn to work within a more diverse community, to see parents as sources of learning and support rather than interference, to communicate more to social workers and second language teachers" (Hargreaves,2000:172).

The teacher`s responsabilities must be redefined according to the social movement. They must be more than educational actors, agents of social changes, promoters of new social ethic, digital citizenship etc. Therefore, teachers needs to change their mind set and practices according to the new social responsibilities in order to become promoters of social change and psycho-social competences.

Some studies (Hattie, 2014; Voinea, Palasan, 2014; Voinea, Bota, 2015; Senge at all 2016) on teachers' beliefs and teacher identity demonstrated that it is necessary to know the teacher' mental structure in order to change the educational system.Moreover, there are studies which underline the links between teachers`beliefs, knowledge, confidence and openness for technology (Ermet & Ottenbreit-Lefwich, 2010; Ermet & colab, 2012).

The teachers must be helped to change their beliefs, through a transformative training.In that way, they become 21st century teachers, agents of sustainable education.

The analysis of the emergence of the concept of transformative learning highlights its strong foundation: pedagogical, philosophical, practical (experiential) and last, but not least, social. The author of the transformative learning theory, J. Mezirrow, launched the concept of transformative learning in 1978 in the article Transforming Perspectives, inspired by Paulo Freire's critical pedagogy (the concept of critical consciousness), by Jurgen Habermans' philosophy and even by the observations of his wife's transforming experience, who returned to complete her studies as an adult.

Mezzirow defines transformative learning as "the process by which we transform problematic reference frameworks (mentalities, mental habits, perspectives on meanings) - sets of assumptions and expectations - to make them more comprehensive, lighter, more reflexive and more capable of affective change" (Mezirow, 2014:168).

Generally, transformative learning occurs when a person encounters a perspective that is at odds with his or her current perspective.(Kroth,Cranton, 2014:3). For this, there are necessary, in Mezirow`opinion, the ten steps of perspective transformation:

- Experiencing a disorienting dilemma;
- Undergoing a self-examination ;
- Feeling a sense of alienation from traditional social expectations;
- Relating their discontent to similar experiences of others;
- Exploring options for new ways of acting;
- Building competence and self-confidence in new roles;
- Planning a course of action;
- Acquiring the knowledge and skills for implementing a new course of action ;
- Trying out new roles and assessing them ;

- Reintegrating into society with the new perspective (Kroth, Cranton, 2014:3).

Analyzing the ten steps described by Mezirow and referring to teachers' work, we can better understand why transformative learning is a adequate strategy for teacher training.

Transformative learning is a comprehensive theory of adult learning, based on social constructivism. It is the type of learning that suits the adults' characteristics (Stolovitch, Keeps 2017:94-95), meaning that it is the one that takes into account the learners' experience, the fact that they can monitor their learning process, they are responsible and autonomous, but also have vulnerable spots, such as fear of failure and loss of reputation. Although it has its limitations, the transformative learning theory has been used in adult and teacher training successfully Kostoulas-Makrakis (2010). For example Kennedy (2005) presents the nine models of continuos training (training; award-bearing; deficit; cascade; standard-based; coaching/mentoring; community of practice; action research; transformative) organised into three broad categories – transmission, transitional and transformative and argue that the transformative learning is an adequate model for teacher because the professional autonomy is greater.

Our own study about the role of transformative learning in support teacher training(Voinea, Topala, 2018)shows that the impact of transformative learning is visibile when learning is based on teachers`experiences, they are free to express their feelings and they choose to practice what is proper for the context provided by their classroom.

Indeed, the teachers need autonomy, responsibility, innovation etc, and this features cannot be transmitted or learned. These must be experienced, felt and understood so that they could be put in practice.

3. Research questions, goals and methods

This study addresses two research questions study: What kind of educational changes are necessary for a susteinable education?

How could the teachers be agents of educational changes in the 21st century ?

The goal of this study is to analyse and describe how the educational practice has changed and identify the characterstics of 21st century teachers.

The present study was conducted in a mixt methods structure, which employed both qualitative and quantitative methods for data collection, embedded in a constructivist-interpretivist research paradigm. We are interested in deeply understanding specific cases within a particular context. (Patton, 2002).

This study involved a longitudinal research for a period of ten years (2008-2018) and included a number of 100 participants, (99 female and 1 male) teachers from the continuos training system who are practitioners in preschool (40 teachers) and primary educational (60 teachers) system, from several urban (69) and rural (31) schools, from Brasov county, Romania.

In Romanian continuos teacher training system, for the first degree (the superior level of teaching career), the teachers have to elaborate a didactical research under the supervision of a university specialist and they have to teach four lessons for their professional competences to be assessed.A team formed of 3 members (university superviser, manager of the school and manager of didactical strategies) participated as assessors and observers at four lesson.

In this context, of teacher`s assessment, we observed 400 lessons and analized lessons plans, official curricula, self and teachers` portfolios. We conducted interviews with the teacher after they had taught (self-assessments).

We recorded information regarding the following aspects of teaching profession according to a previously established set of criteria: the teacher`s for issues related to educational research, teaching and evaluation strategy, relationship with students, parents, collegues and community, professional training and self-assessment.

Data analysis methods included: transcribing interview and observation data; interview and document analysis

4. Results and Discussion

The teacher`s interest for educational issue research reflects the dynamic of educational and social problems. For a period of ten years we found a shift in the interest from the didactical strategy topic to emotional intelligence, partnership as you can see in the table below.

Table no.1- Topic of educational research

Topic of educational research	Preschool teachers (40)	Primary teachers (60)
Methodology (the role of critical thinkink methods, learning project, learning strategies)	45%	61,6%
Social – competences (intercultural education, socio-emotional development)	37,5%	20%
Partnership (Partnership with parents or community, incusion)	17,5%	18,3%

On one hand, this fact can be explained by the changes imposed by the educational policy at national and international level. These changes imply promoting the education centred on competences, inclusive education, integrated learning and focus on social-emotional learning.For example, the teacher`s interest for didactical activities centred on social-emotional competences have risen in the last five years (2013-2018) as a result of national curriculum changes (the *Personal Development* from the primary level, as a new subject matter introduced in the national curriculum in 2013). The "*Personal Development*" subject matter promotes learning activities aimed at developing the learner's ability of self-knowledge and at expressing, in a positive way, his / her interests, skills, personal experiences, relationships and communication skills, reflections on learning. (Personal Development Syllabi no. 3418 / 19.03.2013). A novelty of this subject matter, *Personal Development*, is given by the particular emphasis on the students' emotional, social and professional development. Capitalizing on pupils' actual life experiences underpins the authenticity of learning. There is a permanent reporting to what they think and feel, as well as to how students behave. The contents of the curriculum provide the opportunity for creating learning situations that enable students to become aware of who they are, to analyse their own emotions, to relate to others (diversity), to be motivated to learn successfully, to explore what professions / jobs they would like to have.Also, another novelty of the curriculum is the possibility to implement integrated activities or diversifying/expanding extracurricular activities. The skills and attitudes developed in *Personal Development* are those transferable acquisitions needed to achieve school, career and personal success.The complex register of didactic strategies, suggested by the curriculum, stimulates the active involvement of pupils, individually or in teams.It is recommended to stimulate students' creativity by using interactive teaching and learning as well as assessment methods. In other word, the teachers are forced to change the pedagogical vision about learning, education and competences.

In preschool educational system, where the changes have been wider, the didactical activities after 2013 were focus on holistic development, cognitive, social and emotional. The interest of educators for intercultural education, ecological education, partenership with parents and community has risen.

On the other hand the shift of interest towards new educational changes is the result of the need for professional development. All teachers who choose a new educational topic for research declared that they "want to make a change in their daily practice and students` lives".

Regarding **teaching and evaluation strategies**, we found that in this area there are most of the visibile changes.

Interactive learning strategies and critical thinking methods as well as cooperative learning are frequently used.

TIC is widely used, too, even in schools from rural areas.We can observe a rise in the interest for personal development lesson, after 2013, and in the same time a decrease in the interest for Math and Romanian language lessons. Even if the cognitive competences are still dominant, the social competences begin to be present in educational practice at preschool and primary school level.

Table no.2 - The freqvency of type of lesson in a decade (2008-2018)

Type of lesson	Primary school		Total
	2008-2013 (120 lessons)	2014-2018 (120 lessons)	
Math	40,83%	33.33%	37.08%

Romanina language	39.16%	33.33%	36.25%
Natural Sciences	8.33%	8.33%	8.33%
Music	0.83%	1.66%	1.25%
History / geography	1.66%	2.5%	2.08%
Physical education	0.83%	1.66%	1.25%
Personal development		10%	5%
Practical abilities/ Technogical education	8.33%	9.16%	8.75%

A limitation of didactical strategies used by the teacher is the low degree of individualization, adjustment to students` needs.

The differentiated learning was obvious when students with special educational needs were concerned.

The relationship with the students, parents, collegues and community represents another aspect of educational change which must be redefined for the teachers according to the new meaning of collaboration in the 21st century.Most partnerships are with other schools or kindergartens, museums, libraries or churches (in general other state instututions) and less with ONG, parents associations etc.

In what professional development is concerned, all teachers have participated in the last five years at different continuous teacher training courses (inclusive education, health, assessment, emotional intelligence), conferences, teachers` meetings.

In **self assessment** discussion with educators we have identified the need to share their teaching experiences with colleagues and other specialists. The teachers need to have some trainer-model (model of critical thinker or designer thinker, model of pedagogical innovator). The reflections about their own didactical behavior are poor (surface reflections). These refer to pedagogical objectives, methods and children/students behaviors and less to their own creativity, pedagogical beliefs and professional objectives or their impact on students. The teaching professionalism is frequently associated with students` results (maths and sciences school contests and competitions) and less with the well-being of students or with the educational progress of students.

The interview with all teachers who elaborated new educational topics regarding emotional intelligence, social competences, critical thinking, partnership with community etc. has found some personal feature:

- Interes for novelty (new educational theory, new methods, new didactical materials),

- Openness for reflection (these teachers were objectiveand positive in self evaluation. They had a realistic image of their competences and weaknesses),

- Critical thinking,

- Openness for human being (all these teachers were interested in their relationship with students and parents)

- Collaboration, cooperation with coleagues, manager and other specialists. These teachers are open to changes, even at a personal level. A teacher in preschool declared "I decided to change all my life. I changed my hometown, I learned more to acces a good kindergarten, I changed my style. Now I think the changes are best things, because they force you develop"),

- A good self-image.

These features can be converted into a model of 21st century teachers which can be developed during continuous teacher training system based on different models of training and using the principles of transformative learning.

The major changes must be in teachers mindset, in a new image of teachers as social promoters of values who posses the 21st century competences.

4. Conclusions

Although the research carried out has the constraints specific to the constructivist-interpretative approach, where the truth is built through the dialogue between the participants and the researchers, from the adjustment of the perspectives and the impossibility of generalizing the conclusions, we can state that there is a number of teachers who implemented the educational changes. They are still just a minority, but they have got the power of change.

The way in which the changes were adopted depend on a several factors: the educational political factors, the levels of educational system (preschool, primary or secondary school), the culture of schools, the environmental factors (urban/rural; a "good school" with a great tradition or marginal school), the collegial atmosphere, the leadership of school manager etc.These kinds of changes met with resistence at the beginning until the teachers understood and accepted the role of changes.

Beyond all mentioned factors, the teachers training system must be rethought according to 21stcentury competences. We need a traning system which develops life-long learning, multi-literateness, trans-disciplinarity, self-agency, interacting with others and interacting in and with the world through different teachers`training programs (transformative), through collaboration with colleagues and experts.

Any educational change must be accompanied by "human change" (teachers` vision about their role in school and society, teacher practice and teacher personal development)

5. Acknowledgements

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A Qualitative Study on Scopes and Gaps in Re-Branding Bangladesh Through Effective Communication

Farhana Zamil Tinny

Dr. Bakare Akeem Soladoye

Abstract

This study investigates the scopes and gaps that Bangladesh has in terms of re-branding her existing image throughout the world. Equally, the study also examines the consequences that Bangladesh is facing due to lack of effective communication. The topic has been chosen to find out all possible ways of correcting the existing negative image of Bangladesh around the world. To address the topic properly, the researchers have identified one general objective and five specific objectives. One of the objectives is to examine the importance of effective communication and how a well-planned effective communication can reduce existing gaps in re-branding Bangladesh. This research paper aims to find out that dedicated team, i.e. the opinion leaders of Bangladesh who can play a vital role in evoking the positive image in re-branding Bangladesh. This study also emphasizes on strengthening the scopes that can help the re-branding process more effectively. A qualitative research approach has been applied to conduct this research. The data has been collected through semi-structured in-depth interview and focus group discussions. While choosing the participants, the researchers used the purposive and the snow-ball methods to collect more verified data from the participants. Findings from the data analyzed show that Bangladesh lacks proper communication with both external and internal stakeholders. These gaps should be reduced in order to practice a proper and effective communication and to enhance a positive image of Bangladesh around the world.

Keywords: Bangladesh, effective communication, public relation, re-branding

Introduction

"Perception, unfortunately, always trumps reality"

This is how Simon Anholt, the policy advisor, place brand expert and the founder of Good Country Index has defined, how a good or bad perception about a country can win or lose the attention of the people (Anholt, 2013).

21st century is being led by effective communication and international relations are being more prioritized to make a stronger bridge between governments to government. Professional communicators are being appointed to empower and uplift the image of the individual countries making a brand perception throughout the world. A proper communication at the national policy and strategy level can enhance a country to create a brand image for itself or recreate a new image in the eye of the world erasing the previous negative image. At this moment, countries around the world are emphasizing on building and re-building their brand image using the potential and existing but undiscovered attractions in persuading a positive picture in the communications, and Russia is one of the potentials on the race right now (Simons, 2011).

Over the last decade, various nations have hopped on to the brand wagon, embracing slogans as "Incredible India", "Malaysia, Truly Asia" and "Drink Finland." By promoting social sends out, countries tend to tap an endless global market throughout. And nation-branding can be a frame of "soft power," a way of picking up back-door impact within the worldwide community. Countries have continuously looked for to impact how the rest of the world sees them (Zax, 2013).

The aim of this paper is to find out how the world is seeing Bangladesh as a country and how is brand image of this country worldwide. To re-brand the existing image of Bangladesh, it is necessary to find out the problem that comes as a barrier in re-branding Bangladesh.

Re-branding a country with negative image can be quite difficult but not impossible at all. Before planning the strategy to re-brand a nation or country, policy makers needs to find out the scopes and gaps first. Two things should be considered mainly in this case, a proper infrastructure and peoples' skill or talent.

Like any other developing countries, Bangladesh has its own shortcomings and those are more recognized by the world itself due to the lack of proper communication and proper marketing strategies to uplift the positive image of Bangladesh. Bangladesh is quite a well-equipped and well-resourced country which is developing every single day ever since she got independent after the 1971 war against Pakistan. Despite of all other natural disaster and obstacles, Bangladesh managed to come this far and competing successfully with many other developing and developed countries.

In spite of all these struggles and effort, Bangladesh is still known as the most densely populated country with poverty only according to the report (BBC News, 2018). Recently the Islamic terrorism attack in 2016 in Gulshan Holey Artisan Café has killed its image more. To remove all the negative aspects and image surrounding Bangladesh and to make it as a beautiful and prospective country, it is highly recommended to re-brand the image of Bangladesh (Shahan Tinne, 2013).

However, there can be confusions on the concept of rebranding a country or a nation especially if it has negative image like 'terrorist', 'rogue', 'Poor' or 'weaker' throughout the world. Surely nations with these images have a long way to go to achieve a stronger position having a positive rebranded image about them (Krishna, 2011).

Even forty years back, it was known as a country of flooding and overly populated country, and still the world media is portraying Bangladesh as the same like before. Bangladesh has moved towards inimitable success in both economic and socio sectors and hope the world media will also move on. Bangladesh is the only country that fought for her language and achieved it. It is also the second largest exporting country in ready-made garments and seventh largest country in earning remittance. 66% of the entire population is workable here, where 60% of that 66% is young generation. Bangladesh has numerous brands in product and service but branding the country itself is a very new concept in Bangladesh. The Bangladeshi cricket has also helped Bangladesh to enrich the brand image of Bangladesh and made her a world recognized nation throughout the world (District Branding Strategies draft for constructing Bangladesh, 2018).

Finally, to present Bangladesh at the formal platform of the world, Bangladesh started a campaign, 'Beautiful Bangladesh' back in 2008. To add with that, Bangladesh has also targeted the goal to upgrade them as the 'Middle Income Country' by 2021 using information technology through the campaign, 'Digital Bangladesh' (District Branding Strategies draft for constructing Bangladesh, 2018).

In spite of being a well-resourced country, Bangladesh failed to portray an actual image of 'Beautiful Bangladesh' in the eye of the world. Irrational political pressure, lack of proper marketing strategies, proper steps from opinion leaders and lack of well maintenance of the resources could be few of most crucial obstacles in making a positive brand image of Bangladesh around the world.

According to Anholt, a fantastic brand image comes from the fantastic services provided by the fantastic product, sold to a fantastic large number of consumers. If the consumers get a good service buying the product, they will perceive a powerful brand image about the product through a good reputation. Gradually the reputation will empower the non-users as well. The brand image will get stronger spreading the reputation in wide range (Anholt, 2013).

As mentioned earlier, worldwide practitioners from the field of communication have been engaged to improve the image of the countries for different target groups, e.g. tourists, citizen, different governments, and the media of course through which things get the maximum exposure these days. There was a time when it was practices among the developed countries only but now days, many other developing, struggling and under developing countries are also allocating some specific budget in the communication field to develop the brand image of their country worldwide. It is high time now to find out the strategies and approaches and communicate those with the policymakers for further steps towards re-branding the image of countries (Herstein, 2016).

This study briefly discusses the scopes that Bangladesh can use as her strength to rebrand herself outside its territory looking at the gaps that have been overlooked for a long time. A proper attention is required in fixing the loopholes to make a greater filling in overcoming the negative image that Bangladesh has now.

Before curing any disease, doctors need to identify the symptoms first and then only it is possible to go for remedies. The same way, before attempting to demolish the negative image of anything, it is important to know the reasons that caused the negative image. Therefore, before re-branding Bangladesh, it is necessary to find out the reasons that are holding her back from presenting herself as a positive progressive Bangladesh. Therefore, this paper aims to find out the gaps in effective Communication in Bangladesh and how those gaps can be used as strength along with other existing scopes to re-brand the image of Bangladesh around the world.

Theoretical Literature Review

Many theories have been reviewed to support the research and for critical analysis from different perspectives. Most of the time, consumers try to have an overall idea of the product or service that they are planning to buy. Either they do an extensive research online or they take peer suggestion before buying it. This pattern of behavior of having a certain insightful idea about anything is known as perception.

Market researchers often study the purchase behavior of the consumer to understand their decision better. Things that influence the consumers to buy any product or service are the key point of study by the market researchers. Consumer Perception Theory can be used to design a campaign for a product or service or to understand the psychology better of the consumers. This perception is the successful positioning of a product by the marketers to build a brand image over a product. These marketers deliberately put an effort to make the product or service distinguishable than the other competitive product available in the market (Flamand, 2018).

Before trying to rebrand the image of Bangladesh, a good number of market researchers are required in the field to know the world perception about the country and what should be done in repositioning the image of Bangladesh through proper implication of well-crafted plan.

The Spiral of Silence theory refers to that minority group who remain silent about their view when it comes to voice their opinions. This theory explains that people or any community tends to keep quiet about expressing their opinion when they know that they belong to the groups of minority. The ratio of opening up about certain opinion or belief depends on the opinion more favorable by the majority. If the opinion is less likely the majority, the minority group tends to be less expressive about it (Universiteit Twente, 2018).

On the other hand, Agenda Setting Theory has a powerful influence over media. Agenda setting theory discusses the power of the mass media in making an issue as a public agenda. Once an issue succeeds to draw the attention of the public concern, it becomes the center of attraction around the world. Mass media has the power to frame any issue according to their agenda, mass media has power to color any issue for their targeted audience and thus they shape and influence the public opinion and agenda (Zain, 2014).

Cultivation Theory suggests that high viewer audience seems to believe whatever is shown in the mass media. It discusses about a psychological state of mind where people start believing that the world is a worst place to live in and everything surrounded is bad. A negative idea spreads over and people tend to believe that as a reality. These negative ideas do not create misconception about violence only but also enlarge the misconception about different country, their culture, political stands etc. Cultivation theory has gradually taken the whole ground of mass media. Mass media these days change our perception towards every single thing in different way. The media cultivates stereotyped ideas upon audience mind manipulating the power one nation and culture holds onto (Davie, 2010).

Social media is the most popular media at this media and people hardly depends on the traditional media like television. They can watch and read all the whereabouts the world through social media or digital media. The world media has shown Bangladesh as one of the worst places to visit in. as a result the general audience do not see the real progressive picture of Bangladesh. Hence, the ratio of both tourist and investors are comparatively less in Bangladesh.

Marketing scholars believe that, implied marketing strategies can fall hard in case of any one missing elements of AIDA. The whole idea of this model is to create 'awareness' in-between the consumers about the product. Once the awareness promotion is done successfully, the consumer will automatically be 'interested' about the product. As the consumers get interested about the product, they will feel a 'desire' to experience it. And finally, that desire will lead them to 'action' as per marketers plan (Suggett, 2018).

The reasons of the negative image of Bangladesh at this moment can be the effect of consumer perception theory and spiral of silence. The world media does not convey quite a good feedback about Bangladesh therefore the foreigners tend to have a negative perception about Bangladesh and avoid visiting or investing in Bangladesh. On the other hand, being one of the youngest countries, Bangladesh has the fear of being isolated and as a result she keeps quiet and refrain herself in voicing her opinion, which can be defined by the spiral of silence theory. In order to overcome this situation, Bangladesh needs to set policy agenda to establish her as one of the fastest growing country around the world. Having this objective, it is really important to cultivate the goals in both externals and internal stakeholder mind. So, using cultivation theory would be the best choice in this scenario. Once, strategically all plans are set, policy makers will have to implement the strategies carefully so that it removes all the negative stereotypes from the stakeholders and creating an awareness about Bangladesh which will lead them to action. Therefore, the AIDA Model will be a perfect choice at this phase.

Research Design and Methods

Qualitative research method has been used as it best fits the paper. This research demands in-depth analysis from the opinion leaders, policy makers and the people that occupy higher positions in the society who have the profound knowledge and insight about the present situation of Bangladesh around the world. All the primary and secondary data have been collected from Bangladesh as it is the most appropriate place to facilitate the research. Research design has been followed to find the closest and authentic result. The researchers use the non-probability sampling method under which the purposive and snowball techniques were followed. The participants or population for the study is selected purposefully in this technique.

The sample population for this study is all the concerned high officials from the selected field required to conduct the study. In total 13 active participants were involved in this study from the targeted field of study. There were focus group discussion and in-depth interview involved in the research to get the best result. Since the entire process is a bit unstructured or semi-structured, it might be one of the most difficult phases in research. The researchers therefore used inductive approach to analyze the data.

Data Analyses

The objective of this research is to diminish the negative image of Bangladesh and to create a new brand image of her. The researchers have tried to find out the obstacles blocking the way of re-branding Bangladesh and present a brand fresh image in front of the world. One of the most common anticipated obstacles in re-branding Bangladesh is lack of effective communication both internally and externally.

The researchers believe that, through effective communication in every little step, it is possible to create a brand new image of Bangladesh. Hence, this paper tries to find out the possible solution to reduce the gap in effective communication and how the scopes can be used effectively.

To collect data, the researchers used focus group discussion, in-depth interview and content analysis approach. In total, 15 interviews were conducted; in fact one of the interviews was taken through telephone with prior appointment. There were 3 focus group discussions as well with the concerned participants. The entire interview has been recoded with the prior permission of the participants. Most of the interviews continued for about 2-3 hours. The participants switched code between English and Bengali as all of them were Bengali speaker. For the convenience of the study, the entire conversation has been translated into English. There was not any fixed set of questionnaire for the participants. Rather, it follows a semi-structured interview format while taking in-depth individual interview or focus group discussion.

There is a set of techniques that can be used to identify the themes, patterns or relationships on the basis of the responses from the participants during interview. The paper tries to find a connection following those techniques. One of the most effective techniques to find a co-relation with participants' responses is 'word and phrase repetitions'. The researchers used this technique in order to organize the collected data (Research-Methodology, n.d.).

Discussion and Research Findings

After conducting the interviews, the researchers found some common factors that almost all the participants were concerned with. It shows that, Bangladesh is stuck in some common ground and if those things can be sorted out, the scenario of Bangladesh will change eventually.

To bring out the positive sides of Bangladesh and to present it in the global platform, a proper communication with the key concerns are required to connect with all responsible personals to spread the news around the world about Bangladesh. For instance, a constant communication with the western media, taking part and having strong stand in global issues, making strong strategic marketing plan to introduce Bangladesh as one of the safest destination to invest and visit, having good relation with the foreign diplomats and joining more international conference and seminars can a positive market in the world market about Bangladesh. Along with having a proper communication with the external stakeholders, a proper communication with the internal stakeholders is also required. This is more important to create a concrete ground for future growth of Bangladesh.

The data collection method of the research has included participants from both public and private sectors. And people from both the sectors have come out with this same common issue. From both in-depth interview and focus group discussion, the research found that, there is lack of joint effort in working together for a common goal from both private and public sectors. When it comes to work on anything related to the country, the private sectors need approval from the government sectors. Most of the time, the approval is delayed or denied for the chain of command ruling in the authoritative positions.

Once both the public and private sectors are ready to work together in this particular matter, they need to come up with strong marketing strategies and other relevant approaches to make it to next level. From the data analyses, the researcher has found that there is lack of consistency in the projects that are being taken care of at this moment. It takes years to get approval from one sector to another and internal board of members sometime are not co-operating with each other to finalize a matter. There are a lot of project that started long year back for re-branding Bangladesh, but due to lack of continuation the audience or the concern project members have already forgotten and lost their interest form it. At the same time, new projects are being included without having a proper backup plan or group of people to look after the previous projects. These unstable approaches of handling different project should stop.

Bangladesh needs more result oriented people in every sector. People having 'go get' attitude only can help Bangladesh to achieve the goal. Prompt decision needs to be taken when it comes to any approval. And the other common issue that has been addressed by the participants is budget allocation. Apart from the big companies or organization, most of the organizations do not have a proper budget allocation for CSR (corporate social responsibility) or any other funding for the welfare of Bangladesh. Since Bangladesh is still a developing country, she has other thousand things to fix first and thus the allocated budget is quite low.

It has been observed that, in different organizations, be it private or public sectors, experts from different countries around the world are being appointed in higher position. Even though 45 million young population of Bangladesh are now unemployed at this moment, they are not being hired due to lack of expertise and real life experiences. The education system in Bangladesh is still quite book based and it needs to be changed. Apart from the class room based education system, the students need to provide more hands on experience so that they can use those experiences in their work life. For instance, many young people are working in the field of communication, journalism and advertisement without having any educational background on those fields. As a result, first few years of the career become a nightmare for them as they do not have any proper education or primary knowledge and etiquettes of their job. So, it is very important to emphasize on hands on training and a changed curriculum in the educational institutes.

The basic infrastructure of Bangladesh has not yet been developed compared to other developed nations. Therefore Bangladesh is lagging behind to connect with the other countries. As a result many business dealing are not seeing the success even though having lots of resources to do so. The transportation and communication system needs to be developed for a better connection with the other part of the world.

Unstable political situation in Bangladesh is one of the major obstacles in changing the current situation of Bangladesh. Every leading government has their autocratic attitude over the country and the citizen. On the contrary, the alternative opposition panel has always made the situation more chaotic for the citizen. The political leaders need to be more responsible in their action and should not forget that their main concern should be serving the general people of Bangladesh not to support their incapable member of the political team.

On the basis of the participants' feedback, the most important tools in re-branding Bangladesh should be eco-tourism, RMG (readymade garments), Cricket as sports and remittance. Bangladesh has humongous prospects in these sectors. A proper nurture and well planned execution in strategic marketing planning can only achieve the success in re-branding Bangladesh around the world.

Bangladesh has many places for tourists' attraction and many resources to export in humongous amount around the world. She has the largest number of young workforce at this moment in the history that can change the shape of the country overnight if proper guidance and training can be provided to them. Currently Bangladesh is doing really good in the famous sport, cricket and she has world class top ranked players in this sport who are well recognized for their performance worldwide.

In spite of being a very resourceful country, Bangladesh is yet to recognize herself as one of the fast growing countries around the world due to lack of her communication skills with concern authorities. Bangladesh has already fulfilled MDG (Millennium Development Goal) set by UNDP back in 2000 (UNDP in Bangladesh, 2015). Bangladesh needs to inform the world that she can be good hub for investment or a place of destination for tourism. And for this, it is required to follow some common communication tools through mass media.

More research should be done on this topic, not only for education purpose but also to find out way out to help Bangladesh as a whole. This research can be more resourceful if the same phenomenon can be studied from the external stakeholders' point of view. For instance, in-depth interview with the foreign delegates, journalists and diplomats can bring more variety into the studied topic. There should be a tie up with the government sector to study on similar kind of topics that relates the country as a whole. This will encourage the researcher more to go deep down of the topic and bring out the most possible ways outs.

Conclusion

Based on the research done during the study, the researchers found some gaps which are obstacle in re-branding Bangladesh. She lacks proper communication with both external and internal stakeholders. These gaps should be reduced in order to practice a proper and effective communication and to enhance a positive image of Bangladesh around the world. Bangladesh has many talents and to nurture those scopes, Bangladesh requires proper strategic marketing plan and those plans need to be implemented in a disciplined manner afterwards. The prospective opinion leaders have been addressed in this study as participants and their role has been identified as well to overcome all negative images that Bangladesh has now. Being one of the youngest countries of the world, Bangladesh is doing pretty well. Now it is time to let the world know about the Beautiful Bangladesh and its features.

Recommendation

There was lack of available research paper on the topic. As a result researchers had to struggle to find out relevant work for the literature review section. Both the public and private sectors need to come forward with more research project about Bangladesh so that it can help the future researcher with authentic information. It was very tough to reach out the people in the government sectors for the high maintained protocol. This should be bit relaxed for the researcher so that they can meet the hierarchy and have information in detailed manner. Due to time constrain, the researcher had to let go of few of the appointments with the targeted participants during the data collection process.

As mentioned earlier, this research was quite a time consuming and since it used qualitative research method, the study requires more in-depth analysis and observation on the topic. This research topic is quite broad for a limitem time limit to conduct and finish the study with satisfaction. More research should be done on this topic, not only for education purpose but also to find out way out to help Bangladesh as a whole. There, there is always a room for further studies regarding this topic. A mixed method of study can be recommended for the future study. This research can be more resourceful if the same phenomenon can be studied from the external stakeholders' point of view. For instance, in-depth interview with the foreign delegates, journalists and diplomats can bring more variety into the studied topic. There should be a tie up with the government sector to study on similar kind of topics that relates the country as a whole. This will encourage the researcher more to go deep down of the topic and bring out the most possible ways outs. It is very difficult to get the permission of the higher authorities for interview; government permission can make the process easier for the researchers.

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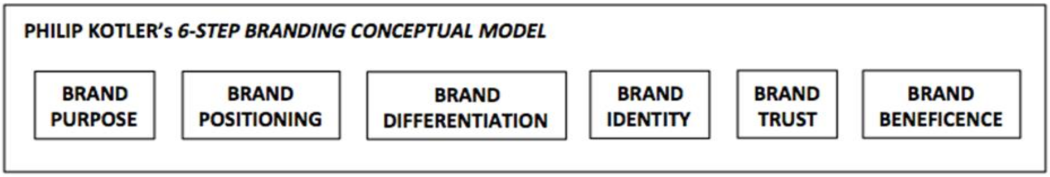

Figure 1: 6-steps of conceptual model

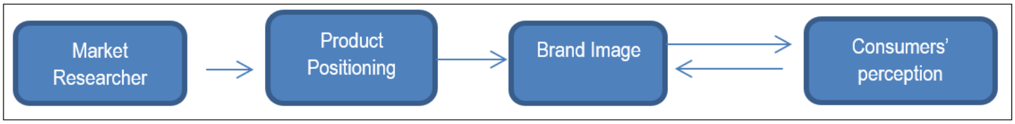

Figure 2: Consumer perception process

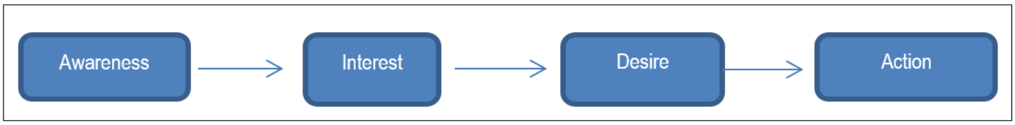

Figure 3 AIDA Model

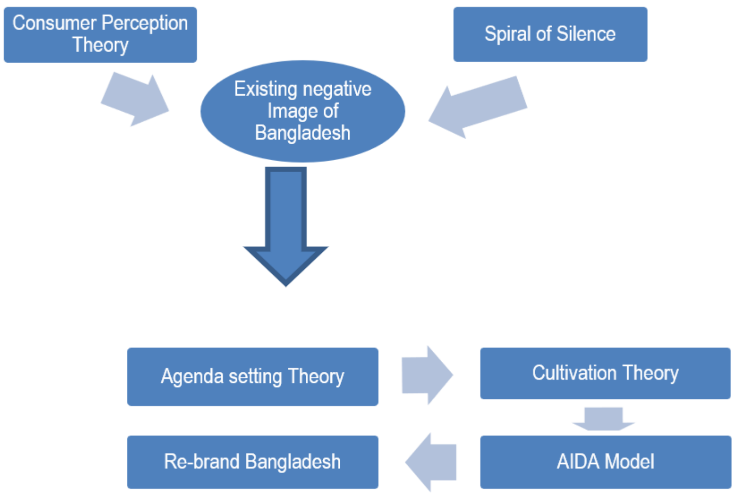

Figure 4: Theoritical Framework for re-branding Bangladesh

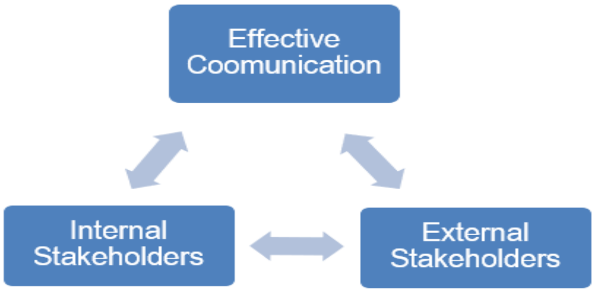

Figure 5: How does an effective communication works

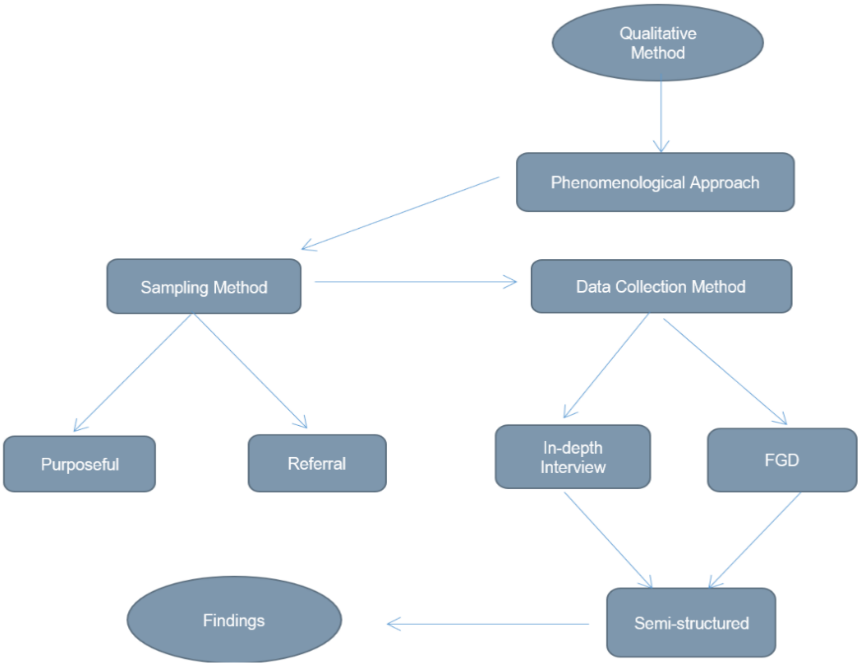

Figure 6: Research Methodology

SL	Participant	Age range	position	Year of Expertise	Field of expertise
1	Participant 1 (Bangladesh)	40-45	Industry Promotion Specialist	20 Years	Journalism, communication
2	Participant 2 (Bangladesh)	30-35	Senior Reporter	15 Years	Journalism
3	Participant 3 (Bangladesh)	35-40	Head of Marketing & Communication	18 Years	Marketing, Communication

4	Participant 4 (Bangladesh)	45-50	CEO & Managing Director	26 years	Marketing, copywriting, advertising, event management, movie making
SL	Participant	Age range	position	Year of Expertise	Field of expertise
5	Participant 5 (Bangladesh)	40-45	DGM	20 years	Public Relation
6	Participant 6 (Canadian)	45-50	Programme Specialist	15 years	Sexual and reproductive health, adolescents and youth, psychosocial support

Table1: Individual In-depth Interview

SL	Participant	Age range	position	Year of Expertise	Field of expertise
1	Participant 7	40-45	Manager (Training and foreign liaison)	25 Years	Communication, Marketing
2	Participant 8	40-45	Manager (ICT Division)	25 Years	Information Technology
3	Participant 9	40-45	Manager (PR & SP)	25 Years	Public Relation

Table 2: Focus Group Discussion-1

SL	Participant	Age range	position	Year of Expertise	Field of expertise
1	Participant 9	35-40	Associate Director	15 Years	
2	Participant 10	35-40	Sr. Manager, Creative Operations	17 Years	Advertising
3	Participant 11	45-50	Sr. Art Director	23 Years	

Table 3: Focus Group Discussion-2

Albania's European Perspective and the Albanian Politics

Dr. Adelina Nexhipi

Erjon Nexhipi

Phd. candidate

Abstract

Albania's EU integration has been an important part of politics of all Albanian governments after 1990s. This process has been considered not only as a means for being a part of the United Europe, but a factor for achieving the stability in the country, economic development, strengthening democracy. Diplomatic relation between Albania and the EU were established since 1991, but Albania's European perspective was ensured only in 1999, by signing the Stabilization and Association Agreement. Since 1999 onwards the Albanian governments have been working for fulfilling the membership criteria to European Union, though the process has been a long and problematic one. Nowadays (2019) Albania expects the EU to open the negotiations for the EU membership process. Through this descriptive-analytical study, we will shed light into the most important moments of the Albanian process toward the European integration; policies followed from both parties, attitudes of the Albanian politics, encountered difficulties, problems and achieved successes. The study relies on the many documents from EU and Albanian institutions such as studies, analyses, interviews with political personalities, Albanian and European researchers and analysts. The study aims to analyze the "long and difficult" path of Albania towards EU, focusing on what has been achieved and the future challenges.

Keywords: Albania, European Union, European perspective, European integration.

Introduction

Albania's diplomatic relations with the EU were established in 1991. On May 11th, 1992 the Trade and Cooperation Agreement was signed including the common declaration on political dialogue, which came into force on December 1st, 1992. The Agreement of 1992 was not just an act regulating the economic and trade relations among the parties, but it was an important document which paved the way for closer relations, based on the principle of democracy consolidation and achievement of Albania's goal for being an EU member; although the goal of the agreement was not Albania's EU membership. The agreement offered less than other agreements that were signed later with the countries of Eastern and Central Europe. However, referring the political changes in country, the agreement recognized the Albanian' willpower for stability and democracy consolidation based on European principles.

According to the agreement, Albania was involved on the Generalized Scheme of Preferences – a regime that EU offered to a number of countries that had contractual relations with. EU became the main donor for Albania. It benefited from the assistance offered from EU to the Southeastern Europe countries through PHARE program. According to Vurmos, *"until 1994, the Albanian economy was not able to benefit from the preferential treatment offered by the Union. The Albanian exports remained in low levels compared to imports. The systematically high trade deficit made the Albanian economy a market oriented towards imports"*[1]

Albania proved better conditions for a fast development, which in 1995 made the Albanian authorities take the first steps towards starting the negotiations about the Association Agreement with EU. After coming out of the emergency situation of systems transition, through an official request, Albania asked to open the negotiations for an association agreement to EU. Though, during this period the results could not be positive yet, since the country's progress was not on the right levels. The estimation was made after this request. In this case, the European Commission which was in charge of the estimation, pointed out the priorities that Albanian should have to follow in regard to its EU integration process. Therefore, in estimating

[1] Gj. Vurmo, *Relations of Albania with the EU,* Institute for Democracy and Mediation, Tiranë: 2008, 33 - 34

the opportunities for free trade of goods and services, Albania was still too far from parameters and requests of the Union and as such the request was considered "*a premature step*".

In the framework of the dialogue between Albania and EU, 4 ministry level meetings and 5 inter-parliamentary meetings were held during 1994 – 1998. There was discussed the legislation approach, custom cooperation, economic and financial issues, agriculture and infrastructure. Until then, EU was not concretely involved regarding to the membership perspective for the West Balkans countries.

As far as the regional access was concerned, EU gave preferential asymmetric tariffs to Albania and other West Balkans countries aiming the support of a closer economic cooperation with the member countries in 1998. The agreement provided preferential tariffs on imports from Albania for a three-year period. In order to enter West Europe goods into EU, another agreement was arranged form Albania. This agreement removed the duties for some industrial goods entering the EU from Albania. Regardless the priorities of this agreement, still Albania was non-competitive in the European market, because of the low level of economic development and higher safety EU standards, especially for the alimentary products.

In May 1999, EU adopted a new initiative for 5 Balkan countries: Albania, Former Yugoslav Republic of Macedonia, Croatia, Bosnia and Herzegovina and the Federal Yugoslav Republic, called the Stabilization and Association Process. The agreement was signed in a time when hostilities and victimizing created a mosaic of polarized countries in the Balkans. In the majority of countries, the fight, lack of consensus on reforms, poor experience in democratic governance and poor institutions interfered with the political and economic progress. Delays and barriers created in implementing the programs and reforms were characterized by poor economic results, decline of living standards, unemployment, and poverty in the Balkan countries. The agreement represented one of the most important concrete initiatives in the Southeastern Europe and was considered an important instrument in facing the crisis and starting a sustainable development process in the region.[1]

The Pact of Stability was not a direct instance of the European Union; it was under the auspices of OSCE. Partners of the Pact of Stability were more than 40 countries and organizations.[*] There was determined in the foundation document the EU's "leading role", not only in the initial phase, but concrete structuring of the Pact as well (Article 18). In this framework, all "respective programs" on fostering democratic and economic institutions (Article 19) and those activities which would give the Southeastern Europe countries a full EU integration perspective, were welcome.

The Stabilization and Association process was not a simple bilateral process with each country. Moreover, it was a process which should develop the regional cooperation between the countries involved in it. To anticipate any undesirable development in the region, the EU countries paid special attention to the need of these countries to cooperate among them, aiming the democratization of the region and the establishment of a common market, mainly among these countries. By supporting the domestic reforms and the close cooperation with their regional neighbors, the EU initiative aimed to help these countries in improving their perspective for an EU membership. The Pact gave high expectations in Southeastern Europe countries and the EU too. It established a cooperation climate in the region by concentrating the resources, human potentials of all West Balkans countries on the integration process. Serb scholar, Ana Marjanović Rudan argues: "*For the first time in its contemporary history, West Balkans, as a multi-ethnic region, found itself in a situation where countries were not challenging each-other, but were on the same side focusing on the same goal: the European integration.*"[2]

The main objective of the Pact was to ensure peace, wellbeing and stability in the region through regional cooperation. In order to achieve it, initiatives undertaken from the Southeastern Europe countries on peace, democracy and human rights, economic wellbeing and their integration in Euroatlantic structures should be supported. Main tasks of the Stability Pact included: establishment of a new political order and democratic institutions; (ii) economic reconstruction and wellbeing; (iii) establishment of a safe environment relying on the rule of law.

Since the beginning of this new initiative, Albania became part of it. The process aimed to establish closer relations between the EU and the above mentioned countries through Stabilization and Association Agreement (SAA) which could be rather

[1] The World Bank, Europe and Central Asia Region, *"Stabilization and Association Process in the Balkans*," Policy Research Working Paper 3108, August 2003, 9

[*] EU and its Member States, USA, Canada, Japan, Russia, NATO, OSCE, Council of Europe, IMF, World Bank and EBRD

[2] A. Marjanović Rudan, "Advocacy Strategy for the EU Integration of the Western Balkans - Guidelines," in *Advocacy Strategy for the EU Integration of the Western Balkans, European Movement in Serbia,* Belgrade: 2016, 4

considered as matured reflections of European agreements. In order to clarify the somewhat complicated term of stabilization and association, it is appropriate to refer the clarification of the EU commissioner on enlargement, Mr.Rehn: "*SAA is a combination of further development of markets, free trade, taxes and financial assistance for the West Balkans countries, and also, foster the political dialogue and establishment of contacts among the people in EU and West Balkans. In other words, SAA is the cornerstone towards the European Union."[1].* In November 1999, the European Commission presented a report on the feasibility study for starting the negotiations with Albania for signing the SAA, resulting that Albania had not met the conditions for such an agreement.

The perspective of western region countries for EU integration was consolidated after the European Commission of Feria, organized on June 2000. It decided that all countries involved in the SAA were potential EU candidates. It followed the meeting in November 2000 in Zagreb where countries involved in the SAA process were invited. It was not a happy event for Albania since its second effort for improving the contractual relations with EU failed. The country was not prepared sufficiently. However, EU decided to intensify the cooperation with Albania by creating the High Level Leading Group: Albania – EU. Its objective was to estimate Albania's capacities in undertaking the tasks for a SAA with the EU.

High level leading group Albania – EU held three meetings in Tirana, resulting in the European Commission to write an evaluation report where the progress made until now and sectors that still needed improvement were identified. In the beginning of 2001, the Commission estimated that although many tasks needed to be completed, *the perspective of starting the negotiations was the best way for preserving the temper of political changes and economic reforms in country.*[2] For this reason, the Commission concluded that it was the moment for proceeding with a SAA with Albania. "*It was a decision mainly political,* according to Vurmos – *because the progress made in 1999 – 2001, was not sufficient for justifying this step, as the European Commission concluded itself.*"[3]

In June 2001, The EU Council of Ministers adopted the Commission's report and asked it to present a project-mandate for starting the negotiations with Albania before the end of 2001. In accordance with the Council's request, in December 2001, the European Commission presented the project-mandate of negotiation of a SAA with Albania. Also, it was decided to create a Consulting Group EU – Albania.

In response to the European Commission request for providing a necessary partner structure for developing bilateral discussions between the EC and the Albanian government, there was established in October 2001 the structure of the Ministry of Integration, Department of European Integration, structure of the Council of Ministers, whose task was to treat issues related to the integration progress, preparation of the country for starting the negotiations, negotiation processes, signing and monitoring the implementation of SAA.

The project-mandate of negotiations, prepared and presented by the EC was discussed on technical level from the EU member countries during January – July 2002. The Council of General Issues of EU, during its meeting on October 21st, 2002, decided to start the negotiations with Albania. They started officially from the President of the European Commission, Mr. Romano Prodi on January, 31st, 2003. The first negotiation meeting was held on February 13th, 2003. The Albanian delegation was leaded by the Minister of European Integration and was made up of experts from different areas, (depending on issued to be discussed), whereas the European party the negotiations were conducted by the EC representative for Albania. A total of 18 rounds of negotiations were held: 7 political and 11 technical.[4] During the discussions was decided that the Albanian government apply the necessary reforms, to ensure that it was able to perform the SAA tasks as needed. Negotiations would end after the Commission and Council's evaluation accepted the conclusion of the process. The Commission would use monitoring instruments to evaluate the progress made from Albania in implementing different reforms. Time for closing the negotiations would be determined from the pace and quality of reform implementation.

A very important moment for getting the West Balkans closer to EU was the Thessaloniki Summit in 2003. Writing and approving the document from the EU *"Thessaloniki agenda for the West Balkans – Towards the European Integration",*

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1 *Interview with Olli Rehn, EU Commissioner for Enlargment*, Brussels on 13.2.2006 [online] available in: http://www.seetv-exchanges.com/, retrieved on 15. 12. 2012

2 European Commission, *How does a country join the Eu,* [online] available in: http://ec.evropa.eu/enlargement/enlargement_process/accession_process/how_does_a_country_join_the_eu/sap/zagreb_summit_en.htm, retrieved on12. 09. 2012

3 Gj. Vurmo, *Relations of Albania with the EU*, Institute for Democracy and Mediation, Tiranë:2008, 23

4 ITAP, *Çështje të eksperiences lidhur me PSA dhe MSA*, pjesa I, 13

was an important step in developing the relations further between the EU and SAA countries, especially pointing out the perspectives of EU membership of these countries. There was no doubt during the summit that the progress of towards the European integration depended on the individual performance of each of the West Balkan countries in relation to the economic and democratic reforms, respecting the human rights, good governance and respect for the rule of law. In developing the regional cooperation, the summit encouraged free trade on regional level, creation of regional markets of power and gas, development of energy, transport, telecommunication and infrastructure, environmental protection, research and development technology, border cooperation, etc. The part that described the EU evaluations for each West Balkans countries, for Albania it stated that "*political stability and the progress of reforms allowed for starting the negotiations with Albania for a SAA. Consolidation of the good political climate and a sustainable policy for reforms remains a pre-condition for further progress towards the EU. The focus should be on effective application of reforms."*[1] In this context, the Council also pointed out the importance of undertaking the necessary measures for Albania to build those missing capacities for achieving the future agreement.

In complying with the commitments of Thessaloniki Agenda, on March 30th, 2004, the European Commission presented the European Partnership for Albania, based on the Accession Partnerships model for the candidate countries joining the Union on May 1st, 2004. The Partnership Document determined the short and midterm priorities of the country towards the European integration. It served as a framework for objectives and criteria whose would serve as basis for measuring the Albania's progress towards the Stabilization and Association process. It was also a framework for addressing the community's financial assistance through CARDS program. On the other hand, the Partnership Documents as based on annual reports, would help the governments of the SAA member countries to concentrate their reform efforts and possible resources where needed the most.

The European Partnership for Albania was approved by the EU Council of Ministers in July 2004. Albania should undertake important and urgent reforms, especially in the fight against organized crime, trafficking and corruption; strengthen the judicial system and public administration; ensure the right functioning of democracy (including elections) and preserve the political stability necessary for quick implementation of reforms; improvements on human and minority rights; further formalization and reforms in economy; increase of fiscal sustainability through more efficient custom and tax administration and a stronger legal framework.[2]

Negotiations on SAA between Albania and the EU extended three times more than negotiations between the EU with Croatia and Macedonia because of the slow reforming process in Albania, especially the fight against corruption and organized crime. Three years of negotiations were needed for Albania until in February 2006 in Tirana the Stabilization and Association Agreement was stipulated and in June 16th, 2006 in Luxembourg, at the Council of General and Foreign Issues, the Stabilization and Association Agreement and Temporary Agreement on Trade and Commercial Cooperation were signed.

On one hand, the objective of the Stabilization and Association Agreement was to bring Albania closer to EU by creating mechanisms allowing cooperation on common interests of parties, and to not affect on the other hand the foundations of European structure by having its core element "acquiscommunautaire". Since the agreement aimed to establish the political and economic stability of the candidate state, there were asymmetric tasks in its favor. The asymmetrical application of tasks provided at the SAA had to do on one hand with the free movement of goods and key fields related to the application of this freedom on the other. Besides asymmetrical custom liberalization, the Community made concessions on key fields of applying the common market, mainly on competition, liberalization of land market, state subsidies and public procurement. Another aspect of the asymmetry of applying the SAA was the financial assistance granted by the European Commission for achieving its objectives.

In order to be part of the Agreement, Albania needed to comply with the criteria determined by the European Council of Copenhagen in June 1993. These criteria are political and economic. The candidate state for integration should ensure democracy, rule of law, application of the human and minority rights, provide a market economy able to face the competition pressure of the European common market and be able to respond the obligations resulting from "acquis communautaire" EU legislation.

[1] "Thessaloniki Agenda for Western Balkans - Towards European Integration", [online] available in: http://eur-lex.evropa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0285:FIN:EN:PDF, retrieved on12. 08. 2012
[2] European Commission, Staff Working Paper, *Albania, Stabilisation and Association Report 2004*, Brussels, April 2004, Com (2004) 203 final

EU, on the other hand, should support the Agreement signing country in its own democratic and integrating processes. According to SAA, (Article 1), the EU would: (i) support Albania's efforts in strengthening the democracy and the rule of law; (ii) contribute on political, economic and institutional stability in Albania and regional stability; (iii) ensure a suitable structure for the political dialogue allowing the development of close political relations between parties; (iv) support Albania's efforts on developing the economic and international cooperation, also through approaching both its legislation and Community's; (v) support Albania's efforts to complete the transition in a functional market economy, provide economic relations and develop gradually a free trade area between the Community and Albania; (vi) stimulate regional cooperation in all areas affected by the Agreement.[1] It should be made clear that the objective of the Agreement was radical integration, and not development and reduction of poverty in itself. While the development and reduction of poverty are considered important, the process in itself was supposed to make them follow the integration process.[2]

The general framework of SAA was made up of four pillars: (i) political dialogue and the regional cooperation; (ii) Trade dispositions related to progressive exchange liberalization until establishing a free trade area among parties; (iii) community freedom; (iv) cooperation on priority areas, especially in justice and internal issues. *Political dialogue* would be handled in the Stabilization and Association Council. It aimed to bring Albania closer to EU, based on parties' attitudes on international issues, safety and stability in Europe, regional cooperation, development of good neighborhood relations. *Trade dispositions* aimed to gradually establish a free trade area during a 10-year period from the Agreement coming into power, invalidate custom duties on imports towards Albania for the goods originated from the Community and vice versa, administrative cooperation to fight against irregularities and custom fraud, removing barriers on transport for goods and services. *Community freedom* implied free movement of employees working legally in the territory of a member country, the right of economic and professional activity for each citizen, in every member country, free movement of capital. *Legislation approach* made Albania ensure that its existing laws and future legislation comply gradually with acquis communautaire. *Cooperation on priority areas,* especially on justice and internal issues encouraged parties to pay special attention to strengthening the rule of law and institutions on all levels, administration in general and laws on managing the justice system. Cooperation aimed especially the independence of the judicial system and improvement of its efficiency, improvement of police functioning and other law institutions by ensuring training and fighting corruption and organized crime. *Economic cooperation* aimed the formulation and application of economic policies in the market economy, approach of policies with stabilizing EU and monetary policies, strengthening of the rule of law in business, informal information exchange related to principles and functions of Economic and Monetary European Union, cooperation in developing an efficient system for Internal Public Financial Audit and external audit systems in Albania, in accordance with widely accepted standards and methodologies, cooperation in the aspect of encouraging and protecting the investments, cooperation in tourism and agriculture, cooperation in tax and fiscal reforms. *Social cooperation* consolidated the cooperation on cultural, education, environment, scientific and technological aspects and public administration as well.[3] SAA put forward a reciprocal commitments framework for a wide range of political, trade and economic issues. The agreement should be applied progressively and fully completed during a transitory period of a maximum of 10 years.

Since signing the SAA until its coming into force, another agreement was signed which aimed to adjust the relations between Albania and EU: "Temporary Agreement between the Republic of Albania and the European Community for Trade and Trade Cooperation" (Interim Agreement, 8154/06). It established solid basis of reciprocity related to duties and rights in trade. Thus, the agreement specified that "*The Community and Albania should gradually establish a free trade area for a maximal period of 10 years, starting from the date of its coming into force*" (Article 3).[4] A series of benefits were listed on the Temporary Agreement, such as reduction to zero the custom tariffs for industrial products and several Albanian agricultural processed products, whereas for other products would be gradual reduction (Annex I). Also, Albania benefited from the autonomous trade measures granted by EU. Furthermore, in order to eliminate non-tariff barriers and prepare Albania to participate in the internal European market, it was necessary to achieve a progressive harmonization of laws and regulations with those of "Acquis communautaire" for the internal European market.

[1] Stabilization and Association Agreement between EU and Albania, *Official Journal of the European Union*, L 107/166, 28.4.2009, 8
[2] Y. Zahariadis, *The Effects of the Albania-EU Stabilization and Association Agreement: Economic Impact and Social Implications*, ESAU Working Paper 17, ODI, London: 2017, 1
[3] Stabilization and Association Agreement between EU and Albania, *Official Journal of the European Union*, L 107/166 28.4.2009
[4] Council of the European Union, *Interim Agreement on Trade and Trade-Related Matters between the European Community and the Republic Of Albania*, Brussels: 22 May 2006, 8154/06 COWEB 73

On July 2007, new Central Europe Free Trade Agreement (CEFTA) came into force and Albania along with Croatia, Macedonia, Serbia, Bosnia and Herzegovina, Montenegro and Moldova signed and ratified the agreement. It was important for establishing a more advanced regional area for free trade, to integrate the customs legislation of accepted countries and also for the preparatory stage for a future EU membership. EC supported CEFTA, both through technical assistance and three-year CEFTA financing.

After signing the SAA, a series of plans and strategies detailed the approaching program of the Albanian legislation with *acquis*. Serious efforts were made in 2007 by adopting the National Plan for Legislation Approach especially the adoption of National Plan for Applying the SAA 2007-2012 which planned the country to take fast steps in applying the conditions provided at the SAA; "*benefiting the status of candidate country for EU membership within a two-year period; full completion of standards for EU membership*."[1] The strategy gave in further details the objectives of approaching the legislation by establishing concrete expectations in timely terms. Such strategy determined the expectations for approaching the legislation in two 5-year stages.

SAA was ratified from all EU member countries and on April 1st, 2009 it entered into force. Right after, (on April 28th, 2009), the Albania government submitted its application for EU membership. In response to its request for membership, EU on November 16th, asked the EC to write and submit Albania the questionnaire for preparing its opinion on obtaining the status of candidate country. It was submitted on December, 16th, 2009. After an intensive work from the Albanian party, the responses to the questionnaire were officially submitted in Brussels on April 14th, 2010.

In order to realize the political promise made in Thessaloniki Summit where EU among others was committed to liberalize the visas with the West Balkans, in June 2008, the vice President of EC, Franko Fratini, submitted a Guide for liberalization of visas for Albania and Bosnia and Herzegovina. The Guide written in four sections contained duties of technical nature: (i) document safety; (ii) migration, border management and reacceptance; (iii) public order and safety; (iv) foreign relations and fundamental rights.

During the first estimations, (March - May 2009), EC considered that Albania had made obvious progress, but also it identified a few sectors where further repairs were needed; one of the key tasks was production and distribution of biometric passports. The European Commission evaluated in April 2010 that Albania had made considerable progress in all areas covered by the Guide and considering the estimation, the Commission on May 27th, 2010, submitted the proposal to the European Parliament and the EU Council for removing the visa regime for Albania, by presenting three sub-issues which should be met by Albania: (i) writing and approving a strategy for re-integrating the Albanian returned or re-accepted citizens; (ii) monitoring the work of Albanian authorities in applying the law for confiscating criminal assets (antimafia law); (III) further strengthen the capacities of law enforcement institutions against organized crime and corruption, as provided in the strategies and respective action plans.[2] On July 8th, 2010, the European Parliament passed the Resolution "On Albania's European Integration" and in November the Parliament passed the decision for removing the visas for Albania, which came into force on December 15th.

During 2010, Albania was caught in a long parliamentary and political crisis, a situation which came as result of parliamentary elections of June 28th, 2009. The Socialist Party considered the elections as manipulated and votes stolen, it did not recognize the result and boycotted the Parliament on conditions that the poll boxes are opened for an election transparency. The crisis reached its highest levels on April 30th, when 22 parliamentarians from SP and 180 SP fans into on hunger strike for 19 days. They requested to open the poll boxes, vote re-counting and election transparency. During 2010, the political situation was difficult. During parliamentary sessions, time was wasted on mutual accusations, insults and physical crashes without discussing and passing laws. Parliamentary malfunctioning resulted in delays in passing laws as recommended from the European Commission, blocking the normal work of the state. An example of that was approval of amendments of the Law on National Judicial Conference (requiring 3/5 of the votes at the Parliament). These delays blocked the replacement of judges at the Higher Council. At the progress-report in 2010 for Albania, the European

[1] Këshilli i Ministrave, *Strategjia kombëtare për zhvillim dhe integrim 2007 – 2013,* Mars 2008, final, 15
[2] D. Avdyli, G. Bektashi, "Shqipëria në procesin e liberalizimit e regjimit të vizave të BE—Hapat dhe reformat e ndërrmara," in *Third International Conference on Business, Law, Administration and Social Sciences,* TBU, Tiranë 2015, 516

Commission pointed out that "*the political cramp is damaging the democracy in Albania and is preventing important reforms which are necessary for the country's progress towards the EU integration and rule of law function.*"[1]

Parliamentary cramp, harsh political debate, lack of consensus among the parties in fulfilling the tasks defined by the European Commission made that Albania received a negative response to its request for benefiting the status of the candidate country. In its opinion on the Albania's request, the Commission listed Albania's achievements on economic level, legal structure, approach of legislation with the acquis communautaire, good neighborhood policies, meeting the SAA conditions, but for the most port the document listed the actual problems of the country: lack of efficiency and stability of democratic institutions, non-constructive and conflicting political dialogue, problems in law application, politicized public administration, very politicized election processes and non-accomplishment of OSCE recommendations, lack of independence, transparency and accountability on judicial system, lack of concrete plans against corruption and organized crime, media independence being at risk from the political influence and business interests, wide criminal activity, neglecting the human rights by courts and administration, discrimination of marginalized groups, high unemployment, high public debt, informal employment, poor infrastructure. Regarding the meeting of Copenhagen criteria on EU membership, the Commission argued that Albania has made a lot of progress in meeting the political criteria, but still a lot needed to be done. As far as meeting the economic criteria was concerned, a certain level on macroeconomic stability was achieved, but in order to build a functional market economy, Albania needed to strengthen its governance, law system, improve the labor market, ensure and acknowledge the property rights, strengthen physical infrastructure and human resources and provide a competitive market in the European market. In approaching the legislation with EU acquis progressive work has been done, but special attention should be paid to laws on free movement of goods, intellectual property, media, food safety, agriculture and rural, social development, employment, etc.

After this analysis, the Commission decided that "*negotiations on EU membership should open with Albania just when the country reaches the right level of meeting the membership criteria, especially the political criteria of Copenhagen which require the institutional stability and ensure democracy and rule of law.*"[2] The European Commission submitted to the Albanian government 12 recommendations (key priorities) to be met, in order to obtain the status of candidate country:

1. Ensuring a good functioning for the Parliament based on a constructive and sustainable political dialogue among all political parties.

2. Approving pending laws which require a Parliament majority.

3. Appointing the Ombudsman and ensuring a regular hearing and voting process in Parliament for appointing at the Constitutional and Supreme Courts.

4. Modification of the legal framework for elections, in accordance to OSCE-ODIHR recommendations.

5. Holding elections based on European and international standards.

6. Essential full steps in public administration reform.

7. Fostering rule of law through approving and applying a reforming strategy for the justice system, ensuring independence, efficiency and accountability of justice institutions.

8. Effective application of the strategy and the Government's action plan against corruption on all levels.

9. Intensification of the fight against organized crime.

10. Preparation, approval and application of a national strategy and action plan on the property rights.

11. Undertaking of concrete steps in protecting the human rights, especially women, children and Roma people and applying anti-discrimination policies effectively.

[1] European Commission, Staff Working Paper, *Albania 2010 Progress Report,* Bruksel: 9 nëntor 2010, COM (2010) 680, 12
[2] European Commission, *Commission Opinion on Albania's application for membership of the European Union,* Brussels, 9.11. 2010, COM (2010) 680, 11

12. Undertaking additional measures for improving the treatment of detained persons in police stations, custody and penitentiary institutions.[1]

The events happening in Albania in 2011 [*]displaced the institutions' attention from the necessary reforms for EU integration. The progress report from the European Commission for Albania in 2011 was mainly focused on the Commission's analysis for the work done from Albania in 2011 in meeting the 12 set priorities. The Commission's estimation was that Albania had made little or no progress (in different areas) in completing the 12 key priorities. The entire analysis included such specifications as "*no progress made*", "*limited progress*" or "*efforts for improvement*". According to the progress report, the cause of all these failures was the political cramp prevailing the country. Regarding the 12 key priorities, the European Commission estimated that in general the right functioning of the Parliament based on a constructive and sustainable political dialogue among all parties was not achieved yet; important laws requiring 3/5 of the votes and a consensus between the position and opposition were pending. No progress was made related to the efficiency of the legal system, the changes in the election legislative framework based on OSCE/ODIHR recommendations: election reform was blocked by the political cramp and lack of dialogue among the main parties. The election process only met the standards and best international practices partially. Very little progress was made in reforms in public administration and in judicial system, fight against corruption within the judicial system. Also, little progress was made for the anti-corruption policies, in creating a solid sequence of proactive investigations, prosecuting and punishing the corruption cases on all levels. Little progress was made for the correctional facilities, although there were problems in treating the socially vulnerable/disabled people. Little evident progress was made in preparing a comprehensive strategy on the property reform.[2] As a consequence, the European Commission provided a negative opinion concerning the progress made from Albania and its request on obtaining the status of the candidate country.

2012 was a working year for Albania in meeting 12 priorities set by the EC. In this regard, the Action Plan for completing the Opinion's recommendations was approved on March; the meeting of the Stabilization and Association Council was held in May; changes made on the National Plan for SAA application were approved by decision of the Council of Ministers ion July 2012. In the end of 2012, the European Commission evaluated the progress made by Albania related to meeting the 12 key priorities. According to the Strategy for EC Enlargement document 2012 – 2013, "*Albania has made progress in meeting the political criteria for EU membership, by undertaking a series of reforms based on 12 key priorities*."[3]

According to EC, Albania met 4 of the set priorities: (i) well-functioning of the Parliament, (ii) Parliament approval of laws requiring the majority, (iii) approval of changes on the election legislation, (iv) appointing the Ombudsman and parliamentary hearing sessions for appointing in important institutions. Albanian was on a good road towards meeting with two criteria: (i) civil administration reform and (ii) improvements in treating the detained persons. Moderated progress (insufficient) was made in: (i) reform in the justice system, (ii) fight against corruption and (iii) organized crime, (iv) property rights, (v) anti-discriminating policies, (vi) women rights. Albania needed to intensify the progress and take concrete steps in applying the judiciary reforms in order to achieve independence, efficiency and accountability in the justice system; public administration reform and parliamentary regulation should be complete and more attention should be given to the application of the human rights, especially in improving the living standards of the Roma people, application of law and continue with the political dialogue.[4]

Relying on the progress already made, the Commission recommended that the Council provided Albania with the status of the candidate country, because it had made necessary progress. The Commission would report to the Council as soon as

[1] European Commission, *Commission Opinion on Albania's application for membership of the European Union,* Brussels, 9.11. 2010, COM (2010) 680, 11 - 12

[*] During 2011, Albanian political life was shaken by: the publication of a video involving the deputy prime minister in corrupt affairs; the anti-government protests organized by the opposition on January 21, which left 4 protesters dead and several others injured; from the deep political debate over the announcement of the results for the Municipality of Tirana during the local elections of May 8, 2011. Thereafter, the SP accused of manipulating the election results and again boycotted the assembly, which lasted until September 5.

[2] European Commission, Staff Working Paper, *Albania 2011 Progress Report,* Bruksel, 12.10.2011, COM (2011) 666 final, 8 - 25

[3] European Commission, *Enlargement Strategy and Main Challenges 2012-2013,* Brussels, 10.10.2012, COM(2012) 600 final, 14

[4] Ibid, 15

it identified results in applying the reforms in the public administration, courts and parliamentary regulation. Holding parliamentary elections in 2013 was a precondition recommending the start of negotiations.[1]

Parliamentary elections in June 23, 2013 as a precondition for obtaining the status of the candidate country were considered a successfully passed test for Albania. The progress report of the European Commission in 2013 argued that "*In general, elections marked a tangible progress compared to past practices by meeting the key priority regarding the elections*"[2]. The European Commission, having analyzed the Albania's progress during 2013, recommended to the European Council that Albania be given the status of the candidate country, since it had made the necessary progress. Therefore: *addressing to the fight against corruption and organized crime, Albania has undertaken elementary steps towards improving the efficiency of investigations, prosecution and fostering cooperating among law application institutions….. All the European Commission's last recommendations related to financing the political parties and legal dispositions on corruption are addressed satisfactorily.*[3]

Following the Opinion of 2010, the Commission set 5 priorities on *starting the negotiations on EU membership process:*

1. Application of public administration reform in o order to increase the professionalism and depolitization of the public administration;

2. Further actions in fostering independence, efficiency and accountability of judicial institutions;

3. Further efforts against corruption, aiming to establish a permanent registry of proactive investigations, prosecutions and punishments;

4. Further efforts in the fight against organized crime, including the establishment of a permanent registry of proactive investigations, prosecutions and punishments;

5. Effective measures in protecting the human rights, including Roma people, anti-discriminating measures and property rights to be applied.[4]

The first meeting of the High Level Dialogue EU – Albania on the key priorities took place in November 12th, 2013. The same month, the Parliament passed consensually a resolution on the European integration of Albania, by ratifying a series of important measures for EU integration, mainly rule of law. During 2014, the Albanian government was committed actively along with EC to structure its efforts in addressing the main priorities; it approved the National Plan 2014-20 on the European Integration, established a network of integration units at the ministries for identifying the priority objectives of its policies and monitor the progress for their completion. Six key priorities were identified and 56 priorities of ministries and a matrix of expected results was drafted. 6 key priorities set on the National Plan were: (i) European integration; (ii) good governance, democracy and rule of law; (iii) growth through economic and fiscal stability – fight against informality; (iv) economic growth through increase of competitiveness; (v) investment on individual and social cohesion; (vi) growth through sustainable use of resources (integrated water management, power, land) and territory development.[5] Application of the plan would be monitored through performance indicators regularly.

According to EC, during 2014, willingness for acting firmly was shown in the fight against corruption, reforms showed a comprehensive approach including a wide range of institutions. Important legislative reforms were undertaken in the fight against organized crime and investigations provided positive results in the fight against drug trafficking and organized crime. Albania showed its dedication on judicial reform, especially by working with the Venice Commission to improve independence, accountability and professionalism of the judicial system.[6] Based on the developments in Albania, "*the Commission confirms its recommendations that the European Commission should give the candidate status to Albania*"[7]

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[1] European Commission, *Enlargement Strategy and Main Challenges 2012-2013,* Brussels, 10.10.2012, COM(2012) 600 final, 27

[2] European Commission, Staff Working Paper, *Albania 2013 Progress Report*, Bruksel: 16.10.2013, COM (2013) 700 final, 6

[3] European Commission, *Enlargement Strategy and Main Challenges 2013 – 2014,* Brussels: 16.10.2013, COM (2013) 700 final, 18 - 19

[4] Ibid, 19

[5] Këshilli i Ministrave, *Plani Kombëtar për Zhvillim dhe Integrim 2014 – 2020,* Draft, qershor 2013

[6] European Commission, *Albania's Progress in the Fight Against Corruption and Organised Crime and in the Judicial Reform*, Brussels: 4.6.2014, COM(2014) 331 final, 11

[7] Ibid

On July 24th, 2014, the Council of General Issues of the European Union decided that Albania be given the statu s of EU candidate, for "*appreciation for applied reforms, and encouragement as well for increasing the flow of reforms*"[1].

In its strategy for enlargement for 2014 - 2015, the European Commission, while treating the progress of reforms in West Balkans, pointed out especially three main pillars where reforms should continue: *rule of law, economic governance and public administration reforms.*[2] *The* European Commission in estimating that "*corruption still remains a serious issue*", set these tasks to West Balkans countries:

Ensuring a strong framework for preventing corruption, with further necessary efforts related to financing the political parties and election campaigns, management of conflicts of interest, transparency in using public funds, and confiscation of property.

Public administration reform and management of public funds.

Improvements in collecting and access of data that are necessary for improving the transparency and monitoring the application of anti-corruption policies in services such as education and health.

Means for preventing corruption effectively were less used. There was a need for a more active, coordinated and efficient application of law.

Fight against organized crime and corruption was essential against crime and criminal infiltrations in judicial, political and economic systems.

Institutions of law application, prosecutor's services and judiciary needed to become more elastic against corruption, perform more controls in identifying legal businesses which make up a place for criminal activities.

Capacity for performing financial complex inspections and treating money laundry needed further improvements and new threats such as cyber crime needed to be addressed.[3]

Albania and EU continued with the high level dialogue on meeting 5 priorities; Albania went on with integrating its own legislation with the EU's demands in a number of areas, increasing thus its capacities in taking over membership obligations. During 2015 onwards, the Albanian government worked on meeting the 5 priorities for starting the negotiations with the EU; a new Code of Administrative Procedures was approved; new territorial reform was ratified and the National Agency for Territorial Reform Application was established. The process of legalizing illegal constructions was intensified throughout the entire country, the new anti-corruption strategy (2015-2020) and Action Plan 2015 – 2017 were written; laws on fighting the organized crime and cannabis cultivation were enforced. Special attention was given to the reforms in the judiciary system: ad hoc parliamentary commission for preparing the justice reform was established: it aimed to fight corruption in justice and build an efficient system which is professional and politically independent; constitutional amendments in order to apply the reform and about 40 laws on its application were approved. They included procedures for re-evaluating the judges and prosecutors and all the necessary structures for applying the reform.

In November 2016, the European Commission estimated that Albania was "*moderately prepared*" in opening the membership negotiations and "*recommended opening accession negotiations with Albania subject to credible and tangible progress in the implementation of the justice reform, in particular the re-evaluation of judges and prosecutors (vetting)"*[4]. One year later (2017), although EC appreciated the reforms undertaken in Albania, it insisted on applying the reforms and their tangible outcomes. In the meantime, the 2018 evaluation was more positive and hopeful, arguing that Albania had already made "*some level of preparation*" in meeting 5 priorities and "*the Commission recommended that the Council decides that accession negotiations be opened with Albania, at the same time encouraging Albania to maintain and deepen the current reform momentum, in particular in the key field of the rule of law*"[5].

[1] European Commission, Staff Working Paper, *Albania 2014 Progress Report*, Brussels: 8. 10. 2014, COM (2014) 700 final, 1
[2] European Commission, *Enlargement Strategy and Main Challenges 2014-15,* Brussels: 8.10.2014, COM(2014)700 final, 1
[3] European Commission, *Enlargement Strategy and Main Challenges 2014-15,* Brussels: 8.10.2014, COM(2014)700 final, 11- 12
[4] European Commission, Commission Staff Working Document Albania 2016 Report, Brussels, 9.11.2016, Swd (2016) 364, Final
[5] European Commission, Commission Staff Working Document Albania 2019 Report, Brussels, 29.5.2019, Swd (2019) 215 Final, 3

In June 2018, the Council set out the path towards opening accession negotiations in June 2019, without any conditionality. In such a "*slow and troublesome journey*"[1], as Michele Comelli qualifies the Albania's EU integration process, Albania still has so much to do.

Conclusions

Diplomatic relations between Albania and European Union were established since 1991, but the European perspective for Albania became more certain when Stabilization and Association Pact was signed in 1999. After that, Albania intensified its cooperation with the EU in political, economic and legal aspects. In 2003 negotiations on Stabilization and Association Agreement started entering into power in 2009, a moment when Albania submitted its request for obtaining the status of candidate country and achieved it in 2014. Today, in 2019 Albania is waiting for opening the negotiations on EU membership.

Strict conditionality in all stages of enlargement process helps the consolidation of reforms in all candidate and potential candidate countries in fulfilling their obligations after accession. The progress of each country towards the European Union depends largely on other individual efforts in complying with the Copenhagen criteria and conditions of the Stabilization and Association Pact. Within a strict still fair conditioning framework, where the principle of self merits is essential, the perspective of accession encourages political and economic reforms, transforms societies, consolidates the rule of law and creates new opportunities for citizens and businesses in times of economic stagnation, softens the risk of resistance against essential reforms. The credibility of enlargement process is determining for the success of each of the countries. Preserving the momentum for enlargement and reforms all the same, are two sides of the same coin.

The situation with Albania is unprecedented; there is no case like that in the story of EU where the request of a candidate country is denied consecutively. The greatest obstacles along Albania's journey towards the EU integration are pointed out through the progress reports issued by the European Commission repeatedly. Most critics on the consecutive refusals for the status were related to inconsistency of the political criteria of the Copenhagen Charter. Regardless the refusal, the European Commission set 12 priorities for the Albanian government and politics in 2010. Five of these priorities were related to the political situation in the country.

Political development in country: political instability, political polarization, fragile democracy; lack of democratic culture; corruption and organized crime are obstacles for Albania's EU integration process.

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Civic Participation and Demonstrations in Portugal (2011–2012)

Célia Taborda Silva

Universidade Lusófona do Porto

Abstract

In recent years, a little over the world, emerged social protest, from the Arab Spring to the Indignados, resulting from the dissatisfaction of the citizens and fruit of the speed with which the information circulates and is shared. In Portugal, the tendency to protest was in the same direction as in Europe and the world, as demonstrated by the movements of March 12, 2011 (Scratch Generation), and of September 15, 2012 (Screw the Troika). These movements brought together thousands of people in protest against government policies and in defense of a new political, economic and social model. In several cities of the country, the Portuguese, as citizens, intervened in the public sphere and expressed themselves on issues related to them, such as the crisis, unemployment, exploitation, as persons belonging to a community. The novelty was the use of communication technologies and social networks to appear, acquire visibility, then existence, as Hannah Arendt (2005) would say. Through the use of digital communication, they ignored the traditional leaderships to call out the protests and demonstrate on the streets, causing these phenomena not to be geographically or culturally limited nor institutionally framed. The internet has brought tools that foster sharing, facilitate civic participation and collective action. Thus, at the beginning of the twenty-first century, social movements have come to play a key role in the democratic state, through the representation of the claims of different sectors of civil society, but are these manifestations indicative of a new civic consciousness?

Keywords: protest, citizenship, civic participation, Portugal

1. Introduction

The beginning of the 21st century has seen numerous public demonstrations take place, both in Portugal and around the world. Media outlets have focused considerable attention on such demonstrations, which has significantly increased their visibility among all sectors of society.

Over the last decade, however, more social movements than ever before have been launched, and there has been a noticeable shift from movements of one class to class movements in which all social categories are represented and which challenge the democratic process itself. The movements of 12th March 2011 ('Scratch Generation') and 15th September 2012 ('To Hell with the Troika') exemplify the discontent felt by many Portuguese citizens. These movements brought many people to the streets to protest against government policies and to call for a new political, economic and social model. Movements such as these claim to not be associated with any particular political party, and they pledge to defend secularism and peace, as well as to fight for a fairer world, as was the case with movements such as the 'Indignados' and 'Occupy Wall Street', which rose to prominence in other countries worldwide. The social movements of the 21st century exhibit a different configuration to that of previous social movements, which emerged during the 1960s and were known as the new social movements (NMS), in terms of their organisation, dimensions, dissemination, and national and international media impact. All these differences distance contemporary social movements from previous models. Their greatest novelty is arguably their use of communication technologies and social networks to appear, to acquire visibility, and then to acquire existence, as Hannah Arendt (2005) would say. By using the internet, such movements organised and managed to mobilise thousands of people in several cities in the same country or even in different countries. They reached a size that surpassed both regional and national scales and, hence, became planetary movements seeking new forms of democracy (Farro, 2004), as was the case with the 'Arab Spring'.

Social protest and public protest have always existed in Portugal, although they have intensified significantly over the last decade. It is thus important to verify whether this increase in demonstrations in the public sphere in Portugal is related to a greater degree of civic awareness amongst Portuguese citizens or if it is merely conjunctural, being the fruit of economic difficulties (e.g. the 2008 global financial crisis) and enhanced technological facilities. To do so, the present study analyses relevant information published by the Portuguese press and applies a theoretical framework derived from the theories of social movements.

2. The movements

2.1. The 'Scratch Generation' movement

In 2011, Portugal was in the midst of a serious economic crisis, which was part of the global financial crisis that had begun in 2008 in the United States (i.e. the subprime mortgage crisis) and then spread to Europe as a result of economic globalisation. The Portuguese government tried to quell the crisis by means of austerity measures such as tax increases, wage freezes, pension and career advancements, and price increases.

However, despite these austerity measures, the crisis showed no signs of abating. In light of the failure of the government's economic measures, the spectre of foreign aid hovered over the Portuguese. It was in this context of economic insecurity and political mistrust that the so-called 'Scratch Generation' movement, which campaigned against unemployment and precariousness, was born (Baumgarten, 2013). The movement grew from the challenge launched by young people via social networks and it essentially targeted young people. The promoters of the 'Scratch Generation' were themselves young people, graduates and symbols of the generation, given their status as trainees, fellows or unemployed. They felt angry that their generation was experiencing difficulties becoming economically independent of their parents despite their academic training, and they shared their anxieties with other young people via the internet. They decided to send an open letter to civil society explaining the need to address the precarious working conditions in Portugal, where qualifications, skills and experience were not mirrored by salaries and decent contracts, and where they were pejoratively referred to as 'the generation of five hundred euros'. In fact, in their Facebook appeal, they stated, 'We, the unemployed, "five-sevens" and other poorly paid, disguised slaves, subcontractors, contractors, false self-employed, intermittent workers, interns, trainees, student workers, students, mothers, parents and children of Portugal, let us express our discontent' (Scratch Generation Protest Blog, 2011). The protest stemmed from the right of all citizens to demand education and employment, an expression of citizenship that was not subsumed by the right to vote, as one young person commented. It was also an affirmation of the young people's distrust in the political system; therefore, they affirmed that the movement was to be 'a nonpartisan, secular and peaceful protest, that tries to reinforce participatory democracy in the country' (Scratch Generation Protest Blog, 2011). Comments and behaviour such as this corroborate the opinion of researchers that 'the most educated young people are more active, have more civic awareness and make more use of citizenship rights' (Ferreira & Silva, 2005, p. 146).

The aim of the 'Scratch Generation' movement was, according to the promoters, to contribute to 'triggering a qualitative change in the country' (Scratch Generation Protest Blog, 2011. They wanted to find solutions to Portugal's problems and to then be part of those solutions. Lacking prospects for the future and in a profound state of frustration, they felt the need to unite and to manifest in the public sphere their claims to rights that were being withheld.

The lack of employment experienced by this generation of qualified young people was not merely a conjunctural problem, since, due to the massification of higher education, there had been an exponential increase in the number of students during the 1990s (Abrantes, 2003). In fact, the number of students in higher education in Portugal rose from around 11,000 to 60,500 during that decade (Abrantes, 2003), making it increasingly difficult for graduates to enter the labour market. Of course, at the time the movement was launched, this structural issue was the least of the young people's worries.

Thus, on 12th March 2011, at 3 pm, the squares in the main cities of Portugal were filled with 'Scratch Generation' protesters. Demonstrations were held in Lisbon, Porto, Braga, Coimbra, Viseu, Castelo Branco, Faro, Funchal and Ponta Delgada. The places chosen for the protests were the centres of cities, squares and streets that were historically emblematic.

In Lisbon, the largest demonstration took place on Avenida da Liberdade. Approximately 200,000–500,000 participants (the number varies according to the information source, that is, the police or the organisation itself) protested against the precarious situation in which they lived. Crowds came from all sectors of society, with the number of demonstrators far exceeding the expectations of both the young promoters and the general participants. The demonstration was surprising not just due to the number of participants, but also due to the different age groups that took part (Jornal de Notícias, 2011).

A few years earlier, this kind of intergenerational union was almost unthinkable in the context of a single protest. In 1994, secondary school students took part in several demonstrations against the global tests that had to be passed in order to enrol in university. As a result, the older generations labelled them the 'scratchy generation'. This pejorative labelling was generalised in the society of the time, which created a generational gap that would eventually undo itself, at least momentarily, during the demonstration of 12th March 2011. On that day, acting together and taking part in the same march, were not only those directly affected by the economic crisis (i.e. young people), but also the parents and grandparents of those who were 'unemployed and precarious', who had to continue to financially support children who should have been able to self-sustain. The complaints of the young were also the complaints of their older relatives, since the professional instability experienced by the young resulted in the economic degradation of previous generations. As mentioned in an article in Visão (2011a, p. 70), one in five young people aged 25–35 was at that time economically dependent on family. In some cases, even at the age of 40, people reported having no stable salary and so no ability to fund their own house or family (Diário de Notícias, 2011), although many of these people held higher education qualifications. During the last quarter of 2010, the number of unemployed graduates rose to 68,500, which was equivalent to 11.2% of all unemployed people (Loureiro, 2012, p. 337). With so many living in such precarious economic circumstances, reports of individual injustices quickly circulated via social media, eventually being transformed into a collective injustice. This was reflected in the posters people held during the demonstration, which featured slogans such as 'Living Communism - Spreading Anarchism', 'Capitalism is Abominable', 'The Country is Scratchy' and 'Scratchiness is Precariousness'. Several politicians also joined the Lisbon march despite it being a non-partisan movement, as did members of right-wing extremist groups, anarchists and members of the LGBT community (Jornal de Notícias, 2011).

The solemn parades of yesteryear, which progressed at a slow and almost reverent pace, have now given way to demonstrations in which music and dance add a certain colour to the event. Although these manifestations of protest in Portugal had a playful component, the spectacularity they exhibited was only modest when compared to the performances seen during other European anti-globalisation mobilisations, in which masks and disguises alluded to a certain subversion of the carnival theme, which gave the events a high level of visibility in traditional media outlets.

As an article in Visão (2011b) said of the demonstration seen in Lisbon and which also applied to those in other cities:

It is not only a manifestation, but several: the manifestation of precarious workers, the manifestation of university students with no future, the manifestation of the unemployed, the manifestation of pensioners by anticipation, the manifestation of pensioners of 200 euros, the manifestation of the unschooled workers ... (p. 66).

The movement was a collective action driven by individual interests. Each individual spontaneously joined in after reviewing the situation, as, just like the organisers, they felt themselves to be without future prospects. Effectively, they lacked a group goal that would keep them together beyond the circumstances of the moment. As Pinto (2011) notes, they took part in the demonstration:

for a future, for a job, for the end of green receipts, out of curiosity or just to see what it was like, for raising the minimum wage, for the father, for the daughter, dancing, singing, applauding, shouting, or even in silence, no one dared to imagine that the voices and words would merge into one message (p. 34).

In recent years, a number of studies have pointed to the distancing of young people from 'traditional' or 'conventional' politics, such as participation in party voting or a party affiliation, and the growing interest among this population in 'unconventional' politics, such as collaboration in organisations or associations and protest actions (Magalhães & Sanz Moral, 2008, p. 27). The popularity of the 'Scratch Generation' movement with young people may be a sign of the divergence of the institutional politics of the democratic state from popular politics, that is, a demonstration that young people have both civic and political awareness, although they distrust the methods of representative democratic politics.

2.2 'To Hell with the Troika - We Want Our Lives'

Less than a month after the 12th March demonstrations, Portugal's need for foreign aid was confirmed. On 6th April 2011, the prime minister requested foreign intervention for the country. The inability to pay the public debt was compounded by the need to reduce the public deficit as well as the need to obtain funds to inject into publicly owned, technically bankrupt companies. The measures agreed between the Troika (the International Monetary Fund, the European Central Bank and the European Commission) and the Portuguese government necessitated extreme austerity, which prompted many Portuguese citizens to join the movement of 15th September 2012.

Given the likely impact of austerity measures, the country responded with a new social mobilisation that, like the 'Scratch Generation' movement, was triggered by interactions via social networks. A group of citizens, representatives of Portuguese society (academics, researchers, artists, etc.), not affiliated with any particular political parties, used social networks to call for a protest motivated by the political context. Their manifesto was as follows:

You must do something extraordinary. We must take the streets and squares of the cities and our fields. Putting together the voices, the hands. It is necessary to do anything against submission and resignation, against the bottleneck of ideas, against the death of the collective will. It is necessary to call again the voices, the arms and the legs of all and all who know that in the streets the present and the future are decided. It is necessary to overcome the fear that has been expertly disseminated and, once and for all, to realize that we have almost nothing to lose and that the day will come already we have lost everything because we were silent and we gave up alone (queselixeatroikablogspot.pt).

The manifesto called for action against the austerity measures imposed by the Troika, which were popularly considered to represent a plundering of the country's resources. In fact, the austerity measures were perceived to have been driving Portuguese citizens and the country itself towards poverty and degradation for more than a year, without leading to any appreciable improvements. The manifesto continues:

… anyone who resigns to govern under the troika memorandum delivers the fundamental instruments for the management of the country in the hands of speculators and technocrats, applying an economic model that is based on the law of the jungle, the strongest, despising our interests as a society, our living conditions, our dignity (queselixeatroikablogspot.pt).

And it ends with a clear call to collective action, 'They divided us to oppress us. Let's get together to get free!'.

Although the movement initially appeared to be spontaneous, that was actually not the case. Since July 2012, activists belonging to the Inflexible Precarious group and other militant organisations had been preparing for a large demonstration. The prime minister would inadvertently give them a nickname when he uttered the phrase 'to hell the elections ' in a speech. This phrase was reused to create the slogan 'To Hell with the Troika - We Want Our Lives', which would later be used in opposition to the government (Babo & Silva, 2015). It was assumed that the activists were backed by left-wing political parties, but that was also not the case. The activists' goal was to spread word of a non-partisan demonstration intended to bring together various political sensitivities. Indeed, it was the notion of non-partisanship that attracted people to the movement.

This second movement actually proved to be more effective than the previous one, in terms of both the number of demonstrators and the number of cities in which demonstrations took place. In Lisbon, around 500,000 people gathered in the most representative squares and streets.

Although the 'To Hell with the Troika' movement was formed thanks to the development and diffusion of modern technologies, the activists still felt the need to make use of traditional spaces of protest, just as previous movements had done (Tilly, 2004). The historical places chosen to host the demonstrations, in addition to being indicative of the idiosyncrasy of a people, provided for a kind of encounter between the past and the future. The streets chosen for the demonstrations functioned as symbols of the communal union of yesteryear. Solidarity has always been a fundamental element of collective action, and it has traditionally been constituted in the daily sharing practiced within a community or a workplace. In protest movements such as the 'Scratch Generation' and 'To Hell with the Troika', the solidarity was virtual, as it was based on the anonymity of the mobilisation. Hence, the space of action attained a greater relevance for the purposes of identification. The individualisation of the manifestations is a characteristic of these modern movements, which stands in contrast to the key characteristic of previous movements. The 'I' and the 'other' were easily recognised as the 'we' during the preceding two centuries, having been forged in the struggles shared in the factory, in the daily experiences of the living space, or in the organisation of militancy. Yet, in these two modern Portuguese mobilisations, the individualisation, the anonymity and the impersonality of the relations between the participants stood out.

The 'repertoire' (Tilly, 2004) of the movement would also be reflected in later mobilisations. In 2013, the 'To Hell with the Troika' movement organised two more major demonstrations, one on 2nd March under the slogan 'To Hell with the Troika - The People Rule the Most' and another on 13th October with the motto 'To Hell with the Troika - There Are No Dead Ends'. During these demonstrations, the repertoire of social criticisms increased, as did the demands for solutions to economic and social problems. Although they continued to assert that they were movements of ordinary people seeking to actively participate in the solving of similar problems, a whole political discourse can be found in the groups' manifestoes, while representatives of political parties took part in the protests and commented on them in the media. The slogans used were intended to rekindle the spirit of the Carnation Revolution of 1974, which resulted in the ending of 40 years of dictatorship. As such, the activists wrote phrases such as 'Soft Customs Have Limits', 'Loose the Grândola that is in You' and 'The People Demand More' on their posters. In the speeches given during the demonstrations, in another allusion to the revolution of 1974, there were constant reminders that the freedoms and rights acquired by the people cannot be reversed in the name of a supranational authority that oppressed and failed to represent the citizens. It was to the streets that the Portuguese returned to relate to one another, and it was on the streets that the freedom of participation in the discussion of public affairs was reaffirmed. The political situation of Portugal in 2012 was completely opposite to that of 1974. The Carnation Revolution overthrew a dictator and instituted a democratic state, but the allusion to the past was intentionally symbolic. The political and social movement that occurred in 1974 had national and international impacts. For some authors, such as Boaventura Sousa Santos (1984), the movement was the 'broadest and deepest in postwar history' (p. 18) due to both its size and its significance. The people took to the streets in support of the military coup. After 40 years of dictatorship, Portuguese citizens finally freed themselves from fear and oppression and demanded democracy. In 2012, the Portuguese people recalled the movement through which they conquered their fear and demanded democracy, and it was in the name of democracy that they returned to the streets. Those who took part in the demonstrations did not feel represented by their leaders and they saw the 'submission' to the Troika's plan as an example of authoritarianism that evoked the situation of the past. Manuel Villaverde Cabral (2004) verified that a kind of administrative despotism maintained the historical distance between the elites of power and the population, with the role of the state oscillating between predator and protector. This finding was even more noticeable in 2012, given the crisis situation.

For António Barreto (2004), democracy is based, among other things, on the consensus of citizens regarding the formation and exercise of political power. Certainly, the 2012 movements in Portugal sharply challenged the way in which the country's political affairs were being conducted.

3. Discussion

Are the above-mentioned movements a demonstration of citizenship and a new form of democratic participation?

According to the classic conception of citizenship, there is a direct link between being a citizen and engaging in political participation. As Aristotle, in his work *Politics*, stated, 'we say that they are citizens who can exercise such public functions' (ed.1988, p. 1275-1276). In this way, for philosophers of the classical age, the main characteristic necessary to be considered a citizen was participation in the decisions of the political life of the polis, rather than simply the fact of residing in the territory.

However, this concept gradually faded away throughout history, until it resurfaced with the growth of liberalism. It was through the liberal revolutions and the rise of the bourgeoisie in the 19th century that a new relationship was established between citizens and political power, and it was through the growth of democracies that the conception of citizenship, as associated with civic and political rights, became solidified. The first sociological theory of citizenship was offered by Thomas Marshall, who spoke of three types of citizenship rights, namely civil, political and social rights.

In Portugal, full citizenship incorporating all three types of rights, including the political right associated with unrestricted universal suffrage, was only available after 1974, when the Carnation Revolution ended forty years of dictatorship. In fact, the first Portuguese Constitution (1822) had stated that 'all the Portuguese are citizens' (Ramos, 2004), although this idea only covered civil rights, since only a minority then enjoyed political rights and social rights were not yet being discussed. The citizen, as a 'holder of a part of political sovereignty' (Schnapper, 2000, p. 10), only truly came into existence following the establishment of democracy in the country.

After Portugal joined the European Union, the government committed to providing citizenship education, which led to young people becoming more civically, socially and politically aware and, therefore, to them exhibiting a tendency to be more politically active. At the same time, the technological revolution democratised access to information, thereby facilitating the exercise of citizenship and civic participation, which resulted in the organisation of inorganic demonstrations. Effectively, the mobilisation for the discussed demonstrations was achieved through social networks by young people and adults adept in internet activism, although it was not the fact of the connection that triggered the demonstrations on the streets, but rather the feeling that the rights of citizenship were being suppressed, particularly social rights. Accornero and Pinto (2014) showed, based on Tarow's (1998) theory, that these protests formed part of 'cycle of protests against austerity' (p. 398).

Tarow (1998, p. 42) attributed certain characteristics to a cycle of protest, including the mobilisation of new actors, innovation in terms of repertoires and the elaboration of new cognitive, cultural and ideological structures, which was verified in the present work. The available statistical data reveal that the number of demonstrators increased significantly between 2008 and 2012 in countries severely affected by the global financial crisis, such as Spain, Ireland and Portugal (Accornero & Pinto, 2014). This shows that the situation itself boosted the number of demonstrations; however, people only took to the streets because they were aware of their political and social rights. These 'spontaneous' manifestations reveal a certain 'democratic disaffection', as identified by Magalhães (2005). Although there was social support for democracy, there was also a distancing of citizens from political institutions, which resulted in low levels of political, conventional or other participation (Magalhães, 2005, p. 988).

Nevertheless, it is apparent that these movements reveal civic awareness, while participation in street protests demonstrates democratic dynamism and citizenship.

Final reflection

The protest movements that have occurred in Portugal in recent years, despite the novelty with which they emerged, represent an aspect of the historical contestation that has occurred in the country since the 19th century (Cerezales, 2011; Silva, 2007). The fact that they appeared in a somewhat different form, presenting themselves as nonpartisan, horizontal and without leaders, gave them prominence and visibility, although it did not dethrone or cause to disappear the institutional actors, who continued to be the most demanding sector during the period of crisis (Accornero & Pinto, 2015, p. 406). Social movements emerging from the democratic space claim to have emerged as new forms of political and social struggle, which does not mean that they have been established as political actors and/or representatives of civil society claims, although their actions may have political consequences and social benefits.

These movements of citizens did not achieve much more than to denounce and claim, especially in the case of the mobilisation of the 'Scratch Generation'. According to Maria da Glória Gohn (2014), in these kinds of protests, 'collectives that draw inspiration from various sources, depending on the group to which they belong, do not have ideological or even utopian hegemony, motivating them a feeling of discontent, disenchantment and indignation against economic and political conjuncture' (p. 13). Thus, such movements actually turn out to be very heterogeneous in terms of their forms and resources, organisations, strategies and ideals, and they are often too dispersed to manifest a highly focused objective and to constitute a centre of counterpower (Cefai, 2005, p. 135). Hence, they only have a sporadic mobilisation capacity, except when they are integrated into institutional bodies such as political parties or trade unions.

The speed with which the above-mentioned movements arose and spread across the social networks gave them breadth and dimension, but their discursive content refers to a very concrete national reality (the austerity of the moment) and their focus was more local than global.

The context of the economic crisis and the political difficulties associated with managing it created an ideal context for the emergence of a new social phenomenon, but as the crisis situation dissipated, the inorganic mobilisations disappeared. During the years that witnessed the greatest crisis (2011–2013), the rights of social citizenship were threatened, and the young people of the 'Scratch Generation' as well as the civil servants and retirees experienced a decline in their quality of life when compared to that of previous generations, which motivated them to participate in the demonstrations. At the same time, the majority of citizens who took part in the demonstrations shared a past characterised by active citizenship.

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Rules and Practices of Forensic Experts in the Field of Civil or Criminal Law

Sedat Krasniqi

PhD. College, "FAMA" Pristina, Prizren, Mitrovica, Gjilan, Faculty of Law & Criminalistic

Association of Forensic Sciences - Center for Forensic Science Expertise Executive Director, Criminalistic & Forensic Expert, Republic of Kosovo.

Abstract

The process of conducting an examination (by the expert) ends - de facto, with the submission of a written report (the act of expertise) to the court, while - de jure, it is considered to have been completed only when the question and answer session it is held before the court. Although in actual practice it is found that there are generally no strict requirements regarding the structure of the expert acts, the statement of facts, supporting evidence, their analysis and justification of the expert's approach to the conclusions reached are indispensable, both for the court and the parties, to appreciate the value of the expert's opinion and why not, to professionally list the expert in relation to other specialists in the field. Paragraph 1 of Article 230 of the Code of Civil Procedure clearly states that "The opinion of the expert must be reasoned".

Keywords: Forensic. experts, practices, criminal law, expert, assignment, rules)

Introduction

It is important to note that the court should accept the expert's opinion as a source of evidence only when reached conclusions are scientifically substantiated. The requirement not to allow practices where expert evaluation is accepted and take as completely reliable, without a necessary verification analysis, scientific basis, expert conclusions or without an analysis of the facts on which the conclusion is based, should engraved on the desk of any judge, prosecutor or lawyer[1].

Of course, in order to have quality expertise with scientifically accurate conclusions, the ethical-professional level of the expert profile would be at the essence of the matter.

But!

How are experts assigned to carry out expertise or re-expertise in current practice?

Does the way the expert is assigned influence the level of conclusions reached?

Are the experts distinguished from each other in carrying out certain expertise?

Why is it that different experts come to different conclusions about the same materials examined?

Are there ways of act to maximize the quality of the expertise and the conclusions reached?

Understanding forensic expertise as proof

All the activity of the criminal prosecution authorities is governed by the principle of legality, strict adherence and without any derogation from the established legal order, adhering to the requirement that the judicial decision in any given case correspond to the truth, the finding of fact and the concrete circumstances of the case in full accordance with objective

[1] Sedat Krasniqi PhD, University Lecturer in Criminalistics, College "FAMA" -Prishtina, Criminal Expert. "Center for Forensic Science Expertise" - Association of Forensic Sciences, Executive Director, Kosovo, 2016.

reality.

Expertise as judicial and procedural action is, in our country as well as in the world, a wealth of modern justice. In the process of determining material truth, the court is increasingly relying on the opinions of experts in the field of litigation.

In criminal proceedings, the performance of this duty may not be accomplished otherwise, except by means of the types of evidence and means of inquiry required by the legislator in Articles 153-226 of the Code of Criminal Procedure[1].

The opinions of experts in various fields are an important condition in criminal proceedings, from preliminary investigation to judicial review, shedding light on the range of facts and evidence provided.

In preliminary investigative and forensic investigations, the problems related to forensic expertise are widespread and contain aspects of a special and general character. But in order to group them according to their affiliation, we could list three main issues, which are:

The entity carrying out the expertise

Material as an object of expertise

The process of examining the object by the expert[2]

Expert Assignment

The ways in which legal experts are assigned to criminal or civil proceedings are clear, but in current practice we find that the way they are assigned is still a minor problem, which often has major consequences.

In the Albanian environment (Albania and Kosovo), forensic experts exercise their duty under the following conditions:

a. experts at public institutions that carry out the expertise are part of the standard procedures of their work (eg institutions like : Institution of Scientific Police, Institution of Forensic Medicine and Kosovo Forensic Agency);

b. employees of different levels in public institutions who do not have expertise in their work procedures (eg lecturer in electronics, assigned to perform audio-video technical expertise;… .etc.);

c. freelance and independent experts with special knowledge in certain fields acquired during their professional careers, licensed and registered with the relevant authorities.

So, in its need to provide expert evidence in a particular field, the court should turn to one of these three sources, not to mention a fourth source who are experts or expert institutions abroad who will not be analyzed in this material. While the court in its petitions to one or the other source addresses the expectation that the experts are competent, independent and impartial, it is found that there are problems with the ethical-professional level of the experts and often some kind of depravity in their use.

In each of the three sources cited above, issues regarding expectations of the expert have been identified, which we consider to be "risk points" in the expert's ethical-professional competences and which the court must necessarily consider [3].

In Judicial practice in Kosovo, the issue of dealing with the problem of appointing experts to perform forensic expertise is regulated by the relevant legislation and laws covering this very important and equally important area of our justice system. Within the Kosovo Judicial Council, there is a list of forensic experts of various profiles, who carry out the expertise as requested by the Courts throughout the Republic of Kosovo and wide. The expertise is of course performed by judicial decisions, and at the request of the parties or their authorized defense counsel in both civil and criminal matters, providing

[1] Kodi i procedures penale I Republikës së Shqipërisë, Tiranë 2004, f. 83 -117.
[2] Dr.Fatmir Tartale, Ekspertimi si prove në procedimin penal, Tiranë 2008, f 13-14
[3] Sedat Krasniqi, PhD, University of Sarajevo, Faculty of Criminalistics, Criminology and Security Studies, Sarajevo BiH, 2016/17.

professional and scientific services (expertise, opinions and findings), argued by more modern and standard methods of international levels[1].

In the Criminal Procedure Code of the Republic of Kosovo Nr. 04 / L-123, Articles 136 to 142 of the Code, regulate the duties and powers of expertise's and experts in litigation, both in civil and criminal cases.

For the use of expertise by the State Prosecutor the guilt or innocence of the defendant or the degree of damage caused by a criminal offense must be questioned, the answer to the question under sub-paragraph 1.1 of this paragraph can only be given by specialized or technical expertise. The expert must have specialized experience or training that is relevant and current, the expert must have analyzed the evidence provided legally, during the expertise, the expert must have used generally accepted practices in his field or have a scientific basis or technical and the expert should draft a report summarizing the methods of analysis used and the conclusions.

The expert cannot express his or her opinion on the guilt or innocence of the defendant. The defendant or his or her defense counsel may request the state prosecutor to obtain a statement from the expert, the victim or the victim's defense counsel may request from the state prosecutor to receive a statement from the expert.

The decision to engage an expert, of course, prior to the expert's engagement, the state prosecutor issues a decision in which the expert presents specific written questions or a series of questions that are relevant to the defendant's guilt or innocence or the degree of damage caused by the criminal offense, and specifies the name of the expert and provides the basis for the expert's specialized expertise, including his / her education, experience and previous service as a court expert; and provides the expert with access to the appropriate evidence for specialized or technical expertise.

The defendant, defense counsel, victim or victim counsel may challenge an expert's selection based on his or her qualifications or potential conflict of interest by submitting an objection to the pre-trial judge. The pre-trial judge shall rule on the expert's selection within ten (10) days after the expert appointment.

If any particular type of expertise falls within the scope of any professional institution or expertise can be done within a particular public authority, this task, especially if it is a complex task, is normally entrusted to such professional institution or public authority. The professional institution or public authority shall designate one or more experts to carry out the expertise. Where possible and if no conflict of interest arises, the experts shall be appointed by the professional institutions or public authorities which provide their experts when so required.

If the expert in question is employed by the Government of Kosovo as a forensic expert or forensic examiner, he shall apply the specialized expertise as determined by law, order of the court or order of the state prosecutor or the public authorities lack the relevant expertise, the expert with the relevant expertise is engaged and compensated by public funds. The expert's expenses are added to the costs of the procedure. The expert shall apply the expertise without delay and shall submit to the state prosecutor a written report of the expertise in accordance with Article 138 of this Code.

The expert report contains: data on the expert's identity and data on the investigation; important questions concerning the guilt or innocence of the defendant or the extent of the damage caused by the offense; expert experience and training, reasons why these are relevant and how relevant that experience or training is; a description of the evidence being analyzed; a description of the expertise, including relevant photographs, drawings, summary tables, radioscopy, images, laboratory results or other scientific or technical data that are relevant. explaining that analytical practices are generally accepted in the expert field or have a scientific or technical basis; and the conclusion that presents the expert's opinion on the questions in paragraph 2 of this article, or which explains why the answers to those questions have not been answered.

The expert does not express his opinion on the guilt or innocence of the defendant in the report. The expert report which is not in accordance with this article is not acceptable. or his defense counsel and the injured party not less than five (5) days before the commencement of the expert pre-trial hearing, but not later than ten (10) days after the state prosecutor has received the expert's report.

Autopsy is performed by a qualified medical examiner on the order of the state prosecutor. Autopsy cannot be trusted by the physician who treated the deceased. The Ministry of Justice issues guidelines and standards regarding autopsy may

[1] Sedat Krasniqi PhD, Ligjerues universitar në lëndët e Kriminalistikës, Kolegji "FAMA"-Prishtinë, Ekspert Kriminalist "Qendra për Ekspertime Shkencore Kriminalistike" - Shoqata e Shkencave Ligjore, Drejtor Ekzekutiv, Kosovë, 2016.

be ordered by the state prosecutor. If the defendant does not give written consent to give a blood sample, bodily tissue, DNA or the like, or fails to give written consent to undergo a physical examination of the injuries as required in the investigation, the state prosecutor shall request from the pre-trial judge to issue the order for the sample to be taken or for examination in accordance with Article 144 of this Code.

Samples taken in accordance with the order referred to in paragraph 3 of this Article may be subject to molecular and genetic examination insofar as such measures are necessary to establish the origin or to establish whether the traces found are of the defendant or the injured. Such molecular or genetic screening can only be carried out at the pre-trial judge's order. If medical records are likely to contain information relevant to the criminal procedure, the state prosecutor requires the pre-trial judge to issue an order that the records be are given to the state prosecutor. Pre-trial expert's statement.

The expert may be summoned to testify at the pretrial hearing if: the opinion given in the expert's report supports the inference of the defendant's guilt; the opinion given in the expert report supports the conclusion on the defendant's innocence; the opinion given in the expert report supports the conclusion that identifies the defendant, victim, or other person relevant to the investigation; or the opinion given in the expert report supports a conclusion that is relevant to the investigation.

The defendant or victim may accept the conclusions of the expert's report. If all parties agree with the conclusions of the expert's report, this shall be noted in the record and no statement shall be taken. The expert is questioned by the state prosecutor, defense counsel, victim and victim advocate. The report, transcript or recording of the statment are attached to the case file.

The defendant may request the state prosecutor a request for expertise relevant to his defense. If the state prosecutor refuses, the defendant may challenge this ruling with the pre-trial judge. The defendant may receive and pay itself for expertise. The expert shall comply with section 138 of the present Code and the state prosecutor shall receive a copy of the report of the defense expert within fourteen (14) days of its completion. Conflicts between experts, If the data in the expert's findings differ substantially, or when their findings are unclear, incomplete or in contradiction with themselves or with the circumstances considered, and if these deficiencies cannot eliminated by re-examining the experts, the opinion of other experts may be required[1]

Does the way in which the expert is assigned influence the level of conclusions reached

Of course, a very important role also appears in the phase of appointing experts to perform their various professional and scientific expertises. It is natural for the expert to make the conclusions that are influenced by the level of experts (expert), his / her professional background, scientific level, academic rank, as well as the professional experience of practicing the profession in the given field of expertise. In special cases, it is often the case that experts have different conclusions, opinions or findings on the same issue. In these cases the court requires a super-expert, with a higher scientific and academic level of experts, or orders that the expertise be carried out by a group of experts (three experts), in order to reach the most scientific and professional conclusion, as well as while also respecting the forensic methodology and standards of modern forensic expertise.

The reason why experts come to different conclusions about the same issue should be asked in some directions just as important for experts. Often experts do not have the same model or models available for expertise, then model whether original or not (photocopied, scanned, etc.), as well as different aspects according to the established methodology for expertise[2].

[1]Criminal Procedure Code of R.KosovoNo. 04 / L-123, Article 136 Expertise, Article 137 Decision to engage an expert, Article 138 Expert report, Article 139 Requests for examination of evidence by an expert, Article 140 Statement of expert in preliminary procedure, Article 141 Engagement of expert by the defendant, Article 142 Controversy between experts..

[2] Sedat Krasniqi PhD, Ligjerues universitar në lëndët e Kriminalistikës, Kolegji "FAMA"-Prishtinë, Ekspert Kriminalist "Qendra për Ekspertime Shkencore Kriminalistike" - Shoqata e Shkencave Ligjore, Drejtor Ekzekutiv, Kosovë, 2016.

Contradictory cases in the appointment of experts - Case Study in Albania

It is quite interesting to mention some contradictory or "handicap" cases concerning the appointment of experts found in the current practice of the Albanian courts. Mention, for example:

1. The assignment by the Court of a forensic expert under the General Directorate of State Police for the performance of a given expertise in a criminal case, a case in which, in our view, there is a clear conflict of interest. This, since in this case the criminal expert being a police officer, according to the law "On State Police", has at the same time the attributes of the Judicial Police, while in the Code of Criminal Procedure, it is emphasized that the Judicial Police performs investigative actions through its agents, ordered or delegated by the prosecutor. Can such an expert provide enough credibility?

Liabilities to experts

a. Experts must be professionally skilled and competent in the tasks that the courts undertake to carry out their expertise, to comply with all requirements and rules assigned in the methodology for carrying out the expertise. Carefully analyze the requirements and questions posed before the expertise, and provide professional, well-reasoned scientific answers.

b. Experts must be objective and impartial; they must be science-based, it is necessary to open their eyes and ears, not to believe characteristically blindly, to apply the Cartesian method, to lack confidence in memory, to think clearly before writing accurately, the art of inference consists in thinking.

To the Court's attention

It is very important for us to be guided by the principle that: "Conducting a qualitative expertise rests on the need to carry out an expertise". It is therefore equally important that we make sure that we are hiring the right experts for the job at all times, experts who are up-to-date and able to utilize both theory and practice on expertise.

It is the expert's responsibility that before accepting the task and the issues required for resolution, it is stated whether he is adequately qualified to perform the required expertise or not, where the process of submitting the expert's professional competence to the court (*in the form of presenting and submitting to the court a copy of his / her CV, giving the court, but also the parties, a preliminary assessment in all ethical and professional aspects*), which must necessarily precede his or her task.

At the same time, it is the duty of the court to verify in advance whether the proposed *(or sent)* expert is qualified and whether there are conditions which may affect the objectivity and quality of the expertise to be performed by him in relation to the task entrusted or not.!

One of our main goals in this paper is to raise standards towards obtaining expert evidence, objectively and without various influences, as well as on a scientific basis. Justice (Article 224/ d of the Code of Civil Procedure), with control over the criteria, competence, ethics and reputation of each of them, is a very important positive step in this regard.

Meaning of methodology

When referring to methodology, the term "method doctrine" is summarized, that is, the study of the basic theoretical concepts underlying a given discipline and the techniques with which its foundations should be applied in practice. The methodology adjusts and defines the criteria according to which it must be objectively processed for the correct application of knowledge pertaining to a given discipline, a defined domain of human cognition.

The method, which is the practical result of this doctrine, becomes the systematic and functional criterion for proceeding in a kind of theoretical-practical activity in correlation with the finalization of its object.

The foregoing immediately distinguishes some primary elements in the function of the method, among which the most important are:

› Rationality is an indispensable element when the procedures and actions aimed at solving certain problems are to be outlined;

› Systematicity, which must consist of the rigor and style and order of the stages and implementations that requires a particular activity.

› The search for the elements needed to carry out theoretical-practical activity to the end. Search is definitely the most essential element in the terminology "method" because it comes from the Greek word "methodos" which means exactly "search".

In any scientific proceeding, or merely preliminary examination, there would be no appreciable result in the objective plan if it is not proceeded according to the above elements: rationality, systematicity and research. That is, in any descriptive-verification or application-scientific procedure is necessary way to follow the method[1].

Methodology in Manuscript Expertise.

The methodology applied in the graphic expertise takes into account the concepts discussed above.

The scope of the study is determined by the request formulated by the proceeding authority / institution that requires the expertise to be carried out. The requirement in each one precisely defines the specific object of expertise, but otherwise it is good for the expert (and the expert of course) to clearly specify the issues raised for resolution, since they also set methodological criteria that will be implemented during the examination phase. It is now defined that the object and the method are organically linked. Depending on the formulation of the request and the type of work that the expert must perform to resolve the particular case.

The expertise methodology specifies 3 (three) types of activities that are interrelated and that the expert must necessarily respect and implement.

Adherence to and application of working procedures, and moreover observance of technical and legal norms, based on graphical manuscript expertise.

Knowledge and application of scientific concepts to be used for the correct interpretation of graphical manuscript phenomena.

Recognition and adherence to epistemological criteria[2], which must necessarily be followed and applied in the graphical examination, in correlation with the object of study specified in the issues raised for resolution by the proceeding authority.

All these actions are performed in compliance with the norms that regulate them and which the expert must necessarily recognize. Knowledge of the scientific concepts underlying the interpretation of graphical phenomenology is necessary for the correct analysis of the graph line as well as for the correct interpretation of the features that are evidenced[3]. If this knowledge is lacking, the methodology remains defective because the expert is unable to interpret the manuscript's graphic characteristics correctly.

Recognition and adherence to epistemological criteria at the examination stage are also necessary to concretize the procedure criteria, to use the necessary terminology, for the coherence of the demonstrations, but not to be contradicted.

The expert must be well aware of the disciplines underlying the correct interpretation of graphical phenomena, but if he fails to explain demonstrations of objective concepts according to the criteria of procedures required by epistemology of science, his expertise will be mediocre rather than professional.

The methodology applied in graphical expertise, takes into account the concepts discussed above and commonly uses the following methods:

• analytical methods;

• comparative methods;

• signaling methods;

[1] Ekzaminimi Grafik i Doreshkrimeve – METODIKË". *Viktor Haidari. 2018*
[2] L'Epistemology (from the Greek episteme, "safe knowledge" or "science" the logos) is that branch of philosophy that is occupied with the conditions through which we can have scientific recognition and some methods to achieve a knowledge of such.
[3] Vettorazzo Bruno, (1998) -*Manual shkencor i ekspertimit grafik mbi baza grafologjike, Milano, Itali.*

• deductive-logical methods.

Manuscript expertise

Document and handwriting experts consistently commemorate the golden rules: two individuals never write alike. This is not to say that there is no similarity in the manuscript of the two individuals, for there are many factors that constitute the general character of one's writing. According to these golden rules, which are based on numerous scientific researches, and especially on twins, they provide strong support for identifying or eliminating a person in various disputes and solving complex criminal matters. The method of direct comparison between suspicious material and known material is functional by relying on auxiliary instruments. Manuscript experts agree that manuscript expertise passes through the following stages[1].

Preliminary Case Study - Firstly, the court's order directing the expertise to be sought is reviewed. Evidence review (litigation subject to expertise) is done to determine whether it is freely written under normal circumstances by appropriate means or that the writing is appropriate. Preliminary study of disputed writing is important, where the expertise methodology then has its specifics for the examination of writing. It is important to study the general and specific characteristics in order to ascertain whether the writing was written under appropriate conditions or by means of, whether it was influenced by pathological or psychological factors (age, illness, alcohol influence) and has the script been attempted to disguise it or not. This is the ultimate balance of string and shape size, which is critical in signature comparisons, not just the matching of individual elements[2]. So we have to come to the conclusion that writing is written naturally or freely and not by factors like the ones mentioned above or other impeller factors.

Examination of the Contested Manuscript - After studying the script whether it is written freely (naturally) or whether it has been altered, the character analysis is done throughout the manuscript, beginning with the group characteristics and then the individual characteristics. Characterization is done directly in the copy of the original or can also be done in a worksheet, documenting the features individual with identification marks[3].

ACE-V Methodology

Although there is an element of subjectivity in the area of forensic examination of documents, the investigator's findings reflect more than mere thought. The examiner's findings should reflect a systematic compilation and evaluation of all observed physical facts, in light of the basic rules of identification and personal experience. The ACE-V methodology is one such way of organizing and evaluating data for the purposes of scientific classification and comparison.

ACE-V is an acronym for the forensic methodology developed analogous to the scientific method, which is used to "individualize or exclude phenomena or objects originating from an identical source or appearing to be in the same source[4]. A goal for analysis, or a process in which the information collected is analyzed for specificity and relevance; C represents the comparison stage, or the stage at which the examiner's predictions are valid, invalid or unconvincing; and E stands for evaluation, which relies on the training and experience of examiners to evaluate the information generated in the ACE-V analysis and comparison phases The final stage in the ACE-V methodology is verification, with another expert document expert reassessing the original hypothesis using the process ACE to determine if it is possible to individual formally isolate or exclude certain sets of information used for comparison.

What is forensic examination of documents?

Forensic Document Examination The FDE is a forensic science discipline in which expert examiners evaluate documents that are contested in the legal system. "Documents" can be broadly defined as any material that carries signs, signs or symbols intended to convey a message or meaning to someone. Document screening involves comparing a document or aspects of a document to a set of known standards (i.e., authentic copies). The purpose of a forensic document examiner is to systematically evaluate the attributes and characteristics of a document to discover how it has been prepared or modified.

[1] Saferstein.R,Criminalistics,9th edition,2014,page 498-499
[2] Slyter.S,Forensic Signature Examination,1995,page 10
[3] Kelly Seman J,Scientific Examination of Questioned Documents,New York,USA,2006,page 133
[4] Craig Coppock, Definimi Universal i ACE-V Azhurnuar, 6-19-2012

Training and qualification of forensic document examiners.

There are two internationally recognized programs that accredit forensics laboratories: the American Society of Crime Laboratories' Accrediting Laboratory Accreditation Committee and the ASI-ASQ National Accreditation Committee. These accreditation programs ensure that forensic laboratories meet established quality standards and employ expert forensic investigators. Document forensics should be performed by a forensic examiner (FDE or "Document Examiner"). Currently, there is no federal licensing for forensic document examiners; however, in the United States, the American Board of Legal Examiners (ABFDE) has issued guidelines and issued a certificate of qualification. complete either a curriculum in a recognized forensics laboratory or with an established private practice examiner.

The National Association of Document Examiners (NADE) was founded in 1979 to promote the interests of document examiners. Although there are no specific college studies or degrees in the forensic exam, scientific training is encouraged and continuing education courses should remain in good standing with the committees mentioned[1].

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[1] Practice forensics applications in USA

The Societal Value of Art and Music in the Bapedi Culture and the Implications for Music in Healing as a Cultural Phenomenon

Morakeng Edward Kenneth Lebaka

Department of Art & Music, College of Human Sciences University of South Africa (Unisa), Pretoria, South Africa

Abstract

Bapedi people's art and music are a functional and necessary part of everyday life and it would be impossible to understand Bapedi culture without an understanding of their art and music. Within Bapedi people's cultural context, art and music give life to the values, emotions and daily customs of the Bapedi people. The purpose of this article was to investigate the social, cultural and religious functions of art and music within Bapedi people's cultural context, and to place Bapedi people's indigenous art in its social context rather than to discuss aesthetic appeal, stylistic zones, and the formal qualities of art objects. Further, it seeks to discover a) the implications for music in healing as a cultural phenomenon; and how art and music are a functional and a necessary part of the daily lives of Bapedi people. The study used a naturalistic approach and the methods of data collection were video recordings of cultural and religious rituals, social ceremonies and celebrations, interviews and observations. The results have shown that in the Bapedi culture, art and music play a pivotal role in many spheres of the Bapedi people's lives. The results have also demonstrated that Bapedi people express their emotions through music, and use music for regulating their emotions.

Keywords: Bapedi people, art and music, healing, culture, Sekhukhune district, Limpopo Province, South Africa.

Introduction

Bapedi people are a Bantu ethnic group residing primarily in Sekhukhune district municipality (**see figure 1**), Limpopo Province in South Africa, as well as other parts of the country to a lesser extent. They are a pretty peculiar people and hospitable. They are generally helpful and polite, and glad to help confused tourists if asked. In Bapedi society, music is performed as part of Bapedi people's social life and is used to communicate a great variety of messages. Bapedi people find the songs helping them in their religious experience and in calming their emotions. The use of culturally appropriate music[1] serves as a major means of creating social cohesion, promoting wise behaviour and imparting moral and ethical values. Musical instruments such as membranophones; *meropa* (drums), chordophones; *botsorwane* and *lekope,* idiophones; *dipela* (mbira), *dithlwathlwadi* (leg and hand rattles), and aerophones; *dinaka* (reed-pipes), *phalafala* (antelope horn), *mekuduetane* (whistles) are used during cultural and religious rituals, as well as during social ceremonies and celebrations. Indigenous Bapedi songs are communally composed to local tunes and they are accompanied by dancing and clapping of hands.

[1] Relevant to the context of this study, Munyaradzi and Zimidzi (2012, p.193) rightly state that the definition of music can depend on the culture or society an individual belongs. Munyaradzi and Zimidzi further point out that music can be defined as the agreement of the people of a culture as to the sounds and the ways of using these sounds that are pleasant or effective. In the same vein, Mkallyah (2018, p.201) writes that "in Africa, the term 'music' relates most frequently to the sounds that focus on social needs".

Figure 1: Geographical Location Map of South Africa showing Sekhukhune district municipality in Limpopo Province.

Source: https://showme.co.za/facts-about-south-africa/the-maps-of-south-africa/

Date: 23 July 2019

★ = shows where Sekhukhune district municipality is situated in Limpopo Province.

The choice of the Bapedi people as the context for this research study is primarily motivated by the fact that the researcher belongs to the same group. Given this reality, it is easy to appreciate and assess traditional views, customs and practices as an internal observer. The second reason for choosing this topic relates to the researcher's past experience. This research study is thirdly, motivated by a need to collect and document the social, cultural and religious functions of art and music within Bapedi people's cultural context. The result of this undertaking will be a contribution that could be utilised by posterity. By using Indigenous Knowledge Systems, like the Bapedi culture, a data bank could be built for future scientific research. Three interrelated research questions therefore guided this study; 1) What makes art and music so important in Bapedi society? 2) What is the role, the function and the position of art and music in the daily lives of Bapedi people? and; 3) What are the implications for music in healing as a cultural phenomenon? The purpose of this study is to address the above questions with the view to show the importance of understanding, respecting and acknowledging Indigenous Knowledge Systems. This article comprises four parts in total, which deal with the following issues: The next section will describe the theoretical framework underpinning the study. The discussion will commence by discussing extant literature on the importance of music in society. It then moves on to the research methodology. Next, the results of the study will be presented, followed by the discussion of results. Finally, the last section would basically sum up research findings and conclusions of the study, and contains the conclusions arrived at in the study and recommendations for further studies.

Theoretical Framework

In this study, the author adopts a critical lens toward the *'Sociocultural Theory'.* Sociocultural theory grew from the work of seminal psychologist Lev Vygotsky who believes that parents, caregivers, peers, and the culture at large are responsible for developing higher order functions (Vygotsky, 1978). According to Vygotsky, learning has its basis in interacting with other people. Vygotsky theory also stresses the importance of play in learning. According to him, types of play that can further learning include role-playing, games, and reinactments of real events. He believes that cultures can vary so dramatically and each culture presents unique differences. This theory considers how education occurs within the totality of a specified culture, including all the realms of a given society (Mwinzi, 2015, p.678). The Sociocultural theory is applicable to this study, as it deals with communalism, holisticism, preparationism, perennialism and functionalism as the base of African thought which is perceived in this study as Indigenous Knowledge Systems. It is in line with Bapedi people's music tradition in the Bapedi cultural setting. More specifically, the theory of sociocultural seeks to know, understand and prescribe apt practices of pedagogy (Mwinzi, 2015, p.678). Tudge and Scrimsher (2003) observe that, Vygotsky was not only interested in what more knowledgeable others brought to the interaction, but also in what the child himself or herself brought to the interaction, as well as how the broader cultural and historical setting shaped the interaction at large.

Vygotsky's theory is adopted for this study because it is generally consistent with the objectives of the present study. My interpretation of Vygotsky's research framework in relation to Bapedi people's cultural context is that in the Bapedi culture, during the transmission process of indigenous Bapedi songs, parents, caregivers, peers and the community at large play a pivotal role to make enculturation process a reality and a success, and learning music within Bapedi people's cultural context has its basis in communalism and interacting with other people. In this interpretation, communal music-making is viewed as a cultural activity which reveals a group of people organizing and involving themselves with their own communal relationships (Chernoff, 1979). The second alternative interpretation would be that in the Bapedi society, some if not all community members are engaged in some recurrent activities in which any member of the community joins regularly with others outside the community. Consistent to this interpretation, Gearing et al (1975, pp. 2&5) opine that "any person who is to become a participant in any recurring event enters as a newcomer and later becomes an old hand". He further asserts that "in the contemporary world, every person lives in two kinds of social systems, daily moving into and out of events which make up one or more localized worlds and a wider world"(1975, p.6). These scholars suggest that "an adequate sample of events must include events which are parts of such localized systems singly and in some combinations other events which are parts of such wider networks, and still others which are parts of both in some interpenetrating mix" (Gearing et al, 1975, p.6).

Like the objectives and recommendations of this study, Vygotsky's research framework *'Sociocultural Framework'* is probably the earliest effort encouraging ethnomusicologists to invest more interest in music, culture and identity, as well as in communal music-making and learning by doing. It posits that culture constitutes concrete manifestation of human social processes and historical development. Gindis (1999, p.39) expressed firm conviction that Vygotsky's scientific legacy contains a theoretical framework that might integrate all branches of contemporary education. According to Gindis (1999, p.39), the socially, culturally, and developmentally oriented theory of Vygotsky has the potential to unify, restructure, and promote education which is culturally embedded. In my view, Vygotskian framework can be viewed as an educational theory which enhances educational practice and a critical discourse for understanding Indigenous Knowledge Systems. Using this framework, four questions were explored. These questions refer to music, culture, heritage and identity. The present study will contribute to a clearer understanding of the role of art and music in Bapedi society based on communalism, holisticism, preparationalism, perennialism and functionalism as advocated by Vygotsky. The next section focuses on the previous related studies.

Previous Related Studies

Studies of the importance of music in society, among them by Mbaegbu (2015), Gregory (1997), Rager (2008), Reimer (2002), Dube (1996) and Nnamani (2014), have dealt with music as an integral part of the societies that perform it. In his study of *the effective power of music in Africa,* Mbaegbu (2015, p.176) found that "music plays an indispensable role in the being of Africans at work, in politics, in their socio-economic engagements, in religious worship, integral development and in their moral life". His study has also demonstrated that African music is one of the cultural characteristics that make the

African who he is as a distinct cultural being in the world, for it binds Africans together and gives them common characteristics. Attesting to these findings, Gregory (1997, pp.123-124) writes: "In many societies music is not an independent art form to be enjoyed for its own sake, but is an integral part of the culture". He further mentions that "music may accompany every human activity from the cradle to the grave, including lullabies, games, dancing, work, healing, battle, rites and ceremonies, including weddings and funerals". Gregory is of the opinion that "Africa has hundreds of different societies, each with their own traditions and with different roles for music, but in the majority of them music forms an integral part of all activities" (1997, p.124). This view is further articulated by Dube (1996, p.101) who observes that "music is found in specific contexts like rites of passage, for example birth, marriage and weddings, death, house-warning activities, beer drinking, war, coronation, homage to a ruler, politics, hunting, harvesting and general work, vulgar play, boasting, herding, lullabies, children's play, and royal praises". Further exploring this finding, Dube (1996, p.110) writes that "popularly known as *chimurenga* music in Shona society, music performance was used in the war to instil determination, inspiration and hope among fighters and everyone who participated. Furthermore, Dube (1996, p.115) argues that "in traditional society, music has a direct functional role". In a similar vein, Rager (2008, p.1) points out that "music serves various functions and is used by people of all ages in many ways". Rager (2008, p.8) proceeds to reveal that Reimer (2002) also believed that music has a dual role in society. *Firstly,* to develop talent for those gifted musically and *secondly,* to develop aesthetic sensitivity to music of all people regardless of their musical talents. According to Reimer, this in turn would benefit society and the art of music which depended upon an understanding public.

Consistent with these observations, Munyaradzi and Zimidzi (2012, p.194) observe that the function of music in a society is another area of importance that brings misunderstandings as some people fail to understand the functions of music in another culture. Munyaradzi and Zimidzi further elaborate that the issue of cultural aspects brings in many differences as cultural beliefs changes the view of many people when it comes to defining music (2012, p.194). Nnamani (2014, p.304) supports these observations by stating that "in Africa generally, music plays an important part in the lives of the people and one of the major characteristics of African music is that it has function. Nnamani affirms that the various stages of the life-cycle of an individual and the life-cycles of the society are all marked with music (2014, p.304). Furthermore, Nnamani asserts that another important feature of African music is the existence of a wide diversity of singing and dancing styles which seem to create difficulties of understanding and appreciation by those who are not accustomed to the tradition (2014, p.306). According to Nnamani, this diversity is partly due to linguistic factors, for many African music reflect speech mannerisms of the various language groups including common features of speech such as rhythm and intonation (2014, p.306). Nnamani is of the opinion that Africans depend on music as a means of communication within and outside the community (2014, p.306). He is convinced that the fact is that the traditional African sees a link in time past, time present and in the future. In his view, this link is however, symbolized by the sound of music (Nnamani, 2014, p.306).

Research about the significance of music in a society has generated diverse beliefs, views, and theories that explore its nature and meaning. Nketia(1976, p.9) and Tracey (1954, p.240) state that "the promotion of different types of music in traditional society does not normally require special institutions or places set aside solely for performances of music and dance". These scholars postulate that "performances take place on social occasions and are either integrated with the central events or arranged as background activities". They reckon that "it is institutional life, therefore, that supports traditional music". Corroborating the above findings Ibekwe (2009, p.163) observes that music (especially African) by its nature and purpose is a compendium of people's way of life. According to Ibekwe, it represents people's tradition and no amount of stereotype conception can undermine its importance in any society. Expanding this further, Allen (2004, p.4) and Schumann (2008, p.34) assert that "music can act as an acute indicator of finely tuned public sentiment, and can also function as a site of both individual and group agency". According to these scholars, music is one of the fundamental mechanisms through which people indicate what they personally enjoy, approve of, identify with, recognise as true, or acknowledge as ethically appropriate. Views such as those expressed by Dickie (2017, p.1) and Jayeola (2015, p.102) highlight the impact that music and song. In particular, Dickie (2017, p.1) observes that "music and song have a powerful ability to move people emotionally, and thus have a distinct role to play in a person's worship". In his view, music is one of the major forms of oral art in African societies, and is always performed before an audience. In the same vein, Jayeola (2015, p.102) opines that "African music is one of the cultural indices that make Africans". Further, Jayeola (2015, p.102) elaborates that "African music is a cultural identity that has to do with singing, playing of instruments, dancing and use of various artifacts". Jayeola believes that "traditional music can claim to be the expression or art that is most accessible to human beings in any situation in their lives: crises or calm, work and worship, play or war, recreation or reflection, and has so much influence in the life of an African man and everything we do; even in our traditional occupations like, farming, weaving, blacksmith, carpentry, dyeing, hunting" (2015, p.104). Jayeola (2015, p.4) remarks further that "in African context, music is implicated in life, and people go all out to use music to communicate, to move, to express emotions and ideas, and to mobilize people or rally their solidarity". According to Jayeola, music performed by every society carries the social cultural nuances and messages of the society.

Taking a different view, Chiang (2008, p.21) argues that Africa experience sickness and healing through rituals of consciousness-transformation whose experiential core is musical. He further states that traditional healing ceremonies serve to heal the sick and are done differently among different communities (2008, p.34-35). He is of the opinion that unlike music therapy, traditional music and healing usually serves as the primary healthcare system in the developing world. He believes that these cultures hold beliefs in the healing power of music that were shaped by their history and cosmology. By reviewing the literature above, it is clear that music in Africa involves language, the customs and values of the society and permeate every facet of human endeavour.

Research Methodology

A methodological approach in this study comprised of conversational method[1], Ethnography[2], and a case study approach, whilst, the fundamental tool of collecting data was primarily oral interviews among traditional Bapedi musicians, video recordings and observations. A total number of thirteen (13) traditional musicians were interviewed for the study. Through my interaction with them, I was afforded the opportunity to get first-hand information and to gain insights on aspects and issues that are often neglected and rarely published. Traditional musicians were interviewed to elicit information on Indigenous Knowledge practices in relation to their music tradition used in the Bapedi culture. Rationale for choosing interviewees was based on their knowledge of different indigenous Bapedi music genres and the musical processes of these music genres as well as their social, cultural and religious functions.

Results

Social functions

Music as a tool for creating social cohesion

During the study, it was observed that in the Bapedi culture, music has the power to unite Bapedi people (**see photo 1**). It has become evident that Bapedi people use their indigenous songs for social cohesion, to create mutual trust and to cement friendship. Correlating the above, Gregory (1997, p.131) asserts that "music is a powerful means of creating a sense of belonging, either to a particular ethnic group or to a place". Attesting to Gregory's assertion, Mkallyah (2018, p.202) states that "the nature of African music performance is based on accompanying different activities in the sense that it is not music just for listening to". He observes that "African music originates from the African community and is an integral part of the community". In addition Ogunrinade (2012, p.109) explains further that "music and every aspect of life activities are inseparable in African setting to the degree that every activities have music attached to it". According to Ogunrinade (2012, p.111), as an integral part of life, music is used in such day to day activities as disseminating information of societal interest and arousing emotion; and for important occasional events like initiation, rituals and coronation ceremonies. Ogunrinade further elaborates that "music is one of the most powerful, the most compelling, and the most glorious manifestations of human cultural heritage" (2012, p.111). The above point is of prime importance with the view of Ebeli (2016, p.22) who opines that "the arts of which music is part are a powerful tool of communication". Additionally, Ebeli (2016, p.24) asserts that "throughout history, music and dance provide pleasure, enjoyment and self-esteem to humanity". Mkallyah (2015, p.167) supports these when he states that "to large extent, music helps to change the people's behaviour through their performances, function and contents".

[1] Kovach (2010, p.40) describes conversational method as a means of gathering knowledge found within Indigenous research. According to him, the conversational method is of significance to Indigenous methodologies because it is a method of gathering knowledge based on story telling tradition congruent with an Indigenous paradigm. He believes that conversational method involves a dialogic participation that holds a deep purpose of sharing story as a means to assist others.

[2] Calitz (2017, p.5) rightly remark that Ethnography is a means of collecting data through participating observation.

Photo 1

Cultural festival (Dikgageng village; Sekhukhune district, Limpopo Province, 24.09.2018), Photographer: Morakeng Edward Kenneth Lebaka

When participants were asked about the implications for music in healing as a cultural phenomenon it was found that in the Bapedi culture, music in healing and healing in music are conceived as interwoven. Morongwa Angelinah Tshehla explained (12 January 2019) that the importance of music in healing cannot be overemphasized. She further elaborated that music permeates the social life of Bapedi people, and Bapedi society develops its own cultural way of dealing with illness utilizing their indigenous songs.

Cultural functions

The implications for music in healing as a cultural phenomenon.

In Bapedi society in particular and in Africa in general, music in healing is an age old tradition. It has been in existence for many centuries before the infiltration of culture and/or acculturation by the Western Christian missionaries, colonialization and Western political expeditions on the African continent. As a knowledge system, it plays a pivotal role in many spheres of the Bapedi people's lives. The above observation is supported by Jayeola (2015, p.106) who unequivocally states that "music, especially traditional music has an answer to whichever direction the mobilization takes". He is of the opinion that culture constitutes the totality of customs, rituals, norms and values that regulate the people's pattern of life. In the same vein, Gregory (1997, p.132) observes that "in many traditional societies, music serves a healing function, has a sacred healing role both for the individual and for society and is believed to facilitate communication with the ancestors and to harmonize the forces of the visible and the invisible world". Aluede (2006, p.31) endorses these observations by stating that "the use of music in healing and healing rites in African traditional societies is as old as the origin of African Continent".

Like in many other African societies, in the Bapedi society traditional healers who perform music to appease and to communicate with the ancestors are found (**see photo 2**). They create music to accompany religious rituals, as well as to reflect on human experiences. They believe that when the ancestors need to be consulted, the most effective way of reaching them is through music and dance (Lebaka, 2017, p.75). Attesting to the above finding, Nnamani (2014, p.305) rightly opines that "in Africa, participation in music is spontaneous and voluntary". He asserts that it is also an obligation imposed by one's membership of a social group or a responsibility attached to one's situation in a society.

Photo 2

Dingaka (traditional healers) and *Mathasana* (trainees) making libations and pouring beer onto the ground; (Mashite village – Schoonoord, Sekhukhune district, 29 September 2007); Photographer: Morakeng Edward Kenneth Lebaka.

Interviews with Malekgopeng Sete (12 January 2019) showed that singing is a mechanism used by traditional healers (**see photo 2**) to summon the ancestors. Malekgopeng further mentioned that specific songs are sung especially when problems seem particularly difficult to surmount. Concurring with Malekgopeng's views, all interviewees were in agreement that music which is performed during *malopo* rituals tend to energize the traditional healers (*dingaka*) and trainees (*mathasana*) to perform effectively. Malekgopeng further mentioned that during the dance itself, the healing power of the dance is shown by both traditional healers and trainees, who after reaching a state of trance, become spiritually and physically healed. In the same vein, Gregory (1997, p.134) writes that "music may trigger a trance state or calm it, and in different cultures trance may be induced by loud or quiet music, the human voice, drums, or other instruments". According to Gregory (1997, p.134), possession is associated everywhere with music and dance, and these both play their part in inducing trance. Gregory further emphasizes that "often music and dance may act together to produce the emotional state favourable to trance".

Entertainment

In African societies, music making is generally organized as a social event (Phibion, 2012, p.2). Phibion continues to emphasize that "music is part of culture and culture influences music" (2012, p.1). Through oral interviews, it was established that indigenous Bapedi songs are also performed to express happiness and for entertainment (**see photo 3**).

The above observation is enriched by Ramadani's (2017, p.249) assertion that "music plays an important role in everyday life, and through music, communication is as natural as conservatory, and as ideal as the mobilization". Ramadani (2017, p.249) further advocates that "the value of music is presented in all musical works which are estimated for the message transmit to the public".

Photo 3

Cultural festival (Dikgageng village; Sekhukhune district, Limpopo Province, 24.09.2018), Photographer: Morakeng Edward Kenneth Lebaka

Among Bapedi people, entertainment songs are quite popular. Wedding songs, for example, are meant for entertainment but have also cohesive and social functions. Bapedi people perform wedding songs to; 1) reinforce the importance of family and community solidarity; 2) reinforce the value of marriage as a sacred union; 3) reinforce the importance of perseverance in marriage; 4) reinforce the roles of each spouse in married life; and 5) for entertainment purposes (Lebaka, 2017, p.192). Some songs are sung by community members to accompany tasks such as food preparation, and merry making that takes place once all rituals have been performed. Very often, the texts of these songs are not without relevance to the ceremony and issue of marriage. Mkallyah (2015, p.162) captures this notion most succinctly when he writes that "there are songs meant for the bridegroom, and songs for the actual wedding celebration". For him, both of these wedding songs have specific roles to play in society. Mkallyah (2015, p.162) further elaborates that these songs teach young women how to live with their husbands, and men how to live with their wives. In his view, the celebratory mood associated with these songs stem from the functions for which the songs were designed and performed – a happy occasion. The following song (**table 1**) is an example of entertainment songs sung during wedding ceremonies.

Song text and translation

Original Sepedi stanzas	English translation
1. Dali moratiwa	1. Darling, sweetheart
2. Kgale re ratana	2. It has been a long time that we were in love,
3. A ko nthekele ring	3. Please buy me a wedding ring,
4. Wena o bapala ka nna	4. You are a playing a fool out of me
5. Gona bjale	5. Very soon,
6. Ke ya tsamaya	6. I will be leaving,
7. Ke ya tsamaya	7. I will be leaving,
8. Ke ya kgole kgole	8. I am going far away
9. Kgole le legae	9. Far away from home,
10. Wena o bapala ka nna	10. Because you are playing a fool out of me.

Table 1: Sepedi with English translation of *'Dali moratiwa'* (Darling, sweetheart) song for entertainment sung during wedding ceremonies.

In support of the above observations, Gregory (1997, p.130) states that "ceremonies for individual members of the society are also important, and music is an essential element of every marriage, initiation ritual, and funeral in most cultures". He stresses that "the music in many ceremonies and dances is thus speaking directly to the participants". Gregory (1997, p.135) goes a step further by emphasizing that "in many societies, people enjoy music, singing, and dancing independently of any celebration and festival". Gregory is of the opinion that "the effectiveness of the music thus depends very much on the context, but ultimately it depends upon the music".

Music as a platform for promoting wise behaviour

During the study, it was further observed that indigenous Bapedi songs are teaching songs, and are used to promote community well-being. It has emerged from this study that these songs are more educational than for purposes of leisure or recreation. The impression created during interviews and observations was that, Bapedi people sing these songs to build moral and ethical values in the society. **Photo 4** below shows the caregivers of the initiates (*baditi*) and the intiates in between the caregivers, welcomed back home after they have satisfied all the requirements for the initiation school. The caregivers sing an initiation song characterised by themes which are educative either by use of direct statements or by use of idioms, metaphors and proverbs that are poetically structured to promote wise behaviour.

Photo 4

Initiates welcomed back home (Kotsiri village; Sekhukhune district, Limpopo Province, 13.07.2019), Photographer: Morakeng Edward Kenneth Lebaka

From the observations and interviews, it was established that indigenous Bapedi songs bear advice which seeks to promote cultural heritage and inspire respect. During my field research, I have also observed that Bapedi people sing their songs to promote correct behaviour, exhort morals through condemnation of indecency and inculcate tribal values through advice to observe good behavioural value systems. This observation is in line with the opinion of Oboneng Masha (personal communication, 24 September 2018), who said that “in the Bapedi culture, traditional music education is a systematic process informed by the concept of music as a social experience as well as an agency for the management of people and society”.

Religious functions

Music as a vehicle of imparting moral and ethical values

Religious music in the Bapedi culture is sacred and is regarded as having extraordinary power. Traditional Bapedi musicians create music to address issues of societal concern and moral and ethical values (**see table 2**). During the performance, the proverbs are normally very contextual in that they could mean different things in different situations. Some songs are characterized by metaphorical language.

Song text and translation

Original Sepedi stanzas	English translation
1. A ke nyake ngwanake a roga batho.	1. I don't want my child to curse people
2. Hleng o roga batho ba bagologolo	2. He is cursing the elderly people,

3. A ke nyake ngwanake a roga batho, mampelebele, 4. Hleng o roga batho ba bagologolo	3. I don't want my child to curse people, *mampelebele.* 4. He is cursing the elderly people

Table 2: Sepedi with English translation of *'Ga ke nyake ngwanake a roga batho'* (I don't want my child to curse people) song for imparting moral and ethical values.

The purpose of singing the above song is to impart moral and ethical values. The central message in this song is that children or the youth should respect elderly people. The singer is not happy about his child because he is not respectful. He is offending and provoking elderly people, and is causing himself bad-luck. During oral interviews, it was established that in the Bapedi culture, there is a general belief that the consequences of cursing elderly people is bad-luck. The song is short, characterized by repetition, and the tone is that of a lament, as the singer sounds to be disappointed by the child, disillusioned and demoralised.

Interviewees were asked whether indigenous Bapedi music has an impact on morals and ethical value systems within Bapedi society. It was found that Bapedi people are successful in sustaining and retaining a high standard of living in terms of respect, hierarchy and cohesion because of their indigenous songs. The impression created during interviews and observations was that in the Bapedi society, social and ethical values are communicated through indigenous Bapedi songs, while the content is largely dictated by current concerns and the way Bapedi people approach them. It has emerged from this study that Bapedi people are guided by complex sets of moral and ethical values and beliefs that are historical and cultural.

Corroborating the above observations, Mbaegbu (2015, p.182) opines that "in traditional African society, people's notion of morality go a long way to influence their music". In his view, it is therefore not usual for the African to make merry for their achievements especially when such goals are attained with their physical ability but they insist on justice and fairness in such contests (2015, p.182). Mbaegbu further elaborates that "African music upholds African morality and the same African music which upholds morality do contain some elements that derogates or instil bad morals in African society". He stresses that "while morality sets the pace, African music upholds good morals and denounces some bad ones". These viewpoints are supported by Gregory (1997, p.137) who observes that "in some societies, religion has been the main force behind the development of music, while other religions use no music and may even disapprove of music".

Discussion

From the above discussions, it is evident that in the Bapedi society, art, music and dance have a much greater purpose for either the community or group. The results yielded thus far have shown that in the Bapedi culture, music and dance are a way of life and not just a form of entertainment. Based on the findings of this study, it is evident that Bapedi culture is deeply rooted in its music, and music is an integral part of the Bapedi culture, with various ceremonies being preceded by some sort of music. In this study we observe that indigenous Bapedi songs are sung to communicate a great variety of messages, calm emotions, create social cohesion, promote wise behaviour and impart moral and ethical values, and serves a healing function. With regard to the relationship between music and dance, the enquiry has revealed that in the Bapedi culture, no real separation exists between music and dance. These results suggest that in the Bapedi culture, the performance of indigenous Bapedi songs involve contact with others, strengthens the perception of social cohesion among Bapedi people and collaboration increases and promotes trust between performers/participants. During the study, it was further observed that indigenous Bapedi songs have the potential to make Bapedi people connected. It has emerged from this study that among Bapedi people, music is a very powerful medium, and it is powerful at the level of the social group because it facilitates communication which goes beyond words, enables meanings to be shared, and promotes the development and maintenance of the individual, group and cultural identity. Results of this study further showed that indigenous Bapedi songs can be used to promote appropriate behaviour in vulnerable groups and enhance the quality of life.

It is noticeable that among Bapedi people, communal music-making may enhance self-esteem and promote the development of a range of social and transferable skills. Interviews with traditional Bapedi musicians reveal high levels of knowledge about the societal value of art and music in the Bapedi culture and the implications for music in healing as a cultural phenomenon. Analysing the data, it was interesting to note that indigenous Bapedi songs seem to encourage Bapedi people to use their songs to manipulate their own moods, reduce stress, alleviate boredom while undertaking tedious or repetitive tasks, and create environments appropriate for particular kinds of social occasion. It is of considerable interest to note that Bapedi people do not only listen to music, but they are actively taking part in making it. The exposition of this study has also shown that indigenous Bapedi music is embedded into Bapedi society, but is also a reflection of Bapedi society, revealing some of the values that Bapedi society possesses. On the basis of these findings and discussions, it is arguable that music can serve to maintain a collective identity, function as an identity marker and as part of art, and can express feelings and emotions. The results of this study support Ramadani's (2017, p.248) assertion of the relationship between music, culture and identity. He argues that "music plays an important role in the process of production and reproduction of national culture and national identity. He further emphasizes that "song and music unite people in a living organism, where singing, playing instruments together, and dancing creates mutual trust". He is convinced that "music affects people and also people affect music".

Some Concluding Thoughts

In conclusion, it is clear that Bapedi people use their music for various functions: to create social cohesion, promote wise behaviour and impart moral and ethical values. The results of this study confirm that through the songs, Bapedi people express their views of all aspects of life. In this study, I have argued that art and music are integral part of Bapedi society. I have also argued that traditional Bapedi music is one of the characteristics that make Bapedi people who they are. The results of this study provide evidence that art and music play a pivotal role in shaping the cultural identity of the Bapedi people. The literature that has been reviewed demonstrates that indigenous music is a natural phenomenon, has many functions and permeate every facet of human endeavour. The study contributes to the notion that indigenous Bapedi music and culture are inseparable. The results yielded thus far have shown that the use of music in healing and the societal value of art and music help to identify the Bapedi culture. Indications from the investigation suggest that Bapedi people should continue to use art and music performances to preserve and develop the Bapedi history and societal beliefs of the Bapedi culture.

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The Need for Inspirational (Charismatic) Teachers in Today's Classrooms.

Nevila Gurra Qardaku

PhD Candidate at University of Tirana

Abstract

In the time when access to diversified and abundant information by high school students is very easy, where a student in his comfortable home via the internet, can find quick answers to his questions without having to go and stay in the class with many rules, the need for inspirational teachers is felt more than ever. The increasing number of students who do not respect the treasured figure of the teacher, and under the circumstances when the number of elements that serve as magnets to attract the students' wishes and attention at the expense of school education has increased more than ever, inspirational teachers are needed to increase the curiosity and need of the learner to explore with curiosity. The purpose of this paper is to explain the influence that inspirational teachers have on their students, based on the literature review. Conclusions: inspirational teachers are experts in their subject. They transmit enthusiasm, cultivate positive relationships with students. They are flexible, reflective and adapt to their practices, make intentional and meaningful learning for students. They also help their students to discover where their talents combine with their passions, promote a safe and stimulating climate (environment) in the classroom, create a clear and positive classroom management, developes collaboration and brings innovation to the classroom. This reflection serves to all the actors of education.

Keywords: Inspirational teachers (charismatic), today's classrooms, high school students, curiosity, expert.

1. Introduction

This paper addresses the issue of inspirational, charismatic teacher and the need for them in today's high school students. How is the inspirational teacher and inspirational teaching defined in the relevant literature? "Call it inspiration, creativity, or whatever you want; it is the most powerful component in learning "(Cohen & Jurkovic 1997, cited by Derounian, 2017). Furnham points out another aspect of inspirational teachers: most teachers were inspired to choose the profession of teacher because they had an inspiring teacher who inspired them to make that choice. So, it is not genetic, but it is certainly passed on. Practically everybody has known such a person, usually a secondary school teacher or university lecturer (Furnham 2010). Through the ages, all successful educators are charismatic teachers. For them, students enjoy to get close to them and listen to their ideas. Therefore, teacher's charisma is definitely prominent in the learning process for students. If students like teachers, they would of course come to the class; if they enjoy the class, it is highly likely that they will dig deeper into this school subject (Lee, Lu, Mao, Ling, Yeh, & Hsieh; 2014, p.1144). When students are attracted by a charismatic teacher, they enjoy learning and listening to the class (Lin, & Huang. 2017. f. 27). In the same vein, it also defines inspirational teaching (McGonigal, 2004 cited by Derounian, 2017) that inspirational teaching "encourages you to believe in yourself… presents new perspectives that you have never dreamed of… justice tempered with compassion.

On the other hand, students who complain that classes are the longest hours for them and who do not respect the teacher's precious figure have been added. According to (Neufeld, 2005) education has become an even more stressful occupation than it was a generation or two ago. Many teachers nowadays prove that teaching is getting harder, students with less respect and disobedience, unmanageable classrooms and study achievements seem to be declining. Teachers need to be trained to facilitate learning quotes (UNESCO, 2015). The social preferences, goals, needs, and habits of today's high school students have changed a lot. Lack of motivation, disengagement and high dropout rates in various learning styles, lack of preparation of students and students for work and life in the changing conditions and needs of 21st century jobs etc. (Cisco Systems , 2010) are some of the factors that need to be considered to adapt and take on new roles for teachers in order to make their contribution to successfully addressing these challenges.

According to statistics, one out of five high school students in the United States drops out of school every year. The number of students who have dropped out of school has also increased in Europe. Experts believe that achieving a comprehensive reduction of school dropouts in Europe will mean re-examining the importance and applicability of the skills and knowledge learned in schools and undertaking a critical review of Europe's whole education system (TOG on ESL, 2013). Increasing the amount of information and sophistication of technology are among the biggest sources of students' multi-dimensional change and, among other things, have attracted students and captured their attention at the expense of school education.

The first challenge is to guide students more towards school-related information, and the second challenge is to teach students how to understand the vast amount of information they encounter, and in particular how to identify sources of reliable information and evaluate the reliability and validity of what they read; how to ask about the authenticity and accuracy of the information; and how to relate these new insights to prior learning and recognize their relevance to information they already understand (Facer, 2011). But these challenges cannot be successfully addressed and resolved if students do not want to stay in the classroom and if their teaching is not very appealing and they need inspiring teachers. Therefore, we need to review the content and objectives of teacher education and training. Veliu (2011) finds that; "What should be of concern to our society, and especially to teachers, parents and the Ministry of Education, is the fact that for many students, school is the most boring and disgusting thing they have to attend. Classes are the longest hours for them, and the bell is the sweetest sound in all its rudeness. "The road to realize this paper has served me personally as a deep reflection about this recent, attractive and important topic. This paper aims to offer a panorama and evidence based on literature which especially coming from empirical studies concerning (charismatic) inspirational teachers and their benefits in today's classroom.

Professor of Oxford University Center for Educational - Pamela Sammons and her colleagues, in collaboration with the Education Development Trust, have implemented a large project (study) through which they sought to understand inspirational teaching practice by drawing on different perspectives and sources of evidence. The triangular method was used in this large study:

Interviews with inspirational teachers.

Observing the classrooms where the teaching is being taught by inspirational teachers. (This includes both quantitative observation schedules and qualitative field notes)

Student ratings for their inspirational teachers (from a questionnaire survey).

These three great data sources provided rich information and unique contributions regarding inspirational teachers. (Sammons, Kington, Lindorff-Vijayendran and Ortega 2014, p.115) point out that there are strong overlaps that add to the power of our conclusions to the conclusions of these three methods used. We have already noticed that first of all, inspirational teachers strongly demonstrated the characteristics of the most effective teaching. In terms of inspirational practice in essence, we can emphasize: positive relationships, positive and supportive climate, formative feedback, high quality learning experiences, and enjoyment.

Whereas, regarding the qualities that inspirational teachers have in this study, it was concluded that inspirational teachers have and transmit enthusiasm, cultivate positive relationships with students. They are flexible, reflective and adaptable to their practices, make purposeful and meaningful learning for students. They also help their students discover where their talents combine with their passions, promote a safe and stimulating climate in the classroom, create clear and positive classroom management. Furthermore, they develop collaboration and bring innovation to the classroom and are undoubtedly experts in their subject areas. Below we will focus on elaborating the attributes of inspirational (charismatic) teachers.

It is noteworthy that these qualities of inspiring teachers are supported by many other studies, as will be noted below.

2.Literature Review

2.1.Charismatic (Inspirational) Teachers have and Transmit Enthusiasm.

As stated in the study of Sammons et al. (2014) according to interviewees, perhaps the key aspect of being an inspirational teacher is having a passion for the profession and being able to transmit that enthusiasm to their students, either for learning or for a particular subject.

“I put enthusiasm as one of the top factors, because I genuinely think if you're enthusiastic about your job, that means your whole profession will become better… You've got to love what you do, and If you don't like what you do, you're probably not going to be good at it, it's that type of thing. So yeah, if you've got real enthusiasm to do a bit of research, go out there and see how other people do stuff, and then take things on board, and be available to, you know, hear feedback, then yeah, that's going to do it, i think, so i'm going to say enthusiasm. ”(Answers to a high school teacher, selected as inspirational teacher, 6-10 years experience).

Day (2004) expressed the dictionary meaning of passion as “any feeling that strongly influences and setsthe mind in motion” (p. 11). Also According to Day (2004), passion is an important concept that should be considered in education because teaching is a profession where the teachers devote time, energy and their hearts and he argues that enthusiasm is not just an options but necessary for a qualified teaching and passion is the key to teachers to get satisfied with what they do.

Teachers who are characterized by enthusiasm and passion are generally very knowledgeable about the subject. According to (Celik 20017) passionate education requires emotional, motivational and scientific qualities and teachers, who are valued as passionate about teaching, have traits such as emotion, motivation and knowledge. Another characteristic of charismatic learning is the perception of trust in the instructor which is related to the availability and enthusiasm of the instructors (Fu, Fua & Linb, 2014). Acording to Lammers and Murphy (2002) students are highly regarded, lecturers who are enthusiastic about their subject, inspiring, knowledgeable and helpful. Even according to the findings of the study led by Archer (1994) charismatic teachers were perceived as energetic and enthusiastic in the classroom.

2.2. Inspirational Teachers Cultivate Positive Relationships with Students, are Flexible, Reflective, and Adapt to their Practices.

Inspirational teachers cultivate positive relationships with students. The most important feature of excellent teachers is their passionate desire for student achievement. And this can only be achieved by ensuring classroom environment, temperament, patience, empathy and thetrust of the students (Hopkins & Stern, 1996, quoted by Celik, 2017).

Inspirational high school teachers said adaptability was vital and that often plans could change throughout the lesson depending on the needs or interests of the class and were resilient so that strict rules would not prevent them from invading students' minds and hearts in order to increase the student's curiosity and need to explore with curiosity even in the classroom environment.

Acoording to (Michael et al. p. 23, 2016) inspirational teachers’ choice from a wide range of teaching strategies and approaches, sometimes moment-by-moment, is astute as they diagnose needs and fine-tune their responses in order to deepen understanding and promote independent thought. Also, inspirational teachers are learning goal-focused although not route specific in terms of pedagogy. Learning goals are, however, never simplistic, rather they aim to take students to their next level of understanding (p. 20).

Secondary school inspiring teachers said adaptability was vital and that plans often could change throughout the lesson depending on the needs or interests of the class.

In the charismatic teacher cluster there was also a high diversity. This is also evidenced by the study. In secondary classes it was more common for this variety to involve working with different partners during the lesson, switching from whole-class discussion to group or individual activities or vice versa, and alternating between spoken and written tasks. Some teachers also provide variety by introducing novel activities or materials into their lessons (Sammons et al. 2014, p.27).

Also according to (Michael, et al. 2016) inspirational teachers had a clear view of the key priorities, but were flexible about the route required to get there and underpinned by constantly striving to improve their knowledge of learners and subject knowledge they continuously reflect on. They refine their practice.

2. 3.Inspirational Teachers make Learning Purposeful and Meaningful for Students

Bain (2012), asked what advice would you give to a teacher who wants to become a prominent teacher - he replied - I would guess what kind of paradigms their students are likely to bring to class and to think about the kinds of questions that can engage students deeply and challenge those paradigms.

The most important thing that makes teaching important and meaningful for high school students, especially for more mature graduates who are multi-disciplinary, is the ability of inspiring teachers to foster students' deep learning and unique personal development. This opens endless doors of mind.

Whereas (Neufeld, 2005) quotes - For teachers who value curiosity, invite inquiries, and give students' interests a prime place, independent students are a pleasure to teach. For such students, the best teachers are those who serve as mentors, fueling their interests, fostering their passions, placing them in charge of their own learning.

According to (Cisco Systems, 2010, p. 20) learning must be authentic and relevant to the context. Drawing and keeping the attention of learners means capturing them with relevant problems that make sense in their environment. In Yachana Technology High School, students in the Amazon learn skills pertinent to living in the forest, with a focus on sustainability. In India, Barefoot College focuses on deploying knowledge to provide communities with access to clean water and reliable power.

According to (Sammons et al. 2014, p. 26) all of the inspiring teachers incorporate links between lesson content and examination standards and performance, students 'daily lives beyond the classroom, popular culture, or exciting events likely to engage students' interest and attention. It was quite common for teachers to engage students actively in the process of making these connections.

2.4. Inspirational Teachers Help their Students Discover where their Talents are Combined with their Passions

Inspiration is a marvellous approach and it is difficult for any teacher to achieve. Exceptional teachers guide students by inspiring them to discover the intersection points of their talents and passions (Bowman, 2007). Such help received from charismatic teachers is a great advantage and it has a very positive impact on student performance, at school and why not throughout life. Chou (1997 cited by Huang & Lin, 2013, p. 285) investigated the teacher-student relationship and suggested that teachers should pay attention to the performance of the individual self. Bain (2012, p. 5) points out that if each of us comes from a unique point of view that means you can develop knowledge and points of view that I would never have in my origin, and so you can be 'Einstein' and 'Shakespeare'. Thus, an important part of the creative process and learning stems from the ability to recognize the good ideas that other people have developed and to make our contributions to them.

I have written that outstanding teachers will have "tremendous success" in fostering largely deep learning approaches and achievements and this type of unique personal development. I use the term "extraordinary success" to indicate that such teachers will reach students and influence their learning goals and successes in ways that go far beyond what anyone with a particular group of students can expect - concludes Bain. An inspirational teacher can often help people find out what they are good at and passionate about. In short, they help them find their strengths (Furnham 2010).

2.5. Inspirational Teachers Promote a Safe and Stimulating Classroom Climate

Such a role by today's teachers is also defined by (UNESCO, 2015), which emphasizes that teachers should promote the creation of classroom environments that are respectful and secure. Also according to (Cisco Systems, 2010, p.12) learners learn new knowledge, principles, and concepts for themselves through dialogue and interaction with others, and through experimentation and risk-taking in safe environments. Indeed, learners can only develop meaningful knowledge through their interactions with each other, with teachers, and with their learning environment.

Studies argue that inspiring teachers create a positive learning environment for students, encouraging an environment where students have created confidence to express themselves freely, feel happy and secure. This again highlights the socio-emotional component of inspirational teaching combined with the more practical aspects of activities and planning.

Inspiring teachers were seen as creating safe and supportive space to learn. Inspiring teachers were seen as creating safe spaces for students to contribute and also to make mistakes. This was reflected in the feedback given when students gave erroneous answers, as well as in other students' positive and constructive responses to those instances (Sammons et al. 2014, p. 33).

2.6. Inspirational Teachers Create Clear and Positive Classroom Management

The inspirational teacher makes a very personal welcome to students ensuring students feel respected, secure and wanted. Most of the inspirational teachers in the interview responses referred to positive classroom management as an aspect that enabled inspiring teaching. Good classroom management, being fair, determined, and consistent were highlighted as prerequisites for successful teaching and learning: "[...] You must have control of your classroom. If you have no control, then never you're going to be an inspirational teacher. You have to be there, in control of it. If you haven't reached it, then you can't learn anything." Teachers also argued that good classroom management was linked to their clear academic and behavioral expectations, as well as consistency across the school and interpersonal justice, and strongly emphasized the need for a positive approach to behavior management (Sammons et al. 2014, p.17).

Acoording to (Michael et al. 2016) inspirational teachers demonstrate their qualities subtly and sometimes almost imperceptibly through the way in which they interact in the classroom and with colleagues, often unaware that what they do is exceptional and they were exceptional in being highly sensitised to multiple signals a student gives (consciously or unconsciously) then responding to it.

2.7. Inspirational Teachers Develop Excellent Collaboration

The practitioner-led study concluded that inspirational interaction was a key component of inspiring teaching. Such interaction was characterized by challenge, high expectations, trust and goal-focused activity and utilized a wide range of teaching strategies (Sammons et al. 2016, p. 23).

Questioning and feedback - The inspiring teachers' classes were highly interactive. Teachers place great emphasis on questioning and positive feedback to support learning. (Sammons et al. 2016, p. 27)

Circulation - Most teachers use probing questions while circulating to check for understanding and to support collaboration and communication between students. All students encouraged to contribute (Sammons et al. 2016, p. 28).

Whereas according to (Michael et al. p. 29, 2016) inspirational teachers share these elements of best practice through collaborative process:

high expectationsa fully differentiated, well planned lesson, extending prior knowledge, securing excellent progress for all students

literacy and communication are integrated into every lesson

numeracy is embedded to practice, where appropriate

motivated engaged independent students

high quality challenging tasks, supporting pace and depth of lesson

excellent developmental marking allowing students to take control of improvement

good quality questioning, extending students

differentiated homework used as a tool to develop student independence and resilience

display reflecting excellent subject knowledge that is regularly updated

excellent, planned use of additional support

2.8. Inspiring, Charismatic Teachers Bring Innovation to the Classroom

Inspirational teachers are so passionate about learning new things and have such a keen interest in learning new things especially about their subject that it is impossible for them to constantly innovate and stack up on their own, without serving in class to their students. Studies also emphasize this. An apassionate teacher is someone who is deeply committed to an area of knowledge or challenge in the world and who has deeply thoughtful ideas, or who has goals to develop the creativity of students coming to class every day. (Fried, 1998 cited by Celik, 2017).

Acoording to (Michael et al. p. 30, 2016) to be inspiring it was necessary to work in a context where the school did not expect that everyone would teach the same way.

Whereas according to (Sammons et al. 2014, p. 22) inspiring teachers, as well as being knowledgeable, also bring innovation into their practice and use new, modern approaches to teaching. They exploit their creativity and are willing to take some risks.An inspirational teacher asked about this. He said - I think, you know, no matter what stage you're at in your career you should still be doing those things, like taking a risk, not going straight for the things that are easy, or that they know." (Male, Secondary school, 0–5 years of experience).

2.9. Inspirational Teachers are Experts in their Subject - The Intellectual Challenge

Inspirational teaching fires imagination through a combination of intellectual challenge, high expectations and mutual trust between teacher and learner that invites the learner to join the teacher on a journey of discovery (Michael et al. p. 17, 2016). Archer concludes out that students perceive a number of factors in their charismatic teachers, mainly personal empathy, personal intensity and intellectual challenge (Archer 2004, p. 30). But we must be mindful that charismatic teachers must also include the dimension of intellectual challenge, that is, to be experts in their subject matter, to have in-depth knowledge of the subject, because otherwise it may happen what (Archer 2004, p.30-31) warns us: teachers who receive high ratings on personal empathy and personal intensity but not on intellectual challenge may generate high levels of confidence and commitment in their students, yet may lack the cognitive content necessary for good teaching. Also according to Bain (2004) who highlights in his book "What the Best College Teachers Do" - that outstanding teachers know their subjects very well. Most importantly, they know how to simplify and clarify complex, cutting-edge subject matter with thought-provoking insights, and they can think about their thinking in the discipline, analyzing its nature and evaluating its quality. Inspirational teachers shine a light on their students' minds.Also (Furnham 2010) states that inspirational teachers can light candles in the darkest minds.

4. Inspiring Teaching Example of Typical Student Views From one School Following an Inspiring Lesson Accordingto (Michael et al. p. 28, 2016).

(This example is brought to this paper for the purpose of illustrating the theoretical part discussed above).

"There are excellent relationships between the students and teacher, instilled by the teacher's open, personal interaction with the group and with individuals.There is humour and always respect. High levels of trust and respect ensure there is a highly positive culture for learning. The teacher has the belief the studentscan learn and communicates this. There are very clear expectations of acceptablebehaviour, for example, a clear distinction between discussion time, thinking time, one speaker/rest listening.

In turn, students are fully engaged in the lesson because they value what they are learning, and they know they will progress well. The teacher creates a verypurposeful balance between listening, explaining and doing. The students accept that they have a responsibility to both learn and to teach their group. They knowthe teacher will not answer questions, and so they ask the group. This leads to high level thinking, explaining and embeds learning.

The teacher uses very subtle techniques to ensure the culture of the classroomis highly positive and respectful. He helps the students believe in themselves and passes the responsibility for learning to the students. They trust him explicitlyand value highly the lessons because they know they will make progress. Highly sensitive to even the most subtle signals give by students and they respondsubtlety to the needs of the students. These signals illustrate both emotional needsand levels of understanding".

3. Conclusions

Charismatic teachers show a high degree of engagement with their students, they are proficient in their subject matter, organized, effective practitioners, and very profound in their knowledge of the subject and of the teaching methodologies through which they teach their subject.

They show an unending enthusiasm for teaching and their subjects.

They also build excellent relationships with their students and continuously promote their well-being and are highly professional, confident and reflective practitioners.

That is why we need such teachers in today's classrooms in order to draw students to lessons, despite high rates of drop out or disrespecting the teacher's precious image or other problems that today's students may have.

Therefore, the Ministry of Education and other decision makers should develop policies and develop plans regarding the selection of charismatic, inspiring teachers whose employment will make the classroom a more loving, attractive and stimulating environment for high school students and their learning.

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Form Follows Function? Re-questioning the Dilemma of Form vs Function in Contemporary Egyptian Architecture

Karim Kesseiba

Faculty of Engineering, Architecture Department, Cairo University

Abstract

Based on the debate continuously raised by architects and theorists regarding the dilemma of "form Vs function", it is important to reflect on the issue in regards of contemporary architecture. Stemming from Le Corbusier's manifesto, "The house is a machine to live in", many interpretations have been made, with one group arguing the importance of demolishing all aspects other than functionality when dealing with an architectural addition to the built environment. The other group adopt the philosophy that "International Architecture" was tailored for a specific time, which has to be dir-regarded now in order to fulfill contemporary architectural needs. The debate which the paper will discuss is based on understanding the origins from which the competition between form and functions stemmed. The paper also questions whether form is currently a function in the era of Globalization in the shadows of branding and starchitects signature designs. This debate will be reflected on major iconic buildings in Egypt; The Grand Egyptian Museum, Museum of Egyptian Civilization and Alexandria Bibliotheca. Those three cases were specifically selected since they were major state-led competitions which influenced the trends of architecture in Egypt for decades. The methodology of the paper is based on primarily explaining the origins of the manifestos by pioneer architects calling for the victory of function over form. Following that, a discussion based on critical observations from contemporary architecture will be presented to show how form is currently considered a function, especially when politicians aim to produce iconic architecture. Finally, the three case studies will be analyzed according to the relevance of form to function and how the iconic effect produced influences after completion. The case study will demonstrate that form and function are the two sides of one coin, and instead of urging to prove one is prior to the other, it is more important fulfill what the goals of the architectural product.

Keywords: Contemporary architecture; form follows function; Egyptian Architecture.

Introduction

The paper raises the long debate between architects around whether form follows function or the contrary. This debate is raised here from a different perspective relevant to the age of globalization, especially in the shadows of iconic effects of consumerism architecture. From this point of view, major state-led architectural projects are re-interpreted in the Egyptian context, in order to relate the selection as well as implementation of the projects with regard to the previous debate. This is important in order to understand the state of contemporary architecture in Egypt which is highly influenced by the three selected projects, Alexandria Library, The Grand Egyptian Museum and The National Museum for Egyptian Civilization. The methodology used in the paper is first to present the debate around the supremacy of form over function or the contrary, after that analysis of the impact of globalization and iconism on this debate. The three local cases are then analyzed based on the theoretical debate to relate to the state of contemporary Egyptian architecture.

Review of the Origins of the Debate between Form and Function in Architecture

Form follows function is one of the most famous concepts of "modern architecture". As Cruz (2012) argues, this concept symbolizes modern architecture's ascendancy and its decline. The former is assumed when Sullivan manifested in 1896, "Form ever follows function, …,this is the law", and the latter when Venturi's postmodern theories turned away from modern functionalism by declaring, "We no longer argue over the primacy of form or function (which follows which)?".

Sullivan first presented his arguments that form follows function in 1896. Sullivan's objective in the essay was to answer the question: "How do you give form to something that has never existed before?" He did not mean give form to a specific building or an individual design project but to a functional building type – the modern high-rise office building (i.e., the skyscraper). Sullivan thought that social conditions had granted architecture a historic privilege, a task worthy of the architects who first built the Greek temples or Gothic cathedrals, and equal only to architecture as a living art, (Cruz, 2012).

From this regard, Raof (2001) exposes the twentieth-century architecture was influenced by the single analogy referenced to Le Corbusier. He proposed that 'the building is a machine for living in'. However, she argues that a building is very different because, although it is true that it can be controlled by its occupants, the driving force that acts upon the building to create comfort and shelter is the climate and its weather, neither of which can be controlled, predicted or turned on and off. Machines are fixed, static objects, amenable to scientific assessment. Buildings are part of a complex interaction between people, the buildings themselves, the climate and the environment, (Roaf, 2001).

It is important in this respect to associate the inter-relation between the debated slogan of "form follows function" to the new trend of "Globalization". As a matter of fact, since the early twentieth century, architects have sought to link design symbolically to express a particular analysis of society and its future direction. This analysis has often been technological, but it has also been spiritual, psychological and even cosmological. But this view can be reversed; society can be made a mirror to architecture. In addition to this, in architecture, the historical development of globalization corresponded very closely to the ascendancy of Modernism. Founding Modernist ideals had always been global in ambition. In 1919 Gropius predicted, "One day there will be a worldview, and then there will also be its sign, its crystal – architecture." By 1932 it had been identified as the "International Style" and, although this was really a development of "parallel experiments" between nations, it was presented as a "contemporary style, which exists throughout the world, .., unified and inclusive." By 1948, the year the foundations of globalization were finally laid, Modernism had so obliterated traditional architecture that it came to be described as simply "modern". Finally, Adam (2008) adds that Modernism was a north-Atlantic cultural phenomenon. It was based on the ideals of the same Western Enlightenment thinking that informed globalization: rationality, scientific innovation, progress and the end of tradition.

Analysis: Globalization Effects on Architecture; is Form a new Function in Contemporary Architecture

As Ren (2008) presents, in the age of globalization, state politicians and bureaucrats have increasingly adopted a global architectural language to rebrand their cities and nations. Although using prominent architects for place marketing is not an entirely new phenomenon, it has taken on a new significance in degree, if not in kind, as cities compete for international recognition and investment.

Sklair (2006) also assumes that the 'starchitects' responsible for designing major iconic statements express much of architecture's paradoxical autonomy, as they have the closest links with the capitalist class. The paradoxical 'autonomy' of those architects is expressed in the landmark commissions, in which the architects seem to struggle over symbolic values rather than politics or economics.

Since the 1970s, cities have been transformed from production sites into consumption sites with strong business service and entertainment functions. In the strong competition between nations, local governments have increasingly employed the strategy of hosting mega events and constructing state-led architectural projects to create a positive urban image to attract residents, visitors, and investment. In the process, signature designs from internationally prominent architects are especially sought after by local private and public clients in order to put their cities on the iconic architectural map. In the past two decades, a large number of high-profile architectural projects have been built in many global and globalizing cities, to list but few, Guggenheim Bilbao Museum in Spain, The Jewish Museum in Berlin and Opera Sydney, (Ren, 2008).

Strom (2002) also argues that the attributes the construction of iconic museums add to the increasingly important role of consumption in urban economies, the financial imperatives of cultural institutions in the new market economy, and the blurring boundary between low and high culture. Sklair (2006) further connects the production, marketing, and consumption of iconic architecture to the agents of the transnational capitalist class.According to Sklair (2006), the transnational capitalist class in and around architecture include multinational architectural firms with great delivery capacity, globalizing politicians and bureaucrats who commission and regulate architectural projects, professionals in the engineering, finance, and real estate sectors, as well as merchants and media, who are responsible for the marketing and consumption of architecture. Sklair (2006) argues that in the global era architecture tends to be driven by the transnational capitalist class of the corporate interest and by the cultural ideology of global consumerism.

Although many have examined the economic imperatives and impact of iconic architectural projects, social scientists have just begun to explore the linkage between nationalism, political identity, and construction of architectural projects under conditions of globalization. McNeill (2000) examines the impact of globalization on European territorial politics by analyzing the debates about the opening of the Frank Ghery's Guggenheim Museum in Bilbao. He argues that the construction of the Guggenheim Museum is not only an economic initiative to revitalize Bilbao's de-industrialized urban economy, but also part of the political maneuver by the ruling party in the Basque region to compete with other oppositional institutions and to enhance its relative strength within Spain. Thus, architectural form in this sense is used for an important economic and political image oriented function.

Frampton (1991) observes that the quest for media attention, leads to a context of 'over-aestheticisation' in architecture, in which architects pursue a "succession of stylistic tropes that leave no image unconsumed, so that the entire field becomes flooded with an endless proliferation of images, …, increasingly designed for their photogenic effect ". This is highly relevant in the competition of the Alexandria Library, to be discussed in the next part of the analysis, where the entries, especially the winning entry, were flooded with metaphoric images related to the resurrection of knowledge as well as contextual metaphors. This image-oriented approach was again present in the Egyptian entries of the Grand Egyptian Museum reflecting the fascination with the creation of image-architecture, argued to create icons which would attract international architectural attention.

Local Case Studies Selection and Analysis Criteria

The selection of the case studies in the local case is based upon their important role in the Contemporary Egyptian Architecture. The three cases selected are the Alexandria Bibliotheca, the Grand Egyptian Museum and the National Museum of Egyptian Civilization. They all represent major state-led commissions, in which the architectural image was used politically to place the cities where the projects are implemented on the iconic architectural map. The analysis is based on the architectural concept of the project, whether the project achieved an icon or not and the role of the governmental support to the success of the project.

4.1. Alexandria Bibliotheca:

The consequent "success" of the iconic projects; to list but few; Opera Sydney, Centre Pompidou, The Jewish Museum in Berlin, led many cities all over the world, to replicate the experience in an attempt to achieve the same "iconic city effect", such as the current local case in Egypt. It can be observed that most state led projects tend to adopt the iconic and star-architects' systems, yet, more precisely those with a metaphoric dimension, in order to attract international attention and increase funds and external financial support. This was the case in the competition for the Library of Alexandria, where the jury stated clearly that the reason for selecting the first runner-up was the iconic effect it would provide to the city of Alexandria resembling that created by Opera Sydney, neglecting all the calls concerning the adequacy of the design to the economic and technical abilities of a developing country such as Egypt. This looked for icon was used as a fundraising tool by the former political regime, which collected donations from several countries under the cover of the Library. However, as Amin (2012) argues, the series of competitions in Egypt were suspiciously led by the former regime, without clear guidelines for selection, nor clear visions for implementation, leaving much floor for corruption and misuse of the Egyptian competition process.

The competition was originally initiated in 1974, when the University of Alexandria started internal research work to investigate the process and benefits of the library both on the national and international scales. After completing the research, the idea gained a lot of attention and enthusiasm from the Egyptian Government, as well as from the UNESCO and the Program of Development in the United Nations. Then, in June 1988, the project gained the approval from the government, and in September 1988, the international competitions was announced, open to all architects from all parts of the world, and issued under the supervision of the UIA. The competition attracted almost 524 entries from various parts of the world, of which only 24 Egyptian architects presented entries. The site chosen for the new library lies adjacent to the approximate location of the ancient one where a Conference Centre was already present. The land assigned has the area of 40,000 msq, in the heart of the city, directly located in front of the Mediterranean Sea, thus needing special treatment due to the sensitive context.

The jury took into considerations while choosing the winning entries the sensitivity of the location and the value of the rebirth of the old library, thus dealing with the issues of regeneration of an old icon, not only important locally but also internationally. Taking into consideration the plurality of architectural trends at that time, the chairperson exposed that the jury was searching for a design that reflects the contemporary architecture of the 20th century, yet at the same time preserve the relations with the past. It was required to search for an icon, which would provide the library with its required unique identity, not a replica of any other style or historic building, so that its value would extend for ages to come.

The first prize winner provided the jury with its required image in the form of the direct metaphor used in the great tilted sun that rises up from the ground, in addition to using the external wall of the inverted cone mass as a huge stone inscription board, which includes all calligraphy from various civilizations, in a clear reflection to the universality of cultures adopted by the Bibliotheca (fig. 1). It has to be taken into consideration that only the entry by the 1st prize winner included such direct metaphorical signs, which was the main reason for selection from the jury's part.

The debates raised were mainly between two groups, one supporting the selected proposal, regarding it a major change in the course of contemporary Egyptian architecture, and in the international trends as well. Accordingly, any construction or economic difficulties have to be disregarded for the sake of achieving such a building that will turn into a national icon and a symbol for Egypt as a whole. Moreover, the supporters accuse those rejecting the idea that they eventually do not understand the new language presented in the proposal, and only look from a very narrow angle, not grasping the whole image as it should be. They regard the proposal as one that succeeded in solving the long debated issue of preserving national identities while using the era's technologies and concepts, while the rejecters are not up to accepting new technologies and contemporary architecture and want to stick to old traditional ways of thinking as well as building.

On the other hand, the rejecters accused the project of not fitting into the assigned function, and perhaps the proposal is ideal for an exhibition, or even a sports arena but not for library. Moreover, they presented a point of view which is the disassociation between the form of the building and its meaning, recalling that the sun metaphor of the building has nothing to do with the Egyptian identity, and were never a symbol for Egypt or its civilization. Besides, even if the metaphor was accepted, it will not be appreciated or even understood, unlike that of Opera Sydney which the supporters provide as an example, since most of the building will be immersed under the ground, and the image and concept required would not be understood, except upon explaining.

On the other side, the opposers presented the claim that the introduction of the new contemporary mechanisms in this project will not really have an impact on the prosper of the Egyptian architecture, since all the technologies, mechanisms, and even labor would be imported from outside, which means working in an island that would not benefit Egypt or the Egyptians, but increase their consumer qualities only.

4.2. Grand Egyptian Museum:

The competition for the Grand Egyptian Museum was initiated in January 2002, under full governmental support. The competition decided upon was an international one, open to all architects around the world and organized under the supervision of the UNESCO and the UIA. The client for the museum was the Egyptian Ministry of Culture.

The location of the museum lies in a unique site neighboring the Pyramids of Giza. The project is to be constructed near the Giza Pyramids belonging to a larger archeological area, precisely to the "UNESCO World Heritage Site: Memphis and its Necropolis", which extends in a north-south direction for about 30 km from Abu Rawash to Dahshour including Abu Ghorab, Abu Sir and Saqqara archeological areas.

The first-prize winner, Heneghan Peng, (fig. 2), was the only one who utilized the Pyramids' visual presence to the fullest as argued by the jury. The concept of maximizing 'view' is strongly felt and consistently practiced throughout the program logistics. The museum design is structured totally along sight lines leading to the Pyramids. This is not just through the organization of geometry, but also through the spatial experience. It is felt by visitors reaching the permanent exhibition area. This floor is above the ground parceled into five thematic zones of the museum program with all main thorough-fares leading to the Pyramids' view.

The proposal also aimed to form a new "edge" to the Plateau, by creating a gentle slope as a thin veil of translucent stone structured by fractal geometry opening and closing like folds within the desert sand. The newly inscribed surface of translucent stone constructs a dynamic identity, yet from within the museum this surface traces a new visual trajectory towards the pyramids. The wall of the museum can be understood as a rhythm of structural (physical) and spatial (effective) folds within the plateau face, "architecturalizing" and intensifying its timeless surface.

The jury highly appreciated the simple elegance and the refined expressive qualities of the project. It was praised for its functional clarity, poetic statement and delicate and discrete approach to the site and to the architectural program. Moreover, the layout of the exhibition galleries is aligned in a way that allows it to cover the visual lines to the Pyramids through a prism of light. The museum is situated at the intersection of two cones of vision, one is directed towards the pyramids and the other is directed towards the city of Cairo. Accordingly, the design pays special attention to the physical solution for the proposed pedestrian way to the Pyramids plateau. A strong iconic power was maintained in spite of the delicacy and technical sophistication of the translucent stonewall. Thus, again, the main goal for implementing this selected project was to enhance form over function as a way for promoting the project as well as the renovations and developments to the whole site.

However, many political and financial problems were associated with the delay in the completion of the project, especially after the revolution in 2011, which changed the political agenda in Egypt totally. Accordingly, the complete analysis associated with the project can be re-implemented after its opening to evaluate the iconic city effect it offers.

4.3. National Museum for Egyptian Civilization:

The first museum of civilization in Egypt, the “NMEC” is located on the archaeological site of El-Fustat in Old Cairo, overlooking Ain El-Seera Lake. The Museum was designed by Egyptian architect El Ghazzali Kesseiba. The exhibition spaces are being designed by Japanese architect Arata Isozaki. The “NMEC” is aspired to showcase Egyptian civilization from prehistoric times to the present day, using a multidisciplinary approach that highlights the country’s tangible and intangible heritage.

It has to be taken into consideration that civilization museums differ from archeological museums in their nature and objectives. Archeological museums are assigned to a certain period of time without being related to a previous or succeeding periods to it. The objective in such museums is mainly to present and highlight the artistic value of the displayed artifacts. This is not the case in this case study, in which the architect had to deal conceptually with different layers of civilizations in Egypt, and represent them within a setting of architecture which helps to provide an added value humbly and doesn’t interfere with the display. Thus, in this project, function was intended to overcome form to help in the continuation of the architectural concept over various decades.

As Abdel Moneim (2005) explains, the site is visually connected to all historical urban sites of Greater Cairo. It is the meeting point of many cultures. In the south, the Helwan and Al Ma’aadi cultures represent the prehistoric period in Egypt. In the far west, the Saqqara pyramid and the Giza pyramids symbolize the Pharaonic period. In the near west, stand the Babylon castle from the Roman period and churches from the Coptic period. Islamic historic Cairo in the north and the nineteenth century Mohammad Ali Citadel in the north-east complete the cultural and visual landscape of Egypt up until modern times. The site also includes a rare natural lake, Ain Al Seera.

The composition of the museum adopted a series of exhibitions, (fig. 3), (fig. 4). The Core Exhibition will highlight the main achievements of Egyptian civilization in a chronological approach featuring eight main time periods: Prehistory, Archaic, Pharaonic, Graeco-Roman, Coptic, Islamic, Modern, and Contemporary. The Thematic Galleries are organized according to six themes: Dawn of civilization, The Nile, Writing, State and Society, Material Culture, Beliefs and Thinking. Finally, the Royal Mummies Gallery containing the remains of great pharaohs will be the climax of the museum and will recreate the experience of visiting one of the Royal tombs in the Valley of the Kings.

The main concept which the architect presented was to offer timeless architecture to embody the different layers of history and civilization in Egypt. Thus, no iconic was targeted, but rather a minimalistic statement to allow for the intermingling of the different layers of history. As a matter of fact, the success of the functional setting, the clarity of the display as well as the strength of the architectural meaning were the main reason for the selection of the project in the competition which took place in the 1980s. The timeless architecture aimed to be presented by the architect played a strong role in the validity of the design in spite of the excessive delay which took place on the implementation due to political problems. However, this is a two-fold problem, since the lack of the creation of a strong iconic image was one of the reasons behind the delay of the completion of the museum construction.

Conclusion

The paper presented how the debate regarding form and function can be re-interpreted in the shadows of globalization and iconic city effect. This association between the two concepts was highlighted in the analysis of the case studies focusing on major state-led architectural projects in Egypt to represent how the creation of the icon played an important role in those projects, leading to the use of architectural form itself as a new function for buildings.

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Figures:

Figure 1: Alexandria Bibotheque by Snohetta.

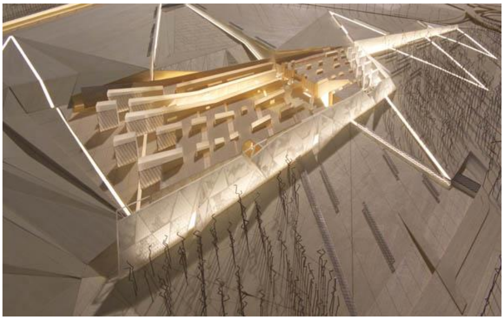

Fig. 2 – GEM Winning Competition Entry.

Fig. 3 – NMEC, Overall View

Fig. 4 – NMEC, Current Construction Phase