



ICSS XX
20th International Conference on Social Sciences

6-7 September 2019
Zurich

Venue:
Zürcher Hochschule der Künste (Zurich University of the Arts), Toni-Areal,
Pfingstweidstrasse 96, Postfach, CH-8031 Zurich, Switzerland

Proceedings Book

ISBN 978-164669411-2



REVISTIA
PUBLISHING AND RESEARCH

20th International Conference on Social Sciences
Zurich, 6-7 September 2019

Proceedings Book
ISBN 9781646694112

Venue:
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Pfingstweidstrasse 96, Postfach, CH-8031 Zurich, Switzerland

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Typeset by Revistia
Printed in Zurich

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Personality Trait Differences of Instagram Users and Non-Users

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Abstract

Instagram is a prominent image-based online social network, which has been extensively used for networking and communication purposes by consumers. In this sense understanding the main motives behind using Instagram becomes crucial for marketers to actualize their marketing related activities. The objective of this manuscript is to investigate attitudes of social media users toward Instagram and examine their personality traits and characteristics by utilizing Big Five Inventory Scale (BFI: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience), Social Interaction Anxiety Scale (SIAS) and Fear of Negative Evaluation Scale (FNE). Data were collected from 690 respondents and the participants were classified into two groups based on their attitudes toward Instagram; namely, *favorable* and *unfavorable* attitude holders. Consequently, personality trait differences between these two groups were explored and it was found that *favorable attitude* holders have higher levels of *extraversion*, *agreeableness* and *conscientiousness* characteristics while, *and openness to experience* did not show any difference between these two groups. On the other hand, it was found that *neuroticism*, *SIAS* and *FNE* were higher for *unfavorable attitude* holder group. Finally, the difference between Instagram users vs. non-users was modeled by performing binary logistic regression analysis in terms of demonstrating the personality trait differences for the actual usage behavior. The model revealed that *gender* was a significant categorical predictor variable that had main effect on the likelihood of being an Instagram user or non-user, which was followed by the interaction effects of *favorable attitudes* by *agreeableness* and *extraversion* personality traits respectively with 81.4% classification accuracy. Furthermore, interaction effect of *negative attitude* by *fear of negative evaluation* trait was also significant in classifying respondents as Instagram users or non-users. On the other hand, being an Instagram user or non-user did not affected by the interaction effect of negative attitude with *neuroticism* or with *social interaction anxiety* personality traits. The findings of this study will shed light to marketers while designing their marketing and communication campaigns on Instagram. It would be possible to attract the right users based on their personality traits and characteristics.

Keywords: Instagram, social networking sites (snss), personality traits, big five inventory (bfi), social interaction anxiety (sias), fear of negative evaluation (fne), attitudes toward instagram

Introduction

Social networking sites (SNS) have impressively changed the entire social life through enabling people to interact, communicate and exchange information along with their feelings. In recent years, the advent of image-driven social networks such as Instagram, Snapchat, Pinterest, Vine, etc. have received attention from individuals by allowing them to create and consume visual content such as photos, videos, stories, and live broadcasts. Among these diversifying platforms and applications, Instagram serves as a visual social networking platform, which has been used for self-expression and socialization by means of visual content. Instagram has also altered the way companies market their businesses through posting brand related content on the platform in an effort to engage with their current and potential customers (Erkan, 2015). Moreover, Instagram has grown steadily and strongly taken the market by storm in recent years (Ting et al., 2016). The social network plays a key role in influential marketing as being the most preferred platform by opinion leaders who have a significant impact on consumers' purchasing decisions and shopping behaviors (Casaló, Flavián, & Ibáñez-Sánchez, 2018). Instagram has reached more than one billion monthly active users, generated approximately \$6.84 billion in 2018 and the

revenue of the platform is projected to more than double to \$14 billion by the end of 2019 (Statista, 2019). According to the Social Media Marketing Industry Report by Stelzner (2019), Instagram is ranked as the second leading social media platform used by marketers (73%) and the primary platform marketers want to learn more about (72%). Furthermore, there have been more than 25 million active business profiles on the platform and more than two million advertisers leverage the social network to spread information about brands (Instagram, 2019). Compared to other popular mobile social apps, Instagram has higher levels of user engagement, which is 10 times higher than Facebook, 54 times higher than Pinterest and 84 times higher than Twitter (Brandwatch, 2019). The use of social media and technology has significantly changed the individual nature of customers as being influenced by their psychographic characteristics including personality traits and attitudes (Chaffey & Ellis-Chadwick, 2016). Personality traits have been conceptualized for identifying individual differences in people's behaviors and experiences (John & Srivastava, 1999). On the other hand, the attitude toward a behavior implies an important and helpful concept to understand and predict human social behavior (Ajzen & Cote, 2008). Within this context, identifying psychographic segmentation of social media users by understanding their personality differences along with their attitudes toward SNS use would be essential for marketing practices. The extant literature has examined the relationship between personality traits and SNS use. Our study takes the previous research further by exploring personality differences between different attitude holder groups on using Instagram. Moreover, this study aims to investigate the interaction of consumer attitudes by personality characteristics as the predictors of being an Instagram user or non-user. In this sense, we drew on the Big Five personality assessment model that has been widely used to characterize personality traits by five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness along with two additional psychological characteristics: social interaction anxiety and fear of negative evaluation. Research questions of the study are as follows.

RQ1: How can social media users be grouped based on their attitudes toward Instagram?

RQ2: What are the differences among distinct attitude holder groups with respect to their personality characteristics?

RQ3: How the state of being an Instagram user or non-user can be modeled based on the interactions of attitudes toward Instagram by personality traits?

Literature Review

BFI personality assessment model has been a dominant paradigm in personality psychology including five main traits: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience (Costa Jr. & McCrae, 1995). Extraverted people are defined as typically adventurous, sociable, talkative and having tendency to experience positive emotions (Costa & McCrae, 1992; Ross et al., 2009). Neuroticism is defined as an element of personality including a sense of having emotional distress, anxiety and insecurity (McCrae & Costa, 1987). Agreeableness refers to the tendency of being cooperative, kind, trusting, warm, and sympathetic (Costa & McCrae, 1992; Ross et al., 2009). Conscientiousness trait is associated with task-directed behavior and a sense of being hardworking, well organized, ambitious and self-disciplined (McCrae & Costa, 1987). Finally, openness to experience trait is characterized by being original, imaginative and having a wide variety of interest willingness to consider alternative approaches (McCrae & Costa, 1987; Costa & McCrae, 1992). Previous research covers well enough diverse studies on the intersection of Big Five personality factors and SNS use (Ross et al., 2009; Amichai-Hamburger & Vinitzky, 2010; Correa, Hinsley & Gil de Zúñiga, 2010; Ryan & Xenos, 2011; Hughes et al., 2012; Seidman, 2013; Balmaceda, Schiaffino, and Godoy, 2014). As stated by previous studies, personality traits were significant drivers that stimulate people to participate in SNS and to build interpersonal relationships on these platforms. Relatively an early study by Ross et al. (2009) examined the association between personality traits and Facebook use. In this study, while extraversion, neuroticism, and openness to experience characteristics were found related to some different components of Facebook, conscientiousness and agreeableness traits did not indicate a significant relation to Facebook use. Afterwards, Amichai-Hamburger & Vinitzky (2010) explored the same relationship through using a different methodological approach. Unlike Ross et al. (2009), they found a strong connection between agreeableness trait and Facebook use. Furthermore, they ascertained a specific interaction effect of agreeableness and gender on posting photos on the social network. Furthermore, Correa, Hinsley & Gil de Zúñiga (2010) revealed that extraversion, neuroticism, and openness traits were positively related to the use of social media applications. In the same study, gender was also contrived as a significant differentiating predictor of social media use. On the other hand, Ryan & Xenos (2011) explored the impact of personality traits on being a Facebook user or non-user. They found that Facebook users were higher on extraversion but lower on conscientiousness traits compared to non-users. Another study by Hughes et al. (2012) examined the personality differences of Facebook and Twitter users along with their preferences of these platforms for informational and

socialization purposes. According to this study, people who were higher on extraversion and neuroticism traits, preferred to engage in Facebook whereas Twitter use was positively associated with conscientiousness trait. Seidman (2013) stated that openness and conscientiousness traits were unrelated to Facebook communication whereas extraversion, agreeableness, and neuroticism traits were positively associated with it. These studies have focused on the personality differences of SNS users in general, along with the users of specific SNS especially Facebook and Twitter. Academic research on understanding the characteristics of Instagram users has become increasingly popular in recent years. Lee et al. (2015) explored underlying psychological and social motives of Instagram users and examined the relationship between identified motivations (social interaction, archiving, self-expression, escapism and peeking) and intentions to use the social network. A follow-up study by Sheldon & Bryant (2016) unveiled four motives for using Instagram namely as, surveillance, documentation, coolness, and creativity and investigated how narcissism and contextual age are related to these motives. Although, these studies have made valuable contributions to identifying motivations of Instagram users to engage with this platform, there is still a need for examining other personality factors related to Instagram use. On the other hand, as people share a great deal of both textual and visual content on Instagram, the platform has been leveraged by some researchers as an important data source to investigate the personality. There are several studies employed Big Five personality factors to examine the prediction of Instagram users' personality via analyzing the posts they uploaded on the platform (Ferwerda, Schedl & Tkalcic, 2015; Sudrajat et al., 2016; Kim & Kim, 2018). These studies leveraged from textual and visual data analysis techniques in an effort to infer Instagram users' personality characteristics but they lacked the examination of the attitudes of users and non-users toward Instagram. In addition, Pornsakulvanich (2017) investigated the predictors of the satisfaction taken from interactions with other people on SNS including Facebook, Instagram, and Line and found out only agreeableness trait positively predicted the likelihood of feeling satisfied from the interactions on SNS. A recent study by Riera & Carbonell (2018) analyzed the effect of personality differences and socio-demographic features on Instagram use. In this study, extraversion trait was found highly correlated with the number of posts and followers on Instagram for females, whereas neuroticism trait was found associated with the number of users followed. Moreover, extraversion was observed as the only significant personality factor in differentiating SNS users as Instagram user or non-user. However, attitudinal or motivational variables were not investigated and considered with SNS users' personality traits to identify them as users or non-users in the same study. Consequently, there seems to be a lack of research on the segmentation of SNS users based on their attitudes toward Instagram and the examination with their personality traits. Furthermore, the interactions of attitudes toward Instagram by personality traits have not been investigated as predictors to identify SNS users as Instagram users or non-users. In this paper, we proposed an empirical investigation on SNS users' attitudes toward Instagram and how their personality traits have an effect on the state of being an Instagram user or non-user in an effort to contribute knowledge to this gap. Additionally, social interaction anxiety and fear of negative evaluation traits have been included in our study as we expected to find these characteristics related to Instagram use along with Big Five personality domains.

Methodology

The 44-item Big Five Inventory (BFI) scale has been accepted as a personality assessment model for measuring the five personality dimensions. The original BFI scale was developed by John, Donahue & Kentle (1991) and organized as a short instrument by John and Srivastava (1999) to assess five personality traits. In addition, Social Interaction Anxiety Scale (SIAS; Mattick & Clarke, 1998) and Fear of Negative Evaluation Scale (FNES; Leary, 1983) have been encountered scales in social phobia, personality and social psychology research. SIAS includes items related to communication and interpersonal anxiety and has been commonly used to evaluate difficulties in mixing or interacting with others (Mattick & Clarke, 1998). Whereas, FNES has been used to measure the degree to which people concern about being evaluated negatively (Leary, 1983). Data were collected from 690 respondents, during a three-month period. They were asked to indicate their agreement level with the adjectives reflecting the five personality factors of BFI, SIAS and FNE.

Moreover, attitudes toward Instagram were measured through eleven attitude statements composed by the authors considering hedonic and utilitarian factors of using Instagram. We organized attitude statements as six positive adjectives namely; pleasant, fun, attractive, beneficial, informative and cool (Cronbach's $\alpha = 0.883$) and five negative adjectives; pretentious, over-exposing, intrusive, vain, and time-consuming (Cronbach's $\alpha = 0.891$), which express respondents' dispositions of using Instagram. All items were measured on a five-point Likert-type scale ranging from "strongly disagree" (1) to "strongly agree" (5). In addition, sample subjects were also asked to state their usage experience by "How long have you been using Instagram?" question adapted from Ross et al. (2009), and to identify the time spent on the platform by "On average, how much time do you spend on Instagram per day?" question adapted from (Ellison et al., 2007) along with a group of demographic questions.

Analysis

The sample of 690 consists of 451 (65%) female and 239 (35%) male respondents. Among them, 507 individuals are Instagram users while 183 of them are non-users. First, we aim to explore the dimensions for SNS users' attitudes toward Instagram. Thus, principal component analysis (PCA) was applied to respondents' ratings on eleven attitude statements. As demonstrated in Table 1, two factors were extracted and named as positive and negative attitudes that explained 67.85% of the total variance. Although, we identified attitude statements as positive and negative attitudes as stated in methodology part, we have justified our judgment about the composition of positive and negative attitude statements by conducting the analysis. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value was 0.863, which indicated that we have an adequate sample at hand. Moreover, Bartlett's test of sphericity revealed that our sample was significantly suitable to conduct factor analysis. Afterwards, cluster analysis with K-means method was applied to sample subjects in an effort to segment them into groups based on positive and negative attitude components derived from the factor analysis. As indicated in Table 2, they were classified into two clusters, namely favorable and unfavorable attitude holders. The analysis of variance (ANOVA) was conducted to examine personality differences between favorable and unfavorable attitude holders. According to the Levene's homogeneity of variances test results, two attitude holder groups were comparable with respect to the personality characteristics of interest. As indicated in Table 3, favorable and unfavorable attitude holders significantly differ from each other with respect to all personality traits except openness. Furthermore, favorable attitude holders are higher on extraversion, agreeableness and conscientiousness traits than unfavorable attitude holders, whereas neuroticism, social interaction anxiety and fear of negative evaluation traits indicated higher mean values for unfavorable attitude holder group.

Table 1. Factor Analysis Results for Attitudes toward Instagram

"Using Instagram is..."	Factor Loadings	
	Positive Attitudes	Negative Attitudes
Pleasant	.838	
Fun	.809	
Attractive	.784	
Beneficial	.771	
Informative	.748	
Cool	.695	
Pretentious		.870
Over-exposing		.860
Intrusive		.798
Vain		.774
Time consuming		.725
Eigenvalues	5.434	2.029
Cronbach's Alpha	.883	.891
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.863
Bartlett's Test of Sphericity	Sig.	.000

Table 2. Cluster Centers for Attitudes toward Instagram

	Favorable Attitude Holders n = 414 (60%)	Unfavorable Attitude Holders n = 276 (40%)
Positive Attitudes	3.64	2.62
Negative Attitudes	2.25	3.97

Table 3. Personality Differences Between Favorable and Unfavorable Attitude Holders

Personality Traits	Levene Statistic	Sig.	F	Sig.	Mean values of Favorable Att. Holders	Mean values of Unfavorable Att. Holders
Extraversion	1.011	.315	8.581	.004	3.33	3.17
Agreeableness	.139	.710	4.288	.039	4.02	3.93
Conscientiousness	1.150	.284	15.389	.000	3.82	3.61
Neuroticism	.006	.937	4.124	.043	2.61	2.73
Social Interaction Anxiety	.552	.458	5.566	.019	2.33	2.50
Fear of Negative Evaluation	1.269	.260	4.231	.040	2.61	2.76
Openness to Experience	1.235	.267	.021	.886	-	-

Finally, binary logistic regression analysis was conducted to explore factors that best predict the likelihood of actual Instagram usage behavior. Logistic regression has been identified as a streamlined multivariate analysis and does not require any specific distribution of predictor variables (Hair et al., 2010). Based on the personality differences derived from the results of ANOVA, the expected predictor variables were entered into the logistic model in case of three sequential blocks. Accordingly, positive attitudes were interacted by extraversion, agreeableness, and conscientiousness traits in the first block. Then in the second block, the interaction terms of negative attitudes by neuroticism, social interaction anxiety and fear of negative evaluation traits were created. Finally, gender was included into the model as a categorical main predictor variable in the third block, determining female as the reference category (female = 1, male = 0). The outcome variable of our model was identified as a dichotomous criterion variable of being an Instagram user or non-user (user = 1, non-user = 0). The baseline model, in which either no explanatory variables or interaction terms were included, had a 73.5% classification accuracy rate. According to the Hosmer and Lemeshow goodness of fit test results, the proposed logistic model demonstrates actually a good fit ($\chi^2 = 15.008$, $df = 8$, $p = 0.059$). The Nagelkerke R^2 value was 0.452, which indicated that our model adequately explains about 45% of the variation in the data. In addition, our logistic model improved the classification accuracy of the baseline model, by classifying 81.4% of the cases correctly. According to Wald statistics, the main predictor variable gender significantly effected the discrimination of sample subjects on using Instagram. Furthermore, gender was the best predictor variable as improving the odds of classifying participants' actual Instagram usage. Females have 67% higher odds of being an Instagram user than males. In addition, the interaction effect of favorable attitudes by agreeableness and extraversion traits significantly increased the odds ratios of estimating Instagram users correctly by 34% and 15% respectively. On the other hand, there was a significant negative interaction effect between unfavorable attitudes and fear of negative evaluation trait that reduced the odds by 12%. However, the interaction of favorable attitudes by conscientiousness, along with the unfavorable attitudes by neuroticism and social interaction anxiety traits did not have a significant impact on the accuracy of our model. The main and interaction effects of explanatory variables are demonstrated in Table 4.

Table 4. Logistic Regression Predictor Variables of Instagram Use

Predictor Variables	B	S.E.	Wald Statistic	Odds Ratio	Sig.
Gender	.512	.222	5.322	1.668	.021
PositiveATT by Agreeableness	.294	.063	21.742	1.342	.000
PositiveATT by Extraversion	.137	.055	6.141	1.147	.013
Positive ATT by Conscientiousness	-.034	.058	0.337	.967	.561

NegativeATT by FNE	-.126	.041	9.643	0.881	.002
NegativeATT by SIAS	.032	.050	0.420	1.033	.517
NegativeATT by Neuroticism	-.032	.045	0.515	.968	.473

Discussion

The main objective of our study is exploring social media users' attitudes toward Instagram and examining personality differences among them. Our study contributes to the literature by extending the research on SNS use in the case of Instagram along with attitudes and personality traits of users and non-users. As stated by Ajzen (2005, p.6), "attitudes are evaluative in nature and can be directed at a given object or target (a person, institution, policy or event) whereas personality traits are not necessarily evaluative". Nevertheless, they give both explicit and implicit information about people and enable us to extract useful information about their behaviors.

Therefore, this study presents a benchmark between favorable and unfavorable attitude holders with respect to their personality and provides empirical evidence on predicting actual Instagram usage behavior via the interaction of attitudes by personality. The majority of our participants held favorable attitudes toward Instagram and they differed from those who hold unfavorable attitudes toward Instagram in terms of having higher values on extraversion, agreeableness, and conscientiousness. Extraverted individuals, who were characterized as talkative and sociable, enjoy experience positive emotions and interact with other people. Thus, this finding was consistent with the extant research, which revealed that extraversion trait was positively related to social media use (Ross et al., 2009; Amichai-Hamburger & Vinitzky, 2010; Correa, Hinsley & Gil de Zúñiga, 2010; Ryan & Xenos, 2011; Hughes et al., 2012; Seidman, 2013; Balmaceda, Schiaffino, and Godoy, 2014; Riera & Carbonell, 2018). Similarly, extraverts hold positive attitudes toward Instagram as the platform gives them an opportunity to engage with social activities and to maintain interpersonal relationships. Furthermore, agreeable individuals were typically defined as trustful, friendly and kindhearted. They get along well with others and generally have an optimistic view about human nature. Although, agreeableness trait was identified as unrelated with SNS use in some studies (Ross et al., 2009; Moore & McElroy, 2012; Hughes et al., 2012), it was stated that agreeableness was positively related to self-presentation on SNS (Seidman, 2013). Thus, agreeable people have positive attitudes toward Instagram, as the social network may be perceived as an online self-presentation tool for them. Finally, conscientiousness trait was generally ascertained as non-significant in SNS use since they were identified as diligent, fond of work, and perfectionist and that's why they did not prefer to engage with these platforms. However, Kim & Kim (2018) revealed that people who were high on extraversion, agreeableness, and conscientiousness traits expressed happier emotion states in their photos posted on Instagram than other types of users' photos. Therefore, extraverted, agreeable, and conscientious people evaluated using Instagram as pleasant, attractive, fun, informative, beneficial, and cool activity compared to people from other personality traits. On the other hand, unfavorable attitude holders were higher on neuroticism, social interaction anxiety and fear of negative evaluation traits compared to favorable attitude holders. Accordingly, the nature of holding negative attitudes and evaluating using Instagram as pretentious, over-exposing, intrusive, vain and time consuming were coherent with the identified characteristics. Previous research stated that, people high on neuroticism preferred to express themselves via textual content rather than photos (Ross et al., 2009), since they wanted to control information sharing and found photo sharing threatening in terms of disclosing their emotions unintentionally (Butt & Philips, 2008). However, the nature of Instagram is fundamentally based on creating and sharing visual content in the form of photos, videos, stories, and live broadcasts, our findings were in line with the past studies. Hence, respondents in unfavorable attitude holder group were described as insecure, prone to anxiety and fear in emotional sense and had difficulty in social interaction. It should be noted that, no difference was found between attitude holder groups in terms of openness to experience trait although the past research stated strong connections for this personality trait (Correa, Hinsley & Gil de Zúñiga, 2010; Ferwerda, Schedl & Tkalcic, 2015; Ross et al., 2009). On the other hand, gender was found as the best predictor to identify the actual Instagram usage. In the line with previous research (Djafarova & Rushworths, 2017 Geurin-Eagleman & Burch, 2015; Sheldon & Bryant, 2016), females were more active social media users and more likely to post photos on SNS compared to males. Additionally, significant interactions between favorable attitudes with extraversion and agreeableness traits were identified as positive predictors of being an Instagram user. As the nature of the platform relies on creating and sharing visual content, this finding is reasonable in case of extraverted and agreeable individuals who were more likely to engage

and interact with the platform and preferred to express and promote themselves on the platform via visual content and interact with other users. However, unfavorable attitude holders who had concerns about being negatively evaluated by other people did not prefer to engage with the platform.

Conclusion

The rise of image-based social network platforms has grown steadily and led to the popularity of visual content. Instagram has directed the attention of marketing practitioners to power up their communication efforts via integrating images and videos into their messages. This study presents a psychological segmentation based upon attitudes of consumers adopting an exploratory approach within the context of Instagram. Furthermore, it provides a comparative examination of personality differences between Instagram users and non-users. Our study made valuable contributions to the research on consumer attitudes, personality and online social network behavior. The findings of this study indicate that attitudes and personality were important indicators and predictors of actual Instagram usage behavior. Additionally, personality traits can be investigated related to Instagram features or functions such as (like, comment, share, etc.) in order to deepen the results of this study. Nowadays, Instagram has announced, it will hide the number of likes and views on posts in order to improve to stimulate the generation of more creative content. As a further research suggestion, an investigation of personality characteristics on content creation should be employed in the context of content marketing.

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Economic Function and Financial Literacy of the Modern Family

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Abstract

The economic function of the family is expressed in the provision of material subsistence for its members, in the provision and consumption of subsistence. The paper looks at the post-modern urban family's placement in terms of means of production and its consumption role. How are the functions of the modern family related to providing and meeting the needs of members? Is there a model for economic insurance of family income that builds its stability and sustainability? How to realize the family's desire to raise their standard of living? What are the forms of economic cooperation within the family? These and other issues related to fulfilling the economic role of the family is the subject of an analysis in the paper on the basis of several elements and issues that are constantly relevant. The paper particularly recognizes the importance of financial literacy for family members. How to develop and on what grounds to base people's financial cognition? What is the knowledge to create and manage a family budget as a detailed overview of finances? The formation of economic and financial education is perceived as the basis for improving personal and family finances. At what level and by what methods can the financial knowledge of family members be improved? Financial literacy limits the opportunities for growth, development, and satisfaction of the needs of the family and its members. The paper analyzes the role of the educational institutions in raising the economic and financial literacy of the members of the modern family that is of interest to any society. The economic function of the family is also considered in the context of constant social changes and external influences that limit the possibilities of family members. Only educated and skilled individuals can manage social processes and influence standard-raising.

Keywords: family, economic function, financial literacy, family finances, personal finances.

1. Introduction

The family can be perceived and analyzed from many aspects. In a social sense, the family is a social community of its members, mostly parents and children, although there are a number of single parent families, followed by families without children and family communities, which are members of several generations. Common to all families, regardless of the number of members or the number of generations living in them is the fact that members live in the community. Any person living alone (single household) with no household elsewhere is also considered a household.

The so-called collective household is also considered a household. Collective household, i.e. a household made up of people who live in institutions for the permanent care of children and adults, in monasteries of solitary confinement and in hospitals for the treatment of the incurable. Living is usually within the same housing unit or within the same household, although there are a number of families whose members are temporarily separated (for study, distance work, etc.).

The family members are referred to each other, living in a community, sharing a living space, together contributing to the family's income and expenses, commensurate with age, status and opportunities.

In a sociological societal sense, the family as part of a community has the responsibility of its members, their participation, behaviour and action in the immediate environment. Family relationships are very important for good functioning and even for the survival of the family. The family is said to be the foundation or base of every society and only stable families create a stable society as a whole.

According to separate estimates, two or more persons living in the community constitute the household, although according to terminology and one family community is often equated with the concept of household. The organization and functioning of the family are largely influenced by cultural contexts, educational opportunities, demographic and many other characteristics.

Every family, regardless of the number of members, has certain income and expenses that are related to some of the family members as well as the family as a whole. Some family members are carriers of income, while all family members are carriers of expenditures.

In addition, family members have certain funds and property that are generally available to all family members.

Therefore, the family can also be seen as an economic community that provides a range of functions and opportunities for cash flow analysis, property and resource management, and family investment activities.

2. The family as a consumer community

Every family, regardless of the number of members, is in some way a consumer community. Family members, regardless of age and gender, are consumers of various goods and services.

Individuals from the point of view of individual economic entities in the macroeconomic sense are generators of aggregate demand and as such are an important part of the overall economic activity. In support of this thesis are two of the most conflicting concepts regarding measures to reduce the negative effects of the global economic crisis that has shaken the world economy in recent years.

One group of authors argues that the recovery of the world economy may be based on the concept of increased demand, which presupposes measures that are opposed to saving and abstinence from consumption. Another group of authors believes that savings are the only activity that can provide long-term economic growth and increase social output.

Both concepts are fundamentally closely related to the finances of individuals, and thus to family finances.

The first concept stimulates consumption. This means that economic policy-makers, through various measures, laws and regulations, create an environment in which wage and pension restriction is kept to a minimum. This concept recognizes individuals as end users of goods, services, consumers, and demand-makers. All products and services, directly or indirectly, are designed to meet the specific needs of consumers, i.e. individuals.

By stimulating consumption, the final consumers of goods and services, or individuals at the retail price, also pay taxes, that is, value added tax. Greater consumption means higher inflows into the state budget. In addition, the reduction in wages commensurately leads to lower amounts of taxes and contributions, and any restriction and reduction of wages has a negative impact on the inflow into the state budget. This concept explains the close links between personal finance and measures to foster economic growth.

The second concept, or the concept of savings, provides for greater accumulation and prudent credit debt. This leads to a limited ability to stimulate consumption by stimulating economic activity and by increasing inflows into the state budget. And this concept, like the first one, recognizes the importance of financing individuals in the economic system as a whole. The second concept more recognizes the importance of responsibility in managing personal finances arising from modesty and with less credit debt.

Consumables for most families are the most important element of total spending, which is very important when planning a household budget. Given that the family is made up of its members, the sum of their needs represents the needs of families that are funded by family members who have income. Families plan their costs, investments, accumulation as an economic community, and to some extent and characteristics of a specific economic entity

3. Balancing family finances

The finances of individual family members can also be analyzed through financial flows. The fact is that all the inflows and outflows of family members cannot be related to one single person, a family member (in families with multiple members). Needs, consumption, and investments do not have to be directly related to a particular member of the household, but to all members of the family.

The modern family as a community is usually composed of three to four members. In the past the number of family members was significantly higher (after several generations living in the community, with a larger number of employers, etc.)

In modern times, the family usually consists of carers and dependents (parents and children, but it can also be the elderly as carers or dependents, or both).

The financial flows of the family can be different. The basis of family income is the personal income of the guardians. It is assumed that the guardian (parent) is employed, and on that basis, the family may have regular incomes. If a family member is a pensioner, the pension is another regular monthly allowance (although there are cases where the pension may be the sole source). In addition to these inflows, there are others on a variety of grounds: rental income, capital gains, work contracts, copyright revenue, securities trading income, family business income (family stores, activities and enterprises...).

All the aforementioned earnings vary in amount and in regularity. Rent may be a regular inflow, depending on the lease agreement, while capital gains may be in greater amounts but not regular. Interest on savings deposits is regular but with a smaller amount (the amount of interest remaining after paying the capital gains tax on individuals). Income from work contracts is irregular inflows, but they are a good addition to regular inflows.

Revenue from trading in securities is less represented as the securities market depends on supply and demand and the number of participants.

A family business can be a significant regular income streams but also an outflow, which needs to be analyzed separately.

Family expenditures comprise current family life expenses as well as possible investment costs (for various purposes) if the family generates sufficient free funds to decide on an investment activity.

Managing family finances implies the process of planning the inflow and outflow of family funds on all bases and at different time intervals. Inflows and outflows of assets are possible in different forms, different ways of financing property and assets, thereby creating the opportunity for family finances to be balanced (presented in balance).

4. Economic function of the modern family

The economic function of the family is expressed in securing the material subsistence of its members, in securing and spending their livelihoods. The modern urban family often lacks the means of production. It is no longer a "producer community", that is, a production unit as in the patriarchal family, but rather consumption, consuming unit, i.e. "Consumer community".

In order to be able to fulfil other functions qualitatively, the modern family with its work and income must provide for and satisfy the existential needs of its members. The economic security of the subsistence, that is, the income of the family, plays an important role in its stability.

The family strives to raise living standards. Living together requires sufficient food, clothing, footwear, housing, and means of sustaining biological and spiritual life. Sociologist George Peter Murdock, who is sympathetic to the nuclear family community, (quoted by Haralambos and Holborn (2002)) "... admires the division of work within the family, namely the specialization of husband and wife for certain activities ... "Such economic cooperation within the family not only largely fulfils the economic role, but also gives spouses who work together, a number of positive experiences that 'strengthen their community'.

In general, the idealization of the family as an irreplaceable, ideal community comprised of mother, father and their children is contained in Murdock's explanation. In contrast to Haralambos and Holborn (2002) in his critical review of Murdock's explanation of foundational functions, family functions are mentioned as "in his enthusiasm for the Murdock family, he has not seriously considered the possibilities that they may also have aggressive behaviour in the family. to the participants - all these are functions that can be performed in other social institutions, so it did not consider the possibility of an alternative family ... That is, the nuclear family is an extremely harmonious institution in which a man and woman have an integral the division of work and enjoy life together. "

Transferring family functions to other social institutions is a very subtle and sensitive area. Word is about the so-called. socializing-educational function of the family, which, in modern conditions, can also be performed by a person or

organization outside the family. From there, the economic function of the family needs to be considered more narrowly, but also in the wider context of the community because of constant social change.

5. What is a family budget?

The budget is, by definition, a tabular overview of all inflows and outflows, that is, of all household income and expenditure over a given period of time.

We can talk about monthly, semi-annual, annual and multi-annual budget.

Every family should have knowledge and manage the family budget as a detailed overview of the inflow and outflow of finances. It does so at the state level both in companies and institutions.

Planning and managing finances is especially important if the family is planning more financial activities such as buying an apartment or house, household and more significant household needs, travelling, sending family members studies, various important expenses, purchasing securities, and so on.

It takes several steps to determine a family's income and expenses over a period of time.

For the revenue side, if it is a month, all incomes that are realized and made during one month should be reviewed. Income can come from a variety of sources besides salary, it may be from allowances, dividends, income from property or from copyright contracts, rents, etc. The amounts are deducted on a monthly basis, which gives an overview of the income and the actual spending opportunities that the family has as a potential sum of money.

For expenses, or the expenditure side of the budget, a precise record or list of regular monthly expenses should be made starting from the bills for water, electricity, steam, rent, food, clothing and other overheads incurred by the family. No expense on loans, interest, phone bills, kindergarten, school or college for children and more should be left out.

On the expense side of the family budget, there may always be some extra expense associated with events in the daily life of the family, a celebration (wedding, circumcision, baptism), and some adverse events such as illness, penalties, death, burial and more. Various sources can be used to determine costs, such as bank statement of expense, monthly expense accounts, personal records, and more. Whatever the source of the information, it is important to consider all costs on a daily, monthly or yearly basis.

6. Revenue vs. Expenditure

After a detailed overview of revenue (outflow) and expenditure (outflow) it is necessary to compare or contrast these two categories to obtain a result that can be positive, negative or zero. Comparisons can be made at different times.

If the result is positive, i.e., the income exceeds the expenditure, it means that the family budget has room for a certain level of savings. If the savings accumulate, it can help cover an unplanned expense or meet a specific need of a family member.

If revenue and expenditure are equidistant then a way to reduce costs and find an additional source of revenue to enter a positive spending space should be checked or found.

If spending outweighs income, it is a sign that the family is living beyond its means and must find a way to cut costs and increase income. This is possible with extra work, a contract or a royalty, but at the same time cutting down on unnecessary expenses or proper family budget planning.

7. How to create a family budget

Creating a family budget is a very important financial strategy for those who want to achieve financial freedom and economic stability. Whether your monthly income is 1,000 Euros or 100,000, financial planning is very important. It is like a map that should guide you to the right destination in life. So how to create a family budget is essential for those who want to meet their needs and overcome the financial difficulties they may encounter. It is important to have a plan and to respect it.

Some people, especially new couples, find it difficult to create a family budget plan. It should be remembered that anyone can learn how to create a family budget with practice and motivation. Therefore, one should not have excuses not to make a strategy. There are a number of things that need to be done in order to comply with a financial plan:

Make a list of all sources of funding - Write down all the things that have to buy, as well as the sources of your income. Extra contingencies should be listed.

List all monthly expenses - Loans, credits, repairs, charitable donations, travel, gasoline, hairstyle and manicure, and even the smallest ever-increasing costs, etc. All costs should be covered, as anyone who wants to create a family budget should not lie to himself. You have to be honest and impartial.

Compare Income to Costs - Subtract Costs from Family Income. The amount left over for a given month doesn't mean you have to spend it on unimportant things. Plan how you will spend them. You can set aside funds for occasional dinners, outings, the whole point is to know where your money is going, for what purpose and at what times.

After comparing income with expenses, many are confused and even shocked, as it is often concluded that in certain months, they spend more than they earn. This is an important issue that needs to be resolved to achieve financial stability effectively in the future.

Study the budget This is also important because costs that are forgotten can be added to the list. Expenditures that can be reduced or eliminated need to be carefully considered. Families who want to achieve financial stability should set goals for the next six months.

It is important to establish a savings routine. It is a gradual process that can take time. But do not give up and stick to the plan.

8. Marriage and partnership ways of organizing and managing

Money, like marriage, can be organized in different ways, or not at all. The five most common ways in which spouses organize and manage their finances are in different environments, in different countries and based on different bases and degrees of trust.

In principle, spouses use one of the common family financial management systems:

1. He gives his wife the salary and responsibility to manage their money while she gives him a budget for his own consumption.
2. He manages the finances, and gives the wife a budget in scale to meet household needs and her personal consumption.
3. The money they make is completely separate. Everyone independently manages their finances for themselves.
4. There is agreement and consent that some of the money be allocated and used for household needs, but with the remainder of the money each spouse independently disposes.
5. A common system in which both partners' incomes are pooled and money is managed jointly.

The question arises whether there are other forms of organizing and managing family income, resources and expenses. There are, of course, a number of nuances that can, for the purposes of analysis, be reduced to the five systems outlined.

Research has been carried out that raises several questions:

- Which of the more complex systems provides a higher level of satisfaction for the needs of the family,
- Do some of these organizational forms lead to disruption of family relationships, displeasure with other members of the family community,
- In which system the position of the woman or the man is better,
- Is it easier to manage when revenues are higher or lower,
- Which systems are suitable for couples who have more money and those for those who have minimal amounts of money.

The results of the research showed that the fifth system or the existence of a joint system or fund of funds is the most acceptable solution for both spouses in marriage. The most unacceptable is the solution or system number two (in which the husband gives the woman a certain amount of money). Observations have shown that most of the systems listed above give preference to men.

The system in which a man gives a woman a pocket money, people associate with families who have more money, and a system 1 (in which a woman controls money and gives a man a pocket money) usually connects to families with less money

In order to benefit from the use of mutual fund and joint money management, both partners need to have a lot of trust in each other, a commitment and a willingness to work together. Such a system is also culturally conditioned and is very common in all developed countries, except in Japan, and in up to 75% of marriages.

The second system in which a man gives his wife "pocket money" bothers men because they take over the financial power, and thus the responsibility and care of money. Women, on the other hand, dislike this system because they feel that men have a last word in the financial matters. Interestingly, though it does not fit on either side, this system is most common in high-income couples, highly educated, and couples who have traditional understandings of the role of spouse.

Women are not too happy either with completely separate funds, or the system shown in item 3, or with a partially mutual fund (item 4), because they feel that men benefit much more from them, while men are generally neutral. On average, men make more money, and in these systems they keep more money for themselves, while women pay half of their family bills and eventually use their money for household and family expenses.

With the solution of point 1 women are usually not very happy, because such a system is associated with scenarios in which families have to "make money" in the best possible way. Then women see money management as an additional obligation in the house, not as a source of power and control, while other family members put their needs above their needs. Unlike other developed countries where common funds and joint money management are common, this system is most common in the family in Japan.

9. What is financial literacy?

Financial literacy is the most important tool for anyone who intends to become a business owner or professional investor. The sophisticated investor should be able to read numerous financial documents, primarily reports such as income statement and balance sheet.

Financial literacy means knowledge of the financing of individuals, families, companies and the state. The money that is earned should be spent wisely, invested and increased, and the acquired profits to be kept and used for own needs and development.

Today's complex financial services market offers clients a wide range of products and ways to meet their financial needs. This degree of choice requires clients to be equipped with the knowledge and skills to evaluate options and identify those that best serve their needs and conditions. The financial literacy is especially needed to help people to understand how to protect themselves from entering into transactions that are financially destructive.

Being financially literate does not just mean being successful in building a business, investing in securities, or other opportunities offered by the market. Offers from banks, savings houses, stock exchanges and brokers, insurance and leasing companies and other financial and non-financial institutions are so diverse that knowledge of how to handle and manage family finances and resources is needed.

Every individual who earns, by definition, spends. **A group of people** spend as much as they earn. It's certainly better than borrowing, but are these people confident in the future? Are they confident in their workplace? What if they lose it tomorrow? **The second group**, of course, are those who live beyond their means and borrow without taking into account whether it is necessary at all and whether they are able to repay the loans. **The third and rarest group** of people are those who think about their future and invest in it. They are considered to be financially more intelligent and literate people who manage their money so that the mind makes money, property buys property, business buys business. The rule does not apply to them: it takes money to earn and make a living.

10. Financial literacy and education of family members

The education of young people in finance is particularly lagging behind in how to manage personal and family finances. It is important because educated future generations will be able to achieve financial success and become active in the field of the entrepreneurship and business.

If young people acquire the knowledge, skills and confidence they will be able to make real financial solutions for personal, family or business needs. The goal is to get financially literate and responsible citizens and entrepreneurs. In this function, education on how to create a business plan for those who are considering starting their own business is of particular importance. The author's many years of experience confirm financial ignorance rumours, especially among students from non-economic faculties and universities that require serious action in this regard.

Why is this necessary? The need for financial education exists and is increasing as debt to citizens and families increases. Young people are often not financially educated on how to deal with problems. Essential money management lessons have been missing for a long time, and debt to citizens and families has increased several times. The youth unemployment rate is high in most countries. It is obvious that the younger generation must make wiser and more responsible financial decisions and create more job and job opportunities.

Therefore, it is necessary to introduce financial literacy, personal and family finances education in secondary schools, and especially at the faculties (non-economic). It is a need and a democratic right of the citizens. This enables generations to come up with the latest trends and financial products that exist and are offered on the market.

Young people are faced with money, but the money is not a topic discussed in front of children in the family, kindergarten and school. The education system does not offer basic financial education and many young people do not know how to assess the challenges and risks of the financial market. They do not perceive the consequences of ignorance in time and therefore make bad business decisions that lead to a decline in revenue, debt and ultimately job loss.

The OECD countries in 2005 proposed introducing financial literacy in schools and many countries are attempting to do so by introducing systematic financial education in primary and secondary schools, as well as through programs promoting financial literacy of children and young people. Together with the World Bank, the OECD has established an international network of financial education that includes 150 institutions from 75 countries.

With financial knowledge, decisions are made with smaller or reduced risk in working and family life. Financial literacy builds competent people or strengthens human capital in these areas of human life.

11.How is financial literacy acquired?

Education is the foundation of every progress. It has been shown throughout history that only educated persons can manage growth and development and systemic processes at the micro and macro levels. The knowledge brings changes defines strategic goals and rationalizes their realization. Therefore, education about financial phenomena and their importance to the members of each family is necessary.

Is the rule 90/10 known? That means 10% of people earn 90% of the world's wealth, and 90% of people live in financial shackles. Why is that? The answer is simple: they belong to the third group of financially intelligent people who think about their future and invest.

So everyone should ask themselves the question: how much do I earn and how much do I spend each month? Are you spending more than you earn? If so, is debt probably formed? Can you still refrain from spending this month and save? It does not require large financial resources to get into the third group of financially more intelligent people. Saving is an introduction to financial well-being, but it is illusory to expect that if you eat cans and pates every day and put aside less money, you will get rich.

You need to start changing your mindset by asking the answer to the question: What can I do to increase my income? Respecting and re-valuing the wisdom of the oldest generations, the wisdoms that were used as a system of values in the times of our grandparents, is becoming a necessity. The practical wisdom of the new generations and the practical application of everything that is long-lasting to the existing system of functioning of the world of finance is also a necessity. It means applying sophisticated new knowledge and wisdom in personal and family finances with modern knowledge, techniques and technologies in the world of existing and multi-stakeholder finance.

Financial literacy and educated human capital create financially free and independent people who move the family and society in a positive direction.

With financial literacy, each individual can best manage their income and expenses, investments and ventures as well as build plans for their own benefit and the well-being of the family members. This ensures the usefulness of financial literacy,

which in addition to education is gained through the daily practice of money management, with diversification of investments, loss minimization and so on.

12. The Need for Entrepreneurship Education

More and more young people will have to create their own business opportunities, rather than waiting for them to plan and recruit for public or private employment. The young people are facing many challenges, from acquiring personal skills such as communication, management and presentation, to writing business plans and understanding financial statements.

Young people are the future of every society. Acting for changes and promoting responsible youth behaviour towards money and sensitizing the public about the importance of young people's financial freedom ensures their secure financial future.

How can this be done? By creating programs in the state in which individuals can:

1. Understand their role in the market for financial products and services, gain knowledge of their rights and obligations, and have an active attitude towards the use of financial funds and resources.
2. By educating them on how to manage personal or family finances in order not to get into debt that they cannot repay and therefore end up in poverty;
3. Recognize the need to save for old days or retirement, and to overcome unforeseen cash outlays.

All of this uses experiences and accomplished financial education programs from around the world, as well as models for financial education of children and young people. It enables the promotion of partnerships with the public and private sectors, financial institutions, communities and associations and other stakeholders. The sustainability and availability of financial education depends on the power and variety of preparation, initiation, realisation and evaluation of education implementation.

Topics of interest besides family resources and finances include savings management, banking, pensions, investments, insurance, taxes, and all of these topics that may be of particular interest to young people, families, and individuals who are exploring these phenomena.

13. Household Budget Management Model

Editing a family budget is no easy task. The hardest thing is to look at the truth and put all revenue and expenditure on paper (or computer) and balance all accounts. This can be simplified in a spreadsheet with careful and detailed maintenance costs. Keeping track of family expenses allows for later planning. They cannot be planned unless the funds are known both as a reality and what is spent. Those who do not like the word planning for some reason or dislike may replace the word management.

Over time, persons get a sense of how to plan revenue and expenditure.

Cost management is not an end in itself, and saving time is not wasted unless planning to save or invest. Automatically tracking how much money you spend will not change your habits because at the end of the month the goal is to have more money.

What enable tracking information is actually how much money is spent and whether one wants to continue to spend so much money on a particular category of needs. It is about personal preferences, which need to be recorded in order to be able to plan in advance the budget and the money that will be put aside and invested. Higher annual costs can be predicted in advance for the relevant month and thus avoid unpleasant "surprises".

Mandatory day-to-day management of finances If not only personal finances, but also the whole family's records are to be kept, the costs should be entered on a daily basis. It is almost unlikely that at the end of this month, you will not know where 50, 100 and more Euros are missing when comparing the actual expense accounts.

At the end of the month, your balance must always be zero if all costs and revenues are entered. A daily sheet can also be created which can be used to record daily expenses.

Household Budget Management Programs Simple tables have been created and classic records can be replaced by specialized computer programs. Some of them have gone so far that one can read data from online banking or stock market prices, so that at any time one can obtain a statement of their investment and earnings. This can also prepare the tax return, given the accuracy of the programs.

Everyone, just about everyone, but needs to know where it is heading, in other words, it needs to have a **Plan and a Strategy**. There is no one who does not have a plan and strategy, because those who do not have them actually have a poverty plan and strategy! Everyone has a plan, as he himself has chosen. Did you know that only 3% of the world's population has their own financial plan and strategy? And do you know how many rich people there are in this world? Yes, exactly 3%. And did you know that those 3% have more wealth than all 97% together?!

14. Money and marriage

Many marital problems arise because couples do not communicate well enough. Some of the problems in marriage regarding money can be solved by talking. The vast majority of money problems in marriage are not because spouses do not earn enough money, but because they do not talk about money.

Not only do they have to look at the bills and costs, but they also have to talk about the goals they jointly create. Having the same mindset or having a similar financial outlook on things will make money talks much easier. Many of the problems that arise in marriage are because couples are not in the same direction as to where the financial needs are and how to get them done.

Money is one of the leading causes of divorce. In fact, a SunTrust Bank survey found that 35% of respondents who experienced stress in their relationship were due to money. According to a CreditCard.com survey, one in five Americans say they spent \$ 500 or more and did not tell their partner.

For many people, discussing money can be difficult and uncomfortable. No matter what the fact is, money is one of the biggest parts of any marriage. They can make the connection stronger or it can move it in the opposite direction.

Instead of letting the money to leading your marry, educate yourself and use your finances. It is better to take control of money to improve marriage relationships, which can have a huge impact on other areas of family life.

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Casino Industry in the Transition Economy of Georgia

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Abstract

One of the most specific segments among the social-economic problems in the transition period of the market economy of Georgia is created by regulation of gambling (gambling business) and evaluation of its effect on a various part of society. Subsequently, the peculiar "triangle" is formed – "business – society – state" in which each of them has its interests, benefits and losses. One of the leading gambling businesses in the country is formed by the casino industry. The work deals with analysis and discussion of the role of casino industry and its importance in gambling business, objective and subjective factors of increase and development of the segment, effects of its positive and negative influence on stakeholders, fiscal determinants, financial-economic and social-economic problems of the sub-sector, proper recommendations have been developed on the basis of the theoretical and empirical analysis and conclusions.

Keywords: casino industry; gambling business; gambling regulation; effects and risks

1. Introduction

The volume of the market of casino industry is increasing globally within the modern gambling business, the Gross Gambling Yield (GGY) of which reached 125 billion US dollars in 2018 while it consisted of only 50 billion dollars in 2001 (Statista, 2019). In general, casino business is considered one of the most dynamic growing segments of gambling throughout the world.

Gambling was strictly prohibited by the legislation in soviet years of Georgian economy (the only exception was the lottery). From the beginning of the 90-ies of the 20th century, along with transition to market economy, the phenomenon of gambling games appeared and consequently, the first operative casinos, the activity of which was mainly spontaneous. As a result of the creation of relevant system regulatory legislation and grow of economic activity, their number, circulation, fiscal contribution, etc. is increasing, however, a number of problems related to social-public losses cause resulted from their activities have been highlighted, which activates the necessity of development and implementation of a rational, balanced and governmentally acceptable policy. In general, gambling represents a specific segment of the business sector of the country and of the economy as well, with an ambivalent attitude towards it. Casinos, as the business entities, create a certain value in the economy and at the same time, their activity is related to certain social losses. Also, the attitude of different stakeholders towards this business is quite nonhomogeneous. Namely, the government and business circles are more likely to be in favor of it, than the wide layers of population; however, the mentioned approach is considered as general and varies in different countries (Williams, Rehm, Stevens, 2011, p. 7). For example, according to one of the public opinion researches conducted in Georgia (2014), which aimed to measure the engagement of population in gambling, the absolute majority of the population (92%) expressed negative opinion about gambling business, 63% of which considers it appropriate to prohibit it and 29% – restriction by certain regulations (TI, 2015). It should be mentioned that the gambling business in society of any country, including the functioning of casino industry is considered as one the problematic issues. Georgia is no exception in this regard. One group of countries has solved this problem with a relatively rigid approach – banned the gambling business by legislation of the country, however in a number of countries, the flexible regulations have led to more or less development of this segment of the business.

2. Casino Industry's Place in Gambling Business of the Country

It is noteworthy that the different models (principles) are approved in organizational-functional arrangement of the gambling business (including the casino industry) in world practice. Namely, there are the general and zonal approaches (Meyer,

Hayer, Griffiths, 2009, p. 252). The principle of zonal arrangement implies concentration of the gambling entities in pre-defined territorial limits, which was based on development of peripheral and pre-selected areas. As to the general approach of arrangement of gambling business, in this case, gambling business entities can be established on any territory of the country, however, according to common practice, they are created in the regions and municipalities where there is a high demand for relevant services, the tourism-logistic infrastructure is developed or certain preferential terms are set. It should be noted that gambling business of the modern stage in Georgia operates in accordance with the latter approach.

Gambling is represented in several types by Georgian legislation. Namely, the state regulation of gambling business in the country is carried out by the structural subdivision of the Ministry of Finance – Gambling Business Policy Division, while the second largest structural unit – the Revenue Service issues the following permits in the following directions: 1. Arrangement of casino, 2. Arrangement of the salon of slot machines, 3. Arrangement of the gambling club, 4. Arrangement of bookmakers, 5. Arrangement of lottery, 6. Arrangement of bingo, 7. Arrangement of the promotional draw. It should be mentioned that among the types of gambling, the casino games are considered the most common and popular type together with the salon of slot machines (so-called the slot-club) and bookmakers. According to the official state data, namely according to the registry of gambling business permits, there are 20 casinos operating in the country, half of which operates in one of the most economically developed and infrastructurally growing region – Adjara (namely, in Batumi), 5 casinos – in the capital (Tbilisi), the rest of the casinos – in other self-governing units (MOF, 2019). It is noteworthy that legislation allows to arrange the casino in a system-electronic form (internet platform) only if the organizer owns a permit for a casino (the standard permit is issued for a term of five years) for which no separate permit will be issued. Furthermore, the casino must have at least seven gaming tables, including one gambling wheel (so-called roulette).

It should be emphasized that the development of the casino industry in Georgia is supported by the number of fundamental factors and comparative advantages, including: 1. Casino business promoting legislation (the relevant legislation of the country clearly defines the arrangement of the casino entities, issues related to issuing permits and operation); 2. Minimal restrictive and hindering regulations (related to zonal arrangement, advertising, online games, etc.); 3. Prohibitions and/or restrictions in neighboring countries regarding the gambling business (casino business in those countries is prohibited by law, such as Turkey and Azerbaijan, or is characterized by strict administration and imposed restrictions, for example, Russian Federation). It should be noted that the casino business in fully or partially prohibited in not neighboring but surrounding countries, such as Israel, Iran, Saudi Arabia, Kazakhstan, Tajikistan and other countries (WCD, 2019); 4. Increasing trends in tourism development (the casino business generates so-called "extra" tourism, attracting additional tourism flows and ensures chain generation of revenues in tourism industry, especially in high-class hotel segment); 5. Liberal visa policy (the visa-free regime with a number of countries and visa liberalization significantly facilitates access to gambling of relevant streams); 6. Attractive investment environment (which generates additional stimulus for development of gambling business infrastructure and making the investors of relevant profile interested in the issue).

3. Positive and Negative Effects of the Casino Industry

In order to be able to identify the role and importance of casino business as a specific segment of business sector, it is necessary to make systematic analysis of all positive and negative impacts on the mentioned business (Zheng, Wan, 2014, pp. 11-12). In this regard, positive effects can be attributed to the following: general economic, investment, fiscal, social, tourism supporting and chain (multiplication) effect. Thus, the positive effect generated from the casino business can be both – short-term and long-term. Establishment of the business entity can be considered as the short-term effect, or the results related to initial investment, while the long-term one implies multiple economic effects related to its subsequent operation (for example, payment of taxes, employment growth, re-investment, stimulation of other sectors, etc.).

The general economic effect implies that the casino, as one of the major and at the same time, specific segment of gambling business, creates specific value in the economy of the country, region or municipality and supports increase of the economic activity of the adjacent sectors and sub-sectors (we mean the total tourism industry).

The investment effect is the primary among the casino business effects, since the casino industry is one of the most important investment niches for investors. For example, the casino is one of the most profitable components of the hotel business and it is considered as the motive power of attracting investments in mentioned segment, however the casino investment can be carried out apart from the hotel complex as well. Thus, any type of such investment creates the favorable conditions for the growth of value of property assets in the respective area.

The fiscal effect of the casino business can be explained by its contribution to budget revenues. Namely, the mentioned entities are paying different taxes, which carry out formation of the budget of all three levels by different proportions. More specifically, different fees of casino business and property taxes are generating the local budgets, the income tax paid by them – the budgets of the autonomous republics, while the profit/income tax – state budget.

The social effect is manifested by the fact, that the casino business entities create the new jobs, while in case of expansion – increase the created jobs. The mentioned segment is one of the leading fields against the background of the transition economy of low activity according to the number of long-term jobs and amount of average monthly salary.

The casino business is an important stimulus in the tourism industry. For example, in most cases, the casinos are providing their permanent clients with free accommodation in the hotels, which is very important for the accommodation facilities (we mean the high-class hotels with casino components), especially for overcoming the problem of seasonality. Research of the market of visitors on all four seasons of the year, held in the border region of high tourism potential – Adjara, is an indirect proof of above said, according to which the aim of 12-13% of the interrogated tourists during the “non-seasonal” period (I and IV quarters / autumn – winter) was gambling, unlike the period, overloaded by the foreign tourists – 7-9% (I and II quarters / spring-summer) (DTRA, 2016), which emphasizes the fact that the contribution of the attracted tourists by the service of casinos operating in hotels is significant in loading hotels, especially during the non-seasonal (autumn-winter) period from the touristic point of view. The contribution of the visitors attracted by the service of casinos operating in the hotels is also very important, which in turn, create preconditions for formation of gambling tourism.

Alongside with the abovementioned effects, the multiplication role of casino business is of no less importance. For example, casinos are mainly providing their permanent and main clients with food and beverages free of charge, by which they are stimulating the local economy by spending considerable sums in local trading centers. Thus, the attraction of visitors by casino business facilitates development of transport, restaurant, communication, financial and other services, as well as upgrading of relevant standards.

Despite the positive impact of the casino business on development of the economy, it is important to identify and systematize the negative effects caused by it in order to avoid the various disproportions and public-social losses. One can underline the following from the negative effects: social losses, effect of substitution, effect of leakage and other concomitant risks. According to the researches carried out abroad in this direction, the public-social losses caused by the gambling business is of non-homogenous nature, namely: addiction to gambling (problem gambling), alienation of the person, growth in health expenditure, accumulation of debt, promotion of criminal background, engagement of vulnerable groups, etc. (Reith, 2006, pp. 42-63). Furthermore, problem gambling is included in the list of American Psychiatric Association as an independent nosological unit (APA, 2018). The effect of substitution implies the potential losses, which occur from losing money by person in gambling, as he could use the mentioned sum for personal consumer expenditures or invest in a relatively stable activity or assets. As for the so-called effect of leakage, it is related to the probability that a person may not spend the sum won in gambling in local economy and carry out its repatriation or take abroad. This case may be characterized within the terms of high activity of non-resident visitors. The possibility of risks associated with money laundering can also be considered as a negative effect of the casino business (especially of its arrangement in system-electronic form), etc.

4. Quantitative Indicators of the Casino Industry

Assessment and analysis of the gambling business segment may be carried out by quantitative indicators along with qualitative ones. The system of quantitative criteria must include all potential indicators, the calculation is carried out by measurable indicators used at different levels of state governance.

As it is known, the role and significance of any sector of the economy of the country can be assessed by specific weight of the additional value in total additional value created by the mentioned sector. Use of this approach in relation to the gambling business did not allow for statistical obviousness due to the fact that, by statistical approach, namely according to the national classifier of the types of economic activities, the gambling business was not considered at the separate sub-sector of the economy (it was included in the sub-section of “other utility, social and personal service rendering”), which unlike the other sectors, complicated the direct measurement of the quantitative contribution of this segment of the business. According to the new version of classification, which is close to the methodological approaches of Eurostat and UNSTAT, gambling business was separated as classification unit (section R – art, entertainment and relax, department 92 – gambling activities), which allows us to measure the individual indicators of gambling business in relation to the overall volume of

business sector, for example, the annual turnover of R-section of 2017, 95% of which comes on gambling (gambling business), amounted to 6 176,6 million GEL, which is 8,6% of the overall turnover of the business sector (GEOSTAT, 2018, p. 133). If we take into account the dominant role of gambling in given sector (6 050,1 million GEL), it turns out that at about 8% of the overall turnover of business sector comes on the very gambling, the leading direction of which is the casino business.

Along with the statistical approach, analysis and assessment of the financial determinants of casino business is of no less importance. Namely, according to the applicable legislation of the country, the gambling companies, in particular, the casinos are paying charges, taxes and fines in favor of the state (central, autonomous republics and local budgets). For example, the sums received in the form of charge for gambling business in 7 major self-governing units amounted 24% of budget revenues in 2014 (TI, p. 8-9). It should be mentioned that the casino business is represented by the highest specific weight in budget revenues generated from casino business. This can be illustrated by the example of self-governing Batumi city, the gambling business charges received from the casinos in the budget of amounted 17 736.7 million GEL in 2016, which is 80% more than overall charges of the gambling business, while the fiscal contribution of the gambling business filled the municipal budget with 17.5% in the same year (BM, 2016, p. 3, 17).

Casino charges are of two types: one-time (annual) and multiple (quarterly). The one-time permit charge is paid by a casino permit seeker company and its amount is differentiated according to territorial signs (basic – 5 million GEL, lowered – 250 thousand and 100 thousand GEL and zero rate – in individual municipalities). The multiple permit charge is paid by the casino according to the gambling tables (from 20 to 40 thousand GEL per table / the local council is determining the amount of charge within the mentioned scope). In case of the salon of slot machines, the slot-club arrangement and slot machine charge is added to the above mentioned charges. As for the tax obligations of casino, as the subject to taxation, it is regulated by the general tax legislation, according to which the casinos are taxed with almost all taxes, except for exceptions. Namely, the tax and permit legislation of Georgia for casino business provides the following benefits: from the obligation of withholding of the income tax at source – in the part of the profit tax received from casino gambling; from value added tax – service providing by means of lottery, gambling and lucrative games, including casino gambling service. From the permit and privileges, release of casinos from casino arrangement permit charge on the territories of hotels of 80 and 100 rooms in separate municipalities during ten years from issuing casino arrangement permit is really worth mentioning. As well as the person, holding the permit for arranging the casino in the capital is exempted from obligation to pay the relevant permit charges for arranging no more than three gambling clubs on any territory of the country. As for the financial sanction, it is paid by casinos in the form of fine in case of unauthorized activity or non-compliance with permit conditions.

It should be also specified: the fact that 75% of casinos are territorially comprised in two major and economically developed cities of the country (Tbilisi and Batumi), underlines that the “geographical” distribution and loading of casinos are mainly conditioned by the following factors rather than the permit-tax privileges or other types of privileges: 1. Location of the gambling business entity; 2. Level of economic activity; 3. Tourism potential adoption level; 4. Well organized logistic infrastructure; 5. Urbanization level; 6. The number of population.

One of the most important quantitative indicators for functioning of casino business is to divide the gamblers into local (resident) and foreign (non-resident) gamblers, which on the one hand, underlines addiction of the local population to similar type of gambling and the peculiar (gambling) interest of the foreign gamblers in given country on the other hand. From this point of view, it should be mentioned that Batumi, the city rich in casinos (in which 50% of casinos are operating), 81% of casino visitors come on the foreign gamblers, while 19% are the local gamblers (MOFEA, 2019). As for the age limit of the person (gambler) allowed to gamble in casino, which is considered as one of the indicators for regulation of casino activities – it is 21 years (in case of the salon of slot machines – 18 years). In this regard, the experience of the world “flag-officer”, such as Macau is quite interesting, where the age limit of gamblers is differentiated and is much higher for local subjects (for their protection) than for non-residents (WCN, 2018).

5. Conclusions

Thus, according to all above mentioned, the state must have the long-term stable vision towards the given segment of business sector, rather than the short-term one, which should be based on creation of the predictable environment for casinos on the one hand and on the other hand, what is more important for its citizens, development of mechanisms for maximal protection of its citizens – the social capital of the country, as well as diversion from gambling. For this purpose, we consider it appropriate to carry out the following measures:

1. Close and crystalline cooperation between the state and the casino sector;
2. The in-depth study of the effects of the casino business (benefits) and anti-effects (risks) by the state;
3. Analysis of the best foreign experiences and practices of casino business operation;
4. Differentiation of age limits of local and foreign players;
5. Introduction of a permit card system based on periodic payments;
6. Study of the expediency of so-called zonal arrangement-layout of casinos;
7. Targeted and reasonable limitation of casino advertising;
8. Strict regulation of online casino games;
9. Formation and management of unified base of casino players (registry);
10. Deepening and improving statistical analysis of casino business.

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

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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; GreimlFuhmann & 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; GreimlFuhmann & 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 interprese. 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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The “Discovery” of Albanians and Their Culture from Western Europe

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Abstract

Although Albanian inhabited areas are almost at the gates of Western Europe, historically, this country's fate, identity and culture were ignored by Western Europe for almost five centuries, a period when Albanian territories existed as the periphery of the imperial Ottoman domination. The incipience of modernity, in the nineteenth century, was the time to restore the attention of Western Romantic Europe to Albanians and their culture, to their particular language, to the multifarious folk art, to the many crafts, the “magnificent” clothing and the archaic customs of this nation, as well as to the geography of the “majestic” and “virgin” landscape, the “impressive” architectural typologies of cities and dwellings. Interest in Albania at that time was related to the awareness (although delayed) that the Western Europe had to regain this Orientalised territory, which previously belonged both administratively and culturally to it. Albania's destiny, to some extent, was linked from its beginnings, to European chancelleries and primarily their political and economic interests, and certainly their cultural interests as well, over this precious “threshold” territory (or “at the border”). The territory inhabited by Albanians was crisscrossed from the beginning of this century and on from all the categories of visitors. The first Europeans who reached the Albanian territories were diplomats, politicians, soldiers, merchants, and simultaneously many exploration anthropologists, historians, linguists, geologists, archaeologists, botanists, poets, painters and even thrill-seeking adventurers. This paper aims to provide evidence on the growing interest shown by Europe to Albania in the XIX century, an interest that will be examined in this case, focusing on its cultural and ethnological components rather than its political element. In particular, attention will be paid to how these foreigners explored and identified the autochthonous characteristics, intertwined with many influences from the foreign Ottoman culture. In the landscape geography, in the typologies of architectural constructions, urban organisation of inhabited centres, in the traditional crafts, traditional costumes and in the overall lifestyle, there aren't represented straight aspects of cultural production and architectural creativity, but idiosyncratic phenomena generated by cultural interferences and a mix of superimposed or layered factors such as in a “palimpsest”, that are all mixed together representing the wealth classified nowadays as the material culture of our nation in that particular historical period, when Albania more than ever was perceived as a “frontier” territory, culturally more “East” and geographically more “West”.

Keywords: Europe, Albania, ideology, orientalism, east, west, material culture, influence, centre-stamp, structure-trace.

Introduction

Some explaining about the terms “Orient” and “Occident”, or “East” and “West”

In the Europe of late XVIII century and beginning of the XIX century, the West “discovered” the East by giving birth to a new branch of science called “Orientalism”. Everything is connected with the travellers, scholars, researchers, but especially of particular importance in these explorations, it was the discovery of the Rosette Stone¹, the translation of Sheherazade's tales “One Thousand Nights”, the translation into English of Omar Khayyam's poems and many other elements of exotic and exhilarant Eastern culture, first contacted by the West, that generated a previously unknown admiration and interest towards this Oriental culture. Likewise the discovery of ancient Mesopotamian and Hittite civilisations, the deciphering of the “cuneiform” script, of the “Epic of Gilgamesh”, the reading of the Egyptian hieroglyphs

¹ The so-called Rosetta Stone was discovered in Egypt in 1799 by the French soldier Pierre-François Bouchard. The orientalist Champollion was the first to decipher the hieroglyphs of this chiselled artefact.

by Champollion¹, etc., would open up to the West a vast and unknown world of miracles and wonders, which encompassed an equally vast space of thought and belief, of exotic, fabulous and peaceful colours, as well as regressive, dogmatic, violent and colonising.

The East, which at the time was defined as the great Anatolian-cantered Ottoman Empire, since the XV century stretched, in addition to other remote territories of Asia and beyond, also in eastern Europe and throughout the Balkans (including all the territories historically inhabited by Albanians). The centre-stamp of the Ottoman power dictated or reflected on these numerous peripheral territories, which were dependent or militarily colonised by it, the same way of organisation of all the components of life, the same economic and cultural superstructure-trace as imposed by the Ottoman centre. As a result, all these territories, though often geographically distant from each other, resembled each other and simultaneously showed diversity, while displaying idiosyncratic phenomena generated by cultural interferences and a mix of overlapping factors. These phenomena appear to be scalable, while being unified in relation to the Ottoman centre model, but varied in their regional typologies, and with pronounced autochthonous features in small, deep and isolated areas.

The term Orientalism seems distant and unrelated to the Western modernity, but it was for sure a culturally conditioned study area of the latter. It was during the Modern Age, after the Industrial Revolution, as new land and sea trade routes opened up, which marked the beginning of the modern colonisation process, a period when many Western study centres, universities, and museums became interested in studying and collecting objects and artefacts from the distant Orient, which especially since the period of Romanticism, had so strongly excited the imagination and desire of Westerners to escape, explore, pursue adventure and discover exoticism, in these geographical and cultural realities almost entirely different from their own.

Western Europe and Eastern Europe, or "Occident" and "Orient", as they were once called, were located opposite each other at that time, not only as two different geographical territorial spaces, but primarily as two different spaces (often contradictory) of ideas, beliefs, religions, cultures, existences, actions, lifestyles, behaviours, mindsets, etc. The main cultural difference between them, without going into too much detail, lies in the fact that the Orient or the East, unlike Occident or the West, did not face such revolutionary experiences as the European Renaissance, though it indirectly or directly influenced its development. The Orient was not exposed, in the XVII century, to the Age of Reason, did not have its Descartes and its theory of "Cogito", of the "I", the thinking subject that precisely existed because of it, neither did Orient have the Atheistic Enlightenment, nor Voltaire and neither Rousseau, nor the popular revolutionary movement nor the beheadings of monarchs, experienced neither the Reign of Terror of Jacobins, nor the Republic, the parliamentarism and constitution, nor the Commune of Paris, nor the 'Capital' of Marx in the nineteenth century. It did not experience the Industrial Revolution and the technological and cultural modernity, the "-isms" in the arts and free life, as they were experienced one by one and strongly by the West. Especially the political culture and history of the Orient differs from that of the West because it has always given little or no space to the individual, the thinking subject, too far from Descartes's "Cogito Ergo Sum".

The Orient stands out, as well, because under the example of the West, but much later, it began its Industrial Revolution later, enjoying behindhand the technological advantages or reflecting later on Western cultural influences.

Due to the pronounced aniconism and many other reasons, on which I will not elaborate further for the moment, the Orient, while it can be proud of its amazing architectural tradition and ornamental decorative art, did not experience any of the periods that the Western art went through, from the ancient Greco-Roman golden age to the many trends of contemporary art. Likewise, the Orient did not experience any of the developments and changes brought to Western culture by philosophy, from ancient pre-Socrates philosophers to the opportunist Derrida and Foucault in the XX century, although until the XII century, the Eastern and Western philosophers followed and were widely involved in philosophical debates between them.

Since, throughout this essay, there is a simultaneous presence in the Albanian cultural tradition of its contacts with the two great cultures, that of the East and the West, we find it appropriate to first clarify that the terms in question have various cultural and ideological content and hues, and their defining function as terms of guiding points in the geographic space, plays only a secondary role in this classification.

¹ Jean-François Champollion (1790-1832) researcher, philologist, orientalist, decipherer of Egyptian hieroglyphs.

Awakening of the Europe's interest on the Balkans and Albania during the Romantic period

"What is this country"? Viola asked herself, looking around, while fascinated but also frightened (one of the main characters of Shakespeare's comedy "Twelfth Night"), as she curiously reached one of Illyria's shores, where she had just found rescue after her ship capsized. Two centuries later, Byron, not a sailor but as a visitor to Albania, in his famous poem "Child Harold", tried to answer the above question himself, showing openly and wholeheartedly (perhaps the first among the famous European artists) his great admiration for the nature of this country and the customs and culture of Albanians.

One of the aims of this essay is to try to highlight the importance of Europe's growing interest in Albanian culture and its situation under the Ottoman rule, to the nineteenth century Albania. The West's interest in Albania during this period was manifested in a number of areas: political, diplomatic, linguistic, archaeological, ethnological, etc., and particularly in exploring and identifying indigenous idiosyncratic features, which were mixed with numerous cultural influences of the invading Ottoman culture.

Starting from centuries ago, many western Europeans (politicians, military, diplomats, bureaucrats of imperial administrations who served here, travellers, traders, wealthy rich men, and outstanding figures of culture and science such as numerous historians, ethnologists, biologists, geologists, or adventurers and artists, romantic poets attracted by the Eastern exoticism, painters, photographers, etc.), have often asked the same question "what is this country?!" when, for various reasons, they reached these waterfronts or high mountains, and were confronted with the natural beauties or the harsh social reality of those times, still stunned sometimes by the almost medieval isolation and backwardness of these territories inhabited by the Albanian population, and at times fascinated by the unusual wealth and diversity of folklore, clothing and material culture in general, created and inherited for centuries and centuries by these indigenous inhabitants.

Many foreigners visited the Balkans throughout the XIX century, inspired by the fashion of the "Gran Tour", which was a predecessor of the later elite European tourism. Albania also became part of this exotic exploration route, at that time a forgotten place (as part of the periphery of the expansive Ottoman empire), almost unknown to them. The aforementioned people visited our country in search of different opportunities and interests, of new emotions and information, a phenomenon well known in the XIX century, inspired by the atmosphere of romanticism and progress in general, underpinned by technological modernisation of the communication, and the increase of the exploratory and commercial travelling, increased interest to know and study, and also to benefit from these new territories.

The foreigners are the source of much of the information we have today about our country's past. Numerous travellers and scholars, who travelled through Albania over the years, wrote papers and documented data of great interest to us today. During this period, Albania was in the eye of the European foreign policy, of the foreign diplomats, historians, but especially to the anthropologists, photographers and painters, involved in some kind of trend towards the "anthropology of preservation" (which was interested in studying or preserving in archives and museums traditional cultures that were significantly changing as a result of contact with modernity) institutionalised "the memory on people" as an important phenomenon of modernity.

Verbal evidence of that urban geography and social and cultural typologies of that period, newly "discovered" by some Europeans of the time, is found in many descriptions of these foreigners who crossed or stayed in Albania at that time, as was the case with the English historian E. Gibbon (1787), of the French Consul at Ioannina, Puccell (1829), of the French geologist A. Boue (1840), of the French diplomat H. Hecquard (1858), of the Austrian anthropologist, J.G. von Hahn (1863), of the English geographer, Tozer (1869), French scholar, L. Hugonnet (1886), etc.

On this study approach of the European cultural circles towards the unknown or little-known cultures (such as the Albanian culture, and the interest on it as a cultural territory, ancient as well as medieval Ottoman), Robert Elsie, an albanologist and anthropologist, writes: "*Since the XIX century, the Highland of Northern Albania, accessible only with great difficulty on mule trails, and the particular tribal culture of its inhabitants, had fascinated foreign travellers. The first stories told by courageous explorers and travellers, including women, amazed the European public of the time. Among these travellers of the late XIX and early XX centuries, who arrived in this enigmatic area, are French baron Alexander Dogran, Austrian-Hungarian diplomat Teodor Ipen, Ernesto Kozzi a missionary from Tyrol, Austrian engineer Karl Steinmec and the well-known Austro-Hungarian Albanologist Baron Franc Nopcsa, Marin Bizi, Hahn, Holger Pedersen, Italian botanist Antonio Baldacci, Georg Stadmueller, etc., which are just some of the prominent names*".

Of significant value, as visual information, are the works of numerous painters who elaborated Albanian motives, among them, the most numerous and perhaps, the most truthful, those of the English painter Edward Lear (Edward Lear 1812-

1888). The rich creativity of this renowned painter, painted during his journey to Albania between 1848-1849, is as much artistic, as well as documentary and of great value, as the most complete visual documentation of the atmosphere of the time, of the nature, the rural or residential landscape, the Albanian clothing and architecture, all of which were characterised mainly by the spirit and phenomena of a strong Eastern oriental influence.

In the mean time, in 1856, the "magic" of modern photography arrived in Albania, brought from the West by the Italian Pietro Marubbi. The photographic documentation of the landscape, environment and characters of the time by Austro-Hungarian Josef Szeleky belongs almost to the same period.

But Pietro Marubbi, this foreigner from the West would stay in Albania forever, and soon become a very important and unique figure of the Albanian culture, generously establishing the legacy of the Marubi dynasty.

These many foreigners coming from the West to the Albanian land for various missions and purposes, would document one after another, and in parallel, for nearly a century, the Albanian history, culture and society as they evolved, throughout the most important historical period of Albania, that of the XIX century, when the Ottoman Empire was coming to an end in the Balkans. But Albania would wait the beginning of the next century to say goodbye to its long association with the East, when with the victory of independence in 1912, this country and this culture would now be wholly oriented towards the West, so much missed and long desired by the Albanians.

The following three sections of the this essay will focus exactly on this period of the XIX century and the cultural phenomena we encounter along it, as well as on some European artists, in particular two of the most prominent figures, London painter Edward Lear and Piacenza born photographer Pietro Marubbi, who came from the modern West to an oriental Albania, and become an important part of the visual documentation of our culture.

Evidence of the growing interest of some European artists in the material culture of Albanians

Albania, as the Europeans called this vast territory, inhabited by an indigenous population, descendant of the early Illyrians, was defined by its geographical position as the most western corner of the Orientalised Balkan Peninsula, but also as a connecting "gateway" closest to the Western world in the Apennines Peninsula. Foreign travellers started to enter this country, the farthest and most unknown of the continent for the time, which English historian Edward Gibbon (Edward Gibbon 1737-1794)¹ described as "*a country within sight of Italy less known than the interior of America*" (Gibbon 1787).

At that time (the beginning of the nineteenth century and throughout) many European artists undertook trips to get acquainted with the Oriental culture, including the Albanian one, thus becoming part of Orientalism, this cultural and anthropological study trend focusing on these Eastern cultures (while being autochthonous, they were influenced by their long colonisation from the Ottoman Empire), and who made them extensively subject of many of their works (figs.1 and 2).

One of the European painters, known as the founder of Orientalism in the West, is the French Alexandre-Gabriel Decamp (1803 – 1860). Born in Paris, the young man travelled a lot in the East, exploring Oriental cultures, but also painting it. Decamps was one of the founders of the discipline of Orientalism in the West, having exhibited works on subjects of Oriental life in many exhibitions in Paris. He was one of the first European painters to present in his works the true nature of Oriental culture, since he had direct and constant contacts with this culture. During his trips, he created numerous art works inspired by this culture, including the Albanians, their clothing, traditions and customs, environment and the physiognomy of this cultural ethnicity. "Albanian Soldier in Turkish Dress", "Albanian Family in Turkey", "One Albanian and one Turk", "Albanian Dancers" (fig. 3) and "Albanian Fight" (fig. 4) are some of these art works produced in 1830s. Its subjects and rich ethnographic style, combining the intense contrast of the diversity of materials and clothing decorations, as delicate, transparent and light in some parts, as well as complex and heavy in decorations in others, became reference point to painters of the time. He was the most influential painter to other authors dealing with Oriental subjects, though his painting style typically belongs to French romanticism.

Other western artists in search of new emotions travelled to Albania, mainly entering through Greece to the southeast part of our country, i.e. to Ioannina, Kastoria, Bitola, Struga, and Ohrid and further down to the Albanian territories, where Ali Pasha Tepelena ruled at that time. The Albanian "rebel" Ali Pasha, through diplomacy, as well as terror and shrewdness, seized from the 'jurisdiction' of the Ottoman "High Gate", a part of the imperial territory, called the "Pashalic of Ioannina", a

¹ Edward Gibbon (1737-1794), English historian, author of "The History of the fall the Roman Empire", Strahan & Cadell, London, 1787.

large Albanian area inhabited by the Albanians (Ushtelenca 1983).¹ The "Rebellion of Ali Pasha of Tepelena" had a great impact and influenced the expansion of the revolts against the Ottoman occupation to the other Balkan people, and particularly influenced the outbreak of the Greek Revolution of 1814, which brought the independence of neighbouring Greece.

Amid years 1822 and 1825, three albums of paintings and illustrations on Albania were published in London, Paris and Rome. Unlike previous paintings and drawings of Albanian character, which treated elements of the everyday life or historical themes, these albums featured only images of people in national costumes. Through these paintings, the Europeans became better acquainted with the Albanian world, discovering the manner and style of the men and women of this remote Balkan country in the XX century. Some of these original illustrative and / or exemplary images of festive costumes and everyday clothes of Albanians of that time were exhibited in various European cultural salons or venues. Through the lithographs of the album entitled "Selected Costumes from Albania and Greece", J. Cartwright (Koçollari 2011) published in London in 1822, presented the first "catwalk" with the Albanian clothing, in Europe.² Various types of costumes, with all their accessories, were shown from several regions of the country, especially from the southern part. The other two albums, presenting a larger number of images, and numerous people shown in traditional costumes, complemented the information on the wide range of Albanian fashion, at the beginning of the XX century. At this time, the painting "Byron in Albanian costume" was just created, and that influenced the artistic environment for many years. But if that painting was painted at the studio of the painter Thomas Phillips' in London, and presented a non-specific but customised Albanian costume, the lithographs and water-colour paintings published in the albums mentioned above, were painted directly in their natural environment, precisely in those lands and places where Albanians lived and who wore their own real clothing. The Europeans of this time were able to increasingly admire a full and true range of models from the variety of Albanian costumes and appreciate the richness of their endless shapes, colours and especially ornamentation.

Out of specific research and studies on European painting of the XX century, with subjects from the Oriental Albania, it is noted that some renowned painters, unable to travel to Albanian lands, borrowed figures from the published albums (which we mentioned above), reproducing them almost unchanged in their paintings. Among the first, and the most important one referring to these paintings, was Delacroix (Eugene Delacroix), the leading light of French romanticism.

In the 1920s, the painter and collector Robert Ogyst, along with his precious collection of clothing and artefacts from Albania and other Eastern countries, settled in Fontainbleau, where, among the most renowned artists of the time, painters like Camille Corot, Alexandre Decamps and Ary Scheffer created their masterpieces. It was during this period that the paintings "Albanian Dancers", "Albanian Woman with Children", "Albanian Captain", "Albanian Merchant" (by A. Decamps), "Albanian and Haideja" (by C. Corot), "Suli Women" (By A. Scheffer), were produced, as well as some other works, where the characters are all in characteristic Albanian costumes of the time. In the case of the painter Delacroix, his several paintings with the same theme created during this period, makes more credible the existence of Albanian costumes as stage clothes in the studios of these artists. The so-called "Monsieur August" had just returned from trips to Albania, Greece and Egypt, bringing costumes, weapons, ornaments and other objects from these countries to Paris. Apparently Delacroix borrowed some of them, drawing them in detail (figs. 5 and 6), making notes of the colours and composition of their textiles. During the careful study of these dresses, the prominent painter was equally interested in the areas they belonged to, as well as the name of the Albanian provinces. He even commented on the originality of the dress from Mirdita region and especially the fustanella costume of Gjirokastra.

Amongst the Albanian dresses of the time, visually depicted both by Delacroix and also by many other painters, there are noted the common elements of the early native or Balkan costume tradition, adapted or mixed with motifs and patterns from the later Oriental culture. The most common element in men's clothing is the white, long and multi-pleated fustanella, widely known as the garment, used centuries before the Ottoman occupation, by a large population living in the Albanian territories lying in the Balkans. The Albanian fustanella, which was highly favoured among the Balkan populations themselves, was imitated by many other people still further afar. (fig. 7. a, b). The spread of the fustanella, of this national dress of Albanians, among other neighbouring populations, such as by the Greeks, and the Turks, as well, comes to us

¹ Ferid Hudhri: cituar I. Ushtelenca, *Diplomacy e Ali Pashë Tepelena*, Tiranë, 1983, f. 23.

² J. Cartwright having the rank of colonel, was commander of the British garrison of Parga in 1817. But he is also known as a painter who has created paintings, landscapes and portraits from Albania in the early XX century. - Irakli Koçollari, *Unknown papers about foreign painters in the Ioannina Pashallek*, Art studies. Centre for Albanological Studies, Institute of Cultural Anthropology and Art Studies, Science, Tiranë, p. 213.

through the testimony of historians of the time. British historian George Finlay, on a journey throughout the Ottoman Empire, including Albania, Macedonia, Greece, etc., observed that Albanians' clothing and customs were especially valued and imitated by other neighbouring peoples, or even further. He says "... even the Turks, who have always influenced with their military tastes and customs, became imitators of the Albanians." Speaking about the great role and importance of some elements of Albanian dress for the time, he mentions: "A trifling but striking mark of the high position which the Albanians had gained was exhibited by the general adoption of their dress. ... It became then not uncommon, in Greece and Macedonia, to see the children of the proudest Osmanlees dressed in the fustinello, or white kilt of the Tosks. ... even young Greeks of rank ventured to assume this dress, particularly when travelling, as it afforded them an opportunity of wearing arms".¹ (Finlay 1817 p.39)

Several foreign travellers in the XVIII-XIX centuries noted that the bodyguards of the princely courts of Moldova and Wallachia were dressed with this costume. Also Major William Martin Leak, representative of England at Ioannina, who had the opportunity before Byron to visit these areas, wrote as early as 1805 that: "The Albanian dress is daily becoming more customary, both in Morea and in the rest of Greece: in the later, from the great increase of Albanian power. ... The dress is lighter and more manageable than the Turkish or Greek."² (Leak 1830 p.209-210)

Meanwhile, apart from the particular ethnographic elements of the clothes or costumes, in general the whole culture, history, landscape and lifestyle of the Albanians were of interest to foreigners at this time, and not only to the genre of painting but also to other expressions of art.

"... while it was forgotten by states and their chancelleries, Albania was not forgotten by European literature and art. Byron, Vivaldi, Delacroix and dozens of well-known writers, composers and painters continued to search and find unrepeatable motifs in the drama, sounds and colours of this country [...] with dozens of painters travelling around Albania and taking with them, to revive latter in canvas, the complex colours and faces of nature and of the Albanians. Others who, for various reasons, could not come physically, came with their minds and imaginations, borrowed Albanian costumes from colleagues, hurried to their studios and there, with the help of unforgettable colours, based on what they had heard and on intuition which characterises the real artists, created paintings of undisputable value. Kamil Koro's "The Albanian" and the "Haideja" are published in many albums that collect the masterpieces of world painting. Alexander Dekasa's "Albanian Dancers" is considered the most beautiful painting of the Brest Museum [...] and so one after the other, the paintings and drawings by Ari Scheffer, Leon Jerome, Nicholas Pusen, Carlo Krivel and others, are a complex and valuable artistic evidence, an act of love for the Albanians and Albania", writes renowned writer Ismail Kadare in the preface to the 1987 edition of the book "Albania and Albanians in the Works of Foreign Painters" written by researcher and art historian Ferid Hudhri.

Paintings, portraits and engravings, as well as works of other genres of art, are dedicated to Albania and Albanians. Besides the painters, prominent figures in world literature are associated with Albanian-themed works. At the forefront stands the poet George Byron who is also "baptised" as the discoverer of the "Albanian theme". Many masters of painting, to appreciate his interest in dealing with the Albanian theme, have immortalised him in several artworks wearing Albanian national costume. He (Lord Byron) visited Greece³ in the early 1800s and on the voyage to the north-west he visited the Pashalic of Ioannina, where he was received with special honours as a friend of Ali Pasha Tepelena.

The Pasha of Ioannina had attracted the attention of foreigners at that time, since he was opposing the Ottoman "High Gate", had cut off from its dependence by fighting a war against the Ottoman Empire, but also challenging the Great Western Powers over the southern Balkans. During the years of his reign, many visitors came to the Great Pashalic of the South (Koçollari 2011), including many foreign painters, who, besides depicting exotic Albanian nature and drawing varied costumes and scenes from Oriental daily life, also painted many portraits of Ali himself (fig. 8).⁴ (Koçollari 2011)

¹ George Finlay, A history of Greece, volume VI, Macmillan and Co, London, 1817. f. 39.

² William Martin Leak, Travel in the Morea, volume I, London, 1830, f. 209-210.

³ The publication of the "Ali Pasha Tepelena Archive" provides information on visits of various personalities in pashalaks, from kings, nobles, writers, monks, scholars, scientists, painters from various countries of Europe, such as Italian, German, Swedish, Danish, French, English, etc. - Irakli Koçollari, Unknown Documents about Foreign Painters in Ioannina Pashalik, Art Studies. Center for Albanological Studies, Institute of Cultural Anthropology and Art Studies, Science, Tirana, 2011, p. 213

⁴ Colonel J. Cartwright was commander of the British Parga garrison in 1817. But he is also known as a painter. He is also known for the friendships and interests that connect him with the pasha of Ali Tepelena, whom he has painted during one of his many visits to Ali's

"... we think that the extensive treatment of Albanian subjects in works of art was also fuelled by the fact that the Pasha of Ioannina was very sympathetic to art and science. His court was openly discussing artistic, historical, literary and scientific issues. In 1814 he also allowed theatrical performances, making his Pashalic the first place to enjoy the right to this kind of art among all the countries ruled by the Ottoman Empire."¹ (Hudhri 1987 p.3)

In addition to painting historical themes from the resistance of the Albanian people to the invaders or those with exotic and costume subjects, foreign painters, impressed by the magnificent views of an untouched nature, both epic and lyrical, immortalised the beauty of the Albanian nature of that time in artworks.

The work of English painter Edward Lear on Albania

Documentary authenticity of Lear's artwork, its romantic as well as realistic spirit

Many of the foreign artists, who while passing through Albania, treated the genre of landscape painting, providing us with wonderful works displaying the diverse Albanian nature, mostly wrapped in a romantic to idyllic cloak. One of the most famous painters who pursued this artistic genre is Edward Lear (1812-1888). He came from England, which with France were the most developed art centres of the late XVIII and XIX centuries.² (Gombrich 1995) The impact or influences of the artistic and intellectual atmosphere of that time, but in particular that of certain artists, such as Thomas Gainsborough (1727-1788), J.M.W. Turner (1775-1851), John Constable (1778-1837), Eugene Delacroix (1798-1863), Jean-Baptiste Camille Corot (1796-1875), etc., will be noted both in the shape and spirit of this author's work in general, as well as in the landscapes of 1848-49 with subjects from lands inhabited by Albanians at that time. This English poet and painter, well known for his time, was not the first artist, but he may have been the only one who completed a full trip across Albania at that time. The British ambassador to the Ottoman capital managed to procure for him a travel permit to these areas of the empire, described as "wild". His travel diary, published in 1851 entitled "The Diary of a Landscape Painter in Albania" is a book of wonderful descriptions. (Hudhri 1987)

Eduard Lear's journey to Albania dates between 1848 and 1849. During this period of intense and highly inspired creativity, he created over a hundred works, mostly landscape paintings with the technique of pencil and monochrome sepia ink, watercolour or lithographic print colours. In his travel notes, he will say with exultation: "*It was difficult to turn away from this magnificent mountain view — from these chosen nooks and corners of a beautiful world — from sights of which no painter-soul can ever weary*". (Lear 1851)

Judging by his interest of moving around, leaving or escaping from an important centre (as developed but also as conservative in all directions, including those moral, cultural and artistic) such as England of the XIX century, toward other organic or "uncivilised" cultures, Lear resembles or recalls to us, many intellectuals and artists with an adventurous spirit who undertook such initiatives, similar to that of his compatriot, the prominent poet and intellectual Lord Byron in his famous travels in Italy, Greece, Albania or even the famous romantic painter, the French Delacroix, with his "escapes" in Algeria and Morocco. So Lear was an experimental artist, one of the most emancipated of his time, seeking to lead a free and unprejudiced life. He sincerely embraced the Romantic Movement and managed to escape the social norms of the conservative society of that time and outdated rules of art, liberating the experiences of his free, adventurous and artistic soul at the same time.

baths in Ioannina. - Irakli Koçollari, Unknown Documents about Foreign Painters in Ioannina Pashalik, Art Studies. Center for Albanological Studies, Institute of Cultural Anthropology and Art Studies, Science, Tirana, 2011, p. 220.

¹ Ferid Hudhri, Albania and Albanians in the Works of Foreign Painters, US 8 November, Tirana 1987, p. 3.

² E.H. Gombrich, The Story of Art, Phaidon Press Limited, 1995, p. 476. The Modern Age as the Age of Reason had begun with the French Revolution of 1789 for Europe. Just as this great revolution is rooted in human reason, so are the changes in the conceptions of time for Art. The first change concerned the painter's attitude to what is called "style". In the art scene of the time there were changes regarding the release of the artist's dependence on the artist by the order of the artistic product, according to the conditional preferences of the latter. Artists feel free and open to choose the subject of everything, anything that really awakens their imagination and arouses their interest, such as historical or biblical themes or of free imagination and dreamy visions, but as well as those that depicted ordinary people's lives or mere depictions of nature. Among the genres of painting, which benefited from this new freedom of choice of reflective subject, was the landscape, which until then was seen as a minor branch of art. This distinction was changed by the romantic spirit of the late 18th and early 19th centuries, when many renowned romantic painters elevated the dignity of the genre, treating it extensively in their creativity.

The landscape paintings of Lear demonstrate that they pursue a romantic or exotic direction, known in early nineteenth-century art history and represented by many artists, well known in the period they lived but equally valued today. Lear seems to know well the landscape genre and the more prominent painters who pursued this genre before him (several of whom we mentioned above) or the contemporary painters, who were following this genre as an important part of their artistic production.

From the conceptual point of view, most of his landscapes are thought to be sensory perceptions and experiences derived directly from nature, completely free of the need to be scrupulous, stocktaking, or mediocre imitations of their subject. No effort was made to hide the used processes and tools, on the contrary, those were openly declared, such as the very expressive execution of human gesture, as well as the rich technique or texture of the materials used, characteristics which are distinctive to several of the most famous romantic and realist painters as well, of that time, especially in their artworks depicting nature, painted using the drawing, watercolour or oil techniques.

The works of painter Eduard Lear transmit to us artistic images of Albania's urban landscape of the XIX century, and thanks to their truthfulness, they simultaneously inform us precisely on many objects of our early and modern construction culture. Among the many other material culture evidences, the landscapes of Lear show urban and architectural traces or layers, starting from the early to the modern civilisation, from the bright Arbëria period before the Ottoman conquest (XII-XIV centuries), that of occupation of the settlements, and simultaneously of their demolition and suffocation (XV-XVI century), or the phenomena that followed the normalisation of urban life in the XVII-XIX century, but now with a new Oriental typology, influenced and forced by culture of the Ottoman occupier. Some of these residential centres, such as Durrës, Vlorë, Berat, Shkodra, arrived in the XX century from a bright past in their development that started in the XII century and reached its flourishing peak in the XIV century (the time of Arbëri's principality).

Many of lithographs presenting our cities with mixtures and layers of medieval and oriental architectural features, such as Shkodra, Durrës, Krujë, Gjirokastra, Berat, have in their centres medieval castles and characteristic residential neighbourhoods that "hang" down to the foothills at the stone bridges with their arches connecting the surrounding shores (fig. 9 and fig. 10).

While in other lithographs, with views of Vlorë, Elbasan, Tirana, Ohrid, etc., the construction typology is somewhat of latter period, typically oriental, more expansive and with drawings of mosques, bridges, roads and houses scattered more straight-lined and horizontally (figs. 11, 12, 13, 14, 15). Greenery is particularly present as an element in all Lear's landscapes, which seems very present and really lashing in the Albanian nature at that time.¹ (Hurdhi 1987)

With the subsequent Ottoman occupation lasting five centuries (XV-XX), the objects of the Muslim religion, mainly mosques, became decisive in the birth of new city centres. They were built in the most active urban area, near the markets and other important public buildings.

"Tirana is striking, first and foremost, with its elegant and ornamented mosques, which give an unprecedented attractive appearance to the sanctuaries of these lands." Lear wrote in his diary of drawings and notes of "Travel to Albania" during 1848, published in London in 1851 under the title: "Journals of a Landscape Painter in Albania."² (Lear 1851). There are many works of this author created directly in nature, which besides the mastery of the artistic organisation and the virtuosity and skill of the pictorial gesture, inform us at length with their authenticity, of the faithfulness held by this author to the multifaceted relief of the landscape, to the rich architectural typology and numerous variations of clothing and social phenomena of the time. (Comparison of some of these Lear's paintings with photos of the same subjects made later by other authors, demonstrates Lear's approach to his work. He sketched directly in nature and was interested in both artistic perfection and work, as well as with the authenticity of the description of the architectural, landscape and ethnographic subjects, as well as the spirit or atmosphere of the time that enwrapped them).

At the beginning of the XIX century, the largest Albanian cities were Shkodra in the north and Ioannina in the south. They each numbered over 30,000 inhabitants, and had intensified their development since the end of the XVIII century, becoming the centres of two biggest provinces (pashalics): Shkodra and Bushatli pashalic and Ioannina and pashalic of Ali Pasha

¹ Ferid Hudhri, Shqipëria dhe shqiptarët në veprat e piktorëve të huaj (Albania and Albanians in the works of foreign painters), SHB 8 Nëntori, Tiranë 1987, f. 102

² Edward Lear, Journals of a Landscape Painter in Albania, London, 1851.

Tepelena. The first decades of this period relate to the degradation of feudal order and the beginnings of new capitalist relations connected to production and commerce.

Verbal evidence on these urban typologies and evolutions of that time can be found in many descriptions of travellers, historians or foreign diplomats, who travelled through or stayed in Albania. However, the numerous works of foreign painters are of great value as visual information. The artworks of English painter Edward Lear, in this regard, are distinguished as some of the most truthful and complete ones.

The "magic" of the modern medium of Photography arrived in Albania in the middle of the XIX century, as a precious "gift" from the West

As mentioned in the introduction above, at the beginning of the XIX century, the Albanian lands and their inhabitants increasingly attracted the attention of Europe and were visited by many European intellectuals. When German geologist Ami Boue (1794-1881) in 1842 gave to Europeans with his work "La Turquie d'Europe" descriptions of stunning views of nature and the beautiful features of the Albanian race, he did not have the opportunity to really or visually illustrate these impressions.¹ (Elsie 2000) The work of painter Edward Lear of 1848-89 with subjects from Albania is perhaps the most complete and true visual documentation of Albanian culture until the mid XIX century. But despite its rich information and its truthfulness, Lear's pictorial work is nonetheless artistic, wrapped in the artist's creative subjectivity, and even more so in the case of this artist, who dressed his subjects and the general miljø with a romantic and at times idyllic veil. The complete and true discovery or better to say the real documentation of Albania will start with the beginning of the Age of Photography.

The technique of "writing images with light", as the photography was rightly called in its beginnings, came to Albania in 1856 as a precious gift from the West, only a few years after Europe itself had invented and recognised this "miracle" of art and science (about twenty years after its simultaneous invention by W.F. Talbot in England and Daguer in France, around the 1830s).

While we would consider Lear's rich pictorial work as the first complete (although subjective) artistic documentation of the Albanian landscape of the XX century, the first true and complete documentation (in terms of technical and objective evidence) without a doubt, is the invaluable wealth of photographic work of the Marubi dynasty of Shkodra, whose activity started only a few years after the middle of the XIX century, and extended uninterrupted over a hundred years, until the middle of the XX century.

The first of the Marubbi's, or the founder of the dynasty, was Pietro Marubbi (1834-1903), an Italian from Piacenza, who was persecuted politically in Italy as a "garibaldist", and who came in the XIX century to reside in Albania, in the city of Shkodra, establishing in 1856, in Shkodra, the first photographic studio in our country, and even in the Balkans, originally called "Studio Marubbi", and later to be known as "Marubbi light-writing".

"The city had openheartedly welcomed a magician, who inflamed some dust and liquids, and then handed to you a piece of thick paper where there were you exactly," wrote the chronicles of the time for Marubbi's sudden appearance and magical process of photography in Albania.²

¹ According to Robert Elsie, noted by Bajram Peçi in <http://gazeta-shqip.com>

² National Photo Gallery "Marubi", Njerz në Za e sende të kujdesshme (Renowned People and precious objects), album, 2012 edition, Shkodra, p. 16.

This foreigner from the West, with a unique personality, would soon become a true Albanian thanks to his work, behaviour and generosity, even would be called "*Peter Marubi, a Shkodra citizen among Shkodra citizens*", who is mainly known for documenting historical and other events, as well as popular figures of the time. From this outstanding author of photography, and thanks to his "light-writing" that we inherited as an invaluable asset, especially the scholars have the opportunity to examine Albania's rare historical, cultural and social moments through the second half of the XIX century, generally characterised by the features of a "closed society".

The dichotomy between the technical evolution of Western modernity of that time and the Albanian oriental heritage is very evident in the subjects of photography at that time. The Marubi studio with its many "light-writing" would document this cultural dichotomy perhaps more than anyone else.

The earliest photography, and at the same time the first in the history of Albanian photography, is thought to date back to 1858, and depicts an imposing man in national dress and holding a traditional weapon of the time. That will be followed by an abundant production of photographic works, showing us the daily life, almost extinct nowadays, a reality that had started to fluctuate culturally more and more between East and West, the development of citizenship, the rural life, or even the penetration of technological modernity in these areas, the most remote of the Balkans.

The introduction of the camera, a modern and a fascinating innovation for the Albanian citizens of that time, contributed to the change of relations between the social strata, while especially, testifies the tension between the technological and the cultural civilisation of Albania at that time. An example of this is the photo, done in the Marubi studio, of the Shkodra women with covered faces (fig. 16, a and b).

The clear dichotomy between the different mind-sets that coexist in such a photo image is truly impressive. The temptation and magic of the idea to leave a trace of personal existence on a silver-plated tile, using that modern technology of the time, encounters the inability to transcend the un-appealed rule of the conservative Oriental tradition, i.e. that the women should cover the face in the presence of a stranger. The picture of a woman posing with a covered face demonstrates such a tension. Photographs on this occasion convey not so much the resemblance or physical image of the subject, but more the mental image of these women as well as that of the conservative society itself at the time.

Thanks to this artist and its photography, which came as precious "gifts" of the civilised west to the Oriental Albania of that time, we have today a documented testimony of the first urban and landscape images of Albania at that time (fig. 17, a and b) although the number of these photos is smaller than those documenting other subjects, such as historical events, human events and rites of passages, especially the real people dressed in traditional costumes (fig. 18).

Whereas the dresses of people of the urban suburbs, of the villages and especially of the deep highlands reached the XIX century, preserving much of their early tradition (such as in the case of women's xhubleta, a typical and very old dress used only by the Albanians) or had undergone a limited evolution within their type and style (fig. 19), the traditional urban outfit of this time, while being moderate, presented a wealth of foreign layers and elements, especially of oriental culture. Men's hats and felt caps and the scarves held around women's faces, wide "brenavek" or "brekushe" pants, which were worn by men and women depending on the cloth cut and decorations, men's vests and traditional "xhamadan", women's xhubleta and jackets, etc., have borrowed sometimes the cut and sometimes the form of Oriental clothes of the time (fig. 20).

In fig. 20, it is shown a couple of wealthy citizens from the city of Shkodra, and in the man's clothing, who belongs to the Catholic religion, we clearly see clothing pieces that came as Oriental influences, especially the silk panties or the tail-hat (called "festanuz"), as it came from Tunisia and was widespread in all the Balkan cities at that time).

Conclusions

In conclusion, we can say that:

The foreigners are the source of most of the information we have today about our country's past.

If compared, the documentary as well as the artistic works of this period, produced by numerous foreign authors (but in particular two prominent figures, the London painter Eduard Lear and Piacenza born photographer Pietro Marubbi, who came from the moderate West to the oriental Albania and became an important part of the visual documentation of our culture), often complement each other, match and are interconnected among themselves, thus providing us with accurate evidence, demonstrating the presence of material culture and showing the general and specific features of that material culture, conveying in a material form the face of that cultural reality that marked the XIX century Albania, characterised mainly by Eastern oriental influences and phenomena.

As the first most complete artistic documentation of the Albanian landscape of the XX century, we would consider the rich paintings of Lear, while as the first true and complete documentation (in terms of technical and objective evidence) we have the invaluable wealth of photographic work of the Marubi dynasty of Shkodra.

From these visual evidences of that time, and especially in the landscape geography, in the typologies of the architectural constructions, urban organisation of residential areas, traditional clothing and the overall daily life, there are displayed idiosyncratic aspects and phenomena generated by significant interferences of the invading Ottoman culture and regional inter-Balkan exchanges with our indigenous culture inherited from an ancient past.

Until the end of the XIX century Albania would be defined as a "on edge" territory, culturally more "East" and geographically more "West".

The cultural interests and investments of some European intellectuals of that time for Albania, were most fortunate for our history, especially for our cultural heritage, its documentation through the unique writings and images, and make this material documentation increasingly more important, at a time when we witness the physical disappearance of the references.

At the end of this essay, while interpreting metaphorically the ancient myth of Prometheus, brought back by Plato's, the father of philosophy, we can say that the myth can serve well to illustrate the cultural relations of the Albanians with the Orient and Occident.

In donating the *technologies*(which, like the ancient Greeks yesterday and we today are defining as the survival skills to produce objects using work tools), the Orient, like Epimatreus, "forgot" the Albanians, failing to provide to them any of the achievements of the Industrial Revolution, for the simple reason that Orient himself benefited these much later from the West. But while the Orient contributed to Albania's backwardness and violently framed it as a "closed" society, keeping it away from the contemporary Western developments, for about five centuries, the West has played for us Albanians the role of Prometheus, this donor of the "light" of civilisation, this donor of technology, of visual documentation, of material development, of improving our livelihoods, of cultural emancipation, of the presence of modernity, guiding us towards of an "open" society. This long-time denied reality would only be possible for Albanians in the first half of the 20th century, thanks to national efforts and the support of Western Europe.

Figures



Fig. 1. Jean Baptiste Vanmour, "An Albania woman".



Fig. 2. Camille Corot, "The Albanian"



Fig. 3. and 4. Alexandre-Gabriel Decamp, "Albanian dancers" and "Albanian Fight", works accomplished circa the 1830's.



Fig. 5 and 6. Delacroix art works created circa 1830's, for an Albanian knight figure dressed in fustanella and for an Albanian folk dancer



Fig. 7. Illustrations of contemporary clothing where many elements are borrowed from Albanian clothing, especially fustanella

a) Greek guard in fustanella.

b) Turkish guard in fustanella.



Fig. 8. Portrait of "Ali Pasha" and "Soldier dressed with fustanella" painted by J. Cartwright circa the 1810-20's



Fig. 9. Edward Lear, "Castle of Kruja", - 1848



Fig. 10. Edward Lear, "Castle of Berat", - 1848.



Fig. 11. Edward Lear, "Tirana", - 1848



Fig. 12. Edward Lear, "Ohri", - 1848

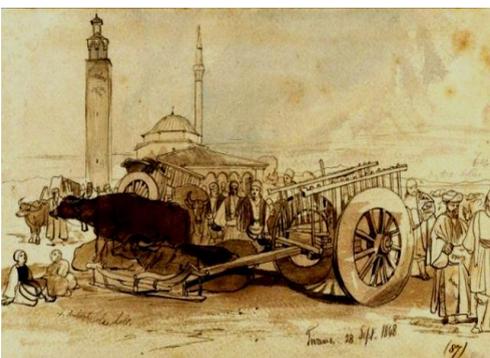


Fig. 13. Edward Lear, "The market place of Tirana", - 1848



Fig. 14. Edward Lear, “Shkodra (Scutari) in northern Albania, with a view of the fortress and the old Bahçellëk (Gardens) Bridge (1768-1880) over the Drin River, 4 October 1848.



Fig. 15. Edward Lear, “Aquadust and Castle of Gjirokastra”, - 1848



Fig. 16, a and b. Photo “Marubi” Studio, “Covered Catholic Women”, photo circa the 1900’s.



Fig.17. Photo "Marubi" Studio, circa 1900's."



Fig. 18. Photo "Marubi" Studio, circa 1900's



Fig. 19. "Highland Couple from the North Area" and Fig. 20. "A couple of citizens from Shkodra".

Photo "Marubi" Studio, circa 1900's

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Cognitive Behavioral Therapy on Quality of Life of Cancer Patients and Their Caregivers

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Abstract

Cancer as a disease and therapies administered for its treatment indicate that patients undergo major trauma, different from one person to another, and these individuals react differently. The purpose of this study is to assess the impact of the patient's caregivers on a serious surgical illness, on the effectiveness of psychological treatment and the provision of necessary support. The study was conducted in the period 2015-2016 at the Department of Neuro-Oncology of the University Hospital Center "Mother Theresa" in Tirana. Comparative methodology has been used - individual intervention with involvement in the group. Presentation on case, case recording by physician, meeting and receiving information from family members were initial steps of the study. Three preoperative meetings with the patient were conducted and two with family members. 7-15 therapeutic sessions took place after surgery and 2-5 sessions as outpatient and the responsible caregiver. Psychotherapy sessions during the hospitalization were performed depending on the condition of the patient almost every day, 55 minutes - 1 hour, while after leaving the hospital 1-2 once a year as long as it was deemed necessary. The study involved 120 hospitalized patients with cerebrovascular disease divided into two groups. Group I - 60 patients performed individual therapy; Group II - 60 patients performed individual therapy and counseling sessions were provided for their family members (caregivers) (n = 60). The instruments used in the study are: Questionnaire on the level of, Depression, Anxiety and Stress - the Albanian version, and two questionnaires on the quality of life of a patient with cancer and the caregiver as recommended by the European cancer research and treatment organization. The implementation of such an intervention means the creation of a multi-disciplinary and interdisciplinary approach in order to address the ill person in its entirety and thus to meet his / her needs.

Keywords: cognitive, behavioral, therapy, quality, life, cancer patients, caregivers

Introduction

The diagnosis and treatment of a brain or spinal cord tumor can have a huge impact on the lives of patients and their families. The treatment and expected outcome depend heavily on the tumor type, molecular markers, tumor grade, and location. Treatment generally consists of surgical intervention, radiotherapy, chemotherapy, or a combination of these treatment methods. In making treatment decisions, any benefit from treatment is weighed against the expected quality of life (QoL) and symptom burden of patients. Depending upon the tumor location and treatment side effects, patients can experience neurological symptoms such as weakness, sensory loss, and motor dysfunction, or visual-perceptual deficits and problems with speech and language (Aaronson, 2011). Cognitive deficits such as problems with memory and concentration occur in the majority of patients, and epilepsy is also common (Armstrong, 2016). Moreover, fatigue, depression and changes in personality and behaviour are frequently reported throughout the course of the disease (Cavers, 2012). These symptoms can influence the degree to which patients can participate in vocational and social activities and can even prevent independence and affect QoL (Choi, 2012). Patients commonly come to rely on their family caregivers

(e.g. spouses, family members, or close friends) for both physical and emotional support. Consequently, many family caregivers experience considerable burden and distress, and consistently report feeling ill-prepared for their caregiving role (Faller, 2013). Therefore interventions to support caregivers are expected to help the caregiver, the patient and family unit. The aim of the study was to assess the efficacy of psychotherapy on QoL of patients with brain tumors and their caregivers.

Material and methods

The study was conducted in the period 2015-2016 at the Department of Neuro-Oncology of the University Hospital Center "Mother Theresa" in Tirana. Comparative methodology has been used - individual intervention with involvement in the group. Presentation on case, case recording by physician, meeting and receiving information from family members were initial steps of the study. Three preoperative meetings with the patient were conducted and two with family members. 7-15 therapeutic sessions took place after surgery and 2-5 sessions as outpatient and the responsible caregiver. Psychotherapy sessions during the hospitalization were performed depending on the condition of the patient almost every day, 55 minutes - 1 hour, while after leaving the hospital 1-2 once a year as long as it was deemed necessary. The study was conducted with 120 hospitalized patients with cerebrovascular disease divided into two groups. Group I - 60 patients performed individual therapy: Group II - 60 patients performed individual therapy and counseling sessions were provided for their family members (caregivers) (n = 60). The instruments used in the study are: European Organization for Research and Treatment of Cancer Quality of Life Questionnaire 30 (EORTC QLQ-C30) and the questionnaire on the level of, Depression, Anxiety and Stress - the Albanian version for the patients with cancer. The CareGiver Oncology Quality of Life (CarGOQoL) questionnaire, a 29-item, multidimensional, self-administered questionnaire was used for caregivers. The implementation of such an intervention means the creation of a multi-disciplinary and interdisciplinary approach in order to address the ill person in its entirety and thus to meet his / her needs. We used the EORTC QLQ-C30 version 3.0, which is the most commonly used HRQoL instrument in cancer trials, is a 30- item cancer-specific questionnaire measuring general HRQoL in cancer patients (Aaronson, 1993; Fayers, 2001). The EORTC QLQ-C30 incorporates five functional scales (physical (PF), role (RF), emotional (EF), cognitive (CF) and social (SF) functioning scales), three symptom scales (fatigue, nausea/vomiting and pain), six single item scales (dyspnea, insomnia, appetite loss, constipation, diarrhea and financial impact), and the overall health/global HRQoL scale. All items are scored on 4-point Likert scales ranging from 1 (not at all) to 4 (very much), except for the two items (items 29 and 30) in the overall health/global HRQoL subscale which were scored on a modified 7-point linear analogue scale. All the raw functional scales and individual item scores were transformed to a linear scale that ranged from 0 to 100, in which a higher score represented a higher level of functioning or an improved level of symptoms. The items were scaled and scored by using the recommended EORTC procedures (Durand, 2015). EORTC C-30 scores were calculated by a computer-based program. DASS-42 (Depression, Anxiety and Stress) questionnaire was used to assess the level of depression anxiety and stress patients with brain tumors.

Statistical analysis

Statistical analyses were made by SPSS software (version 20.0). Scores of the questionnaires were expressed as mean (\pm standard deviation) and median, where appropriate. The scores were non-normally distributed and were, therefore, compared by nonparametric methods. A $p < 0.05$ was considered to be statistically significant.

Results and Discussion

The mean age of patients was 51 years (range: 11–75 years). Forty one (63.8%) were males and 19 patients (31.7%) were females. After the therapy, a significant improvement in the quality of life of patients was found in global score ($p < 0.01$) and functional scales: physical ($p = 0.02$), emotional ($p = 0.03$) and Symptoms scales: fatigue ($p = 0.01$), and constipation ($p < 0.01$). After the therapy, a significant improvement was found regarding the depression ($p < 0.01$), anxiety ($p < 0.01$) and stress levels ($p < 0.01$) of patients. Results of the caregiver's quality of life before and after therapy are shown in table 1.

Table 1. Caregiver's quality of life before and after therapy

Dimensions	Before therapy	After therapy	P
	M (SD)	M (SD)	
Psychological well-being	46.6 (23.9)	50.1 (26.1)	0.4
Burden	67.7 (28.6)	80.2 (22.5)	<0.01
Relationship with health care	65.8 (22.4)	61.7 (23.7)	0.03
Administration and finances	71.5 (26.5)	76.9 (22.2)	0.02
Coping	55.3 (26.3)	55.6 (27.4)	0.8

Physical well-being	54.7 (24.4)	60.7 (24.0)	0.04
Self esteem	74.5 (18.9)	72.8 (20.4)	0.6
Leisure time	38.8 (22.7)	48.2 (25.3)	<0.01
Social support	67.8 (23.6)	64.3 (25.9)	0.3
Private life	53.9 (25.4)	58.0 (26.1)	0.04
Index	59.4 (13.0)	72.0 (13.9)	<0.01

Symptoms of anxiety and depression are common in glioma patients, which tend to increase over time. Regarding the caregivers, significant improvement after psychotherapy was noted for dimensions burden ($p < 0.01$), relationship with health care ($p = 0.03$), administration and finances ($p = 0.02$), physical well-being ($p = 0.04$), leisure time ($p < 0.01$), private life ($p = 0.04$) and index ($p < 0.01$). Meeting the needs of family caregivers in neuro-oncology, by decreasing their distress and burden and improving their sense of mastery, is imperative in order to maintain their emotional and physical health (Glantz, 2009). Protecting caregivers' QoL can enable them to continue their caregiving activities to maintain the best possible level of patients' well-being (Jiang, 2013; Macartney, 2014). Information and support for caregivers of patients with brain and spinal cord tumors is becoming more widely available and caregiver programmes are becoming more common in clinical practice in some centers (Minaya, 2012). However, large-scale implementation of caregiver support may be hindered by the lack of high-quality evidence for the effects of caregiver interventions in populations of brain and spinal tumor patients. HRQoL has become an increasingly important endpoint, which is related with survival (Moore, 2012). The significance of HRQoL scores in predicting survival has been reported in many cancers (Mukand, 2001; Ownsworth, 2015). The studies in glioma patients have found an association between HRQoL and survival, but the results are controversial. Researchers reported Maurer et al, (2011) reported that baseline scores add relatively little to clinical factors to predict survival in patients with newly diagnosed glioblastoma. Studies showed (Sterckx, 2013) that baseline HRQoL was related to survival long-term survivors had improved HRQoL, comparable with that of the healthy subjects, whereas short-term survivors who also had lower baseline HRQoL hardly showed improvement. Researchers reported that HRQoL scores did not predict survival. It was found that impaired cognitive function was associated with significantly poorer survival in recurrent malignant glioma (Taphoorn, 2010). Since different HRQoL measures were employed in these clinical trials, it is difficult to make compare the results. Patients with progressive high-grade gliomas had poor baseline scores, which, however, improved after a substantial period until the time of further progression (van Loon, 2015). In long-term survivors, tumor recurrence interfered with HRQoL, particularly with physical functioning and feelings of uncertainty, which is consistent with our findings. Patients with progressive disease had lower HRQoL scores than patients with stable disease. We keep in mind that long-term results remain to be established.

Conclusion

With respect to the caregivers, although they are all exposed to health problems, caregivers of adults with primary malignant brain tumors have to deal with both oncological and neurological sequels, which may potentiate their difficulties. Specifically, compared with other caregivers, they report greater strain, fatigue, lower wellbeing and impaired social functioning. In this study the caregivers had a poor quality of life.

The results of this study highlight the need for the improvement of services for brain tumor patients and their caregivers. Caregivers experience their highest amount of burden in the realm of emotional needs, elucidating the importance of providing support for brain tumor caregivers to cope with the emotional difficulties they face during the patients' treatment process. In addition, it is important to recognize that health care services in these populations need to be delivered based on individual circumstances.

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From Railways to Cycling Trails: Opportunities for Developing Trails in Greece. the Case Study of the Old Railway Line in Tempi, Greece

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Abstract

Cycling and walking are among the most sustainable means of transportation, hence numerous European programs and funds aim to convert cities and rural areas into sustainable cores. In this context, cycling mobility and cycle tourism tend to be established as new research fields aiming to drive development in the midst of this economic recession. Cycling infrastructure in Greece is only apparent in several cities as part of urban networks, thus cycling tourism remains unexplored and challenging. Cycle tourism, in Greece, is a slow growing sector with few coordinated initiatives (i.e. Eurovelo, local paths, etc.) and limited completed infrastructures. The existence of various derelict railway lines and their prospects for regeneration through cycling integration is explored in this paper as a key parameter in the development of the cycle tourism strategy in Greece. More specific, the paper focuses on a proposal for the revitalization of an abandoned railway in Central Greece. Except for the proposal guidelines, the aim of this case study is to determine the degree to which people understand the positive outcomes derived by such interventions. For that reason, a questionnaire survey is conducted. The outcomes identify that rail-trails could be an ideal solution for abandoned railways to be revived.

Keywords: derelict railway regeneration, rail to trails, good practices, cycling tourism.

Introduction

In recent decades, a new type of recreational areas has come to the forefront of regeneration projects; the revitalization of abandoned sections or complete lines of railroad tracks that can offer a range of activities such as leisure hiking and cycling (Siderelis and Moore, 1995). These routes, also known as rail-trails, contribute to the popularity of environmentally friendly routes (Betz, et.al., 2003), and also revive infrastructure that have long remained underused due to rail upgrades or economic issues (Athanasopoulos and Vlastos, 2013), promoting the leisure economy and tourism while also maintaining open public spaces (Betz, et.al., 2003).

The success of rail-trails has resulted in their overall spread in a short period of time (Siderelis and Moore, 1995; Bertz, et al., 2003), boosting further cycling tourism as a popular alternative tourism model (Ritchie, 1998). The phenomenon appeared to be booming significantly in America and Europe, which is also evident by the 2013 study by the European Cycling Federation (Kuster and Blondel, 2013), where it is demonstrated that Europe's cycling industry employs more people than mining and quarrying and almost twice as many as the steel industry. Nearly 655,000 people work in the cycling economy – which includes bicycle production, tourism, retail, infrastructure and services. The same study suggests that

the lion's share of jobs in the new free-wheeling economy are in bicycle tourism – including accommodation and restaurants – which employs 524,000 people, compared to 80,000 in retail, the second highest sub-sector. In addition to the benefits of accommodation and restaurants, high interest is also recorded for hiking and horse-riding businesses, which are mainly activities of agrotourism (Lane, 1994), since the rural and territorial areas have been significantly associated with the development of rural rail-trails and cycling.

Restoration of rail lines in rural areas is a common practice in Europe. Organizations such as the Sustrans and the European Cyclists Federation (Ritchie, 1998) have pioneered in the field of design and construction of such routes. A typical example is the Great Southern Trail (GST) in Ireland, which was developed with clear support from the public, since the project was based on volunteering. The GST managed to reveal the cultural and natural landscape of the region, similarly to the case of the Valdresbanen route in Norway. The case of this particular route, which allows it to stand out from the norm as Athanasopoulos and Vlastos (2013) emphasize, is the fact that the rail-trail conversion was not based on the removal of tracks and their replacement with asphalt, greenery and other materials, but included the maintenance of the rail track and the use of railbikes on the old rail alignment. Similar developments have taken place in Germany where the routes are fairly organized, as is also the case in Spain through the creation of "Green Routes" (Via Verdes). A typical example of a green route that is part of the Spanish network is the *Via Verdes de la Sierra de la Demanda*, which was developed to promote the cultural heritage and boost tourism.

These points raise questions about the usage of abandoned railways in Greece as well as the extent to which such projects will contribute to the increase of income from alternative tourism activities. Such issues are topical due to the fact that Attica Rail-Trail in the Athens metropolitan area –the most important relevant initiative across Greece- has been recently studied. In order to answer these questions, the examination of the aforementioned three rail track conversion studies was preferred. Through the above analysis, conclusions are drawn regarding the regeneration process, the designs as well as the results expected from such interventions. Based on these findings, a proposal for the revitalization of an abandoned railway is examined. This railway is located in the central part of Greece and it is well-known for its natural beauty. A questionnaire survey was conducted in order to determine the degree to which people understand the positive outcomes for the local society, as well as for the wider consensus to be ensured.

Examining the international experience

In this section, the information collected about the three case studies (Figure 1) is summarized. The first route to be studied is the GST in Ireland. It extends between West Limerick and North Kerry and has a total length of 96 km (60 miles) (GST (b), 2012). The route was developed on the basis of the Limerick-Tralee railroad that was abandoned in the 1970s (A silver voice from Ireland, 2014), motivated by the success of a similar route, the Great Western Greenway (The Journal, 2014). The route is open to the public in a 40 km section and guests can indulge in activities such as cycling and hiking, in areas of natural beauty that have not been influenced by human activity.

In recent years, the Great Southern Trail Action Group, the non-profit organization, has undertaken the extension of the route and has started additions of small departments (GST (a), 2012). There has been an increase in tourists from abroad who are interested in hiking by 40%, which results in a 35% increase in the local income. The respective numbers are the same about cyclists and the cycling tourism sector (Limerick Post, 2013). Thus, the weight for the promotion of the route is placed on cycling and hiking, while the economic returns are expected to be similar to those of the Great Western Greenway (Limerick Post, 2012), i.e. approximately 7.2 million Euros, on an annual basis.



Figure 1. The Great Southern Trail in Ireland (a-e); The Valdresbanen Trail in Norway (f-h); The Via Verdes de la Sierra de la Demanda in Spain (j-k).

Another recreational route, designed in a section of the namesake railway line, is the 31 km long Valdresbanen trail in Norway and is suitable for hiking or cycling on a railbike, and a car rental option is provided as well (Geocaching, 2012). During the winter months, this route is also available for activities such as skiing. This issue is especially significant because the weather conditions are such that snow is a key component of the winter landscape. The route is maintained by the proceeds of its use. According to the figures displayed on the Official Website (Valdresbanen, n.r.), the annual revenue, on average, is 44,040 NOK¹. During the most recent 12 years of operation, the total amount reached 528,490 NOK, minus any income from other sources and revenues from the local community as a result of the increase in tourist activity. It is particularly noteworthy that even the above revenues are spent only on the purchase of necessary equipment and specialized work since volunteers have undertaken the cleaning of the route (Valdresbanen, n.r.) showcasing the degree of social acceptance of the project. The participation in the maintenance, management and operation of the route makes the work a part of public life, which is considered to be a successful intervention.

Lastly, a third route is the 54 km Via Verdes de la Sierra de la Demanda in the province of Burgos in Spain, known for its unique natural scape (Manu and Bea, 2009), the archaeological site where there are significant fossils and its low industrialization (Flores, 2009). The conversion of the railway line into a green route cost 2.7 million euros. The number of tourists in the region has been raised, while a combined tourist model of natural and cultural tourism is being promoted. However, significant problems have been encountered in maintaining the route regarding matters such as the accessibility of the tunnels and the cleaning of the route. No operator has been established, local authorities refuse to handle management responsibilities (Diario de Burgos, 2009) and public participation is limited in comparison to the aforementioned case studies. Further awareness on the issue could have spectacular results in the coming years, given that there is already an extensive network of bicycle-green routes (2,100 km) and 6,000 km of unused rail lines at country level.

¹NOK: norsk krone.

	Features	Great Southern Trail	Valdresbanen Trail	Via Verdes de la Sierra de la Demanda
Pre-Intervention Period	Main features of abandoned railways	Commercial-Passenger	Commercial	
	Local society reaction upon the cessation of railway operation	Public acceptance & support of the action	Delayed reaction	
Route Features	Elements showcased	Landscape	Landscape - Historical Features	Landscape-Archaeological Sights
	Route Length	40 km	31 km	54 km
	Route Type	Open routes – Tunnels - Bridges	Open routes -Tunnels	
	Aesthetic Design	Material lining after rail removal	Rail preservation	Material lining after rail removal
	Historical Memory	-	Reuse of public buildings	-
	Operator	Yes	-	
	Activities	Cycling-Hiking	Cycling-Hiking - Ride with railbikes - Skiing	Cycling-Hiking
Assessment	Financial Benefits	7.2 million/year – 40% of tourists are interested in hiking	44,000 NOK/year derived from the use of cycle trails	Significant increase in tourists' activity
	People Target Groups	Cyclists/Hikers/Horseback riders/Families		

Table 1. History, main characteristics and assessment of the three case studies examined.

The above is summed up in Table 1, which illustrates both the history of the routes and their key characteristics, while it includes a brief assessment of the interventions in each case.

To sum up, focusing on the third sector of the Table 1, it can be noted that the outcomes of all the three routes are positive in financial terms. Indeed, the number of tourists has been increased and, thus, the income of local businesses has also been increased. It is worth mentioned that in the GST in Ireland the construction costs have been covered within the first year of operation. Moreover, social benefits are also evident as community engagement was obvious in most case studies presented. In the Valdresbanen Trail local communities have undertaken to preserve the route as well as the railbikes in order for the maintenance cost to be decreased and new investments to take place. Through such an activity, the sense of community is enhanced, peoples' participation is promoted and natural environment is better protected. This is a quite important note: the role of rail-trails as tools for natural beauty conservation is underlined. Indeed, rail-trails provide needed links between fragmented habitats, offer opportunities for protecting plant and animal species and promote people awareness concerning environmental protection as well as sustainable mobility.

The Case Study of Tempi, Thessaly

Hypothesis-Research Question

Railway network was first appeared in Greece at the end of the 19th century and came to the forefront during Ch. Trikoupis' term as a Prime Minister (Mihala, 2012; Skayannis and Kaparos, 2013), who supported the construction of railways in order to link Greece with the Balkans and Europe (Mihala, 2012). Since then, only a few modifications have been made. Thus, railways in Greece are obsolete and poorly maintained.

Governmental plans aim to modernize the current railway infrastructure (Karagiannis, 2019), as only few parts can support electric trains (Verani, 2007) and more than 368 km are underused (Bakogiannis, et.al., 2014). Taking the benefits derived by the conversion of abandoned railways to rail-trails into consideration, a similar regeneration scheme could also be applied in Greece. This paper is focused on studying the abandoned railway in Tempi, Thessaly. The research question is: Can the revitalization of the abandoned railway in Tempi exploit benefits of the natural and cultural environment in order to act as a new attraction pole for the wider area?

Methodology

In order to answer the research question, a two-stage mixing methodology was used, in the context of the planning process (Diagram 1): (a) a case studies research and (b) a questionnaire survey. Both of those methods are applied in order for the case study of the railway in Tempi to be revitalized.

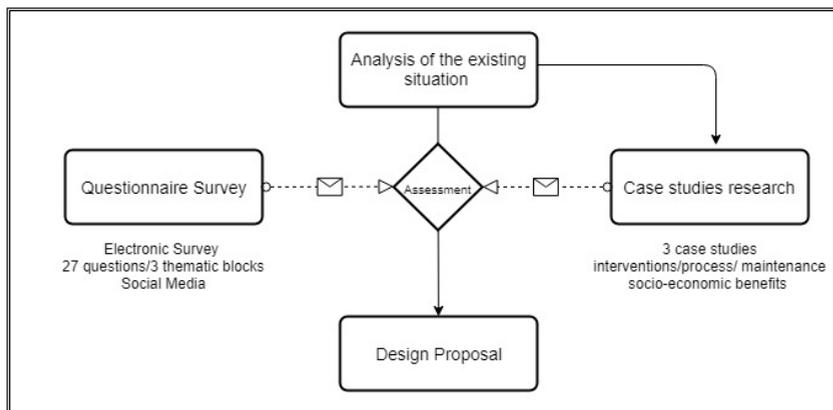


Diagram 1. Methodological framework.

On the first stage, three European case studies of revitalized rail-trails are examined. According to Yin (1984), case studies are empirical studies of a phenomenon or real-life issue and are used for the understanding of plans and actions, calculation of results and acceptance from the public in order to anticipate, if necessary, the possible reactions in the event of their application. Through these case studies, the socio-economic benefits for local communities derived by the re-use of the abandoned railways and the development of rail-trails were underlined. In that way, it is easier for people to be informed and support the proposed interventions.

At the same time, an electronic questionnaire survey was conducted. This survey helped in finding public opinion as well as touristic and social attitude data. A structured questionnaire was used. The questionnaire had 27 questions that had been organized along three thematic blocks. Questions from the first block cover personal information in order for the profile of the respondents to be drawn. The second block looks into the degree that respondents use the railway for their trips and how well they know the abandoned railway. The third one focuses on their vision about the examined railway as well as on the expected outcomes. The questionnaire combined multiple-choice questions and Likert scale ones. For some Likert scale questions, an optional space was provided to elaborate on the answer in order for the interpretation of the overall results to be improved and valuable material to be provided.

Open-ended questions are useful to measure public opinion (Geer, 1988). However, in a self-administered questionnaire survey, where there is no interviewer who could motivate and probe respondents to give specific enough answers, the amount of missing data can be large enough due to the fact that some answers are not sufficiently specific to code them (Reja, et al., 2003; DeBrujine and Wijnant, 2014; Zhou, et al., 2017; Bakogiannis and Kyriakidis, 2018). That is the reason why only a few of such questions were used.

The survey was conducted during June-July 2019. 369 people participated in the survey. They were informed via social media (mainly via Facebook), as social media have provided a new communication and participation channel in the context of urban planning (Lin and Geertman, 2019). The target groups were residents and visitors of the Regional Units of Larisa and Pieria, as the examined railway is located on the boarder of those spatial units. Table 2 presents the profile of the participants.

Sex	Age		Profession			Residency	
Men	18-25	41-60	Economy	Medicine	Humanities	R.U. of Larisa	Other (Visitor)
31%	22%	26%	29%	18%	8%	49%	1%
Women	26-40	>60	Engineering	Military/Police	Other	R.U. of Pieria	Visitors rarely visit the wider area
69%	50%	2%	27%	15%	3%	50%	

Table 2. The profile of the respondents.

The results provided by the questionnaire survey were assessed in the context of the planning process, as Diagram 1 presents. Through this study, it was found that the degree of coincidence of local communities' opinion with the results of the case studies research was high enough. People tend to understand the importance of re-using abandoned railway and the development potential of rail-trails construction. Focusing in the case of the abandoned railway in Tempi, Thessaly, this perspective seems to be a satisfactory solution in order for the wider area to be developed in the near future.

The railway in Tempi, Thessaly: Identifying the current situation status and preparing the design proposal

The Vale of Tempe is located in the Tempi Municipality, R.U. of Larisa, Greece. It is located between the Mount Olympus (R.U. of Larisa and Pieria) and the Mount Ossa (R.U. of Larisa), closely to Larisa, which is the capital city of Thessaly (Figure 2). The valley (Figures 3a-b) is 10 km long with cliffs 500 meters high –due to the fact that the cliffs are high and it is narrow enough, it could also be characterized as a gorge. Through the valley, Pineios River flows, which is the third longest river in Greece (Migiros, et.al., 2011; Efthimiou, et.al., 2014), on its way to the Aegean Sea, where it forms delta.

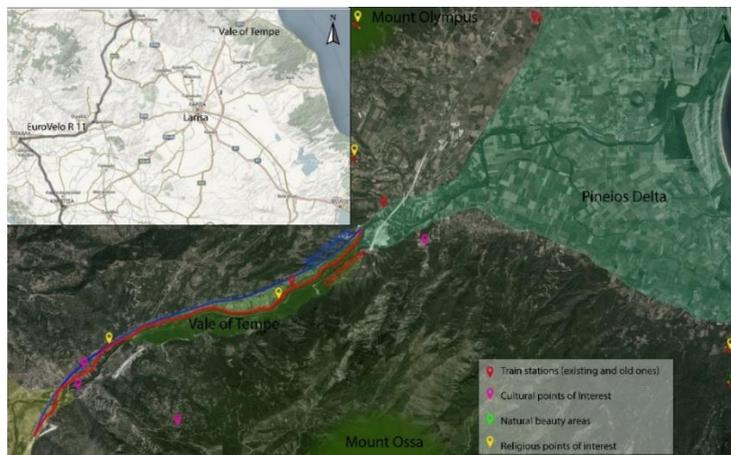


Figure 2. The case study area.



Figure 3. a;b. The Vale of Tempe; c;d. The shrine of Saint Paraskevi; e. The Castle of Platamon; f;g. Old train Stations; h. Calyso Gorge; i. Pineios Delta; j. The Comninios Monastery.

Along the river, there is the Tempe Pass which is a strategic pass in Greece as it is the main route connecting Athens and Thessaloniki. On the other side of the gorge there is the new railway pass, located in a close proximity to the old railway line that was constructed in 1909 (Figure 2). This railway as well as the old train station are now abandoned.

The wider area is well-known for its natural beauty (gorge, river delta, beaches and a waterfall) and that is why it is characterized as an "aesthetic forest" (Figures 3a-b). According to the Greek legislation (L.D. 996/1971), by the declaration of an area as "aesthetic forest" the protection of fauna and flora as well as the special natural beauty is imposed. The aesthetic forest of Tempi is also known for cultural and religious landmarks. It hosts the shrine of Saint Paraskevi (Figures 3c-d), which is a religious landmark of a great significance, as well as four monasteries located in a close proximity. Moreover, traditional settlements like Abelakia and Palaios Panteleimon attract a large number of tourists, on an annual basis.

It should be noted that the Pineios delta is one of the main local destinations around the R.U. of Larisa (Figure 3i). That is the main reason why informal housing is largely observed (G.K., 2018). The abandoned railway is still underused. Recently an architectural design study was conducted by the "A+A Katsaros and Partners Studio". This has focused on the revitalization of the railway (Rigopoulos, 2015). Moreover, maintenance works took place as there are a few ideas of reusing the railway. After the works completed some special draisines' trips took place. Those trips are now available only upon request (OSE, n.r.). However, the majority of people are not aware about this initiative (64%). According to the Municipality of Tempi, additional studies are necessary in order for an integrated touristic product to be derived (Giastas, 2017). Finally, it should be mentioned that, although, additional tourist infrastructures -like picnic benches and kiosks- exist, they are not in a good condition. The existing trails are not satisfactory marked and various abandoned buildings should be restored (Efthimiou, et.al., 2014).

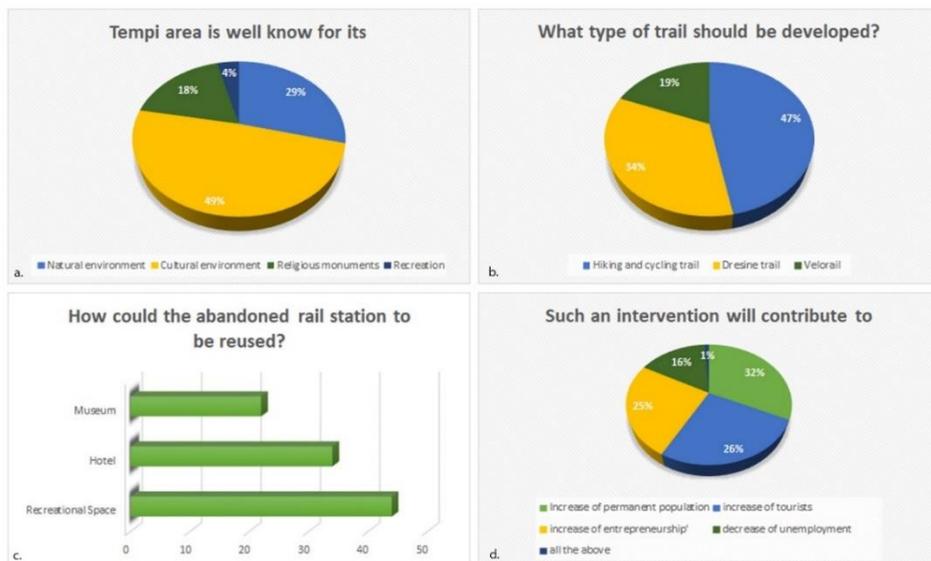
Taking all the above into consideration, it is believed that the development of a rail-trail could be an ideal solution in order for the railway to be better integrated in an overall touristic plan of the wider area. In case the creation of rail-trail combined with cycling, this path could be an extension of the EUROVELO Route 11 (East Europe Route runs from the North Cape to Athens: 5,984 km) that runs in a close proximity to Larisa. In that way, this will act as the backbone of a new trail network in the eastern part of the R.U. of Larisa. For that reason, people were asked to participate in the survey conducted during June-July 2019 and express their ideas about the way this rail-trail could be developed.

Local Community's Opinion: Survey results overview

The proposed plan for the re-use of the old railway line in Tempi is focused on the development of a rail-trail that will connect the current trail network of the wider area. However, the proposed rail-trail is expected to have a number of special features such as; (a) its character will be unique, as the lines are going to be preserved; (b) it would be accessible to everyone due to the geomorphology and thus it will be the main trail of the area; (c) various activities would be developed. According to the initial plan, the proposed rail-trail could be developed as a: (a) hiking and cycling trail, (b) draisine trail or (c) velorail. People participated in the survey propose that a hiking and cycling trail should be created (47%).

The respondents believe that this is a mild intervention that can be easily constructed by upgrading the existing infrastructure. On the one hand, it could be said that the low construction cost is the main reason why people propose such a mild intervention. This could be related to the fact that local community has not yet realized the positive outcomes of similar interventions, like the ones examined through the case studies research. On the other hand, the development of trails for hiking and cycling allows multiple ways of usage, like hiking, cycling, horse riding, extreme sports, etc. In that way, it is easier for various commercial companies to be attracted in the area or developed locally.

The second opinion seems to be better justified, since 35% of the respondents believe that a list of companies will seek to operate in an area close to the railway. Thus, the extension of the tourist season is possible. However, local community does not believe that this rail-trail can be attractive during winter (51%). The benefits will be multiple since, except for the extension of the tourist season, the invested amount of money is expected to be increased due to Greek tourists from other regions of the country (49%) who travel with friends (37%) or family (33%) and stay in the area for at least one night.



Diagrams 2-5. Main results from the Questionnaire Survey.

In order for the above predictions to be achieved, participants in the survey support that a strategic touristic plan should be conducted in order to link the various leisure activities as well as the cultural environment. Although, Tempi is a famous place for its cultural characteristics (49%), however, traditional settlements, cultural and religious monuments as well as places where various festivals take place are scattered around the area. Furthermore, though a number of natural resources can be exploited, nowadays not many activities are offered. A typical example is the “Boat of Love”, an old barge, which is now out of order. Various buildings, like the old train station, are not used, as well. According to the respondents such activities should be enhanced, and old buildings should be revitalized. In particular, participants in the survey suggest for a new recreational space to be developed in the old train station (43%).

Concerning the expected outcomes, 32% of the respondents look for increase in the local population. Indeed, the attraction of new businesses and tourists is considered to function positively for the residential network of the wider area as well as for the quality of life of the residents.

Discussion - Conclusions

Railway in Greece is neglected. Indeed, more than 368 km of railway is underused without being redeveloped, as it happens in many other countries. As examined in this paper, there are cases in which abandoned railways have been reused in order for touristic activity to be promoted. Such a proposal could be applied in Greece, as tourism plays a significant role in the Greek economy. Taking into account that emphasis should be placed on alternative tourism, in order for promoting balanced development across the country, revitalization of abandoned railways can contribute to this direction.

Indeed, as pointed out through the case studies research, this particular practice seems to be beneficial for all the areas in which it was applied. Some of the most important points arose through the case studies research can be summed up to the following;

- Rail-trails promoted economic activity in the wider areas. In two cases, the local income was increased as the tourist activity was also increased. This is also related to the extension of the tourist period, as in the Valdresbanen rail-trail in Norway where tourists can use it even in winter.
- One of the most overlooked benefits of such an initiative is the ability to take advantage of investment depreciation, soon. Increased local income can overwhelm the high construction costs. A typical example is the case of GST in Ireland, where the construction of the route costed 7 million euros; while construction costs have been amortized in one year.

- Real estate market shows an upward trend since the demand for properties across the revitalized railway is increasing.
- Rail-trails contribute to environmental protection, as they can serve as a people awareness tool about the promotion of bicycle and the reduction of motorization. Moreover, mild recreation seems to be an ideal way for preserving natural environment, as it was observed in the case of Via Verdes de la Sierra de la Demanda in Spain.
- Their success is based on community engagement and trail maintenance. The public's support can motivate decision makers in order for such initiatives to be implemented. At the same time, local communities can contribute to the maintenance of such trails. Valdresbanen rail-trail in Norway consists of a typical example where local communities contribute voluntarily to the maintenance of the route and the railbikes, resulting in savings for new investments. In that way, the sense of community is enhanced and social benefits are also observed.
- Except for the European case studies examined, coherent initiatives are scheduled to be implemented in Greece. The most important initiative is the Attica Rail-Trail in the Athens Metropolitan Area, studied by the Sustainable Mobility Unit, NTUA. Attica provides a key prefecture for pilot railway transformation, aiming at reclaiming derelict open spaces such as the linear land of the rail line and the abandoned station buildings and facilities around it, like in the case-studies presented above. It is noteworthy that an intervention like this will affect the cycling mobility in urban areas, as the proposed infrastructure is related to the complementary local cycling networks of the neighboring urban areas. Thus, the Attica Rail-Trail will be the backbone of the whole cycling network of the Athens Metropolitan Area. Through this project, economic and social benefits could be detected, as cycle tourists interact with the urban and rural environment and with the local stakeholders. This intervention is particularly significant due to the fact that Athens is the start / end of the two EUROVELO routes that cross Greece: 1 and 8.
- In the same vein, the abandoned railway in Tempi (Thessaly) may constitute a new alternative pole for the wider area of the eastern part of the Regional Unit of Larisa. Through this survey, local society was asked to express its opinion about such an initiative. The main conclusions could be drawn as follow:
- The development of a rail-trail seems to be an intervention to which local society agrees. The majority of the respondents support the development of a hiking and cycling rail-trail. This route is going to be an extension of the EUROVELO Route 11 and will be the backbone of the trail network of the eastern part of the R.U. of Larisa.
- Multiple use of the trail (hiking, cycling, horse riding, etc.) is supported in order for various activities and companies to be developed, since respondents expect for new businesses to operate. Taking into account the existing studies about the re-use of this railway as a drasine trail, it could be possible to combine all the different types of activities by an integrated intervention. A combination of activities should be supported in order for Greeks (mainly) as well as foreigners to be attracted to the area.
- Tourist period is expected to be extended and local income is believed to be increased. However, the most important expected benefit is related to the increase of permanent local population. People support that this could be a result of the growing job market.
- The success of such an intervention depends on the combination of other initiatives, as well. A typical example could be the re-operation of the "Boat of Love", the promotion of (extreme) sport activities and the maintenance of the existing trails.
- Various alternative types of tourism could be promoted on the basis of this rail-trail. Such examples could be: religious tourism, agro-tourism as well as cycle (and other sport) tourism.

Comparing the results of the questionnaire survey with the outcomes pointed out through the case studies research, similar points of view are observed. People around Tempi seem to support the development of a rail-trail. They also envisage their area as an alternative tourist pole that attract more tourists except for those who choose the "sea and sun" touristic model. In that way, socio-economic benefits are expected along with positive outcomes for the natural and cultural environment management.

More specific, through such an intervention, the promotion of cycle tourism around the R.U. of Larisa can be contributed. This could be crucial, since ten years after the first approach on a national cycle tourism strategy for Greece was formulated through the CYRONMED project, it is time to reap the benefits in terms of economic, environmental and transportation terms. It is quite important that nowadays, Greek society feels readier than ever to accept cycling as a touristic product as well as a means of transport, as Sustainable Urban Mobility Plans (SUMP) are developed and implemented in many cities

across Greece. Furthermore, there are campaigns and private marketing strategies for cycle tourist destinations; cycle tourism packages and organized cycling tours that tend to attract the various individuals wanting to experience cycling holidays in a sustainable environment. Thus, cycle tourism tends to be integrated in other forms of tourism, conventional or alternative ones, transforming the existing touristic model.

Taking all the above into consideration, it could be said that the development of rail-trails could be a new developmental policy that will contribute to the promotion of entrepreneurship. International experience showcases how abandoned infrastructure contributed to the revival of areas and the acquisition of a new identity. Similar results derived by the questionnaire survey focused on the abandoned railway in Tempi, Thessaly since local community envision this infrastructure as a future touristic pole for the wider area. This research paper consists the beginning of the scientific discourse for such interventions in Greece and highlights their role as pioneers in the national and local tourism development.

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

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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, develop 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. Velu (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 sets the 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). According 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 the trust 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.

According 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).

According 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 expectations a 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).

According 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 According to (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 students can learn and communicates this. There are very clear expectations of acceptable behaviour, 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 very purposeful balance between listening, explaining and doing. The students accept that they have a responsibility to both learn and to teach their group. They know the 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 classroom is highly positive and respectful. He helps the students believe in themselves and passes the responsibility for learning to the students. They trust him explicitly and value highly the lessons because they know they will make progress. Highly sensitive to even the most subtle signals give by students and they respond subtly to the needs of the students. These signals illustrate both emotional needs and 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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Economic Function and Financial Literacy of Modern Family

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Abstract

The economic function of the family is expressed in the provision of material subsistence for its members, in the provision and consumption of subsistence. The paper looks at the post-modern urban family's placement in terms of means of production and its consumption role. How are the functions of the modern family related to providing and meeting the needs of members? Is there a model for economic insurance of family income that builds its stability and sustainability? How to realize the family's desire to raise their standard of living? What are the forms of economic cooperation within the family? These and other issues related to fulfilling the economic role of the family is the subject of an analysis in the paper on the basis of several elements and issues that are constantly relevant. The paper particularly recognizes the importance of financial literacy for family members. How to develop and on what grounds to base people's financial cognition? What is the knowledge to create and manage a family budget as a detailed overview of finances? The formation of economic and financial education is perceived as the basis for improving personal and family finances. At what level and by what methods can the financial knowledge of family members be improved? Financial literacy limits the opportunities for growth, development, and satisfaction of the needs of the family and its members. The paper analyzes the role of the educational institutions in raising the economic and financial literacy of the members of the modern family that is of interest to any society. The economic function of the family is also considered in the context of constant social changes and external influences that limit the possibilities of family members. Only educated and skilled individuals can manage social processes and influence standard-raising.

Keywords: family, economic function, financial literacy, family finances and personal finances.

1. Introduction

The family can be perceived and analyzed from many aspects. In a social sense, the family is a social community of its members, mostly parents and children, although there are a number of single parent families, followed by families without children and family communities, which are members of several generations. Common to all families, regardless of the number of members or the number of generations living in them is the fact that members live in the community. Any person living alone (single household) with no household elsewhere is also considered a household.

The so-called collective household is also considered a household. Collective household, i.e. a household made up of people who live in institutions for the permanent care of children and adults, in monasteries of solitary confinement and in hospitals for the treatment of the incurable. Living is usually within the same housing unit or within the same household, although there are a number of families whose members are temporarily separated (for study, distance work, etc.).

The family members are referred to each other, living in a community, sharing a living space, together contributing to the family's income and expenses, commensurate with age, status and opportunities.

In a sociological societal sense, the family as part of a community has the responsibility of its members, their participation, behaviour and action in the immediate environment. Family relationships are very important for good functioning and even for the survival of the family. The family is said to be the foundation or base of every society and only stable families create a stable society as a whole.

According to separate estimates, two or more persons living in the community constitute the household, although according to terminology and one family community is often equated with the concept of household. The organization and functioning of the family are largely influenced by cultural contexts, educational opportunities, demographic and many other characteristics.

Every family, regardless of the number of members, has certain income and expenses that are related to some of the family members as well as the family as a whole. Some family members are carriers of income, while all family members are carriers of expenditures.

In addition, family members have certain funds and property that are generally available to all family members.

Therefore, the family can also be seen as an economic community that provides a range of functions and opportunities for cash flow analysis, property and resource management, and family investment activities.

2. The family as a consumer community

Every family, regardless of the number of members, is in some way a consumer community. Family members, regardless of age and gender, are consumers of various goods and services.

Individuals from the point of view of individual economic entities in the macroeconomic sense are generators of aggregate demand and as such are an important part of the overall economic activity. In support of this thesis are two of the most conflicting concepts regarding measures to reduce the negative effects of the global economic crisis that has shaken the world economy in recent years.

One group of authors argues that the recovery of the world economy may be based on the concept of increased demand, which presupposes measures that are opposed to saving and abstinence from consumption. Another group of authors believes that savings are the only activity that can provide long-term economic growth and increase social output.

Both concepts are fundamentally closely related to the finances of individuals, and thus to family finances.

The first concept stimulates consumption. This means that economic policy-makers, through various measures, laws and regulations, create an environment in which wage and pension restriction is kept to a minimum. This concept recognizes individuals as end users of goods, services, consumers, and demand-makers. All products and services, directly or indirectly, are designed to meet the specific needs of consumers, i.e. individuals.

By stimulating consumption, the final consumers of goods and services, or individuals at the retail price, also pay taxes, that is, value added tax. Greater consumption means higher inflows into the state budget. In addition, the reduction in wages commensurately leads to lower amounts of taxes and contributions, and any restriction and reduction of wages has a negative impact on the inflow into the state budget. This concept explains the close links between personal finance and measures to foster economic growth.

The second concept, or the concept of savings, provides for greater accumulation and prudent credit debt. This leads to a limited ability to stimulate consumption by stimulating economic activity and by increasing inflows into the state budget. And this concept, like the first one, recognizes the importance of financing individuals in the economic system as a whole. The second concept more recognizes the importance of responsibility in managing personal finances arising from modesty and with less credit debt.

Consumables for most families are the most important element of total spending, which is very important when planning a household budget. Given that the family is made up of its members, the sum of their needs represents the needs of families that are funded by family members who have income. Families plan their costs, investments, accumulation as an economic community, and to some extent and characteristics of a specific economic entity

3. Balancing family finances

The finances of individual family members can also be analyzed through financial flows. The fact is that all the inflows and outflows of family members cannot be related to one single person, a family member (in families with multiple members). Needs, consumption, and investments do not have to be directly related to a particular member of the household, but to all members of the family.

The modern family as a community is usually composed of three to four members. In the past the number of family members was significantly higher (after several generations living in the community, with a larger number of employers, etc.)

In modern times, the family usually consists of carers and dependents (parents and children, but it can also be the elderly as carers or dependents, or both).

The financial flows of the family can be different. The basis of family income is the personal income of the guardians. It is assumed that the guardian (parent) is employed, and on that basis, the family may have regular incomes. If a family member is a pensioner, the pension is another regular monthly allowance (although there are cases where the pension may be the sole source). In addition to these inflows, there are others on a variety of grounds: rental income, capital gains, work contracts, copyright revenue, securities trading income, family business income (family stores, activities and enterprises...).

All the aforementioned earnings vary in amount and in regularity. Rent may be a regular inflow, depending on the lease agreement, while capital gains may be in greater amounts but not regular. Interest on savings deposits is regular but with a smaller amount (the amount of interest remaining after paying the capital gains tax on individuals). Income from work contracts is irregular inflows, but they are a good addition to regular inflows.

Revenue from trading in securities is less represented as the securities market depends on supply and demand and the number of participants.

A family business can be a significant regular income streams but also an outflow, which needs to be analyzed separately.

Family expenditures comprise current family life expenses as well as possible investment costs (for various purposes) if the family generates sufficient free funds to decide on an investment activity.

Managing family finances implies the process of planning the inflow and outflow of family funds on all bases and at different time intervals. Inflows and outflows of assets are possible in different forms, different ways of financing property and assets, thereby creating the opportunity for family finances to be balanced (presented in balance).

4. Economic function of the modern family

The economic function of the family is expressed in securing the material subsistence of its members, in securing and spending their livelihoods. The modern urban family often lacks the means of production. It is no longer a "producer community", that is, a production unit as in the patriarchal family, but rather consumption, consuming unit, i.e. "Consumer community".

In order to be able to fulfil other functions qualitatively, the modern family with its work and income must provide for and satisfy the existential needs of its members. The economic security of the subsistence, that is, the income of the family, plays an important role in its stability.

The family strives to raise living standards. Living together requires sufficient food, clothing, footwear, housing, and means of sustaining biological and spiritual life. Sociologist George Peter Murdock, who is sympathetic to the nuclear family community, (quoted by Haralambos and Holborn (2002)) "... admires the division of work within the family, namely the specialization of husband and wife for certain activities ... "Such economic cooperation within the family not only largely fulfils the economic role, but also gives spouses who work together, a number of positive experiences that 'strengthen their community'.

In general, the idealization of the family as an irreplaceable, ideal community comprised of mother, father and their children is contained in Murdock's explanation. In contrast to Haralambos and Holborn (2002) in his critical review of Murdock's explanation of foundational functions, family functions are mentioned as "in his enthusiasm for the Murdock family, he has not seriously considered the possibilities that they may also have aggressive behaviour in the family. To the participants - all these are functions that can be performed in other social institutions, so it did not consider the possibility of an alternative family ... That is, the nuclear family is an extremely harmonious institution in which a man and woman have an integral the division of work and enjoy life together. "

Transferring family functions to other social institutions is a very subtle and sensitive area. Word is about the so-called. socializing-educational function of the family, which, in modern conditions, can also be performed by a person or

organization outside the family. From there, the economic function of the family needs to be considered more narrowly, but also in the wider context of the community because of constant social change.

5. What is a family budget?

The budget is, by definition, a tabular overview of all inflows and outflows, that is, of all household income and expenditure over a given period of time.

We can talk about monthly, semi-annual, annual and multi-annual budget.

Every family should have knowledge and manage the family budget as a detailed overview of the inflow and outflow of finances. It does so at the state level both in companies and institutions.

Planning and managing finances is especially important if the family is planning more financial activities such as buying an apartment or house, household and more significant household needs, travelling, sending family members studies, various important expenses, purchasing securities, and so on.

It takes several steps to determine a family's income and expenses over a period of time.

For the revenue side, if it is a month, all incomes that are realized and made during one month should be reviewed. Income can come from a variety of sources besides salary, it may be from allowances, dividends, income from property or from copyright contracts, rents, etc. The amounts are deducted on a monthly basis, which gives an overview of the income and the actual spending opportunities that the family has as a potential sum of money.

For expenses, or the expenditure side of the budget, a precise record or list of regular monthly expenses should be made starting from the bills for water, electricity, steam, rent, food, clothing and other overheads incurred by the family. No expense on loans, interest, phone bills, kindergarten, school or college for children and more should be left out.

On the expense side of the family budget, there may always be some extra expense associated with events in the daily life of the family, a celebration (wedding, circumcision, baptism), and some adverse events such as illness, penalties, death, burial and more. Various sources can be used to determine costs, such as bank statement of expense, monthly expense accounts, personal records, and more. Whatever the source of the information, it is important to consider all costs on a daily, monthly or yearly basis.

6. Revenue vs. Expenditure

After a detailed overview of revenue (outflow) and expenditure (outflow) it is necessary to compare or contrast these two categories to obtain a result that can be positive, negative or zero. Comparisons can be made at different times.

If the result is positive, i.e., the income exceeds the expenditure, it means that the family budget has room for a certain level of savings. If the savings accumulate, it can help cover an unplanned expense or meet a specific need of a family member.

If revenue and expenditure are equidistant then a way to reduce costs and find an additional source of revenue to enter a positive spending space should be checked or found.

If spending outweighs income, it is a sign that the family is living beyond its means and must find a way to cut costs and increase income. This is possible with extra work, a contract or a royalty, but at the same time cutting down on unnecessary expenses or proper family budget planning.

7. How to create a family budget

Creating a family budget is a very important financial strategy for those who want to achieve financial freedom and economic stability. Whether your monthly income is 1,000 Euros or 100,000, financial planning is very important. It is like a map that should guide you to the right destination in life. So how to create a family budget is essential for those who want to meet their needs and overcome the financial difficulties they may encounter. It is important to have a plan and to respect it.

Some people, especially new couples, find it difficult to create a family budget plan. It should be remembered that anyone can learn how to create a family budget with practice and motivation. Therefore, one should not have excuses not to make a strategy. There are a number of things that need to be done in order to comply with a financial plan:

Make a list of all sources of funding - Write down all the things that have to buy, as well as the sources of your income. Extra contingencies should be listed.

List all monthly expenses - Loans, credits, repairs, charitable donations, travel, gasoline, hairstyle and manicure, and even the smallest ever-increasing costs, etc. All costs should be covered, as anyone who wants to create a family budget should not lie to himself. You have to be honest and impartial.

Compare Income to Costs - Subtract Costs from Family Income. The amount left over for a given month doesn't mean you have to spend it on unimportant things. Plan how you will spend them. You can set aside funds for occasional dinners, outings, the whole point is to know where your money is going, for what purpose and at what times.

After comparing income with expenses, many are confused and even shocked, as it is often concluded that in certain months, they spend more than they earn. This is an important issue that needs to be resolved to achieve financial stability effectively in the future.

Study the budget This is also important because costs that are forgotten can be added to the list. Expenditures that can be reduced or eliminated need to be carefully considered. Families who want to achieve financial stability should set goals for the next six months.

It is important to establish a savings routine. It is a gradual process that can take time. But do not give up and stick to the plan.

8. Marriage and partnership ways of organizing and managing

Money, like marriage, can be organized in different ways, or not at all. The five most common ways in which spouses organize and manage their finances are in different environments, in different countries and based on different bases and degrees of trust.

In principle, spouses use one of the common family financial management systems:

1. He gives his wife the salary and responsibility to manage their money while she gives him a budget for his own consumption.
2. He manages the finances, and gives the wife a budget in scale to meet household needs and her personal consumption.
3. The money they make is completely separate. Everyone independently manages their finances for themselves.
4. There is agreement and consent that some of the money be allocated and used for household needs, but with the remainder of the money each spouse independently disposes.
5. A common system in which both partners' incomes are pooled and money is managed jointly.

The question arises whether there are other forms of organizing and managing family income, resources and expenses. There are, of course, a number of nuances that can, for the purposes of analysis, be reduced to the five systems outlined.

Research has been carried out that raises several questions:

- Which of the more complex systems provides a higher level of satisfaction for the needs of the family,
- Do some of these organizational forms lead to disruption of family relationships, displeasure with other members of the family community,
- In which system the position of the woman or the man is better,
- Is it easier to manage when revenues are higher or lower,
- Which systems are suitable for couples who have more money and those for those who have minimal amounts of money.

The results of the research showed that the fifth system or the existence of a joint system or fund of funds is the most acceptable solution for both spouses in marriage. The most unacceptable is the solution or system number two (in which the husband gives the woman a certain amount of money). Observations have shown that most of the systems listed above give preference to men.

The system in which a man gives a woman a pocket money, people associate with families who have more money, and a system 1 (in which a woman controls money and gives a man a pocket money) usually connects to families with less money

In order to benefit from the use of mutual fund and joint money management, both partners need to have a lot of trust in each other, a commitment and a willingness to work together. Such a system is also culturally conditioned and is very common in all developed countries, except in Japan, and in up to 75% of marriages.

The second system in which a man gives his wife "pocket money" bothers men because they take over the financial power, and thus the responsibility and care of money. Women, on the other hand, dislike this system because they feel that men have a last word in the financial matters. Interestingly, though it does not fit on either side, this system is most common in high-income couples, highly educated, and couples who have traditional understandings of the role of spouse.

Women are not too happy either with completely separate funds, or the system shown in item 3, or with a partially mutual fund (item 4), because they feel that men benefit much more from them, while men are generally neutral. On average, men make more money, and in these systems they keep more money for themselves, while women pay half of their family bills and eventually use their money for household and family expenses.

With the solution of point 1 women are usually not very happy, because such a system is associated with scenarios in which families have to "make money" in the best possible way. Then women see money management as an additional obligation in the house, not as a source of power and control, while other family members put their needs above their needs. Unlike other developed countries where common funds and joint money management are common, this system is most common in the family in Japan.

9. What is financial literacy?

Financial literacy is the most important tool for anyone who intends to become a business owner or professional investor. The sophisticated investor should be able to read numerous financial documents, primarily reports such as income statement and balance sheet.

Financial literacy means knowledge of the financing of individuals, families, companies and the state. The money that is earned should be spent wisely, invested and increased, and the acquired profits to be kept and used for own needs and development.

Today's complex financial services market offers clients a wide range of products and ways to meet their financial needs. This degree of choice requires clients to be equipped with the knowledge and skills to evaluate options and identify those that best serve their needs and conditions. The financial literacy is especially needed to help people to understand how to protect themselves from entering into transactions that are financially destructive.

Being financially literate does not just mean being successful in building a business, investing in securities, or other opportunities offered by the market. Offers from banks, savings houses, stock exchanges and brokers, insurance and leasing companies and other financial and non-financial institutions are so diverse that knowledge of how to handle and manage family finances and resources is needed.

Every individual who earns, by definition, spends. **A group of people** spend as much as they earn. It's certainly better than borrowing, but are these people confident in the future? Are they confident in their workplace? What if they lose it tomorrow? **The second group**, of course, are those who live beyond their means and borrow without taking into account whether it is necessary at all and whether they are able to repay the loans. **The third and rarest group** of people are those who think about their future and invest in it. They are considered to be financially more intelligent and literate people who manage their money so that the mind makes money, property buys property, business buys business. The rule does not apply to them: it takes money to earn and make a living.

10. Financial literacy and education of family members

The education of young people in finance is particularly lagging behind in how to manage personal and family finances. It is important because educated future generations will be able to achieve financial success and become active in the field of the entrepreneurship and business.

If young people acquire the knowledge, skills and confidence they will be able to make real financial solutions for personal, family or business needs. The goal is to get financially literate and responsible citizens and entrepreneurs. In this function, education on how to create a business plan for those who are considering starting their own business is of particular importance. The author's many years of experience confirm financial ignorance rumours, especially among students from non-economic faculties and universities that require serious action in this regard.

Why is this necessary? The need for financial education exists and is increasing as debt to citizens and families increases. Young people are often not financially educated on how to deal with problems. Essential money management lessons have been missing for a long time, and debt to citizens and families has increased several times. The youth unemployment rate is high in most countries. It is obvious that the younger generation must make wiser and more responsible financial decisions and create more job and job opportunities.

Therefore, it is necessary to introduce financial literacy, personal and family finances education in secondary schools, and especially at the faculties (non-economic). It is a need and a democratic right of the citizens. This enables generations to come up with the latest trends and financial products that exist and are offered on the market.

Young people are faced with money, but the money is not a topic discussed in front of children in the family, kindergarten and school. The education system does not offer basic financial education and many young people do not know how to assess the challenges and risks of the financial market. They do not perceive the consequences of ignorance in time and therefore make bad business decisions that lead to a decline in revenue, debt and ultimately job loss.

The OECD countries in 2005 proposed introducing financial literacy in schools and many countries are attempting to do so by introducing systematic financial education in primary and secondary schools, as well as through programs promoting financial literacy of children and young people. Together with the World Bank, the OECD has established an international network of financial education that includes 150 institutions from 75 countries.

With financial knowledge, decisions are made with smaller or reduced risk in working and family life. Financial literacy builds competent people or strengthens human capital in these areas of human life.

11.How is financial literacy acquired?

Education is the foundation of every progress. It has been shown throughout history that only educated persons can manage growth and development and systemic processes at the micro and macro levels. The knowledge brings changes defines strategic goals and rationalizes their realization. Therefore, education about financial phenomena and their importance to the members of each family is necessary.

Is the rule 90/10 known? That means 10% of people earn 90% of the world's wealth, and 90% of people live in financial shackles. Why is that? The answer is simple: they belong to the third group of financially intelligent people who think about their future and invest.

So everyone should ask themselves the question: how much do I earn and how much do I spend each month? Are you spending more than you earn? If so, is debt probably formed? Can you still refrain from spending this month and save? It does not require large financial resources to get into the third group of financially more intelligent people. Saving is an introduction to financial well-being, but it is illusory to expect that if you eat cans and pates every day and put aside less money, you will get rich.

You need to start changing your mindset by asking the answer to the question: What can I do to increase my income? Respecting and re-valuing the wisdom of the oldest generations, the wisdoms that were used as a system of values in the times of our grandparents, is becoming a necessity. The practical wisdom of the new generations and the practical application of everything that is long-lasting to the existing system of functioning of the world of finance is also a necessity. It means applying sophisticated new knowledge and wisdom in personal and family finances with modern knowledge, techniques and technologies in the world of existing and multi-stakeholder finance.

Financial literacy and educated human capital create financially free and independent people who move the family and society in a positive direction.

With financial literacy, each individual can best manage their income and expenses, investments and ventures as well as build plans for their own benefit and the well-being of the family members. This ensures the usefulness of financial literacy,

which in addition to education is gained through the daily practice of money management, with diversification of investments, loss minimization and so on.

12. The Need for Entrepreneurship Education

More and more young people will have to create their own business opportunities, rather than waiting for them to plan and recruit for public or private employment. The young people are facing many challenges, from acquiring personal skills such as communication, management and presentation, to writing business plans and understanding financial statements.

Young people are the future of every society. Acting for changes and promoting responsible youth behaviour towards money and sensitizing the public about the importance of young people's financial freedom ensures their secure financial future.

How can this be done? By creating programs in the state in which individuals can:

1. Understand their role in the market for financial products and services, gain knowledge of their rights and obligations, and have an active attitude towards the use of financial funds and resources.
2. By educating them on how to manage personal or family finances in order not to get into debt that they cannot repay and therefore end up in poverty;
3. Recognize the need to save for old days or retirement, and to overcome unforeseen cash outlays.

All of this uses experiences and accomplished financial education programs from around the world, as well as models for financial education of children and young people. It enables the promotion of partnerships with the public and private sectors, financial institutions, communities and associations and other stakeholders. The sustainability and availability of financial education depends on the power and variety of preparation, initiation, realisation and evaluation of education implementation.

Topics of interest besides family resources and finances include savings management, banking, pensions, investments, insurance, taxes, and all of these topics that may be of particular interest to young people, families, and individuals who are exploring these phenomena.

13. Household Budget Management Model

Editing a family budget is no easy task. The hardest thing is to look at the truth and put all revenue and expenditure on paper (or computer) and balance all accounts. This can be simplified in a spreadsheet with careful and detailed maintenance costs. Keeping track of family expenses allows for later planning. They cannot be planned unless the funds are known both as a reality and what is spent. Those who do not like the word planning for some reason or dislike may replace the word management.

Over time, persons get a sense of how to plan revenue and expenditure.

Cost management is not an end in itself, and saving time is not wasted unless planning to save or invest. Automatically tracking how much money you spend will not change your habits because at the end of the month the goal is to have more money.

What enable tracking information is actually how much money is spent and whether one wants to continue to spend so much money on a particular category of needs. It is about personal preferences, which need to be recorded in order to be able to plan in advance the budget and the money that will be put aside and invested. Higher annual costs can be predicted in advance for the relevant month and thus avoid unpleasant "surprises".

Mandatory day-to-day management of finances If not only personal finances, but also the whole family's records are to be kept, the costs should be entered on a daily basis. It is almost unlikely that at the end of this month, you will not know where 50, 100 and more Euros are missing when comparing the actual expense accounts.

At the end of the month, your balance must always be zero if all costs and revenues are entered. A daily sheet can also be created which can be used to record daily expenses.

Household Budget Management Programs Simple tables have been created and classic records can be replaced by specialized computer programs. Some of them have gone so far that one can read data from online banking or stock market prices, so that at any time one can obtain a statement of their investment and earnings. This can also prepare the tax return, given the accuracy of the programs.

Everyone, just about everyone, but needs to know where it is heading, in other words, it needs to have a **Plan and a Strategy**. There is no one who does not have a plan and strategy, because those who do not have them actually have a poverty plan and strategy! Everyone has a plan, as he himself has chosen. Did you know that only 3% of the world's population has their own financial plan and strategy? And do you know how many rich people there are in this world? Yes, exactly 3%. And did you know that those 3% have more wealth than all 97% together?!

14. Money and marriage

Many marital problems arise because couples do not communicate well enough. Some of the problems in marriage regarding money can be solved by talking. The vast majority of money problems in marriage are not because spouses do not earn enough money, but because they do not talk about money.

Not only do they have to look at the bills and costs, but they also have to talk about the goals they jointly create. Having the same mindset or having a similar financial outlook on things will make money talks much easier. Many of the problems that arise in marriage are because couples are not in the same direction as to where the financial needs are and how to get them done.

Money is one of the leading causes of divorce. In fact, a SunTrust Bank survey found that 35% of respondents who experienced stress in their relationship were due to money. According to a CreditCard.com survey, one in five Americans say they spent \$ 500 or more and did not tell their partner.

For many people, discussing money can be difficult and uncomfortable. No matter what the fact is, money is one of the biggest parts of any marriage. They can make the connection stronger or it can move it in the opposite direction.

Instead of letting the money to leading your marriage, educate yourself and use your finances. It is better to take control of money to improve marriage relationships, which can have a huge impact on other areas of family life.

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Citizenship Education and Teacher Training. Research and Practice in Italy

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Abstract

Since 2008-2009, the discipline "Citizenship and Constitution" was introduced by the Law 169/2008, in all Italian schools. From pre-primary to upper secondary school, the intention has been to promote the formation of social awareness and critical consciousness to educate good citizens. The culture of Citizenship and Constitution has assumed then a permanent, structural character in schools. The concept of citizenship has gone through various definitions, it is prevailing the idea of uniting citizenship with the content of the Constitution, thereby reinvigorating the map of common values. More recent is the concept of active citizenship, interpreted in terms of participation and social and civil action in the local, national and European community. The university curriculum of teacher education contemplates the discipline 'Intercultural Pedagogy and Citizenship Education' in order to prepare students to become responsible teachers towards social critical themes such as the question of human rights. This article presents results on the cultural relevance of learning Citizenship values as part of curricula both in school and at University and gives the essential reasons to prepare students to become teachers for a school able to orienting children towards democratic citizenship.

Keywords: citizenship education, italian constitution, teacher education, human rights, university curriculum

Introduction

The research entitled 'Practice/Research in Citizenship Education in Teacher Education' is carried out within the European project known as 'CiCe, Children's Identity and Citizenship in Europe, the Erasmus Academic Network/Jean Monnet Working Group 7 Research and Practice: The links for Citizenship Education' (Cunningham, 2018). The research arise out of joint action of five European Universities that deal with teacher training and Citizenship Education. The five Universities are Università degli Studi Roma Tre, Italy; the University of West of Scotland, United Kingdom; Riga Teacher Training and Education Management Academy, Riga, Latvia; Malmö University, Sweden; and the University of the Peloponnese, Greece.

The purpose of the research is to produce a *Guide for teachers* involved in facing problems and challenges being experienced in society, in which migration and terrorism require new strategies and educational practices (European Union Education Ministers, 2015).

In Italy (Batini, 2012; Corradini, 2014) the introduction of citizenship education (CE from now on) in school and university curriculum is one of the most relevant urgency. It is a common idea that the future of democracy of modern school systems depends on the education of young generations to responsibility, justice, and human rights (Jonas, 1984; Frazer, 2009, Gifford, 2016; Jagland, 2016). To this regards, scientific research gives results on the development of the political identity of young people in changing societies and focus on what States are promoting in the school system to educate for CE (Ross, 2015).

To this end, it is deemed necessary to know: a) the status and evaluation of Citizenship Education in preparatory teaching programmes at University; b) the current status and evaluation of the teaching of CE, and related topics, in primary schools; and c) prospects for improving the training offered on CE at University and school levels.

As recommended by the United Nations Educational, Scientific and Cultural Organization, the Council of Europe, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States, the "education for democratic citizenship and human rights education are vital for the achievement of peaceful, sustainable and inclusive societies based on respect for the human rights of every person (Tibbitts, 2015, p. 7). It is also in accordance with this idea that the survey is promoted.

Survey method and tools

The training of primary school teachers at the *Università degli Studi Roma Tre*, Italy, entails a five-year study period and provides for the compulsory teaching of Intercultural Pedagogy and CE in the third year of the course.

The survey includes a quantitative section, using a questionnaire consisting of 10 closed questions, and a qualitative section, prepared with a focus group of 7 questions. The intention is to detect the research and practice of CE by asking students directly to reply to the questions selected.

The students report on their university preparation, school internship experience and professional expectations as pertains to CE. The questionnaire comprises three exploratory areas: 1) trust in the institutions, both universities and schools, that teach CE; 2) goals of CE and competences of teachers; 3) the relevance of human rights education within the teaching of CE.

The focus group resumes the three exploratory areas of the questionnaire, at this moment dwelling on the meaning of CE and the identity of a good citizen. The focus group was carried out via Skype and was made up of students, all female, with the following characteristics: they are attending the fourth or fifth year of the university study course; they completed the course and passed the examination on Intercultural Pedagogy and CE; they are currently writing their graduate's thesis on CE and intercultural education; they have teaching experience in pre-primary and primary schools as student-teacher internship or they have teaching experience in pre-primary and primary schools as in-service teachers; they are currently in Erasmus mobility and are replying from abroad.

Sample groups

The sample that replied to the questionnaire is made up of students from the first, third and fourth study years. The number of students enrolled in the Initial Teacher Training course in academic year 2015/2016 is 317 first-year; 249 third-year; 203 fourth-year.

Respondents to the online questionnaire posted in the platform of the university were: 178 first-year students; 183 third-year students; and 211 fourth-year students of the study course. In percentages, the three sample groups represented as follows the study course.

For the first year, 56% of the entire student population enrolled; for the third year, 74% of the entire population enrolled; and for the fourth year, 104% of the entire population enrolled. The greater presence of fourth-year respondents concerned the addition of some students who were recovering credits.

Quantitative results from the questionnaire

Trust in the institutions

Q. 1: *According to your own university experience of learning CE at your University, how would you judge the pedagogical and didactics support you receive?*

Most of the students give a positive evaluation of what the University supplies. Support is usually useful (45%) and always useful (17%) towards developing a project when students begin employment as a teacher in school. The rest of the students tend to be critical (28%) and negative (10%). The average ($A=3.95$) affirms an assessment of usually useful.

Q. 2: *What suggestions would you give a primary school teacher to improve the teaching and learning of CE?*

52% of the students suggest to pay special attention to raising awareness of human rights in theory and practice; 22% choose to introduce a variety of topics related to peace education and 11% opt for discussing justice in modern-day societies. Social and political issues and studying the Constitution are not of great interest (15%).

Prevailing among the other options is the statement that it is important to develop practical projects in the classroom so that children can learn how to become part of the community and interact within it positively and functionally.

An additional suggestion is to be interested in the world events that surround the children and sensitize them to discussion, criticism and in-depth thought.

Q. 3: *In what way is your university working to prepare you to be an active citizen in society?*

Approx. half of those replying, 51%, agrees about providing professionally qualified teachers for good preparation in theory and practice; 27% find it important to organise a University curriculum related to the primary school curriculum of CE; 22% is talking about opportunities of action research while they are studying at University, and they consider important to have the chance of changing common discriminatory points of view about tolerance, cultural diversity and human rights.

Goals of CE and teachers' competences**Q. 4:** *According to your own university experience in the practice of teaching in primary school, what is the general frequency of teachers' competences in CE?*

The five competences considered in the survey are:

- teachers know well the subject-matter they are teaching;
- teachers respect the responsibilities they undertake;
- teachers allow students to express their own opinion, they do not impose their opinion in discussions;
- teachers provide clear explanations of the lesson;
- teachers announce the evaluation criteria before examination and test.

Although part of all of the five competences has been amply assessed, the average (A) allows for listing them by rank:

2. teachers observe the responsibilities they undertake (A=3.79);
4. teachers provide clear explanations of the lesson (A=3.70);
3. teachers allow students to express their own opinions; they do not impose their opinion on discussions (A=3.67);
1. teachers are quite knowledgeable about the subject matter they are teaching (A=3.66);
5. teachers announce the evaluation criteria before every examination/test (A=3.53).

According to the students' judgment, responsibility and the ability of teachers to provide a clear explanation of the lesson are very important. Less attention concerns the procedure of the evaluation in which criteria are not introduced before the test.

Q. 5: *How often do teachers in service adopt actions regarding concepts, contents, the meaning of CE?*

The list of 13 options are formulated concerning emotional, cultural, social, pedagogical life of the school context seen from the perspective of what teachers are doing:

1. teachers link school activities with cultural activities outside of school;
2. teachers try to put themselves in children's shoes;
3. teachers adapt the lesson's content to each classroom and children needs;
4. teachers offer children the opportunity to improve themselves beyond the classroom;
5. teachers motivate children to study;
6. teachers encourage interaction and cooperation within the classroom;
7. teachers link the various subjects they teach;
8. teachers make children feel comfortable, by creating a climate of calmness and understanding;
9. teachers use the proper teaching material and not just the written text;
10. teachers apply different teaching methods;
11. teachers help children to process their method of learning;
12. teachers are willing to be in touch with children's families;

13. teachers in school collaborate for issues of instruction.

Most of the actions adopted by primary school teachers regarding CE are placed on a level between usually and sometimes, as the average shows, according to the ranking below:

4. teachers offer children the opportunity to improve themselves beyond the classroom (A=3.72);
6. teachers encourage interaction and cooperation within the classroom (A=3.71);
8. teachers make children feel comfortable, by creating a climate of calmness and understanding (A=3.70);
5. teachers motivate children to study (A=3.65);
12. teachers are willing to be in touch with children's families (A=3.60);
13. teachers in school collaborate on issues of instruction (A=3.60);
3. teachers adapt the lesson's content to each classroom and the children's needs (A=3.55);
11. teachers help children process their method of learning (A=3.47);
7. teachers interconnect the various subjects they teach (A=3.46);
9. teachers use suitable teaching material and not just the written text (A=3.42);
10. teachers apply different teaching methods (A=3.37);
2. teachers try to put themselves in the children's shoes (A=3.32);
1. teachers link school activities with cultural activities outside of school (A=3.22).

As we can see in the structured list of the questionnaire the first item "teachers link school activities with cultural activities outside of school" received from students less relevance. It probably means that teachers like to consider a variety of activities for children in school, see item 4 "teachers offer children the opportunity to improve themselves beyond the classroom", but not necessarily outside the classroom. Teachers are not fond of creating a formal link between school and territory.

Teachers present themselves as experts in offering the best opportunities for the development of children.

There are still some difficulties in understanding the expectations of children who desire to explore new learning opportunities. Teachers find obstacles in attributing a value to the connection of school context with the cultural activities developed outside of school and in the form of outdoor learning.

Q. 6: *The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning mentions a three-fold meaning of civic competence. Read the section concerned. Carefully evaluate to what extent the primary school context in your country is putting into practice civic competence, skills for civic competence and full respect for human rights as a priority in the official system of education.*

Rank and average classify the assessments regarding *The Recommendation of the European Parliament and the Council* (European Parliament and Council of the European Union, 2006). The assessments regarding the Recommendation change the rank of the three-fold meaning of civic competence, according to the average. Indeed, the number is written before the sentence, 1. 2. and 3., follows the mention in the original document, and the position does not correspond to the one collected with the questionnaire.

The item number 1 mentioned in the first place in the original document goes in the second position according to the results of the survey. Item number 2 goes in the third position. Item number 3 goes in the first position. Last sentence, or item, becomes the first in the evaluation of the respondents.

3. Full respect for human rights including equality as a basis for democracy, appreciation, and understanding of differences among value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's community, country, the EU and Europe, in general, and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility. As well

as showing understanding of and respect for the shared values. They are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others (A=3.80).

1. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights. Including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how various institutions apply them at local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. Besides, an awareness of the aims, values, and policies of social and political movements should be developed. Knowledge of European integration and the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe (A=3.66).

2. Skills for civic competence relate to the ability to engage effectively with others in the public domain and display solidarity and interest in solving problems affecting the local and broader community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, i.e. local, national and European, specifically through voting (A=3.59).

Results show how the content of competence which mentions the "Full respect for human rights" received the most relevant assessment in the survey.

The "Knowledge of the concepts of democracy" and "Ability to engage effectively with others in the public domain" are comparatively less important. Even though in the original document they are written before the quotation of respect for human rights.

Human rights education

Q. 7: How is CE placed in the curriculum of teacher education at your University?

80% reply that at the University, CE is a compulsory subject for all students; 14% state that CE is not a compulsory subject for all students, some can choose it as an optional subject and credits are given for the course that is useful for an academic career; 6% say that at the University, CE is not a compulsory discipline and it cannot be chosen as optional subject and no credits are given that are useful for an academic career.

The real situation is only the first one, and evidently, one out of five of the students do not even know the official curriculum.

Q. 8: According to the university experience how were teachers aware of the relevance of teaching children CE?

According to university experience matured during the classroom training in school, 70% of the students replied that teachers are aware of the fact that by law CE is a compulsory subject for all children; 20% of students say CE is not considered a compulsory subject for all children and it is possible to verify an optional presence of CE in the classrooms; 10% of the respondents say that CE is not considered a compulsory subject for all children and in the classroom, there is no sign of the discipline.

The Italian Law 30 October 2008, no.169 Article 1 states that from the beginning of the 2008/2009 school year, staff training actions are activated aimed at acquiring the knowledge and skills related to "Citizenship and Constitution" in the first and second cycle of education, within the historical-geographical and historical-social areas.

Similar initiatives are also present in pre-primary school. The survey demonstrates how it is still difficult to find awareness of teachers to the relevance of CE in primary schools. Only when teachers are sensitive to the teaching of CE it is possible to find related classroom activities.

The relationship between awareness, curriculum and CE activity is positive. The conscious teacher builds the CE curriculum and promotes educational activities concerning the values of citizenship and Constitution.

Q. 9: According to university experience how often do teachers in service propose activities related to CE in their classrooms?

The question was subjected to a temporal assessment scale of 1 to 7: Almost every day 7%; Once a week 23%; Once a month 33%; Once every three months 12%; Once per semester 12%; Once per year 7%; Never 6%.

The average (4.53) shows that teachers propose activities regarding CE; the larger part (33%) propose CE activities at least once a month and about one-fourth (23%) propose these activities at least once a week.

Q. 10: *Approximately how many children are in the primary school classroom where you are doing your practical training?*

Reported are the frequencies of the presence, in the school, of disabled children, immigrants, children belonging to racial, ethnic or linguistic minorities, or belonging to more than one typological category.

The most substantial quantitative experience concerns the presence of 1 to 3 children, above all, the disabled (no. 122) and from ethnic minorities (no. 99).

Philosophy and Pedagogy of CE

At the end of the structured questions, space has been left free to allow for observations on the questionnaire as a means to explore the state of CE in school and university contexts. Some of the comments are reported here below according to the students' reflection.

Phrases are codified in two sections and six categories. The first section comprehends the sentences related to CE as philosophy and conception of the world, characterised by words such as vision, values, life. The following three categories belong to the first section: 1. the sense of the world citizenship for each human being; 2. the awareness of the value content in CE and the poverty of the institutional offer; 3. the conception of sustainability expressed in the meaning of increasing the level of quality of life.

First section: CE as philosophy and conception of the world

1. the sense of the world citizenship for each human being
2. the awareness of the value content in CE and the poverty of the institutional offer
3. the conception of sustainability expressed in the meaning of increasing the level of quality of life

The second section comprehends the sentences related to CE as pedagogy and education characterised by words such as curriculum, inclusion, teaching. The following three categories belong to the second section: 1. compulsory presence of CE in school and university curricula; 2. areas and themes which specifies the CE education such as disability, inclusion, multicultural education; 3. teaching and learning CE from the perspective of teacher's tasks.

Second section: CE as pedagogy and education

1. compulsory presence of CE in school and university curricula
2. areas and themes which specifies the CE education such as disability, inclusion, multicultural education
3. teaching and learning CE from the perspective of teacher's tasks

Examples from the *First section: CE as philosophy and conception of the world* considered as 1. *the sense of the world citizenship for each human being* are the following sentences:

- It is very important to teach CE because there must be a reason for living for the future people of the world.
- Teachers should teach more about real world situations and focus less on ancient theories, ancient cultures. History is very important towards understanding how the course of society and the world went, but more important is to learn of the present situation. Children need teaching about the reality that surrounds them and the rights they have as citizens.
- Nowadays, as globalisation changes the world, CE becomes a tool against both discrimination and psychological terrorism and should be implemented in schools and life.

Examples from the *First section: CE as philosophy and conception of the world* considered as 2. *the awareness of the value content in CE and the poverty of the institutional offer* are the following sentences:

- The content of the questionnaire is interesting because it supplies the possibility of reflecting on the value of CE.
- The teaching of CE in primary school helps to educate the child to certain principles and rules useful for being part of its living environs. Good university education is required, to become good teachers able to pass on these values to children.
- The questionnaire is presented as a useful means for investigating the trend and the intensity with which schools face CE.
- The questionnaire is useful for getting an overview of CE and linking school to the University.
- The questionnaire is useful for detecting the degree of interest of teachers today in CE. As students, we need more actions than words to spread interest in this topic.

Examples from the *First section: CE as philosophy and conception of the world considered as 3. the conception of sustainability expressed in the meaning of increasing the level of quality of life* are the following sentences:

- During the practice of teaching in primary school, students visited two different schools, one located in a little town close to Rome, and another one located in the suburb of Rome. The two schools have projects about CE in their educational offer. Although, both schools state a great interest in the importance of educating children to become active citizens, in practice the variety of topics related to CE is quite poor. Students would like the schools to organize meetings with families to involve them in the CE of their children and explain to them the importance of knowledge of human rights.
- The questionnaire helps to understand the importance of CE. It is necessary to improve CE in teacher education because teachers need to update the perspective of lifelong learning as well as to learn some practice to become an active citizen. To act as a good citizen, students and children need to learn the right actions, not just the right words.
- The issue of CE is still poorly treated in many schools.
- Instead of asking questions about research in this field, there should be more attention paid to *how* to teach *in practice* in schools. It would be simple if the university would teach students to be able to do this in their way of working with children.
- This questionnaire allows to reason and reflects on aspects of daily life that affect a child's education. These aspects are important in shaping active citizens, able to help each other in times of need and work together.

Examples from the *Second section: CE as pedagogy and education considered as 1. compulsory presence of CE in school and university curricula* are the following sentences:

- The questionnaire can be useful for examining the initial training of teachers and improving knowledge of the curricula related to citizenship and the responsibilities of the teachers to impart this knowledge.
- We can have a real image of the CE in schools only through information and knowledge provided by questionnaires and direct observation in the classroom.
- It is important to submit this questionnaire to the teachers to make them sensitive to this topic.
- We need more teaching of CE in our university curriculum, mostly on matters of human rights and immigrant children.
- The questionnaire is a valid tool to investigate on CE as a key discipline for school and the future of the students.

Examples from the *Second section: CE as pedagogy and education considered as 2. areas and themes which specifies the CE education such as disability, diversity, inclusion, multicultural education, migrant children* are the following sentences:

- The course aims at developing knowledge and skills to prepare a future teacher in intercultural and citizenship education. Through the questionnaire, the main points of teaching are highlighted with a focus on the preparation of students' criticism.
- CE in Teacher Education is becoming more efficient. The problem is to assimilate well the cultural and social diversity of every gender at school and beyond. It is necessary to make stronger the teaching of CE in all disciplines. It is essential to try to change the teachers' mindset, the way of viewing things and considering human relationships. Because our awareness is never enough. Only this can be a way to face the increasingly dynamic world, in which we all live.

- The questionnaire is a training experience to reflect on the importance of CE and mostly in teacher education. Today in the classroom we have children who come from different countries and teachers need to have the skills and knowledge to foster encounters with others.

- CE is very important, especially in modern and multi-ethnic societies. Teachers must have good preparation and must communicate this knowledge to children at all times.

Examples from the *Second section: CE as pedagogy and education considered as 3. teaching and learning CE from the perspective of teacher's tasks* are the following sentences:

- It is very useful to share ideas and opinions about CE to improve teacher education.

- Hopefully, this research will increase the study of civic education, particularly in schools.

- It is necessary to encourage the use of teaching strategies to accommodate the disabled or foreign students. The previous generation was not adequately trained in this regard.

- It is vastly important for teachers to be trained in CE during their academic careers.

The contents of the sentences reveal a high sense of criticism. The students have knowledge of the problems in teaching and learning CE and matured a dialectic position towards the institutions still too weak in providing for qualified teachers and adequate resources. The hope for a change arises as a real possibility parallel to the process of globalisation and for the increasing mobility of peoples.

Qualitative remarks made by the focus group

For the conversation in the focus groups (FG from now on), the following 7 questions were asked:

1. What do you know about CE?
2. Where did you find info about CE?
3. What do you understand by the term CE?
4. What was your learning experience of CE in school?
5. How was it personally significant to you?
6. What is your attitude towards your country, EU countries, and other countries?
7. What do you understand by "good citizenship"?

Concerning the first question: *What do you know about CE?* The students believe that knowledge of CE coincides with the meaning of CE. What they learned at school represents the actual meaning of CE.

CE is explained as the ability to manage to live in a group and respect the rights of each person in it. Some add that it means the sense of belonging to the country, not just recognizing the laws and observing them, but also knowing how to live and coexist with others.

It is brought to light the importance of the curricular aspects. CE is not just a step of the study cycle, it is a cross-curricular subject. It is to be taught at all school levels, in all subjects. It must educate children and adolescents to take an active part of a globalised world and understand their duties and rights in a new global context. There is a strong awareness of how sharing the thoughts and respect the thoughts of others leads to mutual knowledge and then to the world coexistence.

There is a strong sense of the teaching profession, in those who say that CE means helping children understand the society in which they are raised. But also accepting others, by learning about different cultures in the classroom. It is up to the teacher to facilitate this relationship among persons of different cultures, who have different ways of thinking.

In one of the FG, what emerges most of all is the relationship with the formation of a Democracy. CE is when an individual interacts with others and the environment. The person wishes to actively participate in building a democratic society. Fundamental are the values of civil coexistence, democracy and human rights of equality, freedom and social justice.

Concerning the second question: *Where did you find info about CE?* The sources mentioned are:

- the Italian Constitution jointly with the Declaration of Human Right and other Conventions;
- elementary school on matters of Civic Education, in which there were concepts about how to live in civil society;
- after school, in the university course;
- as a daily experience, indeed we should realise that citizenship does not mean so much the way of living in our country it has to take into consideration what is happening, throughout the world;
- in addition to the Constitution of one's own country, it is necessary to look at all of the Conventions worldwide, that is, of the UNO and the rights of children and adults, in general;
- the first concepts of CE were introduced in history classes in primary and middle schools, but, above all, by the narration of family member, often the grandfathers, then at university in the course on Intercultural Pedagogy and for personal information;
- introduced in history classes in primary and middle schools, but, above all, by a family member, often the grandfathers, then at university in the course on Intercultural Pedagogy and for personal information;
- in forums and university books.

Concerning the third question: *How do you can explain what do you understand by the term CE?* Explaining and understanding CE concerns educating, helping to assure that children can learn proper behaviours and lifestyles. These things allow them to live democratically within a group and a community. By knowing the rights they have and the duties by which they are to abide.

There is also a reference to concepts and the specificity of lessons. Concepts are given not only by the teacher but also by community relationships. The environment in which one lives is perceived by the pupil useful to live in society. Children become responsible and open to other world cultures. They mature full rights and duties, but they are also able to accept other cultures that build part of the environment in which we live.

The task of the teacher is to make the children understand that CE is not a school subject, like history and geography, but an education that will serve them for life. Apart from school, the family, parents, other people, associations and circles the children are also responsible. As for the teacher, the fundamental idea that must be communicated to the child is to respect other people. They should go beyond differences in thought and culture, and also respect conflicting aspects in both micro and macro contexts.

Critical elements concern experience that cannot be only given in the classroom. When teacher draws out the educational plan becomes must ensure that the child understands what respect means, and to what extent every person is different from him and also similar to him, thus the child learns to establish an open, mutual relationship with the others. Diversity and cooperation become the threshold concepts in the curriculum, indispensable to build the profile of active citizen.

In another FG a girl speaks of creating a favourable environment for developing these civic, social, and intercultural skills. Preparing the environment and context is important to develop these principles. It happens also through activities that can promote comparison, as well as by studying topics related to the rights and duties of citizens.

Concerning the fourth question: *What was your learning experience of CE in school?* School more than university supplies consistent examples of CE. The students' experience at school was boring but quite meaningful in education to become active citizens. Instead in the recent teacher training experience, students complained about the scarce involvement in positive actions on CE. At the university, the most relevant change emerges when students try to be active in what they study and orient the final thesis in themes where the good of the community is the main argument.

Scholastic teaching tends to be treated on the legislative level and the approach to the Constitution is only marginal. Students usually complain they did not receive true teaching in CE, meaning useful and interesting teaching, in any of the levels at school. The first approach considered true was the one had during the university course. At the university, they learned theories, but there was no practice at all. Thus school teaching of CE is judged insufficient and the university teaching of CE is still abstract, far away from life.

In the Erasmus mobility, students learned the practical aspect. In a group of foreigners, it is easy to experiment with a sense of active citizenship. Erasmus students developed a curious attitude towards other cultures and ways of living. This is at the basis of every subject-matter in some of the European countries and it is an issue that is part of the system of education.

It is necessary to go beyond solely learning the articles of the Constitution by rote and look at practical life. Students remember the simple reading of the constitutional articles in the classroom in elementary school, and one aspect, more practical, consisting of small projects about the environment. They never did anything practical as concerns citizenship. It has always remained something abstract and students think this is the greatest shortcoming in the Italian school system, where citizenship remains theory, just a series of articles and not something that is applied to everyday life. Also, the child learns that articles are not applied in everyday life of the person. Students received a more in-depth viewpoint at the university. There they read and closely examined the thoughts of some authors concerning the rights and duties of man, not only respect for himself but, above all, in relations with others in society and the world.

There is frequently a connection of CE to projects about environmental education and the presence of this teaching at all levels and ages. Children understand the importance of this subject. Even the youngest can understand the main concepts of freedom and citizenship and the importance of sharing.

Concerning the fifth question: *Is it personally significant to you?* The university experience is among the most significant. Teacher training is helping students, also involving the children in the values of citizenship together with Erasmus that was the greatest lesson in this respect; Erasmus is an experience that changes the students' life.

Students remember that the lessons at school was boring and only now they become aware of the importance of knowing what is stated in the Italian Constitution. But students admit that they understand much more when they are in a foreign country. Abroad there is an enormous reciprocal exchange every day. In this way, young people learn in practice the meaning of being with others and understand a way of living other than their own, so it is a completely different experience from that of school.

CE is the basis of education to value; it allows for gaining responsibilities and supports solidarity and participation in the local community.

Concerning the sixth question: *What is your attitude towards your country, EU countries, and other countries?* Faced with the many problems crossing Europe, there are surely things to be changed. Picking out the positive aspects, students think that in Europe, one should choose the positive things, learning from another culture and vice versa for mutual enrichment.

What happens in Europe does not help Italy. Students realize that there are foreign policies that do not treat Italy well and they would prefer to live outside the European Union.

It is apparent that there is a true need for citizenship. Starting with children who are the future, and of being open to change things, relationship with European countries is of total openness and faith that something is changing.

The international comparison does not favour Italy. For instance, the students positively quote previous experiences in other countries, where the economic and civil level is higher. Despite this, Italian students love Italy, even though they realise that there are no opportunities. They complain about the lack of open attitude to new ideas and towards a hypothetical alternative development and understand that the question of rights could be in danger.

While living abroad students feel they are growing both socially and civically. This means knowing how to integrate what is positive in different countries. For example, in some countries, the lifestyle is different from Italy, as regards regulations and rights. Some countries appear much more organised as far as citizenship is concerned and this consideration becomes a very positive social experience for young people who find Italy less organised. Of course, the knowledge of other cultures and about the EU countries, the experience of dialogue and appreciation of differences are real teachers' tools to avoid the discriminations which are sometimes present in schools. Thinking of the fact that the EU rose from 5 to 28 member States it is clear that the concept of citizenship is broadened. Thus, when one speaks of citizenship, it is necessary to think of being citizens of the world. Students feel they are part of a total unit and they are ready to give their contribution. This is not just from a Constitutional standpoint, but also as regards the rules derived from common sense and common action.

One good practice of CE is the introduction of other European languages, apart from English, into the second and third grades of the primary school, especially when it is organised in collaboration with the families.

Concerning the seventh question: *What do you understand by "good citizenship"?* The good citizen is who: actively respect others for the common good; comprehends the active participation of all persons in building a civil society, in the sense of taking care of what is shared; is a critical person, in a positive sense, open to the world, and a citizen able to socialize and be responsible; knows how to observe the laws and is a responsible citizen for the environment, waste, food, and health education knows how to manage all of the responsibilities in daily life.

Being a good citizen means knowing how to relate to others, in addition, to be active in one's own country and being active in the world. Students reveal that we should feel citizens of the world and we should learn how to contribute to the country where we choose to spend our life. In this way, all of us seriously participate in the world wellbeing.

Good citizenship is created in school through CE and by educating children to flexible, critical, creative thought. Citizenship and Constitution as a teaching subject cannot be relegated to only one hour per week. But is a transversal subject that comprises many aspects, many other subjects, so teachers should also have good training. Schools should use explicit strategies to boost commitment. Also by including the parents by openly inviting them to take part in school activities. There is an important factor of multi-dimensionality of the school. Interviews on these topics should be carried out with pupils and parents to learn together what cooperation means to us. It is necessary to have serious views so that this matter is perceived globally by everyone. It cannot be relegated to textbooks but has to be experienced in the first person in a real context.

Conclusion

The following general considerations can be drawn from the areas of the survey. It is possible to observe a substantially positive position towards the prospects of teaching CE. It is deemed that both school and university curricula should be boosted. Institutions are required to introduce more opportunities for active training linked to the experiences in the daily lives of the children, parents, families and the local community.

There are general complaints about a lack of connection between the theory and practice of CE. Teachers at school and at university are expected to work more on matters of human rights, social justice, political and social issues, tolerance and cultural diversity.

At school, there are high levels of responsibility concerning the importance of CE. Teachers are substantially careful when working with children, even beyond the usual school homework.

The trust in changing the institutions is felt considerably, particularly for the possibilities that may concern today's children, who are being educated to become tomorrow's good citizens.

Knowledge of the regulations is important, but not exclusive because the concept of observance of the rules alone is not enough to build the common good. Experience and exchanges are needed and an open, welcoming way of thinking is part of great expectations.

The practice of citizenship requires solid theoretical training and opening up to the world is united with an efficient organisation in the own country. It is not valid the idea to be a worldwide spirit and act irresponsibly in their own life context.

Teachers have vital tasks concerning education to be a good citizen and encouragement to do something for others. The expectations of the positive effects of CE are high as concerns the possibilities of improving society and the criticism concerns the structural inefficiencies in both Italy and Europe.

To conclude, the discipline of CE can be part of the University curriculum aims to form students at the primary school teacher's profession. In schools, the teaching of CE is often disregarded and the prospects for improving the training depends on a single teacher who is fond of values-oriented education.

The survey refers to a situation in which CE is compulsory discipline at the University of Rome Tre, Italy, and students must seat the exam in their third year of course.

Even though the CE is compulsory, not all students are aware of the relevance of this training to become a good teacher prepared to educate children for active citizenship and the knowledge of the Constitution. In schools, the teaching of CE

should reinforce learning CE and human rights. The survey reveals how these themes are disregarded due also to lack of in-service teacher training which needs to receive a stronger institutional impact.

The Italian University and the primary school are working hard to reach the goals of global citizenship preparing the new generations for peaceful societies based on knowledge and respect for the human rights of every person.

Recommendations

The school politics should promote a stronger impulse to the CE curriculum introducing the proper evaluation of learning civic competences of children and teenagers. Teachers need to have the possibility to count on the best reward of their work in favour of the development of a democratic society. In this way, they will feel the certainty of their commitment to the education of the new generations. Teachers deserve a better offer which allows them following postgraduate courses acquiring the coherent title of higher specialisation. It is necessary that they are recognized as an expert in CE.

It is quite urgent to start the CE from pre-primary school with an educative well-measured offer to the level of children. Schools are part of the educative community and their main mission is to prepare children to feel community encouraging them to active participation in social life. The experience of living together peacefully teaches to respect the other person who is part of our common world. This is the best way to educate against the violence and the aggressiveness.

The salvation of the world depends on our investment in educating for inclusion and sustainability. The space of CE is vast and extremely important to prefigure a future in which human rights are the priority in the scholastic system of all countries. Governments and The Ministries of Education should orient towards a relaunch of the CE with the introduction of civic and political education as a compulsory subject in all schools.

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Caucasian Multiculturalism, as the Burden and the Opportunity and the Private Archive of Russian Empire's Georgian General

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Abstract

The Caucasus is considered as one of the difficult geopolitical regions. It includes Georgia, which differs from other Caucasian ethnics in religious-cultural context. Georgia, which has been strongly influenced by Persia and Ottoman Turkey for centuries, as well as by Europe, fully becomes a part of Russian Empire and gets under even stronger European influence. The 19th century Caucasus was characterized by multiculturalism that, in general, causes the atrophy of values and the marginalization of national components, as a result. The subject of our research is the private archive, namely, 700 letters of Grigol Orbeliani (1804-1883), Georgian poet, military person and public figure, the General of the Russian army. In this material, we can find the various concepts of self-identity. In this regard, it is significant to analyze what place was taken by Russian on the one hand and Eastern on the other hand phraseology and sayings in his mentality. How does Orbeliani understand and develop the phenomenon of "homeland"; what forms of tolerance does he reveal; what is his perception on Imperial, Caucasian and Georgian contexts, and so on. These very letters give us the opportunity to find not only Orbelianian contours of self-identity concept, but contributes to our attempts of marking human groups and societies' ethnic and religious identities as well.

Keywords: Grigol Orbeliani, Caucasian, Multiculturalism, Personal letters

Introduction

The scientific grant project under which this research is being carried out has given us an opportunity to use the corpus research method and look for the trends relevant to us in personal letters of this public figure. The epistolary legacy, not intended for publication and having only interpersonal communication function, often contains data different from official documents, especially if we take into account the fact that Grigol Orbeliani had an intense epistolary relationship with the governors of the Caucasus (Alexander Bariatsky (1815-1879), Mikheil Vorontsov (1782-1956)), who provided the instructions during the Caucasian war, as well as viceroys and imams as the main actors of the Caucasian War. In his writings, two passions are seen - war and lyric, as well as two interests - his own homeland as a sentimental phenomenon and the Russian empire, in the service of which his good and bad are defined. The public image of the poet and the general without the contextual and meta-textual data of these letters is quite one-sided.

Methodology: As far as we had to work on some manuscripts, we mainly used a stage-stratal method of reading manuscripts. Besides, we used different methods and technologies used by neighboring fields of humanities: source studies, ethnography, literary criticism, culturology. For cross-cultural and discourse analysis we complemented these methods with comparative, inductive, deductive, and other universal ones.

Ranging from diplomatic relations to gastronomy, the entire Caucasian existence of the 19th century was imbued with multiculturalism, which generally leads to the atrophy of values and, consequently, stipulates for marginalization of national components. Those public figures, which helped create cultural and geostrategic variations in the region, were also marginalized.

Grigol Orbeliani's authority, stipulated by not only for his being Caucasian in the eyes of Caucasian mountain-dwellers, but also for his personal skills and values, often became a reliable tool for the officials of the Russian Empire. This ability of the General could be noticed a lot of times, for example in his relationship with Shamil's Naib - Haji Murat: during Grigol Orbeliani's visit in Avar Khanate, he convinced the Naib to come over to the Russian side on the condition that he would

be forgiven for the committed crimes to the government, but after he was dismissed from Avar Khanate, Haji Murat refused to negotiate because he did not trust other generals of Russia (Droeba, 1883).

Grigol Orbeliani objectively assessed the interests and uncompromising efforts of Caucasian leaders towards independence. He repeatedly describes the exemplary courage shown by the Caucasian mountain-dwellers (for example, how two dignified 20-22-year-old Ossetians put up resistance to 20-soldier troop of the Russian army, emphasizing that they did not even think of fleeing the place where they had accidentally encountered the troop). Despite his admiration, he, as a military man, describes the battles while subduing the Caucasian mountain-dwellers with great passion and wrath. One of his letters shows how the army threaded on the skewers, killed, destroyed, took away flags, made their opponents wail, and thus took the blood of Kakheti (Orbeliani, 1855). It should be noted that the main aim of those battles - a complete subordination of the Caucasus mountain-dwellers – was dictated by the Russian imperial view. However, in personal letters, where one expresses freely his aspirations, Orbeliani's other desire could be seen – the revenge for Kakheti (Georgia's historic province), often attacked by mountain-dwellers. Here, as in many cases, the general's interests and intentions are split, and his portrait is more brittle than while corresponding with the viceroys. As for correspondence with them, he expresses his sincere admiration for the cultural and infrastructural projects that the Caucasian viceroys laid the foundation for. Here are two excerpts from the letters written to Mikhail Vorontsov, the viceroy of the Caucasus:

"I am spiritually inspired by the letter of Your Excellency. It described the recent past, famed with great deeds, in vivid colors: the fierce battles, even the subdued Caucasus, which had never been subdued before, the established peace in your beloved Georgia, liberation of thousands of captive Christians, the most beautiful road in the country which was paved for approximately 8000 ft to the top, where once only the eagles flew, mountain passes, construction of the canal along numerous dessiatinas (1.09 hectares) to enliven the barren land, the railroad projects, and many more ... Let me express my deep gratitude to you, being a thousand versts (1.6 km) away from you, for the glory and for the prosperity and happiness of the greatest country. And why should not you be happy and proud of the things that happened due to your hands, the things that will live as long as the Caucasus lives?!" (Orbeliani, 1864).

Or: "The Caspian shore is now enjoying your glorious, forethought deeds: the headquarters are finished and look like the lovely, small towns where armies that had no shelter before live quietly; beginning with Shura (Temir-Khan-Shura) with its magnificent fountains, buildings, towers and a wonderful temple ... A beautiful church had been built in Dagestan; there are three beautiful stations between Shura and Derbent; and the trade is getting better and better" (Orbeliani, 1855).

These fragments perfectly illustrate the "New Caucasus" as a justifying argument for long and bloody Caucasian wars. Although this letter is written to the official, it cannot be thought that Grigol Orbeliani referred to the bureaucratic tribute here.

In a letter to Alexander Baryatinsky, Grigol Orbeliani regrets that "new individuals are emerging in the Caucasus who have not spent anything to pacify the Caucasus and to bring peace and order there; who did not work for the well-being of this country and who only wish to get closer to Russia; Therefore, these individuals do not possess memorials, that is, the power that would relate them to the Caucasus" (Orbeliani, 1861). It is clear that this is a letter of a person who worried for the present and the future of the Caucasus.

It is noteworthy that in the image of Grigol Orbeliani we get not only the portrait of a man living on the edge of several cultures, but also a portrait that seeks to portray the Caucasus as a monogenic ethnocultural and political entity amidst many cultural streams. The conflict, on the one hand, between Grigol Orbeliani's ethnic interests and personal values, and the official (job) order on the other hand, creates quite substantial contradictions, though unique opportunities emerge in this situation. Time and again, Grigol Orbeliani appeared to be an indirect demiurge of Caucasian geopolitics. The intense nature of his correspondence with the viceroys and several passages from these letters suggest that Grigol Orbeliani had an indirect influence on the conduct of human resources policy in the Caucasus. Once, he wrote to Alexander Baryatinsky: "Mushtaid died in Tbilisi ... Please do not renew this title in the future. Those who think that a Muslim with such a high ranking may be a devotee of the Christian authorities are ignorant. Can we demand from Metropolitan Isidore a sincere devotion to the Shah of Persia? There was no Mushtaid here even when Georgia was under Persian influence; why would we want him here now?" (Orbeliani, 1861). With such influence, the General used to change the ethnic and religious climate in the region, especially in Georgia.

In order to create a multicultural environment, any ethnic subject first experiences marginalization and then is faced by the need to give up some of self-sufficient elements. In the sources of our research, we encounter with the prominent examples

of the marginalization of portraits. One letter of Grigol Orbeliani tells us about Shah Qibla-Alam's (Iran's Shah Naser al-Din Qajar (1848-1896)) arrival in Tbilisi in 1878, which he describes rhetorically: "Just imagine, the Khan is wearing our ethnic coat with 'pagoni' (epaulets). Is there any more russification than this?!" (Orbeliani, 1860). This fragment of the letter is interesting in many ways - in the words "our ethnic," the general implies Russian, and expresses dissatisfaction with irony, since personal sympathies overwhelmingly lead to protect the dignity of the Eastern ruler. It is noteworthy that dignity is frequently directly proportional to the protection of identity in this sense. This argument is questioned by one factor - there are cases where the marginal identity is not meant to diminish the quality of dignity but, rather, to bring it to higher standards. Much earlier, in 1866, when Grigol Orbeliani himself visited the same Shah of Persia, he considered the unusual strokes of his portrait worth to note: "the Khan is still a young man, 37 years old, good-looking, a famous cavalryman and gunman, he is learning French and magazines are read in this language, and thus he is distinguished with keen intelligence in his country" (Orbeliani, 1866). Unlike the previous sample, bringing in other ethnic and cultural streams here is a sign of progress and not just the author's implicit irony. The difference is that in the first case it brings the Russian element into the Shah's portrait, and in the second - the European.

"He longs to see Europe, and even tries to fulfill his dream, but it is difficult: it is not easy to get out of Persia for Khan" (Orbeliani, 1866) - This wish of the Shah, who ruled Persia for nearly five decades, is a sign of great courage and, apparently, this evokes compassion in the author of the letter.

The deep vacillation of the national element is indicated by the fragments of Orbeliani's letters in which he speaks of Shamil's son, Jamal ad-Din: "Shamil's unhappy son Jamal ad-Din is grieving for Russia; he cannot get used to the new way of life - the malodorous life of mountain-dwellers; they teach him the Koran and prayers and even circumcision was performed on him, which he still cannot recover from. He resolutely turned down the offer to become the head of predatory parties so that he could steal sheep from the poor locals and thus earn the name of a courageous man. Nevertheless, Shamil seems to love him very much. Once Shamil asked him why he was so miserable, he replied: "Why should I be joyful when my Emperor Nikolai died?" Shamil engrossed in thoughts and said: "Yes, we both have to venerate the memory of this great Padishah: he returned my child to me, and made you a man" (Orbeliani, 1855).

Orbeliani cites Shamil directly. If this is the case, we are faced with a strange reality: the overt confrontation with Oriental, Persian cultural and historical discourse, which was addressed by Jamal ad-Din by means of his father's assessment, is an immediate precondition for "making you a man". This is, of course, an acute statement and an extremely ambiguous stroke of the most ambitious portrait of a Caucasian who fought vigorously with the Russian Empire. As for Jamal ad-Din, in the sources cited in the National Center for Manuscripts of Georgia (in letters to Leonti Nikolai), he explicitly states that "if not for the Father, even the Devil himself would not make me stay in this place." In these letters, he insists on sending him a book of world history, grammar of the Russian language, French-Russian and Russian-French dictionaries, Ivan Krilov's fables and more ... That is why the North Caucasians considered him a Russian spy. This indicates a crisis of ethnic and cultural identity and a rare example of alienation of the Caucasian mountain-dweller.

If we called on the frequency of use of Western and Eastern toponyms, mentioned in correspondence with both friends and official persons (1865-1869), as one of Grigol Orbeliani's arguments identifying the geostrategic and cultural orientations, it would appear that the general had mentioned the European states and cities (for example, Florence, France, Prussia, Geneva, Warsaw, etc.) 75 times, and cities of Persia, Dagestan, Armenia and even Azerbaijan (Gubin, Kaitagh, Tabasaran, Tavriz, Echmiadzin, etc.) - 67 times. This was when the European orientation line would be inferior to the eastern line in terms of avowal.

The Georgian thinkers of the 19th century almost never considered Eastern countries as "an external space". For them, this was represented by Europe. In his personal letters, Grigol Orbeliani emphasized Europe as a cultural space distinct from the own identity, and he managed to show it in the light of household details.

Grigol Orbeliani perceives Europe as "the best place to lead practical life", "rational formation of the character", "bringing up a child", "intellectual and physical development" ... for him Europe had always been a symbol of tranquility and order. We encounter the following passage in one of the letters: "Thrift, order, and purity are the components of their (Germans') character; all of this must be added with bread and butter, coffee, a beer mug, a narghile, or a cigar, Hamburg newspapers - and a German is in paradise" (Orbeliani, 1861). The components of the "German Paradise" are desirable but not idyllic. In this list, the author of the letter emphasizes practical life more, he not only avoids the high-value component but he does not see it. Europe is so natural for him - quiet, cozy, neutral ... Such is the portrait of a descriptive average European for him. The quotation is about a German butcher whose wife and children played the piano and danced French quadrille.

Grigol Orbeliani does not consider himself a part of European identity, on the contrary, he always emphasizes (mostly humorously) his estrangement: In one letter, he writes: "Our women went to take the carbonated waters; Oh, what can we do with them? This is a European custom. We should not rebuke us – Asians, who cannot comprehend the height of their education" (Orbeliani, 1846). One more: "I got your book from Geneva, and on the 8th, Chilaev wrote to B. Nikolai that he had seen you in Paris. Hmmm! So, you began to wander in Europe, didn't you? Is it clear that you, somehow, are getting out of my tutorship? I protest this!" Also: "You went to the West and my fate took me to the East" (Orbeliani, 1846).

But neither is the Caucasus his native given. When he writes: "The Caucasus! I have had the honour to see this part too, and I do not regret it, though we suffered to get over the huge mountains in the cold and snow, without firewood and fire, walking day and night!" (Orbeliani, 1848) – these words prove that he was far from the Caucasus, the geographic and geopolitical and ethnocultural area. For him, it is the new, recognizable given.

Apart from the abovementioned, in terms of regional identification, one important point is worth noting: Grigol Orbeliani considers Europe as "Zagranitsa" (abroad).

He frequently had to modify the sketches of the contradictory cultural strategies in the non-native geographic and ideological system. In spite of the charm already described above in the European environment, he insists in one of his private letters to his cousin that his son must be taught to speak Tatar and Persian (and not any European) languages ("He won't get by with English" - we read in the quotation), as it was a necessary challenge at that time. As it is seen, his relative followed his advice and Grigol Orbeliani wrote in the next letter: "I am happy that your son is learning Persian."

He advises another close relative to make his son "learn Russian and French, and, if possible, Persian, which will be very helpful."

Marginalization of thinking is a direct consequence of the lack of values and therefore strategies. Grigol Orbeliani's linguistic (that is, political and cultural) priorities are also somewhat contradictory. He has compiled a list of the languages needed for that era (in a more sophisticated way): Latin, French, German, Polish and Russian – 1848; French, German and Russian – 1848; French, German and Russian, and if you are willing - Arabic – 1848; Tatar and Persian, English – 1855.

In the first three earlier paragraphs, the addressee prefers European (French and German) and then Russian languages. Seven years later, these languages were replaced by Eastern languages: Tatar and Persian. This list of desirable languages is dictated by practical purpose – to lead life, to serve the lifestyle, and he has a completely different view for a more general purpose. He writes: "In my opinion, the system of teaching that followed Tiflis (Tbilisi system of teaching), that is, what was taught in Russian, would also be taught in French and thus a lot of time will be wasted. My point is that sciences should be taught in Russian, and literature and poetry - in foreign languages; It will be much better" (Orbeliani, 1864).

Despite Grigol Orbeliani's declarative attempt to portray the Caucasus as a monogenic space, in one of his letters (Orbeliani, 1852) in 1852, he spoke of numerous Caucasian and Persian merchandise taken from Nukhi. This segmentation indicates that in General's consciousness Caucasian is not identical to Russian.

Rarely, but we do find the passages in which multiculturalism is portrayed without contradictions. For example, "snacks, family-run lunches: fowl from sky, ice from the Caucasus, game from the woods, fish from the sea, were being served: Soup from Europe, Georgian barbecue, pilaf from Iran, cold lamb, citruses and others" (Orbeliani, 1853), - this multicultural gastronomic environment is one of the traveling details of Mikhail Vorontsov's visit to Zakatala in 1853. In spite of the great variety of people, places and events, all contradictions in gastronomic multiculturalism, all conflicts were overcome. The desired eclecticism and combination, of course, do not apply to all areas of Caucasian coexistence.

Grigol Orbeliani strives for eclectic circumstances with synthetic, cultural and religious signs (and his personal writings do possess this natural tone). He finds the key to solve problems in such givens. Let's say, among the cultural objects to be visited by the empire's representatives there is St. Nino's 'Zavedenie' (the establishment), the newly blessed Orthodox Church, the Armenian Church and the main Mosque, and even the theatre with Persian songs and others for the glorious ones.

Nevertheless, there are cases when Grigol Orbeliani appears to be overly direct and bold. This especially can be noticed in the letters sent to the viceroys - Alexander Baryatinsky and Mikhail Vorontsov. He writes to one of these addressees, M. Vorontsov, in 1855: "In my opinion, there is no Dagestan, no Chechnya; there is only an enemy and an army of empire who is supposed to resolve the bloody issue of the great fate of the Caucasus" (Orbeliani, 1852). The framework of

multiculturalism is completely violated here, and the notion of "tolerance" is left aside; a new portrait of Grigol Orbeliani - a warrior for whom war is not only fun but also passion is brought to the fore. The passion which not only oppresses the light tolerant constructions, in general, towards human beings, but also the notions of the national identity; and, from the field of vision, he raises a fundamental issue – the counterbalanced empire and its army.

Among the effects of the projects planned and implemented by these addressees in the letters to the aforementioned addressees, one of the main benefits for the Caucasians is that "by teaching them labour they mitigate their morals and customs, they connect them to us by means of profitability of trade and thus prepare us for spiritual changes."

It is very difficult to determine, what other essential reasons there were for author to exclude "us" from the pronoun "them", why "we" became exclusive. What degree of identity he left us with? Any discussion of Europe, the Caucasus, Iran, broadly speaking, implies thoughts about Georgia as a geographical part of the Transcaucasia, a politically Russian empire-bound country, subject to the influence of two culturally global regions - the East and the West. The most important issue, however, is to find its own place in this region and to properly and timely evaluate the ever-changing geopolitical flows along this path.

In 1855, the General wrote to Mikhail Vorontsov about the Caucasian perception of the Russian-Turkish War: "the whole Caucasus as well as the entire world is looking with astonishment at the fierce struggle of our heroes in the Crimea; And the mountain-dwellers, who had known only Istanbul, Kizlar and Siberia, now talk about the English, the French and the Germans. So, the war has its good side too! Shamil is also keeping a greedy eye on the flow of the war, and, frustrated by the strength of the Sultanate of Turkey, he is not too keen to see the might of the Russian emperor" (Orbeliani, 1855) – It was Grigol Orbeliani, on the one hand, who emphasized the expansion of the Caucasian outlook and, on the other hand, the favorable geopolitical given brought by the war, that was advantageous for the Russian Empire.

In his personal correspondence with his close circle, Grigol Orbeliani talks extensively about his work stories, processes of the development in the Caucasus, and discusses these issues in several angles. There are times when he gets tired with all this and he passes on to personal stories. For example, in one letter he ceases abruptly the topics discussed at the beginning and moves on to another topic: "Let's finish with this and go back to the news: Babo had a daughter; Mamia Gurieli got married to Korkhmaz Melikov's daughter; I and Terezia were their foster-parents. Salome, that is baroness Saken, went to Kutaisi with the family..." Here, Grigol Orbeliani took off his uniform of the General of Empire; he has other stories to tell his friends, sometimes even to himself. A military man with such experience cannot hide his admiration for seeing the Bethany church and he advises his loved ones to visit it. He himself dedicates a lyrical masterpiece of high artistic value to a fresco seen in this temple of a woman, Georgian King.

Discussion: As we already saw, multicultural environment for Grigol Orbeliani, as well as for many other officials standing by his side is a big opportunity and big burden at the same time. They have opportunity, because national or ethnic interests of main actors of the period are somehow limited and balance of power creates some kind of stability and they receive freedom of action. But the authentic part of the environment can not feel this opportunity, this chance of action. It's still busy with retention of its own energy. Only someone else, the observer, can feel this. It is worth to mention that Grigol Orbeliani is not the authentic part of the environment. He is the observer, the analyst of environment and therefore takes part in modeling it. Very often he uses this space, freed up as a result of tension between other actors of events, as well as his own good knowledge of inner political reality of the Empire, unpredicted circumstances and does good deeds for himself and the wellbeing of his country. Good examples for this are his letters, in which he advises his closest circle to address heads of the empire with necessary projects (and names projects himself), because it's a good time now. He is a very pragmatic figure in this regard. He uses goodwill of the government for his goals. With his marginal nature, Orbeliani perfectly fits in given circumstances and easily fights rough passions inside him, like passionate protection of national identity, even though this is a part of his nature. With this kind of retreats, this kind of atrophy of values, he manages to arrange multiple infrastructural projects in Georgia (telegraph line, railway and etc) and helps carriers of many privet figures.

One thing must be mentioned: despite of fact that Grigol Orbeliani initiated and brought to life many Georgian projects (publishing of old Georgian manuscripts, recovery of old Georgian chants, philanthropy...) up to this day his image is not unconditionally positive in Georgian society. Even though his person was honored in life and after his death (his written legacy is still published, researches of his public and literature works are funded), trace of his dual life is still seen on the portrait of Grigol Orbeliani. Today we still hear the question: who was he – a traitor or a patriot. This question can be considered as anamnesis of Georgian society as well as the reflection of Georgian-Caucasian perspective.

Conclusion: The Caucasus, as a cultural and geopolitical area, is one of the main objects of Georgian thinking. The so-called Caucasus "Georgian perception", of course, is not unambiguous. The issue of the Caucasus is constantly accompanied by a kind of awe, delicacy, which is why it falls within the framework of strictly regulated political and cultural correctness. The circumstances and often unconscious conflicts reflected in Grigol Orbeliani's personal writings create a very narrow, specific, but important perspective for the dialogue of cultures. A combination of these sources offers a generalized portrait of a person working in difficult geopolitical environment. It is a portrait of a person with severe pressure and at the same time a unique opportunity.

Acknowledgement: This work was supported by Shota Rustaveli National Science Foundation of Georgia (SRNSF) [Grant No. FR17_229 - "New Textual Scholarship Investigations and the Chronology of Grigol Orbeliani's Life and Work (Bilingual Edition)"].

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Land Use/Land Cover Changes in a Disturbed River Watershed Kenya

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Abstract

Drivers of land use change were captured by the use of DPSIR model where Drivers (D) represented human needs, Pressures (P), human activities, State (S), the ecosystem, Impact (I) services from the ecosystem and Response (R), the decisions taken by land users. Land sat MSS and Land sat ETM+ (path 185, row 31) were used in this study. The Land sat ETM+ image (June 1987, May, 2000 and July, 2014) was downloaded from USGS Earth Resources Observation Systems data website. Remote sensing image processing was performed by using ERDAS Imagine 9.1. Two land use/land cover (LULC) classes were established as forest and shrub land. Severe land cover changes was found to have occurred from 1987-2000, where shrub land reduced by -19%, and forestry reduced by -72%. In 2000 – 2014 shrub land reduced by -45%, and forestry reduced by -64%. Forestry and shrub land were found to be consistently reducing.

Keywords: watershed. Land use/land cover change, Landsat imagery, Geographic Information System,

Introduction

Land use/Land cover change (LULCC) is continuously changing the Middle part of the River Njoro watershed, thereby threatening sustainability and livelihood systems of the people. Biodiversity is facing widespread competition with humanity as human population increases, resulting in increasing conflict between economic development and the need for biodiversity conservation. These environmental problems are often related to LULC changes. LULCC and human/natural modifications have largely resulted in deforestation, biodiversity loss, global warming and increase of natural disasters like flooding (Fan *et al.*, 2007, Dwivedi, *et al.*, 2005). LULCC plays a major role in the study of global Land use/land cover change. Coexistence between local land uses and conditions for environmental, social, and economic sustainability has not been adequately addressed. Land use/land cover change is dynamic. It is mainly driven by natural phenomena and anthropogenic activities. Seto, *et al.*, 2002, has reported that pressure from growing population and increasing socio-economic necessities results in unplanned and uncontrolled changes in LULC. Therefore, available data on LULC changes can provide critical input to decision-making of environmental management and planning the future (Fan, *et al.*, 2010, Prenzel, 2004).

Drivers, pressure, State, Impact and Response (DPSIR) model as a decision making tool, has been applied in numerous research efforts; including Water Resources Management at various scales. It has also been used in a series of international and multidisciplinary research projects as the main analysis tool (Tscherning *et al.*, 2012). The demand for agricultural land, energy, water, food, transport and housing can serve as examples of driving forces (Giupponi, 2002; Kristensen, 2004; Wood and van Halsema, 2008). Pressures consist of the driving forces' consequences on the environment such as the exploitation of resources (land, water, minerals, and fuels), pollution and the production of waste or noise (Wood and van Halsema, 2008). As a result of pressures, the 'state' of the environment is affected; that is, the quality of the various natural resources (air, water, and soil) in relation to the functions that these resources fulfill. The 'state of the environment' is thus the combination of the physical, chemical and biological conditions. The support of human and non-human life as well as the depletion of resources can serve as pertinent examples (Kristensen, 2004). Changes in the

state may have an impact on human health, ecosystems, biodiversity, amenity value and financial value. Impact may be expressed in terms of the level of environmental harm and finally, the responses demonstrate the social efforts to solve the problems identified by the assessed impacts, e.g. policy measures, and planning actions (EEA, 1999; Giupponi, 2002; Kristensen, 2004; Wood and van Halsema, 2008).

Remote sensing and Geographical Information Systems (GIS) as a resource management tool is powerful to derive accurate and timely information on the spatial distribution of land use/land cover changes over large areas (Guerschman, *et al.*, 2003, Rogana and Chen, 2004, Zsuzsanna, *et al.*, 2005). GIS provides a flexible environment for collecting, storing, displaying and analyzing digital data necessary for change detection (Yomralioğlu, *et al.*, 2000, Demers, 2005, Wu *et al.*, 2006). The aim of land cover change detection process is to recognize LULCC on digital images that change features of interest between two or more dates (Muttitanon and Tiipathi, 2005). This change in land use has exposed the land to various pressures resulting from poor management, low cost technologies for soil fertility management, continued use of inappropriate technologies and intensive cultivation. Therefore, there is a need to understand how land use changes had affected the environmental sustainability of the area.

2.0 Study Area

The area of study covers about 8,170 ha and lies between latitudes 0° 15' S and 0° 25' S and longitudes of 35° 50' E and 36° 00' E (Figure 1). The whole watershed has a population of about three hundred thousand (300,000) people with more than three thousand (3000) individual farm holding units (Baldyga, *et al.*, 2003). However, according to Kenya National Bureau of Statistics, Njoro Sub County registered a population of 23,551 people having grown by 3% from a population of 22, 845 people in 1999 (KNBS, 2009). Based on the same growth rate, the watershed population may have also grown to 309, 000 people with may be 3100 households. Due to the heavy settlement in the middle part of the watershed, it is estimated to be home to about 2000 farm holding units in an area of more than 8,000 ha with slopes ranging from < 2 to > 18 % and soils that are predominantly volcanic clay loam except near the lake where silt clay is found (Mainuri and Owino, 2013).

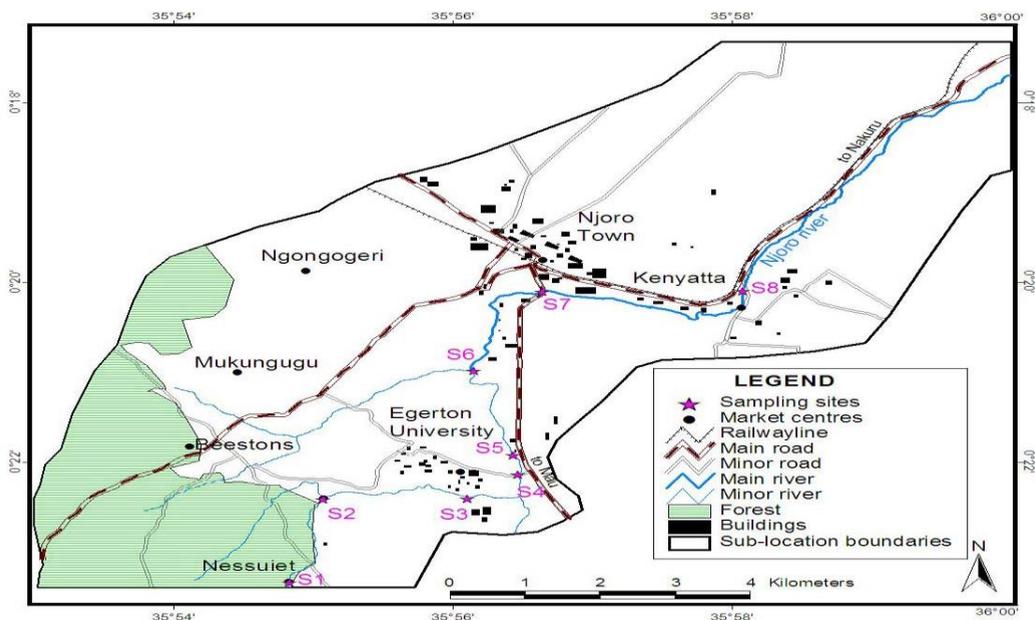


Figure 1: Middle River Njoro Watershed (Source: Mainuri and Owino, 2014)

3. Methods

A baseline survey at household-level encompassing socio-economic changes and impacts of land use activities in the middle part of the River Njoro Watershed was established. Additionally, information on factors influencing land use decisions, productivity factors and change in economic activities were sought through use of a questionnaire. The middle part of the River Njoro Watershed household survey was to target an area of approximately 8000ha. The Landsat scenes were selected (1987, 2000 and 2014) for this study. These dates captured the major excision and settlement changes that have taken place in the watershed. Efforts were made to acquire imagery that corresponds with major land use/land cover changes within this period.

The study utilized 200 questionnaires which were administered to homesteads that were initially identified at random on both sides of the river. The questionnaires were subjected to scrutiny for completeness and consistency in question answering and the way they addressed the various issues intended to be captured. The questionnaires were sorted out and entered into the SPSS (version 20) work sheet. With the descriptive and categorical nature of most of the questions, simple descriptive analysis was done using SPSS and inferential statistics performed based on the results.

3.1 Image classification

Land sat MSS and Land sat ETM+ (path 185, row 31) were used in this study. The Land sat ETM+ images (June 1987, May, 2000 and July, 2014) were downloaded from USGS Earth Resources Observation Systems data. The dates of both images were chosen to be as closely as possible in the same vegetation season. All visible and infrared bands were included in the analysis. Remote sensing image processing was performed using ERDAS Imagine 9.1. Five LULC classes were established as commercial farms, forest, settlement, subsistence farms, and shrub land. Three dated Land sat images (1987, 2000, and 2014) were compared using supervised classification technique. In the supervised classification technique, three images with different dates were independently classified. A Supervised classification method was carried out using training areas. Maximum Likelihood Algorithm was employed to detect the land cover types in ERDAS Imagine 9.1.

4.0. Results

4.1. Nature and status of Land Use/ Cover during acquisition time

The study established that most of the land was under cultivation when the current owners acquired it, as the majority (31.7%) of the responses portrays it. This was closely followed by grass cover which formed 26.6% of the total responses, with 19% reporting that the land area was under indigenous trees when they initially moved in, while a 15.4% response exhibited presence of exotic trees. However, only 7.3% of the total responses reported the presence of soil and water conservation structures on the land during initial settlement period (Table 1).

Table 1: Nature/ state and extent of Land cover during acquisition by current owners

Land Use/ Cover	Responses on Land use		Percent of Cases (interviewed)
	N (Number of Respondents Interviewed)	Percent (observed Land use change)	
Presence of soil and water conservation structures	24	7.3%	12.9%
Under cropping	105	31.7%	56.5%
Under grass cover	88	26.6%	47.3%
Under indigenous trees	63	19.0%	33.9%
Under exotic trees	51	15.4%	27.4%
Total	331	100.0%	178.0%

4.2: Land use activities and factors influencing decisions

An interview was carried out on some key informants concerning the land use activities. They reported that the main environmental impacts were a general increase in agricultural activities on riparian zones. The main economic activity creating impacts to the ecosystem that was reported by these people was usually farming which resulted in the reduction of natural vegetation. However, the state of the ecosystem has remained a bit stable due to agro forestry that has contributed to planted forest which is thriving in some parts of the ecosystem. The response from those interviewed indicated that 88 per cent of those interviewed were farmers, 3 percent were business persons, 3 percent masons, and 3 percent crafts men and 3 percent teachers. Respondents' level of education refers to the actual number of years spent in school. The interview showed that 50 percent of the respondents had obtained up to primary education, while 20% percent have not obtained any formal education. A lower proportion (33%) had obtained secondary and post secondary level of education. Generally, 70 percent of the respondents had primary level education and below. The finding indicates that most of the respondents in the middle part of the river Njoro watershed had low formal education and this may have affected the way in which they responded to new information on resource conservation and how they also received innovative ideas.

The respondents were interviewed on the changes in natural vegetation. A huge portion of the respondents (93%) have observed massive land use changes taking place with 7% not feeling that there has been any noticeable change in land use. This possibly could be that they have recently settled in the area and since they settled there has been no change. The pressures exerted by the society through deforestation may have led to unintentional or intentional changes in the state of the ecosystem. As a result of no proper land ownership, most people are shy to invest in long term development activities and majorities are sluggish or unable to take any resource conservation measures. Assessment of driving forces behind land use change was done to capture past patterns and also be able to forecast future patterns. Driving forces on land use included most of the factors that influenced human activity that exert pressure on the ecosystem, including population increase, poverty, land tenure and markets. Also other underlying factors that drive actions like food preference demand for specific products, financial incentives and environmental state indicators such as soil quality, terrain and moisture availability played a great role in affecting the natural vegetation as shown in Table 2.

Table 2: Change detection

Class Type	1987 Area in Hectares	2000 Area in Hectares	2014 Area in Hectares	Percent change in area (2000-1987)	Percent change in area (2014-2000)
Forest	1460.898	405.351	145.712	(-1055.55)-72%.	(-259.64) -64%
Shrub land	849.281	687.820	373.150	(-161.46) -19%,	(-341.67) -45%

Increasing land use/cover changes were observed in the middle part of the river Njoro watershed ecosystem over the last twenty seven (27) years. These changes resulted from a number of factors, but mainly related to habitat loss due to various human activities. Information about changing patterns of land use/cover through time and the factors influencing such changes have been captured in the change detection maps shown in Figure 2, 3 and 4 below.

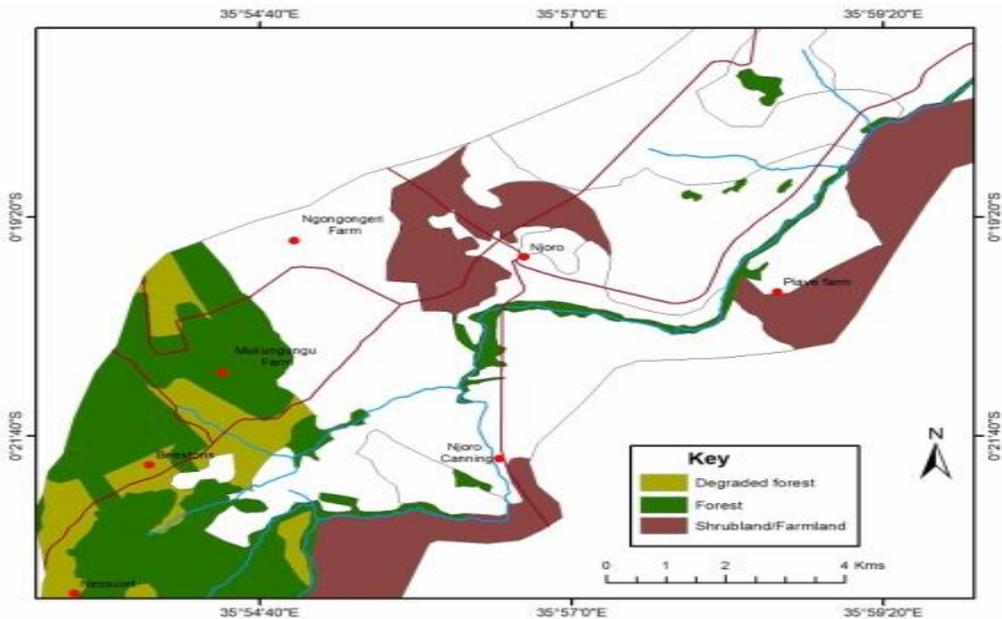


Figure 2: Forests and Shrub Lands cover in 1987

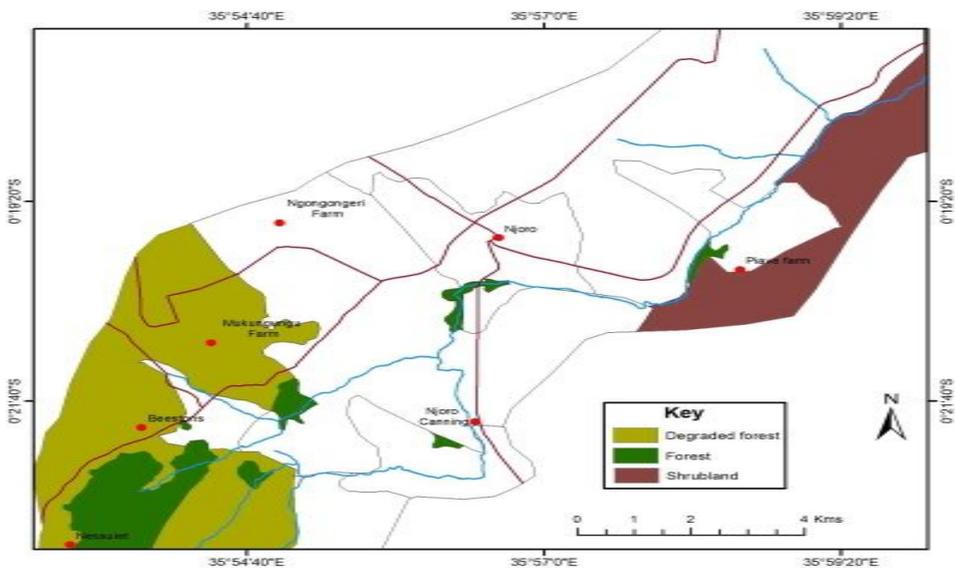


Figure 3: Reduction of Forests and Shrub Lands in the year 2000

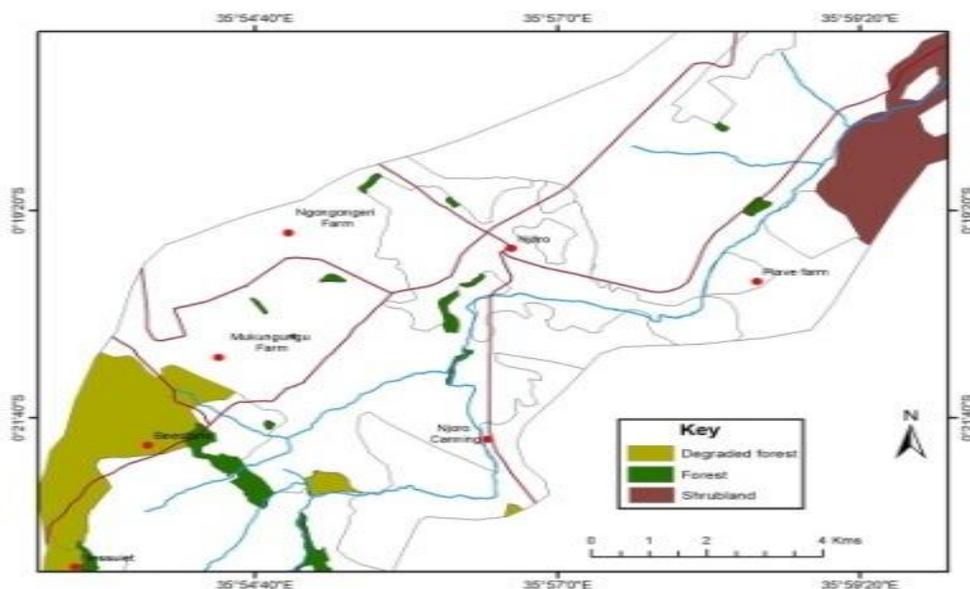


Figure 4: Reduction of Forests and Shrub Lands in the year 2014

4.3: Natural Vegetation Cover

From the study, it is evident that natural vegetation which was indicated by forest and shrub land (Table 3) has reduced over the period the respondents have resided in the area. The results from image processing and analysis for the years 1987, 2000 and 2014 portray a general reduction in both forests and shrub lands within the study area. We can therefore say that deforestation has been witnessed in the study area for the last two decades due to land use patterns.

Table 3 Respondents’ view on Natural Vegetation

Year	Forest Area(ha)	Shrub land Area (ha)	Natural Vegetation Change	Frequency (Number interviewed)	Percent of respondents interviewed
1987	1460.898	849.281	Decrease	32	20.6
2000	405.351	687.820	Decrease	123	79.4
2014	145.712	373.150	Total	155	100

4.4: Reasons for Reduction in Natural Vegetation

Several activities and their impact on reducing natural vegetation were identified during the study. From Table 4, cultivation stood out to be the major driving force that led to the reduction in natural vegetation cover in these areas as reported from the respondents. This constituted 33% of the total responses. Other activities included charcoal burning (11.2%), infrastructural development (10.4%) and grazing (9.9% and commercial timber production (4.7%). Collectively, these have led to deforestation in the area under study.

Table 4: Responses for change in natural vegetation

Reasons for change	Responses on Land cover change		Percent of Cases
	N	Percent(observed)	
Commercial timber production	18	4.7%	11.1%
Cultivation	127	33.0%	78.4%
Infrastructural development	40	10.4%	24.7%
Charcoal burning/ firewood	43	11.2%	26.5%
Grazing	38	9.9%	23.5%

5. Discussions and Conclusions

In order to determine the current land use and factors that influence land use decisions in the middle part of the River Njoro watershed the study sought to established the kind of land use before the occupation of the current inhabitants. It was found that 32 % of the land was under cultivation when the current owners acquired it as confirmed by the interviewee. 27% of the respondents indicated that they occupied land that was under grass cover with 19% reporting that the land area was under indigenous trees when they initially moved in, while a 15% response exhibited presence of exotic trees. Driving forces on land use included most of the factors that influenced human activity that exert pressure on the ecosystem, including population increase, poverty, land tenure and markets.

Alongside determining the land use and factors influencing land use decisions, the study also looked at land use/land cover changes that were as a result of land use decisions that the people made. It was noted that there were increasing land use/cover changes observed in the middle part of the river Njoro watershed over the period of study. These changes resulted from a number of factors that included increase in population, change in lifestyle and the need to provide food for the increasing numbers of people.. Several activities and their impact on reducing natural vegetation were identified during the study with cultivation being the major driving forces that has led to the reduction in natural vegetation cover in these areas constituting 33% of the total responses. Other activities that contributed to land use/land cover change included charcoal burning, infrastructural development and grazing and commercial timber production. Collectively, these have led to deforestation in the area under study.

Land degradation by overgrazing and intensive agriculture on marginal lands is a major driver of land cover loss in the middle part of the river Njoro watershed. In this rapidly industrializing area with dense populations, demand for land for industry and residential use is driving the transformation of some of the most productive agricultural land out of production in the watershed. Policy efforts to avoid this loss of production are there but, their effectiveness in the face of economic demand is often limited. The effectiveness of these efforts and other national efforts to reduce the negative impacts of LULCC remain to be seen. The need for greater efforts and new methods to monitor and mediate the negative consequences of LULCC remains acute and we have to sustain current and future human populations under desirable conditions. This can be realized by putting in place policies like reforestation of natural forests, mandatory planting of trees in homestead, controlled tree harvesting and restricting encroachment into the forests.

5.1: Conclusions

The factors driving land use decisions in the middle part of the River Njoro watershed include demographic and economic developments in the watershed community, and the corresponding changes in lifestyles, overall levels of consumption and production patterns. These drivers have exerted pressure to the ecosystem in form of waste disposal, over cultivation, overgrazing and deforestation. These pressures have caused negative changes to the watershed which have caused heavy impacts mainly through removal of natural vegetation. The removal of natural vegetation (LULCC) in the middle part of the River Njoro watershed has resulted in the decrease of the forest area by 1314 ha and shrub land by 475 ha in the last 27 years. The integration of remote sensing and GIS was found to be effective in monitoring and analyzing land cover patterns and also in evaluating impacts of land use change for future land development projects by the residents of study areas.

The residents are therefore recommended to develop responses to rehabilitate the degraded environment through re-forestation, soil and water conservation and reduction of land use/land cover change (LULCC) in order to mitigate the negative outcomes of the ecosystem changes.

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Synonymous with Cinema: An Investigation into Ingmar Bergman's Critical Reception in Italy

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Abstract

The present essay intends to investigate the critical fortune of the Swedish world-famous theater and film director Ingmar Bergman in Italy. In particular, attention will be devoted to the reception of Bergman's theatrical productions that were shown on Italian stages between the early 1970s, when some of Bergman's theater productions were first seen in Italy, and the early 1990s, when Bergman's production of Ibsen's *A Doll's House* was one of his last theatrical productions to be shown in Italy. On the whole, only minor consideration has been accorded by Italian scholars in their studies on Bergman to his work in the theater. This is well illustrated by the various books on Bergman that have appeared in Italy over the years, which scarcely deal with his theatrical work. One reason for this may lay, as shall be shown in this essay, in the lateness and scarcity with which Bergman's productions reached Italy. By drawing on a selection of reviews of Bergman's theater productions published in major Italian newspapers from the 1970s to the 1990s, the following investigation intends to give an account of the Italian reception of Bergman's work in the theater, from the specific qualities acknowledged to the Swedish director to the formulas, as will be seen, increasingly characterizing the critics' judgments on him over the years, with the aim to shed light on the critical understanding of Bergman's oeuvre in Italy.

Keywords: Ingmar Bergman, theater, cinema, Italian reception

1. Introduction

In investigating the critical fortune of the Swedish world-famous theater and film director Ingmar Bergman in Italy, this essay intends to focus particularly on the reception of Bergman's theatrical productions that were shown on Italian stages between the early 1970s, when some of Bergman's theater productions were first seen in Italy, and the early 1990s, when Bergman's production of Ibsen's celebrated play *A Doll's House* was one of the last theatrical productions by the Swedish master to be shown in Italy. Linking to previous studies by the author on this topic (Bono, 1998), the essay aims to shed light on the critical understanding of Bergman's oeuvre in Italy.

As one leading Italian theater critic, Renzo Tian (1972), has remarked, "In Italy, the name of Ingmar Bergman is synonymous with cinema. Not many know that Bergman is first and foremost a man of the theater". In fact, only little consideration has been accorded by Italian scholars in their studies on Bergman to his work in the theater. A proof of this can be found in the various books on Bergman that have been published in Italy over the years, which scarcely deal with his work in the theater. As examples may be cited the monographic publications devoted to the Swedish master by Tino Ranieri (1979) and Sergio Trasatti (1991), to mention but two among the several books on Bergman's oeuvre that have appeared in Italy. In this regard, one significant exception are the volumes on Bergman edited by Francesco Bono (1992) and, more recently, by Luciano De Giusti (2005), which also take into consideration Bergman's work as a theater director.

One reason for the slight attention that has generally been paid by Italian scholars to Bergman's work in the theater may lay in the lateness and scarcity with which Bergman's productions reached Italy. From the mid-1950s, Bergman's name was well known in Italy as film director and films such as *The Seventh Seal* and *Wild Strawberries* were met with appraisal by Italian critics. On the contrary, it was not until the beginning of the 1970s that one of Bergman's theater productions was shown in Italy for the first time. It was a production of Strindberg's *A Dream Play*, that was presented in 1970 at the Theater Biennale in Venice. This was followed in 1972 by a production of Ibsen's *The Wild Duck*, which could be seen in Florence as part of an annual theater festival called *Rassegna dei Teatri Stabili*. A year later, the Florence festival hosted a Bergman production of Strindberg's *The Ghost Sonata*. Then a decade of silence ensued and Bergman as a theater director remained absent from Italy until the 1980s, which marked the arrival in Italy once again of a number of plays directed by Bergman,

including Strindberg's *Miss Julie*, in a production by Munich's Residenztheater, Shakespeare's *King Lear* and *Hamlet*, and Eugene O'Neill's *A Long Day's Journey into Night*.

Bergman's presence in Italian theaters was, therefore, occasional and sporadic and in the eyes of Italian critics, Bergman was first and foremost a man of the cinema who, in addition, worked in the theater. Of note in this regard may also be the lateness with which Lise-Lone Marker's and Frederick J. Marker's (1982) comprehensive investigation on Bergman's theatrical productions *Ingmar Bergman: A Life in the Theatre* was translated into Italian. The book was first published in 1982; a revised and enlarged edition followed at the beginning of the 1990s, a translation of which appeared in Italy in 1996. The fact that Bergman's theater productions reached Italy only sporadically needs to be taken into consideration if one is to understand the nature as well as the limitations of the critical discourse that developed in Italy around Bergman's work in the theater.

Paging through one of the most important Italian theatrical journals, *Sipario*, from the 1970s to the 1990s, one finds no essay specifically devoted to Bergman's work in the theater. The journal limited itself to reviewing the plays directed by Bergman that reached Italy. The same remark applies to Italian newspapers. In investigating the critical reception of Bergman's theatrical work in Italy, we find ourselves faced primarily, if not exclusively, with reviews that rarely go beyond the specific play that prompted them, their interest consisting not so much in the quality of their reflections on Bergman's work, but rather in their documentation of the ways in which Bergman's oeuvre was understood in Italy, from the specific qualities that were acknowledged to the Swedish film and theater director to the formulas increasingly characterizing the critical discourse around him over the years.

This is the kind of investigation that shall be proposed in the following. For this purpose, the material will be organized around two main nuclei of Bergman's theater productions. The examination will begin with a discussion of the critical reception given in Italy in the early 1970s to Bergman's productions of Ibsen's play *The Wild Duck* and Strindberg's *A Dream Play* and *The Ghost Sonata*. The aim is to grasp what it was about Bergman's productions that particularly impressed Italian critics, what peculiarities were accorded to them and, in particular, where Bergman's stamp was identified. The critical opinions on Bergman's work expressed at that time will then be compared with those to be found in the reviews of some of Bergman's later theater productions, including Strindberg's *Miss Julie*, Shakespeare's *Hamlet*, O'Neill's *A Long Day's Journey into Night* and Ibsen's *A Doll's House*. From this comparison emerges the image, the general idea that Italian critics cultivate about Bergman's work as a theater and film director.

2. First Encounters with Bergman's Work in the Theater

When Bergman first arrived in Italy with *A Dream Play*, two qualities in particular impressed critics about his production of Strindberg's play: first, the creative freedom with which Bergman intervened on the original text, amending it in several respects; second, the essentiality of the staging. Italian critics unanimously stressed the many changes which Bergman had operated on Strindberg's text: "He has cut over fifty percent, has shuffled the order of many parts and has eliminated the main character, the daughter" (Tian, 1970). At the same time the rigor of the direction was a cause of surprise and appraisal. Thus Raul Radice (1970) found the "simplicity and bareness" of the sets "astonishing", while Alberto Blandi (1970), reviewing Bergman's production of *A Dream Play* in *La Stampa*, emphasized the "purity" and "beauty" of the staging: the production was "immediate and inevitable", the result of a "simple and essential" direction. "This", concluded the Italian critic Renzo Tian (1970), "is Bergman's achievement: of having rendered clear, concrete and simple the fascination of a work that per se tends to coldness and obscurity".

Two years later Bergman returned to Italy with Ibsen's *The Wild Duck*. Critics greeted the production with enthusiasm, lavishing their praise. The same can be noted for Bergman's production of *The Ghost Sonata* in 1973. Italian critics hailed it as a work of a "genius" (Blandi 1973), judging it "exemplary" (Tian, 1973). It is worth observing that, in reviewing Bergman's staging of *The Wild Duck*, critics' praise closely echoed that of *A Dream Play*, which in turn seems almost to anticipate the reactions to Bergman's production of *The Ghost Sonata*: so similar are the judgments that they appear nearly interchangeable. In the case of *The Wild Duck*, Bergman's direction was admired for its "lightness of touch" (Timarco 1972); it never appeared "ostentatious", as one critic remarked (Radice, 1972). And another critic wrote: "[Bergman] renounces every kind of effect, in order to leave the stage to the drama, to the word, to the actor" (Tian, 1972). The critics' comments are much the same as those prompted a year later by Bergman's staging of *The Ghost Sonata*, which was praised in *La Stampa* for its "simplicity and lightness" (Blandi, 1973), while Renzo Tian (1973), nearly repeating what he had written about *A Dream Play*, observed in *Il Messaggero* that Bergman's talent consisted in "[this] ability to render simple and communicable what is complex and arcane".

These are just a few examples, that could be easily multiplied. It should suffice, though, to show how the critical discourse that developed in Italy around Bergman's work in the theater mainly drew on a stock of ideas and judgments, which would soon come to form, or so it seems, a sort of canon on which to base reflections on Bergman's work. In doing so, critics seem not to adequately consider the multiplicity of Bergman's theatrical productions, belying their complexity and ignoring their evolution, passing over their differences.

A proof of this can be found in the reviews of Bergman's theatrical productions of the late 1980s and early 1990s. Discussing Bergman's staging of *A Long Day's Journey into Night*, the emphasis was again placed by Italian critics on the qualities of "sobriety" (Raboni, 1989), "simplicity" (Quadri, 1989), "rigor", "clarity" and "purity" (Lucchesini, 1989). Similar judgments recur in the reviews of *A Doll's House*, with Renzo Tian (1990) praising the "simplicity" of Bergman's staging, while another Italian critic, Masolino D'Amico (1990), describes it as "extremely simple", eulogizing Bergman as "a master of simplicity". Reviewing *A Long Day's Journey into Night* in *La Nazione*, Paolo Lucchesi (1990) observes that "Bergman concedes nothing to stage machinery and eye-catching sets". And G.A. Gibotto (1990) echoes him in the pages of *Il Gazzettino*, pointing out how Bergman, in his production of Ibsen's *A Doll's House*, "does not aim at the 'marvelous', as has now become the custom of too many of his colleagues, and refuses 'easy' solutions of enchantment". One has the impression, in short, that the judgments expressed by Italian critics drew on a corpus of remarks that were often superimposed a priori on Bergman's productions, with his work in the theater coming to be interpreted on the basis of a critical canon.

Besides the rigor and simplicity that, in the eyes of Italian critics, were strong points of Bergman's theatrical work, other key qualities that constituted Bergman's directorial style were his capability of working with actors and his rejection of naturalism. In discussing Bergman's staging of *The Wild Duck*, Alfino Timarco (1972) pointed out in *Il Tempo* that "one of Bergman's merits is that of shaping and preparing the actors, in such a way that they do not fail", a judgment echoed by another Italian critic ten years later, when Bergman's production of *Miss Julie* was seen in Milan: "The direction consists especially in meticulous work with the actors, in a study of their every movement, their every nuance" (De Monticelli, 1982). At the same time Italian critics praised Bergman for his rejection of the naturalism that, in their opinion, often lumbered the staging of Ibsen's plays, for instance. They detect in Bergman's anti-naturalism a mark of his style. Thus Bergman's direction of *A Long Day's Journey into Night* was admired for "[its] strenuous, intelligent and icy cancellation of realism" (Fiore, 1989). The same quality had also characterized, in the eyes of Italian critics, Bergman's production of *The Wild Duck* in the early 1970s. Here, as one critic remarked, "to complete the rejection of any kind of naturalistic solution, Bergman has suggested the attic [...] in a totally invisible way" (Tian, 1972). And the same sort of praise is repeated for Bergman's production of *A Doll's House*, where Ibsen's "glaring naturalism has been completely eliminated or, at any rate, drastically reduced" (Fiore, 1990).

To fully understand the appreciation shown by Italian critics for the anti-naturalism characterizing Bergman's staging of Ibsen's plays, for the way the Swedish director stripped them of any superfluity, as well as their insistence on this point in their reviews, one has to consider the innovative nature of Bergman's productions if compared with the ways in which Ibsen's plays had traditionally been staged in Italy. After the interest, controversy and success that greeted Ibsen's plays when they were first staged in Italy at the end of the 19th century, thanks not least to actors like Ermete Zacconi, a leading exponent of naturalism in Italian theater of that time, and Eleonora Duse, Ibsen appeared in Italy in the 1970s, as has been remarked, "placed in a irremediably remote perspective", his plays seeming "almost archeological" (Chiarini, 1973).

3. Taken up as a Classic

In the 1980s, by which time Bergman was internationally acclaimed as a master of theater and cinema, the essentiality, restraint and anti-naturalism of Bergman's productions, his way of working with actors and on the texts, i.e. the qualities identified from the beginning as distinctive traits of his work in the theater, became, for Italian critics, the teaching that the Swedish master imparted. His theater productions came to be frequently praised as a "lesson in theater" (Tian, 1989), with Bergman becoming "the master of Stockholm", as he was presented in the pages of *Il Giorno*, "who had come to give us a great lesson in theater" (Ronfani, 1990), a lesson which Italian critics held up, inviting Italian theater to follow Bergman's example. Thus Guido Davico Bonino (1982) exclaimed, in his praise of Bergman's production of *Miss Julie*: "Ah, if only it could be seen by the theater companies and drama groups in our country who have reduced the unfortunate Strindberg to pretexts for their own experiments". In the same way, Bergman's "rejection of the sumptuous padding of useless pharaonic stage-sets", in his staging of *A Doll's House*, represented for *La Nazione* a "theatrical" as well as "ethical" lesson, which "ought to set an example to a large part of our theater" (Lucchesi, 1990).

In the 1980s, Italian critics conferred on Bergman the status of a classic, taking him up into the Olympus of the masters of theater. They pointed at the restraint, rigor and clarity characterizing Bergman's productions, as opposed to what was perceived as the excesses of the theater avant-garde of the 1970s, as proof of his classical status. And, in company with the classics, they judged Bergman "impeccable", indeed, "even too perfect" (Raboni, 1989), coming eventually to assume that they already knew all about his way of making theater. "It leaves no room for any surprise", remarks Giovanni Raboni (1989) in *Corriere della Sera*, in his review of Bergman's staging of *A Long Day's Journey into Night*: "It was impossible not to predict what it would be like and not to foresee its tones and cadences". In this persuasion of knowing almost all there is to know about the Swedish master, one may detect a tendency marking the approach of Italian critics to Bergman's work in the 1980s, i.e. their simplification of it, their reduction of it to a certain number of concepts and constants, while overlooking the complexity, richness and profound diversity that marked Bergman's theatrical productions over the years.

The limitations in their approach towards Bergman's work in the theater clearly manifested themselves when Italian critics were confronted with Bergman's production of Shakespeare's *Hamlet*, which premiered outside Sweden in Florence on January 10, 1987. In their response to it, the ideas that Italian critics had generally cultivated of Bergman's work revealed their partiality and insufficiency, forcing the classicism that was mostly ascribed to him to be revised. "A different Hamlet": thus *Il Gazzettino* summarized the critical impression given by Bergman's version of the famous Shakespeare drama (Brunelli, 1987). The remark appears to be doubly true. On the one hand, it reveals how different was Bergman's way of staging the Shakespearian play from the ones to be usually seen in Italian theaters at that time. On the other hand, we may detect in the remark a hint of the surprise, even of the embarrassment of Italian critics in response to the originality and innovativeness of Bergman's production.

Since the 1970s Italian critics had unanimously praised Bergman's work in the theater and the question arises as to the reasons for their perplexity with regard to Hamlet. A reason may perhaps be sought for in the fact that Bergman's production of Hamlet did not much correspond to the image that Italian critics generally had of him. Though realizing that they were confronted with what was evidently intended as an "experiment", as Bergman's version of *Hamlet* was described (Vannucci, 1987), Italian critics seem to have difficulty in finding the appropriate key to decipher it. One critic judged the production to be "discontinuous", deploring "haste" in Bergman's direction of the play, "which smacked at times of academe, at times of improvisation" (Tian, 1987). Similarly, Ugo Volli (1987), one of the most authoritative voices among Italian theater critics, considered Bergman's production of *Hamlet* "heterogeneous, [...] at times disappointing", lacking "an easily decipherable interpretative line". In the opinion of the Italian critic, Bergman's staging appeared "perhaps enriched by too many elements", making his version of Shakespeare's play in the eyes of Ugo Volli "a strange *Hamlet*".

Considering, on the whole, what Italian critics wrote about Bergman's theatrical productions over the years, there is one feature that stands out and that perhaps lies at the origin of the critical simplification to which they were often subjected as well as of the perplexities Italian critics seemingly felt in trying to come to terms with Bergman's production of Hamlet. They seem to mostly lack a deeper knowledge of his work in the theater and not being familiar with it, they have difficulty in placing it in a wider context that may illuminate it. As has already been noted, Bergman's theater productions, on their reaching Italy, were generally discussed as events in themselves, with critics seldom developing comparisons between one production and another. In the main, they appear to limit themselves to standard remarks, with generalized references, for instance, to Scandinavian theater's tradition and, in particular, Ibsen and Strindberg.

Reviewing Bergman's production of Ibsen's *A Doll's House*, Paolo Lucchesi (1990) remarked in *La Nazione* that "Bergman's Nora [...] mixes the blood of Ibsen with that of Strindberg". Similarly, for the theater critic of *Il Mattino* Enrico Fiore (1987), in staging *Hamlet*, Bergman interpreted the Shakespearian character of the prince of Denmark "through the lens of Strindberg". And the same remark can be found in Renzo Tian's and Ugo Ronfani's reviews. While Renzo Tian (1987) writes: "The first connotation of his Hamlet is precisely that of a Strindbergian figure", Ugo Ronfani (1987) observed that "Bergman explicitly goes back to Strindberg". In discussing Bergman's staging of *A Long Day's Journey into Night*, Strindberg and Ibsen are again the references suggested by Franco Quadri (1989), one of Italy's leading theater critics of that time: Ibsen for "[the] ghosts of the past that return", Strindberg for "the egoism that leads to solitude". Yet, in referring to Ibsen's or Strindberg's influence on Bergman's work, critics hardly went into detail. The references to both masters of Scandinavian theater remain at the level of hints, becoming part of the stock of remarks with which Bergman's work in the theater seems to have prevalently been judged and commented on.

4. Viewing Bergman's Theater through his Films

One exception was Bergman's cinema: if there is one source to which Italian critics abundantly recur in order to comment on, explain and contextualize Bergman's theater productions, this was his work as a film director. In his films, Italian critics mostly identify the references for, and the mainsprings of, his work in the theater. Thus Bergman's production of Strindberg's *Miss Julie*, presented in Milan in 1982, recalled to Ugo Volli (1982) a number of his films, from *Wild Strawberries* to *Winter Light*, from *Persona* to *Scenes from a Marriage*. The Italian critic also detected an influence of the Italian master of theater and cinema Luchino Visconti in Bergman's staging of Strindberg's play, in "[the] naturalistic kitchen, like that of Clara Calamai in *Obsession*", which had been Visconti's debut film in the early 1940s. Also Roberto De Monticelli (1982) placed the emphasis on the analogies between Bergman's production of *Miss Julie* and *Scenes from a Marriage* and a resemblance to this was equally perceived in the case of Bergman's staging of *A Doll's House* (Ronfani, 1990).

Again, these references eventually became a sort of cliché. Regarding Bergman's production of *A Doll's House*, another Italian critic detects a precursor of it in Bergman's film *Wild Strawberries*: "Basically, this production [...] is one we have already seen at the cinema", comments Enrico Fiore (1990), "i.e. when we encountered *Wild Strawberries*". Similarly, Bergman's *Hamlet* was, according to *Il Giorno*, "a long delirium that revives the nightmares and visions of some of Bergman's films like *The Seventh Seal*, *The Devil's Eye* and *Hour of the Wolf*" (Ronfani, 1987). To explain Bergman's theater productions, Italian critics had wide recourse to his films, and when Bergman intervened on the original texts, changing the order of the scenes, for instance, as he did with *A Dream Play* or *Hamlet*, "he was acting no differently", according to Alberto Blandi (1973), "than when he edits the sequences of one of his films". Likewise, in Bergman's production of *Miss Julie*, the scenes were constructed, in the view of Ugo Volli (1982), "almost like cinematic frames, either close-ups or long shots". A similar comment was expressed by Roberto De Monticelli (1982): "If isolated, the attitudes and compositions of the two protagonists [...] recall typical sequences of Bergman's cinema". The scenes of *Hamlet*, too, appeared to Italian critics "almost like film sequences" (Lucchesi, 1987), with Ugo Volli (1987) comparing Shakespeare's character of Fortinbras together with his followers to "soldiers from *Star Wars*". The same reference is also proposed by Enrico Fiore (1987), who, in discussing the finale of Bergman's production of *Hamlet*, speaks of a "choreography from *Star Wars*".

The examples could be easily multiplied. Bergman's production of *Hamlet*, as a whole, gives the impression to Ugo Ronfani (1987) of being "paced in cinematic terms", and in Bergman's staging of *A Long Day's Journey into Night*, another Italian critic saw an echo of one of Bergman's last films, *Fanny and Alexander* (Fiore 1989), while Franco Quadri (1989) describes Bergman's staging of the O'Neill play as "a film against a black background, consisting of foreground shots that succeed each other inexorably". In his review of Bergman's production of *A Doll's House*, Franco Quadri (1990), again, describes the setting as an "essential and emblematic prison, the same that gave its title to Bergman's first film". The reference, of course, is to the film *Prison*, directed by Bergman in 1948. With regard to this, though, it must be noted that *Prison* was not actually Bergman's first film. He debuts as a film director in 1946 with *Crisis*. Rather, *Prison* was one of Bergman's earliest films to be seen in Italy.

Forgetting, as it would seem, that Bergman comes from the theater, and it was the theater that actually lay at the roots of his cinema, Italian critics came to reverse the relation in Bergman's oeuvre between film and theater, so much so that one critic, reviewing Bergman's production of *The Wild Duck*, has the impression "that it is the cinematic activity that completes his gifts as a theater director, and not the converse, as has been repeatedly affirmed" (Timarco, 1972). And others went so far as to apparently correct Bergman, as does Ugo Ronfani (1982), when writing, with regard to Bergman's staging of Strindberg's *Miss Julie*: "For me, said the director of *Wild Strawberries*, cinema is first of all theater. Now, on seeing *Miss Julie*", observes the Italian critic, "I feel the urge to reverse the sentence: For me theater is first of all cinema". This should not surprise if one recalls the fact that, as noted at the beginning of this survey on Bergman's reception in Italy, critics got to know the Swedish theater and film director first for his work in the cinema. Recognition of his work in the theater followed later, profoundly affecting, as the present essay has intended to show, the ways in which Bergman's work was critically received in Italy.

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Instructional Design in Online Education: a Systemic Approach

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Abstract

Online education is becoming more and more valid, but as a different modality from the face-to-face teaching-learning process, it has special characteristics that must be considered. Online education is much more than uploading material to a repository and using it in a linear manner. Electronic online education platforms, seen as an integral system, offer a large number of technological resources that must be used according to the educational model that is being applied. To achieve good performance, an online education model must be based on a harmonious architecture of the educational, administrative, legal and infrastructure aspects of ICT, that is, an integral model. The educational models created based on the prevailing pedagogical models - behavioral, constructivist, cognitive and connectivist - must be implemented through an instructional design, aligned with the pedagogical objectives and learning strategies, based on the proper use of the technological resources of The electronic platform. Instructional design models, such as ADDIE, ASSURE, Dick and Carey, and others, applied to online education, should take advantage of the resources of the technology platforms and the characteristics of each. These models, as a guide to instructional design processes, can also be enriched with other methodological processes, such as DevOps, which through continuous deliveries enrich and keep the educational content updated. This article proposes strategies for applying the technological resources of online learning platforms, aligned with the instructional design corresponding to the different pedagogical models.

Keywords: Online. education, models, virtual learning environments, electronic platforms, instructional design models, instructional design processes.

1. Introduction.

The creation of knowledge and education are the most important activities of the human being. Without being new, because they have always existed, although empirically in their principles, they have now become scientific and highly technical. Many theories, models, processes and technologies have been generated with the same purpose, to improve student learning, which is now not only expected to have the appropriate response to the stimulus, but also to be able to create their own solutions to real world problems.

With technological development, new possibilities have been opened for the teaching-learning process, which is no longer limited to face-to-face learning, but can also be online (e-learning), or combined (b-learning), but these technological resources have to be used in congruence with the instructional design that is being applied, in order to achieve the learning objectives set.

In this work, a structured and systemic route is used as a methodology, from a general model for e-learning to an instructional model for e-learning and the use of electronic platform resources in line with it, visiting the most important elements between both extremes through bibliographic review and own contributions resulting from the experience and other works of the authors.

2. A systemic approach to online education.

Whether a student takes a lesson or an activity and does an online evaluation are the final actions of the online teaching-learning process, but in turn they are the result of multiple previous and simultaneous processes put into operation.

The virtual learning environment (AVA in spanish), the environment in which online education is carried out, is a system composed of educational, technological, human, legal and administrative subsystems, which must be adequate and

harmonized with the institution's expectations regarding the use, scope and amount of student population that you want to attend.

Thus, we must think about online education with a systemic approach that considers all the elements at stake, the function and capacity of each of them, their interrelations, and the expected performance of each and the system in general.

Integral model.

Online education is more than the repository where instructional material is stored and accessed, it requires an integral model in which educational, human, technological, legal and administrative resources are considered. The basis on which all these elements are supported is intellectual capital, the capital of knowledge, in a clear case that knowledge is required to create and give access to knowledge.

A comprehensive online learning model based on intellectual capital is proposed by Quiroz and Muñoz (2018a), which in turn follows the intellectual capital model proposed by Hubert Saint-Onge (1996), which considers intellectual capital as integration of human capital, intellectual capital and client capital. The Hubert-Saint Onge model, although it is a business model, conforms to the educational environment under the consideration that the client receives the services of the online learning system.

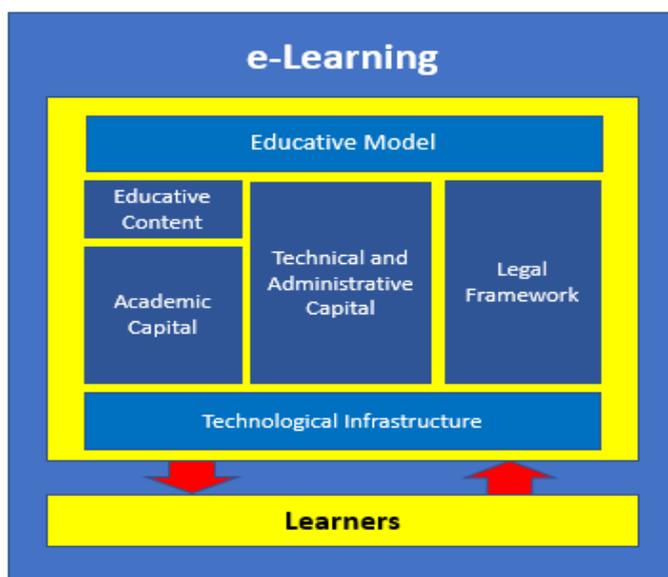


Figure 1. Integral model for e-learning.

Source: Quiroz & Muñoz (2018a).

In this model, human capital is made up of academic, technical and administrative capital, that is, the people who execute the teaching-learning processes, operate and support the information and communications technology infrastructure, and the personnel that carry out administrative processes. The structural capital is integrated by the educational model, the educational contents and the legal framework, the latter being the regulatory body, laws and regulations, which governs the operation of the distance education modality. Finally, the client's capital is the students and who finances the operation, be it a public entity, family members or the student himself.

The technological infrastructure, part of the structural capital, is the platform in which the teaching-learning processes are carried out, they are the information and communications technologies used for the interaction between teachers and students and for the creation, storage and access to educational content.

Integrated platform.

In many papers - papers, articles and books - there is talk of incorporating multimedia resources into educational processes, but this is very general and incomplete, the current online education (e-learning) and mixed education (b-learning) models require of complete ICT platforms, that is, they provide both information and communications technologies, but in the form of an integrated platform.

An integrated platform is in which computer products and communications services are complemented for the achievement of learning objectives, and although an LMS (Learning Management System) or an LCMS (Learning Content Management System) is the central application of the platform, modern online education systems require other products and services for the full development of the teaching-learning process.

Quiroz and Muñoz (2018b) propose an integrated platform model of information and communication technologies for online learning, which considers the educational application products as the core of the model, but also includes those necessary to ensure operational continuity, such as Cybersecurity and backup and recovery systems, as in any ICT platform that requires high availability and security. All this in a framework of governance and risk management that gives certainty and credibility, which, as will be seen, is one of the challenges of online education models.



Figure 2. Integrated ICT platform model for online education.

Source: Quiroz & Muñoz (2018b).

The platform model for online education is integrated because the subsystems and products must communicate with each other, that is, none must operate isolated from the rest because it would no longer be part of the system, but it is also integral because it considers all the necessary elements to operate in an environment of operational certainty and fulfillment of the resource requirements of the instructional design derived from the applied educational model.

3. Educational contents.

Online learning is a system that brings together many elements for the fulfillment of the final objective, effective student learning. It requires a comprehensive system for its development and operation, and within it a platform with which the teaching-learning process is carried out, but also and more importantly, of the educational content, instructional materials, that the student You must assimilate to increase your knowledge and skills.

The delivery of instructional materials as the teaching part of the teaching-learning process begins with the determination of the learning theory or the mixture of them that the institution will use, and through various stages (see Figure 3) in which

the entrance of one is the exit of the previous one, the instructional material aligned to the educational strategy and objectives established in the preceding stages is reached.



Figure 3. Process from learning theory to teaching.

Source: Self made.

The alignment between all the stages of this process is decisive in its result, as well as the omission or lack of rigor in the execution of any of them, so that from its correct and complete execution its maximum performance and correct products will be obtained and effective.

Learning theories.

Learning theories are those that try to explain the learning in the human being and consequently serve as a guide for it. Four are the dominant theories, each with different strategies, but with the same common purpose, student learning. Table 2 shows a synthesis of each theory in order of creation.

Table 1. The four dominant learning theories.

Behaviorism	Cognitivism	Constructivism	Connectivism
Learning is achieved by achieving the desired response to the given stimulus.	It is based on the acquisition of knowledge and the creation of mental structures for its organization and recovery.	It is based on providing the student with the necessary tools to develop their procedures for solving problems.	It is the integration of cognitivism with constructivism.

Current instruments of these theories are, for example, competency-based education and the flipped classroom pedagogical model that are constructivist and the MOOC (Massive Open Online Course) which and smart books that are connectivist, being the latter a true virtual learning environment of a particular subject.

The change from behaviorism to constructivism as a theory of applied knowledge as the basis for new pedagogical models seeks not only a behavioral change, but the person, in this case the student builds a new meaningful knowledge generating their own solutions to real-world problems to be presented in your area of knowledge.

Educational model

Carlos Tünnermann (2008) says that “an educational model is the creation, in pedagogical terms, of the educational paradigms that an institution professes and that serves as a reference for all the functions it fulfills (teaching, research, extension, linking and services), in order to realize his educational project.”

An educational model is constructed by choosing an educational theory or a mixture of them, and establishing the pedagogical approaches necessary to guide the development of study plans and programs and the formulation of strategies and dynamics of the teaching-learning process.

In online learning, educational models developed specifically for this modality will have to face three main challenges according to Bhavik K. Pathak (2016): improve learning effectiveness, offer personalized learning experiences and establish credibility. All this can be achieved with the appropriate use of the available technological resources so that the contents are adapted to the personal style and abilities of the students, and as long as their use is aligned with the educational model developed and the educational strategies constructed.

Instructional design

Instructional design is a systematic, planned and strategic process to achieve the effectiveness of learning, through relevant technologies and means, which is particularly applicable to online education, due to the use of electronic platforms and the resources with which they are integrated for the creation, storage and delivery of educational content.

The various models of instructional design applied to online education should consider electronic resources in their design stages and their particularities in determining strategies for delivering educational content.

Curriculum design.

Karen Schweitzer (2019) points out that the design of the curriculum is the instructional plan of the teachers, it is the way they structure the instructional blocks with the purpose of improving student learning, for which, in addition, this plan must be aligned and be complementary with the following instructional blocks. In turn, the curriculum design must be aligned with the instructional design that gave rise to it.

There are four modalities of curriculum design, the summary of what Schweitzer mentioned in his article is shown in Table 2.

Table 2. Types of curriculum design.

Type of curriculum design	Pros	Cons
Focused on the topic.	This type of curriculum focuses more on the subject than on the student. The advantage would be the depth and extent with which the subject is treated.	That is not student centered. It is designed without taking into account the student's learning style.
Student-centered.	Take into account the goals, needs and interests of the students. The instructional plan is differentiated, giving you the opportunity to select subjects, learning experiences or activities.	It is labor intensive for the teacher or for those who prepare the instructional material, since they must prepare appropriate material for each type of student.
Focused on the problem.	It focuses on the student to identify a problem and propose ways of solution. The advantage is that it exposes the student with real problems and that helps him develop skills that he can put into practice in the real world.	It does not always take into account the student's learning style.

Instructional material

Instructional material, educational material, are the lessons, activities and tests developed as a result of instructional design and curriculum design. It is the content that will be delivered to students enrolled in the programs, or to those who participate without being enrolled, and therefore without the possibility of receiving records, in the MOOCs.

In online education this material must be in electronic format for loading and access on the platform, but the resource that best suits the type, structure and dynamics of the material should be used.

Instruction

The development of the learning session, either face-to-face or online, requires the deployment of the planned strategy for the delivery of educational material to students. The effective development of the class requires that the planned conditions be met, either for the lesson or the planned activity. A simple example, in a case of online education, the prerequisites are that the class is prepared and set up in the repository and that the system is accessed from the date and time announced.

The learning sessions must have clearly defined their purpose and objectives, scope, development and closing activities. In this regard, there are also models that support the effective development of the sessions, one of them is proposed by Gagné, Briggs and Wager (1992), which provide an instructional model for the development of learning sessions that in turn They require procedures to achieve the objectives of each stage and the general objective, which is student learning.

The Gagné, Briggs and Wager model consists of nine instructional events: obtaining the attention of students, informing students of the objectives, stimulating a reminder of previous learning, presenting content, providing guidance in learning, achieving performance through practices, provide feedback, evaluate performance and improve retention and transfer. This instructional model offers a dynamic that aims to achieve student interest, while bridging the sessions and using the various levels of learning in the Dale pyramid.

There are other models of instruction, or the teacher himself creates his own dynamics, but in any case the important thing is to propose a strategy of effectiveness of the instruction, apply it, evaluate it and adjust it until obtaining the best performance in a dynamic of continuous improvement.

Instructional design.

Instructional design is key in the teaching-learning process to achieve pedagogical and performance objectives. The history and evolution of instructional design is long, even before it was called by this name, but with pedagogical and technological advances it has to be kept updated for the full use of them.

Instructional Design Concepts.

There are many concepts of instructional design, among the most important are the following:

For Smith and Reagan (2005), instructional design is "the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation."

Reiser & Dempsey (2007) say that "instructional design is a systematic procedure in which educational and training programs are developed and constructed with the intention of achieving a substantial improvement in learning."

Branch & Kopcha (2014) say "instructional design is intended to be an iterative process of planning outcomes, selecting effective strategies for teaching and learning, choosing relevant technologies, identifying educational media and measuring performance."

It is to be considered that all concepts agree that instructional design is a process, and as such concepts and methodologies such as process architecture, process engineering and process optimization are applicable, all of which result in its effectiveness.

Models of instructional design.

A model in instructional development is a guide for its planning, execution and evaluation. Serhat Kurt (2015) said: "An instructional design model provides guidelines to organizing appropriate pedagogical scenarios to achieve educational goals. Instructional design can be defined as the practice of creating instructional experiences to help facilitate learning most effectively."

There are many models of instructional development, but ADDIE, ASSURE and Dick and Carey stand out.

ADDIE is the most widely used model and from which others are derived. The name of this model is composed of the initial letters of the name of each stage. ADDIE is the acronym for Analyze, Design, Develop, Implement and Evaluate. Robert Maribe (2009) describes this model as a product development concept, in this case instructional material. The terms correspond to the stages of the process of generating effective instructional material. It is a reflective, planned, strategic, operational and evaluated process to ensure the effectiveness of the development of instructional material. ADDIE is an iterative model, which means that from one stage you can return to any other, and the result will be the input of the next stage.

Table 3. Stages of the ADDIE model.

Stage	Description
A (Analyze).	It consists primarily of identifying the target student, determining instructional goals, determining human and technological requirements, and creating the project management plan.
D (To design).	Based on the elements obtained in the design stage, the strategies for the other stages are determined, instructional objectives, performance objectives, test instruments and performance metrics are generated.
D (Develop).	Generate learning resources and validate their performance.

I (Implement).	Prepare teachers, students, and in the case of electronic learning prepare electronic platforms to ensure their continuity and performance.
E (Evaluate).	Rate the quality and performance of instructional products based on the criteria and metrics that have been established in the design stage.

In ADDIE each stage is developed through specific procedures, how many and which depends on the complexity of the environment and the resources that the organization can put into practice. The model is also applicable to online learning, but it requires that in each of its stages the resources and strategies be considered to achieve the proper use of electronic platforms in the creation and delivery of instructional resources.

Heinich, Molenda, Rusell and Smaldino (1999) proposed the ASSURE model, similar to ADDIE but with the fundamental purpose it ensures the effective use of the means in the instruction. The ASSURE model is based on the constructivism and part of the characteristics of the student, whose identification is made in the first stage of the process.

Table 4. Stages of the ASSURE model.

Stage	Description
A (Analyze student characteristics).	It is the identification of the characteristics of the students to guide the development of instructional material according to those characteristics.
S (Set standards and objectives).	It is the specification of what students should be able to do as a result of instruction.
S (Select strategies, technology, media and materials).	It is the ideal selection of these elements to achieve the learning objectives.
U (Use technology, media and materials).	It is the planning and use of resources to engage the student with the material that is being delivered.
R (Require student response).	It consists of planning how to achieve student and group participation in the learning process, given all the previous stages.
E (Evaluation and Review).	The impact of teaching on students is assessed, determining whether the learning objectives were achieved. The results are used to review all the elements involved, strategies, technology, media and materials.

The model of Dick, Carey and Carey (2015) opens the process to ten stages. The essence of this model is the relationship that is built between the stimulus and the response, the stimulus being the didactic materials and the response the learning of these materials by the student, and the stages create the conditions for that relationship to be established.

Table 5. Dick, Carey and Carey model.

Stage	Description
Instructional goals. Instructional analysis.	Determination of instructional goals, what the student is expected to learn. It is the identification of the skills and abilities that the student must have to learn what they want to teach.
Initial behaviors and student characteristics. Performance objectives.	It is the determination of which of the skills that were determined as necessary really possesses. The goals and objectives of the lesson become explicit through statements of what the student should achieve.
Elements of evidence crossed against criteria. Instructional strategy.	It is the construction of tests according to the performance objectives that the students reach. It is the determination of the strategy of the development of the materialized class through a plan to achieve the performance objectives.
Instructional materials. Design and development of the formative evaluation.	Development and selection of instructional materials. It is the evaluation of the development of the lesson and if the objectives of the lesson were achieved.
Design and development of summative evaluation. Review of the instruction.	It is the overall evaluation of the execution of the model, determining what worked, what did not and what can be improved. At this stage the data of the formative evaluation are used to reexamine the validity of the instructional analysis and the assumptions about the initial skills and characteristics of the students. These results are used to make revisions to the process.

Thus, although all models of instructional design are processes that have the same purpose, they differ in the emphasis they make on some of the stages and in the theory they use as a basis. The instructional designer must select the most appropriate model according to the selected educational theory and the educational model built on it.

4. Instructional design in online learning.

Eliana Patricia Londoño (2019) makes a bibliographic review of the instructional design in virtual education, in which she points out that according to Luzardo (2004), cognitivism and constructivism are the learning theories that best accommodate the educational models of online education, to from this and given that connectivism makes use of the two, it can be affirmed that both cognitivism, as well as constructivism and connectivism are ideally applicable in electronic learning.

Instructional design as a process should not only consider the use of electronic platforms, but the use of the resources of those platforms that are appropriate for the educational model in accordance with its principles of operation and functionality. Thus, for example, the use of the hypertext feature of web pages makes web education a suitable medium for models based on constructivist theory, while blogs and wikis are suitable for collaborative learning, also used in constructivist models. In the connectivist models all technological resources are adequate, guiding the development of the material with an instructional design that takes advantage of those resources.

As already mentioned, MOOCs and smart books, but especially the latter, make use of the flexibility and interactivity of resources. There are other resources that do not have flexibility or interactivity, such as videos, but the lessons, demonstrations and tutorials that can be developed with them can have a high impact on learning. Otherwise they are the simulators, that just what they offer is the interactivity, so that the student simulates actions that in the real world can be expensive, dilated, insecure or that cannot be returned to initial conditions again and again to test the model With different strategies and scenarios.

Thus, each resource of the platforms of the virtual learning environments has characteristics that must be known to take full advantage of the teaching-learning processes.

It should also be considered that new technologies such as artificial intelligence are already present in several educational products, for example, in some LMS, and in others that may be part of the integrated platforms, such as business intelligence applications that allow voice consultations, that is, the recognition of natural language, which is one of the branches of artificial intelligence. The knowledge and use of new incoming technologies, will allow things such as personalization of content according to the diagnoses made by the system about student performance and the type of difficulties encountered.

The potential that new technologies open in education only has as a limit the vision and knowledge that they have of them for their use in current pedagogical models and those that are explicitly constructed for them. Instructional design will also have to quickly and effectively incorporate these technologies into their process, because they will surely have a high impact on students' educational performance.

5. Final thoughts and recommendations.

Instructional design should not be considered as an isolated entity, as the last link in the chain or just as a resource for planning classes, it is part of a teaching-learning system that must be comprehensive, integrated and harmonized. Integral because it must have subsystems for all aspects involved, integrated because all subsystems must be articulated and harmonized because each subsystem must have the necessary scope, capacity and performance to provide the appropriate resources that the other subsystems require in order to operate at full capacity and achieve maximum performance.

The instructional design for online education currently employs models developed for face-to-face education, but they are applicable to it as long as electronic resources and their characteristics are taken into account at all stages of the model. However, specific instructional models for online education are being developed based on the characteristics of electronic resources, that is, their flexibility, impact on different levels of learning and their access to vast available information and knowledge resources on the internet, such as electronic libraries, databases and databases in the form of open data and online simulators. These new models of instructional design will make more effective use of electronic resources and therefore achieve the optimum performance of their use in the teaching-learning processes.

The use of technological resources with full knowledge of their characteristics and capabilities, allows their adaptation to the educational models derived from the different learning theories. The architecture of the academic content must be aligned with the strategy of its delivery to the student, an example could be to structure the material in a linear, tree-like or network way, possible modalities with the combination of the characteristics of the repositories and the websites.

Technological platforms incorporate recent technologies, some that have not yet been extended, such as virtual reality and augmented reality, and despite this there are already products that use others, even more modern, for example, some LMS already incorporate artificial intelligence and machine learning, and soon we will see deep learning based on neural networks as a support tool for both the teacher and the student.

Online education systems due to their systemic characteristics can incorporate not only technologies, but also methodologies for system development in general, agile methodologies such as Scrum are already in practice to respond quickly to the new requirements for the creation of careers and courses in line, DevOps is also applicable, the methodology of continuous deliveries, to enrich and update the academic content continuously, without causing interruptions, taking advantage of the characteristics of electronic platforms.

The future is in the personalization of the content according to the interests, abilities, capacities and learning style of the student. This imposes an important challenge for instructional designers as well as for instructional material developers, but it opens a very encouraging perspective for the future of online education given the levels of effectiveness that can be achieved.

Due to its dual, pedagogical and technological nature, the development of instructional material for online education is multidisciplinary, so educators and computer and design professionals must work in a coordinated manner to generate quality products, which will be the end result of the collaborative, reflective and aligned work of this variety of specialists.

Being information systems, and information and communication technologies, a very dynamic world, it is necessary to keep up to date to quickly and effectively incorporate new resources into online education systems. The instructional design must take full advantage of the technological resources and methodologies of available and upcoming systems, which requires that they be known, used and used properly to achieve the central objective of education, student learning.

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Multilingualism in Kosovo and Switzerland; a Comparable Viewpoint of Language Policy

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Abstract

The main aim of the paper is to show the differences and similarities of the language use and language policy in The Republic of Kosovo and The Federation of Switzerland. It has a look in to the core documents of language including the constitution of both countries.

Keywords: Multilingualism, Kosovo, Switzerland, language use, language policy

Introduction

Despite the small territorial surface and the population both countries are officially multilingual. Kosovo officially recognizes two languages on the national level; Albanian spoken by 95% of the population and Serbian spoken by 3% of the population, and two other on the municipal level; Bosnian and Turkish together spoken by 2% of the population. Whereas, Switzerland has four national languages. It is German which is a language spoken by a majority of the population 63.6%, French spoken by 19.2% Italian 7.6% and Romansh spoken by 0.6%. Both countries have different historical backgrounds and events that have had an impact on the countries to become multilingual nations. Kosovo has a central position in the Balkans, bordering with Albania in the South, Macedonia in the East, Serbia in the North and Montenegro in the Northwest. This crossroad position in the Balkans has had an impact on language situation as well as intercultural environment and relationship among ethnicities, which have changed from time to time. A history snapshot of six centuries would be: five centuries under Ottoman Empire, a century part of Serbia and Yugoslavia and around 20 years "a country of its own". Without doubt these are the key factors in actual religious, ethnic, cultural and language situation in Kosovo. As broadly known three original so called cantons joined together to create a union in order to defend themselves of surrounding countries known today as: Austria, France, Italy and Germany.

Language Policy and Arrangement

Language rights and the use of language have always been an issue around the globe and have been explored and treated by many researchers and publishers as an important and the most sensitive element of identity, especially when it comes to language rights of minorities. These topics are even more current in the Balkans, a region known for multilingualism and multiculturalism. The region of the Balkans is widely known for its diverse cultural and language landscape. Nevertheless, there might be clear territorial separations of languages all of the countries of the Balkans Peninsula are multilingual, as the case is with the Republic of Kosovo. People have learned languages here in order to fulfill daily obligations, to prosper and integrate. Prof Sadik Idrizi describes the language issue in the Balkans as follows:

It is common in the Balkans that people speak many languages and are in contact with communities of different language groups. They often try to use a prestige language, depending on the country they live in, the country that ruled in a certain period in history. (Idrizi, Jezik i stil narodne poezije Gore, 2012)

The Republic of Kosovo as a young democratic country declared its independence on February 17, 2008, and so far has been recognized by the majority of United Nations Member states (114 until this paper was published). Since 1999, immediately after the last armed conflict many things have changed including the language legislation. As a multilingual and multicultural country, it seems to have defined very well the language issue and treated it very neatly in legislation on language. It is clear that the national identities have been taken into consideration when drafting the language policy and language rights as a main mean of identification.

Languages serve as a means of identification, as important ethnic symbols, therefore they are close related to emotions and subjective value judgements, which is why they easily become signs of national anticipation but also objects of nationalist manipulation. (Bugarski, 2007)

Language rights in Kosovo and Switzerland are guaranteed and protected by the highest juridical act which is the Constitution of the country, In the case of Kosovo it is clearly defined, whereas, in Switzerland it is the issue of the local authorities.

Language rights and use of language are defined by many core legislation documents of the Republic of Kosovo. Article 5 of the Constitution defines Albanian and Serbian language as the official languages in the country on national level. Bosnian and Turkish languages are defined as official languages in municipalities as provided by law.

5.1. The official languages in the RK are Albanian and Serbian.

5.2. Turkish, Bosnian and Roma languages have the status of official languages at the Municipal level or will be in official use at all levels as provided by law. (Constitution of the Republic of Kosovo, 2008)

Multilingualism in Switzerland is also guaranteed by the highest juridical act, The Constitution of the Swiss Federation.

Art. 4 National languages

The National Languages are German, French, Italian, and Romansh. (Federal Constitution of The Swiss Federation)

Art. 70 Languages

1 The official languages of the Confederation are German, French and Italian. Romansh is also an official language of the Confederation when communicating with persons who speak Romansh.

2 The Cantons shall decide on their official languages. In order to preserve harmony between linguistic communities, the Cantons shall respect the traditional territorial distribution of languages and take account of indigenous linguistic minorities.

3 The Confederation and the Cantons shall encourage understanding and exchange between the linguistic communities. (Federal Constitution of The Swiss Federation)

The language situation in Switzerland seems to have come in more natural and logically explainable way. Compared to Kosovo, in Switzerland languages are divided based on territorial inhabited areas, known as cantons. The overall language legislation has a very careful treatment to all national languages and it has a conservational approach.

The Cantons shall designate their official languages. In order to preserve harmony between linguistic communities, they shall respect the traditional territorial distribution of languages, and take into account indigenous linguistic minorities." (Federal Constitution of The Swiss Federation)

Kosovo and Switzerland seem to have very different state organizations in terms of government and regional.

There are six constitutional entities in Kosovo and two official languages on the state level. In the research paper we focus mainly on central institutions when talking about general situation of official languages in Kosovo. When analyzing language use on the local level, city of Prizren is taken as an example of multilingualism, multiculturalism, as a city of mutual tolerance and harmony.

Different from Kosovo, where language issue is the case of the central government, in Switzerland language issue is the case of the local government.

Switzerland is a federation made up by different localities known as cantons. As a result of federalism, certain powers are assigned to the federal government while others are assigned to the localities.

For the most part, policymaking power is devolved to the cantons. Such is the case with language and education policies. Because these powers have been delegated to local officials, practices can vary from region to region so long as they are in compliance with federal laws. What stems from this devolution is the principle of "territoriality." (Morrison, 2013).

Article 29.2 guarantees everyone to be informed in mother tongue in the case of deprived liberty. According to article 59.3 everyone has the right to obtain primary and secondary education in his mother tongue. Article 59.6 regulates the use of

language on municipal level. It guarantees to non-majority communities the right to use their mother tongue where they represent sufficient share of the population in accordance with the law. In case of the use of translator costs are covered by competent authorities.

The Constitution of the RK also guarantees the representation of TV program in community languages in accordance with the law and international standards. It guarantees the community language use in all other types of media like newspapers, radio, or social media.

Law nr. 02/L-37 of the RK regulates the use of language in the country. The Law ensures the use of the Albanian and Serbian language as official languages on the national level as well as Turkish, Bosnian and Roma languages on the level of municipality. Article 2.2 and 2.3 specifies the language use on municipal level. Municipalities that are inhabited with more than 5% of the population of the certain minority population, language of this minority are represented as official. Such municipality is Prizren, which is located in the South of Kosovo, where except the Albanian language, Turkish and Bosnian are official languages as well.

On central level, official languages are represented equally. Central institutions are obliged to ensure translation in all official languages. Moreover, official meetings have simultaneous translations when necessary. All speakers can freely express in their mother tongue. Official documents are issued in all official languages. Moreover, they are issued in English. In cases of misunderstanding in translation, English language is taken as credible. Names of institution in all levels are written in all official languages, in municipalities they are written in community languages too.

On municipal level, all languages are represented equally including languages on national and local level in all fields of administration and institutions, in media, official documents, minutes of debates, all levels of education. The law guarantees attending primary and secondary education on mother tongue for everyone. Municipalities of Prizren, Peja, and Mitrovica offer study programs in all municipal languages for all levels of education,

Similar language policy is inclusive and balanced. In some cases there is a subtle difference of language use on central and local level. However, it has never a discrimination approach in any forms towards any of the ethnicities forming the federation.

Conclusion

Switzerland became a multilingual country as an urgent need for survival and existence while Kosovo as a newborn country in order to satisfy international requirements made positive discrimination towards language use and policy. Switzerland seems to have a right system on place in terms of language use and clearly there are no what so ever serious challenges. In Kosovo, even though there are still ethnic tensions and the armed conflict happened just twenty years ago, there is a very modern and inclusive language policy on power. However, there is still work to do in order that the situation on the field is at a satisfactory level. This situation is mainly due to lack of economic and human capacities.

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

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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 music¹ 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 *lelope*, 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 reenactments 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, holism, 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, holism, preparationism, 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-warming 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 method¹, Ethnography², 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 initiates 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,	3. I don't want my child to curse people, <i>mampelebele</i> .
4. Hleng o roga batho ba bagologolo	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 Ramadan'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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Albania's European Perspective and the Albanian Politics

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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. Vurmos, *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 from 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

²A. 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 led 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", was an important step in developing the relations further between the EU and SAA countries, especially pointing out the

¹Interview with Olli Rehn, EU Commissioner for Enlargement, 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.europa.eu/enlargement/enlargement_process/accesion_process/how_does_a_country_join_the_eu/sap/zagreb_summit_en.htm, retrieved on 12. 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

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 *“acquis communautaire”*. 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.

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,

¹ "Thessaloniki Agenda for Western Balkans - Towards European Integration", [online] available in: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0285:FIN:EN:PDF>, retrieved on 12. 08. 2012

² European Commission, Staff Working Paper, *Albania, Stabilisation and Association Report 2004*, Brussels, April 2004, Com (2004) 203 final

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.

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

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

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 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.*"³

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

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 të 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

³ European Commission, Staff Working Paper, *Albania 2010 Progress Report*, Bruksel: 9 nëntor 2010, COM (2010) 680, 12

level, legal structure, approach of legislation with the *acquis communautaire*, good neighborhood policies, meeting the SAA conditions, but for the most part 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.*”¹ 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.
12. Undertaking additional measures for improving the treatment of detained persons in police stations, custody and penitentiary institutions.²

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

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

² European Commission, *Commission Opinion on Albania’s application for membership of the European Union*, Brussels, 9.11. 2010, COM (2010) 680, 11 - 12

³ 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

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.¹ 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 on 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."²

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.³

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 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.⁴

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"⁵. 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*

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.

¹ European Commission, Staff Working Paper, *Albania 2011 Progress Report*, Bruksel, 12.10.2011, COM (2011) 666 final, 8 - 25

² European Commission, *Enlargement Strategy and Main Challenges 2012-2013*, Brussels, 10.10.2012, COM(2012) 600 final, 14

³ *Ibid*, 15

⁴ European Commission, *Enlargement Strategy and Main Challenges 2012-2013*, Brussels, 10.10.2012, COM(2012) 600 final, 27

⁵ European Commission, Staff Working Paper, *Albania 2013 Progress Report*, Bruksel: 16.10.2013, COM (2013) 700 final, 6

*Commission's last recommendations related to financing the political parties and legal dispositions on corruption are addressed satisfactorily.*¹

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 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.²

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.³ 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.⁴ Based on the developments in Albania, *"the Commission confirms its recommendations that the European Commission should give the candidate status to Albania"*⁵

On July 24th, 2014, the Council of General Issues of the European Union decided that Albania be given the status of EU candidate, for "appreciation for applied reforms, and encouragement as well for increasing the flow of reforms"⁶.

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.*⁷ 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.

¹ European Commission, *Enlargement Strategy and Main Challenges 2013 – 2014*, Brussels: 16.10.2013, COM (2013) 700 final, 18 - 19

² Ibid, 19

³ Këshilli i Ministrave, *Plani Kombëtar për Zhvillim dhe Integrim 2014 – 2020*, Draft, qershor 2013

⁴ 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

⁵ Ibid

⁶ European Commission, Staff Working Paper, *Albania 2014 Progress Report*, Brussels: 8. 10. 2014, COM (2014) 700 final, 1

⁷ European Commission, *Enlargement Strategy and Main Challenges 2014-15*, Brussels: 8.10.2014, COM(2014) 700 final, 1

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.¹

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)*”². 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*”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*”⁴, 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.

¹ European Commission, *Enlargement Strategy and Main Challenges 2014-15*, Brussels: 8.10.2014, COM(2014) 700 final, 11- 12

² European Commission, Commission Staff Working Document Albania 2016 Report, Brussels, 9.11.2016, Swd (2016) 364, Final

³ European Commission, Commission Staff Working Document Albania 2019 Report, Brussels, 29.5.2019, Swd (2019) 215 Final, 3

⁴ Michele Comelli, “Le relazioni tra l'UE e l'Albania,” in *L'Albania verso l'Unione Europea: il ruolo dell'Italia*, nê IAI09, Istituto Affari internazionali, Roma 2009, 8

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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Piero Gobetti and his Writings on International Politics in the 1920s

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Abstract

Piero Gobetti (Turin 1901- Paris 1926) was not only one of the most important thinker and political writer of the Twentieth Century, but also one of the greatest organizers of culture: in his short life, he founded three journals (*Energie Nove*, *Rivoluzione Liberale* and *Il Baretto*) and a publishing house (Piero Gobetti Editore). Within his prodigious intellectual activity (obviously against Mussolini and what he represented), there was also room for reflection on the international politics of the 1920s. Gobetti's attention to international politics was expressed first in *Energie Nove* and then in *Rivoluzione Liberale*, with projects of columns and unique numbers especially dedicated to some foreign countries.

Keywords: Piero Gobetti, writings, international, politics

Introduction

The main focus of many of Gobetti's writings was the Versailles Conference together with the decisions it gave rise to: international issues were analyzed in the light of a perspective that explicitly rejects nationalism. 2. As Gobetti stated: "Versailles not only is not a peace, but it excludes peace" (Gobetti 1923). 3. The writer's considerations and conclusions were strongly influenced by the thought of Gaetano Salvemini and- albeit to a lesser extent- seemed to refer to the Wilsonian teaching (despite the criticisms addressed to it at first).

Two issues of *Rivoluzione Liberale* were devoted to Germany and Great Britain, respectively in January and March/April 1924. Regarding France, see N. Bobbio, F.S. Nitti et al., *Piero Gobetti e la Francia. Atti del colloquio italo-francese*, Franco Angeli, Milano, 1985. 2 See F. Somenzari (edited by), *Piero Gobetti. Vita internazionale*, Aras, Fano, 2017, pp. 17-22. 3 P. Gobetti, *Il trionfo della democrazia*, in "Rivoluzione Liberale" (from now on RL), II, n. 4, February 1st, 1923; the article is also included in P. Spriano (edited by), *Scritti Politici*, Einaudi, Torino, 1997, pp. 448-452. Original text: "Versailles non solo non è una pace, ma esclude la pace". Gobetti and Russia: among history, ecstatic contemplation and Liberalism In *Energie Nove* (1918-1920) and *Rivoluzione Liberale* (1922-1925), Piero Gobetti wrote several essays on Russia and in particular on the 1917 Revolution; Language, Literature and Leninism were the three Ls sparking Gobetti's interest. Together with his wife, Ada, he began studying Russian with the aim of translating Andreiev's works; but ultimately, it is the phenomenon of the Bolshevik revolution that motivated Gobetti's general passion for Russia. In "Frammenti di estetismo politico" and "La Russia dei Soviet", Gobetti presented the Revolution as one of those mythical and unrepeatable events that history offers only rarely: for this reason it had to be contemplated rather than judged. As he reported: The Russian Revolution is history, you must study it; it is a social phenomenon [...]. You have before you a world of constant progress, and you looked for the scheme in which to enclose it [...].

The Revolutions do not look at the past. They create and shape new realities. The government of Lenin and Trotzki is a de facto government. It is the will of Russia. A state organization and not a scientific investigation. Life and not the book (Gobetti 1919)⁵. Gobetti stressed the importance of such a simple and fundamental concept: the Revolution is a fact and a new democracy is born. At first, he seemed to categorically reject any form of manipulation of the phenomenon, 4 Gobetti defined Leonid Andreiev "the greatest of contemporary Russian writers". See P. Gobetti, Leonida Andreiev, in "Energie Nove" (from now on EN), II, n. 8, September 30, 1919. Andreiev was defender of the revolution of 1905 and contrary to that of 1917, but above all he was against the excesses of Bolshevism. 5 P. Gobetti, *Frammenti di estetismo politico*, in EN, II, n. 10, November 30, 1919; the article is also included in P. Spriano (edited by), *Scritti Politici cit.*, pp. 206-213. Original text: "La Rivoluzione Russa è storia, voi dovete studiarla; è un fenomeno sociale [...]. Avete dinanzi un mondo in formazione, e voi cercate lo schema in cui rinchiuderlo [...]. Le Rivoluzioni (e tutta la storia del resto) non guardano il passato. Creano e plasmano nuove realtà. Il governo di Lenin e Trotzki è un governo di fatto. E' la volontà della Russia. Un'organizzazione

statale e non un'indagine scientifica. La vita e non il libro". preferring a historical and objective interpretation to one of political expediency. In Gobetti's writings, Lenin and Trotzki were called great statesmen who elevated Russia to the level of Western civilizations, facing dangerous government responsibilities⁶. And then: They [Lenin e Trotzki] are not only Bolsheviks; they are the men of action who have awakened a people and are recreating a soul for them (Gobetti 1919)⁷. The position taken by Gobetti led the communist Antonio Gramsci to write that Gobetti was a young man who had understood the greatness of the Revolution and its leaders⁸. However, after this first contemplation of the phenomenon of the Russian Revolution, in 1921 Gobetti denied himself, by stating: Trotzki affirms a liberal⁹ view of history [...]. Only for tactical necessities and for historical needs, the Revolution- full of Liberalism, in a country like Russia, home of the mir, worshiper of every form of community- must take the name and sometimes the appearance of socialist work [...]. It is up to the historian to affirm the truth above political contingencies (Gobetti 1921)¹⁰. From the ascertainment of the extraordinary nature of the Revolution and from a gaze that wanted to be as objective as possible, Gobetti moved on ⁶ See P. Gobetti, *La Russia dei Soviet*, in "Volontà", February 15, 1921; the article is also included in P. Spriano (edited by), *Scritti politici cit.*, pp. 197- 206, p. 197. ⁷ P. Gobetti, *Rassegna di questioni politiche*, in EN, II, n. 6, July 25, 1919, pp. 132-139; the article is also included in P. Spriano (edited by), *Scritti politici cit.*, p. 151.

Original text: "Non sono solo dei bolscevichi, sono gli uomini d'azione che hanno destato un popolo e gli vanno ricreando un'anima". ⁸ P. Gobetti, *Paradosso sullo spirito russo*, Einaudi, Torino, 1969, p. XXI. ⁹ In this case, the adjective "Liberal" has to be understood in its historical sense, that is "relative to the Liberal Party". Today the term "Liberal" is used with the meaning of "progressive". ¹⁰ P. Gobetti, *Trotzki*, in "Il resto del Carlino", April 5, 1921; the article is also included in P. Spriano (edited by), *Scritti Politici cit.*, pp. 206-210. Original text: "Trotzki afferma una visione liberale della storia [...] Soltanto per necessità tattiche e per esigenze storiche quest'opera [la rivoluzione] feconda di liberalismo, in un paese come la Russia, patria del mir, adoratrice di ogni forma di comunità, deve prendere il nome e talvolta anche le apparenze di opera socialista [...]. Spetta allo storico affermare la verità al di sopra delle contingenze politiche". to an extremely partial political interpretation, placing the Russian events into the riverbed of the liberalism current. According to Gobetti, Trotzki carried on (without knowing it) a liberal, non-socialist design. Gobetti and the United States of America In Gobetti's writings even the United States were taken into consideration and not by chance: the First World War brought about the entry of the United States themselves into European life and dynamics, especially at the end of the conflict. Although in the 1920s President Harding carried on the motto America first - the basis of a highly isolationist policy - the Wilsonian conception of Europe and international relations was destined to have a lasting echo in the Old Continent, even by virtue of territorial changes which it produced at the Versailles Conference. The Fourteen Points and the birth of the League of Nations deeply engraved on the new European balance¹¹. In the above-mentioned journal "Energie Nove", Gobetti focused on Wilsonism and the League of Nations; the writer's judgment on this international organization (wanted by the Democratic President) was in some ways cautious and even a little suspicious: according to Gobetti, the League of Nations was characterized by excessive abstractness and a utopian vision that damaged its own work. So wrote Gobetti:

To correctly understand and evaluate everything that passes under the name of the League of Nations, we cannot stop at an examination of the potential abstract value of the idea, but we must immediately see its value in relation to social life, that is we must study in which practical forms it [the League] can be implemented (Gobetti 1919)¹². ¹¹ It's essential to remember that, based on the principle of self-determination of peoples, the Austro-Hungarian Empire had disintegrated, giving rise to numerous national states; moreover, with respect to Italy, Wilson had taken a very tough position, denying it some strategic territories. See M. Cattaruzza, *L'Italia e la questione adriatica (1918-1926)*. *Dibattiti parlamentari e panorama internazionale*, Il Mulino, Bologna, 2014. ¹² P. Gobetti, *La Società delle Nazioni*, in EN, I, n. 5, January 1-15, 1919; the article is also included in P. Spriano (edited by), *Scritti Politici cit.*, pp. 65-67. Original text: "Per intendere e valutare rettamente tutto ciò che passa sotto il nome di Società delle Nazioni, non ci possiamo fermare ad un esame del valore potenziale in astratto dell'idea, ma dobbiamo scendere subito a vederne il valore in relazione alla vita sociale, dobbiamo studiare cioè in quali forme pratiche essa si può attuare". It was not only the idea itself relevant, but its practical implementation, its sustainability: "the politician feeds on reality". The appeal to democracy as a pivot of peaceful coexistence and a guiding principle of international relations alone was not enough, beyond the morality that this internationalist project carried with it. On this point, Gobetti was very close to Salvemini's position. Beyond the criticisms, in the pages of Gobetti there is however the recognition of the value of the New Diplomacy, that is of a vision that, in spite of its specific and contingent limits, will reveal itself in the long-term forward-looking. A few years later, on the occasion of Wilson's death, Gobetti wrote: To realize his greatness, the judgment must instead concern his American figure, in the history of America. His own election to the presidential seat is a solemn fact: as early as 1914 he had turned out to be a

great statesman. After the mediocrity of presidents like Taft or Roosevelt, the temper of a Lincoln emerges in Wilson (Gobetti 1924)13.

Conclusions

In reference to the Russian Revolution, Gobetti's interpretation is neither shareable nor sustainable, but it is very interesting because it clearly demonstrates the non-systematic nature of his thinking¹⁴. As regards Wilson and the New Diplomacy, Gobetti is quite consistent with what he has written in the majority of his own essays on international politics. 13 P. Gobetti, *Uomini e idee. Lo stile di Wilson*, in *RL*, III, n. 7, February 12, 1924; the article is also included in P. Spriano (edited by), *Scritti politici cit.*, pp. 591-593.

Original text: "Per rendersi conto della sua grandezza il giudizio deve invece riguardare la sua figura di americano, nella storia dell'America. Già la sua elezione al seggio presidenziale è un fatto solenne: già nel 1914 si era rivelato un grande statista. Dopo la mediocrità di presidenti come Taft o Roosevelt, in Wilson si sente la tempra di un Lincoln". 14 See P. Polito, *L'eresia di Piero Gobetti*, Raineri Vivaldelli, Torino, 2018. References E. Alessandrone Perona, *Le provocazioni della ricerca*, in "Passato e Presente", n. 97, 2016, pp. 103-120 L. Beghin, *Da Gobetti a Ginzburg. Diffusione e ricezione della cultura russa nella Torino del primo dopoguerra*, Istituto storico belga di Roma, Roma-Bruxelles, 2007 N. Bobbio, F.S. Nitti et al., *Piero Gobetti e la Francia. Atti del colloquio italo-francese*, Franco Angeli, Milano, 1985 B. Bongiovanni, *Da Marx alla catastrofe dei comunismi. Traiettorie e antinomie del socialismo*, Unicopli, Milano, 2000 A. Cabella (edited by), *Gobetti tra Riforma e rivoluzione*, Franco Angeli, Milano, 1999 M. Cattaruzza, *L'Italia e la questione adriatica (1918-1926). Dibattiti parlamentari e panorama internazionale*, Il Mulino, Bologna, 2014 J. B. Duroselle, *Da Wilson a Roosevelt. La politica estera degli Stati Uniti dal 1913 al 1945*, Cappelli, Bologna, 1963 L. Ginzburg, *Gobetti e il significato della Rivoluzione Russa*, in «Quaderni di giustizia e libertà», n. 5, dicembre 1932, pp. 88-92 F.S. Nitti, *La tragedia dell'Europa. Che farà l'America*, Piero Gobetti Editore, Torino 1924 F. S. Nitti, *La Pace*, Piero Gobetti Editore, Torino, 1925 C. Panizza (edited by), *L'autobiografia della nazione*, Aras, Fano, 2016 P. Polito, *L'eresia di Piero Gobetti*, Raineri Vivaldelli, Torino, 2018 P. Polito, *Il liberalismo di Piero Gobetti*, Centro Studi Piero Gobetti, Torino, 2006 P. Polito, *La rivoluzione russa come una rivoluzione liberale*, in «Critica liberale», n. 225, vol. XXII, 2015, pp. 180-182 G. Salvemini, *Dal Patto di Londra alla Pace di Roma. Documenti della politica che non fu fatta*, Torino, 1925 G. Scroccu (edited by), Piero Gobetti. *La "rigenerazione" dell'Italia e la politica del primo dopoguerra: gli anni di Energie Nove*, Biblion, Milano, 2014 F. Somenzari (edited by), Piero Gobetti. *Vita internazionale*, Aras, Fano, 2017 F. Somenzari, *Wilson, l'internazionalismo e la nuova diplomazia: un quadro complesso tra fallimento momentaneo e valore duraturo*, in «Scienze e Ricerche», n. 24, marzo 2016, pp. 16-20 P. Spriano (edited by), *Scritti Politici*, Einaudi, Torino, 1997

Fiscal Policy Challenges for Countries that Join the EU

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Abstract

The choice of fiscal policy is one of the most controversial issues of the role of government in a country's social and economic life, not only by economists, but by a wider range of people. This article will discuss some of the issues on which the fiscal policy debate remains open. The analysis will focus on both the theoretical approach and the role that fiscal policy has played in our country, going further on some suggestions for the future. It will also analyze the status of fiscal policy in Albania seen in the context of fiscal sustainability. It will address the role that fiscal policy plays in social issues and the role of politics in the choice of fiscal policy. In a country with high level of poverty and an economy that requires large investments, the choice of fiscal policies is a controversial issue. This issue will focus on their impact on the economy of our country. The article concludes with conclusions and recommendations.

Keywords: Fiscal policy, Economy, Tax, Fiscal evasion.

Introduction

Fiscal policy is the use of government spending and taxes that affect economic activity. Fiscal policy is a very important topic in world literature. But also a difficult challenge for different countries, due to the competitiveness of the countries that have each other to attract foreign investment. But this challenge remains even more difficult for countries aiming to move towards the EU. Given the fact that Albania has been involved in the integration plans in recent decades and we are facing some dilemmas.

On one hand we aim for the EU but this will necessarily lead to fiscal policy approximation, not that we are directly asked for leverage or something like that, but it looks like the challenges will be the same, the need to raise revenue will be the same, and we also have a set of boundaries that will necessarily affect the different tariffs.

On the other hand, we aim for more foreign investment. But given this, we know very well that the biggest investors in our continent, but also very important in the world, are some of the EU countries. And as we are aligning policies with them, fiscal policy necessarily needs to be aligned with those of European Union countries.

Fiscal policy itself has several goals, such as: to reduce the impact of economic cycles on economic growth, in employment, and to assist in its growth in order to provide a higher level of employment.

Fiscal policy relates to government actions to change the composition of public revenues and expenditures, with the aim of managing aggregate demand to maintain sustained economic growth with relatively high employment, no inflation generation, no increase in public debt and a satisfactory balance of payments. When the government is in charge of fiscal policy, it preliminarily evaluates a large number of factors including the performance of key economic and financial variables and indicators, due to their impact on the amount of tax revenue collected to meet the financing needs of government programs.

The discussion surrounding the impact of fiscal policy on economic growth is very relevant, as the development of appropriate fiscal instruments leads to continuous and sustained economic growth. The purpose of this paper is therefore to analyze the relevance of fiscal policy to economic growth in the case of a small country with an open and developing economy - Albania.

Methodology

The methodology is selected in accordance with the purpose of the study and includes various ways and instruments for collecting the necessary information. A methodology consisting of a combination of primary and secondary data was used to carry out this study. A considerable part of the secondary data is provided through the use of electronic libraries. The theoretical review is based on the legislation on the fiscal policy system. Information from various literatures has also served for this study.

The Qualitative Method, through which we provide understanding and clarification of case studies, research objects, from a historical and philosophical perspective, gathering data and information for the purpose of comparing cases or based on a single case study.

The Quantitative Method is used for the processing of which we rely on numerical data that are commonly presented in the form of statistics.

The methodology and methods which are used are:

1. Deduction - this method enables us to achieve research goals, starting with the general and reaching the intended target, namely the particular. In this case, the functioning of the value added tax, which is applied in most countries of the world in general, has been studied and analyzed and the focus has been on fiscal policy analysis.
2. Descriptive - here we have collected various materials and reports that deal with the study of taxes in general and in particular value the added tax in Albania. In this case, literature has been used by various internal and external authors, reports, studies by various agencies, and research published by organizations dealing with studies in this field. The design of this study is based on the following: Using local publications data from the: Ministry of Economy and Finance, Economic and Fiscal Council, Central Bank.
3. Comparative analysis - the materials used in this paper have been analyzed and compared with each other in order to be as objective as possible in the research.
4. Econometric model - is used to test the factors that affect it.

Hypothesis

"Reducing tax evasion is a key factor for the country's economic growth"

The hypothesis is an assertion expressed as a statement. The hypothesis should be considered as the formal version of the researcher's conjecture, which then he subjects this hypothesis to a complicated and detailed testing procedure, known as Hypothesis Testing. The hypothesis may predict a direction or express an acceptable relationship between variables.

What are known as basic or neutral hypotheses are very common, one case it might be "the average grade of a university depends on the average grade of high school", this is not true at all, there is no relation between the two parts of hypothesis. In this case the hypothesis is called null. The null hypothesis tells us that there is no correlation, whether similarity or difference between the subjects being compared.

Fiscal Politic

"... It is important to have the right monetary policy, but even more important is to have the right fiscal policy (*Warren Buffett*) because fiscal policy is expressed and based on relevant financial laws and consists of government intervention to meet the costs of the government through the administration of the revenue collected through the fiscal system. A typical and quite limiting problem that governments face in this area is fiscal evasion.

Fiscal revenue is the main source of revenue for a state. Fiscal policy has the initial objective of guaranteeing minimal budget revenues. But once the financial sustainability of the state is guaranteed, the state sets other fiscal policy objectives.

The great thing about fiscal policy is that it has a direct impact and does not require you to tie the hands of future policymakers! (*Paul Krugman*). Typically, there are two distinct and opposing attitudes in the area of fiscal policy, both of which depend on political options and each has its own limitations. On the one hand, we have a fiscal policy that relies on relatively high fiscal burden on large incomes, thus favoring a redistribution of income to society; its downside lies in limiting the cash that the "rich" can spend on investment, and this, in turn, limits economic growth. On the other hand, we have a

uniform fiscal obligation, or "flat tax", that preserves investment, but with potential negative consequences on consumption, namely the middle and poor classes, which make up the vast majority of consumers. The decrease in disposable income affects the reduction of demand in the market and consequently there is a restriction on supply and consequently on production, investment and economic growth itself.

Tax evasion

The meaning of the term tax evasion, according to the science of finance, relates to all actions intended to reduce or eliminate the fiscal contribution to the state coffers by citizens or entities, in violation of specific fiscal provisions and norms. Tax evasion is the non-payment of tax liabilities arising from the law. Tax evasion has a devastating effect on the fiscal policy of the government causing the State a small loss from its fiscal revenue.

Tax evasion is possible through several actions that take place in very different situations:

- performing sales operations or services without issuing a regular invoice for the action taken against the citizen / consumer (so-called "black" sales);
- compilation of false declarations of income resulting from inadequate or misstatement of the fiscal statement that results in the missing payment of real liabilities;
- conducting an economic activity outside any rules: for example, "after work in the black" by employees (public or private);
- albeit in regular working reports, receiving part of the remuneration in undocumented, consequently non-taxable form, through cash (the typical form of integration or remuneration used in micro or small enterprises);
- after being subject to an agreement between the employer and the employee, changing the nature of the items accompanying the payroll, for example, by giving false (non-taxable) transfers in order to eliminate taxable items (for example, payments
- covert agreements with the client of the enterprise or the autonomous worker to reduce or completely eliminate invoices or change the nature of the items;
- filing fiscal documents to entities that are not real so that they can be accounted for at cost (in order to fictitiously reduce the taxable amount);
- non-payment of taxes or duties for the benefit of services or non-compliance with mandatory requirements, for example non-payment of TV, local service taxes, etc.

To give a quantitative measure of the magnitude of the tax evasion phenomenon, both at the individual and collective level, in addition to giving the total amount of evasive funds, the evasion index can be defined and calculated as the ratio between evasive funds and total of funds that the State should receive from taxes and levies. Another index, the macroeconomic index is the ratio between total evasive funds and GDP.

There is also a much heavier variant of evasion, fiscal fraud, which is carried out with sophisticated mechanisms that create a regular apparatus under which evasion is kept secret, making the task of controlling financial management more difficult. A typical instrument of fiscal fraud is the accounting for fake purchase invoices to reduce the taxable amount. Revenue from tax evasion and tax fraud goes into the so-called "underwater economy".

Tax evasion is punishable by fines and above a certain limit on the reduction of the taxable amount, even criminally. Fiscal fraud is punished far more severely by simple evasion, depending on the degree of economic damage and risk.

The Econometric Model

In this doctoral thesis I have built an econometric model based on independent and dependent variables that are oriented on the key components that build and implement fiscal policy. As a dependent variable we have received tax revenues which we study and analyse

In this model I used the Dickey - Fuller test, the Granger Causality test, and the regression model.

Augmented Dickey-Fuller

The Dickey-Fuller test tests the null hypothesis that a unit root is correct in an autoregressive model. Alternative Hypothesis is Variable depending on which version I try is used but it is stationary or stationary trend. This is a version I testify to Dickey-Fuller for a great band and honors me with your timely model. Dickey-Fuller statistics (ADF), the test used, is a negative number. The more negative I get, the stronger the rejection of the hypothesis that there is a unit root at some level of belief.

Null Hypothesis: Tax Revenue has a unit root

Exogenous: Constant

Lag Length: 0 (Automatic - based on SIC, maxlag=1)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	1.059766	0.9929
Test critical values:		
1% level	-4.297073	
5% level	-3.212696	
10% level	-2.747676	

*MacKinnon (1996) one-sided p-values.

Warning: Probabilities and critical values calculated for 20 observations
and may not be accurate for a sample size of 10

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(TAX REVENUE)

Method: Least Squares

Date: 06/03/19 Time: 21:57

Sample (adjusted): 2009 2018

Included observations: 10 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
TAX REVENUE (-1)	0.106434	0.100432	1.059766	0.3202
C	-18303.35	32154.72	-0.569227	0.5848
R-squared	0.123105	Mean dependent var		15491.33
Adjusted R-squared	0.013494	S.D. dependent var		13138.40
S.E. of regression	13049.46	Akaike info criterion		21.96774
Sum squared resid	1.36E+09	Schwarz criterion		22.02825
Log likelihood	-107.8387	Hannan-Quinn criter.		21.90135

Null Hypothesis: PBB has a unit root

Exogenous: Constant

Lag Length: 0 (Automatic - based on SIC, maxlag=1)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-0.161840	0.9152
Test critical values:		
1% level	-4.297073	
5% level	-3.212696	
10% level	-2.747676	

*MacKinnon (1996) one-sided p-values.

Warning: Probabilities and critical values calculated for 20 observations

and may not be accurate for a sample size of 10

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(PBB)

Method: Least Squares

Date: 06/03/19 Time: 21:58

Sample (adjusted): 2009 2018

Included observations: 10 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
PBB(-1)	-0.009718	0.060045	-0.161840	0.8754
C	67004.59	80337.16	0.834042	0.4285

Since hypothesis testing is done using the time series of economic variables then the variables must first be tested for the statistic and the possibility of co-integration, that is, the presence of a long-term relationship between them. Constant variance and auto-covariance that are not dependent on the time't', that is, the time series tends to move toward the long run average.

Granger Causality Tests

Y The Granger causality test is a statistical hypothesis test to determine if one time series is useful in predicting another. Usually regressions reflect correlations simply but Granger argued that causality in economics could be tested by measuring the ability to predict future values in one time series using previous values of another time series. Since the question of "true causality" is profoundly philosophical and due to the post hoc ergo propter hoc error of the assumption that one thing before another can be used as a proof of causation. A Time Series X BY Granger - causes Y if it can usually be shown through a series of tests t and F tests for residual values of X (and with residual values of Y also included), that these values of X provide statistically significant about future values.

Pairwise Granger Causality Tests

Date: 06/03/19 Time: 22:00

Sample: 2008 2018

Lags: 2

Null Hypothesis:	Obs	F-Statistic	Prob.
TAX REVENUE does not Granger Cause PBB	9	4.23015	0.1031
PBB does not Granger Cause FISCAL REVENUES		0.13557	0.8771

The Granger Agility Test is based on the premise that the future cannot cause the present or the past by using the concept of autoregressive model. This test attempts to determine how past values of one variable help predict changes in another variable. This test depends entirely on the observed or otherwise stated variables.

Regression

Regression Analysis is used to predict the value of the dependent variable based on an independent variable. The dependent variable is the projected or estimated variable. The independent variable is the variable that provides the basis for evaluation.

Dependent variables are variables that we want to predict or explain. While independent variables are the variables we use to expedite the dependent variable.

Dependent Variable: TAX REVENUE

Method: Least Squares

Date: 06/03/19 Time: 22:02

Sample: 2008 2018

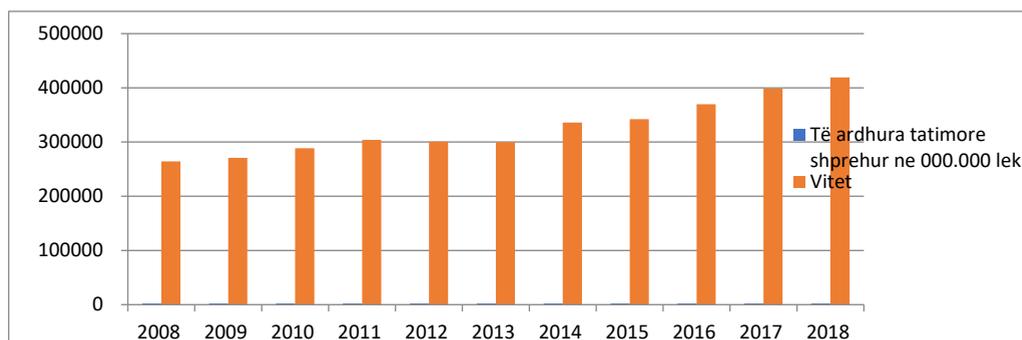
Included observations: 11

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-83963.84	37621.32	-2.231815	0.0525
PBB	0.302423	0.027519	10.98947	0.0000
R-squared	0.930646	Mean dependent var		326774.1
Adjusted R-squared	0.922940	S.D. dependent var		51290.27
S.E. of regression	14238.04	Akaike info criterion		22.12819
Sum squared resid	1.82E+09	Schwarz criterion		22.20053
Log likelihood	-119.7050	Hannan-Quinn criter.		22.08259
F-statistic	120.7685	Durbin-Watson stat		0.688469
Prob(F-statistic)	0.000002			

Regression analysis is a statistical technique that uses the observed data to relate the dependent variable to the independent variable. The objective of regression analysis is to construct a regression model (or predictive equation) that is used to predict or control the dependent variable based on the independent variable.

Referring to the budget data, regarding the tax revenues and expenditures that affect the economy of the country, we graphically present the following:

Figure1 - Tax Revenue

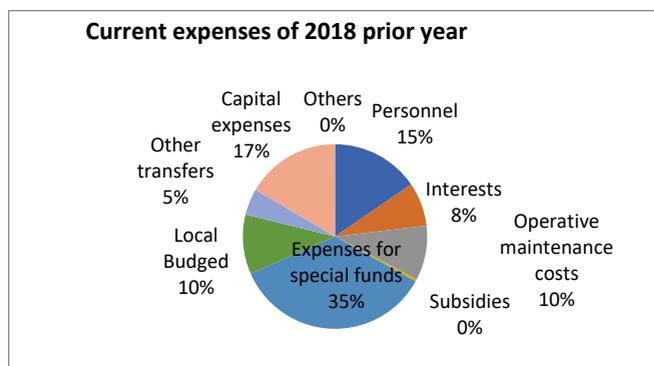


Tax revenues are the main item of revenue in the state budget. Tax revenues in the state budget consist of tax and customs revenues, revenues from local government and revenues from social funds (contributions). tax and customs income consists of value added tax, profit tax, excise tax, personal income tax, national tax and customs tax. During 2008-2018 there have been significant fluctuations and changes in tax revenues, for various reasons.

Tax and customs revenues are revenues collected from all types of taxes and duties levied by the central government. Responsible for their collection are the Directorate General of Taxation and the Customs.

In recent years the General Directorate of Customs has had a steady increase in revenue collection which is its competence. In recent years it has had the highest growth in 2017 compared to previous years where tax and customs revenues have increased by 18.9%. Tax and customs revenues have taken into account all the main factors influencing the budget, including the effect of economic growth and price index. New fiscal policies have led to steady year-on-year economic growth that has impacted the country's economic growth.

Figure2- Expenses of 2018-n



The figure above shows the structure of state budget expenditures. We see that the largest percentage is spent on special funds. Expenditure on special funds is the main item in this category. In 2018, according to the consolidated budget data,

this share is 35% of total Budget expenditures. There are three main components of Special Fund expenditures: social security costs, health insurance costs, and owner compensation. The largest share is occupied by 17 percent of capital spending. Capital expenditures are expenditures that will result in some fiscal periods being otherwise considered investments. From the data in the Consolidated Budget, 17% of capital expenditures were made. Personnel costs are the third most important item in terms of weight. Consolidated Budget 2018 staff costs are 15%. According to the data. With 10% we have the local budget and operating and maintenance costs, then we have other items that have a relatively smaller percentage. The largest share is spent on special funds and capital expenditures, which play an important role in the country's economy.

Conclusions

- Fiscal policy affects the improvement of the economic structure.
- The state intervenes through fiscal policy instruments to regulate the balances needed for a better economy.
- Fiscal policy is a component of state economic policy that is used for macroeconomic purposes to influence the level of output, employment and prices.
- The state's intervention in economic flows through fiscal policy is justified by the adjustments made to eliminate the phenomena that impede the maintenance of the general welfare of society.
- Fiscal policy is one of the components of state economic policy that is used for macroeconomic purposes affecting the country's economy.
- Governance by applying fixed fiscal policy instruments has a positive impact on the country's economy. Political stability, economic efficiency, fair management of public finances, implementation of development fiscal policies and the promotion of fairness and equitable distribution of income can then be said to be the path to successful economic growth.
- The orientation of taxation in these countries generally reflects an improvement of the personal system, making it more efficient in both tax collection and further tax management. This has resulted in an increase in public revenues and a decline in national evasion.

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The Impact of Personality Traits on What Snapchat Users Share

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Abstract

In today's digital world, social networking sites (SNSs) are frequently used for communication and entertainment purposes. Based on their different and unique content and features, each social media platform can appeal to different audiences. Snapchat, besides from being an image-based social media site, is offering different experiences to its users with the help of many different features and continues to reach out to the masses every day. The objective of this manuscript is to investigate the relationship between the snap types that Snapchat users share and Snap users' personality traits. For this purpose, Snapchat users personality traits were examined by utilizing Big Five Inventory Scale (BFI: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience), as well as Hyper Sensitive Narcissism Scale (HSNS). And then, Snapchat users were asked about the type of snaps that they share, namely; funny things, selfies, hobbies and activities, events, food, people around, animals, drunk photo of friends, beautiful things such as nature, joke sexting, people doing legally questionable activities (drugs, guns, etc.), and sexting. Finally, the relationship between what snap types and users personality traits was investigated. The data were collected from 308 Snapchat users via an online survey. It is found that there is a relationship between being extravert and sharing snaps of funny things, the events that they attend, the people around them, drunk photos of friends, and joke sexting. In addition, extravert personality trait is the only personality trait that shares snaps of events attended by the users. Furthermore, it is revealed that being narcissist is related with sharing snaps of selfies, drunk friends, joke sexting, legally questionable activities (drugs, guns, etc.), and sexting. It is noteworthy to mention that narcissism is the only personality trait that is found to be related with sharing snaps of selfies and legally questionable activities. On the other hand, agreeableness is only related with sharing snaps of beautiful things such as nature. Moreover, conscientiousness is the only trait that indicates association with sharing snaps of food. Likewise, being open to experiences is the only trait linked with sharing snaps with animals. Interestingly, neuroticism is not associated with any type of snap sharing. The results of this study will be beneficial in designing communication strategies of the companies when Snapchat is used as the social media platform particularly attracting teenagers and young adults.

Keywords: Snapchat; Social Networking Sites (SNSs); Social Media; Big Five Inventory (BFI); Hyper Sensitive Narcissism Scale (HSNS)

Introduction

The online world has witnessed to a proliferation of social media usage as the online population increases steadily. According to new Global Digital Statshot report, as of 2019, 45% of the world's population are social media users, in other words there are 3.5 billion active social media users (wearesocial.com). Even though there is no clear cut definition of social media that is widely agreed on, Carr and Hayes (2015, p. 50) defined social media as Internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others. Social media and social network sites (SNSs) are generally used interchangeably, but it is acknowledged that SNSs are a subcategory of social media (Carr and Hayes, 2015). Furthermore, social network sites are defined as web-based services that allow

individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their list of connections and those made by others within the system (Boyd and Ellison, 2008, p. 211). On the other hand, the terms “social network site” and “social networking sites” are also the two terms that are often used interchangeably. Facebook, Twitter, Snapchat are among the prominent social networking sites that have attracted a vast majority of Internet users. Snapchat is one of the multimedia messaging app used globally, particularly by the teenagers and young adults and it is known as the fun way of sharing photos or videos with friends and family. The unique feature of Snapchat is that once you send a message it allows you to erase it within a few seconds. As of the first quarter of 2019, the number of daily active users of Snapchat all over the world has reached to 190 million with an increase from the 153 million users in the corresponding quarter of 2016 (Statista, 2019). In addition, Snap’s market value is around \$15 billion, compared to just over \$7 billion at the beginning of 2019 (cnbc.com, 2019).

In this study, it is aimed to investigate the relationship between the snap types that Snapchat users share and Snap users’ personality traits. For this purpose, Snapchat users personality traits were examined by utilizing Big Five Inventory Scale (BFI: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience), as well as Hyper Sensitive Narcissism Scale (HSNS). And then, Snapchat users were asked about the type of snaps that they share, namely; funny things, selfies, hobbies and activities, events, food, people around, animals, drunk photo of friends, beautiful things such as nature, joke sexting, people doing legally questionable activities (drugs, guns, etc.), and sexting.

Literature Review

Snapchat is a mobile sharing platform that allows time-limited photo / video sharing among friends. With Snapchat application; photos, videos and scripts, called “snap”, are transferred to individuals or groups with a time limit up to 10 seconds before they are lost. The sender can determine the timing before sending the image, and the recipient can no longer access the image after this time (Charteris et al., 2014). Snapchat is quickly adopted by young people who want to communicate in a more different and original way than other social media platforms. The short-living structure of Snapchat provided another way of communicating for young people besides the other social media platforms (Anderson, 2015).

There is a growing body of literature about Snapchat in recent years, particularly about the main motives of using it. For instance, in their study, Utz et al. (2015) compared motives of using Snapchat and Facebook, and found that the main difference in motives were that Snapchat was used more for flirting and finding new love interests, whereas Facebook was the main social networking site used for keeping in touch with friends. Vaterlaus et al. (2016) examined young adults’ perceptions of how Snapchat behaviors influenced their interpersonal relationships (family, friends, and romantic). It is revealed that Snapchat was assumed as a double-edged sword—a communication approach that could lead to relational challenges, but also facilitate more congruent communication within young adult interpersonal relationships (Vaterlaus et al., 2016). In addition, Bayer et al. (2016) asserted that Snapchat interactions were perceived as more enjoyable and associated with more positive mood than other communication technologies. However, it is also mentioned that Snapchat interactions were also associated with lower social support than other channels (Bayer et al., 2016). In their research, Piwek and Joinson (2016) found that users mainly share ‘selfies’, typically embed text and ‘doodles’ with photos they share, use it mostly at home, and primarily for communication with close friends and family as an ‘easier and funnier’ alternative to other instant messaging services. Furthermore, Piwek and Joinson (2016) discovered that high intensity of Snapchat use was more associated with bonding rather than bridging social capital. According to the qualitative research of Waddell (2016), Snapchat has satisfied users’ need for expressing themselves and it has given more relational gratifications to users which cannot be found in a text based communication. In their research, Phua et al. (2017) investigated consumers’ use of one of four social networking sites (SNSs): Facebook, Twitter, Instagram, or Snapchat. The results of the study indicated that Snapchat users scored highest for passing time, sharing problems, and improving social knowledge, while Instagram users scored highest for showing affection, following fashion, and demonstrating sociability. On the other hand, Twitter users had highest brand community identification and membership intention, while Instagram users had highest brand community engagement and commitment (Phua et al., 2017). According to Grieve (2017) Snapchat users were younger, placed significantly more importance on social connectedness than non-users, reported significantly greater reliance on graphics in communication, were more likely engage with technology regularly, had greater comfort with technological multitasking, and showed a stronger preference for online social interaction than non-users.

Research Methodology

The data for this study were collected through an online survey, which was distributed in the social networks of authors. In the survey, 44-items Big Five Inventory (BFI) Scale were used within a 5-point Likert scale to examine psychographics of

participants. The original BFI scale was developed by John, Donahue & Kentle (1991) and organized as a short instrument by John and Srivastava (1999) to assess five personality traits. In addition, the Hypersensitive Narcissism Scale (HSNS) with 10-items which was developed by Hendin & Cheek (1997) from Murray's (1938) MMPI-based Narcissism was used to analyze narcissism level of participants. Snapchat contents related questions were created by Utz et. all (2015). With a 5 point Likert type agreement scale. Respondents were asked 12 different contents that are shared in Snapchat while using; namely: funny things, selfies, hobbies and activities, events, food, people around, animals, drunk photo of friends, beautiful things such as nature, joke sexting, people doing legally questionable activities (drugs, guns, etc.), and sexting. At the end, totally 444 respondents have completed the questionnaire, but of those 308 were the actual users of Snapchat. Of those respondents 30% was male whereas 70% was female. In addition, 6% of the respondents was below the age of 18; 59% was among the age range of 19-23. And 30% of the respondent belonged to the age group of 24-30. Yet, 64% of them university students whereas 28% was university graduate.

Findings

(N=308)		Funny things	Selfies	Hobbies and activities	Events	Food	People	Animals	Drunk photos with Friends	Beautiful things	Joke sexting	Legally questionable activities	Sexting
Extraversion	Pearson Correlation	,113*	0,084	0,097	,218*	0,09	,200*	0,061	,175**	0,095	,162**	0,068	0,099
	Sig. (2-tailed)	0,048	0,14	0,09	0,000	0,12	0,000	0,289	0,002	0,096	0,004	0,233	0,083
Agreeableness	Pearson Correlation	0,015	0,082	0,075	0,054	0,11	0,107	0,019	0,053	,152**	-0,058	-0,036	-0,083
	Sig. (2-tailed)	0,792	0,153	0,187	0,342	0,06	0,06	0,733	0,357	0,008	0,308	0,528	0,146
Conscientiousness	Pearson Correlation	,113*	0,047	,133*	0,097	,122*	,127*	0,02	-0,021	0,092	-0,058	-0,09	-,136*
	Sig. (2-tailed)	0,047	0,412	0,019	0,088	0,03	0,026	0,724	0,719	0,108	0,314	0,114	0,017
Neuroticism	Pearson Correlation	0,078	-,0034	0,061	0,043	0,11	0,036	0,106	-0,017	-0,003	-0,08	0,016	-,0034
	Sig. (2-tailed)	0,175	0,557	0,286	0,456	0,05	0,533	0,063	0,761	0,953	0,159	0,784	0,549
Openness	Pearson Correlation	,153**	0,104	,124*	0,027	0,02	0,077	,167**	0,094	0,099	0,03	0,023	0,048
	Sig. (2-tailed)	0,007	0,07	0,029	0,633	0,67	0,178	0,003	0,101	0,084	0,605	0,685	0,398
Hyper Sensitive Narcissism	Pearson Correlation	0,078	,174*	0,101	0,109	0,03	0,05	0,05	,171**	0,100	,225**	,182**	,222**

	Sig. (2-tailed)	0,174	0,002	0,078	0,057	0,63	0,381	0,377	0,003	0,079	0,000	0,001	0,000
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As it can be seen from Table 1, there is a relationship between being extravert and sharing snaps of funny things, the events that they attend, the people around them, drunk photos of friends, and joke sexting. In addition, extravert personality trait is the only personality trait that shares snaps of events attended by the users. Furthermore, it is revealed that being narcissist is related with sharing snaps of selfies, drunk friends, joke sexting, legally questionable activities (drugs, guns, etc.), and sexting. It is noteworthy to mention that narcissism is the only personality trait that is found to be related with sharing snaps of selfies and legally questionable activities. On the other hand, agreeableness is only related with sharing snaps of beautiful things such as nature. Moreover, conscientiousness is the only trait that indicates association with sharing snaps of food. Furthermore, conscientiousness is also related with sharing snaps of funny things, hobbies and activities and food eaten and people around. Likewise, being open to experiences is the only trait linked with sharing snaps with animals. Interestingly, neuroticism is not associated with any type of snap sharing. On the other hand, conscientiousness is found to be inversely related with sexting, which can be understandable.

Conclusion and Managerial Implications

As one of these social media platforms, Snapchat has become one of the most popular applications with its distinctive features such as ephemeral messaging, adding special effects to photos or videos, story sharing, live videos etc. However, there must be some reasons how this application attracts its users and become popular or, by looking from the perspective of personality, which target group have been affected from the attractive features of Snapchat. It is extremely important to know the user profile of different social networking sites in order to attract users' attention. For this reason, this study aimed to figure out whether there's a relation between the snaps that Snapchat users shared and their personality traits. Actually, some surprising results were obtained. For instance, it is observed that people having higher agreeableness level share snaps of beautiful things such as nature, whereas selfies are shared by people who have higher levels hyper sensitive narcissism personality trait. In addition, it is observed that respondents who are open to experiences share snaps with animals. Besides, respondents who extravert share snaps of events that they attended within their network. In this study, it is revealed that being narcissist is related with sharing snaps of selfies, drunk friends, joke sexting, legally questionable activities (drugs, guns, etc.), and sexting.

All these findings let companies to better design their communication strategies. Moreover, SNSs users have different personality traits are inclined to share distinct snaps. In return, they may be interested with different content as well. Hence, to attract different users companies may monitor the content that they share, in this case the snaps, and make their offers accordingly. **Table 1. Correlation between each Personality Traits and Snapchat Contents**

* $p \leq 0.05$; ** $p \leq 0.01$

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Break the Wall: Intercultural Challenges in the Middle East to Teach Spanish as a Foreign Language

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Abstract

This paper investigates the needs of teachers of Spanish have while teaching the language while maintaining and emphasizing the sociocultural, intercultural and religious components. The research will attempt to shed light on offering a performance guide with materials and examples of different nature (songs, videos, textbooks, literary fragments). The paper will also provide a comparison between how to work with similar factors from different perspectives while taking into account the religious and emotional aspects. In order to achieve these aims the method used is based on a synergy of experiences, shared knowledge, culture clash and double perspective the European and the Middle Eastern perspectives. There is an increasing demand for Spanish language instructors' in the Middle East. This increase together with beneficial work conditions for foreigners make The Middle East an attractive land to spread linguistics knowledge as a language instructor. However, there is an observable lack of cultural information, in terms of what is acceptable and what is not acceptable in such a conservative culture, in addition to lack of knowledge of the social protocols in the Middle East. The absence of such essential information may result in misunderstandings and even complaints from both parties in this exchange. It is imperative that senior academics offer a sort of "lifeline" for the upcoming teachers, mainly European or Asian, who might consider working in this area. In a nutshell, in a classroom where the instructor is non-Muslim, what needs to be taken into account in order not to offend the cultural sensitivity of the students? How can the Spanish language instructor create a learning environment where the students do not feel culturally attacked?

Keywords: Interculturality, Teaching, Spanish, Cultural Sensitivity, Middle East

1. Introduction

Working in the Middle East as a foreign Language instructor is not an easy job. Many foreigners, Europeans, Americans and Asians are hired in this region. As such when a professor obtains a position in the Middle East, s/he begins the process of research about the area, culture, traditions and religion. This research process could be considered as the beginning of an intercultural relationship between two different cultures. Thus, interculturality is one of the competences that foreign language instructors work with in the classroom. Furthermore, the task of teaching a foreign language vary in difficulty depending on the origin of the instructor as well as the origin of students and ultimately where the lessons take place.

During the last decades, many publications about "Teaching Spanish as a Foreign Language" were released. However, these studies were primarily from intercultural and sociocultural perspectives. Spanish for English speakers and Spanish for Chinese speakers are two areas that are heavily investigated. The research conducted in these areas helped not only the development of the field but also helped shaping instructor training. However, Spanish language instructors do not have access to updated publications relating to teaching in the Middle East. Furthermore, the existing publications do not investigate social and emotional concerns or cultural factors.

Thus, this paper will attempt to shed light on how to develop the intercultural competence while teaching Spanish in the Middle East, specifically in Qatar. The researcher does not pretend to offer a training agenda, rather it is a broadening of the horizons. This paper aspires to fill in a gap in the field and highlight a reality that is relegated.

2. Literature Review

Nowadays, Spanish language instructors are emigrating more than ever for different reasons. The reasons may vary, for example seeking better working conditions, or because of lack of jobs in some areas. Instructors have to adapt to the new

contexts that foreign territories offer, and the cultural differences. Teaching a foreign language can be associated with many cultural factors. Foreign teachers must abandon ethnocentric perspective, enhance their cultural knowledge and improve their cultural exchange skills. Ultimately, these enhancements will provide not only intercultural education but also develop the intercultural competence.

According to UNESCO, interculturality can be defined as the construction of equitable relationship between people, communities, countries and cultures [...] and it is necessary to work with it from a perspective that includes historical, social, cultural, political and educational elements. This definition is arguably generic. Nonetheless, it is helpful to think about the education system and language teaching system together since both systems promote an exchange. Furthermore, the concept of *interculturality* is understood as another competence that must be included in foreign language teaching. *Interculturality* is part of the *Plan Curricular del Instituto Cervantes* (2006). PCIC argues that “the development of this dimension [...] requires knowledge, abilities and attitudes that settle the intercultural competence” (PCIC, 2016).

Interculturality has its origin in culture and sociocultural studies. Interculturality is an exchange that requires “comprehension, acceptance and integration” (Alarcón and Barros, 2008). Both teacher and student are culture producers and receptors. However, this is not an easy task since “it is necessary to adopt a tolerant and respectful attitude and to eliminate the stereotypes or ethnocentric attitudes while conserving their own identity” (Oliveras Vilaseca, 2014).

Textbooks, for example, are a great ally for teachers and students to exchange information. Notwithstanding, textbooks can be problematic depending on the country where they are being used. Topics like culture, politics or personal relationships can offend the sensitivity of the student while the instructor’s purpose is to explain the reality s/he comes from -in case they are native speakers-. This exchange serves a bigger educational purpose as well, that of preparing and broadening the students’ horizons on what to expect when they visit any of the countries where the language in question is official.

Countries whose official religion is Islam may present a challenge for instructors in terms of developing intercultural competence. The bilateral factor of interculturality may suffer when it is time to decide what is or is not acceptable. Paricio Tato (2014) claims that “the communicative approach was not as successful because it does not recognize the links between language and culture”.

The concept of *thoughtful behavior*¹ (Borgh, 2003) is related to teachers’ beliefs because it says that instructors are the ones that begin the reflection process and must be conscious of how their work has to be done. Politics, for example, is a topic that sometimes is better avoided in the classroom, mainly in countries as the ones mentioned previously. The idea of *classroom as culture* from Breen (1986) helps instructors understand how communication and interaction develop in order to establish an intercultural link.

If instructors study the students’ culture, prejudices are likely to be eliminated. The perceptions of students and their country are likely to change as well as what strategies may be used in the classroom (Ramos Méndez, 2010). There are many factors that can undermine the teaching/learning process. To mention a few: lack of knowledge of the country or Arab and Islamic cultures; the possibility of culture clashes. In addition to the lack of adapted materials or even fear of offending cultural sensitivities due to possible judgmental opinions. It is only by acknowledging the limits of the interaction and becoming aware of their existence, foreign language instructors can bring down the wall and establish a bridge.

3. Paper Objectives

It is not an easy task to work as a Foreign Language instructor in the Middle East. There are many factors to consider such as culture, society and religion. Work relationships between men and women, Middle Eastern conservatism, and Islam as the official religion of the State are the three main pillars that directly and indirectly impact the academic landscape. This paper has a number of objectives that relate to qualitative and ethnographic methodologies. The paper takes into account the importance of religion and culture as well as the culture clash resulting from these two. The following objectives are a product of experiences of instructors of Spanish as a Foreign Language who live in a country similar to Qatar.

This paper has three objectives. The first one is to expose the problems and difficulties of Teaching Spanish as a Foreign Language as well as Spanish and Hispanic cultures in the Middle East. The second objective is to analyze which factors of the Arab and Islamic culture are to be considered when teaching Spanish as a foreign language. The third and last objective

¹ Borgh, 2003: 81.

is to survey the relevant cultural and religious aspects that directly influence teaching together with what needs to be taken into account in order not to offend the students' sensitivity.

4. Methodology

As mentioned previously, the methodology of this paper is qualitative and ethnographic. On one hand, the research focuses on a specific group; on the other hand, there is a cultural relationship and exchange. The paper uses data gathered from surveys and personal experiences. Combining the data from these two research tools, the data provides both objective and subjective information since the challenges discussed previously can only be observed from the inside. Therefore, this paper is to be considered as a guideline. The results are not meant to be generalized. Rather, they are meant to map the cultural landscape and to invite future researchers to investigate this area. It is important to state here that the researcher is not only gathering information, but also he is part of it. Thus, the researcher produces the guidelines, collects experiences and processes the information.

The data must not be generalized, rather it is to be considered as a starting point and an invitation to build upon it based on a gap that was observed in the field. It is necessary to shed light on the situation of teaching a foreign language in this territory and deconstruct the previous ideas in order to make a valuable contribution to the world of teaching Spanish as a Foreign Language.

Two research tools were used for this purpose: teacher's diary¹ and surveys². These methods provide not only the instructor's view and personal experience but also, the collective and accumulative teaching experiences from an intrapersonal perspective. The suggested approach also provides the views and experiences from the survey respondents. Both the diary and the surveys aim to allow us to rethink and restructure our conscience. In other words, the researcher here attempts to break the intercultural wall to construct a bridge. In order to achieve this vision it is important to know and understand the opinion of other instructors.

4.1. Teacher's diary

The teacher's diary used for this research takes into account the purpose of organizing problems, complaints and comments. This is because it focused on intercultural aspects as opposed to daily notes. Using the diary method helps in developing an auto-analysis introspectively in a subjective way. While at the same time leading the reflection process to the judgment of the researcher's work. The aim of this process was to compare and contrast the researcher's data to that of the respondents and ultimately fulfil the objectives of this paper.

4.2. Surveys

The respondents were 12 Language instructors, Culture and Literature. The respondents were working in the academic field in Qatar during the data collection. The respondents also worked in different countries in and outside the Middle East.

The surveys were based on Google Forms and presented the following questions:

Multiple-choice questions:

Q1: Gender

Q2: Nationality

Q3: Age: with a 10 years range per option (20 to 30 years, 30 to 40 years...)

Q4: Working area: Linguistics or Literature

Q5: Campus where they work: Female or Male campus (some universities in the Middle East can be segregated, like in Saudi Arabia, Qatar, Kuwait...)

Open questions:

¹ For the duration of a year.

² Survey respondents were working in Qatar.

Q6: Have you ever adapted materials to respect the cultural sensitivity of the students and their religion? Can you describe it?

Q7: If you answered "yes" in the previous question, do you think that you would have had this problem in non-Islamic countries?

Q8: Have you ever had to avoid certain topics in your lessons? Which ones?

All these questions were analyzed holistically and analytically. Multiple-choice questions served to guide the researcher in understanding the profile of the respondent. On the other hand, open questions provided answers to the research questions and the objectives that were proposed in advance.

5. Data study, presentation and discussion

The purpose of this analysis is to explore the issues and challenges of teaching Spanish language and Hispanic and Spanish cultures in Qatar. Furthermore, the analysis aims to gather the factors of a conservative culture that may impact teaching. Finally, the analysis would serve to show how to approach the students with resources like songs, textbooks, literature etc.

5.1. Answers from multiple-choice questions:

Q1: Gender: 8 male instructors and 4 female instructors

Q2: Nationality: 3 American, 2 British, 1 Greek, 1 Kuwait, 4 Spanish, 1 Syrian/Argentinian.

Q3: Age: 2 between 20 and 30, 3 between 40 and 50, 7 between 30 and 40 years old

Q4: Working Area: 11 belong to the Linguistics Area and 1 to the Literature Area

Q5: Campus where they work: 1 at Male campus, 2 at Not segregated and 9 at Female Campus

5.2. Answers from open questions¹:

Q6: Have you ever adapted materials to respect the cultural sensitivity of the students and their religion? May you describe it?

A1: Many times. Especially when using authentic material referring to love, relationships (not married), expressions or cultural elements referring to religion.

A2: Yes. I removed sensitive words and/or images.

A3: Yes, we always have to adapt anything that goes against Islam's values

A4: I have avoided discussion of religion (Islam) and if encountering Christian writers or themes in texts, made sure to emphasize the relative values and beliefs of this group, so as to avoid the chances of coming across as evangelicizing. Not difficult, since I am atheist. It's actually more problematic dealing with texts/philosophers that are avowedly non-religious. In these cases again, it's important to emphasize that these views are opinions, not facts. Such issues can crop up in unexpected places, such as science fiction classes when discussing the history of science as subversive to religion.

A5: All the time but this has nothing to do with gender and all too do with culture. I always check to make sure nothing is risqué and that it avoids pork, alcohol, religion, and Western romantic relationships.

A6: I always make sure to take out any references to dating or drinking alcohol.

A7: Yes, it is very difficult using textbooks because you need to modify or avoid many topics. There was an activity about dating that I avoided or pictures with parties where people are drinking alcohol.

A8: Yes, I have. I still made it obvious for them that the materials had been adapted because I thought that they needed to know that they were common topics and aspects of the Hispanic culture. I did not want them to have a distorted image of

¹Answers are copied and pasted from the surveys.

Spain, and then visit it and be surprised. I believe that one cannot separate a language from its culture, so whilst I did respect their religion and culture, I always tried to explain them those cultural differences to avoid misunderstandings.

A9: I had to adapt material because of political issues in the region, and more often than not, I find I also have to be careful with words I use (homonyms).

A10: all the time, but with my more adult students (17--18 years old) I have decided not to adapt or cut them anymore but explain, culture and traditions are part of a language and they need to learn, experience and get know this part too.

A11: Yes. I checked "read" and "watched" material for nudity, explicit sexual scenes or offensive terminology. One time, I had to cancel a text book order because it included poems that were culturally inappropriate and were reported by some students and parents.

A12: Yes. I have occasionally removed pages from the students' reading materials because I perceived them as potentially problematic (as long as they don't constitute essential reading for the subject I am teaching). I also moderate classroom discussions, wherever possible, to avoid references to subjects that may be considered inappropriate by the more conservative students in my class.

Q7: If you answered "yes" in the previous question, do you think that you would have had this problem in non-Islamic countries?

A1: No.

A2: Yes.

A3: No, but some problems could arise in any country with strong religious beliefs

A4: Of course- every culture has taboo topics that are not only defined by religion but by history. In South Korea, you have to be sensitive to attitudes toward North Korea.

A5: I teach ESL which means even in the US many of my students are from Islamic countries. However, we usually made a point of leaving the "secular" references in the textbook in order to better prepare them for American society.

A6: No, not at all.

A7: Yes, of course.

A8: I wouldn't, I taught in a European country and these issue did not exist.

A9: Yes, maybe in other cultural content but of course, always.

A10: Probably not to the same extent. However, most universities adhere to a certain standard of political correctness that dictates what can and cannot be said in the classroom.

A11: No I don't think so.

A12: N/A

Q8: Have you ever had to avoid certain topics in your lessons? Which ones?

A1: Love and relationships outside of marriage, eating and drinking as part of social culture, the importance and impact of religion in everyday life in Spain.

A2: In certain cases, topics such as religion or politics.

A3: Yes. Dating, politics, food (pork), etc.

A4: Religion, sex, homosexuality.

A5: Sex, drugs, romantic relationships (ex boyfriend and girlfriend), politics, music, alcohol, parties, homosexuality and religion.

A6: Dating, drinking alcohol, religion, political issues.

A7: Yes: politics, sexuality, nudity, prostitution... But in the end I try to go to the limit: I make it up, I do not say explicitly but students understand.

A8: Sex, eroticism, gender, or some aspects of equality.

A9: Religion, Islamic religious diversity, sex, politics, and race.

A10: Usually related to alcohols, pork and relationships topic, what most of the time is even contrary to the IB program I teach, but....still sometimes I have to do it.

A11: Yes. Sexual related topics mainly.

A12: Certainly. However, sometimes it is more a question of HOW you approach a topic, rather than the topic itself. Generally speaking, as long as it isn't strictly relevant to the course content, I prefer to only make a passing reference to issues concerning regional politics, religion and sex. If it is related to the topic at hand, I address issues as impartially as possible, allowing students to express their opinions, and never imposing my own.

5.3. Discussion of the survey's result

According to the multiple-choice questions, it can be argued that the diversity of profiles offered in this research present a multicultural approach as well as different backgrounds and experiences. The diversity can also be observed in the variety of answers provided by the open questions:

Q5: The answer of this question was unanimous: all the survey respondents modified or adapted material or speeches in the classroom. The topics that were repeated more frequently are topics related to love, relationships, religion, dates, alcohol, politics, nudity, and offensive words.

Q6: Five respondents answered that they would not have had the same problems while four of them mentioned that they would face the same situation in a non-Muslim country. However, two of them did not provide a clear answer although they referred to code of ethics. One of them did not answer.

Q7: All the respondents answered this question. However, this question differed from the previous ones in that the respondents mentioned that instead of adapting topics they simply avoid them. The topics that they avoided were sex, love, religion, alcohol, drugs, parties, homosexuality, politics, eroticism, pork etc.

5.4. Teacher's diary result

First of all, it is necessary to highlight that a teacher's diary can be understood as a subjective research tool, because it relies primarily on reflection. The diary began when the researcher started working in a conservative environment. Despite the fact that there are many parts relating to the topic of this paper, only the relevant ones were selected. This diary was divided into different parts due to the diversity of professional and anecdotic comments: previous comments, culture clashes and activities in the classroom.

Previous comments:

- There is a proper way of dressing (we sign a dress code document).
- The campus is segregated.
- In certain occasions, censorship must be applied to avoid complaints.

Culture clashes:

- When students mention topics such as feminism, religion, maternity or homosexuality and they debate among each other or by themselves.
- During the call, it is not allowed to play music.
- History topics such as absolutism, freedom, monarchy, elections etc.

Activities in the classroom:

-In terms of culture, the students make their own research about topics I cannot address or explain thoroughly because they might be sensitive topics or offensive to some of them. This is interesting because since I cannot talk about certain topics, it sparks the students' interest even more and they ask more questions. I justify my reluctance to answer that I cannot "offer" more. Then the students are happy to make their own research and discuss it with me later in private.

-Nowadays, Spanish and Hispanic cultures are widely spread because of music and videos. However, many of these videos contain references to topics I cannot mention in the classroom. I can perhaps edit the films and songs. Another example is Netflix recommendations. I am under certain pressure because I cannot recommend certain TV series or films, but I can mention what I am currently watching.

-Some activities in the textbook and their description may be controversial as well. A number of these activities represent the culture of partying in Spain, references to alcoholic drinks and typical foods offered by Spanish and Hispanic cultures. If the instructor does not pay enough attention to these references, it may cause a problem. A good approach to solve an inappropriate reference is turning it into an anecdote if the students realize that it is an awkward situation.

6. Conclusions

To conclude this paper it is prudent to mention that the answers of the respondents of the survey, in addition to the compilation of examples from the teacher's diary, provide possible answers to the concerns raised in the beginning of the paper. The analysis of the data also aimed to fulfill the objectives of the paper. At this stage, it is important to reiterate that there is an observable lack of specific and detailed previous research to base this research on. As mentioned previously, little to no research has been done regarding teaching Spanish as a foreign language in the Middle East and Islamic countries.

Instructors of Spanish language and Spanish and Hispanic cultures face a number of challenges in the Middle East when teaching. Even though not all the survey respondents work in the Linguistics field, all of them attest to the fact that there is a need to modify, adapt or even censor certain topics related to Spanish and Hispanic cultures similar to the ones mentioned in the survey. Instructors must be familiar with the culture of the country where they work or are going to work. Similarly, it is important that instructors are familiar with the pillars of the religion and culture. Cultural knowledge will serve in avoiding misunderstandings and establishing an intercultural bridge based on mutual respect and empathy.

Thus, the following question arises: what has to be taken into consideration in order to avoid offending the cultural sensitivity of conservative students? The answers to the survey in this paper as well as the notes from the teacher's diary could be seen as a starting point. In fact, all this information can be seen as a basic action guide for future instructors in the Middle East. The teaching method will depend on the teacher's criteria. However, more research is required in this area and perhaps creating manuals that address the issues raised previously is necessary. It is necessary to listen to the student body, and allow students to share their opinions about the topics discussed in class. Interculturality is a symbiosis and it is bilateral.

Although this paper may not have provided a clear action plan to the proposed challenges, it is hoped that it highlighted the challenges and explained possible actions taken by foreign instructors in bridging the cultural gaps.

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The Use of Digital Technology as Creative Support for the Creation of Products and Surfaces in Ceramics Art Education

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Abstract

The use of digital technologies and computer generated systems are inevitable developments of 21st century in every field. They spread more and more each day in the fields of product design by means of shortening the process of design, production and manufacturing processes. This kind of developments bring together the advantages of time saving, creating alternatives of design to choose the best version of all, to change easily and correct the details, ease of use, ease of data keeping and making high quality productions. 2D and 3D software are being used to practice possibility of new design resources that incites to develop creativity in ceramics design on the level of university education which is a necessity in accordance with the progress of market and industry evolution. Dealing with computer generated 2D designs, while contributing to collaboration of industry and university, also contributes the students to be familiar with new era design and production systems, while creating a new work area for them in the industry when they graduate. Interdisciplinary relation between education and industry through the creative work of students provide them to make progress with eligibility of new design skills to be able to work in the ceramic sector and become expert This paper aims to develop a specific approach, based on experiments conducted by students as a contribution for the field of education through art, citing the state of art in this education model in fine art faculties.

Keywords: use, digital, technology, creative, support, creation, products, surfaces, ceramics, art, education

Introduction

Computer-aid is a new technology and spreading approach in the product and surface design fields beginning from the end of 20th century all over the world. In the 21st century it is inevitable to use digital equipment as new generation design tools in terms of saving time and shortening the process of design in mass production and manufacturing processes. Constructed on the demand of new era's technological systems, 2D and 3D soft wares are being used to practice possibility of new design resources that incites to develop creativity in ceramics design on the level of university education which is a necessity in accordance with the progress of market and industry evolution.

Computer-Aided Surface Studies as a Supportive Element of Ceramic Art Education Courses

It is obvious that computer aided design is a necessity in terms of ceramics surface and product design in today's production; according to this, Anadolu University Faculty of Fine Arts reviewed the program contents and set up the computer aided design courses for 2D ceramics linked with the industrial use.

The concerned courses focuses on the use of computers as a ceramic surface and product design device and applications giving samples from the ceramic industry. The aim is to present the possibilities of digital programs to improve new designs, aiming at presenting design solutions, to encourage the students to be creative via computer and to expand Cad possibilities in ceramic field linked with artistic practices.

The main software Adobe Photoshop has been chosen due to the common use in industry. The course is offered 2 terms at 3rd year; as the first term content is based on the basic use of software tool; then when the students are sufficient to manage the program, they can concentrate on their own projects of tile design in the second term.

Content of the course

First term program is based on options of techniques: After introducing the 2D design tools in the sector, the students start to learn Adobe Photoshop software and its use in ceramics with examples. Definition of the principles of the software, use of menus, explanation of resolution, the exercises on tool bars, drawing methods, point-line exercises, provide them the basic information of the program with the pixel base by repeating the forms, distorting the forms.

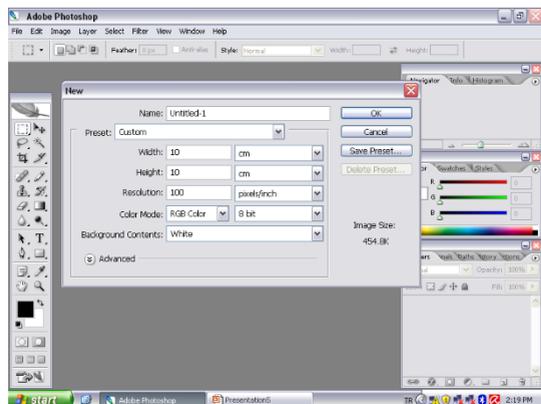
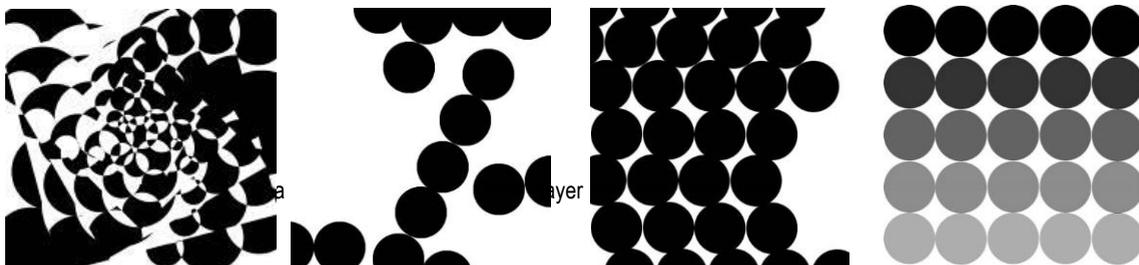


Image 1. Resolution and dimension starting the photoshop software

Tools for designing and implementation steps

The students start to improve skills to use the commands and develop compositions for surfaces, when they are introduced to practice the software by using the drawing commands, considering the relation and balance between the form and space.



They start to decide the right tool to use that requires experience and practice, inverting transforming, repeating, combining the layers and giving tones by means of dark and light.

As the students become conscious about which tools they must use for forming their designs, at the second term they are expected to be able to use Photoshop software to create a series of ceramic surface designs and develop the best way to transfer it to a surface with textural effects on different layers.

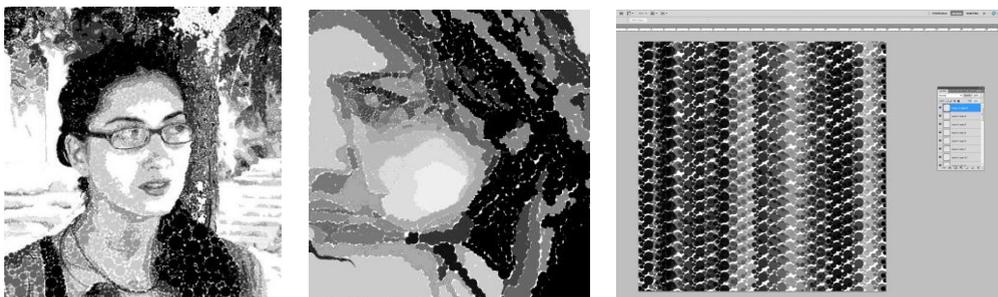


Image 3. Practice of creating images or textures on the layers forming lines using points

Steps of Tile Design project using 2D Softwares

After the practices, the project is determined, tiles whether to be used in a public space or private area, designs are discussed which will be installed on the surfaces like walls or floors. Primarily the students make a research to determine a concept, examining the trends of colors, shapes and concepts to get ideas and inspiration.

The students are expected to create product series with alternatives of color and different fashionable variations of style; besides being aesthetic they are required to add innovation to their design concept.

The later stage of the project is to develop a concept as a guiding principle simple but successfully explained, to reinforce the ideas behind the work.

To search for sources of inspiration to find a concept they make research and prepare images, textures, photos, hand drawings, paintings, collages which come through what they find in the nature, in their environment and their life. Later the students are asked to group all the visual information found in to categories to make an archive to utilize later as a part of the creative process.



Image 4. Researches on natural textures, photos, digital images and scans



Image 5. Researches on artificial textures and created patterns by students

Students are asked to try different techniques for capturing inspiration. Experimental works like making stamps to achieve textures, scanning clothes, fabrics, leaves from the nature, making traces with different materials on paper like stamping or printing or spreading or mixing ink in liquids... such works are very valuable as they are completely unique through

exploration of interior of each students and non-mechanic and expressional. Materials to make sketch is also another issue of creativity which would improve in time. (wax ink crayon pen pencil water color...etc.)



Image 6. Namseoul University, wall tile design for office, environmental art and design department, 2009

In parallel to their research they start to consider the area to be used and he target group who will use it. It can possibly be designed for a particular space or room: like Living areas, house Kitchen, Bathroom, bedroom as well as public spaces such as Office, shops, outdoor, underground metro station, etc.... The subject can be wall-floor tiles or a special panel for a specific building with particular dimensions.

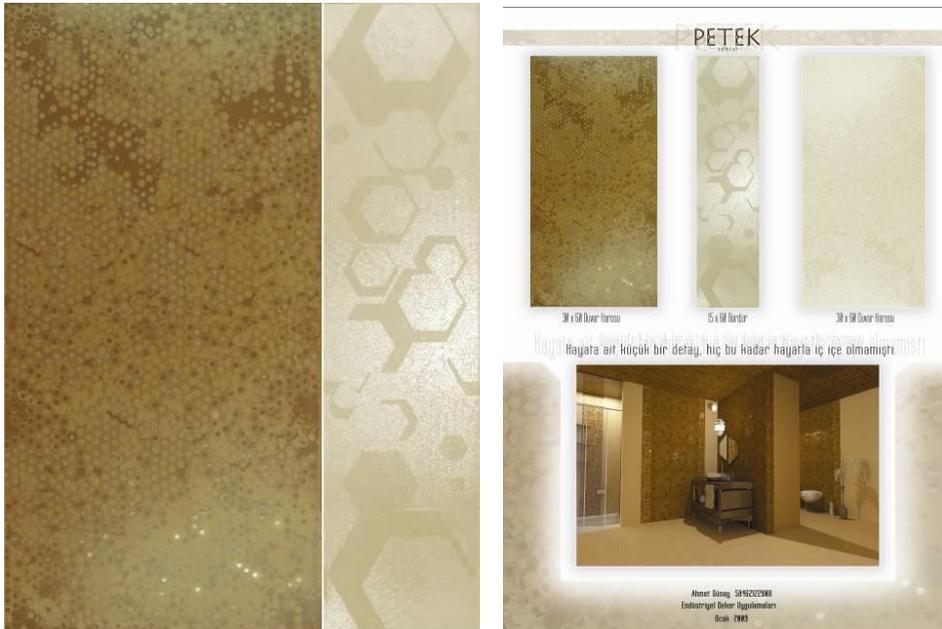


Image 7. An example of finalized student project on bathroom tiles drawing inspiration from honey comb

During these researches they are expected to gain innovative results using advanced processing techniques with an artistic focus sometimes including surprising features.

As getting started; in the content of this course directly designing or drawing via digital programs is not recommended, because computer is accepted only as a tool to make a design. Getting ideas from their archives and mood boards of pre-ideas, Hand drawing sketches by pencil as the initial tools of design can be defined as the easiest way to reflect and visualize the ideas that appear in the mind of a designer on paper after making a research on the concept of the project; Aesthetics can be achieved by this way later utilizing the opportunities of mechanical support at a later stage.



Image 8- 9. A sample of hand drawn sketch and manipulation of a student using tablet for sketching via computer

For making compositions students go forward with textures. Later they combine their vector based drawings or scanned hand drawn sketches with various textures that they research and create. They use the scanner to adopt hand drawings to computer generated design area.

Converting an image to computer data is also another experience. While they are learning scanning techniques: they practice Color modes, Different formats; Effects, Image processing.

As they necessarily work with colors, they have to deal with each color in different layers due to the production criteria. For this reason they start to practice in the channels of the software by making color exercises. While they are making Color Calibration they work on tones in Color Channels, making the process on CMYK channels, adding new channels.

After creating new channels with various colors, textures and effects, they make exercises of selection tools in the channels using paths to make drawing.

For pattern works on different layers, they carry textures on surfaces, by moving and transforming the patterns combine different image fragments.

While forming a surface design for a particular sized tile, the installation of finalized pieces to interior spaces must be analyzed because the effect of a tile completely changes when installed by repeating on a wall or floor.

As the tiles are used for generating a pattern in the interiors by repeating, the last effect of installation must be considered at the beginning of the design stage.

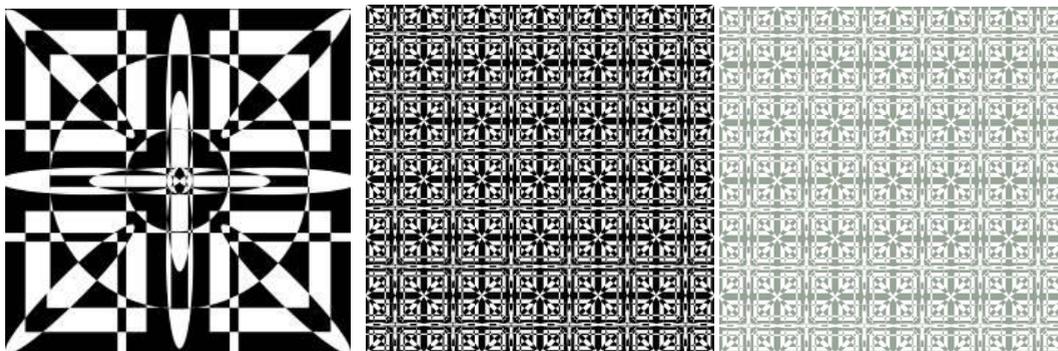
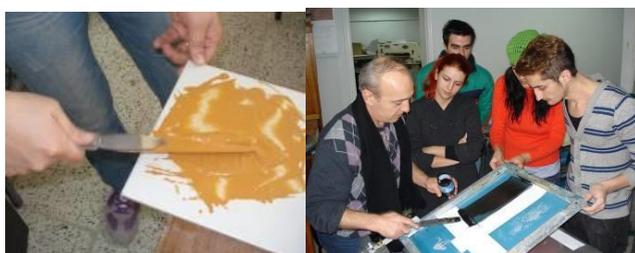


Image 10-11-12. One pattern created by student to be used repeating on a surface to form a continuity in the texture and color

Later for determining the production stage, students will examine the tools and process of ceramic prints: Printing Devices to Transfer a Design on Ceramic Surface requires Preparing Moulds, transferring the design on a film, posing the drawing and prepare the printing screen.



At the end of the term students are responsible to perform the Printing stage, preparing their own colors, posing their films and screens and printing to perceive the production process and the variety of materials.



Images 13-14-15-16-17-18. Posing the film to screen, installing the screen on the bench using the squeegee, positioning the tiles under the screen, preparing the colors, printing.

Technology of material is also very important matter today because designers produce their creations due to the material engineering as there are product development and research departments to follow the glaze color and their technology to integrate with the design stage. The effects of the design can only be achieved by a good knowledge and experience of material in relationship with the creative process.

Pioneer leading companies contribute to the designs of the students by assisting the students during their projects through an agreement. Via this industry collaboration, students get support from expert advisors, getting ideas about demands of consumer, new trends, to learn how to make necessary manipulations, to make correct editing, to follow the progress in the digital sector and mass production criteria. Accordingly this becomes an academic, technical and professional education, indeed.

Final stage of the project is the visual presentation to build a visual record and portfolio using showing sketches photographs and textual concept together. In order to find a unique way to present the product idea, it is important to study different presentation techniques bringing together the entire design process on the same canvas.

Through this experience they will be aware of the appropriate way and tools of printing and classify the methods, will present the visualization of their design finishing the design installation by computer adding finished pieces to the presentation.

Advantages of computer aided design

This is a progress; instructors of art have to orient the education systems due to these developments. It is an inevitable necessity in the fine arts faculties to make the students meet the digital media, to catch the demands of the era with computer and various software to make designs which are produced by digital machinery in today's production systems.

Using computer as a tool for designs, it is possible to:

- *to push the borders of imagination
- *to develop the way of expressions
- *to make self-improvement by the method of trial and error
- *to explore limitless production opportunities
- *to improve technical skills
- *to be at a level of contemporary technology

These developments bring together the advantages of creating alternatives of design to choose the best version of all, to change easily and correct the details and to ease the use and keep of Database and to make high quality productions. Besides the computer generation brings together the Realistic Architectural visualizations to imagine the closest result before or during the production.

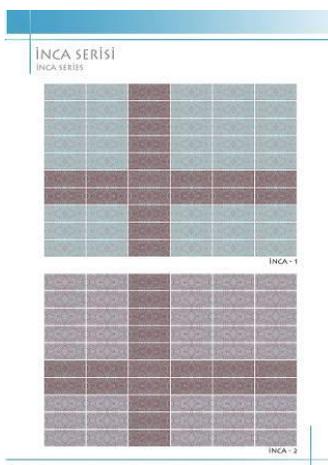
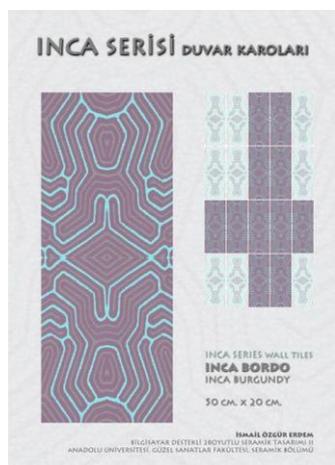


Image 21. Tile Design, Computer Aided 2D Ceramic Design Course, Elçin Telli



Image 19. Industry-University Collaboration Student Graduation Project- Tile design for a living room, Erkan Akeler, Prof.Sibel Sevim (Industrial Decoration Techniques and Applications Course) Ezcacıbaşı Vitra Tile Factory, Turkey



Image 20. Tile Design For Bathroom, Computer Aided 2D Ceramic Design Course, Eylül İrmak Gürsel



Image 21. Tile design for bathroom, Computer Aided 2D Ceramic Design Course, Sena Mor

Conclusion

Computers have diffused into the design medium all over the world since more than 50 years. Commonly used by designers and design companies these hardware systems are inevitably the most important need of 21st century.

Creativity doesn't depend on computers or technology but we cannot deny that as a tool is a very helping and very beneficial device to discover brand new techniques and to create unique designs.

Seeking for multi-skilled artists in the industrial process our institution tries to encourage students to perform and develop their potential abilities as practical activities, besides improving design skills.

This application dealing with computer generated 2D designs, while contributing to collaboration of industry and university, contributes the students to be familiar with new era design and production systems, while creating a new work area for them in the industry when they graduate. Through these experiences they gain the opportunity to work as freelance designers that produce designs for company and production units of different scales or start to work to become expert at the product development departments of factories that are based mass production.

Computer aided design courses are investment to carry students to higher levels in their career. Getting involved with computer aided design, this would provide our students to become more conscious of new aspects of visual expressions

by exploring different equipment for expressing the creativity and to take place in the professional CAD/CAM process in industry after graduation as candidate experts of the field as technical proficiency is very important at the graduation.

This kind of approaches provide positive contribution for the field of the education through art. In this way they would find different points of view as computer aided design provides useful and experimental experiences in the creative process through Interdisciplinary relation between education and industry via the creative work of students.

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Using Unmanned Aerial Vehicles (UAVs) to analyze the urban environment

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Abstract

Over the last decades, the evolution of technology has helped us to facilitate various types of works in areas related to land and property management as well as spatial planning. The exploitation of new tools and methods has prompted the international interest in the recording and modeling of geospatial information in more than two dimensions depicted in traditional projects, until then. This has contributed to address a series of issues related to intense urbanization, as well as challenges in identifying complex ownership and building structures. A relatively recent such method is the mapping of buildings and wider spatial units by using Unmanned Aerial Vehicles (UAVs) that has contributed to the production of 3D models by using the appropriate software. This technology finds resonant in recent years in Greece. However, it has not been applied to the mapping of large spatial units such as urban areas. This research paper performs a wide area mapping using UAV. Its purpose is to investigate to what extent the UAVs can do it successfully. For this reason, a brief evaluation is attempted, taking into account the accuracy of the data as well as the cost and time required in relation to traditional techniques. The result justifies the specific technique that appears to produce good quality metering and quality data while helping to save resources.

Keywords: UAVs, orthomosaic, 3D mapping, urban planning, parking habits, people behavior.

Introduction: Transition from conventional to digital urban planning

From the early 19th century and onwards, numerous models of cities characterised by the concept of futurism, have been presented. They attempted to provide solutions on a series of problems and improve the quality of life of city residents. One characteristic example in Greece was the "electronic urbanism" of the Athenian architect Takis Zenetos, who presented a series of futuristic urban planning proposals (see Yiannoudes, 2016), on an era that was possibly not compatible, with such bold ideas.

In the course of time, urban space is transforming into a digital one. Thus, emerging planning ideas incorporate technological advances. In addition to the proposed plans and planning models, new technologies are gaining ground in the design process, following a series of new tools and technologies utilized by urban planners and practitioners for data collection, analysis and understanding of the specific characteristics of an area as well as the conceptualization and depiction of the proposed interventions.

Sure enough, new methodological tools, like crowdsensing and crowdsourcing techniques come to the forefront of collecting, urban mobility data, environmental data and cadastral information (Basiouka and Potsiou, 2012; Bakogiannis, *et.al.*, 2017; Bakogiannis, *et.al.*, 2018; Delitheou, *et.al.*, 2019). In fact, web-based platforms, such as Open Street Map (OSM) (Basiouka, *et.al.*, 2015; Bakogiannis, *et.al.*, 2018), have been successfully used to collect urban planning data resulting in the production of Open Source Data, creating a new type of geographic view, which is named 'Neogeography'.

This term was proposed by Di-AnnEisnor, during the decade of 2000 (Haklay, *et.al.*, 2008; Stamatopoulou, 2013), in order to describe a process in which people feel free to participate in data gathering processes, apart from traditional consultations (Somarakis and Stratigea, 2014).

Also, the needs for increased information in fields like cadastre and land information management system as well as the need for combined information regarding space and time, resulted in the development of multidimensional models, beyond the two dimensions (Ioannidis, *et.al.*, 2000; Dimopoulou, 2015; Doulamis, *et.al.*, 2015 a; Doulamis, *et.al.*, 2015 b). However, even the simplest procedures were implemented through traditional methods, such as the study of urban development through sequential map layout (maps presented different information were used as different layers), today is a process that is simplified through specific applications in a variety of design software (Stamatopoulou, 2013). In addition to the work done in the field and office, new technologies have also entered the sphere of information dissemination, since the need for citizens' access to information, especially information on urban and societal resources, and their active participation in the design process is the core idea behind the "urban access" design (Nikitas and Rahe, 2013), which in turn forms the basis for promoting a combined urban planning and traffic planning (Christodouloupoulou and Kyriakidis, 2014).

The above are just a few examples of the transition from conventional to digital urban planning, both in the ideological context and in planning process. The increased use of new technologies is clearly related to the simplification of traditional design and planning practices. However, an important parameter is the cost reduction which, in times of economic crisis, the exploitation of alternative practices becomes an important parameter for the elaboration of studies and the implementation of urban interventions (Bakogiannis, *et.al.*, 2018).

In that context, this paper focuses on spatial framing processes using UAVs. The specific technique is now widespread for plotting buildings or monuments (Barrile, *et.al.*, 2017) since capturing a building or a monument could be implemented by collecting a sufficient number of appropriate photo shoots. Thus, at the same time, measurable and qualitative information is collected (Neitzel and Klonowski, 2011) that can be utilized in various types of analysis. However, the point that differentiates this particular research project is the use of UAVs in a real city environment that consists of an innovation for urban studies in Greece.

In this way, it is expected to collect information on both the physical characteristics of urban space and the dynamic characteristics associated with road traffic. Therefore, it is possible to study the existing traffic –provided that a video is recorded- and proposals for its optimization could be suggested.

Case Study: The wider area of the former railway station in Kozani, Greece

Aim and Objectives

Aim of this paper is to explore the usefulness of UAVs on the capture process of an urban area, with the objective of collecting qualitative and quantifiable information. More specific, the research question could be expressed as: *How UAVs can help urban planners in order to better understand and analyse urban environment (urban form and urban mobility)?* This occurs through the comparative analysis of methods in terms of data quality, implementation timeframe and their operational costs.

Methodology

In order to address the research topics presented above, a decision was made. A pilot study took place on March 2017, as a part of a Sustainable Mobility Unit research project (2017-2018). Study area is located in the city of Kozani, Greece, and includes the Old Railway Station (ORS) area and Olympou Street.

Primary reason for opting in a road on a close proximity to the ORS area was that the use of UAVs in studying mobility parameters should be examined. Moreover, according the regeneration plan of the ORS area, a new cycle path is going to be developed across Olympou Street. In that way, information collected through this research can be used for the implementation of this construction works.

Moving a step further, UAV flight plans were developed. This specific plan was based on the size of the study area, the terrain which had been measured through Google Earth, and finally the technical characteristics of the UAV used. In order to optimize the outcome, the final plan was developed by using an open source software (PIX4dCapture). Flight paths were developed as Figure 1 presents.

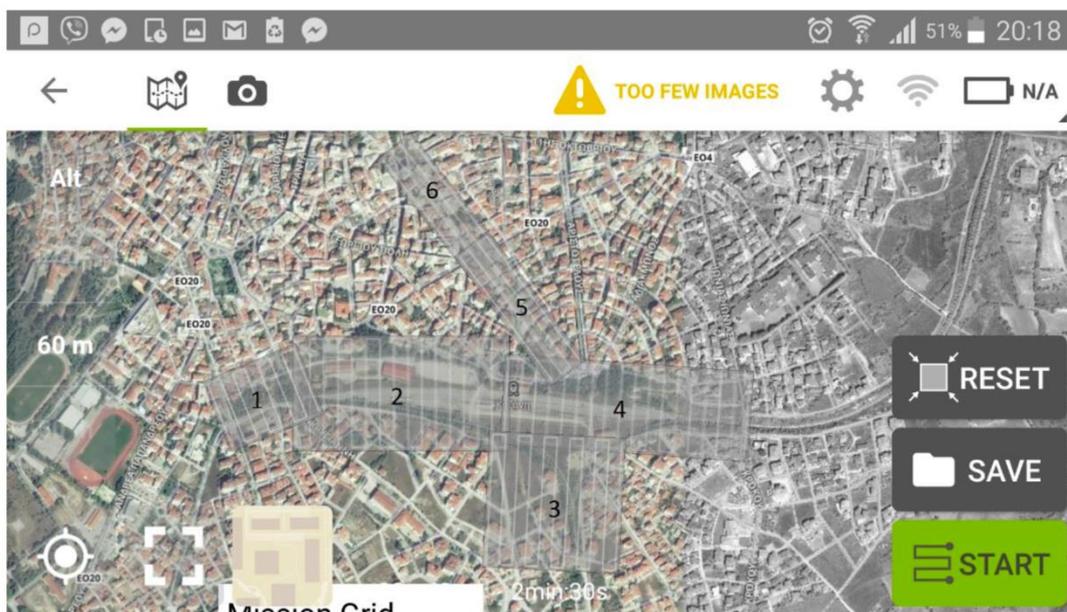


Figure 1. Design of flights by using the free software PiX4d Capture. Source: Own elaboration.

Figure 1 presents the six (6) different flights took place. The number of flights is explained by drone's small autonomy. For safety reasons the maximum flight duration was decided to be that of 15 minutes. The flights were fully automated: PiX4dCapture software served as autopilot. On the automated flights, the flight altitude was defined in sixty (60) meters above the ground, so the Ground Sample Distance (GSD)¹ is estimated to be 2.5 cm.

Front overlapping in aerial photographs, that are geolocated, was selected at 80%, based on the research of Giang, *et al.* (2017). Finally, it should be noted that, in addition to these photos (1,297 photos), other photos were taken with aerial ramps (239 photos), angled at 45 degrees, so that buildings can be visualized in a 3D model. At the same time, an additional videographer has produced a video of the study area.

In order to collect quantifiable data effectively, Ground Control Points (G.C.P.) were defined. G.C.P. are points with known coordinates which are highlighted before the aerial photography. These points were distributed internally and around the region. In order to be measured, duplex GPS using Base-Rover indicators (for points on the ground) and Total Station (for points in buildings) were used.

Following the collection of data, using the PiX4dMapper software, photos were aligned and placed in the correct shooting position to produce point cloud and then the Digital Elevation Model (DEM). GlobalMapper, another open source software, has also been used for gaining this goal.

Figure 2. The produced point cloud. Source: Sustainable Mobility Unit Archive (2017). And the point cloud presented in Figure 2. Moreover, a series of issues related to traffic and parking management were studied, through the videos produced.

¹ GSD is how big each pixel is on the ground.



Figure 2. The point cloud developed. Source: Own elaboration.

Overall, in order to assess the quality of the produced results, the new orthomosaic has been compared to the old one as well as to the official urban plans. In that way, the quality of the new orthomosaic was evaluated and the evolution of the spatial form of this area was also recorded, over time. Moreover, deviations from the official urban plan were checked, demonstrating buildings constructed earlier or in an informal way. This information could be a first means of assessing the legality of structures, saving up human and financial resources.

Method assessment

Following the implementation of the aforementioned processes, a new orthomosaic was developed. For the evaluation of the method, it was decided to investigate the reliability of data, the photo resolution and the interpretation of the urban space as well as the feasibility of work.

In order to evaluate the reliability of the data obtained, it was decided to compare the produced orthomosaic with the pre-existing one and with the layout of the existing urban plan. Following the comparisons, a common conclusion was extracted: there were slight variations between the new and old orthomosaic and the layout coincided to a large extent. As mentioned in the previous section, differentiations were expected due to the fact that the urban form could be changed over time and informal housing could be developed. However, such phenomena have not been observed. Figure 3 shows the match between the layout of the buildings and the new orthomosaic, demonstrating that urban planning regulations were followed to a sufficient extent. This observation is related to the fact that: (a) the area studied was constructed decades ago and (b) the general trend in Greek urban planning system is to recognize and legalize the pre-existing urban morphology.



Figure 3. Comparing the new orthomosaic with the official urban plans. Source: Sustainable Mobility Unit Archive (2017).

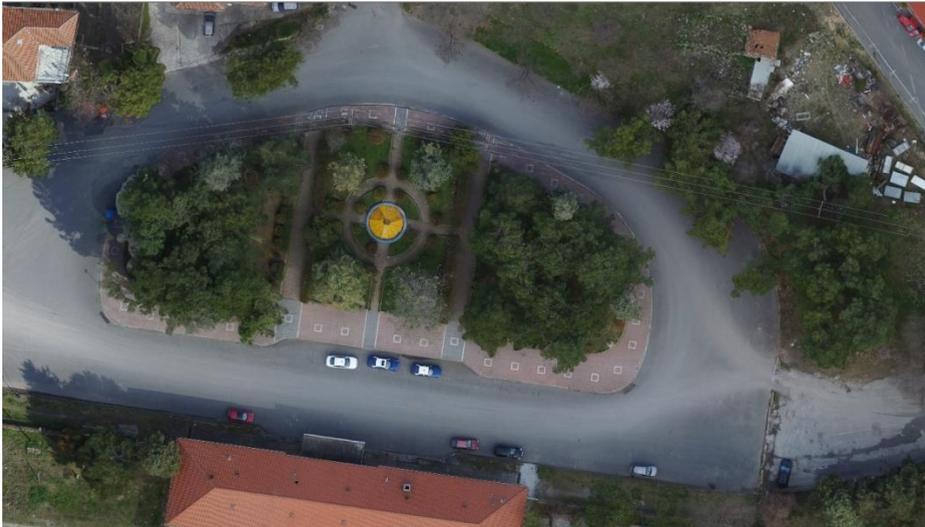


Figure 4. Part of the study area presented in the new orthomosaic (2017). Source: Sustainable Mobility Unit Archive (2017).



Figure 5. Part of the study area presented in the old orthomosaic (2007-2009). Source: Sustainable Mobility Unit Archive (2017).

The next parameter to be evaluated was the resolution of the orthomosaic produced. For this purpose, the quality of the new orthomosaic was compared with the old one (the official one) that was developed during the period 2007-2009. The GSD in the new orthomosaic is estimated to be 2.5 cm (Figure 4) as opposed to the old one that the GSD is estimated to be 30 cm/pixel (Figure 5). Therefore, the clarity of the new map is 12 times better than the clarity of the old one. As a result the information collected is of better quality. Meanwhile, more accurate measurement data have been obtained, validating the accuracy of recorded data. The equipment used was contributed to that, since the resolution could vary depending on the camera used. However, nowadays, good resolution cameras are available in the market at tempting prices. Thus, modern photos are of better quality than the old ones (2007-2009). The results are different when comparing the new orthomosaic with the urban plan produced by using traditional techniques. In the second case, the measurements are of better accuracy and the plan presents much more detail (Table 1). Nonetheless, in cases of large urban areas, like the one studied in this paper or even settlements and towns, the precision provided by this technology is particularly adequate.

	Traditional Mapping methods	Mapping with UAV
Precision	Millimetres to centimetres	centimetres
Pre-processing time (Office)	1 hour	2 hours
Duration at field	3 working days	1 working day
Personnel	2 working groups	1 working group
Measurements processing (office)	2 hours	1 working day
Total processing time	3 working days	4 working days
Every working group is composed by 2 persons, one skilled engineer and one unskilled assistant		

Table 2. Comparing traditional techniques with UAVs method.



Figure 6. Mobility and parking behaviors. Source: Sustainable Mobility Unit Archive (2017).

In addition to the quality features and the capabilities of the new orthomosaic, an important parameter for evaluating the method is its cost, measured both in money and in human resources. For that reason, during the survey, a calendar was kept, recording the times required for each individual job and the persons who had to work to complete it. The whole work lasted one working day (14/03/2017) and it was conducted by a two-man workshop. This work is divided into two parts:

- (a) Office work: the flight plan developed.
- (b) Fieldwork: the definition of the G.C.P. and the flights took place.

After that, it was decided to compare the cost of work performed in relation to the cost of the same work in case it was conducted by traditional mapping methods. Given the fact that this work was not implemented by both methods in order to obtain a precise comparison, assumptions were made as to the number of people required as well as to the duration of the work. According to our assumptions, the number of persons required is twice as high (2 topographers and 2 workers as support staff) that will have to work for 4 days. On the basis of the above data, it was proved that implementing the work by using UAVs is more efficient in economic terms than conducting the same project by using traditional techniques. Volkman (2017), who carried out a comparative analysis between traditional methods and UAVs focusing on economic terms, reaches a similar conclusion.

Given the fact that the precise calculation of the cost is a procedure that is also affected by a series of other criteria (*i.e.* the area that has to be captured), beside the working hours, it was decided not to present specific budgets but rather a relation of expected cost of the two methodologies, as resulted by Table 1.

Finally, it should be mentioned that through this project it was also possible to create a data base concerning street behavior. More specific, traffic and parking habits were recorded, as presented in Figure 6. Moreover, pedestrians' behavior was also studied by analyzing the videos. In a different case, this could be possible only by observation, *id est* researchers who would observe people's behavior in specific street sections. Such traditional techniques are economic inefficient due to the fact that the number of researchers required is higher.

Conclusions

Technological evolution has significantly impacted the design of research and the spatial planning process. A range of new technological tools are now widely used in data collection as well as in the depiction and evaluation of planning proposals. UAVs are such tools that can make a significant contribution to mapping cities.

In the context of this study, UAVs used to map an urban area that is going to be regenerated; the Old Railway Station of Kozani and a road located in a close proximity to the station. The results derived helped us in comparing this method with traditional methods. More specific:

- The comparison between the orthomosaics performed showed that the resolution of the new orthomosaic was quite better than the previous one. As a result, the accuracy of the qualitative and quantitative data will be high enough.
- Using UAVs seems to be a cost-effective procedure comparing to traditional methods, since the demands on time and people were considerably reduced.
- Mobility patterns and street behavior was also recorded.
- Apart from 2D topographical diagrams, 3D mapping can also be developed. 3D capture provides better understanding of the study area.

The above findings resulting from this application of a UAV could be a tangible proof of their usefulness in surveying in large urban environments, where the needs are more in relation to private ownership.

Finally, taking into account the possibility of video recording that UAVs can provide, it is believed that their use in urban planning can be extended to fields like traffic management and study of human behavior, contributing to a better understanding of the parameters influence the function of urban spaces.

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Women Leadership Challenging Albanian National Culture: Case of American Hospital

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Abstract

Leadership has been one of the most intriguing and elaborated research topics throughout the human history for scholars of different fields of science. Women leadership on the other hand, is a newer topic of research. Today's women leadership situation is in a very different standpoint from what has been seen so far. Women are challenging the old customs and breaking taboos, especially in specific rigid, masculine national cultures, although their position in leadership is still not comparable to that of men. This research paper aims to discuss the case of women leadership and its challenging situation toward Albanian national culture. The paper will contain an elaboration of qualitative research related to the field and a quantitative observation of women leadership situation in Albania's biggest hospital, American Hospital Joint-Stock Company. Hofstede's 6-dimensional national culture model will be used as a referential point of national culture measurement.

Keywords: Leadership, Women leadership, National culture, Hofstede's 6-dimensional national culture model, American Hospital, Albania.

Introduction

A vast number of scientific researches throughout human history have studied the topic of leadership from different perspectives. The scholars of different fields have deepened their researches in the internal and external dimensions of leadership and the issues that influence these dimensions. The evolution and globalization of the world brings with it the need for change and adaptation of leadership formats. The evolving metamorphosis of leadership and leadership theories are still ongoing (Daft 2008).

In managerial sciences leadership is the most crucial part on the puzzle of the development of an organization. The researchers have classified leadership as an influential driving force that runs the masses toward common goals. For that reason effective leadership is very important in increasing the employees' performance, which directly affects the organization's outcome.

Women leadership on the other hand is a newer topic of study, as throughout the human history leadership has been attributed only to the figure of men. This attribution was supported by the belief that in the leadership role men are more qualified than women. This kind of discrimination, even though studies show that women are capable to lead masses toward aspirational goals as well as men, are still present, depriving women from top executive positions (Yulk 2008, Robbins&Judge 2013, Northouse 2013.) Though it seems unbelievable that we are still discussing this fact in the 21st century, it is a reality which we have to face.

On the other hand the habits, traditions of society and its culture are important elements which affect the shaping of leadership and management system of any company. National culture including all the six dimension components, have an essential influence on the formatting of perceptions, beliefs, expectations and thus actions taken by people of a given nation. Leadership style and gender perceptual selection can show a direct relation with the cultural dimensions within one country.

In national culture studies elaborated by Hofstede (2010), Albania shows high scores in masculinity index. Masculine societies according to this study show clear distinction between genders. In workplace such societies see career optional for women and obligatory for men. Given this fact, in Albania, female leadership is expected to be truncated.

This paper will give an overview of women leadership in the biggest private hospital in Albania, the American Hospital. The research is developed in two parts; the qualitative overview of studies in the field of culture, leadership and women leadership elaborated in the literature review part and a quantitative study of the percentage of representation of women in top management positions in American Hospital Tirana. The consistency of the data collected will be the discussion issue of this study.

Methodology

The methodology used in this paper is a combination of the overviewing of qualitative research related to the topic discussed, and a quantitative elaboration of the percentages of women representation of women in leadership level in American Hospital Albania. The comparison of the theoretical situation explained in the literature part and the quantitative data collected within the hospital, showing the representation percentages of women in leadership positions will be our topic of discussion.

Literature Review

Culture and leadership terms have been shaped in different forms with different definitions, according to researcher's methodological preferences (Yulk 2010). Although the broad number of studies about these topics, a lot need to be understood in terms of their impact mechanisms in different field and processes. (Stogdill 1974; Chhokar et al.2009).

What is culture? Kilman et al. (1985) introduces the concept of culture as a reflection of the ideologies, shared philosophies, values, beliefs, assumptions, attitudes, expectations and organizational norms. In this regard, Banutu-Gomez (2002) mentions culture as the roots of every different foundation we belong to, as family, community or society. Also, according to Hofstede et al. (2010), culture is explained as "the collective programming of the mind that distinguishes the members of one group or category of people from others".

Various studies have been focusing on the cultural dimensions. They have used the elaboration of all of the dimensions at once or some of them for different purpose of research. (Tkeshelashvili 2009; Bosson et al.2016; Pfajfar et al. 2016). Generally cultural dimensions are used as metering and distinctive unit of leadership styles within the environment the research has been conducted.

In order to give a profile of national culture, Hofstede et al. (2010) uses a 6- dimensions measurement, firstly developed as a four dimensions' study and which later was enlarged by adding to the study two other dimensions. These 6-dimensions are as following, 1) Power distance 2) collectivism vs. individualism, 3) femininity vs. masculinity, 4) uncertainty avoidance, 5) long-term orientation and 6) indulgence.

Hofstede et al. (2010) adds that, Albania shows different scores of national cultural dimensions in comparison to other region countries, such as Greece, Serbia, Bulgaria and Croatia. A clear greater score in power distance and masculinity, and a lower one in individualism, uncertainty avoidance and indulgence are seen.

According to this study, the big scores of power distance, uncertainty avoidance, masculinity and long term orientation show that Albania is a pragmatic, hierarchical, masculine society that tends to avoid uncertainty. Centralization is popular, people expect from benevolent autocratic leader to be told what to do, codes of belief and behavior are present and people are intolerant of unorthodox behavior and ideas.

However, the low scores in individualism and indulgence show a collectivistic society with tendency to cynicism and pessimism.

The studies show that every leader is influenced and modeled by the cultural values, and the leadership style he or she bare has an impact on the organizational culture of the organization leaded (Peterlin 2014).

Leadership is seen as a leader-follower multidirectional relationship influence, a source of inspiration and a driving force, which carries the purpose of accomplishing real change (Rost 1991; House 1996; Yulk 2010; Hickman 2010; Williams 2012; Northouse 2013).

Leadership has shown clear evolution through time (Tannenbaum & Schmidt 1973; Daft 2008).

Koestenbaum (1991) concludes that the experienced changes need to be supported by the changing of thinking, acting and even the intending to do something of leaders. According to him there are five issues leaders need to face

in order to be able to achieve the transformation needed for the next generation: technology, globalization, the acceleration of change, cooperation, and freedom.

All this kind of transformation has also affected the position of women in the leadership area. Women leadership has shown a recent increasing trending in organization management (Yulk 2010, Northouse 2013, Robbins & Judge 2013). Despite women rising aspirations for leadership positions, there is a marked lack of women representation in the organizations top managerial level (Northouse 2013, Li et al 2013, Holst & Friedrich 2016, Haile et al. 2016, and Kuhlmann et al. 2017). Some of the reasons mentioned in the literature that explain the significant underrepresentation of women in leadership positions are cultural and social norms, inaccessibility to education and training, greater domestic responsibility and discrimination.

Large amounts of research show that there is no empirical support for the argument that men are better leaders than women. There is no consistent difference in analytical skills, motivation, and job productivity. On the contrary a recent work presented in Harvard Business Review (Zenger & Folkman 2019), women are ranked better than men on capabilities as leaders, showing greater scores in taking initiatives, resilience, motivation, relationship building, communication, innovation etc. Anyhow, there is a slight disadvantage for women in high masculine societies which favor the male figure in leadership stage and promote the value of sacrifice of women for the wellbeing of the family (Hofstede 2010, Haile 2016).

Analyses and Results

American hospital has a centralized organizational structure, with a clear accordance with Albania's high power distance index measured by Hofstede's cultural dimensions studies. On the other hand managers of the hospital deal with daily operations in the organization, showing compatibility with uncertainty avoidance of cultural measurements. The Albanian high score in masculinity index implies that in countries like Albania, women career is seen as optional. Even though this fact, the results of representation of women in leadership level in American Hospital is high. When American Hospital structure is observed and data is collected, a large participation of women in top level leadership is observed. 7 out of 9, representing nearly the 77.78% of the departments of the hospital are directed by women. Even though the CEO of the American Hospital is a man, other crucial positions such as Chief Operational Officer (COO), Chief Finance Officer (CFO) and Chief Nursing Officer (CNO) are successfully represented and directed by women. Regarding the most important middle level leadership we see a representation of women managers at about 87.5 % in the finance department, 50% in the operational department, 37.5 % in the hospital managing department and 60% of women representation in nursing department. The data obtained from the hospital show a clear advantage of representation of women over man. Main work values given for countries with high long-term orientation scores, such as honesty, self-discipline, adaptiveness, honesty and accountability, match with the qualities represented by the women figure in the literature review part (Zenger & Folkman 2019). Given that Albanian national culture requires perfection and full commitment of the female figure in the family, nearly 57.14% of the women managers of the American hospital have chosen to have small or no family engagements in order to be efficient in their work and pursuit their career, in accordance with high collectivistic and the low indulgence score of Albanian 6 dimensions of culture measurement in workplace.

Conclusion

The outcomes of this study suggest the following managerial implications. Firstly, the challenge of the current leadership is the need to eradicate existing taboos and to open the door to greater involvement of women as an added value in organizational management. Women leadership in the American Hospital Tirana is a great example of women involvement in organizational management. Secondly, the high percentage of women in top and middle level leadership and the success of this institution of private health care sector of Albania, give suggestions and supports previous studies that encourage women participation in management. Finally, even though some cultural dimension of Albania in the workplace area, show a slight pallor in American Hospital, the overall picture is compatible with Hofstede's 6 dimensional cultural scores.

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Teaching 1st Year Students by Using Inquiry Method (Case Study, Memorial International School of Tirana)

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Abstract

This study reveals the impact of Inquiry-based learning method with the 1st year students at MIST (Memorial International School of Tirana) and shows how this method of teaching can improve their learning. The aim of the study is to show the importance of Inquiry and present the main activities of teaching. To have a wider understanding about the topic, a survey was conducted about three months in one of the 1st classes of this school. The study was completed using primary data which were the questionnaires, book analysis, observations, and the secondary data which were books, articles and different websites. The study is focused on 1st year students and shows the impact of Inquiry based-learning on teaching English language. This study provides important information about teaching English. This method makes students more active, positive and independent in their learning.

Keywords: Impact of Inquiry based-learning, Teaching, Learning process.

1. Introduction

This thesis analyzes the importance that Inquiry based learning has to the primary students. The survey was conducted to the 1st year children who study on "Memorial International School of Tirana".

Many books, online articles and websites are taken in consideration. The information obtained from them is mostly focused on the effectiveness of this method of teaching, how children learn better through inquiry based, how children can improve their communication skills, how can make them more confident in their ideas and stronger to share the creativity in the classroom. In the end of this study there will be included results obtained from questionnaires, observation and book analysis which are a very helpful resource. Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.2. Purpose statement

The purpose of this study is to help students understand better and create a problem solving to reach a conclusion. Inquiry based learning can help students to involve in the construction of knowledge through being active.

1.3. Significance of the study

This study aims to show real life teaching that teachers use in the classroom which are discovered by reading the questionnaire answers and by the observation held during 3 months in the 1st year class.

1.4. Hypothesis

Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills.

1.5. Research questions

The study is focused on three research questions:

- Why is Inquiry method of learning effective?

- Do children learn better by Inquiry based?
- How inquiry- based activities can motivate students to learn?

1.6. Abbreviations

MIST- Memorial International School of Tirana

I.B.L- Inquiry-based learning

2. LITERATURE REVIEW

2.1. Inquiry based-learning

There are a lot of articles and books in which you can read about the inquiry based learning. Different authors have conducted their studies related to this teaching approach. Let's take a look of what they state about it.

On Education Development Center, it is stated: "Inquiry-based learning is one of many terms used to describe educational approaches that are driven more by a learner's questions than by a teacher's lessons." (Education Development Center, 2016). So we understand that the focus of this approach are students, they are allowed to ask questions more than the teacher does. If it can be said differently, students are in the center, inquiry approach is mainly students centered. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us." (John D. Bransford, 2000). So, by asking questions they can engage better into the lesson and feel free to express their feelings, thoughts and ideas related to a certain topic. As (Carol C. Kuhlthau, 2007) stress, the aim of inquiry learning is to not simply find facts but to interpret and synthesis them in order to construct new ideas and deep understanding, thus preparing students for lifelong learning. This proves what is written above.

In her study, Betty- Lou Ayers, cites from Kuhne's that researchers suggest using inquiry-based learning can help students be "more creative, positive and independent" (Ayers, 2010). This is true, because at the moment that students are given the permission to answer questions and speak, they can be creative while thinking and answering. This shows even independence. This can be a way on how to organize the approach in the classroom environment: "the teacher provides the initial question and learners decide how to approach it. Having designed their own method of inquiry, with the guidance of the teacher, students will collect, analyze and present their results." (Meehan, 2018). On her research Betty uses another source from GLEF which writes that "inquiry-based learning improves student achievement". (Ayers, 2010). Moreover "having skills is not the same as using skills or doing something with skills. There is more to learning than *what* they learn; there are the *why* and the *how* of learning." (Virginia L. Wallace, 2011). This means that learning is not superficial, it is deeper, and when students learn something they need to know the reason why and how something happens.

2.2. Inquiry-based learning domains

There are some domains or characteristics that students gain or should have while teacher uses this kind of activity. The first one according to Sharon Friesen:

2.2.1. Engaged Thinker:

The student should be an engaged thinker which means one "who thinks critically and makes discoveries; who uses technology to learn, innovate, communicate, and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future." (Sharon Friesen, 2015). These are all the characteristics that an engaged thinker should have, it must be said that innovation, communication and optimism are some very important features, which can even prepare students for their future life.

2.2.2. Critical thinking

Foundation for Critical Thinking has posted a study from Edward M. Glaser related to critical thinking, according to his study, critical thinking:

"requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test

the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life." (Foundation for Critical Thinking, 2019)

So as we can read, students have a lot of benefits from critical thinking. Several authors write about it. This research is based even on some other author's thoughts and studies, for example Cottrell states that "critical thinking helps you identify the obvious and the hidden messages more accurately, and understand the process by which an argument is constructed (Cottrell, 2005, p. 2). Despite of critical thinking he is also focused on critical reasoning, for which he says that it "usually involves considering other people's reasoning." (Cottrell, 2005, p. 3). This means that every time students develop a critical thinking about a certain topic they should even find a reason about it, they should give an answer not only to the question how something happens, but even why that thing happens. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Dr. Richard Paul, 2006, p. 4). "It allows you to form your own opinions and engage with material beyond a superficial level. This is essential to crafting a great essay and having an intelligent discussion with your professors or classmates." (Patterson, 2017).

2.2.3. Flexibility

"Flexibility is the thinking skill that focuses on a child's ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges." (Learning works for kids, 2019). This information was written in an online article from Learning works for kids, they also write that "a student who struggles with flexibility may have a hard time adjusting to these changes, which can often impact classroom performance." (Learning works for kids, 2019). We can agree with the fact that not all students are the same learners, sometimes some of them cannot feel comfortable or do not have the same skills like the other students, but it is important that they develop a certain skill during the year. And adapting to new situations as mentioned above, it will also serve them a lot for any real life situations too.

2.2.4. Independence

"Ask most teachers today what they believe to be a key goal of their work and they will often reply that it is to help students become effective, independent learners." (Kath Murdoch, 2006, p. 43). That is definitely true, being independent learners students can learn better, can share ideas with each other and can ask questions. "Being able to think and act independently remains one of the most important skills that a student can learn." (Gershon, 2014, p. 4). Teachers play an important role in making students become independent learners. According to Mullings "encouraging students to be independent learners, not only has huge benefits for them, but it's also a proven high impact, low cost way to improve progress. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging, and the feeling they gain from self-direction, is wonderfully rewarding for learners as well as an incredible life tool." Bill Meyer agrees on that, he claims that "successful independent learning depends on a number of external and internal factors. External factors involve the creation of a strong relationship between teachers and students and the establishment of an 'enabling environment'." (Bill Meyer, 2008)

How can teachers encourage students, what kind of methods they can use? An article on The Highly Effective Teacher website gives some great suggestions and tips on this. He claims that "in much the same way, teachers provide an environment conducive to independent learning by setting up the routines that encourage independence and self-reliance." (The Highly Effective Teacher, 2019).

The teacher should:

1. Provide visual prompts for learning tasks so students can easily be reminded of work processes. For example, 'Steps for how to write a procedure.'
2. Establish clear processes to access teacher or peer assistance.
3. Devise a system for students to get help when they need it and what to do when they are waiting.
4. Devise procedures for submitting work.
5. Fast finishers activities. What can students do when they have completed their work?
6. Develop autonomy by giving students choice in where, how and with whom they work.

7. Teach students simple cooperative learning strategies that you can use in a variety of settings and across curriculum.
8. Develop effective ways to mark students work like peer marking, teacher/student conferencing and self-assessment. (The Highly Effective Teacher, 2019)

2.2.5. Problem-solving

Problem solving is an important skill too, Jennifer Pearson writes that “problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society.” (Jennifer Pearson, 2008, p. 32), and “for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves.” (Kumon, 2019). So problem solving not only serves them for the part of the activities in the classroom, but even for their future or real life situations.

2.2.6. Creative thinking

What does creative thinking mean? “Creative thinking means looking at something in a new way. It is the very definition of thinking outside the box.” (Doyle, 2019). “This creative process allows you to explore connections, meet new challenges and seek solutions that are unusual, original and fresh.” (Zorana, 2016). Furthermore we should admit the fact that “creativity is important in every area – science, maths, language, business, social enterprise – wherever your child’s interests lie, being confident creators will help them succeed” (Cassie, 2017). As we can read, creativity is essential in every field. In addition, “creative power increases a young child’s desire to learn and supports intellectual development. When we encourage divergent thinking, we help to maintain children’s motivation and passion for in-depth learning. Encouraging children to keep on generating new ideas fosters their creative-thinking abilities.” (Alice Sterling Honig, 2019). Even in this case, the teachers or parents’ encouragement plays an important role.

2.3. The Role of the Teacher in IBL (Inquiry based learning)

As it is related to the questions that teachers can do to students, an article on Wnet Education writes that “when the teacher poses questions in an inquiry classroom, the questions are more reflective in nature. Appropriate questioning techniques are important in an inquiry classroom - especially in the lower grades where guided inquiry serves as a base for later, self-initiated questioning.” (Wnet Education, 2004). It is on the teachers hand to “Create conditions and means for collaboration; identify areas for revision, reflect back on entire process (i.e., “how we get to this point”)” (Heick, 2019). Teacher should make students think and reflect.

2.3.1 Facilitation

Teacher’s most important role on inquiry based approach is being a facilitator. “Teaching is an activity which is helping the student in learning. Instead of to help the students in learning or facilitate the students in learning is a quite fascinating and gentle concept. If a teacher thinks that every student should be sound in his/her subject is his duty than teaching-learning process become innovative, active and interesting. Teachers should become mentors and they should make students learn. Teaching means teacher is doing the act of teaching. Learning means students are doing the act of learning.” (Prakash Jagtap, 2016).

It is important to keep in mind that “when we say the teacher has to play the role of a facilitator in the classroom, this means that the teacher should not be the king who controls the activities of the learners. He /she should grant the learners some space to let the spirits of creativity and innovation.” (British Council). Again creativity is an important feature or domain of inquiry approach. Two article writers give their opinions on teacher’s role as a facilitator. The first one says that “the teacher’s main role is as a facilitator – there to offer support and advice when needed, and to provide the necessary scaffolding and teaching of skills when necessary.” (Tou, 2016). On the other hand it is written that “the teacher must create a learning environment that facilitates learning activities that in turn make the students achieve the desired learning outcomes.” (Bye, 2017). So all in all, based on articles and different writers’ thoughts, teacher’s role in the class is being a facilitator.

2.4. Why Inquiry based learning?

There are several reasons why inquiry based learning is effective and teachers can use it. First of all “it increases their motivation and engagement. By being engaged in their learning, children are more likely to be more motivated to continue learning new information and skills. It fortifies the importance of asking questions. Good questions can open their minds

and help develop children into creative thinkers. When children are encouraged to ask questions, it opens them up to a deeper understanding of their interests and the confidence to continue researching them.” (Bartram academy, 2018). Second one “enhances team work skills. With this teaching style, students are taught to engage with one another, work in groups, and tackle problems together. This leads to greater teamwork skills something that proves useful in most areas of life.” (Stanford, 2018). Third, “focuses on investigating an open question or problem. They must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present.” (Guido, 2017). Fourth, “encourages your preschooler to use their voice when problem solving. They feel as if their mind is respected and their choices are valid.” (Ruben, 2017). Finally “When students are able to exercise autonomy over their learning process, they become more engaged, which helps develop a passion for exploration and learning on a higher level.” (Wabisabi Learning, 2019). These are the reasons why inquiry based learning can be effective are based on different studies from different authors.

3. METHODOLOGY

To conduct the study there are used both methods of research, qualitative and quantitative one. The methodology will be mostly focused on observations and questionnaires. The case study of this study is the 1st year students of Memorial International School, it was chosen only one class with 15 students and it was observed for 3 months. Since the focus of the study was one method of teaching, then the observation will give information and it will show examples of real life situations during the class, how the teacher deals with this kind of method, what activities he uses to teach it in a way that it can be understood by everyone. After the observation, there was included even questionnaires which was sent to the primary teachers of Memorial International School via email, so they had to submit their answers.

To conclude with, the English book, Oxford International English “Student Anthology” was analyzed. The teacher uses this book to teach to 1st year children, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing through the exercises which require a written answer that make learning easier for the students.

3.1 Observation as a way of data collection

Observation is one type of research method that it is used to collect information related to the topic. The type of observation used is participant observation, which “involves the observer being a member of the setting in which they are collecting data” (Bryant). Observation is a very helpful tool to touch the reality, because being part of the classroom gives you the opportunity to write down everything that happens and so it is a great contribution to the study. Specifically in this case, the author was the observer and the class observed is Year 1 of primary, on Memorial International School. The observation lasted 3 months, during all these 3 months there was taken notes about everything, how the teacher and students deal with the Inquiry-based learning, what kind of activities he uses in the classroom to teach them and how often.

3.2. Questionnaire as a tool of data collection

Questionnaires are a helpful tool to have a deeper view of the case. Beside the observation where the author could see everything, the questionnaires are focused on teachers’ opinions and suggestions. They reflect their views about the topic. The questionnaires are handled to some primary teachers at MIST. They are free to share their opinions and suggestions. In total there are 5 questions, there are 4 open ended questions and there is only one closed ended question.

The 1st question teachers are asked to write the difference between Inquiry lesson and the traditional approach. Then in the 2nd question they are asked to write for the role of the teacher in the classroom. The 3rd question is about the kind of thinking that is involved in Inquiry-based learning. The 4th question is about advantages and disadvantages of Inquiry-based learning. The 5th question is a closed question which requires teacher’s opinion if they do recommend Inquiry-based learning to other teachers, yes or no.

3.3. Book analysis

The book analyzed is Oxford International English “Student Anthology” compiled by Sarah Snashall. Teacher uses this book to teach to 1st year students, for the international classroom. In this book, students can read stories and poetry, which are accompanied by pictures and exercises. New vocabulary is illustrated in the form of a cloud in the end of each story or poetry. The book gives students opportunity to practice reading comprehension skills, speaking and writing, through the exercises which require a written answer.

4. PRESENTATION OF DATA ANALYSIS

4.1. The results obtained from observation.

The observation was very helpful to get informed of ways how the teacher handles with Inquiry based learning, how he uses this method of teaching, and what kind of activities he uses to the students. As explained before, the observation was held at Memorial International School of Tirana, the class observed is the 1st year of primary school. There were 15 students. Observation lasted for a considerable period of time, 3 months, which means one school semester and during all these 3 months children have developed their learning a lot. The teacher comes from America, and Inquiry based learning usually is used by native teachers. So, since the beginning students were learning without using translation. At this class, there were Turkish and Albanian students, and the rule is not use Albanian or Turkish at all. They should only speak English. The teacher that was observed during three months followed four cornerstones: procedures, student ownership, positive reinforcement, and growth mindset.

4.1.1. Procedures

The students have to be in charge of their learning but the responsibility falls to the teacher. Students do better when they know what to expect and especially when the environment is calm, relaxed, and welcoming. The teacher spent the first week of school with the main priority: teaching procedures. On the first day of the school, when students arrived, the first thing he did is meet them in the hallway, greet them, and politely ask them to stop talking. Then he taught them that scholars have to stop talking in the corridors because it interferes with the learning of others. As we mentioned before, the children arrived calmly and quietly, unpacked school bag of items they would need during the day, they form a line, and wait to be welcomed into class by the teacher and then silently begin bell work. The class then carried on to practice the procedure the teacher had just explained. If they got it wrong, that's fine. They can stop and do it again. They will do it as many times as it takes to get it right.

4.1.2. Student ownership

After the environment in the classroom is calm, warm, and welcoming, it's time to help the students begin to understand that. While the teacher has high expectations, he also respects the fact that this is their learning, not his learning, and they are in charge of it. It's up to the students to fill that container in whatever way is going to help them grow as scholars. On the first day, after they overcome their arrival procedure and they move on from bell work, they will have a meeting where students discuss what kind of expectations they have of teacher and of each other. As a class they will write a list of agreements. This gives them a sense of control, ownership, authority and power from the beginning. It also sets the expectations from the very beginning that the classroom is one of combination; nobody is going to be sitting back and letting others do the thinking for them. They will then begin, as a class, to discuss and decide democratically on a number of issues such as: morning song, where to post various learning tools/posters, what the class name will be. This spirit of student ownership should be allowed to be present in as many decisions as possible throughout the school year. Groups should be allowed to organize themselves democratically for group based tasks, students should be consulted on what works gets displayed and where it goes, and difficult situations should be brought to the class to be processed and a plan of action reached as much as is appropriate and possible. When students feel that this is their class, they are naturally invested in its success.

4.1.3. Positive Reinforcement

There is some times when students choose not to follow the agreements they've made. It is important for the teacher to choose a method of dealing with that. The best method teachers find to keep positive focus is The Nurtured Heart Approach. This is a relationship- focused on helping children build their Inner Wealth and is proven in every child who is challenged behaviorally, socially and academically. This is only one method, and there are many, but the point is that the focus be on learners support their behavior with the positive agreements they themselves have made. The teacher thinks the focus is on what they should be doing, not what they shouldn't. In the class there are arguments for and against classroom economies, but teachers find it to be most useful in involving and investing students in the running of the class. In most classroom economies, students all have classroom jobs and receive pay in some form for completing those jobs. In the class that I was observing, students do earn "Feedback Funs" (pay) to buy privileges, but only a small amount of this is through their job. Most Feedback Funds are given by their peers. Twice a day, students do quick feedback where each student gives positive feedback to others accompanied by a Feedback Fund point. Students know that they should be paying attention to each other during the day. While they are doing feedback they use words like: "see, feel, think"

statements to positively engage with their peers around the agreements. For example, if Leo notices Ira helping a peer with a difficult task, during feedback time he might say to Ira, "I saw you helping Amaris with that maths problem. I think you did a nice job. It is through this kind of peer feedback that most Feedback Funds are earned. This invests learners, in being successful themselves and in encouraging good choices in each other.

4.1.4. Growth Mindset

The teacher starts to use Growth Mindset activities in the first week. When a student says something like, "I can't do this" peers are likely to remind them, "...yet. You can't do it yet". Students begin to learn that making mistakes are absolutely essential if one is to grow as a scholar. So, the teacher is likely to find himself with much more time and energy to plan and deliver lessons and to give accurate, specific feedback on students' efforts. Procedures allow creating a proper environment for thinking, collaborating and growing. Student ownership invests all the students in its success. Positive reinforcement keeps the focus on what matters, and grow mindset gives students practical tools to better deal with the challenges.



4.2. The results obtained from questionnaires.

Participants of this questionnaire are some primary teachers of Memorial International School. The purpose of the questionnaire is to get information on how frequently is Inquiry based- learning used nowadays to teach primary students, how much do teachers rely on it. According to the survey in the 1st question the major part of the teachers answered that students are engaged in directing their learning, asking questions and making observations. It is about presenting problems and teaching strategies to solve those problems. They mentioned that Inquiry-based learning encourages creative thinking, problem solving and active learning. Traditional method of teaching doesn't really. The 2nd question requires about the role of the teacher in Inquiry-based learning. Most of them said that the teacher plays the role as facilitator, guide and instructor, but not telling. The teacher role is to help them, find answers by themselves. The 3rd question is about the kind of thinking that was involved in Inquiry- based learning. The responses were: critical thinking, creative thinking and deductive thinking. How and why instead of just what. Students should be actively engaged. The 4th question presents some advantages and disadvantages of Inquiry-based learning.

Advantages

Student engagement/interest
Ownership of learning
Encourages experimenting
Creative/ analytical thinking

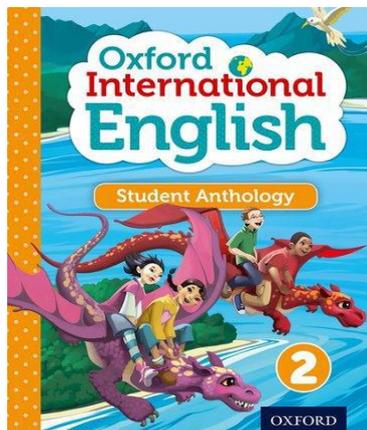
Disadvantages

More time consuming
It takes practice
Teacher must know material
Teacher must be well planned

The 5th and last question gives some recommendations from the teachers if they would recommend Inquiry to other teachers. They are expressed in this way:

All the teachers will recommend this method because it is modern research- based and very appropriate in a school for all subjects. These were all the answers of teachers, and majority of them use Inquiry method which is very helpful for students to learn better.

4.3. Book analysis



The book is “Oxford International English”, Student Anthology, written by Sarah Snashall and illustrated by Michael Morpurgo, Valerie Bloom, Roger McGough and Bashabi Fraser. This is the second book that 1st year students get to learn a world full of stories and poems. Through the book students can learn reading comprehension, writing and speaking and listening skills. There are 6 books like this but in this study. It will be analyzed only the second book. The topics of this book allow students to bring their own experiences into their enjoyment of reading. In the cover page of the book there is an illustration too that help students understand better what is the story about. Let’s pass to a story, “How Bear Lost His Tail, “a tale from North America retold by Sarah Snashall. (Snashall, 2009, p. 36) The story is about a bear’s beautiful tail which had frozen in the water and broken off when he tried to pull it out. Groaning, bear yelled at fox. Bear was angry because he lost his tail through fox’s trick. ... To this day, bear continues to have a short tail, and still does not like fox.

But, how the teacher deals with Inquiry in English lesson class is to be their guide and the students are the ones who do the asking. One lesson can last from three to five days. First of all they read the targets on the smart board that the teacher had prepare for them.

The targets are: (students read the targets with loud voices)

1. I can compare world stories.
2. I can tell you why I know a story is from a different time and place.
3. I can identify evidence for a different time and place.
4. I can make a description interesting using adjectives.

On the first day, the objective in this story is to identify and describe story settings and characters, and recognizing that they may be from different times and places. The teacher reads the story and the main teaching is to identify the literary elements, which are: title, author, illustrator, characters and settings.

After that, the teacher guides them to compare this story with the last one that they had, (especially illustrations looking at cultural differences). Their task is to make some predictions and then to compare in groups and listen to their peers predictions. They have to discuss and share with each other. Next day the teacher assigns each pod group a page of the story and they should become experts at re-telling and acting out their page. Students’ first group read their portion of the story, than plan a retelling skit of their part of the story. After that, students act out their parts in order. In the end they discuss on how the pieces of the story fit together. After that day, their task is to re-examine the story to find specific

words/sentences/details that indicate a different time and place. The teacher gives 10 minutes to discuss in groups and later they have to share findings with the group and board.

The objective for next day might be to write in clear sentences using capital letters, full stops and question marks. The teacher informs students that they have another story in that unit called "Yoshi and the Stonecutter" and asks them to find out what it is and where it's from, while he displays world map in the smart board. He instructs students to make predictions about the story and also he instructs them to listen for evidence that this story is from a different time and place than the other story. Teacher reads, students listen and think. They think about and share their ideas on the questions presented. Then, they write their evidence in their notebooks and share. After that, they discuss looking for evidence, what strategies do they use to find it (key words, illustrations, memory...). Next day the objective is to build and use collections of interesting and significant words. They have to choose interesting words and phrases, e.g. in describing people. The teacher board the sentence: There was a girl. The students have to think in pairs and to share on how to make this sentence more interesting. The main teaching is to teach that most sentences have nouns (person, place, thing), and he has to teach that we can make sentences more interesting by telling more details about the nouns.

Students' task is to identify nouns in the room and use the sentence as a starting point: "there was a" The groups then discuss and choose the best adjective to make it more interesting. Then students find interesting sentences in Yoshi story and identify noun (red) and adjective (green) by underlining. In the end they share their findings. So, this is the way how the teacher deals with Inquiry method in this book. He keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

5. DISCUSSION

This study is focused in one hypothesis and three research questions: Inquiry based learning can motivate students to learn and advance their problem solving and critical thinking skills. This hypothesis is important because students learn what they want to learn in a way that resonates for them. Instead of just waiting from the teacher, they prefer to learn by asking questions through experiences and explorations. Based on the first research question, inquiry is effective method of learning because it can help students construct their own knowledge, but is important to mention that depends on the guidance provided from the teacher. Despite the students' ability to learn new things, a thing that the literatures review deals too, is the importance of inquiry. Different authors have given their opinions about this and they arrive to a conclusion that inquiry is very important. When using this approach "learning involves ongoing, active processes of inquiry, engagement and participation in the world around us." (John D. Bransford.)

The second research question was if children learn better by inquiry, and I can say yes, they can learn better by inquiry because this method engages students directly to the topic. Students get more information when they are active on doing something. They can take control of their learning and they can learn in a way that works for them. Students are engaged in directing their learning- asking questions, making observations. It encourages creative thinking, problem- solving and active learning.

The third research question was about how inquiry activities motivate students to learn. In fact there is always an evidence for students to learn and advance their critical thinking and problem solving. Problem solving is an important skill too, Jennifer Pearson writes that "problem-solving skills empower children to think about themselves and others, and encourage them to develop an understanding of self in the bigger picture of society." (Jennifer Pearson) and "for a child this is an important life skill they will need to develop if they are to go on to have a bright future, where they are able to make healthy decisions for themselves." (Kumon, 2019). So problem solving not only serves them for the part of the activities in the classroom, but even for their future or real life situations. The teacher wants students to own their learning, to remain curiosity, to be the best students. So they need to have something like inquiry. So they learn how to ask great questions, find the answers and share their results. "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it." (Richard Paul).

Based on all the literature review studies, it arrives to a conclusion that students can learn better through inquiry based learning, they have the ability to learn so many things and this method really give results, challenge and motivate students to learn better and of course, they are entertaining.

Through the observation on year 1 of "Memorial International School", it is arrived to the conclusion that, when the teacher used inquiry based learning, they resulted to be successful. And in this way, it is proved the study hypothesis that students learn better through this method of learning. Whereas the book is one tool that teachers use to teach vocabulary, and

according to the analysis of it, it results that books contain a lot of pictures, actions and fun activities which make learning and teaching easy and entertaining too. Whereas, the questionnaire that was handled to the teachers, asks their opinion about the topic. When the teachers were asked if the students learn better by using inquiry, the majority of the teachers said yes. As a conclusion, if a comparison between literature review and methodology part of the study is made, they are coherent with each other, they claim the same things and they arrive to the same conclusions, proving in this way the hypotheses

CONCLUSION

As a conclusion, Inquiry based learning can be a great method for teaching students on early years. And this is proven from the questionnaire answers and observations done. Their results are a proof that, yes, children can learn better through this method and even the majority part of teachers admit this fact.

According to the literature review which is based on different studies, books and online articles, when it comes to teach early year students, inquiry based learning is very effective method, because students can own their learning, remain curiosity, learn how to make great questions, find answers and share their results with their peers.

The data collected by observations shows the Inquiry method that teacher on that classroom uses for teaching students. The directions of the teacher take the content, so the teacher's resource comes with the opportunity to explore things students are interested in, with that kind of Inquiry. The teacher allows students do the research and make the connection. Inquiry based learning make them think. Despite this, they really had fun while learning because they want to talk about their learning. Students do things that really matter to them and they are so excited and passionate. They are inspired and reflective the struggle. That is a true education and this is great for the teacher too; it is a pleasure when students enjoy learning.

According to the majority of teachers, they prefer Inquiry based learning more than traditional approach because IBL is focused on process rather than product. It is about presenting problems and teaching strategies to solve those problems. Students develop critical thinking and deductive researching skills. They gain content knowledge on the way, but the overall goals are broader than that. They all would recommend this method to other teachers.

Through the book analysis it is seen how students can learn stories and poems and how the teacher deals with Inquiry method. The teacher keeps guiding principles in mind, demonstrates to students how to participate, doesn't wait for the perfect question but allows students to be actively involved in their own learning.

So, as a conclusion it must be said that IBL is really effective method of teaching nowadays, especially to early year students.

Recommendations

Teachers should definitely use Inquiry based learning if they teach on primary school.

Teachers should make learning enjoyable and fun for the students.

Teachers should let students be critical thinkers and problem solvers.

Teachers should create a supportive learning environment.

Teachers should be creative and use their imagination.

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Double Standards and Human Rights in Latvian Foreign Policy: Example of Relations between Latvia and Central Asian Countries

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Abstract

The main objective of the research is to explore how double standards manifest themselves within the foreign policy of Latvia as a prominent feature of the relations between Latvia and the Central Asian countries. Double standards within the framework of the research are defined as an unequal application of rules, norms or standards of good behaviour within foreign relations. Alongside the historical development of the International Relations, human rights have gradually become one of the main indicators of politically and socially developed society. Inevitably, human rights as democratic value have become remarkable motive of Latvia's bilateral and multilateral relations with its partners, which at the same time distinguishes Latvia as a full – fledged member of the international community. As Minister for Foreign Affairs of Latvia Edgars Rinkēvičs emphasized in his most recent speech at the annual Foreign Policy Debate in the Latvian Parliament: «Latvia's foreign policy is rooted in the values enshrined in the Satversme (Constitution) of the Republic of Latvia, which honours human dignity, respects human rights and freedoms that are characteristic of every modern and democratic state.» Meanwhile Central Asia as a region where interests of world's leading countries collide, represents geopolitical significance, possesses noteworthy reserves of natural resources and has highly significant placement within global security issues. Bounded on the north by Russia and on the south by Iran, Afghanistan, and China it is exposed to terrorism, drug and human trafficking, organised crime and islamic radicalization threats. At the same time internally, following the fall of communism and the demise of the Soviet Union, a short period of democratization efforts were replaced by the resurgence of authoritarianism and related violations of the political and human rights. However, despite the growing heat around the human rights violations in the Central Asian countries, Latvia insists on maintaining exclusive relations and economic partnership with Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan – a decision which questions actual hierarchy of political choices and values within foreign policy of Latvia.

Keywords: double standards, human rights, Latvian, foreign, policy

Methods

The research is based upon the analysis of the diffusion and adaption of norms within the foreign policy of Latvia, while estimating the leading criteria and hierarchy of the political interests in terms of relations with its partners in the Central Asian region. Therefore, the research has been conducted within the theoretical framework of the social constructivism, mainly focusing on scientific literature dedicated to the diffusion and adaption of norms as well as scientific literature dedicated to the socialization of the countries and semi-structured expert interviews. Diffusion within the framework of the research is understood as transfer or transmission of objects, processes, ideas and information from one population or region to another (*Jeffrey T. Checkel, Norms, Institutions and National Identity in Contemporary Europe (2002)*).

Results The research work is still in the process and will be continued in the near future, therefore the research results are still vague. Preliminary results confirm the initial hypothesis of the research that in the foreign policy of Latvia exists a double standart approach regarding human rights issues in relations with Central Asian countries, contributed by the diffusion of norms.

Conclusions The study on how the diffusion of norms affects the foreign policy of Latvia and the main causes of the double standarts provides the opportunity to re-evaluate Latvia's foreign policy choices and exclusive partnership with the Central Asian countries on bilateral and EU level.

Institutional Factors Affecting Development of Latvia's Digital Diplomacy

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Abstract

21st Century has changed habits of consumption of information almost in every part of the world and societies. This fact creates necessity to adapt to the new challenges also for diplomatic services around the world including Ministry of Foreign Affairs (MFA) of the Republic of Latvia. Development of these processes is limited by the institutional capacity of the MFA. This study examines development of digital diplomacy policy in Latvia's Foreign Service and the influence of institutional factors affecting it. Study of legislation regulating digital diplomacy in Latvia, incl. Annual Reports of MFA, direct interviews with senior management of Communications Directorate of MFA as well as questionnaire with senior diplomats at MFA were used as main methods for the study. According to the study findings, digital diplomacy in Latvia is regulated very general. The Communication strategy set by MFA provides only overall principles of communication and relationship building with target audiences. MFA well recognizes significance of digital diplomacy but more exigent activity is limited due to other diplomatic service priorities. Limited human resources employed for digital diplomacy activities as well as deficiency of extensive training slows down proper development of digital diplomacy framework. The study leads to conclusions that above mentioned factors might create an environment where Latvia possibly lose international competition in the battlefield of public diplomacy to the countries with similar historical, political and socio-economic level of development.

Keywords: institutional, factors, development, Latvia, digital, diplomacy

The Impact of Exploratory Tendency, Market Mavenism and Opinion Leadership on Consumers' Adoption of Digital Brand Extensions

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Abstract

Offering brand extensions, which is using the brand equity and know-how of a parent brand to extend into alternative product lines, is one of the most prevalent routes of growth for companies. In line with their explosive growth in the last two decades, digital brands are especially very vigorous in offering brand extensions. Therefore, it is crucial to understand the factors behind the success of such extensions. A very important success factor is the initial thrust provided by early-adopters who will rapidly try and disseminate valuable word-of-mouth about the new offering. This study aims to examine two behavioral traits of consumers, namely, "*exploratory tendency*" and "*market mavenism & opinion leadership*", to investigate how influential these consumer characteristics are in developing a positive intention toward adopting extensions of two well-known digital brands: Google and Amazon. Selected dimensions of three established multi-item scales about these variables have been used to assess these traits with data collected through a questionnaire from 432 respondents. Two fictional extension ideas have been described in the questionnaire for each brand making a total of four ideas and consumers' intention to adopt these offerings and the impact of two distinct behavioral traits on their intention has been assessed. Findings show that exploratory tendency has a significant impact on intention to adopt all extension ideas while market mavenism & opinion leadership did not have a significant impact, raising interesting discussions both from academic and managerial perspectives.

Keywords: brand extensions, exploratory tendency, market mavenism, opinion leadership, digital brands

Hungarian Female Migrant Sex Workers in Switzerland: Interpersonal Support at Home and Abroad

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Abstract

Since 2008 the number of Hungarian women working abroad as sex workers has increased. Usually Hungarian women do not work these 90 days uninterruptedly, they work two-three weeks then go home and after a few weeks return to Switzerland to continue their sex work. The weekly number of sex workers having legal registration is increasing. Research work made in Zurich and Basel in 2014. The research design was exploratory and focused on migrant Hungarian sex workers perceptions of social support and the individuals providing this support in two different settings when they are abroad and at home. The sample consisted of 33 women identified by Swiss social workers in who were subsequently interviewed by Hungarian social workers. Data collection included demographic information, reasons for engaging in sex work, their future and their perception of social support at home and abroad. Social support information was gathered using the Hungarian Street Work Interpersonal Support Evaluation List (HSW-ISEL) a modification of Cohen's ISEL. The HSW-ISEL with support individuals identified combined with a short interview for rapid and relevant evaluations were used in the study. To explore social support in relationship to vulnerability and coercion a socio-metric concept map was added that asked respondents to identify individuals they can rely on, who supports them and who they can call upon for each dimension of the HSW-ISEL except self-esteem. A social support matrix for each prostitute was created by combining the responses on the (HSW-ISEL) and the source of support for each of those responses and then mapping those responses into a matrix. The "abroad" matrix clearly revealed the actors present and the relationships in the prostitute's foreign environment. In those situations where she needed information help (but not professional help), when she wanted to spend free time with others or needed instrumental help her primarily utilized an individual or individuals who she works and lives with (customers and other sex workers). Experts appear only in those relationships where the woman needs people who are very knowledgeable about services and authorities. The presence of customers appeared in dealing with loneliness and where the customer is in a dual relationship of friend and business at the same time. The "at home" matrix was much different from the "abroad" matrix in that family members are basically the only relationships identified. An exception is the threatening situation when she would turn to authorities. This matrix reflects strong family ties when she is at home. Analysis of all of the social support space matrices demonstrated that both at home and abroad as shown in the one example above that their network of social activity is circumscribed supporting.

Keywords: Hungarian, female, migrant, sex, workers, Switzerland, support, home, abroad

Exploring Experiences, Perceptions and Awareness of Preservice Student-Teachers in the Context of Teaching Practice

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Abstract

This paper presents an empirical data analysis relating to the views and experiences of the undergraduate students of the Department of Educational Science and Early Childhood Education (DESECE) of the University of Patras, Greece regarding the topic of teaching practice. The sample of the survey comprises undergraduate students at the third of the four years of studies at DESECE. The selection of the sample is based on the fact that the undergraduate students have already acquired the required theoretical background during the third year of studies. Anonymous written questionnaires were used to collect the research data. The paper focuses on exploring undergraduate students' views, experiences, perceptions, and awareness regarding teaching practice in kindergartens with kids of age between 4 and 5). No a priori analysis axes were defined. Rather, they emerged as an outcome of the qualitative analysis of the answers provided in the questionnaires. The major axes that we identified relate to the following topics: 1) Familiarization with the profession of kindergarten teacher. 2) Undergraduate students acting as teachers. 3) Educational actions in the kindergarten. 4) Communication and collaboration with the kids. Familiarizing with the future profession of the teacher is an important finding. It highlights the contribution of teaching practice itself in becoming acquainted with the future profession. At the same time, it is evident in their answers that the undergraduate students in our sample try to respond as effectively and efficiently as possible to the assigned role of the teacher. The analysis reveals that, for several undergraduate students in our sample, the educational activity is not simply a transmission of knowledge, but rather a process that involves critical thinking and an approach to design and organize it. At the same time, with regard to the effectiveness of their teaching capacity, the students pursue a sustainable reflection process in order to redefine the didactic approach for possible improvement or adjustment. In several cases, improving their teaching approach is considered identical or equivalent to improvement as teachers themselves. The kindergarten students are an important aspect for the undergraduate students, as the latter link and relate their approach to the former. In a number of cases, the reactions of the kindergarten students act as direct feedback points for undergraduate students regarding the educational activities. In conclusion, our study reveals that the teaching practice during the studies allows the undergraduate students to familiarize with it, understand its dynamic nature. Also, the possibilities that teaching practice provides in order to perceive in real life the varying aspects of their future profession.

Keywords: exploring, experiences, perceptions, awareness, student, teachers, teaching, practice

Gabriel Garcia Marquez and His Style in His Different Works

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Abstract

Gabriel Garcia Marquez is a well-known author who was born on 6 March 1927 in Aracataca which was a region of banana plantation, and entered the world of contemporary classicals with his novel 'Hundred Years of Solitude', and won the Nobel Prize. Reading his texts makes you taste a delicious piece of work. In this paper, different aspects of his career, his childhood, his solitude and his concept of 'love' will be discussed from autobiographical, biographical, contextual perspectives. It is beyond us to judge whether he is a successful author or not but we'd rather focus on his style, his life and world perspective and what he brought to the literary world of readers. In Latin America, novel traditionally came more effective and powerful than poetry. G.G. Marquez also has poetic ability, and most probably if he had insisted to be a poet, he would also become a famous poet however, he had reflected his style in poetry to prose, since he was in a rich cultural atmosphere. This paper will prove how his harmonious and balanced exaggerations in creating striking images made him one of the most classical representatives of Latin American Literature. The paper will explain how he reflects 'government' and 'love'. As he points out, human beings have only one life. This means that, as soon as we are born, we start to struggle for justice for ourselves, since we believe that we deserve it. At the same time, we have to feel the good taste of life by getting advantage of all opportunities. G.G. Marquez's novels deal with such themes from different perspectives.

Keywords: Gabriel Garcia Marquez, novel, poetry, 'Hundred Years of Solitude'

Identifying the Factors Affecting the Image of a Foundation: Example of the Social Assistance Association

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Abstract

Image is an important competitive power for both public institutions and businesses. Institutions should have a successful, respectable and positive image in order to survive. Public institutions, municipalities and non-governmental organizations should also strive to create a positive impression on people they serve as profit-making businesses. In this study, the factors affecting the image of a government foundation were tried to be determined. For this purpose, 100 people benefiting from foundation services were interviewed face to face and questions were asked to determine the factors affecting the image of the foundation. According to the results of the research, the employees of the foundation are considered to be reliable by the service users and it is considered that the foundation is not political. The foundation is also known by many. Participants listed the following as the reasons for finding the foundation image positively: the fairness of the foundation, the kindness of the employees, the determination of the real needers, the confidentiality of the information of the service users, the solution of the problems in a very short time, the trust of the foundation, as well as help the spiritual.

Keywords: image, foundation, social assistance association.

School Inclusion Policies for Francophone Minorities in Canada: The Case of Ontario

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Abstract

My paper is a critical examination of the official discourse on inclusion of immigrant students in French minority language schools in Ontario, Canada. Francophones who live outside of Québec in Canada have the legal right to receive their education in French under Article 23 of the Canadian Charter of Rights and Freedom. In the past, the Francophone students' population in these schools was rather homogeneous. However, increasing assimilation to the English majority language of the province, as well as an increasing number of immigrant students from different racial and ethnic backgrounds (from Africa, Haiti, etc.), changing dramatically the social fabric of the schools. This new reality brought the government of Ontario, in 2004, to implement in its French minority language schools, a language planning policy to help sustain the French minority language and minority culture. In addition, a policy on inclusive schools was implemented in 2009 and other policy guidelines were made available to help school personnel to work with the students' diversity, but always keeping in line with the language planning policy of 2004. In the context of my paper, a series of policies will be critically examined: the *Ontario's Aménagement linguistique Policy* (2005), the *Equity and Inclusive Education in Ontario Schools* (2009, 2014) and *L'admission, l'accueil et l'accompagnement des élèves dans les écoles de langue française de l'Ontario* (2009). My analysis is part of an ongoing 3-year study on the life trajectories of a group of young immigrants who graduated from French minority language schools in Toronto, Ontario.

Keywords: school, inclusion, policies, francophone, minorities, Ontario

'Explicite but Not Exclusive?' – Roma Participation in Local Development Projects Aiming at Reducing Child Poverty

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Abstract

Reducing poverty and social exclusion is one of the main goals of the Europe2020 Strategy. Policy initiatives that aim at the maintenance of the European social model pay special attention to the situation of the Roma, Europe's largest ethnic minority. Several studies show that they are more affected by extreme poverty, poor housing conditions, poor education and worse labour market position than members of mainstream society. According to the EU recommendations, in addressing the specific problems of the Roma as a marginalised group, an 'explicit but not exclusive targeting' approach should be followed. However, this principle raises several questions regarding its implementation: How should a particular project be designed to meet this requirement? Will this principle automatically ensure the inclusive participation of the Roma? How can this approach help in addressing the more complex issue of social exclusion at all? The presentation will compare two Hungarian local development projects in order to point out some advantages of the 'explicite but not exclusive' principle. These projects are part of the national Children's Opportunities Programme promoting better life chances of children at risk of poverty and social exclusion. The comparative analysis will investigate the local programs' responses to similar problems, the way of interventions and types of services they provided to tackle them. Special emphasis will be put on the programs' integrative attempts and practices towards the Roma across different intervention areas. We use primary and secondary data sources produced during the program, such as application documents of the projects, local studies exploring the subregions' economic, social and institutional status, survey results as well as mid-term and final evaluations of the program implementation.

Keywords: poverty, Roma participation, local development programs

Role Stress - Experiences of Swedish Non-Lutheran Clergy

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Abstract

Background: About fifty percent of Swedish Non-Lutheran Clergy leave the vocation before retirement resulting in huge personal, financial, psychological, emotional, spiritual and social costs. The factors behind this substantial flood out has scarcely been researched. From the multifaceted problematic aspects of pastoral work, **the aim** of this study was to explore the clergy's experiences of work stressors with the focus on Role-stress. **Method:** A qualitative approach with 19 open ended interviews was used and the interview material underwent qualitative content analysis. **Results:** Multiple external role-senders together with the individual pastor's experienced, internal expectations and demands, generated different types of Clergy role-categories that surfaced during the analysis. These roles were accompanied by several role-stressors as apparent with the roles *Servants of men* and *Servants of God* and the presence of Vision Conflict. Further the pastor as the *Church's ultimately responsible person* is plagued by Role-ambiguity and Role-confusion, and as the *Proven trustworthy administrator* struggling with Role-conflict. Family-work and Work-family conflicts, especially for female pastors, contributed to Work overload, this consequence also effecting the male colleagues during the generic attempts to meet as many of the Church members' expectations as possible. The accumulated Work overload, together with a lowered level of Work Satisfaction, boosted the Turnover intentions. **Conclusions:** Mutual succinct information between employer and employee, active continuous communication and refined and updated organizational structure need to be coordinated in order to lower the level of experienced role stress and thus reduce the present substantial number of Clergy leaving the vocation prematurely.

Keywords. Clergy, exit from ministry, pastor, qualitative, role stressors, turnover intentions

Matching Researches to Real-Life Problems—Detecting Emerging Issues with Horizon Scanning

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Abstract

Horizon Scanning is an exploratory method to identify key issues in the present and the future mostly in a holistic way and by involving different groups of stakeholders. These issues can not only be early warning signals of significant changes, but also topics which are worth scientific attention. The authors used and tested the method in a case study where representatives of the public, private and civil sectors were involved. The study took place in Székesfehérvár, a regional industrial center in the Transdanubian region, Hungary. First, structured interviews had been conducted that served as a starting point for the authors to explore and rank the most important problems mentioned by the different stakeholder groups. Then an extensive questionnaire was sent to verify (or question) the previously formed research topics. Lastly, a workshop was organized to better understand the key issues regarding both the present and the future. Thus, the authors were able to identify shortage of labor, unsatisfactory education and unstable legal environment as keenest actual problems, while education, shortage of labor and the region's ability to retain employees are considered as the main challenges in the future. The authors suggest continuing the regional researches by exploring the employment-retaining potential of the city, enhance the cooperation/networking between the stakeholders (and sectors), and reconsider the regional strategies involving the stakeholders to the planning and decision making process as well.

Keywords: Horizon Scanning, emerging issues, policy, public planning, regional development

Best Practice Contributions from Pilot Schools Applying STEM Education Program in Vietnam and Recommendations for a Larger Scale

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Dinh Bach TRINH

Thi Quynh NGUYEN

Abstract

STEM Education has been a hot topic recently in Vietnam. On May 4 2017, Prime Minister of Vietnam issued Directive 16 on tackling challenges posed by the fourth industrial revolution, including solutions on enhancing STEM education in high school curricula. During the last 5 years, many pilot projects for applying the STEM Education Approach have been carried out. Many STEM clubs have been set up in several secondary schools in Vietnam. Both the students and the teachers have expressed their inspiration to join the STEM clubs, and they have learned quite a lot of new knowledge and gained real-life problem-solving skills. During the academic year 2016–2017, the British Council in Vietnam worked with Vietnam Ministry of Education and Training to implement a pilot project titled “Applying UK STEM Approach in Vietnam context in 2016–2017”. The project featured 15 state-owned and private secondary schools and high schools in five provinces in the north of Vietnam. Recently, lecturers from Vietnam National University, Hanoi (VNU), University of Electricity and teachers from the Trung Vuong Secondary School in Hanoi have run many training courses on STEM for almost 400 teachers in Thanh Chuong District, Nghe An Province. That pilot projects have successfully concluded and brought about substantial improvement in learning and teaching in the participating schools. This paper presents the best practice contributions both on quantity and quality results of that pilot projects, as well as challenges and development for the future application of the STEM Education Program on a larger scale.

Keywords: STEM Education, real-life problem-solving skills, Educational Trends and Best Practice Contributions, quantity and quality results, UK STEM Approach

Providing the Sustainability of Meerschaum as An Intangible Cultural Heritage: Eskisehir Example

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Abstract

Meerschaum with a history of three hundred years also keeps a historical secret. Meerschaum was introduced to the Austrians during the Siege of Vienna by the Jannisaries of the Turkish army. Since those days up to present, you come across the word "white gold". The term sounds more suitable for a silvery substance, not a rock. There are many formal answers to this question. However, there is a distinct property which makes it different from other stones. This stone which resembles chalk is much lighter and softer. This property makes it easy to work on and shape. The white treasure of Eskisehir is soft and easy to work on when mined, but it hardens as a results of exposure to air. Apart from the white color, which its name is derived from, it is found in yellowish, gray and reddish colors. The raw materials of meerschaum is extracted in 8 villages which are 35 kilometers away from Eskisehir. This stone is extracted from shafts whose depths are measured by the unit "overarm". The depths of vertical shafts vary between 5 to 33 overarms. The highest-quality meerschaum is extracted from shafts of over 20 overarms. The technique used in extracting meerschaum is not a modern one. The access to the shafts is through rope ladders. Because these stones are deep below, it is hard to extract them from abundant water. The aim of this study is to transform meerschaum as sustainable intangible cultural heritage. The sub-purposes of the study are that differentiation of limited and traditional product varieties, development of different and creative products and increasing national and international recognition with different promotional tools. In this qualitative study, data were obtained from secondary sources and with in-depth interviews. In-depth interviews were conducted with the craftsmen of meerschaum. The data obtained from the craftsmen were analyzed and the results of this study is that providing the sustainability of meerschaum as a cultural heritage, meerschaum and handicrafts of meerschaum should be done innovative methods. Promotion and marketing studies should be done for increasing reputation of meerschaum. The innovations should be done about selling meerschaum products.

Keywords: Sustainability, meerschaum, intangible cultural heritage, innovation, Eskisehir.

Six Listening Strategies to Prepare Learners for English as a Medium of Instruction: a Case Study

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Abstract

University students worldwide are tasked with the serious challenge of developing skills to accurately listen to uni- and multi-directional academic spoken language. Over the past decade, this language challenge has been well documented as researchers detail the difficulties English language learners have segmenting words in a sound stream and recognizing communicative intent (Goh, 2014; Graham, 2017; Santos & Graham, 2018; Vandergrift & Goh, 2012). However, despite the acknowledgement that listening can be explicitly taught as a process (Goh, 2014; Siegel, 2015), there is no empirical data on practitioner/researcher collaborations that document specific listening strategies that can cultivate this core skill. The goal of this single-participant case study is to explore how a practitioner develops an evidence-based practice to prepare listeners for English as a Medium of Instruction. Thematic analysis of fourteen weeks of classroom observations, semi-structured interviews, and weekly coaching in an American "Bridge Program" revealed this participant's students demonstrated uptake and an affinity for six explicit learning strategies. These strategies included: (1) scaffolding stress pattern awareness; (2) developing vocabulary building journals; (3) using cloze tasks for linked speech recognition; (4) highlighting marked sentence-level stress (e.g., contrastive stress); (5) using timely and flexible feedback (e.g., metalinguistic cue cards); (6) and activating prior knowledge, language skills, and acoustic signals via metalinguistic prompts. The researcher will discuss how sociocultural theory framed the mediation and scaffolding of this metalinguistic awareness (Lantolf, 2000), and how the contrast between product- and process-based listening skill development has implications for decoding academic communicative interactions and aural input.

Keywords: strategies, listening, EMI, case study research

Evaluation of Gender Inequality in Textbooks of Vietnamese Integrated Systems Education

Nguyen Quang Anh

Nguyen Thi Chuyen

Abstract

STEM is a curriculum based on the idea of educating students in four specific subjects — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. In Vietnam, these subjects have traditionally been taught as separate subjects, isolated from real-world applications; hence Vietnam is now trying to change that system. After five years of application of the new approach, many pilot projects for applying the STEM Education Approach have been carried out, including compiling new textbooks. It is a common thinking that the boys are often interested on the four STEM subjects than the girls. This paper explores education challenges from studying the gender inequality in the textbooks of the integrated STEM Education in Vietnam, from compilers to articles, images and characters. Of the 187 authors who wrote 45 textbooks, there are 145 male and 42 female authors. In written articles, male characters account for 67% of the total number of characters described, compared to only 33% of the female characters in the secondary education textbooks. With 8,000 images that appear in the textbooks only 24% are female, and the difference in the frequency between male and female tends to increase at higher education levels. And more seriously, all of 66 famous scientists mentioned in articles and images in 45 textbooks studied are men. For future development, in order to build a gender-equal society, this paper proposes that leaders of the Integrated STEM Education Program as well as authors, compilers of the textbooks should pay appropriate attention to gender equality.

Keywords: Evaluation and assessment in education, STEM Education, Gender Inequality, Educational Trends, textbook compiling, interdisciplinary approach

Controversy as a Discursive Field: Introductory Issues

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Abstract

This paper is clearly inspired by the book "Five essays on humor and discourse analysis", more specifically in the first essay entitled "Humor is a Field" by Sir Possenti, recently published by the Parábola Editorial. Inspired then by Possenti (2018), but hardly endorsed by him, we dare to inquire that controversy can also be considered a field in the sense attributed to it by Pierre Bourdieu (1989). With rare exceptions, studies that have focused on understanding the controversy in the public space, especially in the field of language sciences and perhaps in the humanities in general, have restricted themselves to interpreting it, seeking: its origin; your target; your beneficiary; his communicative and argumentative technique; its socio-historical background. With the first objective of confirming the theoretical hypothesis proposed in this text, showing that in different fields that the participants of the fight follow very specific norms, that is, there is an order of controversy, we initially bring based on the notion of controversy of Maingueneau (2005). The controversy created in the scientific field of linguistics by Daniel Everett, who in analyzing data on the language and culture of the Pirahã people, questioned Noam Chomsky's postulates, especially those concerning syntactic recursion and, secondly, based on Amossy (2017), the controversy in the field of art, in 2017, due to the cancellation by Banco Santander of the Queermuseu Exhibition: cartographies of the difference in Brazilian art. Thus, our ultimate goal is to contribute to the epistemological debate around the notion of controversy.

Keywords: Controversy; Discursive Field; Discourse Analysis.

Media, Education and Immigration in Italy

Rosario Ponziano

Abstract

This work explores the connection between migrants, education and the media, with particular reference to the Italian context in which immigration is now configured as a structural phenomenon. The percentage of non-Italian citizens with habitual residence in Italy, in 2018, is about 6 million (about 10% of the resident population), while non-regular citizens are over 500 thousand. The real presence would be much lower than that perceived (25%) and this distorted vision would be the basis of a hostile attitude towards immigration (Istituto Cattaneo, 2018, Pew Research Center, 2018). The distorted perception of the phenomenon also contributes to those media that often present the issue of immigration in a simplistic and distorted, instrumental and divisive way, with the result of disinformation and polarization of public opinion. The thesis supported is based on the assumption that the media (traditional and digital) negatively influence prejudices, fueling mistrust and fear towards them. The story of migrants on the media is often based on suffering, drama and crime, based on terms (clandestine, refugee, migrants, etc.) used inappropriately or interchangeably, generating a certain terminology confusion (Fondazione ISMU, 2019). The tendency to present migrants only as protagonists of news events, occurs especially in coincidence with electoral campaigns, reflecting a propensity of the national media system to support the political agenda, that consolidates the idea of migrants as a "permanent emergency", rather than as a structural fact (Barretta-Milazzo, 2017). These aspects negatively influence prejudices against migrants, fueling what Bauman (2003) has called "mixophobia", or the fear of having to face massive and unmanageable doses of "a stranger not to be tamed, repellent and uncontrollable". Among the consequences of the lack of knowledge of the phenomenon and of this attitude of fear there is the increasing use of linguistic registers, tones and vocabulary that are more and more offensive on social media, which seems quite evident precisely in the case of immigration. It is hate speech, defined as words that are used as ambush, terrorize, wound, humiliate and degrade (Matsuda et. al., 1993), and which finds an important echo in social media context, where people are "always on" (Ito 2008). A study conducted by Vox-Osservatorio sui diritti (2018) shows that on Twitter there are peaks of racist conversations just in correspondence to some news reported on newspaper or television news. This is a challenge for education that today finds itself in competition with instruments that can influence sentiments and opinions on a parity or, to a greater extent, of traditional educational agencies. The world of education should promote the concept of digital citizenship (RivoltellaArdizzone, 2007) to offer people, and in particular young people, the culture of responsibility necessary to counter discriminatory attitudes towards migrants.

Keywords: Education, traditional media, social media, immigration

The Use of Textiles in the Installation Art

Nihan Akdemir

Abstract

The textile which is entering a basic relationship by canvas which is the basic material of painting, has continued this relationship throughout history and continues to be used in different art disciplines. When we look at the relationship between textile and art in the historical process; firstly we can see the depicted textile with a realistic approach in the paintings as a part of expression and composition. Later, textile was seen to be used with a material-oriented approach in the paintings as part of its expression in a dynamic art environment which started during synthetic cubism with Picasso and Braque. Then using of textiles in art practising started to become wider with new art movements. Installation art is one of the important genres where textiles are using. The term installation art is used to describe large-scale, mixed-media constructions, often designed for a specific place or for a temporary period of time. Like most movements that make up modern and contemporary art, installation art an interest in innovating. And this research paper aims to describe the forms, ways and inner meanings of using textile in installation art over artists and art works such as Chiharu Shiota, Ana Teresa Barboza and Naoko Yoshimoto. The results showed that textile has an important part in installation art not only by using directly but also with new approaches.

Keywords: Textile, Installation art, Installation artists.

Emotions and Feelings for a School of Affectivity

Simona Perfetti

Abstract

Today the world of education has to deal with a problematic, almost polymorphic, aspect of pain: on the one hand, still prevails the tendency to "domesticate" pain, to remove it, on the other, the pain becomes more and more "public" since it is mediatic. It has become clear how, in the relationship between education and teaching, technology has become an integral part of the teaching/learning process. This combination has changed the relationship that exists between experience and conceptualization, and has now become the basis of the learning pathways themselves. Is it possible to follow a pedagogical path that, without denying technological progress, is able to construct an educational project that teaches young people above all to live the fragility, suffering and idea of the end as inseparable conditions of life and, therefore, as horizons of meaning of existence? In this sense the school, as an educational institution, could be considered as the privileged place that is able to carry on a real affective education, an education that is able to work on the awareness of the pedagogical force of fragility, of living emotions in a constructive way, in giving them meaning, a habitus that can serve as a value platform for the younger generations.

Keywords: affect, school, education, emotions

Violence in Algerian Society and its Eradication between Reality and Challenge: The Case of Algerian School

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Abstract

Violence in Algerian society remains a serious social evil and a difficult reality that has attracted the attention of scholars, academicians and researchers from different Algerian towns. The focus of different initial studies performed, mainly focused on the responsibility of the most important institutions concerned with the social up growing and education, namely the family and the school towards the birth of violence and its eradication. Indeed, in the case one of these crucial institutions fails to perform its duties and assume its responsibility, violence becomes the language of the family with its members, of the school with all its different components; consequently the language of a whole society. On this basis, important questions impose themselves: what is the reality of violence in Algerian schools? And what are the appropriate measures that Algerians should take to reduce or eradicate it? Our analysis resulted in the necessity to review the duties of both the Algerian family and school, and some suggested strategies to reduce or eradicate school violence in the Algerian society.

Keywords: violence, school violence, social growth institutions, strategies

The Importance of Culture and Civilization in Malek Bennabi's Educational Project: The Algerian Case

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Abstract

According to the Algerian thinker Malek Bennabi, education is a purely social process that starts with the human being birth and ends with her/his death. It is continual, teaching the individual life's alphabet. Given the preoccupation of education with the transfer of values, traditions and human systems, from generation to generation, it becomes closely linked with important concepts such as culture and civilization. This paper attempts to identify the main educational issues that Malek Bennabi tackled, considering two crucial components that built his educational project, namely culture and civilization.

Keywords: Malek Bennabi, educational project, culture, civilization, social development.

Civic Participation and Demonstrations in Portugal (2011–2012)

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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

Environmental Factors and Affective Well-Being Influence on Mine Workers Absenteeism in South Africa

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Abstract

Human resources remain the most important and valuable assets of every organisation. In effect, the strategic monitoring and management of related environmental factors and employees' affective well-being for continued presence at work are becoming increasingly fundamental. The mining industry is characterised with different environmental factors and affective well-being puzzle that may likely affect employees' turnaround time at work. While available studies have largely investigated how environmental factors predict employee's well-being, what is unclear is how environmental factors and affective well-being determines employee's absenteeism from work. Using a quantitative study, this study examines how environmental factors and affective well-being influence workers absenteeism in South African mine industry. A total of 280 mineworkers were randomly selected using a descriptive survey of the probability sampling technique. The retrieved data were analysed using both the simple and multivariate regression analysis. The findings revealed that both environmental factors and affective well-being do not predict mine workers absenteeism, although environmental factors show more variation in employee's absenteeism than affective well-being. Similarly, the different environmental factors including exposure to noise, dust, vibration, temperature and heavy lifting do not show any evidence to have predicted mine workers turnaround time at work, except hazardous materials. The study concludes that mitigating the consequence provoked by hazardous materials on mine workers will significantly increase employees' presence at work. Thus, the study makes a case for the revitalisation of the South African mining industry, especially in the area of setting out modalities for the control of strenuous environmental factors, particularly hazardous materials in the workplace.

Keywords: Environmental factors, well-being, absenteeism, mining industry, workers

Good Country Index – V4 Countries Comparison

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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

Rethinking Teacher Training According to 21st Century Competences

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Abstract

One of the demands of our educational system is the orientation towards sustainability. To prepare people for future we need teachers who are able to develop the 21st century 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 longitudinally 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 21st century competences. Transformative learning in teacher training is an adequate way of developing teacher's competences.

Keywords: teacher training; future competences; transformative learning

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

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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

The Diffusion of M-Pesa in Developing Countries: Convergence Program Lead Vodafone Albania Sh.a

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Abstract

The purpose of this study is to investigate whether this kind of innovative service was successful in all developing countries. Prior to the introduction and implementation of M-Pesa, people used a variety of formal and informal channels to save or send money to others. It is supposed that through mobile money technology, the population currently out of the reach of financial services will be integrated as formal players into the market and that informal ways of transferring money will be reduced (Jenkins, 2008). Financial inclusion is an issue that has gathered a lot of attention among policymakers and researchers and is referred to as a process that guarantees ease on access, availability and also the usage of banking services for all householders of a country (Sarma, 2010). Without doubt, the introduction of M-Pesa in Kenya has deeply changed the way through which transactions occur. Based on the review of the literature but also the case-studies on the application of M-Pesa in Albania and other countries, at the end of the paper we give some important conclusions.

Keywords: M-Pesa, mobile money, developing countries, case-study, Kenya, Eastern Europe

Students Training Through Applied Activities at Department of Automation and Applied Informatics, University Politehnica Timișoara

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Paul Negîrla

Adrian Korodi

Octavian Ștefan

Abstract

The paper is focused on the practical knowledge transfer problems in higher education engineering. The objective is to improve the knowledge transfer in order to facilitate rapid workplace integration. The curriculum and the practical training of students at University Politehnica Timisoara, Department of Automation and Applied Informatics are presented and discussed. The implication of companies in the students' practical training is highlighted. A practical knowledge transfer system is proposed, based on logical distribution of the requirements for a single practical application, transversally, to the curriculum courses. The initial changes in the curriculum, introduced after the Bologna Declaration, are presented for the previously mentioned department. Ideas and questions were released which can be clarified, interpreted and criticized, providing a discussion base that can be benefic to the academic and industrial community. The presented changes were discussed with the economical zonal partners (companies: Continental Automotive, Hella, Nokia, Yazaki, Huf, Flextronics, etc.), being appreciated and sustained by the companies.

Keywords: Practical knowledge transfer, curriculum courses, syncretic project, project, higher education.

Restriction on the Authority to Represent in Turkish Joint Stock Companies Law

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Abstract

Turkish Joint Stock Corporations Law is based upon Swiss Law. Turkish Commercial Code of 2012 reflects a pure reception of the rules regarding the representation of the company from Swiss Law. However in 2014, Turkish Law has confronted the enforcement of Art. 371/7 TCC, which enables restrictions on the representation authority in terms of the material and monetary scope of the transaction. This study aims to bring a critical view of this regulation and to introduce a draft for a well-directed regulation with respect to restrictions related to power of representation.

Keywords: Joint stock corporation, representation, distinction between management and representation, internal regulations, delegation of representation authority.

Technique Preparation of Woman's Xhoke: An Important Element of Albanian Folk Costumes

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Abstract

Folk costumes are an important aspect of the Albanian cultural heritage. Seeing the garment as one of the brightest manifestations of the material and spiritual Albanian culture, this paper through its structure undertakes to explore, document and discuss in detail the techniques and process of the xhoke preparation, as a very important element of folk costumes, both for the function and the aesthetic role it plays. Correlational research between textile material used (type and elaboration) and dress form (cutting and sewing process, and decoration techniques) in every xhoke, taken in this study, can show as similarities and differences between those used in the village and those used in the city. Xhokes, in the village dresses, appear varied as by form, which is also indicated by their cutting schemes as well as by the compositional scheme of decorations. They preserve the local aesthetic element very well, as well as the old craftsmanship of cloth making. Xhokes (xhybet), in the city dresses, appear with the same cutting scheme, which leads to their unified form. The compositional schemes of decoration on these xhokes are approximate, especially in those xhokes where their form is the same. In producing this popular costume it was very important the combination of the material with the cutting and sewing way, functionality and the final image created.

Keywords: xhoke (with sleeves or sleeveless jacket), folk costumes, technique preparation, textile materials, cutting schemes, sewing, decoration.

Networking and Support: Determinants of the International Performance of Enterprises

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Abstract

The paper explores and analyses networking and usage of available support opportunities and services for participation and competitive performance of enterprises on international markets. The empirical results are part of a representative survey of enterprises in Bulgaria, varying in size, type of activity, location, ownership (family and non-family), age and sex of the founder entrepreneur, and other characteristics. The paper focuses on small and medium-sized companies due to their importance for the economy, as well as due to their not fully deployed potential for more active participation and successful performance on the international markets. The aims and advantages of networking have been investigated in the paper, as well as the relationship between participation in networks and providing public services to the enterprises. Furthermore, the connection between the entrepreneurs' specific characteristics, on the one hand, and the involvement of their companies in networks and looking for institutional support for different initiatives (including internationalisation), on the other hand, has been analysed. Based on the conclusions drawn, some recommendations to the stakeholders have been made.

Keywords: networking, support, international performance, small and medium-sized enterprises, entrepreneurs

Instagram as Digital Communication Tool for the Museums: a Reflection on Prospectives and Opportunities through the Analysis of the Profiles of Louvre Museum and Metropolitan Museum of New York

Michela Zingone

Abstract

Launched in October 2010, Instagram is nowadays one of the most used social networks. According to the latest data released by the platform in 2018, in fact, the number of active users exceeded one million. From the public to the private sector, several actors have integrated Instagram into their communication plan. Among them, there are also the museum institutions. The object of this article is to look at what types of contents museums usually share and to understand how they are using this innovative communication channel based essentially on images to document, communicate their daily activity, their identity, and get in touch with users. Through the method of the content analysis, we propose a qualitative analysis of the posts published in a period of 30 days on the official profiles of the Louvre Museum in Paris and the Metropolitan Museum of Art in New York.

Keywords: social network – Instagram – museums – visual storytelling – public communication

Analysis of the Digital Skills in the Eu Labor Market. a Case Study of the Banking Sector.

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Abstract

The digitisation of the economy has been a global trend in the last decade and more significantly during the last five years. The European Union recognises that digitalisation changes the structure of the labour market, affecting employment and income distribution. Over the last ten years, digital technologies have entered more and more sectors of the European economy. Over 40% of EU workers have been involved in changing and/or replacing the technologies they use at work. Structural changes in the labour market in Europe are closely correlated with the very high demand for advanced digital skills in the coming years. This paper analyses the political, economic, socio-cultural and technological factors affecting the development of digital skills in the European Union (PEST analysis), with a focus on the banking sector.

Keywords: digital skills; digital competences; ICT; labour market; digitalisation

JEL Classification: J24, O14

Disruptive Innovation on Competition Law: Regulation Issues of Online Transportation in Indonesia

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Abstract

Disruptive innovation such as online transportation business is a leap of innovations of in services that triggered chaos in field of competition law. The emergence of new cumbent with its disruptive innovation has disturbed the market that dominated by the incumbent. This chaos cannot be overcome by the same legal approach because it has a different business model, in fact, it also happened in Indonesia. This study aims to: (a) reviewing whether disruptive innovation infringes the principles and provisions of competition law and; (b) identifying and evaluating various regulations regarding online transportation in Indonesia. The method of this research is normative legal research, which examines various legal principles, legal theories, and legislation. Findings of this study are; First, disruptive innovation is not an unlawful act because it does not infringe any provisions in the competition law. And also, this innovation is not contravene with the public order; its using new business platforms that are different from old business models. Second, Indonesian government has regulated this disruptive innovation by issuing regulation which has been sued for judicial review and amendment. Finally, Indonesian government has formulated an accommodative regulation format, i.e., online transportation is equalized to the specialized rental transportation.

Keyword: disruptive innovation, competition law, online transportation, regulation

Why is Locke's Linguistic Theory Still Current and Interesting Today

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Abstract

In the *Essay Concerning Human Understanding* (1690), Locke set out to offer an analysis of the human mind and its acquisition of knowledge still very current and important today. Locke offered also an empiricist theory according to which we acquire ideas through our experience of the world. The article examines Locke's views on language and his principal innovation in the field of linguistic theory, represented by the recognition of the power of language with respect to the classification of the world, and its relative independence from reality. In particular the following topics are discussed: a) the polemical contrast with Cartesian philosophy b) the criticism that Locke levels against innatism c) the function of abstraction of the mind d) the concept of semiotics as a theory of thought and its expression e) the radical concept of arbitrariness f) the pragmatic factor intrinsic to Locke's linguistics described as "communicational scepticism".

Keywords: language, arbitrariness of words, communication, signification, knowledge, semiotics

Activation of E-Learning in Design, Applying to Two Courses: The Basics of Visual Design and Apparel Design

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The Glass Ceiling and Challenges Which Women Posed to Have Presences in Political Leaderships in Afghanistan

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Yalda Mahya

Abstract

This study evaluate the challenges posed to women's participation in Afghans' leadership, it's like a glass ceiling that prevents their presence at the top organizational level of the national entities. The aim of this research is to recognize the mentioned challenges and propose precise solutions on those regarded. The research is conducted based on disk research method and have gone through first hand highly accredited existing national and international documentaries, and the researches which are conducted by central statistics office of Afghanistan (CSO), independent human right commission of Afghanistan, Afghanistan research and evaluation unit (AREU), integrity watch of Afghanistan and other related academic articles and journals. The study concludes that, despite the efforts made in recent years, the presence of women on different hierarchical level of entities and leaderships steps are less and symbolic, and the key factors regarding to those could be cultural and educational obstacles and as well as security challenges. On this study the researchers on first steps tried to identify the obstacles and then proposed applicable realistic suggestions based on Afghanistan's social context.

Keywords: glass ceiling, Afghan's women, leadership, challenges and participations

Mechanism of Attainment of the Graduate Profile for the Curricular Harmonization in the University of Atacama

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Abstract

The progress of the curriculum redesign process promoted by the University of Atacama (UDA¹) is presented, through the Academic Vice Rector and operationalized by the Center for Teaching Improvement. This process has been organized with a systematic approach defined to carry out curricular innovation with a competence-based approach, guided by its Educational Model (Universidad de Atacama, 2007)². This understanding shows a significant first step materialized in the mechanism of achievement of the graduate profile of which we will explain the structure, the systemic approach and the possibility of implementation through participatory strategies. It is argued that from this proposal, a change in the logic of curricular implementations and evaluations is sought at a higher level, to incorporate into the task the inclusive view regarding historicity, of the contexts in which guidelines for a sustained change that aims for quality.

Keywords: curriculum design, competencies, systemic approach, strategy

¹ UDA: Universidad de Atacama Acronym

² Educational Model: Academic Commission for the elaboration of the Educational Model.

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

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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)

Taxonomy of an IIoT Device Based upon Production Functions

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Abstract

In this essay, we develop a decision model for the economic impact of Industry 4.0 technologies/IIoT devices on established business processes by testing two hypotheses concerning a decision model based on production functions. New methods to aid in the design and modelling of production systems that are able to rapidly reconfigure and that are self-adaptive in response to disruption (both by humans and for automated systems) are required (Sanderson, Chaplin, & Ratchev, 2019). Mass customization, shorter product lifecycles, smaller production batches and higher production variability lead to the requirement for manufacturing systems to be rapidly reconfigurable and self-adaptive in response to disruption. We propose to recover and apply available and established techniques to evaluate and assess the rationale of technologies before they are implemented to improve the decision process. We consider the investment into IIoT devices from a microeconomic perspective as a long-run problem for companies and therefore consider those problems to be reviewed with adequate methodologies to build a consistent decision model. Investing into a factor (such as an IIoT device) is only economically reasonable as long as this factor produces a benefit, otherwise the investment infringes upon economic feasibility (Fandel 2005).

Keywords: taxonomy, IIoT, device, production, functions

What Happened to Initial Teacher Education in Indonesia? A Review of the Literature

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Abstracts

This paper provides an overview of Initial Teacher Education (ITE) in Indonesia over the past seven decades (1950-2019) from some theme-related literature. The summary of the socio and geographical background which affect the quality of teachers in the national scale is briefly presented followed by the information about Indonesian student achievement and the need of improvement of ITE in the literature. This paper focuses on the impacts of some historical, political and ITE educational system background to the development of teacher education. The review also illustrates the challenges and condition of ITE nowadays. The paper suggested a program outcome evaluation study as one of the possible solutions to improve and sustain the quality of ITE and its graduates.

Keywords: teacher education, teacher quality, quality assurance, teacher certification, teacher policy

“School for Life “ – Theoretical Background and Analysis of Croatian Reform in School Education

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Abstract

Objections to the fact that education is, on the one hand, overburdened by theory and separate from practice or, on the other hand, completely separate from theory can be found in contemporary researches and theory of education. These objections also imply the problem of selecting the content, as well as the way of teaching and formulating the desired outcomes arising from the education process. One of the possible solutions to this problem is the concept of “school for life”, which, in the pursuit of John Dewey’s philosophy of education, leads to the abolition of the false dichotomy of theory and practice in education. Contemporary education can, therefore, no longer be understood as a process in which passive subjects acquire knowledge, but as activity of subjects that by experimenting and innovating adjust the content that comes from experience and ultimately applies them again to everyday life. In this way, the outcomes of the educational process should be understood not as dogmatic reproductions of existing knowledge, but as an entity’s ability to participate fully in the life of the community to which it belongs, including lifelong education, participating in the process of acquiring work experience and active, responsible and constructive action within community. The demand for meaningful education related to the subject’s developmental age, its interests and close to its everyday life experiences is also shaped by the current reform of the Croatian educational system, which is developing under the concept of “school for life”. The aim of this paper is to establish the theoretical framework of such a request, to analyse specific Croatian case and to examine how close to the contemporary tendencies in education Croatian reform in school education has really come to.

Keywords: John Dewey, philosophy of education, “school for life”, contemporary education, Croatian reform in school education

Editorial Genetic Rites and Authorship in Journals

Leticia Clares

Abstract

The research we will present aims to further develop a discussion started in the master's degree research entitled *Publishing mediation in scientific communication: a study of two human sciences journals*, focusing on a fundamental issue of the current times: the constitution of authorship in scientific communication. In order to investigate that issue, we aim to examine the defining conditions of authorship in the production of scientific papers in different areas of knowledge. Therefore, the corpus is composed by four important journals nationwide, *Geosp: espaço e tempo*, from the Postgraduate Program in Geography of the FFLCH-USP, *Cerâmica Industrial*, from the Brazilian Ceramic Association, *Cadernos Brasileiros de Terapia Ocupacional*, from the Occupational Therapy Department of UFSCar, and *Revista do Instituto de Estudos Brasileiros (Rieb)*, from the Brazilian Studies Institute of USP. Having the French discourse analysis as theoretical framework, we take into account the relationship between the author and other co-enunciators in the editorial genetic rites (Salgado, 2011), also considering the place of the author as a creative paratopy (Maingueneau, 2014). At the event, we will discuss more precisely the current stage of the research, focusing on the methodology of data collection, in which we used interviews with different professionals involved in the publishing of the mentioned journals.

Keywords: authorship; discourse analysis; publishing mediation; scientific communication; scientific writing.

Knowledge Acquisition and Business Modeling Using Experiential Learning Approach to Entrepreneurship

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Abstract

Boosting entrepreneurial thinking and emphasizing its usefulness at all levels of education is a response to support the Entrepreneurship 2020 Action Plan (European Commission, 2013), use the international potential, and revolutionize the culture of entrepreneurship in the EU. In order to increase both the attractiveness and effectiveness of entrepreneurship education, mainly at HEI, a variety of methods, tools and materials will be developed. Entrepreneurship, creativity and interpersonal communication are the key transversal skills necessary for working today in a multicultural environment. However, for shaping an entrepreneurial mindset, students need clear objectives and understanding embedded with multidisciplinary knowledge as well as competences to implement useful solutions in business practice. In this sense, an approach based on experiential learning and teaching has become a requirement in the education process. The purpose of the conducted research is to explore and carry out a synthesis of practice-oriented methods and experiential learning activities in entrepreneurship education to support students in solving real business problems by interacting in multicultural teams. The cognitive aim of this paper is to present the iterative and participatory co-creation process of business models generation by international students based on their experience, observation, and reflection within the framework of the Erasmus+ Strategic Partnership Project titled Entrepreneurship and Communication in Multicultural Teams (ECMT+). During the three entrepreneurship training workshops (Intensive Programmes 2017-2019) in total nearly 150 students from seven European high education institutions represented 16 nationalities. The study reveals positive effects of applied methods of experiential entrepreneurship education, significant involvement of participants in achieving the goal and gaining professional knowledge regarding to business model generation.

Keywords: ECMT+, business modeling, entrepreneurship education, experiential learning and teaching, intercultural collaboration

Capital Structure, Financial Strategy and Share Buybacks – Theory Meets Real Cases

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Abstract

In 1958, Modigliani and Miller established theorems on the relationship between a company's market value, capital structure and cost of capital rates. The essential statement of the first theorem of Modigliani and Miller is that under certain assumptions the capital structure is irrelevant for the market value of a company. Due to changed assumptions, it was pointed out in the following that there can be an - perhaps - optimal capital structure of companies. The share buyback is an instrument that can be used to create or approximate an optimal capital structure for a company - if it exists. This paper first discusses the issue of optimization of the capital structure - with the traditional and a proposed new version of the definition of it. Based on this consideration, the next step will analyze four practice cases of companies that have announced and executed share buybacks. First, the actual capital structure from which these companies originate and then the - possibly optimal - target capital structure that these companies aim for are compared. Secondly, it will be examined which other indicators are used to define the capital structure in the cases under consideration beyond the simple ratio of equity to debt. These relevant indicators include target values from the financial analysis of companies such as interest cover ratios and the ratio of debt to cash flow figures. The article shows that companies can actively strive for capital structures that they consider to be optimal or better or that leave themselves more or less room for manoeuvre. In addition, it is made clear that the practical consideration and control of capital structures goes beyond the traditional definition of equity and debt capital. The methodology chosen in this paper is to compare practical cases in relation to the question asked.

Keywords: capital structure, financial strategy, share buyback, key financial figures

Means of Containing Extremism

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Abstract

Extremism is not confined to a particular culture, religion or to a particular civilization, but to all this. Extremism is always associated with fanaticism, intellectual isolation and the lack of acceptance of the other, which leading to an endless series of violence and counter-violence, resulting in the destruction of societies, nations and states. But the focus of this paper is on Muslim communities, especially Iraq, because of the apparent suffering of this phenomenon at present time. The paper also focused on means in which this phenomenon can be reduced and addressed.

Keywords: Extremism, means, terrorism, containing, Iraq.

The University of Tetova: A Glorious Temple Built on the Nation's Sacrifice for Culture and Justice Acknowledgement

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Abstract

In different historical periods, famous people have sacrificed themselves on behalf of their substantial beliefs in the function of promoting scientific knowledge. Likewise, many of them, with an uncompromising piety have contributed to the establishment of institutions to ensure its advancement. Not long ago, by the end of the 20th century, in a Macedonian town – now North Macedonia, in Tetovo - the first Albanian-language university was founded as a product of citizens' collective willpower for ethnic and cultural identity actualization in the field of education. It is fairly said that its founding history is hurtful and atypical for a higher education institution. Therefore, through this article we will tend to elaborate the specificities of its evolution by describing two development stories based on the collected data using the archival study method. In the first one, we will give light to some of events of essential importance of its establishment, in a time and context of communist regime that led an ethnic groups marginalization politics in a multiethnic society. Our focus will be the police actions by the government of the time in order to brutally crush the pro-University civic movement, which led to murder and imprisoning of Albanian intellectuals, professors and youngsters, but with unsuccessful epilogue. Subsequently, we will present the second story of this major national project: from the moment of its institutional legalization in 2004 to the present. Today, this university represents the nucleus of the Albanian emancipation in RNM, by promoting social, multicultural and especially scientific and academic values. At the end we will emphasize the vision, strengths of this University, such are women empowering, intercultural dialogue and its internationalization.

Keywords: cultural identity, multiethnic society, vision, internationalization